

Welcome to the sixth Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub. 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). This Bulletin relates to the end of the academic year 2021/22.

The second half of the Summer term has seen ECTs and Mentors work through Module 6 of the Full Induction Programme which focused on 'How can you design a coherent curriculum?'

ECT endpoint survey

ECTs who have been enrolled onto Module 6 should now be able to access the end of year survey. The survey will remain open until the end of July.

Reminder: This survey is a "release condition" for Module 6 content, meaning that ECTs need to submit their responses before continuing through the course. Thank you to all Mentors and ECTs who attended the training seminars for Module 6.

Need to know

The following advice is put together using our discussions with Teach First, the Teaching School Hub Council, other TSHs and ECTs/Mentors from within our region who are continuing to report the positive impact that the ECF is having on their workload through more efficient and effective teacher development. This is reflected in the increased retention rates we are seeing across the region.



Workload reduction

- Mentors and ECTs should only make very short and concise written notes in the programme guide during meetings and on Brightspace during short self-directed study tasks.
- Use the DfE funded ECF allocated curriculum time each week to focus explicitly on teacher development using instructional coaching. Credible evidence demonstrates that this is the most effective way to reduce workload through efficient and effective quality first teaching.
- ECTs/Mentors are telling us that they are increasingly aware of how they use their time and are abandoning activities that increase workload and take their attention away from improving their practice. A good example from one Mentor involved spending 30 mins per week focusing on the ECF rather than replying to emails.

Time commitments

- ECTs and Mentors should engage with ECF study within DfE funded allocated curriculum time.
- ECTs and Mentors should apply a 'little and often' approach self-directed study and resist the temptation to focus on activities that do not support teacher development.

ECF Flexibility

- Induction Tutors need to be certain that Mentors and ECTs are covering ECF content for which they are funded. However, during the weeks of face to face training that involves travelling they may permit the ECT to use some of their allocated time to catch up on planning, preparation and assessment activities.
- ECTs and Mentors must ensure that they cover a minimum of 80% engagement in the self-directed study. Therefore, 20% of the time can be used to address the immediate priorities of an ECT and support their well-being. An example of this might involve a Mentor using their mentoring session from time to time to provide support for a matter that is causing the ECT some worry.

- SEND focus - we will provide a specific 'SEND episode' in every live training event next year focusing on the most prevalent areas of need across our region. These will be cognition and learning; communication and interaction; social emotional and mental health needs.

Brightspace

- Like any new web-based platform, developing familiarity with the functions and layout will enable ECTs and Mentors to get the best use out of it and reduce workload. This will require participants to log in weekly, little and often.
- Brightspace tracks content covered, clicks, time spent engaged with self-directed study which form the basis of the engagement reports to the DfE per participant.
- The glitches and issues we saw in September 2022 have been resolved but from time to time we know that participants sometimes encounter problems. When this occurs, please email: ECF@teachfirst.org.uk

Moving into the new academic year 2022/23

At the start of September 2022 ECTs will begin year 2 of the ECF programme and a new bulletin will be circulated with a summary relating to the first Development Cycle.

All ECTs have been moved into a subject or phase specific group and have been given their training calendars for these groups if they attended an Induction event.

Mentors have been moved into Group A, B C or D and have been given their training calendars for these groups if they attended an Induction event.

ECTs and Mentors were asked to photograph these and email copies to Induction Tutors so that the dates can be saved and protected in personal and school calendars for the next academic year.

Inductions into Year 2 of the programme

Inductions for ECTs into Year 2 of the programme took place on:

Tuesday 5th July at Lazaat's, Cottingham

Wednesday 5th July at Hull KR, Craven Park, Hull

Inductions for Mentors into Year 2 of the programme took place on:

Monday 11th July at Lazaat's, Cottingham

Wednesday 13th July at Hull KR, Craven Park, Hull

These events were very well attended and it was great to see everyone in a face to face setting.

A reminder that in Year 2 of Induction, ECTs are entitled to 5% off timetable on top of their normal PPA.

Induction Tutor induction for Year 2 of the ECF programme: all induction tutors were invited to attend the induction webinar for Year 2 of the programme which took place on Thursday 14th July from 4 -4.45pm.

How Mentors can check on the progress of their ECTs:

A reminder to Mentors about how to check on the progress of your ECT within a Module on Brightspace. The pathway to do so is as follows:

Login to My TeachFirst > Click on ECF2021 > Click on the chosen Module for ECTs (Do not click on the Module for Mentors) > Click on Audit Users > Select the ECT

You will then be able to see an overview of their engagement in the content of the Module.



Numbers for September 2022:

We would be grateful if Induction Tutors could let us know if you are anticipating any new ECTs in September 2022 so we can plan ahead accordingly. If so, please can you respond to confirm the name and email of your ECT and Mentor and if the ECT has already started their Statutory Induction elsewhere. Please click here to complete the registration form:

<https://forms.office.com/r/7XVwtvMpZR>

The dates for the new Year 1 inductions for ECTs and Mentors will be circulated to schools shortly. They will take place in September 2022.

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.

Updating ECT and Mentor details on the DfE portal

The DfE portal is now open for Induction Tutors to add any new ECTs and Mentors for 2022/23 and also to make any changes to Year 2 ECTs or Mentors on the 2021/22 tab of the portal. Induction tutors must change this on the DfE portal as well as informing Vantage Teaching School Hub of this change. The link to access the portal is: [Manage training for early career teachers \(education.gov.uk\)](https://manage-training-for-early-career-teachers.education.gov.uk)

ECF Mythbuster

The DfE has published new guidance regarding the ECF. This guidance covers the most common questions regarding ECF, and we hope will be a valuable resource for hubs. Please find the links below and please do share these within your networks:

- ECF induction and training: additional information for early career teachers - [Manage training for early career teachers \(education.gov.uk\)](https://manage-training-for-early-career-teachers.education.gov.uk)
- ECF induction and training: additional information for school leaders - [Manage training for early career teachers \(education.gov.uk\)](https://manage-training-for-early-career-teachers.education.gov.uk)
- ECF induction and training: additional information for mentors - [Manage training for early career teachers \(education.gov.uk\)](https://manage-training-for-early-career-teachers.education.gov.uk)

The Chartered College of Teaching membership

A quick reminder that as part of our ECF programme, Mentors and ECTs get a fully funded membership to their professional body, the Chartered College of Teaching. This gives them access to the world's largest education database, invites to networks and exclusive events and opportunities to shape policy through consultation and roundtables. This is a great way to support classroom practice and professional development. The membership will support teachers to:

- recognise their high level of responsibility, autonomy and accountability
- access the latest research in pedagogy
- have confidence to decide what works
- feel valued and trusted by the school community as an expert
- contribute to shaping the future of their profession

We thank you for your engagement and support since commencing with the programme in September 2021 and wish you a very restful summer.

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Best Wishes

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