ECF: Mentor and Induction Tutor support Module 2

Wednesday 10th November 2021
Heather Garland

Through the door task...
A commonly said phrase for this time of year is:
“ Close the door, your letting the cold in!”
Give two corrections to this written sentence.

Holy Family Catholic Multi Academy Trust

Inspire Learning Teaching School Hub NW

“ Close the door, your letting the cold in!”

Literacy error
Homophones your and you’re

Scientific misconception.
Energy moves from where there is a lot of energy to where there is a little.

Close the door, you’re letting the heat out!

My background is I’ve been a secondary science teacher for 21 years and a Lead practitioner involved in CPD for over 13 years at St John Plessington Catholic College.

Please add in the chat:

1. Name
2. School
3. Role i.e. Early career Mentor (ECM) or Induction Tutor (IT)

Module 2 of the ECF addresses Teachers' Standard 2: Promote good progress, and Teachers' Standard 3: Demonstrate good subject and curriculum knowledge.

The topics within this module are:

1. Completion of Module 2 audit
2. Prior knowledge, memory and misconceptions
3. Literacy and learning
4. Consolidation of learning
5. Curriculum and subject knowledge
6. Subject knowledge and key concepts
7. Review of Module 2 audit

The module begins with a self-assessment audit against Module 2 ECF content.

Aims & Agenda

Aims:

- To help everyone find module 2 resources and to share exemplar audits and learning logs.
- To help clarify the expectations for the ECT, ECM and IT.

Agenda:

1. ECF Module map - Andy Ash
2. Navigating around UCLeXtend
3. Module 2 resources.
4. ECF audits and learning log exemplars
5. ECF targets for this academic year.
6. Induction tutors roles and responsibilities.
7. Further questions.

Module Map

Module 2: Engaging pupils in learning
(Teachers' Standards 2 Promote good progress and 3 Demonstrate good subject and curriculum knowledge) 7 weeks

W/B	Mentor session	ECT training	Mentor training
01/11	1. Module 2 audit	2-hour training session (facilitated) Curriculum, knowledge, learning see individual dates/times below	2-hour self-directed study session Building mentoring capacity through lesson observation
08/11	2. Prior knowledge, memory and misconceptions		
15/11	3. Literacy and learning		
22/11	4. Consolidation of learning		
29/11	5. Curriculum and subject knowledge		
06/12	6. Subject knowledge and key concepts		
13/12	7. Review of module 2 audit	1-hour online learning community (facilitated) Powerful disciplinary knowledge See individual dates/times below	

UCLeXtend

extend.ucl.ac.uk/course/view.php?id=1024

UCL Home | Prospective students | Current students | Staff | Heather Garland

MyeXtend / My courses / UCL_ECT_2123 / ECF Programme Home

UCL Early Career Teacher Programme, 2021-23 (Cohort 1)

ECF Programme Home | UCL Space | Delivery Partner Space | Guides | Year 1 | Flexible programme | Programme FAQs

End of Module Completion Forms

Welcome | Before you begin | About the ECF Programme | History of our Full Induction Programme

Unable to see the full site. From the home page, scroll down and agree the privacy policy. You will not be able to access the platform or programme materials without doing this.

PROGRAMME ANNOUNCEMENT

Week 2 of Module 2 begins on Monday 8 November

End of Module Completion Forms are still ready for mentors and ECTs to complete and submit - find them in Week 7 of your Module 1 gateway. *Most of you have completed these already but, if not, please make sure you have as soon as you can.*

In this week there is self-study for ECTs, and a mentor meeting, on the themes of prior knowledge, memory

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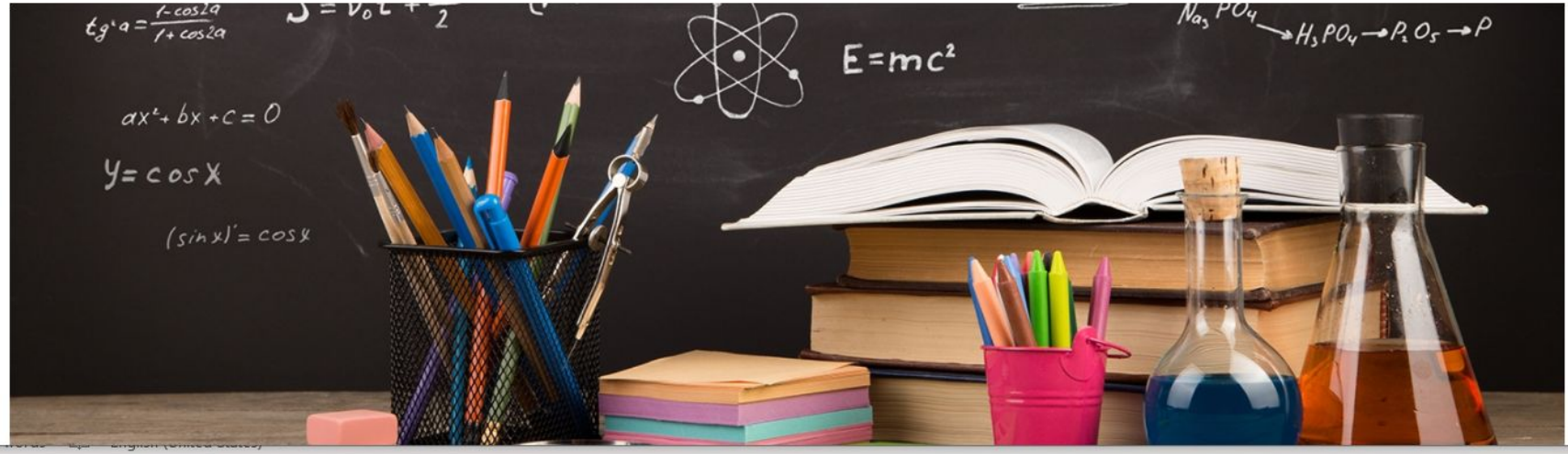
Five themed modules mapped to the Teachers' Standards

ECT learning in each half term is fostered through an integrated programme of self-study, ECT mentor meetings, online and face-to-face training events. Learning activities address ECTs' knowledge of the Early Career Framework content and their ability to put this into practice to bring about high quality pupil learning.



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In this week there is self-study for ECTs, and a mentor meeting, on the themes of prior knowledge, memory and misconceptions.

If you were not able to attend last week's cluster training session for ECTs, please find and view the recording of it under the Training Sessions Recordings tab - that will mark you as 'present'.

UCLeXtendUCLeXtend

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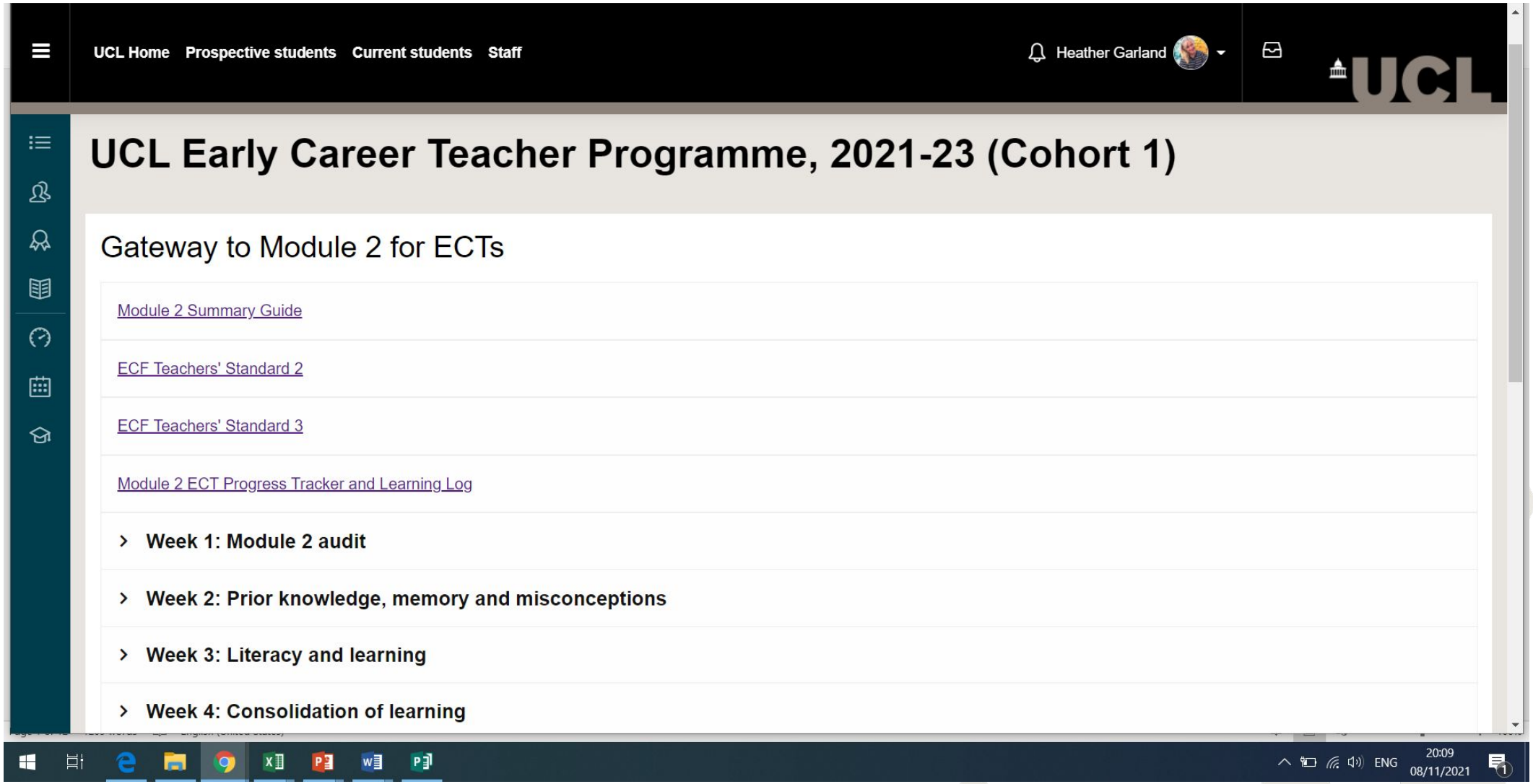
UCLExtend



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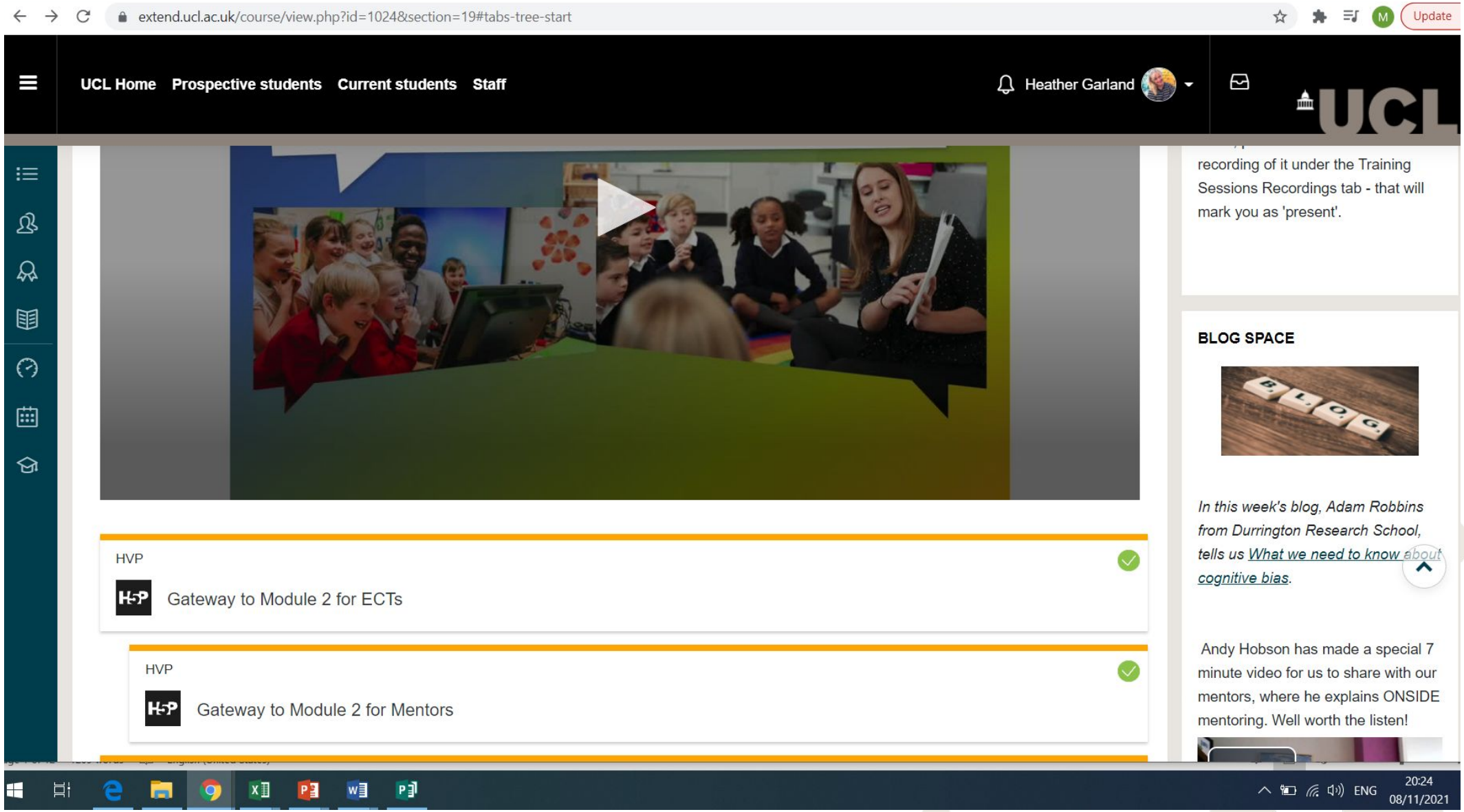
UCLeXtend



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Audit

Audit

I strongly recommend that the ECT completes this prior to the mentor meeting. Allowing more time to discuss it and work through the other materials for that session.

Standard 1				
Learn how to:				
Communicate a belief in the academic potential of all pupils, by:	**Self-assessment - currently my knowledge is**			
1a. Using intentional and consistent language that promotes challenge and aspiration.	Emerging ☑	Developing ☐	Secure ☐	
1b. Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.	Emerging ☐	Developing ☑	Secure ☐	
1c. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.	Emerging ☑	Developing ☐	Secure ☐	

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Exemplars

Tracker - updated as the ECT works through the module.

Institute of Education

UCL

MODULE 1 Week	Beginning of Module Audit	Self -Directed Study sessions	Mentor Meetings *(using ECF)*	Attended ECT Online Learning Community	Attended ECT Training sessions	End of Module Audit	End of module Evidence of Completion
1 06/09/21	F	N/A	F	N/A	N/A	N/A	N/A
2 13/09/21	N/A	F (17/09/2021)	F (16/09/2021)	N/A	Induction Conference 14/09/21 A	N/A	N/A
3 20/09/21	N/A	F (24/09/2021)	F (20/09/2021)	N/A	N/A	N/A	N/A
4 27/09/21	N/A	N/A	F (30/09/2021)	N/A	F at SJP - inclusion and disadvantaged pupils.	N/A	N/A
5 04/10/21	N/A	F (07/10/2021)	F (04/10/2021)	N/A	N/A	N/A	N/A
6 11/10/21	N/A	F (12/10/2021)	F (14/10/2021)	N/A	N/A	N/A	N/A
7 18/10/21	N/A	N/A	F (18/10/2021)		N/A		

N = Not completed - **P** = Partially completed - **F** = Fully completed OR **A** attended live – **R** watched a recording – **N** Did not attend

English (United Kingdom)

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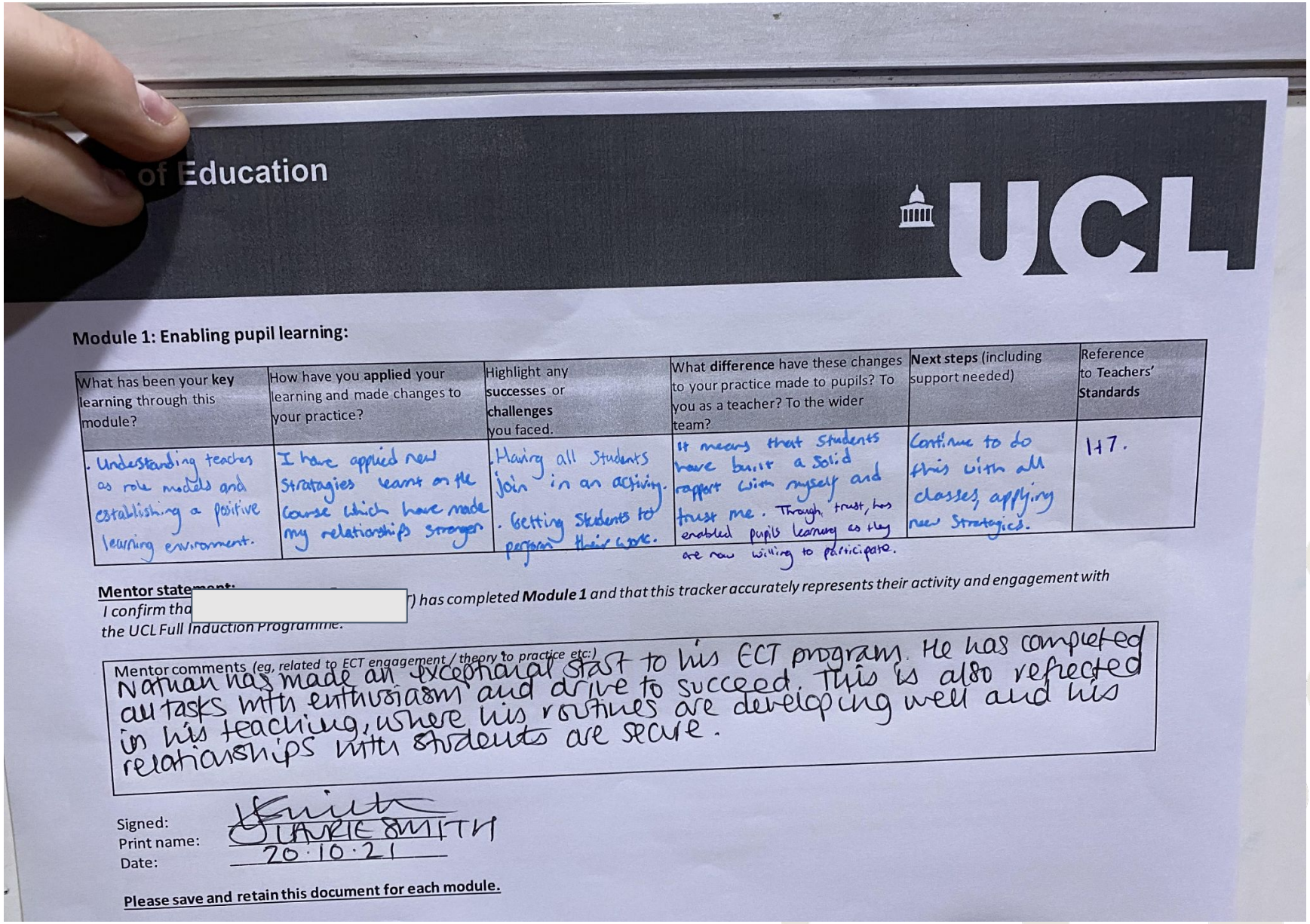
Learning Log

Exemplars



of Education

UCL

Module 1: Enabling pupil learning:

What has been your **key learning** through this module?	How have you **applied** your learning and made changes to your practice?	Highlight any **successes** or **challenges** you faced.	What **difference** have these changes to your practice made to pupils? To you as a teacher? To the wider team?	**Next steps** (including support needed)	Reference to **Teachers' Standards**
. Understanding teaches as role models and establishing a positive learning environment.	I have applied new strategies learnt on the course which have made my relationships stronger	. Having all students join in an activity. . Getting students to progress their work.	It means that students have built a solid rapport with myself and trust me. Through trust, has enabled pupils learning as they are now willing to participate.	Continue to do this with all classes, applying new strategies.	1+7.

Mentor statement:

I confirm tha [redacted] *') has completed **Module 1** and that this tracker accurately represents their activity and engagement with the UCL Full Induction Programme.*

Mentor comments *(eg, related to ECT engagement / theory to practice etc:)*

Nathan has made an exceptional start to his ECT program. He has completed all tasks with enthusiasm and drive to succeed. This is also reflected in his teaching, where his routines are developing well and his relationships with students are secure.

Signed:
Print name: LAURIE SMITH
Date: 20.10.21

Please save and retain this document for each module.

Module 1: Enabling pupil learning:

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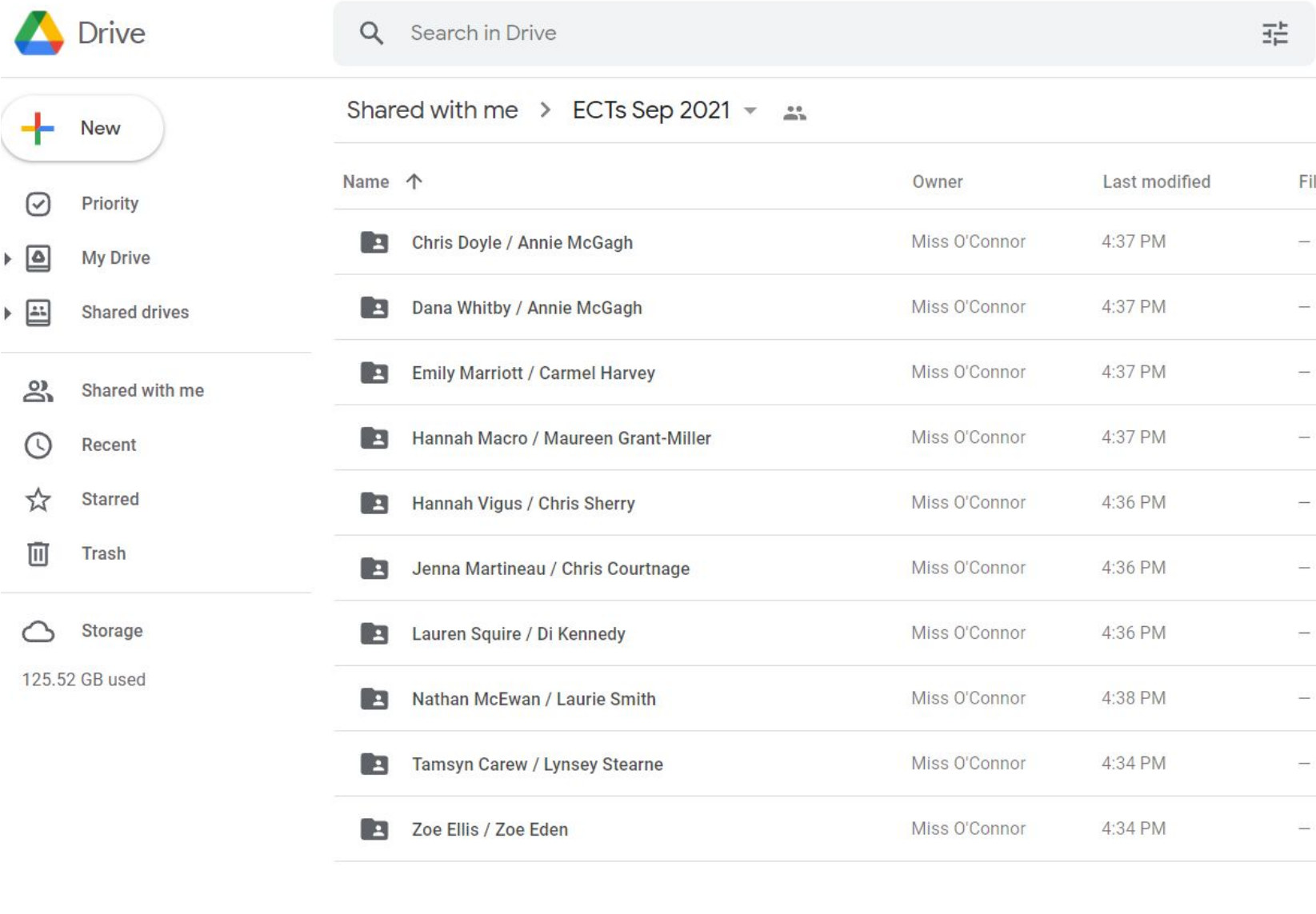
What has been your **key learning** through this module?	How have you **applied** your learning and made changes to your practice?	Highlight any **successes** or **challenges** you faced.	What **difference** have these changes to your practice made to pupils? To you as a teacher? To the wider team?	**Next steps** (including support needed)	Reference to **Teachers' Standards**
The key element of this module which emphasised my training year is that consistency is key . When pupils know what is expected of them and have a routine in place that they expect, everything else like pupil progress and behaviour management can begin to follow. This also then echos across to the behaviour management side of things, whereby showing pupils you have a consistent approach and a consistent sanction policy in place, helps students to naturally regulate themselves when things go wrong.	One of the key things I wanted to ensure was in place throughout this module was consistency. I have applied this element of the module in many ways, for example, as discussed in week 6's notes, I consistently hand out pink pens for my students so that we can self assess their work. This is something the classes have become used to and come to expect with some students now even asking to hand these out. I have also applied the idea of consistency to my lessons by following a similar lesson structure each lesson. We will start by	After a difficult start with a year 9 class, I have built a good rapport with the class, and now have fewer behaviour instances and they respond well to my rule reminders.	The class is more resilient in maths and we have fewer behaviour instances. I am enjoying the lessons more and members of my department are not having to support me as I am not having to send students to them or ask for SLT support.	Continue to adopt a consistent approach and to utilise the school behaviour policy. Embed positive recognition into my lessons more	1.4 1c 1h

Induction Tutor



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Mentor

Mentors also have to complete a Progress Tracker and Learning Log to complete.

MODULE 2 Week	Beginning of Module Audit	Self - Directed Study sessions	Mentor Sessions *(Using ECF)*	Attended Online Learning Community session	Attended ECT Training session	End of Module Audit	End of module Evidence of Completion Form
1 01/11/21		N/A		N/A		N/A	N/A
2 08/11/21	N/A			N/A	N/A	N/A	N/A
3 15/11/21	N/A			N/A	N/A	N/A	N/A
4 22/11/21	N/A			N/A	N/A	N/A	N/A
5 29/11/21	N/A			N/A	N/A	N/A	N/A
6 06/12/21	N/A	N/A		N/A	N/A	N/A	N/A
7 13/12/21	N/A	N/A			N/A		

N = Not completed - **P** = Partially completed - **F** = Fully completed OR **A** attended live – **R** watched a recording – **N** Did not attend

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Mentors

Module 2: Engaging pupil learning:

What has been your **key learning** through this module?	How have you **applied** your learning and made changes to your practice?	Highlight any **successes** or **challenges** you faced.	What **difference** have these changes to your practice made to pupils? To you as a teacher? To the wider team?	**Next steps** (including support needed)	Reference to **Teachers' Standards**

Mentor statement:

*I confirm that _____ (ECT) has completed **Module 2** and that this tracker accurately represents their activity and engagement with the UCL Full Induction Programme:*

Mentor comments *(E.g, related to ECT engagement / theory to practice etc:)*

Signed: _____Print name: _____ Date: _____

Please save and retain this document for each module

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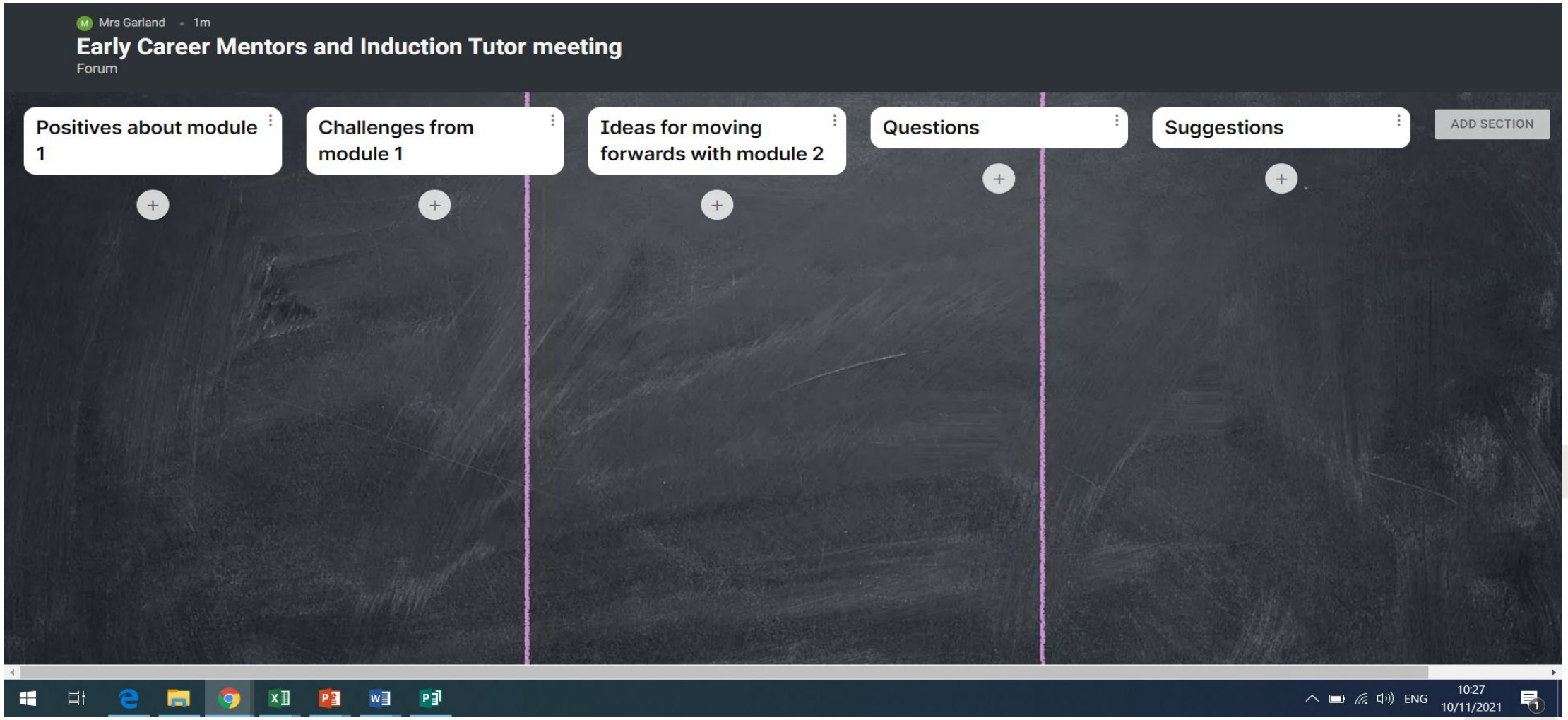
Mentors

https://padlet.com/heathergarland/l7gcqw809va49c08



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Induction Tutors

ECTs are not involved in the appraisal cycle.

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Induction Tutors

Induction tutors roles and responsibilities…

Registration with “appropriate body”.

Assessment - remember mentors are not involved in the assessment process.

ECT manager : One progress review form per term - Give brief details on whether ECT is on or not on track

Induction Tutors

ECT Induction: Registration, Progress Reviews and Formal Assessments

ECT appointed. School to check that they have been awarded QTS, or are expected to be before start date – if the latter, remember to check QTS at start of contract.

↓

Register your ECT with the DfE- email continuing-professional-development@digital.education.gov.uk

↓

Choose and register with your Appropriate Body (AB).
Do you have an SLA with someone to provide AB services?

Yes ↓

Is the SLA with SIL?

No ↓

Contact your AB

Yes ↓

No ↓

Contact SIL ECF Lead meryl.sangare@si.liverpool.gov.uk or admin susan.clay@si.liverpool.gov.uk to arrange SIL as your Appropriate Body . SIL is the default approved AB for Liverpool schools

Log in to ECT Manager (https://ectmanager.com/Login.aspx). If you do not have a login, ask the School Induction Manager or Headteacher (or school administrator if registered on system) to add you as a new tutor**. Any problems, contact Susan Clay on 0151 233 3901.**

↓

Once logged on to **ECT Manager**:

- On your Dashboard, select 'Register ECT'.
- Complete relevant details (personal details, training information, contract information, etc.)

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Induction Tutors

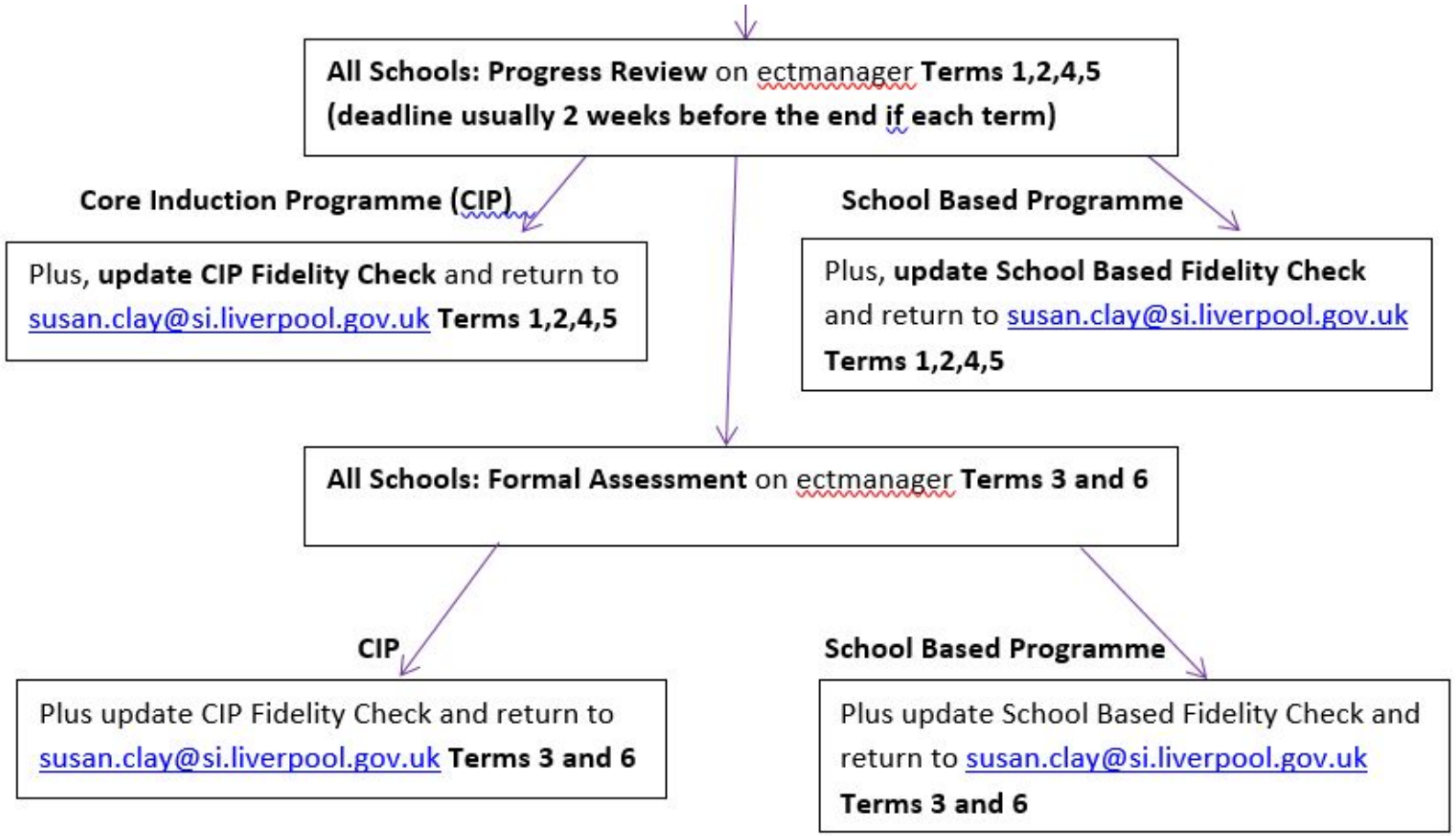
Once logged on to **ECT Manager**:

- On your Dashboard, select 'Register ECT'.
- Complete relevant details (personal details, training information, contract information, etc.)
- Decide on your ECF delivery route – input as appropriate. Please note that if you are using **Inspire TSH** to deliver your ECF, please select 'Full Induction Programme', type in 'Inspire', then select 'UCL'. **Contact Inspire for all training for ECTs, tutors and mentors.**
- Submit the registration

Please note:

- **If you choose Core Induction Programme** you must decide which 1 of the 4 programmes you will be following and **complete Part a of each section on the Core Induction Programme Fidelity Check** and return to susan.clay@si.liverpool.gov.uk
- **If you choose School Based** you must **complete Part a of each section on the School Based Induction Fidelity Check** and return to susan.clay@si.liverpool.gov.uk
- Once the SIL ECF Lead has approved the registration, Tutors, Induction Co-ordinators and Headteachers will be able to access their ECT's record on ECT Manager.

Induction Tutors



- In ECT Manager 'Resources' section, there are template forms and guidance which is also on SIL website NQTs, newly qualified teachers, early career teachers, ECTs (schoolimprovementliverpool.co.uk)
- Headteachers, Induction Co-ordinators, Tutors and Administrators can all register ECTs and add new tutors.

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Induction Tutors

Give brief details for the reason(s) for your answer to whether the ECT is on track

If the ECT is not on track to successfully complete induction, has the ECT been informed?

N/A

If the ECT is not on track to successfully complete induction, has a support plan been put in place?

Why>

WHY?

Pope Francis

“Teaching is a beautiful job; as it allows you to see the growth day by day of the people entrusted to your care”.

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Thinking ahead...

Thinking ahead...

I can organise a meeting prior to us starting module 3

I can look a resources and help adapt them to our settings.

ecf@inspirelearningtsh.co.uk

Further Ideas for implementation - Add any thoughts to the PADLET board.

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