

**Year 1 January 2021/22 ECT/Mentor/IT**  
**Bulletin section November 2022**

Welcome to the second Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the January 2022 cohort this academic year. 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 Module 6 of the ECF which is the final Module of the first year of induction.

The first half of the Autumn term has seen ECTs and Mentors work through Module 5 of the Full Induction Programme which focused on 'How can you support all pupils to succeed?'

Thank you to all Mentors and ECTs who attended the training seminars for Module 5.

### **Moving into Module 6**

This week heralds the start of Module 6 in the Full Induction Programme Calendar. In this Module ECTs will focus on 'How can you design a coherent curriculum?'

Module 6 of the Early Career Framework Programme will be available for ECTs, Mentors and Induction Tutors from 25<sup>th</sup> October 2022. In this module, ECTs will consider how to design a carefully sequenced and coherent scheme of work. They will develop curriculum design skills that will support them to design a curriculum for the whole year, key stage or the entirety of a child's school life. The self-directed study will support ECTs to develop or edit a full scheme of work, the focus of which will be decided in the first mentor interaction of the module.

### **ECT endpoint survey**

ECTs who have been enrolled onto Module 6 should now be able to access the end of year survey. The survey will remain open until the end of November.

Reminder: This survey is a "release condition" for Module 6 content, meaning that ECTs need to submit their responses before continuing through the course.

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 now familiar with Instructional Coaching and deliberate practice.

In the self-directed study for module 6, ECTs will explore principles of effective curriculum design. To apply this to their practice, ECTs will develop or edit a scheme of work alongside each session.

The ECT Seminars for Module 6 will take place during these weeks:

**ECT Module 6:1 – Thursday 10<sup>th</sup> November 2022, 4pm – 5.20pm (online via Zoom)**

The first training seminar will encourage ECTs to reflect on the curriculum they teach and consider whether their sequence maximises pupils' learning.

**ECT Module 6:2 – Thursday 8<sup>th</sup> December 2022, 4pm -5.20pm (online via Zoom)**

Seminar 2 is focused on supporting pupils to think critically. To develop understanding, ECTs will explore how knowledge and content support pupils to think critically and consider how they can plan for opportunities within the scheme of work that they are developing as part of the self-directed study.

The Mentor Seminar for Module 6 will take place as follows:

**Mentor Module 6 – Webinar 6 – Thursday 24<sup>th</sup> November, 4pm -5pm 2022 (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.

## **ECT and Mentor Inductions for Year 2 of the programme**

The Inductions for all January cohort members moving into Year 2 of the ECF will take place in December 2022 in order to ensure that both ECTs and Mentors are fully prepared for the second year of the programme in advance of starting in the new year.

ECTs and Mentors will be able to book onto one of the dates offered which will be a half day, Zoom seminar:

**Wednesday 14<sup>th</sup> December 9.30am to 11.30am – Mentors Y2 Induction via Zoom**

**Wednesday 14<sup>th</sup> December 1pm to 4pm – ECTs Y2 Induction via Zoom**

Please book a place via the Vantage website: [www.vantagetsh.org](http://www.vantagetsh.org)

## **Year 2 subject information reminder**

As a reminder, ECF year 2 seminars will be subject-specific so it's vital that ECTs confirm their main subject (Secondary) or phase if they are Primary. An email has been sent to all January cohort ECTs asking them to confirm their main subject or phase so that we can allocate them to the correct subject/phase group which they will join from January 2023. We are still awaiting replies from some ECTs and ask that they reply asap with their subject/phase information by clicking on this link:

## **Updating ECT and Mentor details on the DfE portal**

The DfE portal is now open for Induction Tutors to add any new ECTs and Mentors for 2022/23 and also to make any changes to Y2 ECTs or Mentors on the 2021/22 tab of the portal. Induction tutors must change this on the DfE portal as well as informing Vantage Teaching School Hub of this change. The link to access the portal is:

## **End of Year 1 ECT formal assessment**

A reminder to all Induction Tutors that Appropriate Bodies will be expecting the formal assessment review of ECTs for year 1 of their induction, to take place this half term. A summary of the process is provided below:

- ECTs should have formal assessments carried out by either the Induction Tutor or the Head teacher. Mentors should not carry out formal assessments unless they are also acting as the Induction Tutor. Evidence used in the assessment should be clear & transparent & copies provided to the ECT and appropriate body.
- Evidence for assessment must be drawn from the ECT's work as a teacher during their induction. This will consist of existing documents & working documents. There is no need for an ECT to create anything new for the formal assessment.
- Formal assessment reports should be completed for the formal assessment and will show performance against the Teachers' Standards not the ECF.

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. The formal review is a longer form to complete as it is against each of the Teachers' Standards.

We hope that Module 6 which is the final one for year one of the programme, 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