

Year 1 September 2022 Cohort ECT/Mentor/IT Bulletin section **November 2022**

Welcome to the second Early Careers Framework (ECF) Bulletin from Vantage Teaching School Hub for the Year 1 September 2022 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.

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 25 October. 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. Subject matter expert 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.

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

ECT Module 2:1 – w/b 14.11.22, 3.45pm – 5pm (online via Zoom)

ECT seminar 1: Avoiding working memory overload

ECTs will build further on your 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 your self-directed study.

ECT Module 2:2 – w/b 5.12.22, 3.45pm – 5.15pm (face to face)

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.

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

Mentor Module 2 – w/b 28.11.22, 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.

Reminder 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.

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 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

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; are working on this function and we will keep you updated.

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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