

Year 1 January 2023 Cohort ECT/Mentor/IT Bulletin section January 2023

Welcome

Welcome to the first Early Careers Framework (ECF) Bulletin from Vantage Teaching School Hub for the new January 2023 cohort of ECTs and Mentors. The purpose of this Bulletin is to share relevant information regarding the Early Careers 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.

Thank you to all Mentors and ECTs who are attending our Induction Sessions on Friday 6th January. We appreciate that the new framework is a huge set of reforms for the sector and we know that schools have worked really hard to set up the roles and practices needed in your settings to ensure that ECTs get the support to which they are entitled.

Any ECT or Mentor who has not been able to attend due to a late arrival to the cohort, will be contacted and advised as to how they can catch up with the Induction materials.

Moving into Module 1

The first half term will see new January 2023 ECTs and Mentors work through Module 1 of the Full Induction Programme, 'How can you create an effective learning environment?'

Module one

Module one of the Early Career Framework Programme is now available for you and your ECT(s) to access on [Brightspace](#). The module covers an array of statements outlined in the Early Career Framework, but predominately statements from standards 1 and 7. This module will support your ECT(s) to create a positive classroom environment that enables pupils to learn and thrive.

Subject matter expert

The content of this module has been designed in conjunction with our subject matter expert Tom Bennett. Tom Bennett is a behaviour advisor to the Department for Education and is the founder of researchED.

Seminars

The focus for the two ECT training seminars for module one are:

Seminar 1: Using praise and consequences effectively

Please note this seminar will be delivered as part of the Induction process in January & ECTs will access it independently via Brightspace.

Using praise and consequences effectively are integral to being able to create a positive classroom culture that promotes engagement. Therefore, this training seminar will support your ECT(s) to develop the use of least invasive behaviour management techniques to address pupils' behaviour with minimal disruption. It also develops their ability to distinguish between praise and acknowledgement, enabling them to use both effectively and purposefully in the classroom, providing a safe, predictable learning environment.

Seminar 2: Holding high expectations of all pupils

ECT Module 1 – Seminar 2 – Tuesday 7 February 2023 4pm – 5.15pm (online via Zoom) (As shown in your training calendar)

We know that holding high expectations of all pupils can sometimes feel a bit ambiguous to early career teachers. Therefore, this training seminar will support them to reflect on their current classroom culture and identify tangible strategies they can implement that hold high expectations for all pupils. This includes supporting pupils to understand that making mistakes is a part of the learning process. Establishing this culture in the classroom is challenging but is an important element of teaching that enables pupils to thrive.

Invites to the seminar 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. We would like to remind everyone about the importance of ensuring that their cameras are turned on during the online training and that participants attend the training ready to be active participants in discussions, whether the session is face to face or online, to get the most out of them. Attendance at all of the seminars is recorded and this data is used to inform whether schools receive statutory funding from the DfE.

ECTs Self-directed study for Module 1

The self-directed study is broken down into an introduction and six weekly sessions:

The Introduction outlines what makes an effective learning environment and why this is so important to establish.

Session 1: Establishing effective routines focuses on how ECTs can develop a structured and predictable classroom and enables them to explore how to set up a variety of daily classroom routines.

Session 2: Creating a motivating, positive and respectful classroom environment focuses on how ECTs can use acknowledgement and praise effectively and explores behaviours they can utilise to build trust and respect with their pupils.

Session 3: Addressing low-level disruption explores six different techniques that can be used to correct disruptive behaviour in the least intrusive way.

Session 4: Addressing persistent and challenging behaviour focuses on the importance of consistency and consequences and how to deliver them effectively.

Session 5: Developing pupils' intrinsic motivation explores different ways teachers can develop pupils' intrinsic motivation such as providing opportunities for success and generating buy-in.

Session 6: Holding high expectations and maintaining engagement focuses on the importance of holding high expectations for all pupils and explores strategies for doing so such as increasing participation and think ratio and how to ensure efficient and motivating transition between instruction and activity.

Stretch content

The stretch session for this module focuses on supporting pupils to develop self-regulations by exploring the following paper:

[Ursache, A., Blair, C. and Raver, C.C., 2012. The promotion of self-regulation as a means of enhancing school readiness and early achievement in children at risk for school failure. *Child Development Perspectives*, 6\(2\), pp.122-128.](#)

Reminder for Mentors

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 Guides when leading the weekly interactions and to make brief notes in these pages.

We hope that Mentors and ECTs will begin to use Instructional Coaching and deliberate practice after they have attended the Induction sessions.

The Mentor Seminar for Module 1 will be completed by Mentors online via Brightspace. Their first 'live webinar' will take place as follows for Module 2:

Mentor Module 2 – Webinar 2 – Tuesday 14 March 2022 4pm – 5pm (online via Zoom)

Prior to attending their Module 2 Webinar, all Mentors will need to have completed their self-directed study task for this module.

Unit 1: Precise Actions

Mentors are asked to reflect on a recent interaction they have had with their ECT and consider the effectiveness of the precise actions they have set. The self-directed study task should take approximately 30 minutes to complete and requires Mentors to record a recent interaction with their ECT and then to reflect upon it. There are examples of reflections on Brightspace to support the completion of the task.

Mentors will also need to complete the Mentor Assessment as soon as possible – the details of which are below:

Welcome to the Mentor Assessment. 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 will be asked to complete this assessment at the start of Year 1, the start of Year 2, and at the end of Year 2 which will provide you with information on how your knowledge of theory and application has developed.

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

If any Mentor has not been able to find the Mentor Assessment, it can be accessed by: **Logging in to Brightspace } Click on Module 1 for Mentors } Click on Unit 2 Self-Study } Click on Mentor Assessment**

My Teach First and 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.

We have had several queries regarding the marking of 'assignments' and after speaking to Teach First we can now give you clarity regarding this. The term assignment is in the loosest term; these are notes that an ECT makes in response to an activity on Brightspace, to be discussed with the Mentor during the weekly interactions. When an ECT or Mentor navigates to the 'Audit Users' tab in Brightspace and scrolls to the 'Assignments' section they will see completed assignments shown as 'Awaiting Grade.' We acknowledge that this is confusing as there is no expectation within ECF for a Mentor to grade any ECT assignment. Unfortunately, this functionality is standard within the Brightspace tool as it is designed for programmes where assignments are expected to be graded and Teach First are unable to alter the wording or remove the function; Teach First are looking into the possibility of changing this aspect in the future.

Here is the pathway that a Mentor can follow to view the notes that an ECT has made:

Brightspace > Module 1 for ECTs > Course Tools (near the top) > Notes > Shared Items

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

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.

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 hope that Module 1 runs smoothly for you all – remember we are here to help should you need any support.

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

Part-time ECTs – action for Induction Tutors

If you have a part-time ECT on our programme, please can you let us know at your earliest convenience to discuss if any programme adjustments are required for your ECT.

We hope that Module 1 runs smoothly for you and we are here to help if you need any guidance or support.

Email: teachingschoolhub@smchull.org

Tel: 01482 851136

Best Wishes
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ECF Lead