

## **Year 2 ECT/Mentor/IT Bulletin (Including January 2022/23 cohort)**

### **Bulletin Section - June 2024**

Welcome to the final Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the September and January 2022/23 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.

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#### **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 2022; they are the second 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 2023 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.

As a reminder, January 2023 cohort ECTs will complete Y2 of the programme in the Autumn Term 2024. ECTs and Mentors will be invited to their final training seminars in Autumn 2024.

### **Development Cycle 6 for ECTs and Mentors**

The first half of the Summer term 2024 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 for ECTs**

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 2022/23 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 2024 took place as follows:

**W/b: 15th April 2024** – EY/KS1, Science, PE, Maths & English subject/phase specific seminars will take place during this week. All seminars started at 1pm until 4pm.

**W/b: 22<sup>nd</sup> April 2024** – Humanities, Special Provision, Performing Arts, KS2 & Art/D&T subject/phase specific seminars will take place during this week.. All seminars started 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.

#### **The demonstration – observation and/or discussion**

This is a really important part of the Development Cycle. Mentors support ECTs in selecting who as an expert colleague, the ECT should visit. Ideally the Mentor also joins the ECT in attending the observation/discussion but we appreciate capacity in schools may not allow for this. Below are prompts/guidance that is available on Brightspace to support the ECT when they have observed/had a discussion with an expert colleague in preparation for feedback to their Mentor.

## Demonstration reflection

Following your demonstration, you'll discuss your learning with your mentor as part of the deconstruction interaction. To ensure a focused deconstruction interaction with your mentor it's important to spend some time reflecting on your learning from the demonstration.



### Over to you!

Take some time to reflect on the demonstration in preparation for your next mentor interaction:

- What were the strengths of the demonstration?
- What further questions would you have for the teacher?
- How can your learning from this demonstration feed into your own practice?
- Consider your learning from both the seminar and the demonstration, what will you now plan to integrate into your own practice during this development cycle? This may be decided in collaboration with your mentor.

Make notes on each of these reflective prompts and share with your mentor using the [assignment tool](#) in advance of your next mentor interaction. These reflections can then be used to support your deconstruction conversation.

### **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:

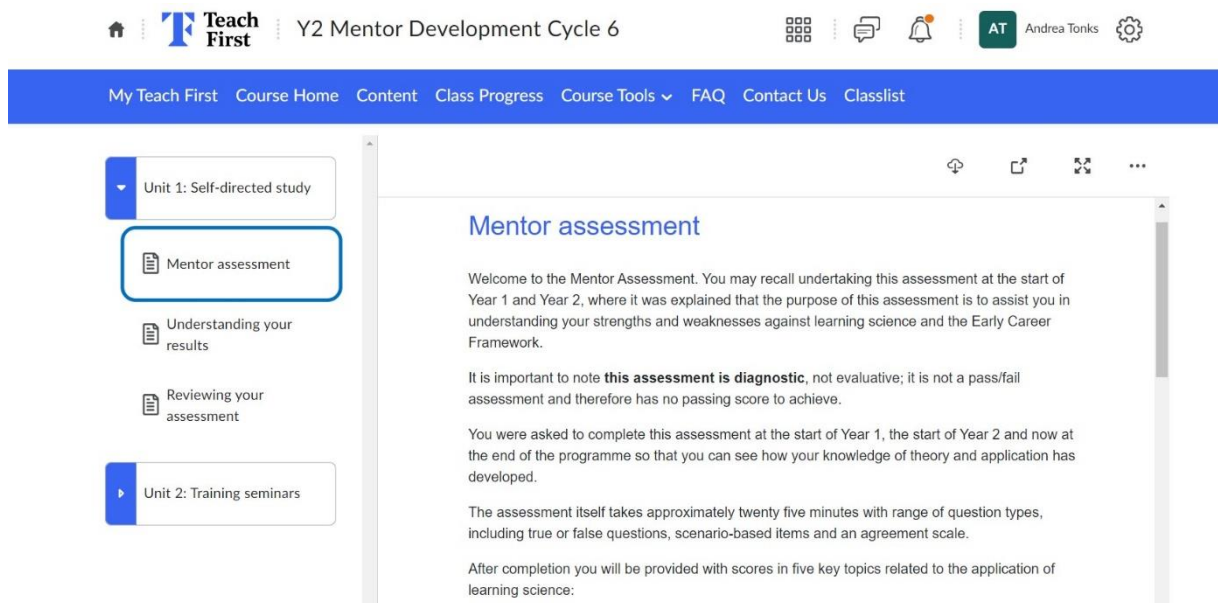
<b>1-2</b>	<b>Extend – ECT seminar</b> Using meaningful and memorable explanations (Spring 1) Anticipating and addressing common misconceptions (Spring 2)
	<b>Refocus – mentor interaction one</b> Focus: Decide upon an area of development.
<b>2-3</b>	<b>Demonstration – observation and/or discussion</b> ECT observes and/or has a discussion with an expert colleague focused on their chosen area of development.
	<b>Deconstruction – mentor interaction two</b> Focus: Deconstructing the approach from the demonstration.
<b>3-5</b>	<b>Integration</b> ECT incorporates new learning into their practice.
<b>5or6</b>	<b>Feedback – mentor interaction three</b> 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.

## Development Cycle 6 for Mentors

### Mentor Assessment – IMPORTANT

As detailed in the overview of Brightspace expectations for Mentors below, Y2 Mentors are required to complete the Mentor assessment during this half term.

**Please note that this is a Mandatory activity for Mentors to complete and will count towards their engagement milestones for Teach First and the DfE. Any Mentors who have not attended any of the training seminars and/or have not completed the Mentor assessments will not be eligible from the DfE to receive the funding for their school in the Summer term 2024.**



The screenshot shows the Brightspace LMS interface for a Y2 Mentor Development Cycle 6. The top navigation bar includes the Teach First logo, the course title 'Y2 Mentor Development Cycle 6', and user information 'AT Andrea Tonks'. A blue navigation bar contains links for 'My Teach First', 'Course Home', 'Content', 'Class Progress', 'Course Tools', 'FAQ', 'Contact Us', and 'Classlist'. On the left, a sidebar lists units: 'Unit 1: Self-directed study' (expanded) and 'Unit 2: Training seminars'. Under 'Unit 1', the 'Mentor assessment' item is highlighted with a red border. The main content area displays the 'Mentor assessment' page with the following text:

**Mentor assessment**

Welcome to the Mentor Assessment. You may recall undertaking this assessment at the start of Year 1 and Year 2, where it was explained that the purpose of this assessment is to assist you in understanding your strengths and weaknesses against learning science and the Early Career Framework.

It is important to note **this assessment is diagnostic**, not evaluative; it is not a pass/fail assessment and therefore has no passing score to achieve.

You were asked to complete this assessment at the start of Year 1, the start of Year 2 and now at the end of the programme so that you can see how your knowledge of theory and application has developed.

The assessment itself takes approximately twenty five minutes with range of question types, including true or false questions, scenario-based items and an agreement scale.

After completion you will be provided with scores in five key topics related to the application of learning science:

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After completion you will be provided with scores in five key topics related to the application of learning science:

1. **Managing the Learning Load** - Learning can be impeded if pupils are confronted with too much information at once
2. **Connecting the Dots** - Pupils learn new ideas by reference to ideas they already know.
3. **Deepening Meaning and Learning** - We usually want pupils to remember what information means and why it is important, so they should think about meaning when they encounter to-be-remembered material.
4. **Practicing with Purpose** - Practice is essential to learning new facts, but not all practice is equivalent
5. **Creating a Motivating Environment** - Pupils will be motivated to learn in environments where they feel valued and believe they can improve

Further information on these five key topics will be provided when you come to [review your assessment results](#). On this page, there is a piece of additional reading provided for each of the five key topics. There is no requirement to engage with these additional resources, but you may find them of interest.

### **Seminars for Mentors**

**Summer Term seminar – ‘Developing an Inclusive Educator’ & ‘Developing beyond the ECF’ combined.**

**The Mentor seminars for the Summer Term took place during w/b: 6.5.24, 3pm – 4.30pm (Face to Face) with a zoom catch up seminar on Monday 13 May. This was the ONLY training for Y2 Mentors in the Summer Term 2024.**



## **Part of the seminar focused on – Developing an inclusive educator (seminar 5)**

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

## **A further part of the seminar will focused on - Developing beyond the Early Career Framework (seminar 6)**

### **Navigating Brightspace**

My Teach First is the home page that you log on to access the ECF Programme. The platform **Brightspace** is where all of the curriculum materials are housed and this is accessed once you log onto My Teach First.

### **ECTs**

The use of Brightspace by ECTs in Y2 of the programme is far less than in Y1 of the programme.

ECTs need to ensure that they **start every half term** new Development Cycle by completing a retrieval quiz on Brightspace. The retrieval quizzes link to previous year 1 content related to the Development Cycle that they are currently studying. For this half term, Year 2 ECTs should be starting the half term by completing the retrieval quiz which is based on **Y1 Module 6 sessions**. It is expected that ECTs log onto Brightspace for up to 30 mins at the start of each half term to complete the retrieval quiz before they attend any seminars and have their first interaction with their Mentor. The retrieval quizzes are mandatory. From the quiz, an ECT may be directed to look back and re-study content from Y1 Modules – this is advised but is optional.

Y2 ECTs are also expected to complete any Y2 Induction activities that were not covered in the live induction event. These are found in a separate Module on Brightspace named, 'Y2 Induction'. The induction activities are mandatory.

Y2 ECTs are expected to complete a demonstration reflection which is accessed on Brightspace, after they have observed an expert colleague and before they meet their Mentor for their second interaction of the half term. This activity is advised but is optional.

An ECT's engagement on Brightspace is tracked by Teach First and ECTs will receive reminder emails if they have not been completing their retrieval quizzes regularly and/or if they have not completed the induction activities.

In addition to this there is optional content on Brightspace:

'Wellbeing' Modules that can be accessed at any time and 'Excellent Teaching in Special Schools'.

The pathway to finding the **Wellbeing Modules** is:

Brightspace > ECT 2022 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:

Brightspace > ECT2022 > All Courses > Optional: Excellent Teaching in Special Schools

## **Mentors**

Mentors are expected to log onto Brightspace every half-term if they are mentoring a Year 2 ECT to check they have completed the retrieval quizzes so that they can discuss this with them and escalate any issues to the Induction Tutor - reminders about how to do this are below.

Mentors are advised when they need to complete the Mentor assessment on Brightspace – this activity is mandatory.

Y2 Mentors are also expected to complete any Y2 Induction activities that were not covered in the live induction event. These are found in a separate Module on Brightspace named, 'Y2 Induction'. The induction activities are mandatory.

The self-study for a Mentor for each of the modules is optional, although a Mentor's completion of this will support with their engagement on the programme.

Here is the pathway that a Mentor can follow to check the progress of their Year 2 ECT: Login to My TeachFirst > Click on ECF2022 (Year 2 ECTs) > **Click on the chosen Development Cycle 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 Development Cycle.

## **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](mailto:teachingschoolhub@smchull.org)**

**Tel: 01482 851136**

Best Wishes

Andrea Tonks ECF Lead