

ECT Update

Spring Term 2022



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Delivering the early career framework for teachers

Thank you all for your strong engagement— we are more than half way into Year 1..

At this point in Spring term, it is often worth stepping back to consider that over half of the number of teaching weeks for the academic year have now been completed. You have a much deeper understanding of your class/teaching groups, their response to the subjects/curriculum aspects now covered and what the remainder of the year holds. It is also the exciting time in the lead up to certain year groups completing their school experience and demonstrating their knowledge, understanding and skills in their assessments.

In this term for the ECT programme, we continue to focus on instruction and honing our practice. We are very much looking forward to the forthcoming clinics which further explore this.

It has been valuable meeting with ECT leads and mentors in coaching on coaching to see the impact of induction on practice and in this term we will shape the year ahead. We also take this opportunity to welcome new starters in January and look forward to working with you at an event soon.

Coaching on Coaching

Providing a clear model of better is one of the four active ingredients of Instructional Coaching, and Mentors from the spring coaching on coaching facilitation sessions have had great positivity and praise about the impact it has on their ECTs as well as on their own practice.

A secondary maths specialist mentor shared how modelling enables her ECT to see the success criteria in action and chunks the deliberate practice into smaller, manageable steps. One mentor shared how much she 'gets into' the modelling and how as an experienced mentor she is using modelling in her support for PGCE and SCITT trainees as well.

We look forward to further conversations regarding 'providing a clear model of better'.

Instruction: This term's focus is Instruction. One of the key ideas is that:

'Teachers should deploy instructional strategies that provide most teacher support early in the instructional sequence and gradually withdraw this support to ensure pupils successfully gain knowledge and skills'.

As well as through mentor-ECT conversations, it is worth taking the opportunity to reflect on how we all use this in our practice, and discuss with other colleagues and year group partners who may be teaching the same subject aspect to explore how they have used this approach.

It is also worth considering how we gauge pupil response and check when it is appropriate to move on - so that we are not over-teaching.

How are you making this approach work well for you?

We'll be interested to pick up on your thoughts and feedback on instruction as we move through the term.

Highlights, Achievements and Feedback

Thank you for giving over 3000 feedback action steps to ECTs so far! Your positive reflections on the growth and development of your staff have been very encouraging.

MENTOR

A really valuable session to share and reflect on instructional coaching.

ECT

Thank you- I will definitely be using hinge questions- I am really excited to try this approach.

MENTOR

The behaviour module and instructional coaching has really made me reflect on my own teaching and what works well.

MENTOR

... it was great to have the time to reflect on how far our ECT has come in such a short space of time.

MENTOR

Thank you for carefully choosing the coaching on coaching group to offer a chance to discuss with someone who is in the same position and who is finding the same issues. It was great to discuss and hear how my expertise and experience is helping the ECT.

DATES REMINDER

Primary Mentor Conferences - 7 or 8 June 2022

Secondary Mentor Conferences - 14 or 15 June 2022

IOW Mentor Conference 23 June 2022 - combined phases



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All Clinic information for Spring & Summer has been shared