

Year 1 ECT/Mentor/IT 2022-23

Bulletin Section - September 2022

Thank you to all Induction Tutors, Mentors and ECTs who have attended our Induction Sessions in September. These Inductions are designed to introduce all programme members to the Full Induction Programme and ensure that everyone is aware of their roles and responsibilities.

Programme Guides are shared along with the training calendars for the academic year. It is extremely important that these dates are protected in personal diaries and in school calendars.

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.

We will be contacting any programme members who were unable to access an Induction event with instructions as to how they can catch up.

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 in September.

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

Please note this seminar will be delivered in w/c 17th October (please see 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.

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.

Mentors will also need to complete the Mentor Assessment – 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.

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.](#)

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.

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.

Email: teachingschoolhub@smchull.org

Tel: 01482 851136

Best Wishes
Andrea Tonks
ECF Lead