

Year 1 September 2024 Cohort ECT/Mentor/IT Bulletin section November 2024

Welcome to the second 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.

Thank you to all Induction Tutors, Mentors and ECTs who attended our Welcome Conferences in September/October. 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 2024](#)

[Click on Module 1 for Mentors](#)

[Choose Unit 2 – Self Directed Study \(in left hand column\) – the Mentor assessment is visible here](#)

Addressing persistent and challenging behavior

Holding high expectations and maintaining standards

Unit 2: Self-directed study

Mentor self-directed study

The Mentor Assessment

Understanding your results

Reviewing your assessment

Unit 2: Self-directed study



In this session you will undertake the mentor assessment and understand how it will support your development.

This session should take **approximately 30 minutes**.

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 in late October 2024 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

ECT Seminars for Module 2 combined w/c: 18 November 2024 (face to face)

Seminars run on a Monday, Tuesday, Wednesday & Thursday, 2pm to 4.45pm. ECTs have been assigned a training group (please see training calendar). We do provide flexibility on the afternoon an ECT can attend if there are reasonable requests and notice has been given.

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:

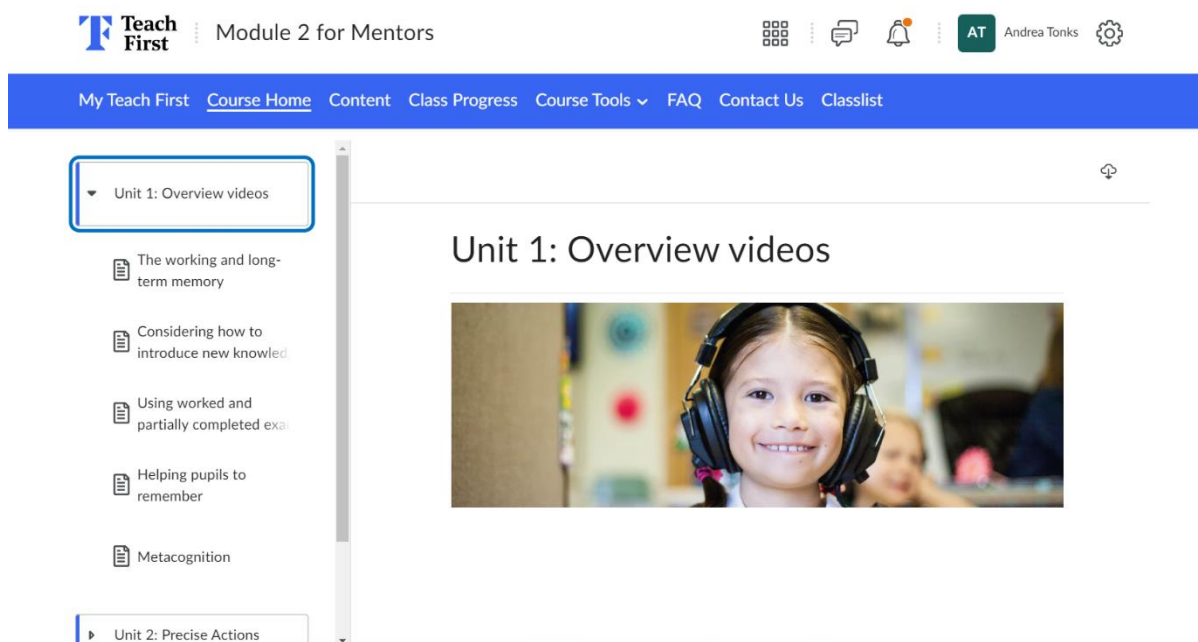
- a pen and paper, or a device for note taking
- the retrieval quiz you created in [Helping pupils to remember](#)
- a sequence of lessons that you will soon be teaching.
- your reflections from the video of Lee Donaghy you watched in [Building mental models](#)

[Seminar 2 worksheet](#)

Invites to these events will be sent out in due course. Attendance at these seminars is a mandatory part of the ECF programme 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.

An overview of the content of Module 2 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.



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.

MENTOR SEMINAR FOR AUTUMN TERM

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

Mentor Seminar 2 – w/b 25.11.24, 4pm – 5pm (online via Zoom) Please see individual training calendars for your actual seminar date.

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 a mandatory part of the ECF programme 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.

End of term assessment – Progress Reviews for the Appropriate Body

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. If you are registered with Vantage AB services then all assessments are completed on ECT Manager. You will receive an email with a reminder to complete the progress review as the Induction Tutor.

Once the PR is completed, ECT Manager will send an email with a link for the ECT to write their comment regarding the review.

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 2**. 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 2 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:

In every module there is 'Stretch Content' that can be accessed to develop learning further and also, 'Wellbeing' Modules that can be accessed at any time and 'Excellent Teaching in Special Schools' Modules.

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

As advertised in the Welcome Conferences, this year we are offering special accreditation as detailed below:

Optional accreditation

ECF is the foundation of effective classroom teaching because it is essentially about great habits of highly effective teachers.

Across the two years of the programme we implement an optional accreditation:

- **Bronze Level – Completed 3 Units of the Excellent Teaching in Special Schools**
- **Silver Level – Completed 5 Units of the Excellent Teaching in Special Schools**
- **Gold Level – Completed 8 Units of the Excellent Teaching in Special Schools**

ECTs will receive a certificate of either Bronze, Silver or Gold if they can prove that they have completed the above optional units.

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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 1 for ECTs > Course Tools (near the top) > Notes > Shared Items

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 Module 2 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