

Stepping Up

'ITT into ECT' Conference

Wednesday 24 May 2023



- [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](#)
- [Inspiration Teaching School Hub](#)
- [Chiltern Teaching School Hub](#)

ITT into ECT Conference – video and audio recordings

Video recording (covering slides 1-31):

<https://vimeo.com/830601131/494ad63b7c?share=copy>

Audio recording (covering slides 33-43 ‘Well-being for ECTs’):

[Well-being session audio recording link](#)

So... what are your next steps? Beth can tell us...



Video link: <https://youtu.be/rvIcNa7Q-XE>

Introduction

What the Teaching School Hub can do for ECTS

Agenda:

- What is a Teaching School Hub?
- Introducing the DfE 'golden thread' of CPD
- Journey of an ECT, Mentor and Induction Tutor
- Induction and the Appropriate Body journey
- Introduction to the Education Endowment Foundation
- The Chartered College of Teaching
- Smart Working - top tips for ECTs
- The importance of looking after your well-being - for ECTs

Terminology

- > **Pupils**
- > **Mentor**
- > **CCF** = Core content Framework
- > **ECF** = Early Career Framework
- > **ECT** = Early career teacher
- > **ECT Programme**= Early Career Teachers Programme
- > **Induction** refers to your (two-year) entitlement to training as a new teacher.
- > **Appropriate Body** = organisations who quality assure statutory teacher induction
- > **EEF** = Education Endowment Fund, a charity supporting schools, colleges and nurseries to improve teaching and learning through evidence and research
- > **DfE** = Department of Education

What is a Teaching School Hub?

The DfE has allocated 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.

TSHs play a significant role in delivering:

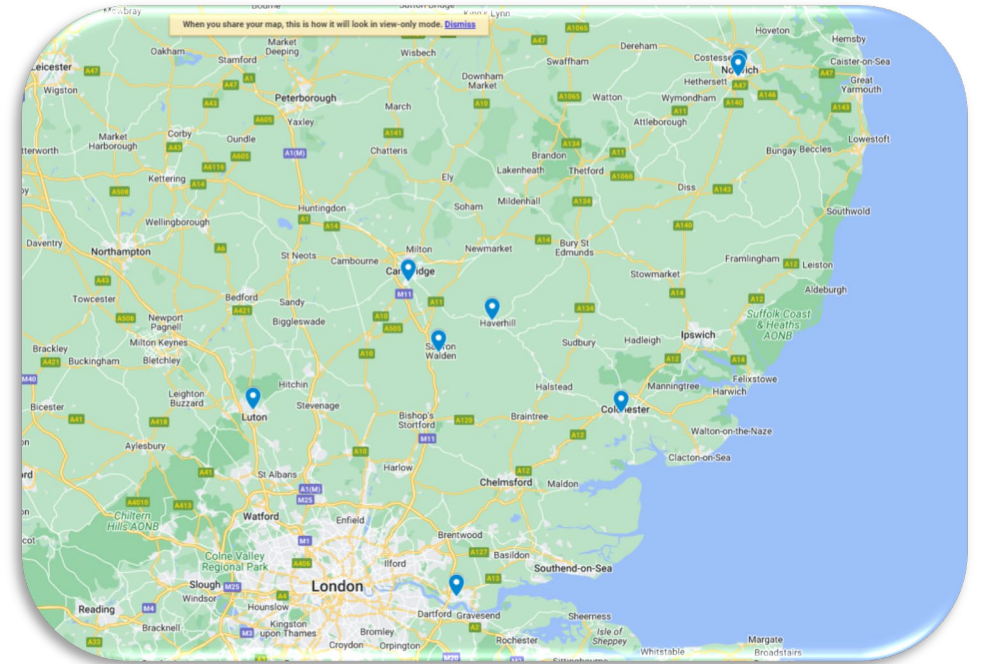
- School based Initial Teacher Training (ITT)
- Early Career Framework
- Specialist National professional qualifications (NPQ)
- Leadership NPQs
- Appropriate body services for ECTs
- High-quality evidence-based CPD (e.g. subject network forums)



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Where are we?

- Teaching School Hubs in the Eastern region host a number of events to support trainee teachers, ECTs and mentors
- Websites
- Newsletters
- Social media marketing
- Building a golden thread to the profession



What is the DfE's 'golden thread'?



ITT	ECF	NPQ SPECIALIST	NPQ LEADERSHIP	OTHER CPD
<p>Where you are now...</p>	<p>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>	<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 Leadership (NEW FOR 2022)</p>	<p>Led by the Teaching School Hub, linked with Curriculum Hubs, for example</p>



FAQs for Early Career Teachers

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

Who is my ECT mentor?

What is an Induction tutor?

What does ECT Induction look like?

What is an Appropriate Body?

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

Live input: see video recording link on slide 2 (starts at 08:13 and finishes at 21:25)

Induction and the Appropriate Body journey

YOUR INDUCTION AND YOUR APPROPRIATE BODY JOURNEY

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

You will now hear from an **Appropriate Body Lead** within the region about:

- **Onboarding ECTs**
- **Checking Statutory Requirements**
- **Role of Induction Tutor and Mentor**
- **Reviewing PPRs, Performance Progress Reviews**
- **End of Year Assessments, Teachers' Standards**
- **Absences, Part-Time ECTs**
- **AB Support**



<https://youtu.be/UQGtf-7BhfE>



Teachers are the foundation of the education system – there are no great schools without great teachers



Video link - <https://youtu.be/UQGtf-7BhfE>

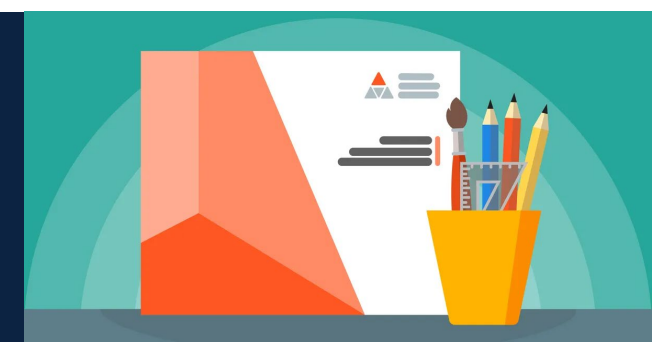


Staying informed and up-to-date

- The Education Endowment Foundation
- The Chartered College of Teaching

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

Andy Samways
Director of Unity Research School



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

EEF YouTube: <https://www.youtube.com/channel/UC5-jDNhzw1ySqP42gCv23IQ>

[Latest guidance reports](#)

[Education evidence](#)

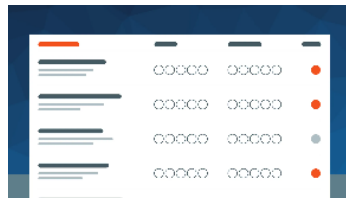
[How we're generating evidence](#)

[Support for education professionals](#)

[Our latest news](#)

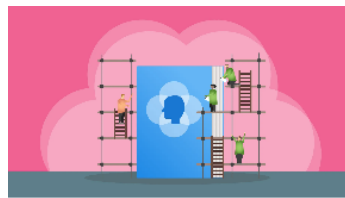
[Newsletter sign up](#)

The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and educational achievement. We do this by supporting schools, colleges, and nurseries to improve teaching and learning through better use of evidence.



Education evidence

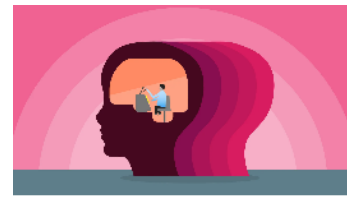
Teaching and Learning Toolkit



Guidance Reports

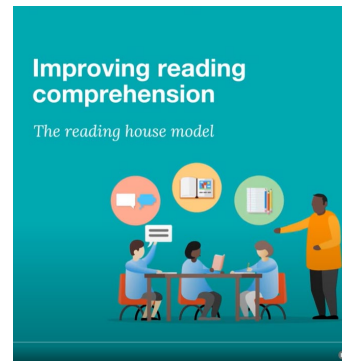
Special Educational Needs in Mainstream Schools

Five recommendations on special education needs in mainstream schools



Support for education professionals

Email series:
Metacognition and Self-regulated Learning



Improving reading comprehension

The reading house model



<https://researchschool.org.uk>

Find Your Research School

Type in your City, Town or Postcode to find your nearest Research School

Cambridge, UK



UnityRS

East & East Midlands

Unity Schools Partnership Unity Offices, Park Road Haverhill Suffolk, CB9 7YD
01440 333400
jfrancis@unitysp.co.uk

14 miles



Sandringham

Central

Sandringham School The Ridgeway St Albans Hertfordshire, AL4 9NX
01727 799560
claire.godfrey@sandringham.herts.sch.uk

33 miles



East London

London & South East

East London Early Years and Schools Partnership Sheringham Nursery School
Sheringham Avenue London, E12 5PB
020 8553 2479
julian.grenier@sheringham-nur.newham.sch.uk

44 miles



Charles Dickens

London & South East

Charles Dickens Primary School Toulmin Street London, SE1 1AF
020 7407 1769
info@londonsouthtsa.org.uk

49 miles



Norwich

East & East Midlands

Notre Dame High School Surrey Street Norwich, NR1 3PB
01603 753767
research@ndhs.org.uk

57 miles



Greenshaw

London & South East

Greenshaw High School Grennell Road Sutton, SM1 3DY
020 8715 1001
mstewart@greenshaw.co.uk

58 miles

How The Chartered College of Teaching can support Early Career Teachers

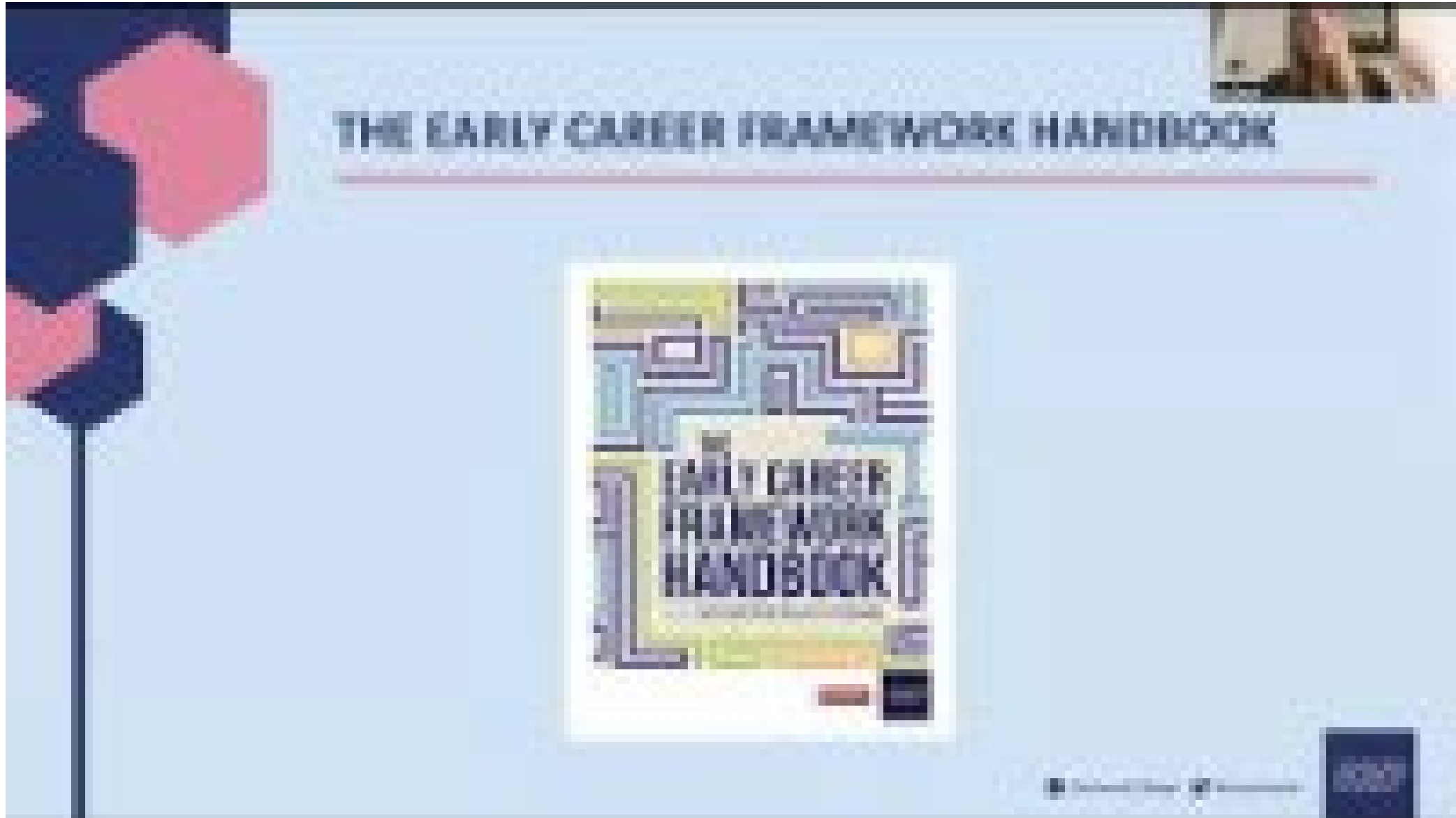
Cat Scutt

Deputy CEO, Education and Research, Chartered College of Teaching

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

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

Video link:
<https://youtu.be/HAu4a8YEMjs>



Smart Working

Top Tips for SMART WORKING



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)

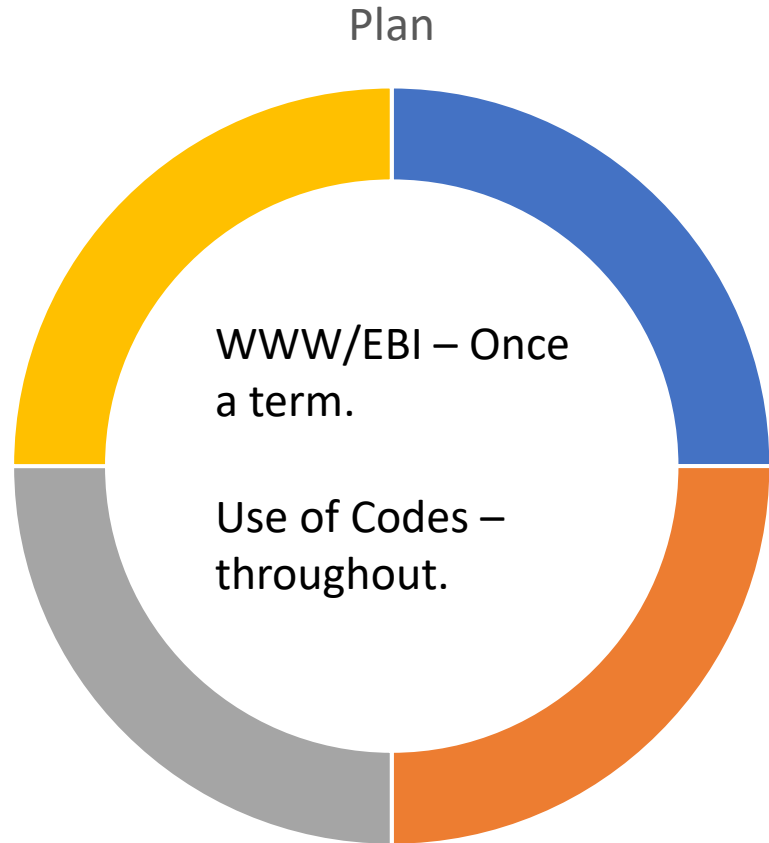
- Mid–long term planning supports lesson sequencing.
- Consider the outcomes that you want for your pupils and the high value and low value tasks/plans that help them to achieve it.
- Consider using the EEF evidence based guides to support what has high value and lower input to pupil learning.



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:

 <p>1 Clarify What Good Performance Is To Groups Using Feed Up <i>Comparison of the actual status with the target status</i></p>	
 <p>2 Target Groups For High Quality Feed Back <i>Comparison of the actual status with a previous status</i></p>	 <p>3 Explain Feed Forward Action To Groups <i>Explanation of the target status based on the actual status</i></p>
 <p>4 Specific Literacy/Numeracy <i>Missed Opportunities</i></p>	 <p>5 Feedback Loop <i>Using in-class data To improve teaching</i></p>

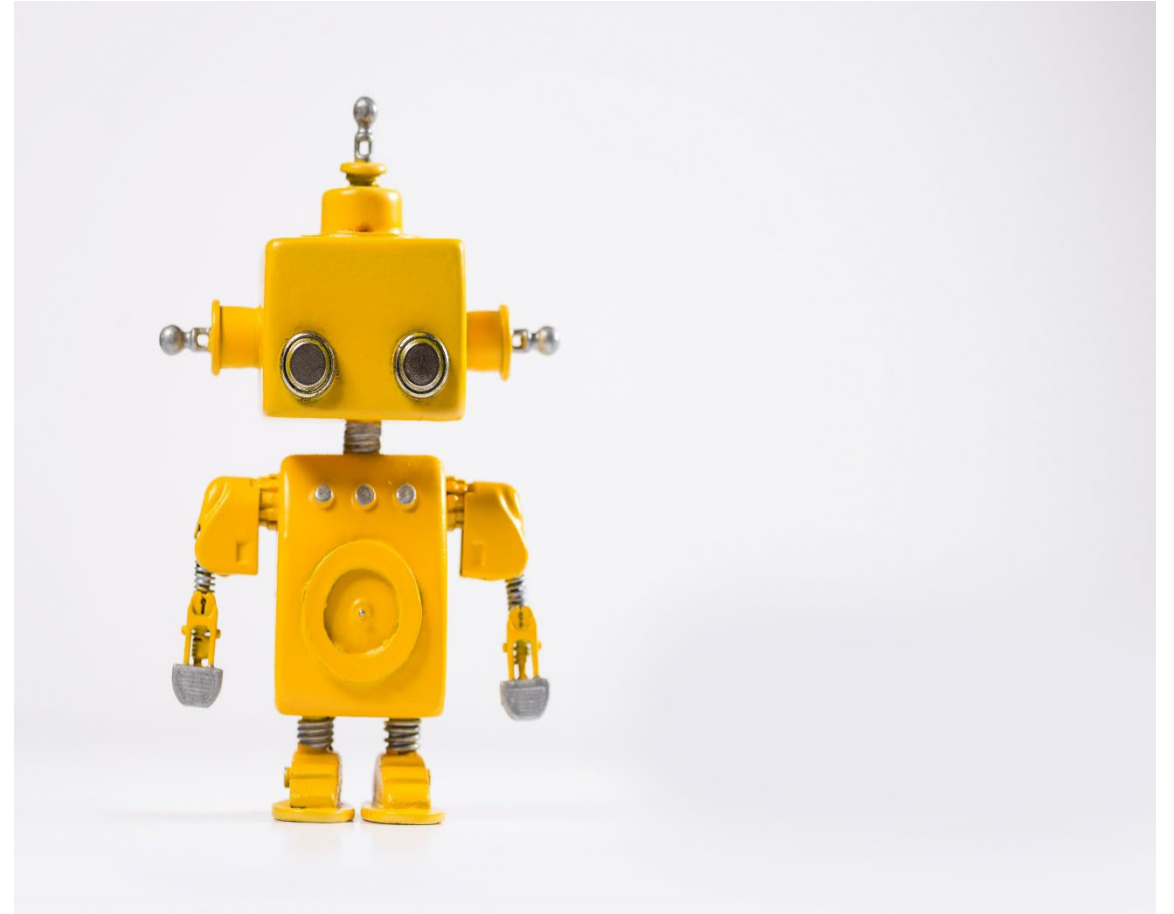
Live Marking

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)



James Clear - Atomic Habits

To download a free chapter, visit this website: <https://jamesclear.com/>

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



Well-being for ECTs

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

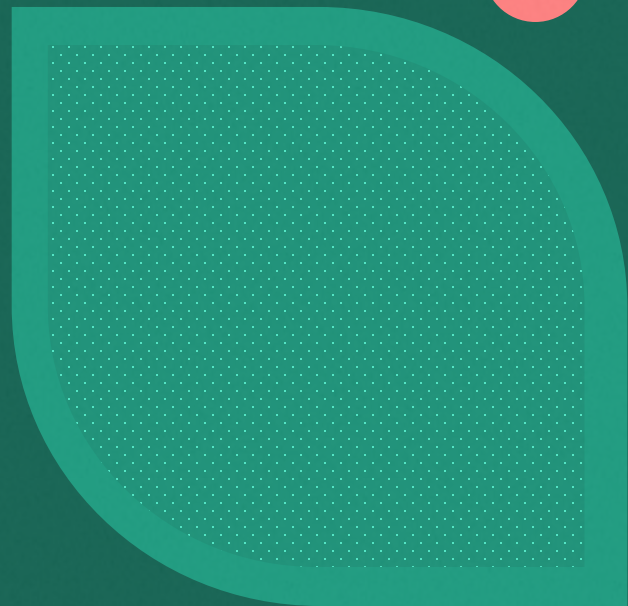




Start and End

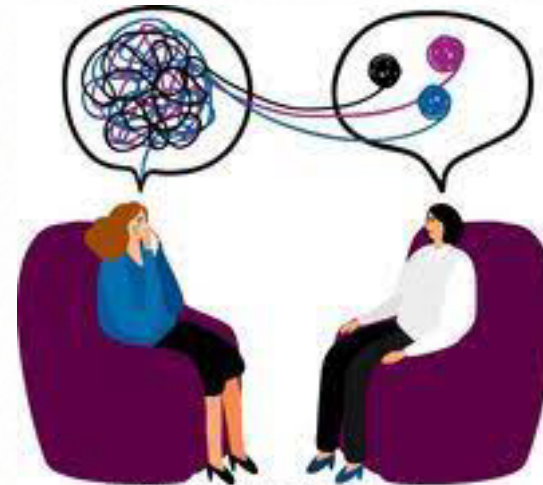


My mentor...



Teacher and Therapist tips

The brain science bit



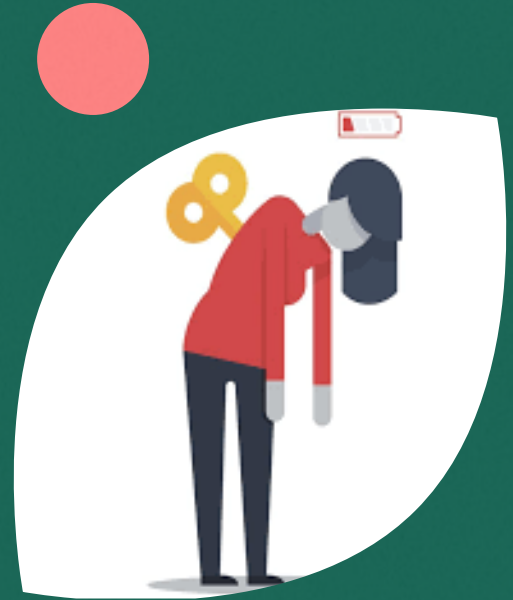
gg105348671 GoGraph.com



Take the OXYGEN
FIRST



The signs – know yours...



MHFE England

The stress bucket



Teaching tips

NO!



Take the OXYGEN
FIRST



Further support

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

From start to end....



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 either now or after the session.

<https://forms.office.com/e/hKVbuGWXkS>



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