

# ECT Update

## Spring 2023



Hampshire  
Advantage

Align

Delivering the early career framework for teachers

## An iterative process - we value your feedback

Congratulations on reaching the end of the Spring term which has seen fantastic participation in conferences, clinics and your own instructional coaching on a regular basis.

We have enjoyed the detailed pedagogical discussions in each event. This has included aspects of assessment and feedback, the deliberate practice aspect of instructional coaching and exploring in depth adaptive teaching. We appreciate the feedback from events and continue to be in touch with Ambition Institute regarding updates to future training and development.

We would also like to take this opportunity to welcome new mid-year starters. It is great to see Early Career Teachers securing posts in a variety of schools, including those with specialist provision for Social, Emotional and Mental Health needs amongst others.

Thank you for your continued use of Steplab to record the study and mentoring action steps and responses between mentors and ECTs. We have included in this update how to log multiple coaching sessions within a week if you for any reason have not managed to record a previous session. We understand the importance of having an up to date log which reflects your quality mentoring and ECT response. Please do continue to log the mentoring that takes place as we really enjoy seeing the progress you are making and the themes that people are working on across schools.

Attendance at events and your engagement in the programme is a key engagement criteria that allows funding to be awarded for participation in the programme and we thank you for committing to the process.

Hampshire Align Team

### Mentor Coaching

This one hour online compulsory session will be organised for mentors of both cohorts for the Summer term. Please keep an eye on communications from us regarding this.

## Reflections

The two year programme is beneficial to embed many of the core elements of teaching practice. The duration of the course keeps the focus on the ECT and their own specific pathway. The support is then always there even if at times they feel like they might not need it.

StepLab can be a bit tricky as in the moment I like to converse with my ECT and write notes separately. My regular conversations with the ECTs are the most important part of the process. I upload information onto StepLab to demonstrate the foci currently being discussed...

...The statutory release time is essential to allow mentors time in classrooms to drop in, team teach and have those little conversations in the moment instead of debriefing at the end of the session or the end of the day and having to wait to try something out. If the ECT time and mentor time is not ring fenced then I can see why and how quickly things could become a problem for the ECTs progress.

The coaching sessions have been useful to touch base with Kila and to ask any questions in a reassuring way without feeling inadequate.

The ECTs have reported that they enjoy speaking to other ECTs in an informal way to discuss practise and cohorts of children.

### **Year 5 Teacher & ECT Mentor, Hampshire**

My experience of working with the ECF and using My Ambition and StepLab has been positive. Initially I felt overwhelmed, but the first mentor conference answered a lot of my queries, and it was very positive to have an open discussion with the ECF lead for Hampshire and peers from across other schools.

At first, using My Ambition and StepLab felt a bit awkward but the structure of the sessions for instructional coaching have been easy to follow and extremely useful in developing classroom practice. I have also found them useful as a brush up on my classroom management techniques! In addition, the regular observations made the termly reports easy to complete.

Year 2 has changed and has a softer approach as both of my ECTs are on track and many routines and classroom tools are embedded in their practice....

... Feedback from my ECTs show they have found the coaching very useful, and they have valued the weekly meetings. This year, I have created our own steps to further extend or support aspects of planning and teaching as needed.

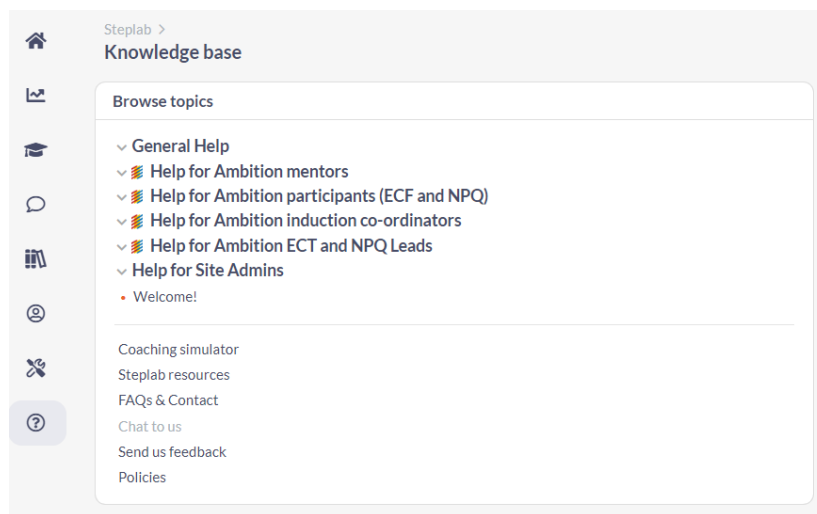
### **Junior School Mentor, Junior School, Hampshire**

## 2022-24 Participation agreements

Thank you to all those who have already returned their signed participation agreements. If this has not yet been actioned, please can you ensure that the agreement is signed by your Headteacher and returned as soon as possible to [ECT.Align@hants.gov.uk](mailto:ECT.Align@hants.gov.uk)

## Steplab

The **Support** menu option on Steplab offers help and guidance for some of the most frequently asked questions eg assigning mentors to ECTs, seeing how many modules your ECT has completed and accessing materials for clinics and conferences.



## ECT Align 2021-23 Cohort - Steplab Diagnostic tool

The second year of the Align programme is all about ECTs revisiting your self-study content in order to fully cement your knowledge from Year 1. Ambition's Learning Design team developed a Diagnostic Tool to help you decide which modules to revisit based on your areas of strength and areas for development, and this is now available to you all on Steplab.

More information is available [here](#) about the purpose of the Diagnostic Tool and how mentors can support their ECT to make effective use of it.

## Term dates

As we come to the end of term, it is important that Ambition have the correct term dates for your school. This will ensure that Year 1 ECTs can access their next Steplab course when they return to school after the holidays. To check and update your term dates, Coordinators should head to the 'Manage' section in Steplab. Guidance on how to edit term dates is available through the Steplab Support menu option.

## Mentor replacement guidance

We are aware that within the busy school environment there may need to be changes to mentors throughout the duration of the programme. Please follow the steps below to make this process as smooth as possible.

- If the mentor is new to the programme, register them on the DfE [Manage training for early career teachers portal](#). Please ensure that you choose the academic year in which their ECT joined the programme
- 'Match' the mentor to the ECT on the [Manage training for early career teachers portal](#) using the drop down menu within the ECTs registration
- Email [ECT.Align@hants.gov.uk](mailto:ECT.Align@hants.gov.uk) and let us know about the mentor change
- ECT Coordinator to assign the new mentor to their ECT on Steplab (once the new mentor has completed the registration and onboarding process)

We will add the new mentor to all forthcoming events but will also assign to them on Steplab recorded versions of any events they have missed.

## Moodle page

We have recently updated our [Early Career Teachers Moodle page](#). This page is open to all and contains lots of useful information about the programme, role briefing videos, FAQs, event information and more.

### ECT Align ... What is a ...?

#### Conference

Conferences are in depth, immersive experiences exploring aspects of teaching practice and the Early Career Framework, as well as how the training and development sits alongside your assessment for induction.

#### Clinic

Clinics provide the opportunity for ECTs to cover aspects of the Early Career Framework not easily covered through Instructional Coaching and an opportunity to network. Clinics for mentors focus on aspects of instructional coaching and offer networking and discussion between fellow mentors. Each clinic is one hour and is held virtually via Microsoft Teams.

#### Mentor coaching session

These one hour, virtual sessions offer the opportunity to review coaching practices in a small group environment.

**ECT Clinics & Conferences**  
**All information for the Summer term is available through the Events tab on My Ambition**

## Information from Ambition Institute

### How to record multiple coaching and observations in a week

The 'Coach again' function allows you to record multiple coaching cycles during the same week. This is particularly useful if you want to retrospectively fill in your notes from observations/ feedback in previous weeks. [Click here to find out more](#)

### Blog: New evidence that modelling bridges the theory-practice gap

If you've ever wondered why our ECT programme includes so much modelling, here's why—our Research teach have recently published Ambition's latest research paper, focusing on Modelling evidence-based practice in ITT. [Find out more in this blog](#)

### Meet the teacher: Ipek Biserova

We're really happy to introduce you all to one of our early career teachers, Ipek, who teaches Music at Little Ilford School in London:

**What made you choose teaching?** I have always dreamed about doing a job that would have a massive positive impact on the society. This is why I chose to teach - to help young people do their best and become the leaders of tomorrow.

**Proudest achievement in teaching so far?** One of my pupils wrote in their reflective diary that they have been inspired by my courage and commitment to teach their class.

**Best advice from your mentor?** Always 'read' my class and be ready to change/adapt lessons on the spot. Sometimes, perfectly planned lessons don't work. You need to have the courage to significantly adapt them as you teach to keep your learners motivated and engaged.

**Favourite thing about your subject?** Music is a joy to teach. It is a subject that often everyone can access. However, music is not just a subject, it is a phenomenon that educates the whole child.

**What do you want to achieve in your first two years of teaching?** I am a second year ECT. By the end of this academic year, I really hope the Year 11 Music students do their best in their coursework and exam as they faced with lots of challenges during the Covid 19 pandemic.