

## **Year 1 September 2023 Cohort ECT/Mentor/IT Bulletin section November 2023**

Welcome to the second Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the Year 1 September 2023 cohort. The purpose of this Bulletin is to share relevant information regarding the Early Careers 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.

Thank you to all Induction Tutors, Mentors and ECTs who attended our Induction Sessions in September. Attendance at these events was excellent; 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.

The first half term has seen ECTs and Mentors work through Module 1 of the Full Induction Programme. 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.

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### **Reminder for Mentors**

**As advised during the inductions, it is mandatory for all new Mentors to complete 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.

Mentors can access the assessment by following the pathway below:

- [Log into My Teach First](#)
- [Click on Brightspace](#)
- [Click on ECF Mentor 2023](#)
- [Click on Module 1 for Mentors](#)
- [Choose Unit 2 – Self Directed Study \(in left hand column\) – the Mentor assessment is visible here](#)

### **Mid-Point Survey for ECTs**

Teach First will be emailing all Year 1 ECTs directly with a link asking them to complete the mid-point survey. These links will be individualised, which means that ECTs should only use the link in the email sent directly to them. Teach First will send reminders directly to those who have not completed the survey.

The survey will open on the 30<sup>th</sup> October 2023 and will close in December. It is really important that ECTs complete the survey as they provide important feedback to Teach First and ourselves as the Delivery Partner; they are used to identify strengths and potential areas for improvement.

### **Moving into Module 2**

This week heralds the start of Module 2 in the Full Induction Programme Calendar. In this Module ECTs will focus on 'How do pupils learn?'

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 2 is below:

**Module two – How do pupils learn?** - Module two of the Early Career Framework Programme will be available to your ECT to access on Brightspace from now. The module predominately focuses on the statements outlined in Standard 2 outlined in

the Early Career Framework and looks at the role of memory in pupil learning. This module has been designed in conjunction with subject matter experts, Benjamin Riley (Twitter:@benjaminriley) and Jim Heal from Deans for Impact. Deans for Impact is an organisation that aims to shape teacher training to improve student outcomes. Their training is rooted in understanding the role that memory plays in learning, and subsequently how teachers can support the retention of knowledge.

## Module overview

Welcome to Module 2: How do pupils learn?

This module is divided into five sessions. The information below outlines the focus for each session and approximately how long it will take you to complete. 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. At the end of the 5 sessions you will have the option to engage in the Stretch Session which will take approximately 1 hour and 30 minutes.

- The working and long-term memory **(55 minutes)**
- Considering how to introduce new knowledge to pupils **(60 minutes)**
- Using worked and partially completed **(45 minutes)**
- Helping pupils to remember **(80 minutes)**
- Introduction to Metacognition **(15 minutes)**

ECTs working in special schools may also find it useful to visit the **optional** unit: [Cognition and learning](#) in the [Excellent Teaching in Special Schools module](#) to consider some of the learning from this session in relation to working with pupils with needs falling in the broad area of cognition and learning.

### ECT SEMINARS FOR MODULE 2

The ECT Seminars for Module 2 will be combined following our new delivery model and will take place face to face during w/b 20<sup>th</sup> November:

#### **ECT Module 2:1 & 2:2 combined – w/b 20.11.23, 2pm – 4.45pm (Face to Face)**

##### **ECT seminar 1:** Avoiding working memory overload

ECTs will build further on their understanding of working and long-term memory and develop key strategies to use in the classroom to ensure they are managing the cognitive load of pupils. The seminar will cover the use of combining verbal and graphical representations along with worked and partially worked examples. In the session, they will be asked to share learning carried out during their self-directed study.

# Seminar 1: Avoiding working memory overload

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:

- the role of the working and long-term memory in the process of learning
- how to pair appropriate graphical representations with verbal explanations to avoid overloading the working memory
- your use of worked and partially completed examples

## Prior to your seminar ensure you have completed:

- [The working and long-term memory](#)
- [Considering how to introduce new knowledge to pupils](#)



## Important!

### During the seminar you will need:

- a pen and paper, or a device for note taking
- your reflections on [Combining verbal and graphical representations in action](#)
- your reflections from the calculation activity in [The limitations of the working memory](#)
- an example of a worked example that you have used or will be using in a lesson
- an example of a partially completed example that you have used or will be using in a lesson

**ECT seminar 2:** Building well organised mental models

ECTs will explore how mental models can be built by pupils in the classroom and how teachers can use retrieval practice to support this. ECTs will be asked to share learning carried out in session 4 of their self-directed study and will begin to plan the use of low stakes retrieval questions into their practice.

## Seminar 2: Building well organised mental models

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:**

- what mental models are and how they are developed
- strengths and areas for improvement in your own retrieval quiz
- how to increase the challenge of retrieval practice to further develop pupils' understanding
- where and how to include retrieval practice in a sequence of lessons

**Prior to your seminar ensure you have completed:**

- [Using worked and partially completed examples](#)
- [Helping pupils to remember](#)



### Important!

**During the seminar you will need:**

- a pen and paper, or a device for note taking
- the retrieval quiz you created in [Helping pupils to remember](#)

- a sequence of lessons that you will soon be teaching.
- your reflections from the video of Lee Donaghy you watched in [Building mental models](#)

## **MENTOR SEMINAR FOR AUTUMN TERM**

The Mentor Seminar for the Autumn Term will take place as follows:

**Mentor Seminar 2 – w/b 27.11.23, 4pm – 5pm (online via Zoom)**

## **Seminar preparation**

Please find a link below to the worksheet you will need to access during the Autumn Term training seminar.

[Seminar 2 worksheet](#)

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.

### **Mentor self-study**

**In Year 1 of the Mentor training programme, the Mentor assessment at the start of the year is classed as mandatory work as is the viewing of the weekly overview videos for Mentors.**

**The remainder of the self-study is optional.**

Prior to attending their Autumn Term seminar, it is optional for Mentors to have completed their self-directed study task for this module.

#### Unit 1: Precise Actions

Mentors are asked to reflect on a recent interaction they have had with their ECT and consider the effectiveness of the precise actions they have set. The self-directed study task should take approximately 30 minutes to complete and requires Mentors to record a recent interaction with their ECT and then to reflect upon it. There are examples of reflections on Brightspace to support the completion of the task.

## **End of term assessment**

Your Appropriate Body will be requesting that you complete a Progress Review of your ECTs by the end of this term.

Induction Tutors will need to: have observed ECTs teach, speak to them about their practice and speak to Mentors about their progress in the classroom and with the ECF programme, in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork.

## **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 the 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.

Here is the pathway that a Mentor can follow to view the notes that an ECT has made: Brightspace > Module 2 for ECTs > Course Tools (near the top) > Notes > Shared Items.

We hope that Module 2 runs smoothly for you all – remember we are here to help should you need any support.

**Email: [teachingschoolhub@smchull.org](mailto:teachingschoolhub@smchull.org)**

**Tel: 01482 851136**

Best Wishes  
Andrea Tonks  
ECF Lead