

Year 1 September 2022 Cohort ECT/Mentor/IT Bulletin section January 2023

Welcome to the third Early Careers Framework (ECF) Bulletin from Vantage Teaching School Hub for the Year 1 September 2022 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.

The second half of the Autumn term has seen ECTs and Mentors work through Module 2 of the Full Induction Programme. Thank you to all Mentors and ECTs who attended the seminars relating to Module 2: 'How do pupils learn?' in November and December 2022.

As explained at the Induction events, ECTs and Mentors were advised to 'dip into' Module 1 at the appropriate point following the first drop-in by the Mentor. We know that ECTs will not have had chance to complete the full range of content in Module 1 due to Inductions being later, following DfE advice, however we hope that ECTs and Mentors will refer back to this Module when necessary over the two years of Statutory Induction.

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?'

Important

The ECT Winter Survey is now available on Brightspace for 2022 September starters to complete. The survey will be available from 16th December.

The survey should be completed by ECTs directly on Brightspace, as part of Module 3. **ECTs will need to complete the survey in order to access the rest of the content for this module.**

[How to Access and Submit the Survey on Brightspace - 2022 Cohort](#)

As with the other Modules, 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 Handbook. 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 Handbook when leading the weekly interactions and to make very 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)

Claire Stoneman is the founder of researchED Birmingham. She was an English teacher and a deputy head before becoming the director of the Exemplary Leadership Programme.

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

ECT Module 3:1 – w/b 9.1.23, 3.45pm – 5pm (online via Zoom)

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.

ECT Module 3:2 – w/b 30.1.23, 3.45pm – 5.15pm (face to face)

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.

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

Mentor Module 3 – w/b 16.1.23, 4pm – 5pm (online via Zoom)

Mentor training

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. 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.

Mentors and ECTs have been placed into a group which runs on either a Monday, Tuesday, Wednesday or Thursday during the training seminar weeks. If any Mentor or ECT is unable to attend their normal group session for an extraordinary reason, we are able to offer an alternative evening to attend as long as you let us know in advance, via email: teachingschoolhub@smchull.org

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.

A reminder about the Mentor Assessment

The purpose of the Mentor Assessment is to support Mentors in understanding their strengths and weaknesses in 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. Teach First have updated the platform to remove any thresholds that may have given the impression they had 'failed' any section of the assessment. 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**

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

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