

Year 1 September 2023 Cohort ECT/Mentor/IT Bulletin section April 2024

Welcome to the fifth Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the September 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 Module 5 of the ECF.

The second half of the Spring term 2024 has seen ECTs and Mentors work through Module 4 of the Full Induction Programme which focused on 'How can you use assessment and feedback to greatest effect?'

Thank you to all Mentors and ECTs who attended the training seminars for Module 4.

In this Bulletin:

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Year 2 Subject/Phase information - IMPORTANT

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.

I have been speaking to ECTs at the last face to face seminars before the Easter Break, regarding their subject/phases for September and whether they will be remaining in their current schools.

It is apparent that some ECTs may be changing schools and some are moving out of the area. It is important that we are kept up to date with any changes in circumstances via email: TeachingSchoolHub@smchull.org

Any ECTs who are leaving their current schools will need to be given copies of any progress reviews to take with them and Induction Tutors will need to release them on the DfE portal before the end of the academic year.

Induction into Year 2 of the ECF – IMPORTANT

The inductions for all Year 1 ECTs and Mentors who will be moving into Year 2 of statutory induction in September, will take place in **July 2024**. These dates have been advertised on your training calendars which you received in September 2023.

All Year 1 ECTs & Mentors can now book **ONE** of the dates below to attend their Year 2 induction by following the link provided or by booking directly via our website: www.vantagetsh.org

Whether an ECT is staying in their current school or not it is vital that they attend the Y2 induction to support their future employment and continuation of their statutory induction.

If a new Mentor will be taking over the role from September 2024, for a Y2 ECT, it is very important that they book onto one of the dates advertised for Mentors and that you also inform us of any Mentor changes.

Y2 ECT Induction Wednesday 3rd July 2024, 1pm to 4pm at Hull KR, Craven Park Hull (<https://www.vantagetsh.org/course-booking/?eventid=73>)

OR

Y2 ECT Induction Thursday 4th July 2024, 1pm to 4pm at Lazaat, Cottingham (<https://www.vantagetsh.org/course-booking/?eventid=74>)

Y2 Mentor Induction Wednesday 26th June 2024, 1pm to 4pm at Hull KR, Craven Park Hull (<https://www.vantagetsh.org/course-booking/?eventid=71>)

OR

Y2 Mentor Induction Thursday 27th June 2024, 1pm to 4pm at Lazaat, Cottingham (<https://www.vantagetsh.org/course-booking/?eventid=72>)

Moving into Module 5

This week heralds the start of Module 5 in the Full Induction Programme Calendar. In this Module ECTs will focus on 'How can you support all pupils to succeed?'

Module overview

Welcome to the module: How can you support all pupils to succeed?

In this module you will hear a variety of educational specialists, including those from the Driver Youth Trust, talking about ways to support all pupils to succeed across the curriculum, and why this is so important.

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.

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1. Supporting all pupils to access the curriculum - developing high-quality oral language **(40 minutes)**
 2. Supporting all pupils to access the curriculum - developing reading and writing **(45 minutes)**
 3. Further developing pupils' prior knowledge **(35 minutes)**
 4. Providing additional scaffolds 2 **(60 minutes)**
 5. Teaching pupils who require a greater level of support and the SEND Code of Practice **(80 minutes)**
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Throughout this module you will see reference to the use of the assignment tool. Please note these are not official graded assignments, this is just the name of the tool used to share your reflections and notes with your mentor.

Invites to seminars for ECTs and Mentors

Invites to these events will be sent out a week before the seminars are due to take place via email. The email will also contain any resources or pre-reading/ information that is needed prior to attendance; we urge ECTs and Mentors to read these carefully so that they are fully prepared for the seminars.

Attendance at these seminars is very important so please do let us know if there are any issues.

Mentors and ECTs have been placed into a group which runs on either a Monday, Tuesday, Wednesday or Thursday during the training seminar weeks. If any Mentor or ECT is unable to attend their normal group session for an extraordinary reason, we are able to offer an alternative evening to attend as long as you let us know in advance, via email: teachingschoolhub@smchull.org

The ECT Seminars for Module 5 will take place during this week:

ECT Module 5 – Seminar 1 & 2 combined – w/c 29 April 2024, 2pm – 4.45pm (face to face). Please see your individual training calendars for the exact date of your seminar during this week.

Seminar 1: Developing pupils' reading and writing

This page will support ECTs in preparing for their upcoming seminar so that they can make the most of their time.

In the upcoming seminar ECTs will explore:

- strategies to develop active reading
- the different components of writing and how to break complex writing tasks down

Prior to the seminar ECTs should ensure they have completed:

- [Developing reading and writing](#)



Important!

During the seminar ECTs will need:

- a pen and paper, or a device for note taking
- access to one of the following tasks (depending on the phase you teach in):

[Early Years reading task](#)

[Primary reading task](#)

[Secondary reading task](#)

- access to the following document: [Breaking down complex writing tasks](#)

Ahead of the seminar, ECTs will need to download a copy of the reading task (specific to the phase you teach in) and have access to this during the seminar.

Below ECTs can find the link to the Arduous Eight document that is referred to in the seminar:

- [The Arduous Eight](#)

ECT Module 5 – Seminar 2 –

Seminar 2: Adaptive teaching and the graduated approach

This page will support ECTs in preparing for their upcoming seminar so that they can make the most of their time.

In your upcoming seminar ECTs will explore:

- adaptive teaching
- the effectiveness of scaffolds you are using in supporting pupil learning and progress
- the benefits of pre-teaching
- how you are using the graduated approach for pupils with SEND

Prior to the seminar ECTs should ensure they have completed:

- [Further developing pupils' prior knowledge](#)
- [Providing additional scaffolds](#)
- [Teaching pupils who require a greater level of support](#)
- [The working and long-term memory](#)

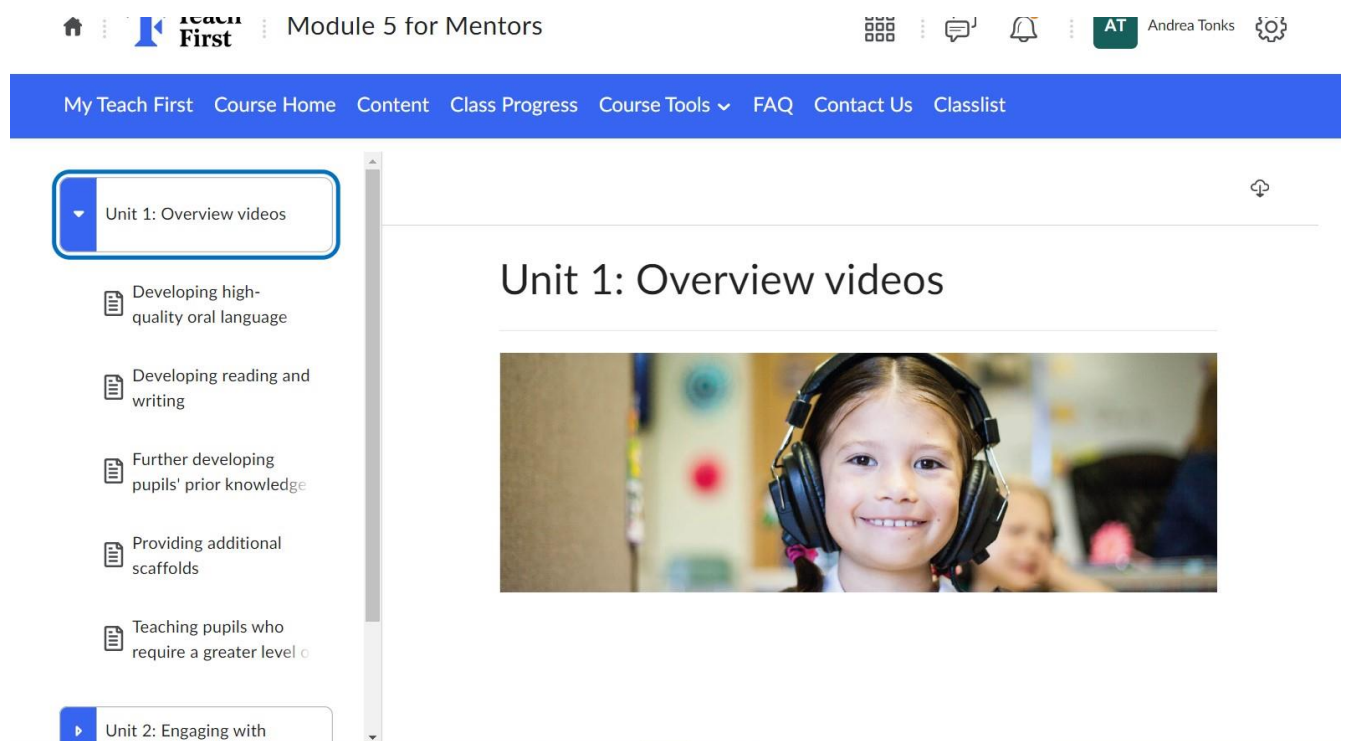
If possible, please try to complete the [mentor interaction](#) activity for the session 'Teaching pupils who require a greater level of support'.

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 Handbook 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.

An overview of the content of Module 5 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 2023. When a Mentor logs into Brightspace and accesses these videos and any of the optional content, this supports their engagement on the programme.



The screenshot shows the Brightspace LMS interface for 'Module 5 for Mentors'. The top navigation bar includes 'My Teach First', 'Course Home', 'Content', 'Class Progress', 'Course Tools', 'FAQ', 'Contact Us', and 'Classlist'. The user profile 'AT Andrea Tonks' is visible in the top right corner. The main content area displays the title 'Unit 1: Overview videos' and a video thumbnail of a young girl wearing headphones. The left sidebar shows a list of units, with 'Unit 1: Overview videos' selected and expanded to show five sub-items: 'Developing high-quality oral language', 'Developing reading and writing', 'Further developing pupils' prior knowledge', 'Providing additional scaffolds', and 'Teaching pupils who require a greater level of challenge'. 'Unit 2: Engaging with...' is partially visible below.

Unit 2 – Self-study for Mentors is optional.

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

Mentor Module 5 & 6 combined – w/c 20 May 2024 (Face to Face venues) 2pm – 4.15pm. Please see your individual training calendars for the exact date of your seminar during this week.

Mentor Training

The first part of the seminar (seminar 5) is focused on the support and challenge you can provide your ECT and the ways in which you approach this. It explores how inappropriate levels of support and challenge can negatively impact on teacher self-efficacy and wellbeing, with additional consequences on teacher motivation and engagement with their professional development. In order to balance appropriate levels of support and challenge, you must be able to hold difficult conversations which are in the best interests of the ECT's development. The optional self-directed study session for Module 5 is on '[Engaging with education research](#)' and it is suggested that this is carried out prior to delivery of the seminar as part of this session is focused on an article on 'judgementoring' which is referenced in the seminar.

The second part of the seminar (seminar 6) will focus on defining and understanding the importance of resilience in teaching; considering factors influencing resilience in teachers and reflecting on how Mentors can support the development of resilience in their ECTs.

Seminar preparation

There is no worksheet or pre-work for this seminar. (Seminar 5)

Seminar preparation

There is no worksheet or pre-work for this seminar. (Seminar 6)

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 5**. 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 5 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:

'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 2023 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:

Brightspace > ECT2023 > All Courses > Optional: Excellent Teaching in Special Schools

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 ECF2023 (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 4 for ECTs > Course Tools (near the top) > Notes > Shared Items

We hope that Module 5 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