

Year 2 ECT/Mentor/IT Bulletin (Including January 2021/22 cohort)

Bulletin Section - April 2023

Welcome to the fifth Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the September and January 2021/22 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 Development Cycle 5 of the ECF.

The second half of the Spring term 2023 has seen ECTs and Mentors work through Development Cycle 4 of the Year 2 Full Induction Programme which focused on 'Anticipating and addressing common misconceptions'.

This week heralds the start of Development Cycle 5 for ECTs on Year 2 of the programme which focuses on 'Using structured talk to develop pupils' literacy'.

Extend Seminars

These seminars are subject/phase specific and each Year 2 ECT has been placed into a group based on the main subject or phase that we have been informed that they teach.

As a reminder, the January cohort 2021/22 will access all of the Y2 programme but in a different order to the September cohort.

The extend seminars for ECTs for the Summer Term 2023 will take place as follows:

W/b: 24th April 2023 – PE, Science, EY/KS1, Performing Arts, Maths, MFL & Art/D&T subject/phase specific seminars will take place during this week. Please see your individual calendars for the date of your ECT seminar within this week. All seminars start at 1pm until 4pm.

W/b: 1st May 2023 – English, KS2 & Humanities subject/phase specific seminars will take place during this week. Please see your individual calendars for the date of your ECT seminar within this week. All seminars start at 1pm until 4pm

The first half of the extend seminar relates to: **'Using structured talk to develop pupils' literacy' - Development Cycle 5 (Summer 1)**

In this seminar ECTs will explore strategies that will support them to effectively develop talk in the classroom. They will explore one or two of the following strategies that will support them to do this:

- A dialogic approach to questioning
- Scaffolds for talk
- Sustained shared thinking (Early Years)

The strategies covered will depend on their subject or phase and each strategy will be exemplified through subject or phase specific topics.

The second half of the extend seminar relates to: **'Developing a coherent curriculum' - Development Cycle 6 (Summer 2)**

in this seminar ECTs develop understanding of how a coherent, sequenced curriculum supports pupils to build increasingly complex mental models. They will explore how a curriculum effectively builds on and revisits key concepts to develop flexible knowledge and support transfer of knowledge and learning.

During the seminar, ECTs have the opportunity to look at how a foundational concept is sequenced in their subject/phase curriculum. They will consider the links between units and how these support pupils to build understanding of underlying structures.

The foundational concept covered will depend on an ECT's subject or phase. The development of the concept will be exemplified through a subject or phase-specific curriculum.

For this seminar, ECTs will need to have access to a copy of their schools' curriculum for their subject and phase area to use during the seminar. If they are an Early Years ECT, they will need to have access to the Understanding the World and Maths curriculum. Primary ECTs will need to have access to the geography curriculum road map for their key stage (key stage 1 or key stage 2). Maths ECTs, please also ensure that they also have access to the [Sample Key Stage 3 Mathematics Framework: Non-statutory guidance for the national curriculum in England](#).

As you will recall, the two seminars that ECTs are entitled to per half term have been joined together to create one half day's training. This means that there is only one half day event for ECTs to attend at the beginning of each term in Year 2 of the programme.

ECTs are advised to make notes during the seminars, particularly to support them with discussing their focus for Development Cycle 6 (next half term) with their mentor.

To support ECTs and Mentors to understand the expectations for each half termly Development Cycle, below is an overview of expectations:

Development Cycle 5 overview

We know that learning can be consolidated through talk and discussion and that high quality talk plays an important role in pupils' learning and literacy. Therefore, the focus of this development cycle will be on how ECTs can effectively promote and utilise talk in the classroom. The information below outlines detail about the stages of the development cycle.

Week 1: Retrieve

At the very start of the development cycle, ECTs will need to complete the retrieval quiz and revisit areas of the self-directed study that would benefit their development. The areas that relate most to this development cycle are:

- Module 5 - Session 1: Developing high-quality oral language
- Module 5 - Session 2: Developing reading and writing

They may also like to revisit or complete the following optional 'stretch' modules from year 1:

- Module 5 - Stretch: Developing structured talk and writing
- Module 3 - Stretch: Supporting the development of 'Accountable Talk' in the classroom

Weeks 1 – 2: Extend

ECTs will attend a seminar which is titled: Using structured talk to develop pupils' literacy.

In this seminar ECTs will explore strategies that will support them to effectively develop talk in the classroom. They will explore one or two of the following strategies that will support them to do this:

- A dialogic approach to questioning
- Scaffolds for talk
- Sustained shared thinking (Early Years)

The strategies covered will depend on their subject or phase and each strategy will be exemplified through subject or phase specific topics.

Weeks 2 – 3: Demonstration and deconstruction

After selecting a focus area, ECTs will observe and/or hold a discussion with an expert colleague which will be focus on their chosen area of development for this cycle. This will be followed by a second mentor interaction where they will discuss and break down the approach taken by the expert colleague.

After the demonstration and prior to the deconstruction mentor interaction ECTs will complete a reflection (located within this unit). This will then be used to support the deconstruction interaction with their mentor.

Weeks 3 – 5: Integration and feedback

ECTs will then integrate the new learning into their own practice. The third mentor interaction, Feedback, will be structured using instructional coaching and the feedback model that was used in year one. Depending on the area of development, the stimulus for this interaction will either be an informal drop-in observation, or a discussion.

The focus for each cycle is outlined in the table below:

DEVELOPMENT CYCLE FOCUS

Half term 1 Developing pupils' intrinsic motivation (Autumn 1)

Half term 2 Supporting pupils to develop subject-specific skills (Autumn 2)

Half term 3 Using meaningful and memorable explanations (Spring 1)

Half term 4 Anticipating and addressing common misconceptions (Spring 2)

Half term 5 Using structured talk to develop pupils' literacy

Half term 6 Developing a coherent curriculum

Below is a reminder of how each Development Cycle is structured:

1-2	Extend – ECT seminar Using meaningful and memorable explanations (Spring 1) Anticipating and addressing common misconceptions (Spring 2)
	Refocus – mentor interaction one Focus: Decide upon an area of development.
2-3	Demonstration – observation and/or discussion ECT observes and/or has a discussion with an expert colleague focused on their chosen area of development.
	Deconstruction – mentor interaction two Focus: Deconstructing the approach from the demonstration.
3-5	Integration ECT incorporates new learning into their practice.
5or6	Feedback – mentor interaction three Mentors attend a drop-in observation (10 min) focused upon the new practice, followed by feedback and practice using the feedback model. Then the training and retrieval focus of the next development cycle is discussed.

Mentor Survey

A reminder below regarding the Mentor survey. Your responses are very important

We have created a brief one-page guide for mentors on how to access the survey on Brightspace. Please click on this if you think it will be helpful:

- For Year 2/Cohort 2021 Mentors [HERE](#)

Mentor Seminar 5 – Developing an inclusive educator

Seminars will take place during w/b: 8th May. As Monday 8th May is now a public Bank Holiday, Mentors who are in Group A will be offered to attend a seminar on a different evening that week. Details of this and the joining instructions will be circulated via email shortly.

By the end of your upcoming seminar, you will:

- understand what inclusive practice is
- know how you can develop your ECT with inclusive practices
- use the development cycle to develop your ECT's inclusive practice

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.

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.

You have been given a new Programme Guide for Year 2 of the programme. If any mentor does not have access to this, then please email: TeachingSchoolHub@smchull.org

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 Development Cycle 5 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