

ECT Update

Summer 2023



This academic year has been incredibly busy and as a result it seems the end of term is upon us in a timely way.

We hope you have enjoyed many fulfilling teaching moments and enjoyed reflecting and developing your practice through the year, supported by the work with colleagues both in school and through the ECT Align programme. We have immensely enjoyed the depth of professional dialogue in all our facilitated conferences, clinics and coaching for mentors and wish to thank you for your engagement in all sessions.

For our ECT colleagues and mentors who are finishing the programme this term, congratulations! For colleagues who continue on the programme we look forward to working with you in the coming year.

We wish you all a very happy and healthy summer break.

ECT Align Team

ECT Align 2022-24 programme ... looking forward to year 2

We are looking forward to seeing all our ECTs at ECT Conference 3 at the beginning of the autumn term.

Primary ECT Conference 3 09.00—12.00, 20 September

Secondary ECT Conference 3 12.30—16.00, 20 September

IOW ECT Conference 3 09.00—12.30, 20 September

All individual event information for year 2 is available on your Events tab on My Ambition. Please check your events tab and speak to your Induction Tutor to arrange cover.

Induction Tutors are now able to see events for all the ECTs and mentors through the Events tab. Please [click here](#) to access some helpful step by step guides to this new functionality. We know that this is a long awaited improvement and hope that you find it as useful as we think you will.

Now we are nearing the end of this year, we wanted to share the expectations for year 2. Mentoring moves to once a fortnight (instead of weekly) and must continue to be recorded on Steplab. For ECTs, Ambition will release 7 stretch modules throughout the year for you to study and all modules from year 1 will still be available to you. Self study is expected to continue on a regular basis (approximately one module per fortnight to match the mentoring schedule) and can consist of any combination of completion of the stretch modules, outstanding modules from year 1 and revisiting previously completed modules to further hone your teaching practice and embed knowledge.

Making changes

We know that things are very busy in our schools and that there may need to be changes to mentors, or ECTS who leave, during the programme. To make it easier for you to let us know about these changes we have created the following quick and easy forms.

[ECT Align Mentor amendment form](#)

[ECT Align Leavers form](#)

Please remember that any new mentors must be registered on the DfE [Manage training for early career teachers](#) service and assigned to their ECT.

The DfE and Ambition Institute have also made some changes. ECT Coordinators are now known as Induction Tutors and emails from Ambition Institute will come from myambition@ambition.org.uk. Please ensure this email address is not blocked by your school email server to ensure you receive notifications from Ambition Institute.

Learning Logs

We are aware that some of you may be leaving your current school at the end of this term and transferring to a different ECF training programme. To make sure you have a record of the content you have already studied, you can download a 'learning log; from Steplab by following the steps below.

1. Login to Steplab via [My Ambition](#)
2. Go to 'Profile'
3. Click on 'Explore my Portfolio'
4. Under the 'Export Portfolio' section, click on 'Begin the export'

And if you are moving school, good luck in your new post and/or your continuing induction programme!

We hope to work with you in other professional development training opportunities through Hampshire LA in the future. Do keep in touch and see our offer on the Learning Zone.

Export portfolio

Your Steplab portfolio will be exported and made available for download in PDF format. The following data will be included:

- Study and learning modules
- Drop-ins given
- Drop-ins received
- Feedback given
- Feedback received
- Step history
- Shoutouts given
- Shoutouts received

Your export may take some time - you'll get an email once it's finished.

[Begin export](#)

Early Career Teachers 2023-25 ... the next cohort

Whilst Hampshire is no longer able to act as Appropriate Body for new ECTs from September 2023, we are continuing our partnership with Ambition Institute and continue to offer ECT Align for the next cohort of ECTs – ECT Align 2023-25.

If you wish to register your new ECTs with us, please complete the following steps.

- 1) Complete this [form](#) to advise us that you wish to sign your school up to the ECT Align 2023-25 programme

If you have any ECTs joining your school in September who will be in the second year of their ECF training (ECT Align 2022-24) please use this [form](#) to provide us with their details

Ambition will send a partnership agreement to the registered Induction Tutor, please ensure this is accepted

- 2) Register your Induction Tutor on the DfE [Manage training for early career teachers](#) service if not already registered

- 3) Register your ECT with an Appropriate Body

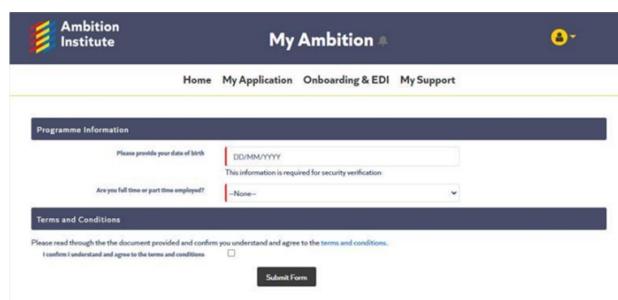
- 4) Register your ET and mentor on the DfE [Manage training for early career teachers](#) service

Provider: Ambition Institute

Delivery Partner: Hampshire Local Authority

Please ensure you have all required information before registration: first name, surname, email addresses, teacher reference number (TRN) and date of birth

- 5) On the DfE service, assign a mentor to your ECT
- 6) Ensure myambition@ambition.org.uk is not blocked by your school email server to ensure delegates receive registration information and notifications from Ambition Institute
- 7) All delegates to action the welcome email received from Ambition and complete the registration and onboarding process, including the new Steplab access form.



The screenshot shows the 'My Ambition' registration form. At the top, there is a navigation bar with the Ambition Institute logo, the text 'My Ambition', and a user profile icon. Below the navigation bar are links for 'Home', 'My Application', 'Onboarding & EDI', and 'My Support'. The main form area is titled 'Programme Information' and contains two input fields: 'Please provide your date of birth' with a red asterisk and a date picker set to 'DD/MM/YYYY', and 'Are you full time or part time employed?' with a dropdown menu set to 'None'. Below this is a 'Terms and Conditions' section with a checkbox for 'I confirm I understand and agree to the terms and conditions.' and a 'Submit Form' button.

It is really important that all steps of the process are fully completed to ensure that ECTs and mentors are ready to start their programme in September.

We know that the registration process has lots of steps so we hope that this [flowchart](#) might make the process clearer, and we have also created these [step by step guides](#) to registration which we hope will help with any queries.

Roles and Responsibilities

To help when assigning roles for the programme, here is a quick reminder of the expectations and responsibilities of each.

Induction Tutor (previously ECT Coordinator)

Coordinates the ECF programme, is responsible for ensuring ECTs and mentors are registered with the DfE [Manage training for early career teachers](#) service and that mentors are assigned to ECTs and oversees engagement for all ECTS and mentors on Steplab.

The Induction Tutor for the Appropriate Body element of induction (termly assessments and formal progress reviews) is another role and it is for school leaders to determine if this should be the same person or designated to another person. This may depend on the number of ECTs, experience or other contextual needs. It should be clear for ECTS when they are being formally assessed and when discussions are focused on training and development.

Mentor

Attends all training events (conferences, clinics and if appropriate mentor coaching) with Hampshire LA. Provides weekly instructional coaching cycle, recording action steps on Steplab. Works collaboratively with the ECT and other colleagues to ensure the ECT receives a high-quality ECF based induction programme.

Please note: Induction Tutors, ECTS and mentors must be registered with the DfE [Manage training for early career teachers](#) service as a statutory requirement.

Registration, the Steplab access form and onboarding with Ambition **MUST** be completed by the Induction Tutor, Mentor and ECT.

The mentor programme has been updated

From September, mentors joining the programme will be entitled to two full years of training. This is no longer tied to your ECT so can continue even if your ECT leaves or switches to another mentor. Mentors must still attend conference one and two in year one of their training, plus two clinics (one and a half hours each online) over the course of two years. Coaching sessions for mentors will now be offered for those who are new to mentoring or are selected for further instructional coaching development.

We also encourage mentors to access further professional development relating to instructional coaching in the Coaching and Development area of Steplab, as well as the ECF self study modules and Stretch Modules available to their ECT in their second year in order to meet the engagement requirements of the programme.

A Visiting Fellows' reflection on Secondary ECT Clinic 6

Over the last two years our ECT clinics have focused on tackling the 'persistent problems' that all teachers face, based on the work of Kennedy (2016) and Barker and Rees (2020). The ECT Clinic 6 sessions that took place this summer term have enabled us to reflect on the common challenge of how teachers can meaningfully support all pupils to develop high levels of literacy. This is something that is vital to the development of expertise in effective teaching and underpins academic success in every subject. Even more crucial is the impact of literacy levels on the life chances of the children and young people in our classrooms. The social and economic impact of lower levels of literacy on the futures of young people has been well established. It is no surprise that this year, new research by the University of East Anglia has evidenced that people with poor literacy battle more mental health problems worldwide. We know that educational gaps including literacy levels between rich and poor emerge early and widen over the course of a child's education so explicitly addressing literacy across phases and subjects is essential.

During the clinics it was encouraging to hear of the initial success ECTs had already encountered in their teaching of literacy. Examples given included the explicit teaching of key vocabulary reinforced by encouraging children to think of synonyms and antonyms, reading aloud with their classes, analysing the features of academic texts, terminology posters around the room, providing writing quality models and supporting writing frames and giving regular feedback during the construction of writing. However, some ECTs cited familiar challenges they had faced concerning literacy in the first two years of teaching namely, that there was a broad range of literacy levels within classes and that a significant number of pupils did not seem to be working at age related expectations in English. Others found that difficulties of comprehending questions were exacerbated by the fact that words such as command words or concepts meant different things in different subjects. Maths teachers frequently referred to the challenge students faced in comprehending written questions relating to mathematical concepts. Some ECTs from practical subjects initially struggled to see how they could effectively support literacy in practical subjects like PE. One of the most common issues raised was the lack of apparent resilience and stamina of students when writing.

The clinic enabled colleagues to reflect on how they can take responsibility for supporting children and young people to develop high levels of literacy in terms of speaking, listening, reading (decoding words phonetically and comprehension) and writing within their phase and their subject. Through discussion and scenario, the session looked at practical ways in which we can support our children and young people to improve their literacy knowledge and skills. These included strategies such as the introduction and oral rehearsal of new words/concepts/criteria in different ways, sharing examples and non-examples of phrases containing the words, making learning visual using dual coded images and diagrams, quizzes that revisit terms and flush out misconceptions, deconstructing academic texts, modelling and deliberate practice through structured talk and collaborative or structured writing. The importance of weaning students off writing frames to build independence was discussed using strategies like word walls and semantic cards to support sentence and paragraph construction.

Underpinning successful practice in all subjects and phases are the four underlying features returned to over the session:




Align
Delivering the early career framework for teachers








1. Literacy teaching is a shared responsibility
2. All teachers must understand the components of literacy
3. Literacy teaching must be intentionally planned
4. Literacy should be explicitly taught

By the end of the session the ECTs shared how the clinic would impact their future practice. One ECT commented, 'I thought I took responsibility for literacy, but have realised there's more I can do'. Several ECTs recognised that they will think more carefully about the literacy demands of each lesson/learning sequence and would identify the component parts of knowledge needed for example connectives, subject specific tier 1 terminology, high frequency tier 2 academic words that could have more than one meaning or enable analysis. The majority explained that they were going to be much more intentional in their planning in terms of creating opportunities to introduce vocabulary and check for misconceptions, model and facilitate paired oral practice, revisit and apply the literacy learning over the learning sequence. Dual coding and working at word and sentence level were also mentioned. I was pleased to hear that ECTs were talking about, as one ECT put it, 'using more speaking and listening in class rather than just writing'. This reflects the recommendations of the Education Endowment Foundation recommendations for *Improving literacy in secondary schools (2018)*, referenced in the clinic materials.

To support embedding the learning from this session I recommend reading again the EFF research on *Improving literacy in secondary schools* including their 7 summary recommendations and supporting research to reflect on how you can further support literacy during your next year of teaching.



IMPROVING LITERACY IN SECONDARY SCHOOLS
Summary of recommendations

1	2	3	4	5	6	7
<p>Prioritise 'disciplinary literacy' across the curriculum</p>  <ul style="list-style-type: none"> • Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. • Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. • All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. • School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. 	<p>Provide targeted vocabulary instruction in every subject</p>  <ul style="list-style-type: none"> • Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. • Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. • Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. • Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. 	<p>Develop students' ability to read complex academic texts</p>  <ul style="list-style-type: none"> • Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. • To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. • Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. • Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. 	<p>Break down complex writing tasks</p>  <ul style="list-style-type: none"> • Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. • Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step. • Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality. • Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. 	<p>Combine writing instruction with reading in every subject</p>  <ul style="list-style-type: none"> • Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach. • Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas. • Students should be taught to recognise features, aims and conventions of good writing within each subject. • Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. 	<p>Provide opportunities for structured talk</p>  <ul style="list-style-type: none"> • Talk matters: both in its own right and because of its impact on other aspects of learning. • High quality talk is typically well-structured and guided by teachers. • Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. • Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. 	<p>Provide high quality literacy interventions for struggling students</p>  <ul style="list-style-type: none"> • Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. • Developing a model of tiered support, which increases in intensity in line with need is a promising approach. • Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. • Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

Sarah Herry, ECT Align Facilitator

Feedback

I have found the training videos on Steplab very useful and have used them to reflect my own practice. Being a mentor has made me reflect on my own teaching, it's been great
IOW mentor

My mentor has been very supportive in a way that has benefited me greatly. I am quite a reflective person and want feedback back as soon as possible, so I know what I can do to improve. My mentor facilitates this so well as she always come to find me after an observation to explain her feedback constructively. She has often helped me tweak lessons or strategies in time for me to implement them in the following lesson. We have built a great relationship and I greatly appreciate the support she has given me this year.

Will ECT year 2

We appreciate your quotes for newsletters and welcome any to be sent to ECT.Align@hants.gov.uk

Calling all September 2021 ECTs and mentors

Now that you are at the end of your programme, Ambition Institute would really like to hear your thoughts about the programme as this will help them understand where the programme is making a difference but also where they can make improvements for future ECTs and mentors. We know this is a really busy time in schools but we would be grateful if you could spare some time to complete the short survey.

[ECT survey](#)

[Mentor survey](#)

Does your Headteacher have questions about the ECT programme?

If so, they might like to attend the Q&A sessions Ambition are running in September. These sessions aim to answer some of the common questions school leaders have about the ECT programme and will also offer the opportunity to ask questions directly to Ambition. Please use this [link](#) to book onto a session.

... and finally ...

Thank you for your continued engagement in the programme.
We hope you all have a fantastic summer break.

