

Connecting and Supporting Future ECTs and Mentors

A Teaching School Hub event dedicated to supporting trainee teachers
moving into their ECT year and ITT & ECT mentors

Thursday 26th May 2022
4:00 - 5:30pm



- [Alpha Teaching School Hub](#)
- [Cambridgeshire & Peterborough Teaching School Hub](#)
- [Chafford Hundred Teaching School Hub](#)
- [Julian Teaching School Hub](#)
- [Saffron Teaching School Hub](#)
- [Unity Teaching School Hub](#)

Connecting and Supporting Future ECTs and Mentors

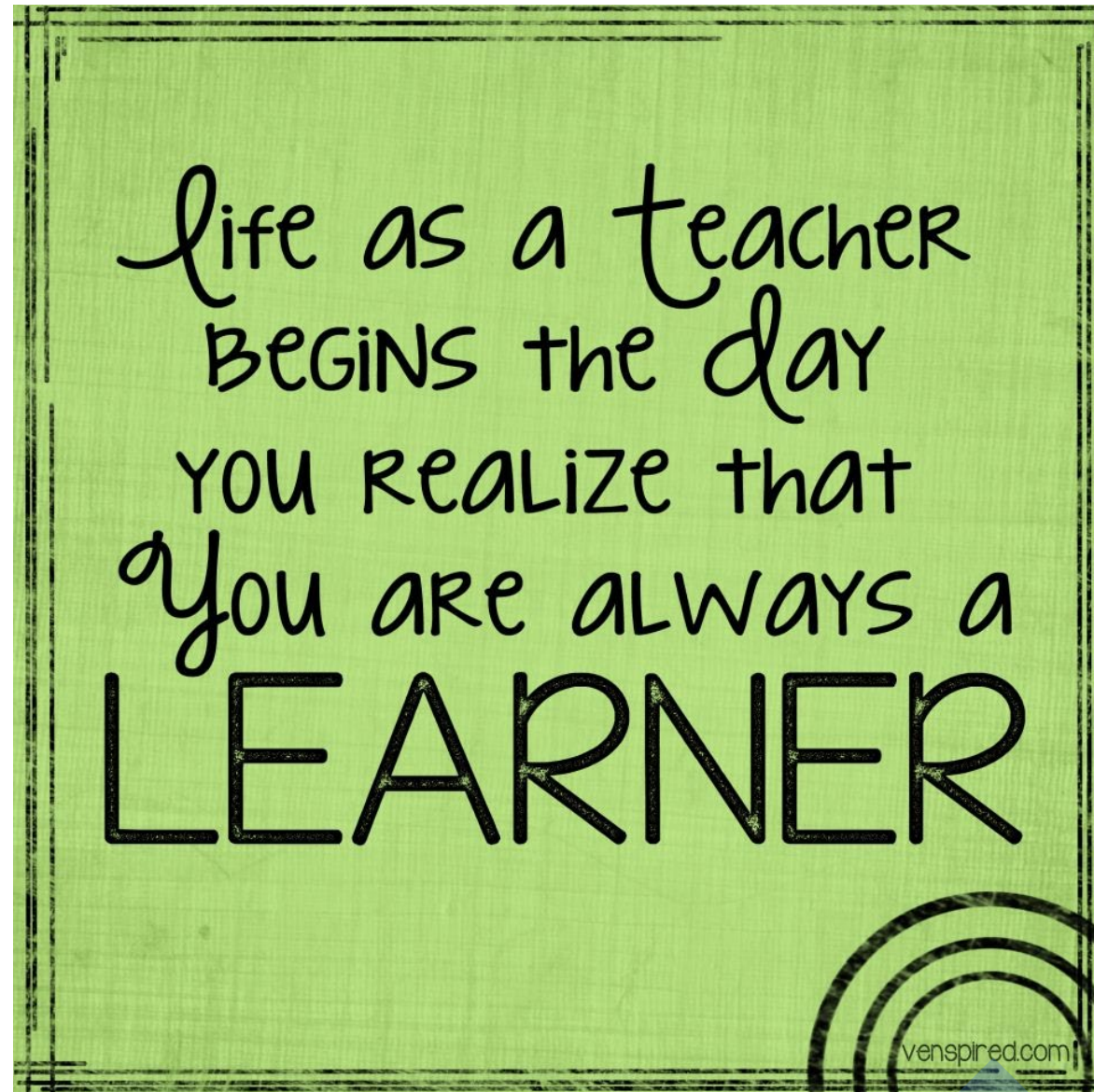
Main session:

- Introduction
- The journey of an ECT and their Mentor
- Induction and the Appropriate Body journey
- Staying informed and up-to-date:
 - The Chartered College of Teaching
 - The Education Endowment Foundation

Breakout sessions:

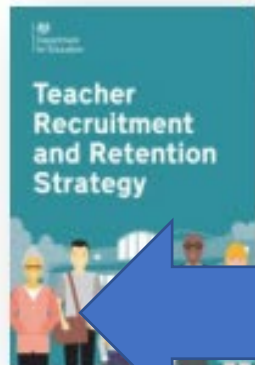
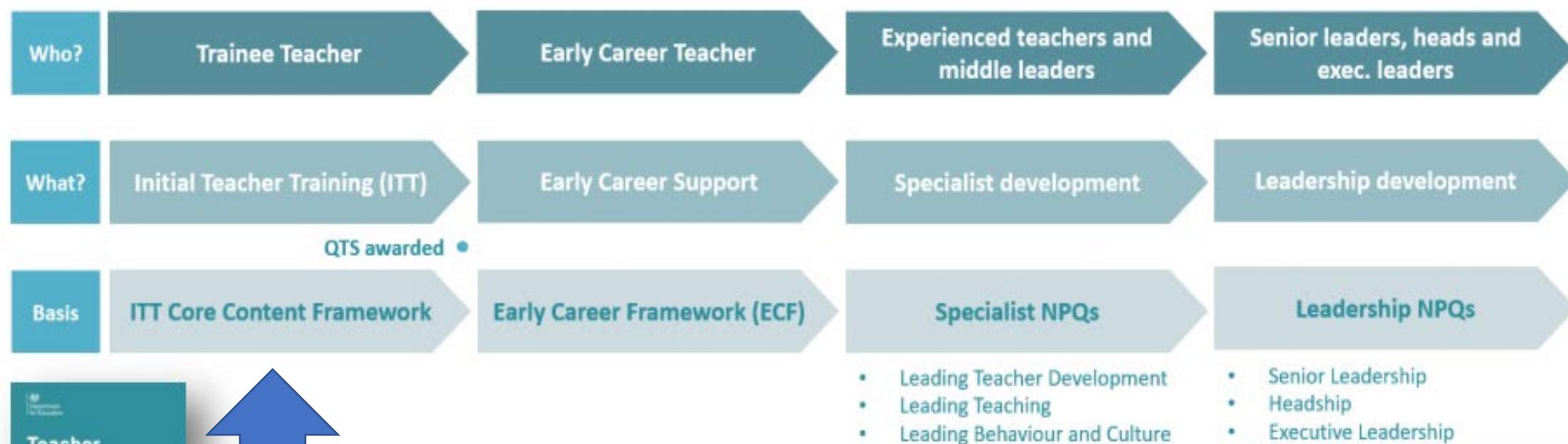
Trainee Teachers	<ul style="list-style-type: none">• The importance of looking after your well-being – for Early Career Teachers• Smart Working
Mentors	Speaker Dr Richard Kueh HMI: <ul style="list-style-type: none">• How to support ITTs and ECTs in developing subject knowledge• The Ofsted Research Review series and the big picture of subject-based curricula

Click here to watch the introduction session (slides 1-7): <https://youtu.be/MRLjMMH2nYM>



Teaching School Hubs: teacher development

Building a world class system of Teacher Development: the DfE context



What can the Teaching School Hubs offer me?

- There are 87 Teaching School Hubs nationally. One of The Teaching School Hubs' roles is to signpost evidence based CPD for teachers at all stages of their career, acting as a one-stop shop for schools and teachers to know where to go for their training to take them through to the next steps of their career.
- Teaching School Hubs in your local area can offer excellent advice on a one-to-one basis if you are considering your own professional development. Check the CPD sections of the Teaching School Hub website in your area.
- Teaching School Hubs can also offer useful advice on networks for teachers in your area. Examples of networks are the TS Hub Subject Forums which are open to all teachers and led by a regional expert in the subject, and Curriculum Hub networks.
- It is likely your employing school will have CPD pathways for teachers at all stages of their careers, perhaps built into the routes in teaching, such as pastoral lead - TS Hubs will be supporting this.



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The Golden Thread of Teacher Development



ITT	ECF	NPQ SPECIALIST	NPQ LEADERSHIP	OTHER CPD
Where you are now...	Your employing school will offer an Early Career Framework programme, most likely with one of the National ECF providers and through the Teaching School Hub in your area	<p>NPQ Behaviour and Culture</p> <p>NPQ Leading Teaching</p> <p>NPQ Leading Teacher Development</p> <p>NPQ Literacy (NEW FOR 2022)</p>	<p>NPQ Senior Leadership</p> <p>NPQ Headship</p> <p>Early Headship Coaching Offer (NEW FOR 2022)</p> <p>NPQ Executive Leaders</p> <p>NPQ Early Years (NEW FOR 2022)</p>	Led by the Teaching School Hub, linked with Curriculum Hubs, for example



Isn't the ECF just the same as the CCF?

- DfE's reforms for Teacher Development are designed to create a stepping-stone approach to Early Career Teacher development, offering more time to learn and embed the **'learn that'** and **'learn how to'** statements from the CCF and ECF.
- Although the statements from CCF to ECF are very similar, there is an expectation that ECTs will address these statements with increasing skill, depth of knowledge and with more independence as you develop.
- For example, you may engage differently with the research base considering more or different experiences in the classroom.
- The CCF and ECF overarching areas are things you will be working on throughout your teaching career as you constantly evolve and improve your practice.
- It is intentional to offer some revisiting of these areas from CCF into ECF to allow more time than is affordable in the ITT year. This is also linked to the government's recruitment and retention strategy.

The journey of an ECT, their Mentor and their Induction Tutor

ECT Hannah Snow, Mentor Holly Andrews, and Induction Tutor Jonathan Clarke from Somersham Primary School in conversation with Lesley Birch.

Click here to watch: <https://youtu.be/BVFgO4edc6A>



Induction and the Appropriate Body journey



YOUR INDUCTION AND YOUR APPROPRIATE BODY JOURNEY

HOW AM I MONITORED, SUPPORTED, AND ASSESSED AS AN ECT?

DfE Portal

- Manage Training for Early Career Teachers:
- <https://manage-training-for-early-career-teachers.education.gov.uk>
- Schools will be able to register ECTs from **10th May 2022**
- Your AB works together with your ECF Provider to monitor your training entitlements.

You will now hear from 3 Appropriate Bodies within the region about:

- **Onboarding ECTs**
- **Checking Statutory Requirements**
- **Role of Induction Tutor**
- **Reviewing PPRs**, Performance Progress Reviews
- **End of Year Assessments**, Teachers' Standards
- **AB Monitoring Visits**
- **Support**
- **Video link: <https://youtu.be/mCFiEOmyyJI>**



Tony Ward



Madeleine Knight



Celia Moore

Click here to watch: <https://youtu.be/mCFiEOmyyJI>

Evidence you should be basing your judgements on:

- ECT's preparation for review meetings
- ECT's reflections during half termly meeting
- ECT's professional conduct around the school
- ECT's response to advice and feedback
- Analysis of pupils' work
- Assessment records
- Samples of ECT's planning and lesson evaluations
- Information about liaison with other staff and parents
- Lesson observations
- Discussions with the ECT's mentor



Staying informed and up-to-date

- The Chartered College of Teaching
- The Education Endowment Foundation



How The Chartered College of Teaching can support Early Career Teachers

Cat Scutt

Director of Education & Research,
The Chartered College of Teaching



The Chartered College offers 12 months' free membership for trainee teachers:

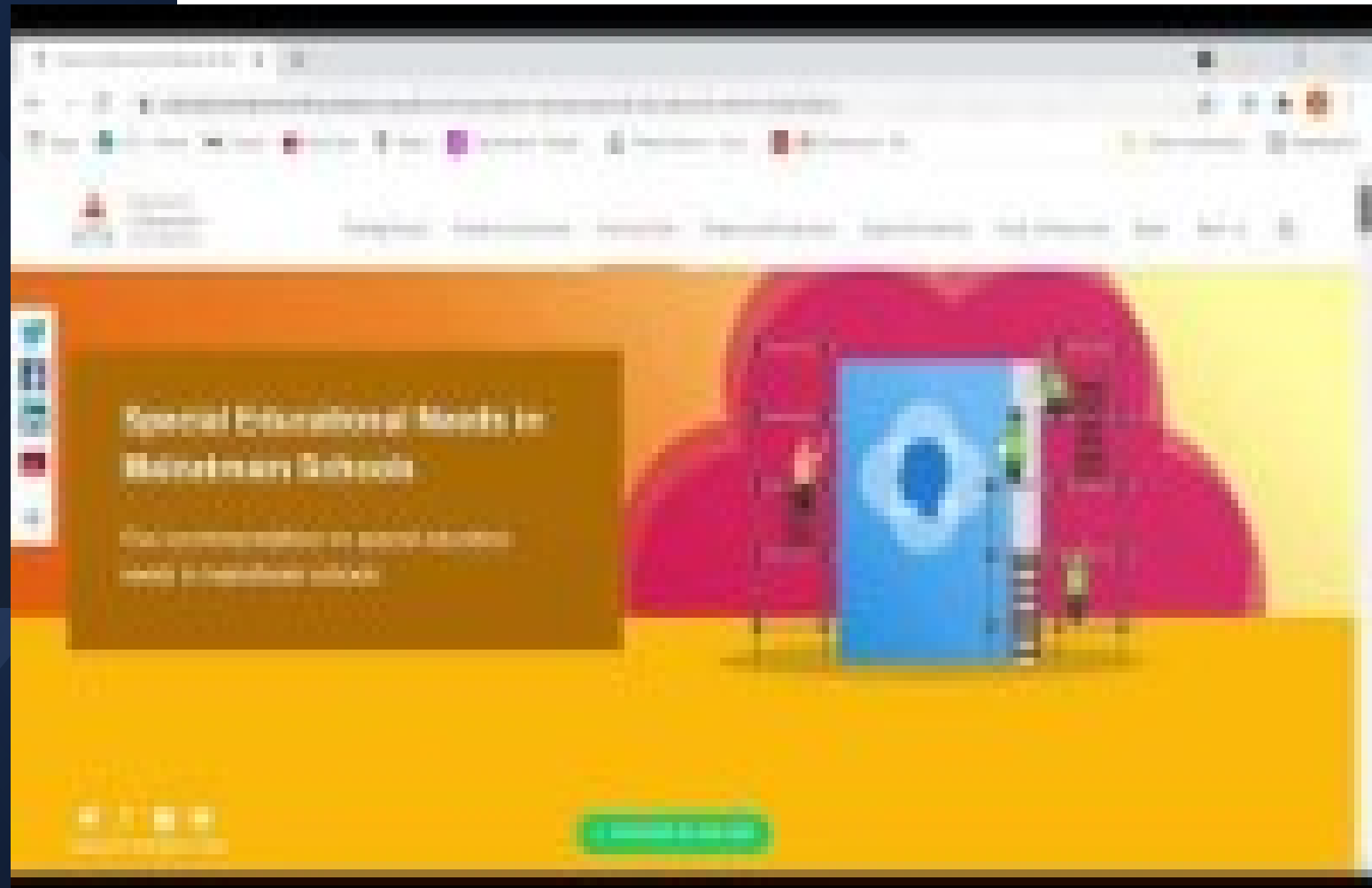
<https://chartered.college/join/student-membership/>

Click here to watch: <https://www.youtube.com/watch?v=8-iRAIqBgQM>

How can the EEF
Research Schools
Network support my
ongoing development
as a teacher?

Siobhan Keddie

EEF Regional Delivery Lead,
East Midlands & East of England



<https://educationendowmentfoundation.org.uk/>

Click here to watch: <https://www.youtube.com/watch?v=laA1F8jdLBY>

So... what are your
next steps?

Tom can tell us...



Click here to watch: https://www.youtube.com/watch?v=IXJo4_x9sSI

Breakout sessions

Trainee teachers	Please stay in this room for your breakout session
Mentors	Please click on the Zoom link in the chat to join your breakout session with speaker Dr Richard Kueh

Trainee teachers breakout session

- The Importance of looking after your well-being
- Top Tips for SMART WORKING



Click here to listen: [Well-being session audio recording](#)

The importance of looking after your well-being

For Early Career Teachers

Emma Day

BA(hons) QTS, PGDip (Psych), NPQH, FHEA, MBACP

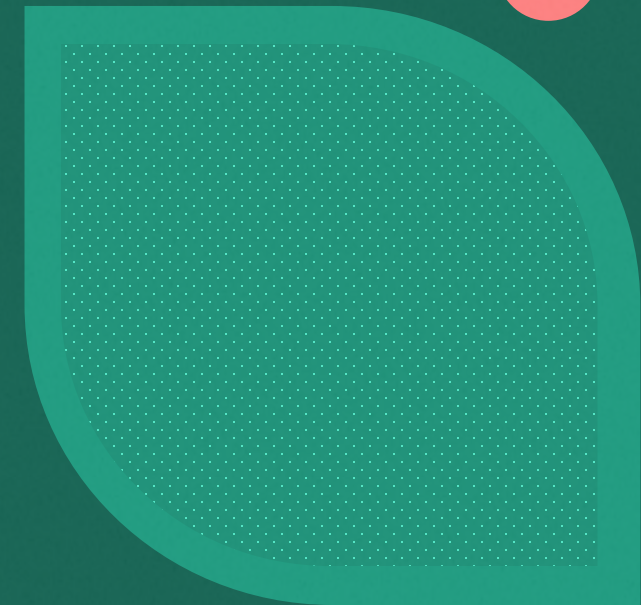




Start and End

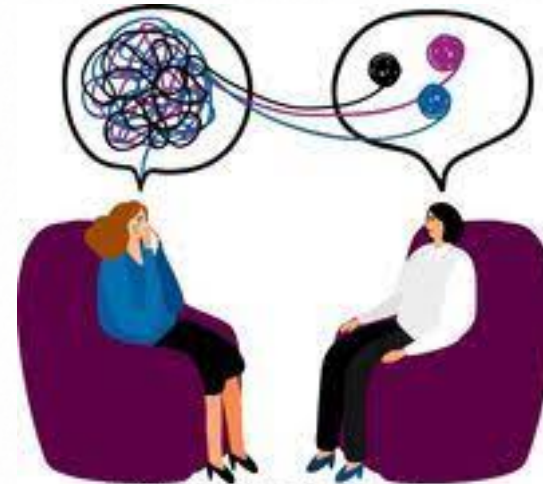


My mentor...



Teacher and Therapist tips

The brain science bit



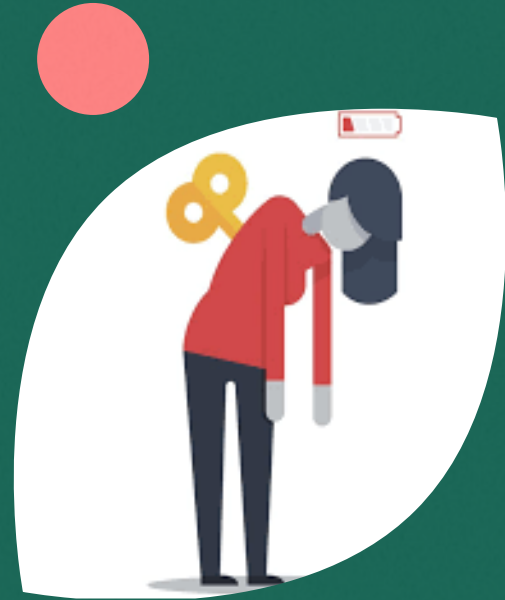
gg105348671 GoGraph.com



Take the OXYGEN
FIRST



The signs – know yours...



MHFE England

The stress bucket



Teaching tips

No!

Two identical 'TO DO' lists are shown side-by-side. Each list has a header 'TO DO' in a grey box, followed by a vertical column of ten empty checkboxes, and then ten horizontal lines for writing. The lists are contained within a white rounded rectangular frame with a teal border.

Take the OXYGEN
FIRST



Further support

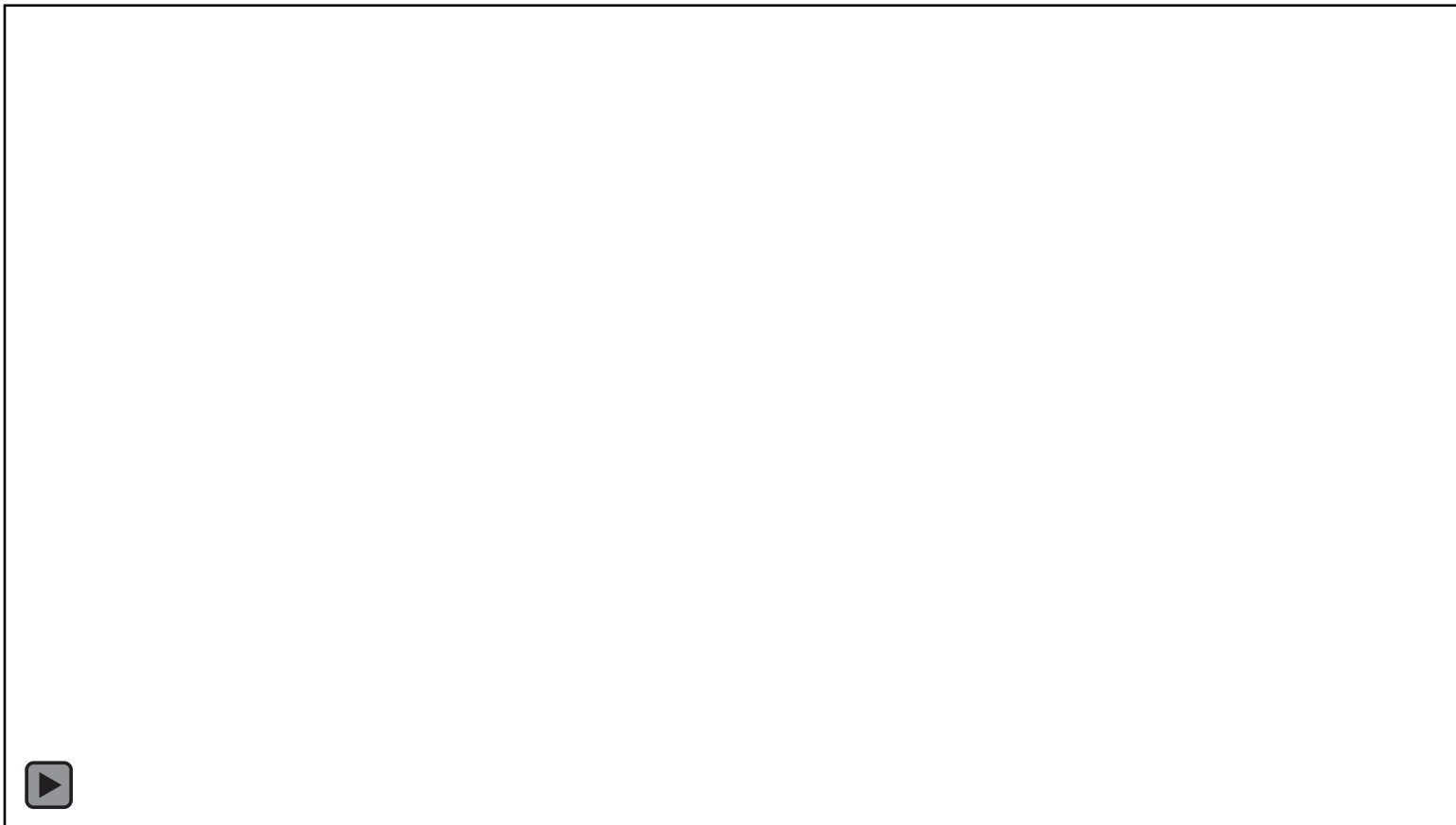
- Colleagues
- Mental health lead
- EAP
- GP
- Private Therapy

From start to end....



Top Tips for SMART WORKING

Click here to watch the SMART WORKING session: <https://youtu.be/o037i4ibwB8>



When learning at my best I am like....

WHEN “LEARNING AT MY BEST”, I AM LIKE ...

A bee. I work hard and thrive when given the time to go out by myself to seek and find. However, I like to return to the group, share my discoveries and celebrate the riches of combined experiences.



Begin with the End in Mind (Steven Covey)

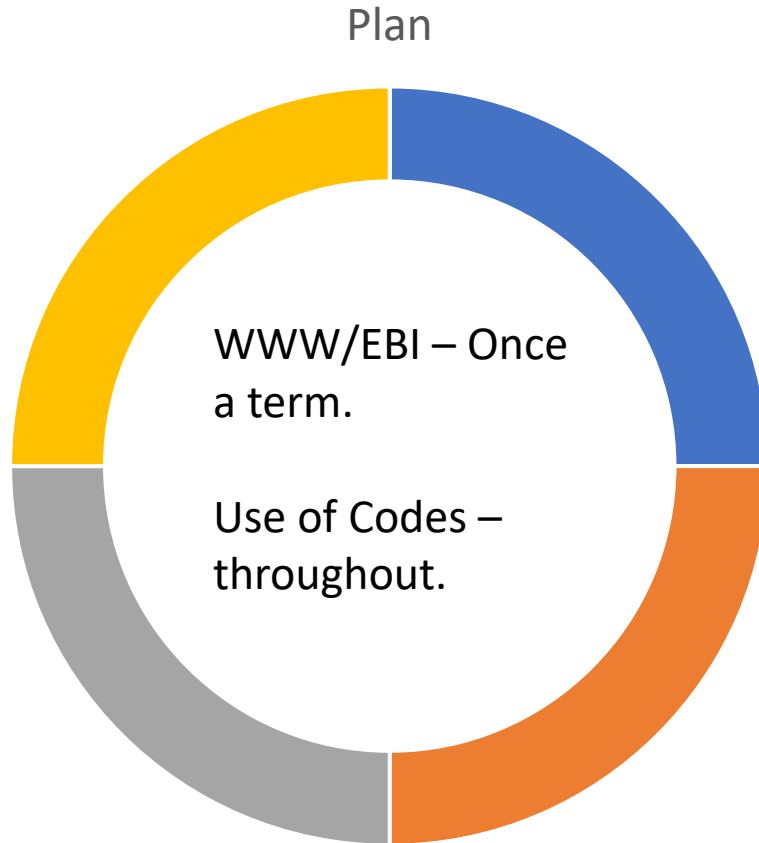
- Mid–long term planning supports lesson sequencing.
- Consider the outcomes that you want for your pupils and the high value and low value tasks/plans that help them to achieve it.
- Consider using the EEF evidence based guides to support what has high value and lower input to pupil learning.



SMART Marking

- Plan when to take in and mark your books – annotate your timetable
- Number the exercise books in register order and then call out in order (bottom up)
- Collect in books open at the piece of work
- Use post-it tabs to mark where work needs attention
- Alternate self/peer assessment and teacher assessment of homework
- Record peer assessment marks as you circulate round during the lesson
- Live marking during the lesson – get that red pen out!
- Use a stamp e.g. ‘Verbal feedback given’
- Give time for reflection on feedback and corrections

Ideas



- RED pen marking on HW. SMART tgts and Question
- PURPLE Pen response from students marked HW
- Self/peer assessment. GREEN pen.
- Live Marking


- ✓ Have a specific focus and ensure that students are clear on the focus chosen.
- ✓ When giving oral assessment ask students to write down what they did well and what they need to do to improve – saves you time and reinforces their understanding.
- ✓ Labels with common misconceptions that you have come across and this way you can keep copies and stick on students work when needed.
- ✓ Use Rubrics for peer assessment to ensure that students are clear – easy and effective and once created can be adapted quickly/kept.
- ✓ Use highlighting where appropriate – it's quick and students can be motivated by seeing how much they have got right, rather than how much they got wrong.
- ✓ Build in lesson time (&SOW) for assessment to allow students to have time to practise and improve and build upon your comments.
- ✓ **School Policy: Use a table at the back of the students book to record their step/grade/target & SMART Actions of what a student needs to do. The student can record it from verbal feedback.**


The Teacher Toolkit

Whole Class Feedback Sheet


Class:


Date:

 **1 Clarify What Good Performance Is To Groups Using Feed Up**
Comparison of the actual status with the target status

 **2 Target Groups For High Quality Feed Back**
Comparison of the actual status with a previous status

 **3 Explain Feed Forward Action To Groups**
Explanation of the target status based on the actual status

 **4 Specific Literacy/Numeracy**
Missed Opportunities

 **5 Feedback Loop**
Using in-class data To improve teaching

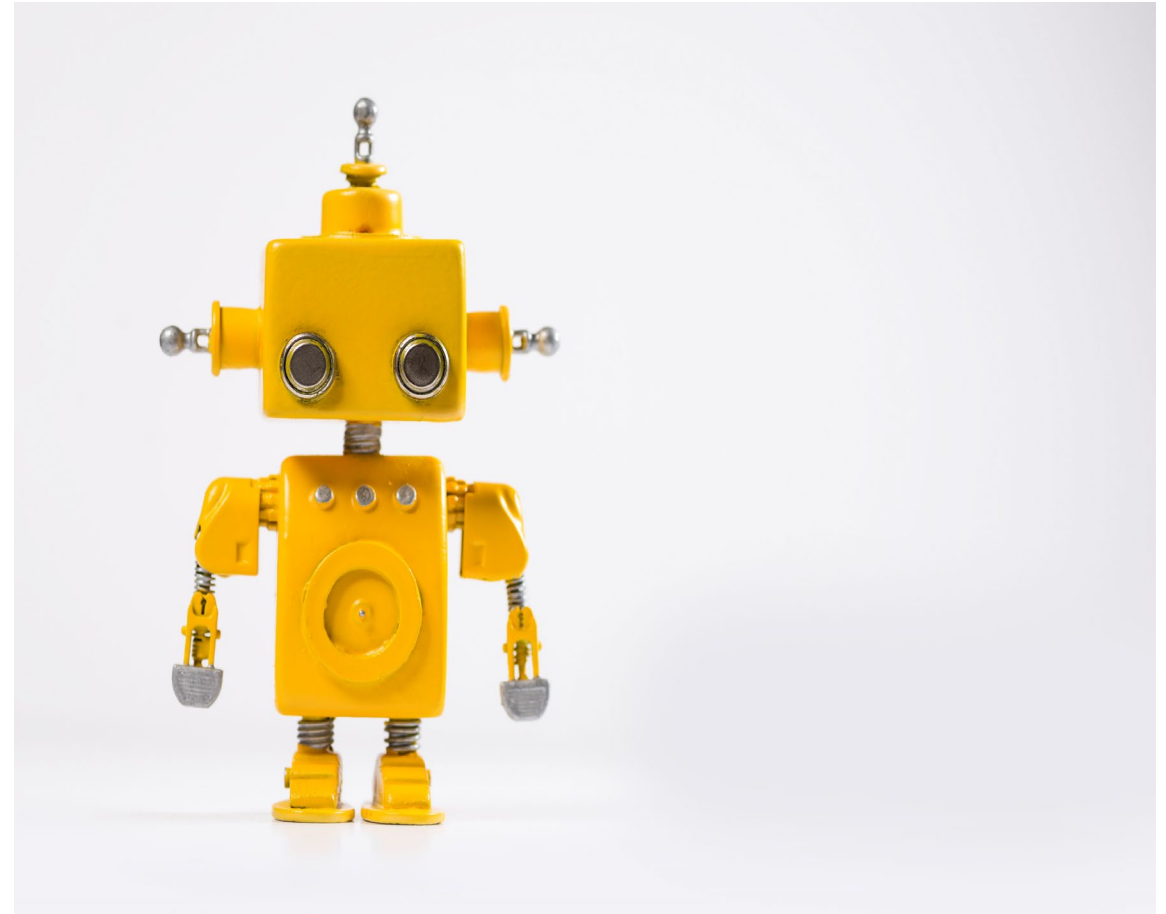
Live Marking

Live marking is a great way to do SMART working whilst you have set a task for your students to complete. When a few minutes have passed, 'diffuse' through the classroom by walking around with a red marking pen in hand. Mark student work in real time, as they are doing it. Of course – reinforce your written comments with verbal feedback. Always having a marking pen in hand can ensure that you can pick up on Spellings and Grammar aspects in the students books as you move around the classroom. Live marking permits the teacher to give students concise, regular feedback that can be acted on immediately. (Evidence Base -EEF).



Use of Technology

- Use of forms in Google or Teams can mark multi choice questions.
- Use drafts to save emails.
- Recording of meetings can be used as minutes.



Noticing

- Decide on if/when plans
- Gain clarity on what you need to do



Use triggers to be organised

- Organisation is the key
- Small preparations can lead to big gains
- Set yourself a routine or trigger to remind you to do the task (Atomic Habits, James Clear)



Repetition

- The more we do a task the more likely we are to achieve a goal.
- Set yourself milestones – don't try to do everything at once.



WHAT IS VISION?



Love it! Enjoy it!

- Decide on rewards and bring them to meet your habits
- Retain your teacher identity



Mentor breakout session

Dr Richard Kueh HMI

The Ofsted Research Review series and subject-based curricula

Dr Richard Kueh HMI is the Ofsted Subject Lead for RE. In the mentor breakout session, Richard gave background to the Ofsted Research Review series and looked at the big picture of subject-based curricula, what we can learn from the Research Review, and the role of mentors in developing subject knowledge for their trainees and ECTs.

Read more about the Ofsted Research Review series [here](#).

Ofsted on the web and on social media:

<https://www.gov.uk/government/organisations/ofsted>

<https://reports.ofsted.gov.uk/>

<https://twitter.com/ofstednews>

<https://www.youtube.com/user/Ofstednews>

<https://www.linkedin.com/company/ofsted/>

<https://www.slideshare.net/Ofstednews/presentations>



Evaluation

Thank you for joining us at this event – we hope you found it useful.

We would really appreciate your feedback to help us plan for future events.

Please complete the short feedback survey at the link below:

<https://forms.office.com/r/eSFsxbyP8g>

