

Year 1 January 2025 Cohort ECT/Mentor/IT Bulletin section February 2025

Welcome

Welcome to the second Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the new January 2025 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.

In this Bulletin:

- **End of term assessment**
- **Engagement Update**
- **Summary of Module 2 for ECTs & Mentors**
- **Seminars for ECTs**
- **Seminar for Mentors**
- **Navigating Brightspace**

The first half of the Spring term has seen ECTs and Mentors work through Module 1 of the Full Induction Programme. Thank you to all Mentors and ECTs who attended the induction and seminars relating to Module 1: 'How can you create an effective learning environment?' in January/February 2025.

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.

End of term assessment

Your Appropriate Body will be requesting that you complete a Progress Review of your ECTs by the end of this term.

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. Many of our ECTs are registered with Vantage AB Services and Induction Tutors will be required to complete the reviews via ECT Manager.

Examples of reviews can be found under: 'Resources' on the ECT Manager platform to support Induction Tutors in understanding the expectations of these reviews.

ECTs are advised to take an active role in the termly review process by discussing with their Induction Tutor all of the progress & activities they have achieved and completed over the course of the term.

Engagement Update

A full update on our engagement policy can be found in the 'ECF Bulletin for all' section.

In Year 1 the mandatory seminars that ECTs and Mentors are required to attend are two for each half term Module (11 in total) and two per term (5 in total) for Mentors. It is vital that all programme members do attend to ensure their continued engagement on the programme and funding entitlement for their school.

It has been very useful to gather feedback from Y1 programme members after the delivery of each of the seminars; thank you to everyone for taking the time to do this. The feedback has been resoundingly positive and we do take on board any further comments that are made.

Moving into Module 2

The second half term will see ECTs and Mentors work through Module 2 of the Full Induction Programme, 'How do pupils learn'

An overview of the content of Module 2 for ECTs is below:

Module overview

Welcome to Module 2: How do pupils learn?

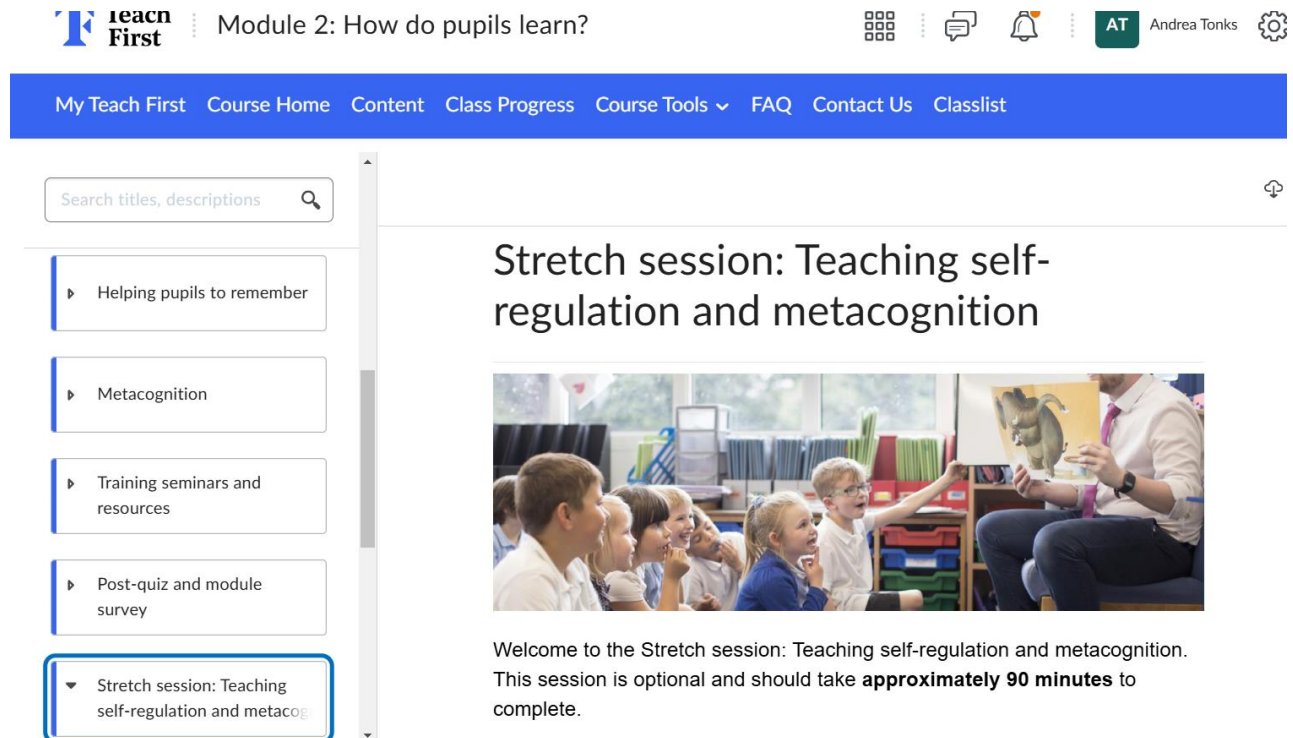
This module is divided into five sessions. The information below outlines the focus for each session and approximately how long it will take you to complete. Throughout the module, there will be opportunities for you to reflect on your current practice and to consider ways you can enhance what you are already doing in the classroom. At the end of the 5 sessions you will have the option to engage in the Stretch Session which will take approximately 1 hour and 30 minutes.

1. The working and long-term memory **(55 minutes)**
2. Considering how to introduce new knowledge to pupils **(60 minutes)**
3. Using worked and partially completed **(45 minutes)**
 4. Helping pupils to remember **(80 minutes)**
 5. Introduction to Metacognition **(15 minutes)**

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 there is optional stretch content for ECTs to access if they wish to dive deeper into the learning/research. For Module 2, the stretch content is summarised below:




Teach First | Module 2: How do pupils learn?

My Teach First Course Home Content Class Progress Course Tools ▾ FAQ Contact Us Classlist

Search titles, descriptions 🔍

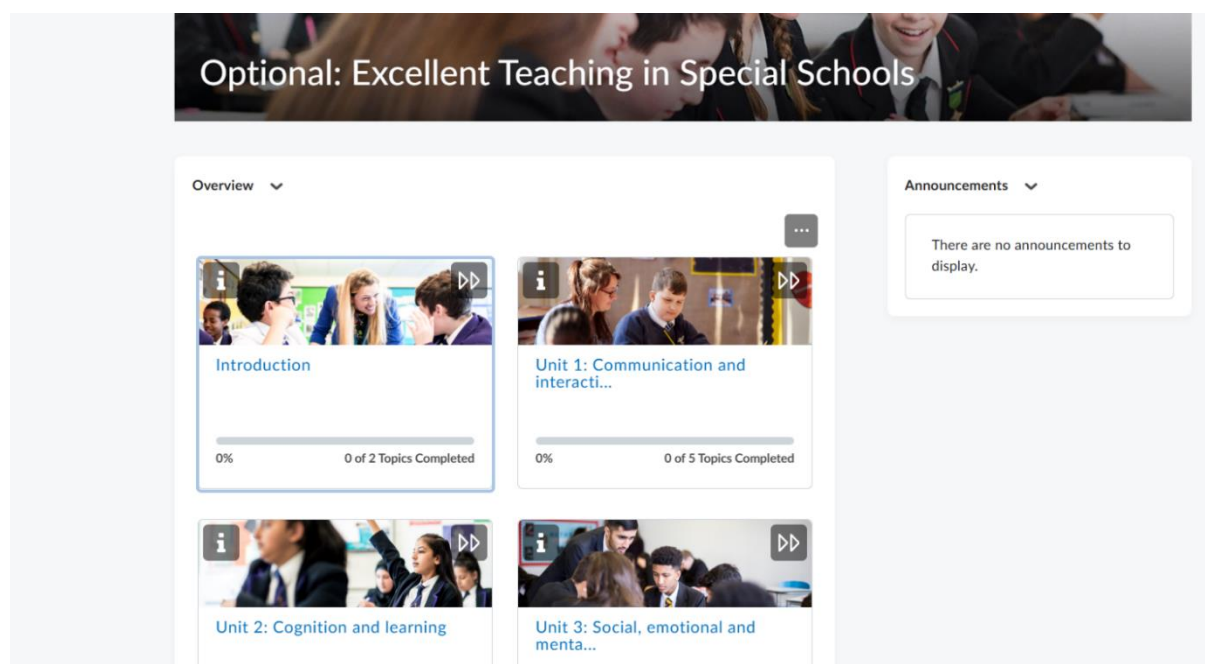
- ▶ Helping pupils to remember
- ▶ Metacognition
- ▶ Training seminars and resources
- ▶ Post-quiz and module survey
- ▼ Stretch session: Teaching self-regulation and metacognition

Stretch session: Teaching self-regulation and metacognition



Welcome to the Stretch session: Teaching self-regulation and metacognition. This session is optional and should take **approximately 90 minutes** to complete.

Optional – Excellent Teaching in Special Schools



Optional: Excellent Teaching in Special Schools

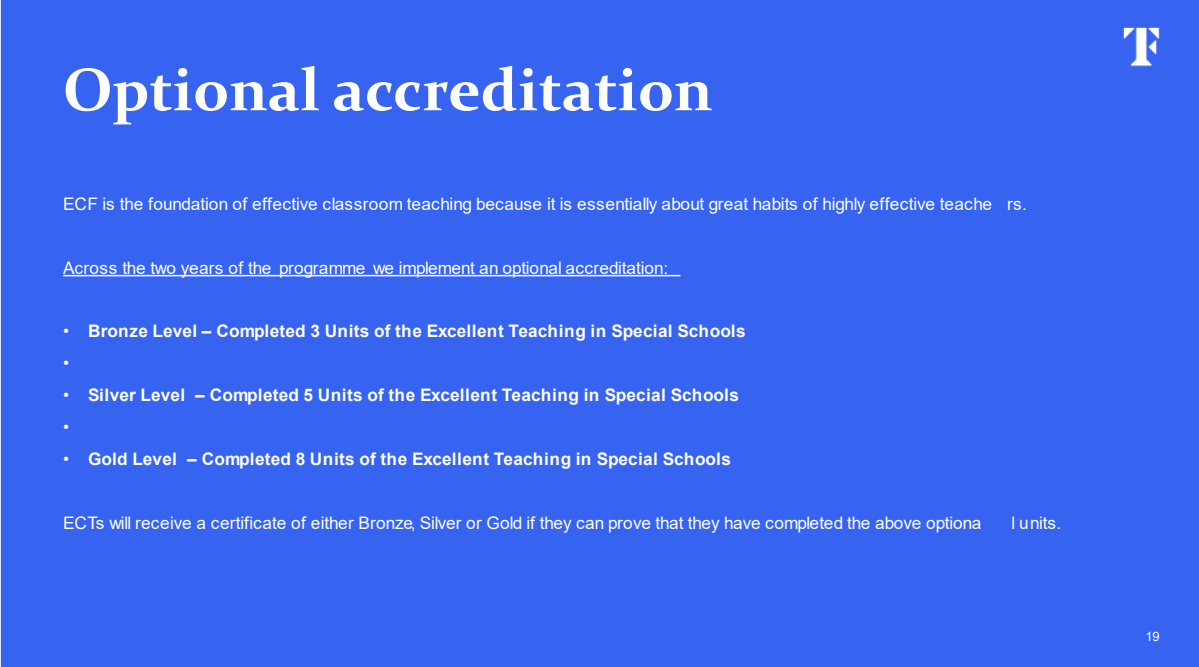
Overview ▾

- Introduction
0% 0 of 2 Topics Completed
- Unit 1: Communication and interacti...
0% 0 of 5 Topics Completed
- Unit 2: Cognition and learning
- Unit 3: Social, emotional and menta...

Announcements ▾

There are no announcements to display.

As advertised in the Welcome Conferences, this year we are offering special accreditation as detailed below:



Optional accreditation

ECF is the foundation of effective classroom teaching because it is essentially about great habits of highly effective teachers.

Across the two years of the programme we implement an optional accreditation:

- **Bronze Level – Completed 3 Units of the Excellent Teaching in Special Schools**
-
- **Silver Level – Completed 5 Units of the Excellent Teaching in Special Schools**
-
- **Gold Level – Completed 8 Units of the Excellent Teaching in Special Schools**

ECTs will receive a certificate of either Bronze, Silver or Gold if they can prove that they have completed the above optional units.

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Seminars for ECTs

ECT Module 2 – Seminar 1 – Wednesday 12 March 2025 4pm – 5.15pm (online via Zoom) (As shown in your training calendar)

Seminar 1: Avoiding working memory overload

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:

- the role of the working and long-term memory in the process of learning
- how to pair appropriate graphical representations with verbal explanations to avoid overloading the working memory

- your use of worked and partially completed examples

Prior to your seminar ensure you have completed:

- [The working and long-term memory](#)
- [Considering how to introduce new knowledge to pupils](#)



Important!

During the seminar you will need:

- a pen and paper, or a device for note taking
- your reflections on [Combining verbal and graphical representations in action](#)
- your reflections from the calculation activity in [The limitations of the working memory](#)
- an example of a worked example that you have used or will be using in a lesson
- an example of a partially completed example that you have used or will be using in a lesson

ECT Module 2 – Seminar 2 – Wednesday 26 March 2025 4pm – 5.15pm (online via Zoom) (As shown in your training calendar)

Seminar 2: Building well organised mental models

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:

- what mental models are and how they are developed
- strengths and areas for improvement in your own retrieval quiz
- how to increase the challenge of retrieval practice to further develop pupils' understanding
- where and how to include retrieval practice in a sequence of lessons

Prior to your seminar ensure you have completed:

- [Using worked and partially completed examples](#)
- [Helping pupils to remember](#)



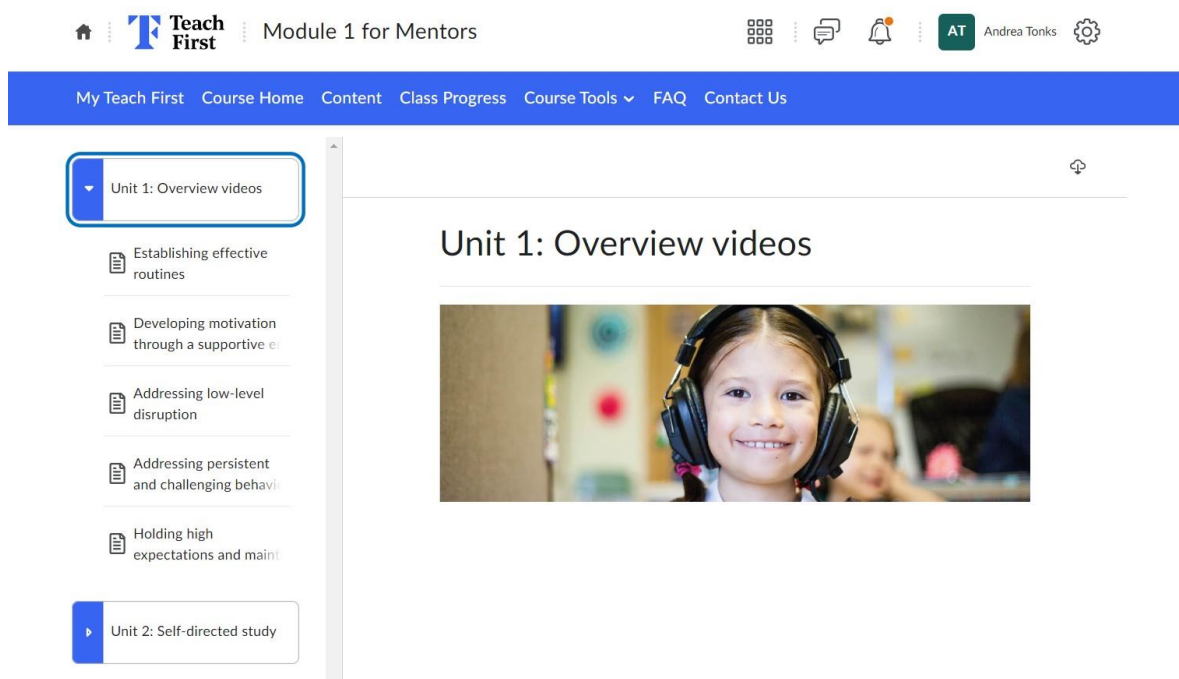
Important!

During the seminar you will need:

- a pen and paper, or a device for note taking
- the retrieval quiz you created in [Helping pupils to remember](#)
- a sequence of lessons that you will soon be teaching.
- your reflections from the video of Lee Donaghy you watched in [Building mental models](#)

An overview of the content of Module 2 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 2024. 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 is logged in as 'Andrea Tonks'. The left sidebar shows a list of units, with 'Unit 1: Overview videos' selected. The main content area displays the title 'Unit 1: Overview videos' and a video thumbnail of a young girl wearing headphones.

Unit 2 – Self-study for Mentors is optional in this Module.

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 2 is the first 'live webinar' and will take place as follows for Module 2:

Mentor Module 2 – Webinar 2 – Wednesday 19 March 2025 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 2**. 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 2024 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:
Brightspace > ECT2024 > 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 ECF2024 (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.

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 2 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