

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

Welcome to the third Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the January 2023 cohort. 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 3 of the ECF Full Induction Programme.

The second half of the Spring term has seen ECTs and Mentors work through Module 2 of the Full Induction Programme, 'How do pupils learn?'

Thank you to all ECTs and Mentors who attended the seminars for Module 2 of the ECF programme.

Moving into Module 3

This week heralds the start of Module 3 in the Full Induction Programme Calendar. In this Module ECTs will focus on, 'What makes classroom practice effective'.

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 are developing their confidence with Instructional Coaching and deliberate practice.

An overview of the content of Module 3 is below:

Module three is now available for ECTs and Mentors to access on [Brightspace](#). **'What makes classroom practice effective?'** covers an array of statements outlined in the Early Career Framework, but predominately 'Classroom Practice', 'How Pupils Learn' and 'Subject and Curriculum'.

Subject matter expert

This module has been designed in conjunction with Claire Stoneman (Twitter: @stoneman_claire)

Throughout this module ECTs will hear Claire Stoneman talking about the features of effective classroom practice and why they are so important. This module is divided into five sessions outlined below, along with an estimated duration for completion. Throughout the module, there will be opportunities for ECTs to reflect on current practice and to consider ways they can enhance what they are already doing in the classroom. The module is divided into 5 sessions outlined below, along with an estimated duration for completion.

1. Review of previous learning **(15 minutes)**
2. Explanations and modelling **(65 minutes)**
3. Guided practice **(60 minutes)**
4. Independent practice **(60 minutes)**
5. Questioning **(60 minutes)**

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 to ensure that attendance will be recorded.

The ECT Seminars for Module 3 will take place during these weeks:

ECT Module 3 – Seminar 1 – Tuesday 2nd May 2023 4pm – 5.15pm (online via Zoom)

ECT seminar 1: Using examples and non-examples

One of the main goals of teaching is to develop pupils' conceptual knowledge, but this can be particularly challenging for teachers, especially when teaching pupils about unfamiliar or abstract concepts. This is where high-quality explanations play an essential role. In this training seminar, your ECT will learn how to further strengthen the quality of their explanations by using examples and non-examples effectively to develop pupils' conceptual understanding.

Seminar 1: Using examples and non-examples

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

In the upcoming seminar ECTs will explore:

- how to strengthen the quality of your explanations using examples and non-examples

Prior to the seminar ECTs should ensure they have completed:

- [Explanations and modelling](#)



Important!

During the seminar ECTs will need:

- a pen and paper, or a device for note taking
- to have considered common misconceptions in your subject/phase and what may cause the misconception
- a concept you have identified that you will soon teach
- access to a medium-term plan

ECT Module 3 – Seminar 2 – Tuesday 23rd May 2023 4pm – 5.15pm (online via Zoom)

ECT seminar 2: Using questioning to extend and challenge thinking

Questioning is one of the most widely studied elements in teacher research, therefore we know a significant amount about what effective questioning entails. Are your ECTs clear about the purpose behind their questioning and are they taking the opportunity to ask questions that will extend and challenge their pupils' thinking? This training seminar will share key strategies for asking questions that support knowledge recall, but then extend beyond this to stretch pupil understanding and challenge their application of knowledge to different contexts.

Seminar 2: Using questioning to extend and challenge

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

In the upcoming seminar ECTs will explore:

- how to effectively ask questions that support knowledge recall
- how to stretch pupils understanding and challenge their application of knowledge to different contexts #

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

- [Questioning](#)



Important!

During the seminar ECTs will need:

- a pen and paper, or a device for note taking
- an example of when you have used questioning strategies well
- access to the three scenarios to discuss in the seminar

Scenarios



Answers correctly, but hesitantly

Teacher: Who kills Macbeth?

Pupil:MacDuff?

Answers partially correct

Teacher: Why do we have night and day?

Pupil: The Earth is moving around the sun. When the Earth faces towards the sun it is day, and when it faces away from the sun it is night.

Answers correctly

Teacher: What time is being displayed on the clock?

Pupil: Twenty minutes past six.

Open the image in a new tab: [Scenarios](#)

- a lesson plan for an upcoming lesson so you can consider the opportunities across the lesson to question pupils and how you can extend their thinking

The Mentor Seminar for Module 3 will take place as follows:

Mentor Module 3 – Webinar 3 – Tuesday 16th May 2023 4pm – 5pm (online via Zoom)

In this seminar, mentors will continue to develop understanding of how they can support the acquisition of expertise in the classroom. They will look at the application of deliberate practice and some of the pitfalls it can present. Mentors will also consider how to maintain the balance between supporting and challenging ECTs. Additionally, mentors will reflect on how they can enable ECTs to develop greater self-regulation and overcome barriers in the mentoring relationship.

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.

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 ECF2022 > **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

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.

We hope that Module 3 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