

Year 1 January 2024 Cohort ECT/Mentor/IT Bulletin section January 2024

Welcome

Welcome to the first Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the new January 2024 cohort of ECTs and Mentors. 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.

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Thank you to all Mentors and ECTs who are attending our Induction Sessions on Wednesday 17th January. We appreciate that the new framework is a huge set of reforms for the sector and 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.

Any ECT or Mentor who has not been able to attend due to a late arrival to the cohort, will be contacted and advised as to how they can catch up with the Induction materials.

Moving into Module 1

The first half term will see new January 2024 ECTs and Mentors work through Module 1 of the Full Induction Programme, 'How can you create an effective learning environment?'

An overview of the content of Module 1 for ECTs is below:

Module overview

Welcome to Module 1: How can you create an effective learning environment?

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.

1. Establishing effective routines (**50 minutes**)

2. Developing motivation through a supportive environment **(70 minutes)**
3. Addressing low-level behaviour **(40 minutes)**
4. Addressing persistent and challenging behaviour **(50 minutes)**

5. Holding high expectations and maintaining engagement **(50 minutes)**

During 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.

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.

Optional Stretch Content

In each Module that ECTs access on Brightspace, there is optional stretch content that they can access.

The stretch session for this module focuses on supporting pupils to develop self-regulations by exploring the following paper:

[Ursache, A., Blair, C. and Raver, C.C., 2012. The promotion of self-regulation as a means of enhancing school readiness and early achievement in children at risk for school failure. *Child Development Perspectives*, 6\(2\), pp.122-128.](#)

Seminars for ECTs

The focus for the two ECT training seminars for module one are:

Seminar 1: Using praise and consequences effectively

Please note this seminar will be delivered as part of the Induction process in January & ECTs will access it independently via Brightspace.

Using praise and consequences effectively are integral to being able to create a positive classroom culture that promotes engagement. Therefore, this training seminar will support your ECT(s) to develop the use of least invasive behaviour management techniques to address pupils' behaviour with minimal disruption. It also develops their ability to distinguish between praise and acknowledgement, enabling them to use both effectively and purposefully in the classroom, providing a safe, predictable learning environment.

Seminar 2: Holding high expectations of all pupils

ECT Module 1 – Seminar 2 – Tuesday 6 February 2024 4pm – 5.15pm (online via Zoom) (As shown in your training calendar)

Seminar 2: Holding high academic expectations of all pupils

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:

- key behaviours and strategies that can be used to help create an environment where it's safe to make mistakes
- how you can use questioning to build think and participation ratio

Prior to your seminar ensure you have completed:

- [Developing motivation though a supportive environment](#)
- [Holding high expectations and maintaining engagement](#)



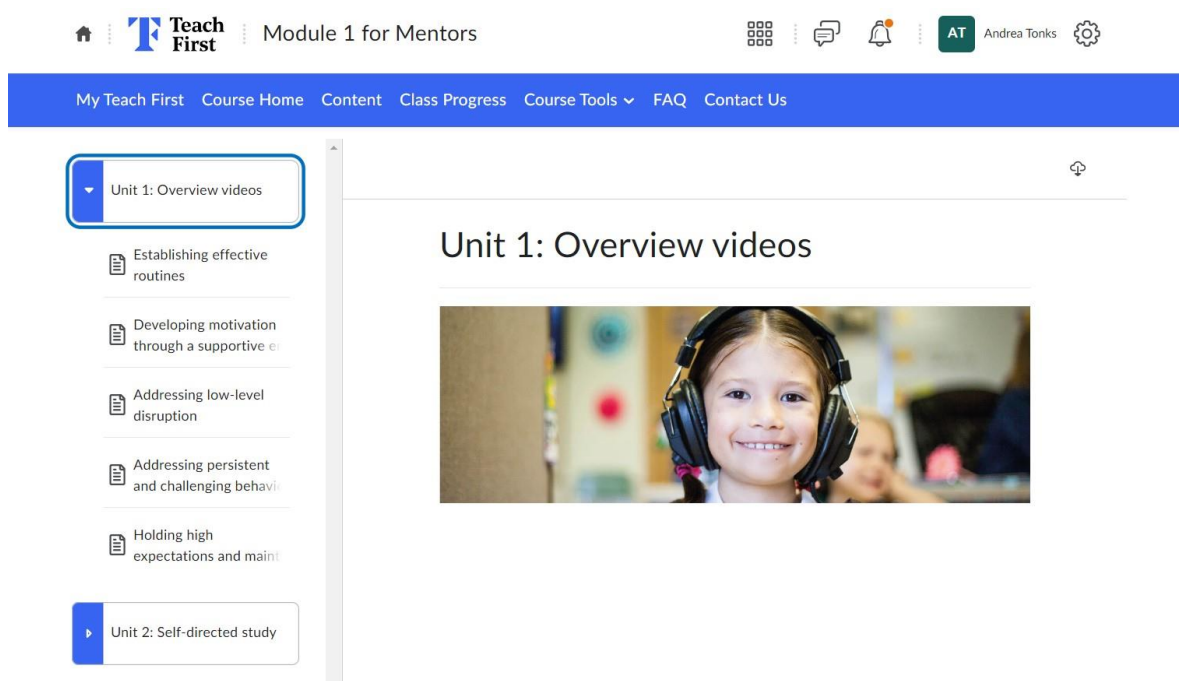
Important!

During the seminar you will need:

- a pen and paper, or a device for note taking

An overview of the content of Module 1 for Mentors is below:

The overview videos accessed on Brightspace 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 interface for 'Module 1 for Mentors'. The top navigation bar includes 'My Teach First', 'Course Home', 'Content', 'Class Progress', 'Course Tools', 'FAQ', and 'Contact Us'. The user profile 'AT Andrea Tonks' is visible in the top right. The left sidebar shows a list of units: 'Unit 1: Overview videos' (selected), 'Establishing effective routines', 'Developing motivation through a supportive environment', 'Addressing low-level disruption', 'Addressing persistent and challenging behaviour', and 'Holding high expectations and maintaining high standards'. Below this is 'Unit 2: Self-directed study'. The main content area displays 'Unit 1: Overview videos' with a video thumbnail of a young girl wearing headphones.

Unit 2 – Self-study for Mentors is mandatory in this Module and is the Mentor assessment.

Mentors will need to complete the Mentor Assessment as soon as possible – the details of which are below:

If any Mentor has not been able to find the Mentor Assessment, it can be accessed by: **Logging in to Brightspace } Click on Module 1 for Mentors } Click on Unit 2 Self-Study } Click on Mentor Assessment**

Before you begin

Welcome to the Mentor Assessment. The purpose of this assessment is to assist you in understanding your strengths and weaknesses against 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.

You will be asked to complete this assessment at the start of Year 1, the start of Year 2, and at the end of Year 2 which will provide you with information on how your knowledge of theory and application has developed.

The assessment itself takes approximately twenty five minutes with a range of question types, including true or false questions, scenario-based items and an agreement scale.

After completion you will be provided with scores in five key topics related to the application of learning science:

1. **Managing the Learning Load** - Learning can be impeded if pupils are confronted with too much information at once
2. **Connecting the Dots** - Pupils learn new ideas by reference to ideas they already know.
3. **Deepening Meaning and Learning** - We usually want pupils to remember what information means and why it is important, so they should think about meaning when they encounter to-be-remembered material.
4. **Practicing with Purpose** - Practice is essential to learning new facts, but not all practice is equivalent
5. **Creating a Motivating Environment** - Pupils will be motivated to learn in environments where they feel valued and believe they can improve

Further information on these five key topics will be provided when you come to [review your assessment results](#). On this page, there is a piece of additional reading provided for each of the five key topics. There is no requirement to engage with these additional resources, but you may find them of interest.

Reminder for Mentors

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 will begin to use Instructional Coaching and deliberate practice after they have attended the Induction sessions.

Seminars for Mentors:

The Mentor Seminar for Module 1 will be completed by Mentors online via Brightspace following the induction in January 2024. Their first 'live webinar' will take place as follows for Module 2:

**Mentor Module 2 – Webinar 2 – Tuesday 12 March 2024 4pm – 5pm (online via Zoom)
(As shown in your training calendar).**

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. 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.

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 1**. 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 1 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 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 1 runs smoothly for you all – remember we are here to help should you need any support.

ECF Mythbuster

The DfE has published new guidance regarding the ECF. This guidance covers the most common questions regarding ECF, and we hope will be a valuable resource for hubs. Please find the links below and please do share these within your networks:

- [ECF induction and training: additional information for early career teachers - Manage training for early career teachers \(education.gov.uk\)](#)
- [ECF induction and training: additional information for school leaders - Manage training for early career teachers \(education.gov.uk\)](#)
- [ECF induction and training: additional information for mentors - Manage training for early career teachers \(education.gov.uk\)](#)

Part-time ECTs – action for Induction Tutors

If you have a part-time ECT on our programme, please can you let us know at your earliest convenience to discuss if any programme adjustments are required for your ECT.

We hope that Module 1 runs smoothly for you and we are here to help if you need any guidance or support.

Email: teachingschoolhub@smchull.org

Tel: 01482 851136

Best Wishes
Andrea Tonks
ECF Lead