

Year 2 ECT/Mentor/IT Bulletin (Including January 2021/22 cohort)

Bulletin Section - June 2023

Welcome to the final Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the September and January 2021/22 cohort of this academic year. The purpose of this Bulletin is to share relevant information regarding the Early Career Framework Full Induction Programme with Induction Tutors, Mentors and Early Career Teachers (ECTs). We will circulate these Bulletins at the start of each new module in the Full Induction Programme Calendar. This Bulletin relates to Development Cycle 6 of the ECF.

End of Year 2 ECT formal assessment

A reminder to all Induction Tutors that Appropriate Bodies will be expecting the formal assessment review of the September cohort ECTs for year 2 of their induction, to take place this half term. A summary of the process is provided below:

- ECTs should have formal assessments carried out by either the Induction Tutor or the Head teacher. Mentors should not carry out formal assessments unless they are also acting as the Induction Tutor. Evidence used in the assessment should be clear & transparent & copies provided to the ECT and appropriate body.
- Evidence for assessment must be drawn from the ECT's work as a teacher during their induction. This will consist of existing documents & working documents. There is no need for an ECT to create anything new for the formal assessment.
- Formal assessment reports should be completed for the formal assessment and will show performance against the Teachers' Standards not the ECF.

Induction Tutors will need to: have observed ECTs teach, speak to them about their practice and speak to Mentors about their progress in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork. The formal review is a longer form to complete as it is against each of the Teachers' Standards.

We are very proud of our cohort of Y2 ECTs who began their statutory induction in September 2021; they are the first cohort to complete our ECF Full Induction Programme.

We will be contacting schools and ECTs individually to mark the completion of their ECF journey with us.

End of term assessment for the January 2022 cohort

Your Appropriate Body will be requesting that you complete a Progress Review of your ECTs by the end of this term.

Induction Tutors will need to: have observed ECTs teach, speak to them about their practice and speak to Mentors about their progress in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork.

Development Cycle 6

The first half of the Summer term 2023 has seen ECTs and Mentors work through Development Cycle 5 of the Year 2 Full Induction Programme which focused on 'Using structured talk to develop pupils' literacy'.

This week heralds the start of Development Cycle 6 for ECTs on Year 2 of the programme which focuses on '**Developing a coherent curriculum**'.

Extend Seminars

These seminars are subject/phase specific and each Year 2 ECT has been placed into a group based on the main subject or phase that we have been informed that they teach.

As a reminder, the January cohort 2021/22 will access all of the Y2 programme but in a different order to the September cohort.

The extend seminars for ECTs for the Summer Term 2023 took place as follows:

W/b: 24th April 2023 – PE, Science, EY/KS1, Performing Arts, Maths, MFL & Art/D&T subject/phase specific seminars will take place during this week. Please see your individual calendars for the date of your ECT seminar within this week. All seminars start at 1pm until 4pm.

W/b: 1st May 2023 – English, KS2 & Humanities subject/phase specific seminars will take place during this week. Please see your individual calendars for the date of your ECT seminar within this week. All seminars start at 1pm until 4pm

The first half of the extend seminar related to: **'Using structured talk to develop pupils' literacy' - Development Cycle 5 (Summer 1)**

In this seminar ECTs explored strategies that supported them to effectively develop talk in the classroom. They explored one or two of the following strategies that supported them to do this:

- A dialogic approach to questioning
- Scaffolds for talk
- Sustained shared thinking (Early Years)

The strategies covered will depend on their subject or phase and each strategy will be exemplified through subject or phase specific topics.

The second half of the extend seminar related to: **'Developing a coherent curriculum' - Development Cycle 6 (Summer 2)**

In this seminar ECTs developed understanding of how a coherent, sequenced curriculum supports pupils to build increasingly complex mental models. They explored how a curriculum effectively builds on and revisits key concepts to develop flexible knowledge and support transfer of knowledge and learning.

During the seminar, ECTs had the opportunity to look at how a foundational concept is sequenced in their subject/phase curriculum. They considered the links between units and how these support pupils to build understanding of underlying structures.

The foundational concept covered will depend on an ECT's subject or phase. The development of the concept will be exemplified through a subject or phase-specific curriculum.

As you will recall, the two seminars that ECTs are entitled to per half term have been joined together to create one half day's training. This means that there is only one half day event for ECTs to attend at the beginning of each term in Year 2 of the programme.

ECTs are advised to make notes during the seminars, particularly to support them with discussing their focus for Development Cycle 6 with their mentor.

To support ECTs and Mentors to understand the expectations for each half termly Development Cycle, below is an overview of expectations:

Development Cycle 6 overview

We know that a coherent curriculum is important for developing pupils' mental models of key concepts over time. Therefore, the focus of this development cycle is on how you can plan and teach the curriculum as a whole rather than as isolated units of work. The information below outlines detail about the stages of the development cycle.

Week 1: Retrieve

At the very start of the development cycle, you'll need to complete the retrieval quiz and revisit areas of the self-directed study that would benefit your development. The areas that relate most to this development cycle are:

- **Module 6 – session 2:** Identifying concepts knowledge and skills
- **Module 6 – session 3:** Sequencing teaching and learning
- **Module 6 – session 4 & 5:** Helping pupils to master important concepts, knowledge and skills

Weeks 1 – 2: Extend

ECTs attended the seminar in April/May which is titled: Developing a coherent curriculum.

An overview of the seminar is detailed above.

Weeks 2 – 3: Demonstration and deconstruction

After selecting a focus area, you will observe and/or hold a discussion with an expert colleague which will be focus on your chosen area of development for this cycle. This will be followed by a second mentor interaction where you will discuss and break down the approach taken by the expert colleague.

After the demonstration and prior to the deconstruction mentor interaction you'll complete a reflection (located within this unit). This will then be used to support the deconstruction interaction with your mentor.

Weeks 3 – 5: Integration and feedback

You'll then integrate your new learning into your practice. The third mentor interaction, Feedback, will be structured using instructional coaching and the feedback model that was used in year one. Depending on your area of development, the stimulus for this interaction will either be an informal drop-in observation, or a discussion.

The focus for each cycle is outlined in the table below:

DEVELOPMENT CYCLE FOCUS

Half term 1 Developing pupils' intrinsic motivation (Autumn 1)

Half term 2 Supporting pupils to develop subject-specific skills (Autumn 2)

Half term 3 Using meaningful and memorable explanations (Spring 1)

Half term 4 Anticipating and addressing common misconceptions (Spring 2)

Half term 5 Using structured talk to develop pupils' literacy

Half term 6 Developing a coherent curriculum

Below is a reminder of how each Development Cycle is structured:

1-2	Extend – ECT seminar Using meaningful and memorable explanations (Spring 1) Anticipating and addressing common misconceptions (Spring 2)
	Refocus – mentor interaction one Focus: Decide upon an area of development.
2-3	Demonstration – observation and/or discussion ECT observes and/or has a discussion with an expert colleague focused on their chosen area of development.
	Deconstruction – mentor interaction two Focus: Deconstructing the approach from the demonstration.
3-5	Integration ECT incorporates new learning into their practice.
5or6	Feedback – mentor interaction three Mentors attend a drop-in observation (10 min) focused upon the new practice, followed by feedback and practice using the feedback model. Then the training and retrieval focus of the next development cycle is discussed.

Module 6 Mentor seminar: Developing beyond the Early Career Framework

Mentor Module 6 – Seminar 6 – w/c 26 June 2023 (online via Zoom) 4pm – 5pm

Seminar preparation

To make the most of your time in the upcoming seminar it's important to familiarise yourself with the preparation information in advance of the seminar.

Seminar title: **Developing beyond the Early Career Framework**

By the end of your upcoming seminar, you will:

- have reflected on and celebrated your ECT's development
- know how to support your ECT to continue to develop after the ECF
- understand and have reflected on your own development



During the seminar you will need:

- Pen and paper for note taking
- The following [worksheet](#)

Details of this and the joining instructions will be circulated to Y2 Mentors, via email, shortly.

By the end of your upcoming seminar, you will:

- understand what inclusive practice is
- know how you can develop your ECT with inclusive practices
- use the development cycle to develop your ECT's inclusive practice

Invites to these events will be sent out in due course. Attendance at these seminars is very important so please do let us know if there are any issues. Attendance and engagement at these seminars are part of the statutory entitlement for all ECTs.

Signing in to a Zoom seminar

We would like to remind everyone when accessing live webinars that they need to do so from their own device and avoid sharing devices with another participant where absolutely possible. Cameras must be turned on and microphones muted (unless in breakout rooms or requested by the facilitator).

There is nothing to stop programme members being in the same room, but on separate devices however they would need to ensure that only one person has their microphone turned on when requested, to avoid echo. This is for the following reasons:

The Full Induction Programme that we provide is the property of Teach First and can only be accessed by programme members that have been onboarded by Vantage TSH. When a programme member logs into a seminar, with the joining link that we provide, it gives evidence of their **individual attendance**. It asks for a valid email address and provides a time stamp which gives confirmation of both attendance and that the person is actually on our programme.

Cameras turned on, with the correct name on the screen, ensures that the Facilitator knows who they are delivering the seminar to giving a safe and inclusive training space.

Attendance at all of the seminars is recorded via the log in from the email and this data is used to inform whether schools receive statutory funding from the DfE. Please note that if any notes are put into the chat function during a seminar about programme members sharing a screen, this will not be picked up and used to update the register.

If there is an extenuating circumstance where two programme members have had to share a screen then we advise them to email: TeachingSchoolHub@smchull.org

to ensure that attendance will be recorded.

You have been given a new Programme Guide for Year 2 of the programme. If any mentor does not have access to this, then please email:

TeachingSchoolHub@smchull.org

Changing a Mentor or Induction Tutor

For clarity, if you wish to change a Mentor on the programme or your Induction Tutor, the Induction Tutor must change this on the DfE portal as well as informing Vantage Teaching School Hub of this change.

We hope that Development Cycle 6 runs smoothly for you all – remember we are here to help should you need any support.

Email: teachingschoolhub@smchull.org

Tel: 01482 851136

Best Wishes

Andrea Tonks ECF Lead