

# ECT Update

## Autumn 2022



Hampshire  
Advantage | **Align**  
Delivering the early career framework for teachers

## Year 1 of induction for ECTs 2022-24 and Year 2 of induction for ECTs 2021-23...

This has been a busy and productive term with two cohorts now onboarded and taking part in the two year induction programme. The new registration process via the Department For Education has again emphasised the importance of the dedication to ensuring this is completed accurately in order that all details are efficiently transferred to Ambition Institute and us; we really appreciate your efforts in ensuring this has been successful.

- For Cohort 2 who have continued on their induction programme with fortnightly instructional coaching sessions, we have enjoyed hearing detailed professional dialogue during the scheduled online clinics and how you are personalising the instructional coaching. The diagnostic tool available to help with this is really useful and may be worth using as you approach **Term 2** if you haven't yet done this (link later in this update). In addition, there are optional stretch modules available for ECTs who are ready to further hone their practice.

There are many schools where the weekly instructional coaching by mentors and ECTs, and self study by ECTs is always recorded showing great engagement and participation. Our aim is to further improve this so that we are all benefitting fully from this induction opportunity. Please ensure you attend all scheduled events and we will be contacting ECT leads to ensure we help in solving any problems that may be preventing this.

As always we can be contacted via email here: [ECT.Align@hants.gov.uk](mailto:ECT.Align@hants.gov.uk)

Thanks for your commitment to the programme and we wish you a good festive break when it arrives.

**Hampshire Align Team**

### Coaching on Coaching

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



## Two Visiting Fellows' reflections on clinics in the Autumn Term 2022

*Mentor Clinic 3 has taken place this term and mentors have been overwhelmingly positive in their feedback.*

*For ECTs now in their second year, the flexibility for some to revisit steps and others to shape more personalised targets has been much appreciated. Mentors expressed how useful they found Clinic 3 as it provided the opportunity to reflect on how best to adapt and write steps that sharpen their ECTs skills in the classroom.*

*The clinic involved reviewing steps and working in partnership with other mentors to share what is working well to further develop the ECT as they move forward with the development programme. This more flexible approach has enabled ECTs to identify and work on individualised areas that they wish to practice, moving away from the more prescriptive approach seen in year 1.*

*Mentors have expressed that they are enjoying a more coaching based style to their support of their ECT and they have seen how the programme has supported the ECT in understanding the importance of being a reflective practitioner.*

*Mentors also expressed how valuable the extension of the one year into a two year programme has been for their ECTs as the gradual and stepped reduction of support has been beneficial. One challenge has been to ensure that the step set following the lesson observation is made relevant to the next lesson observation focus in a fortnight's time. Mentors shared ideas and agreed that a focus on pedagogical strategies rather than subject specific content, would enable the step to be transferable regardless of subject being taught.*

*Whilst sharing what is working well when setting steps, mentors working with ECTs in special schools have reported that they have found Clinic 3 of particular value as the option to create and bespoke their own steps has made the programme more applicable and relevant to their own setting.*

*During the clinics, mentors have also had time to share their experiences with others and have particularly enjoyed the fact that as mentors their role has been to develop rather than assess colleagues new to the profession.*

*Clinic 3 is the final mentor clinic within the My Ambition programme, however if you require support please do contact [ECT.Align@hants.gov.uk](mailto:ECT.Align@hants.gov.uk) and a member of the team will do their best to assist. We look forward to seeing mentors at a coaching on coaching session prior to the programme end.*

**Kila Barber**

LLP and Visiting Fellow (Primary)



## **Two Visiting Fellows' reflections on clinics in the Autumn Term 2022**

*I was pleased to have had the opportunity to lead Clinic 3 for mentors of Year 2 ECTs over the past fortnight. The focus of these was the setting of personalised 'steps' and success criteria in Steplab.*

*I was delighted by the proactive engagement of colleagues in these clinics, who were keen to understand and demonstrate how the step setting process could be highly personalised for trainees. Thank you to all of those who attended and engaged.*

*I was particularly interested in how the learning from these clinics linked into themes arising at the Year 2 ECT conferences too.*

*I have reflected extensively on the fact that two key themes seem to have arisen from both of these events:*

### **Adaptive mentoring is just as important as adaptive teaching**

*As we have an obligation and desire to adapt the content, level of scaffolding and level of demand for learners in our lessons, so we must do the same for our mentees. There are some who will still require quite extensive support and direct instruction. In these cases, steps which are concrete, relevant and specific are essential to creating something which is supportive and clear enough for a less confident ECT to progress. Equally, for those whose practice is well-developed and confident, a bespoke, well-written and stretching step can assist them in applying their practice in new and more challenging contexts – managing a difficult class, teaching something very complex to lower attainers for example...just as we would plan for higher attaining students!*

### **Teacher metacognition is important in Year 2**

*We reflected quite extensively on the fact that ECTs in Year 2 should be encouraged to be increasingly reflective and come to their own conclusions on what has gone well and not so well during their mentor meetings. After all, a great understanding of cool self-reflection and self-evaluation not only makes for a great teacher, but also has a profoundly positive impact on their emotional and mental wellbeing as well. Consequently, we decided that steps must include an opportunity for ECTs to answer the all-important 'how do I know it has worked?' question. So including a clear reference to formative assessment at the end of a step is vital.*

*For example: Once you have defined an unfamiliar high-frequency word, provide the class with concrete examples of its usage and ask pupils to practise using the word themselves in a sentence. Check pupils are using the word correctly and provide feedback to support them to do so.*

*This type of step is likely to lead to reflections on how learning needs to be assessed so that it can inform future planning.*

*Once again, thank you to all attendees for excellent engagement and ideas from a range of subjects. I wish mentors and ECTs all the best for the year.*

**Mark Kingswood**

LLP and Visiting Fellow (Secondary)

## Helpful guidance

### 1. 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 DfE [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 assigns 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.

### 2. ECT 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. Please have a look and let us know if there is anything you would like to see included.

### 3. 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.

### 4. Steplab

You may have noticed that Steplab has had a facelift with new features being introduced. The new **Support** menu option 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.



## Information from Ambition Institute

Good afternoon,

As you may know, Ambition Institute are expecting two full Ofsted inspections into our ECF and NPQ Programmes between January and June 2023. We are confident in the work we have developed with our delivery partners and are excited by the opportunity to share this with inspectors. It is important to note that the focus of the inspections is Ambition Institute as the Lead Provider in our partnership, and the way we deliver and manage our contracts, including our work with our delivery partners. It is not an individual assessment of delivery partners, or any individuals involved in the programme delivery. However, your support and contribution are essential in helping us demonstrate the impact of the work and our programmes.

We are getting in touch now to make you aware of key timelines relating to the Ofsted inspection and how we will need to work together through this process. This inspection will involve a range of stakeholder engagement, including meetings with delivery partners, trainers and participants.

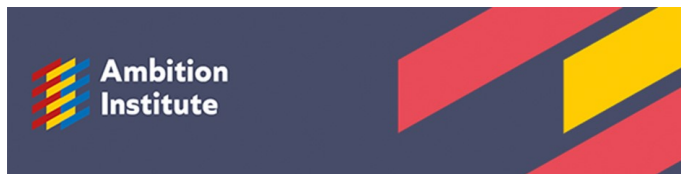
### Focus of the Ofsted inspection

During the inspection, Ofsted will be gathering a variety of data and evidence to evaluate Ambition's intent and the impact of the ECF and NPQ programmes. Ofsted will make a graded judgement of each programme separately, taking into consideration (at a high level) the extent to which we have:

- Designed an effective curriculum for the professional development and training of ECTs and mentors.
- Established efficient systems for managing effective day-to-day delivery of a large-scale training and/or professional development programme.
- Developed an approach to self-evaluation that is based on thorough and accurate quality assurance mechanisms.
- Collaborated with delivery partners to effectively ensure high-quality implementation of the programme.
- Engaged with all stakeholders effectively.

### Logistics of the inspection

The Ofsted inspection will run over a period of 9 working days. Days 1-5 are focused on preparation, followed by a team of inspectors visiting and meeting with delivery partners including Hampshire LA and a range of stakeholders on Days 6-9. We will work with you in schools to make visits effective and to minimise the disruption of day-to-day activity.



Inspection Activity	Ambition Institute's Role	Delivery Partner's role
Day 1 (usually a Monday) - Notification	We will inform you that we have been notified that the inspection will take place the following week. We will ask you to distribute the standard Ofsted Feedback survey to gather the views of all relevant stakeholders on the effectiveness of the programme.	Distribute the Ofsted Survey to school leaders, ECTs, mentors and visiting fellows (as applicable).
Day 1 or 2 - Ofsted selects a sample of DPs to visit	We will inform you if you have been selected for a visit. We will work with you over the next 24 hours to put together a timetable for the inspector involving a range of meetings (with school leaders, participants, facilitators and programme support staff).	Put a timetable together for the Ofsted visit and help prepare any other logistical requirements for the visit.
Day 6-9 (week 2) - Ofsted visits selected DPs	A dedicated Ambition staff member will accompany the Ofsted inspector on the	Host the Ofsted inspector on-site.
30 days after the inspection	Ambition will notify you of the outcome we have received.	NA

### Next steps

- Be aware as school leaders and participants that you may be visited in 2023.
- Look out for any email updates from us and check any actions arising. From January, we will provide you with monthly Ofsted updates.
- Ensure your dashboard is up to date - ensure participation by ECTs and mentors
- Be available to take calls and visits between Ofsted and you as a participating school and your participant ECTs and mentors.

We would like to thank you in advance for your support. If you have any questions in the meantime, please don't hesitate to contact your Delivery Partner Lead, Hampshire LA through [ECT.Align@hants.gov.uk](mailto:ECT.Align@hants.gov.uk).

Best wishes,

**Ambition Institute & Hampshire LA**



## .....and finally

### Focussing on your wellbeing

Part of the ECT programme focuses on wellbeing and sustained change. One of our visiting fellows, Kate Broadribb shares some of the available EdTech apps which may be useful to know about and explore if of interest to you.

[Forest](#) - is an app based on pomodoro technique to help you concentrate and stay focused. Open the app, select plant a tree and then the longer you leave your phone the more the forest grows

[Calm](#) - this app aims to supports sleep and meditation and is currently the #1 downloaded mindfulness app

[Sleeptown](#) - supports you in the development of good sleep patterns, you set bedtime and wake up goals and similar to Forest (which they also created) overnight the app builds your sleepy town for when you awaken

[Moodfit](#) - Moodfit has been voted the best mental health app for the past three years and helps track your mood and in setting goals

[Headspace](#) - the app currently is in second place for most popular downloads as like the Calm app this supports mindfulness, sleep and meditation practices

Apple Notes & Google Keep - iOS and Google versions supporting you with reminders and prioritising activities

[Evernote](#) - this is another notes based app like Keep and Notes which helps in the organising of notes, tasks and sharing across all platforms and devices

[Todoist](#) - this popular task and to do list app works across iOS and Android

[Happify](#) - this is a cognitive behavioural therapy (CBT) based app to support mental wellbeing, reduce anxiety and burnout

## Edtech Apps – Rest and Recovery



Forest



Calm



Sleeptown



Moodfit



Headspace



Notes



Keep



Evernote



Todoist



Happify