

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

Welcome to the final Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the September 2023 cohort for 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.

The first half of the Spring term 2024 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.

In this Bulletin:

- **Year 2 subject information**
- **Year 2 Inductions in June/July**
- **End of Y1 Formal Assessments**
- **Summary of Module 6 for ECTs & Mentors**
- **Seminars for ECTs**
- **Seminar for Mentors**
- **Navigating Brightspace**

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.

We have been speaking to ECTs at the latest face to face seminars 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 **June and July 2024**. These dates have been advertised on your training calendars which you received in September 2023.

All Year 1 ECTs & Mentors should hopefully have booked onto **ONE** of the dates below to attend their Year 2 induction 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.

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>)

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.

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 overview

In this module, ECTs will learn how to design a carefully sequenced and coherent scheme of work and increase the likelihood that the teaching of it leads to successful learning for their pupils. The module is divided into 5 sessions outlined below, along with an estimated duration for completion.

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1. What is the purpose of a curriculum? **(25 minutes)**
 2. Identifying concepts, knowledge and skills **(50 minutes)**
 3. Sequencing teaching and learning **(55 minutes)**
 4. Helping pupils master important concepts, knowledge and skills **(60 minutes)**

 5. Supporting pupils to build increasingly complex mental models **(75 minutes)**

Please find a [glossary for Module 6](#) to support ECTs with terminology used in the online modules and the live seminars here.

Throughout this module ECTs 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.

ECT Seminars for Module 6 combined w/c: 10 June 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.

Seminar 1: Identifying and sequencing concepts, knowledge and skills

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:

- curriculum sequencing and why this is important for effective learning
- how to sequence concepts and knowledge to maximise pupils' learning
- how well you are applying this knowledge in the scheme of work you are writing/adapting

Prior to the seminar, ECTs should ensure they have completed:

- [What is the purpose of a curriculum?](#)
- [Examples and non-examples](#)



Important!

During the seminar ECTs will need:

- the scheme of work you have selected to adapt or create
- a scheme of work you have recently taught
- access to [Neil Almond's chapter 'Curriculum Coherence: How best to do it?'](#)
- a pen and paper, or a device for note taking

Seminar 2: Supporting pupils to think critically

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

In the upcoming seminar ECTs will explore:

- why pupils need an understanding of knowledge within a specified area when asked to think critically
- how to identify when and how pupils are asked to think critically within subject and phases
- opportunities in your scheme of work that will support pupils to think critically
- how to support pupils to apply learning to new situations

Prior to the seminar ECTs should ensure you have completed:

- [Identifying concepts, knowledge and skills](#)
- [Sequencing, teaching and learning](#)
- [Supporting pupils to build increasingly complex mental models](#)



Important!

During the seminar ECTs will need:

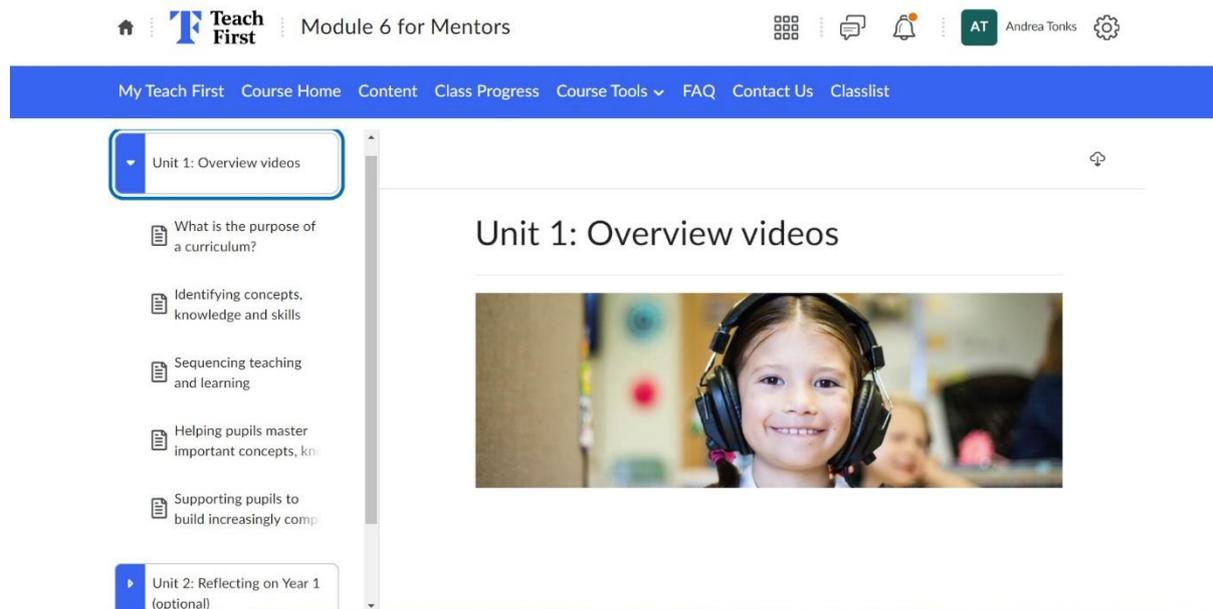
- a pen and paper, or a device for note taking
- the scheme of work you have created or adapted

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.

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 6 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 Teach First Brightspace interface for 'Module 6 for Mentors'. The top navigation bar includes 'My Teach First', 'Course Home', 'Content', 'Class Progress', 'Course Tools', 'FAQ', 'Contact Us', and 'Classlist'. The user is logged in as 'Andrea Tonks'. The main content area is titled 'Unit 1: Overview videos' and displays a video thumbnail of a young girl wearing headphones. The left sidebar lists the following topics under 'Unit 1: Overview videos':

- What is the purpose of a curriculum?
- Identifying concepts, knowledge and skills
- Sequencing teaching and learning
- Helping pupils master important concepts, kno
- Supporting pupils to build increasingly comp

Below these is 'Unit 2: Reflecting on Year 1 (optional)'.

Unit 2 – Self-study for Mentors is optional.

Mentor Training

Mentor seminar 5&6 combined – w/c 20 May 2024

The Mentor seminar 5 & 6 combined took place during w/c 20th May with the Zoom catch up session taking place on Monday 3rd June. This was the final seminar for Y1 mentors to attend for their Y1 training programme until they attend the induction into Y2 at the end of June 2024.

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 6**. 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 6 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 5 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 6 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