

Year 1 September 2024 Cohort ECT/Mentor/IT Bulletin section January 2025

Welcome to the third Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the Year 1 September 2024 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.

In this Bulletin:

- **Summary of Module 3 for ECTs & Mentors**
- **Seminars for ECTs**
- **Seminar for Mentors**
- **Navigating Brightspace**

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 2024.

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?'

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 for ECTs is below:

Module overview

Welcome to Module 3: What makes effective classroom practice?

Throughout this module you 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 you to reflect on your current practice and to consider ways you can enhance what you are already doing in the classroom. The module is divided into 5 sessions outlined below, along with an estimated duration for completion.

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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)**

Throughout this module you will see reference to the use of the assignment tool. Please note these are not official graded assignments, this is just the name of the tool used to share your reflections and notes with your mentor.

Stretch Content for Module 3

In each Module on Brightspace, ECTs can access stretch content if they feel confident in their knowledge and wish to develop further. Below shows an overview of the stretch content relating to Module 3 and how this can be accessed.

▶ Training seminars and resources

▶ Post-quiz and module survey

▼ Stretch session: Supporting the development of Account...

📄 Session overview

📄 Introduction

Stretch session: Supporting the development of Accountable Talk in the classroom



Welcome to the Stretch session: Supporting the development of 'Accountable Talk' in the classroom. This session is optional and should take

ECT Seminars

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

ECT Module 3:1 & 3:2 combined – w/b 27.1.25, 2pm – 4.45pm (face to face). Please see your individual training calendars for the exact date of your seminar during this week.

Seminar 1: Using examples and non-examples

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

In your upcoming seminar you will explore:

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

Prior to your seminar, ensure you have completed:

- [Explanations and modelling](#)



Important!

During the seminar you 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

Seminar 2: Using questioning to extend and challenge

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

In your upcoming seminar you 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 your seminar, ensure you have completed:

- [Questioning](#)



Important!

During the seminar you 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

<p>Answers correctly, but hesitantly</p> <p>Teacher: Who kills Macbeth?</p> <p>Pupil:MacDuff?</p>	<p>Answers partially correct</p> <p>Teacher: Why do we have night and day?</p> <p>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.</p>	<p>Answers correctly</p> <p>Teacher: What time is being displayed on the clock?</p> <p>Pupil: Twenty minutes past six.</p>
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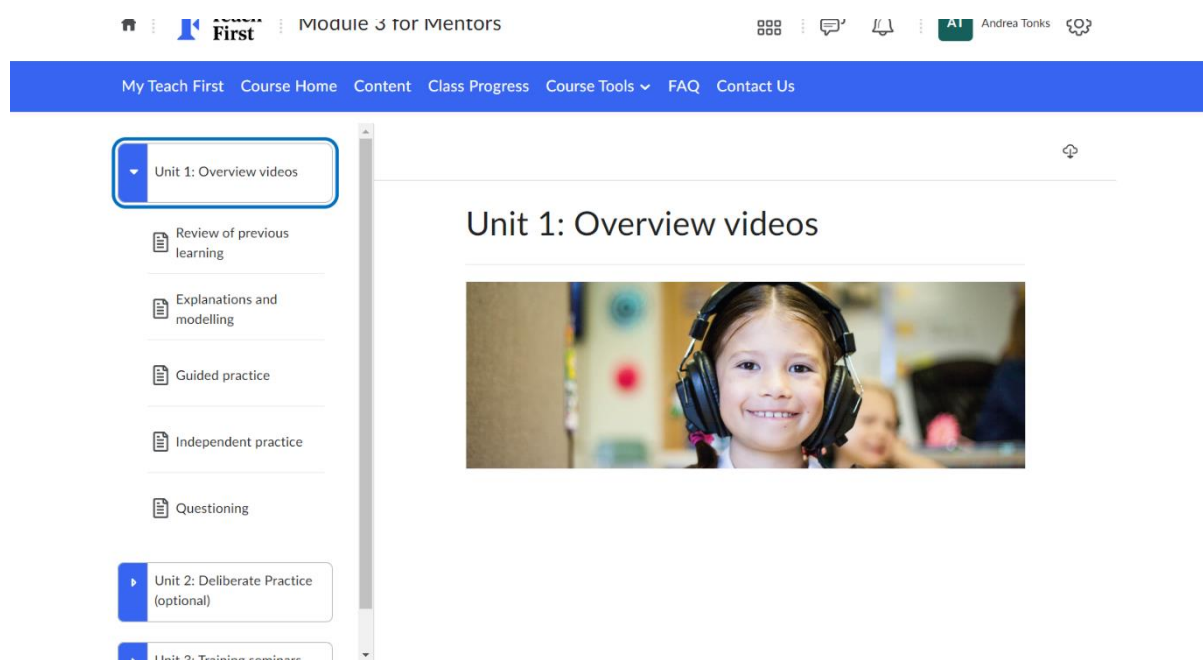
Open the image in a new tab: [Scenarios](#)

- 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

An overview of the content of Module 3 for Mentors is below:

The overview videos are mandatory for Mentors to watch before their weekly interactions with their ECT. These support Mentors in understanding the self-study that ECTs have been engaged in and help to focus the meetings. Guidance is also in the Mentor Handbook 2024. When a Mentor logs into Brightspace and accesses these videos and any of the optional content, this supports their engagement on the programme.

Unit 2 – Self-study for Mentors is optional.



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

Mentor Module 3 & 4 combined – w/b 24.2.25, 2pm – 4.15pm (face to face). Please see your individual training calendars for the exact date of your seminar during this week.

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 seminars for ECTs and Mentors

Invites to these events will be sent out a week before the seminars are due to take place via email. The email will also contain any resources or pre-reading/ information that is needed prior to attendance; we urge ECTs and Mentors to read these carefully so that they are fully prepared for the seminars.

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 a specific day 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 session to attend as long as you let us know in advance, via email: teachingschoolhub@smchull.org

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

ECTs need to be engaged every week in their self-study on Brightspace related to the Module that they are currently studying. For this half term, Year 1 ECTs should be completing self-study based on **Module 3**. It is expected that ECTs log onto Brightspace for 30-60mins per week to complete their self-study before they have their weekly interaction with their Mentor. A summary of the self-study for Module 3 has been detailed above.

An ECT's engagement on Brightspace is tracked by Teach First and ECTs will receive reminder emails if they have not been completing their self-study regularly.

In addition to this there is optional content on Brightspace:

'Stretch Content' this is available for every Module – see above for the stretch content relating to Module 3.

'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 2024 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:
Brightspace > ECT2024 > All Courses > Optional: Excellent Teaching in Special Schools

Mentors

Mentors are expected to log onto Brightspace every week if they are mentoring a Year 1 ECT to view the weekly videos. A Mentor's engagement with this is tracked by Teach First and they will receive a reminder email if they have not regularly engaged with these.

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

Mentors are encouraged to track the progress of their ECT on Brightspace so that they can discuss this with them and escalate any issues to the Induction Tutor.

Here is the pathway that a Mentor can follow to check the progress of their Year 1 ECT:

Login to My TeachFirst > Click on ECF2024 (Year 1 ECTs) > **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.

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

Brightspace > Module 3 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
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ECF Lead