

Year 2 ECT/Mentor/IT Bulletin (Including January 2023 cohort)

Bulletin Section - April 2024

Welcome to the fifth Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the September and January 2023 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 2024 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'.

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Development Cycle 5

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.

The demonstration – observation and/or discussion

This is a really important part of the Development Cycle. Mentors support ECTs in selecting who as an expert colleague, the ECT should visit. Ideally the Mentor also joins the ECT in attending the observation/discussion but we appreciate capacity in schools may not allow for this. Below are prompts/guidance that is available on Brightspace to support the ECT when they have observed/had a discussion with an expert colleague in preparation for feedback to their Mentor.

Demonstration reflection

Following your demonstration, you'll discuss your learning with your mentor as part of the deconstruction interaction. To ensure a focused deconstruction interaction with

your mentor it's important to spend some time reflecting on your learning from the demonstration.



Over to you!

Take some time to reflect on the demonstration in preparation for your next mentor interaction:

- What were the strengths of the demonstration?
- What further questions would you have for the teacher?
- How can your learning from this demonstration feed into your own practice?
- Consider your learning from both the seminar and the demonstration, what will you now plan to integrate into your own practice during this development cycle? This may be decided in collaboration with your mentor.

Make notes on each of these reflective prompts and share with your mentor using the [assignment tool](#) in advance of your next mentor interaction. These reflections can then be used to support your deconstruction conversation.

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.

Seminars for ECTs for the Summer Term

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 2023 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 2024 will take place as follows:

W/b: 15th April 2024 – EY/KS1, Science, PE, Maths & English 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: 22nd April 2024 – Humanities, Special Provision, Performing Arts, KS2 & 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

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.

Seminars for Mentors

Summer Term seminar – 'Developing an Inclusive Educator' & 'Developing beyond the ECF' combined.

The Mentor seminars for the Summer Term will take place during w/b: 6.5.24, 3pm – 4.30pm (Face to Face). Please see individual training calendars for the exact date that you will attend your Mentor training. This is the ONLY training for Y2 Mentors in the Summer Term 2024. It is vital that all Mentors attend to ensure their continued engagement and funding on the programme.

Part of the seminar will focus on – Developing an inclusive educator (seminar 5)

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

A further part of the seminar will focus on - Developing beyond the Early Career Framework (seminar 6)

Seminar preparation

To make the most of your time in the upcoming seminar it's important to familiarise yourself with the preparation information in advance of the seminar.

Seminar title: **Developing beyond the Early Career Framework**

By the end of your upcoming seminar, you will:

- have reflected on and celebrated your ECT's development
- know how to support your ECT to continue to develop after the ECF
- understand and have reflected on your own development



During the seminar you will need:

- Pen and paper for note taking
- The following [worksheet](#)

Details of this and the joining instructions will be circulated to Y2 Mentors, via email, a week before the seminar is due to take place.

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.

Please note that the information about these Y2 seminars differs from what is advertised on Brightspace. Delivery Partners have the option to choose the seminars that they can deliver to Mentors in Y2 on the programme. Vantage TSH have chosen to deliver a combination of both seminars in the Summer Term 2024, to give Y2 Mentors the best possible training experience and relevant content.

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

The use of Brightspace by ECTs in Y2 of the programme is far less than in Y1 of the programme.

ECTs need to ensure that they start every half term new Development Cycle by completing a retrieval quiz on Brightspace. The retrieval quizzes link to previous year 1 content related to the Development Cycle that they are currently studying. For this half term, Year 2 ECTs should be starting the half term by completing the retrieval quiz which is based on **Y1 Module 5 sessions**. It is expected that ECTs log onto Brightspace for up to 30 mins at the start of each half term to complete the retrieval quiz before they attend any seminars and have their first interaction with their Mentor. The retrieval quizzes are mandatory. From the quiz, an ECT may be directed to look back and re-study content from Y1 Modules – this is advised but is optional.

Y2 ECTs are also expected to complete any Y2 Induction activities that were not covered in the live induction event. These are found in a separate Module on Brightspace named, 'Y2 Induction'. The induction activities are mandatory.

Y2 ECTs are expected to complete a demonstration reflection which is accessed on Brightspace, after they have observed an expert colleague and before they meet their Mentor for their second interaction of the half term. This activity is advised but is optional.

An ECT's engagement on Brightspace is tracked by Teach First and ECTs will receive reminder emails if they have not been completing their retrieval quizzes regularly and/or if they have not completed the induction activities.

In addition to this there is optional content on Brightspace:

'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 2022 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:
Brightspace > ECT2022 > All Courses > Optional: Excellent Teaching in Special Schools

Mentors

Mentors are expected to log onto Brightspace every half-term if they are mentoring a Year 2 ECT to check they have completed the retrieval quizzes so that they can discuss this with them and escalate any issues to the Induction Tutor - reminders about how to do this are below.

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

Y2 Mentors are also expected to complete any Y2 Induction activities that were not covered in the live induction event. These are found in a separate Module on Brightspace named, 'Y2 Induction'. The induction activities are 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.

Here is the pathway that a Mentor can follow to check the progress of their Year 2 ECT:

Login to My TeachFirst > Click on ECF2022 (Year 2 ECTs) > **Click on the chosen Development Cycle 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 Development Cycle.

We hope that Development Cycle 5 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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