

ECF Bulletin - Jan 2022

Cohort

Issue 1: March 2022



Welcome to the first Early Careers Framework (ECF) Bulletin from Vantage Teaching School Hub. 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 January. We appreciate that the new framework is a huge set of reforms for the sector and 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.

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 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.

The ECT Seminars for Module 2 will take place during these weeks:

ECT Module 2 – Seminar 3 – Thursday 10 March 2022 4pm – 5.20pm (online via Zoom)

ECT Module 2 – Seminar 4 – Thursday 31 March 2022 4pm – 5.20pm (online via Zoom)

The Mentor Seminar for Module 2 will take place as follows:

Mentor Module 2 – Webinar 2 – Thursday 23 March 2022 4pm – 5pm (online via Zoom)

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.

Reminders for Mentors

Prior to attending their Module 2 Webinar, all Mentors will need 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.

'MyTeachFirst' 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.

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.

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

Please do contact Laura Fillingham on lfillingham@smchull.org if you are still experiencing issues logging into My Teach First.

We have also asked Teach First to enable Induction Tutors to have the function whereby they can access an overview of the engagement of their ECTs on Brightspace. They have acknowledged this request and we will keep you updated.

How Mentors can check 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 ECF2021 > 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.

ECF Mythbuster

The DfE has published new guidance regarding the ECF. This guidance covers the most common questions regarding ECF, and we hope will be a valuable resource for hubs. Please find the links below and please do share these within your networks:

- [ECF induction and training: additional information for early career teachers - Manage training for early career teachers \(education.gov.uk\)](#)
- [ECF induction and training: additional information for school leaders - Manage training for early career teachers \(education.gov.uk\)](#)
- [ECF induction and training: additional information for mentors - Manage training for early career teachers \(education.gov.uk\)](#)

Induction Tutor Webinar

Marc Cooper and I will continue to offer termly webinars for Induction Tutors. These are an opportunity for Induction Tutors to ask questions and give feedback; also for us to share any new national or regional information with school leaders. We see this as a really crucial part of our approach to Quality Assurance, hearing the detail of how the programme is impacting in schools and what further steps we can all take to provide the highest quality support for ECTs and their Mentors.

The next webinar will take place on: Thursday 3rd March at 4pm, via Zoom. To book a place please email Laura Fillingham on teachingschoolhub@smchull.org

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

My Teach First - subject

We are gathering more information to inform planning for Year 2; ECF Year 2 seminars will be subject specific so it's vitally important that we capture information about the subjects that ECTs are studying to inform our and your planning.

Early Career Teachers are able to add information about their subject for Year 1 and Year 2 on My Teach First. To do this please click on the delivery information tab, then enter your subject for Year 1 and Year 2 and click save. We suggest you choose the subject/phase you spend most of your time teaching from the drop down list.

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.

Any ECTs joining at Easter

We would be grateful if Induction Tutors could let us know if you are anticipating any new ECTs at Easter so we can plan ahead accordingly.

QTS and Mentor eligibility

The DfE have recently notified us of a change of policy around eligibility for funding for Mentors on the ECF. Teachers without QTS or QLTS will now be eligible for funding as Mentors. Previously they could be a Mentor but were not eligible for funding.

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

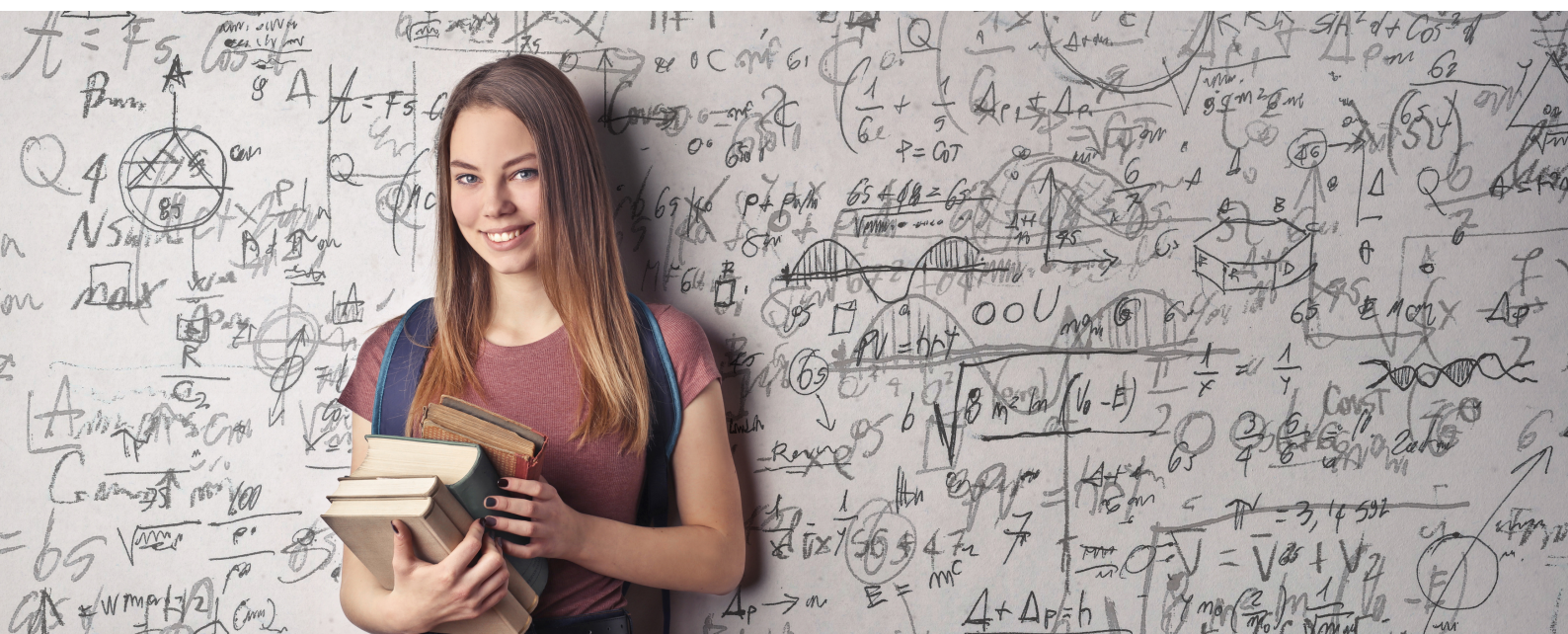
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Best Wishes

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