

## Year 1 September 2022 Cohort ECT/Mentor/IT Bulletin section June 2023

Welcome to the final Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the September 2022 cohort for 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 Module 6 of the ECF.

The first half of the Spring term 2023 has seen ECTs and Mentors work through Module 5 of the Full Induction Programme which focused on 'How can you support all pupils to succeed?'

Thank you to all Mentors and ECTs who attended the training seminars for Module 5.

### Year 2 Subject/Phase information - IMPORTANT

We are gathering more information to inform planning for Year 2; ECF Year 2 seminars will be subject specific so it's vitally important that we capture information about the subjects that ECTs are studying to inform our and your planning.

We have been speaking to ECTs at the latest face to face seminars regarding their subject/phases for September and whether they will be remaining in their current schools.

It is apparent that some ECTs may be changing schools and some are moving out of the area. It is important that we are kept up to date with any changes in circumstances via email: [TeachingSchoolHub@smchull.org](mailto:TeachingSchoolHub@smchull.org)

Any ECTs who are leaving their current schools will need to be given copies of any progress reviews to take with them and Induction Tutors will need to release them on the DfE portal before the end of the academic year.

### Induction into Year 2 of the ECF – IMPORTANT

The inductions for all Year 1 ECTs and Mentors who will be moving into Year 2 of statutory induction in September, will take place in **July 2023**. These dates have been advertised on your training calendars which you received in September 2022.

All Year 1 ECTs & Mentors should hopefully have booked onto **ONE** of the dates below to attend their Year 2 induction by following the link provided or by booking directly via our website: [www.vantagetsh.org](http://www.vantagetsh.org)

Whether an ECT is staying in their current school or not it is vital that they attend the Y2 induction to support their future employment and continuation of their statutory induction.

If a new Mentor will be taking over the role from September 2023, for a Y2 ECT, it is very important that they book onto one of the dates advertised for Mentors and that you also inform us of any Mentor changes.

**Y2 ECT Induction Thursday 13<sup>th</sup> July 2023, 1pm to 4pm** at Hull KR, Craven Park Hull (<https://www.vantagetsh.org/course-booking/?eventid=51>)

**OR**

**Y2 ECT Induction Monday 17<sup>th</sup> July 2023, 1pm to 4pm** at Lazaat, Cottingham (<https://www.vantagetsh.org/course-booking/?eventid=52>)

**Y2 Mentor Induction Monday 10<sup>th</sup> July 2023, 1pm to 4pm** at Hull KR, Craven Park Hull (<https://www.vantagetsh.org/course-booking/?eventid=53>)

**OR**

**Y2 Mentor Induction Tuesday 11<sup>th</sup> July 2023, 1pm to 4pm** at Lazaat, Cottingham (<https://www.vantagetsh.org/course-booking/?eventid=54>)

### **End of Year 1 ECT formal assessment**

A reminder to all Induction Tutors that Appropriate Bodies will be expecting the formal assessment review of ECTs for year 1 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.

## Moving into Module 6

This week heralds the start of Module 6 in the Full Induction Programme Calendar. In this Module ECTs will focus on 'How can you design a coherent curriculum?'

### Module overview

In this module, ECTs will learn how to design a carefully sequenced and coherent scheme of work and increase the likelihood that the teaching of it leads to successful learning for their pupils. The module is divided into 5 sessions outlined below, along with an estimated duration for completion.

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1. What is the purpose of a curriculum? **(25 minutes)**
  2. Identifying concepts, knowledge and skills **(50 minutes)**
  3. Sequencing teaching and learning **(55 minutes)**
  4. Helping pupils master important concepts, knowledge and skills **(60 minutes)**
  5. Supporting pupils to build increasingly complex mental models **(75 minutes)**

Please find a [glossary for Module 6](#) to support ECTs with terminology used in the online modules and the live seminars here.

Throughout this module ECTs will see reference to the use of the assignment tool. Please note these are not official graded assignments, this is just the name of the tool used to share your reflections and notes with your mentor.

### 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](mailto:TeachingSchoolHub@smchull.org) to ensure that attendance will be recorded.

### **Seminars:**

#### ***ECT Module 6 – Seminar 1 – w/c 12 June 2023 (online via Zoom).***

Seminars run on a Monday, Tuesday, Wednesday & Thursday, 3.45pm to 5pm. ECTs have been assigned a training group (please see training calendar). We do provide flexibility on the evening an ECT can attend if there are reasonable requests and notice has been given.

#### **Seminar 1: Identifying and sequencing concepts, knowledge and skills**

This page will support ECTs in preparing for their upcoming seminar so that they can make the most of their time.

In the upcoming seminar ECTs will explore:

- curriculum sequencing and why this is important for effective learning
- how to sequence concepts and knowledge to maximise pupils' learning
- how well you are applying this knowledge in the scheme of work you are writing/adapting

Prior to the seminar, ECTs should ensure they have completed:

- [What is the purpose of a curriculum?](#)
- [Examples and non-examples](#)



Important!

During the seminar ECTs will need:

- the scheme of work you have selected to adapt or create
- a scheme of work you have recently taught
- access to [Neil Almond's chapter 'Curriculum Coherence: How best to do it?'](#)
- a pen and paper, or a device for note taking

### **ECT Module 6 – Seminar 2 w/b 3<sup>rd</sup> July (face to face)**

Seminar 2: Supporting pupils to think critically

This page will support ECTs in preparing for their upcoming seminar so that they can make the most of their time during the session.

In the upcoming seminar ECTs will explore:

- why pupils need an understanding of knowledge within a specified area when asked to think critically
- how to identify when and how pupils are asked to think critically within subject and phases
- opportunities in your scheme of work that will support pupils to think critically
- how to support pupils to apply learning to new situations

Prior to the seminar ECTs should ensure you have completed:

- [Identifying concepts, knowledge and skills](#)
- [Sequencing, teaching and learning](#)
- [Supporting pupils to build increasingly complex mental models](#)



Important!

During the seminar ECTs will need:

- a pen and paper, or a device for note taking
- the scheme of work you have created or adapted

ECTs have their weekly self-directed study to focus on which takes between 30 – 60 minutes per week. The weekly interactions with their Mentors are clearly set out in the

Mentor's Programme Guide. Every week there is a recommended stimulus of either a 10-minute drop-in observation or a discussion. We advise Mentors to use their Programme Handbook when leading the weekly interactions and to make brief notes in these pages. We hope that Mentors and ECTs are developing their confidence with Instructional Coaching and deliberate practice.

### **Mentor seminar 6: Building Resilience**

The Mentor seminar 6 will focus on defining and understanding the importance of resilience in teaching; considering factors influencing resilience in teachers and reflecting on how Mentors can support the development of resilience in their ECTs.

The Mentor Seminar for Module 6 will take place as follows:

**Mentor Module 6 – Seminar 6 – w/c 19 June 2023 (online via Zoom) 4pm – 5pm**

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.

### **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 Module 6 runs smoothly for you all – remember we are here to help should you need any support.

**Email: [teachingschoolhub@smchull.org](mailto:teachingschoolhub@smchull.org)**

**Tel: 01482 851136**

Best Wishes  
Andrea Tonks  
ECF Lead