

NEWS

Welcome from the Director of East London Teaching School Hub

As our first year of operation draws to a close, I'm delighted that over 70% of all schools in Hackney and Tower Hamlets have teachers engaged in teacher development programmes with East London Teaching School Hub.

(A further 86 schools outside our "patch" have decided to work with us too!)

With over 800 teachers learning together as trainee teachers, Early Career Teachers, mentors or on specialist and leadership NPQ programmes with us, there have been many fantastic opportunities for colleagues to connect with each other across the region.

Our approach is collegiate, inclusive, open and honest and we have developed a strong partnership of local schools and organisations all with the same aim: to change lives by providing the highest quality teacher development opportunities. This year, we have also drawn together a team of expert facilitators – all experienced teachers and leaders from our local schools – who have used their deep understanding of our local context to support participants apply their learning in practice.

In our final newsletter of the year, we wanted you to hear directly from a range of teachers and leaders who have engaged with East London Teaching School Hub. Here they share their reflections on how their professional learning has impacted on their own practice as well as their colleagues. There is a lot to celebrate and share - I hope you enjoy what you read.

East London is a wonderful place to work and I feel honoured to be part of a network of such dedicated teachers and leaders determined to be the very best they can be because they want the very best for all children.

Have a wonderful summer and I look forward to working with you in September.

Ruth Smith

Director of East London Teaching School Hub



Ministerial visit

On Tuesday 19th July 2022, we were delighted to be joined by Minister Will Quince, Minister of State for Schools Standards, who wanted to learn more about how East London Teaching School Hub works and the impact of our teacher development programmes to date.

We emphasised our commitment to working in collaboration with local partnerships, schools, leaders and teachers to provide a professional learning offer that meets the needs of all our learners. We also highlighted that Hackney and Tower Hamlets has a rich history of high-quality grass-roots professional development and how East London Teaching School Hub wanted to draw together these expertise for the benefit of all our schools and children when implementing the roll out of the ECF and NPQs.

The minister was particularly impressed by our inclusive approach and how we are working hard to contextualise ECF material, for example, to meet the specific needs of different phases, settings and subject-specialisms.

Minister Quince met with our central team, strategic partner representatives, facilitators, trainees and ECTs whom all talked about the positive impact of our teacher development programmes on their practice, the benefits of mentors and facilitators who are experts in inner city education and how working with East London Teaching School Hub provides them with a supportive peer network.



The visit ended with Minister Quince meeting with a group of students. They talked passionately about the high quality teaching they experience and the positive and supporting relationships they have with their teachers.



East London Teaching School Hub exists to change lives as a result of the highest quality teacher development opportunities we offer so it was wonderful that Minister Quince got to hear from students and teachers first-hand how we are achieving this.

The power of collaboration: trainee teachers and their mentors learning together.



positive feedback; they strongly agreed that they found the sessions useful and took away practical ideas to implement in their own curriculum planning and teaching. Our partner schools' Headteachers' welcome speeches also proved impactful as trainees commented on how motivational they found them. As one trainee stated following the session on Metacognition at Central Foundation Girls' School: 'I really enjoyed the head of school's speech at the start – it was very inspiring and motivating', which further reinforced the importance of our partnership at all levels.

We would like to thank the following partner schools and their Professional Coordinating Mentors (PCMs) for their ongoing commitment to the East London Teaching School Hub's Initial Teacher Training enhanced offer programme: Mulberry Academy Shoreditch, Mulberry School for Girls, Mulberry UTC, Oaklands School, Swanlea School, Central Foundation Girls' School, Bishop Challoner, St Paul's Way Trust School, Bow School and more recently Mulberry Stepney Green.

We look forward to our continued partnership and welcome schools from across the borough to join us in participating in next year's programme. As stated by Natasha Chaudhury, PCM from Oaklands School, this has been 'an amazing opportunity to return to collaborative working with partner schools':

Working on the ELTSH ITT enhanced offer has been an amazing opportunity to return to collaborative working with partner schools. Our trainees benefit from CPD delivered in areas of strength from our schools. The programme gives trainees a solid understanding in the inner London context. Pedagogy is impacted with a strong focus on theory to practice. The integration of the programme lends itself so that sessions are complementary to our in-school offer. As colleagues, we are able to be reflective and constructively critical of our offer to ensure that year on year we can deliver a high quality, relevant programme.

This year has seen the successful launch of the East London Teaching Hub's ITT enhanced offer programme, a programme that was designed to provide another layer of training for teachers in schools across Tower Hamlets on programmes from a range of training routes (PGCE, Teach First and School Direct).

The success of the programme can be attributed to the strong collaborative partnership work and support from schools across the borough. The core-founding group of PCMs shared a vision and this was to make a difference for trainees, their mentors and schools, and add value regardless of our trainees' training programmes. In the planning phase of the programme's launch, common gaps in trainees' learning were identified so that they could be addressed through the ITT enhanced training offer. PCMs also considered how we could make a difference for schools with the recruitment and retention of trainee teachers by supporting trainees in having an understanding of our schools' contexts and what it means to work in a diverse and inclusive community. Finally, we wanted to offer mentors the opportunity to gain further professional development as, like PCMs, they are the engine house of ITT and their role is fundamental in the successful development of a trainee teacher.

Thorough planning of the ITT enhanced offer led to a rich programme of sessions delivered by experienced teachers to approximately 35 trainee teachers. Sessions were held at Oaklands School, Central Foundation Girls' School and Bishop Challoner and trainees were unanimous in their

Sian Bradley (ITT mentor) and Phoebe Savage (Physics School Direct trainee teacher with East London Teaching School Hub) reflect on the value of the trainee and mentor relationship and the mutually beneficial impact it has on their own professional development:

“Central to my professional development this year was the support of my mentor. Through weekly meetings focused on lesson observations, I have been able to hone my practice and raise other concerns relating to marking and feedback, behaviour management, or managing workload. The dedication of my mentor and her breadth of knowledge made me feel secure and fully supported, even when dealing with personal obstacles which got in the way of my training. This combined with the rich ELTSH enhanced Professional Studies sessions at different schools massively benefitted my pedagogies and practice. The foci of the sessions were well-sequenced to support the mentor meetings and deliberate practice in the classroom, and sufficiently varied to provide a diversity of improvements to my ongoing professional development”.

(Phoebe Savage)

“It has been a fulfilling role acting as a mentor to a trainee teacher this year. Mentoring enables you to share your experience as well as reflect on your own progress as a teacher. The time you give in developing and supporting trainees is rewarded by the progress they make during the year. You also benefit from the enthusiasm and novel ideas the trainee brings to their classes”.

(Sian Bradley)



Announcing Mulberry College of Teaching (September 2024)

We're delighted to announce that Mulberry Schools Trust has been awarded Initial Teacher Training Accreditation from September 2024.

(As Mulberry Schools Trust holds the DFE designation for Teaching School Hub, this means that East London Teaching School Hub will be able to award Qualified Teacher Status for trainees on our programmes from 2024). We intend to specialise in secondary initial teacher education programmes which lead to Qualified Teacher Status and look forward to working with local secondary schools, whom we have a long-standing ITT partnership, to develop an ITT programme that meets the new statutory ITT quality requirements that will come into force in two years' time.

Our programme's approach will be underpinned by the principle of learning about practice in and from exceptional practice. Organised across a small number of secondary schools we are confident we can offer a richly integrated hub-school programme to ensure that beginning teachers are exposed to the best evidence informed research and practice and develop their own teaching incrementally with expert mentor support. Our programme is as ambitious for the beginning teachers, as we are for the pupils we serve, instilling high expectations about the beginning teachers' transformative potential, and a focus on pupil outcomes from day one of the programme.

We will convene a local steering group of leaders next year who will develop our ambitious plans into a reality in the next two years so that we can recruit, develop and retain high quality teachers locally.

If you would like to learn more about our future ITT provision, please contact us at info@eastlondontsh.org

Early Career Teacher development

Early Career Development with East London Teaching School Hub

Despite the challenge of implementing the new Early Career Framework (ECF) during a pandemic, once again school leaders across Tower Hamlets and Hackney have recognised the importance of teacher development in ensuring positive student outcomes and have embraced the changes that have come with this national statutory reform.

This year, East London Teaching School Hub has worked with 116 schools (that's over 290 early career teachers and 250 mentors) to offer the new funded programme of early career teacher (ECT) development. Each ECT has undertaken 82 hours of timetabled learning through structured mentor meetings, self-study and locally organised facilitated sessions. The programme has also offered mentors their own 18 hour development programme, specifically focused around research-informed mentoring practices.

The scale of change within a year has been impressive. This has only been possible due to our collaborative model, which enables organisations with local

relationships to come together in our strategic partnership. These partnerships are at the heart of our programme – our work brings together UCL's teacher education resources with local expertise through mentors and local facilitators.

Our local partners: THEP, Hackney Education and Primary Advantage, LETTA and HTSA lead our primary programmes across East London. The secondary programme is facilitated by leaders from across 10 local secondary schools. Together, through co-planning workshops we share our collective expertise to ensure the sessions meet local needs.

School leaders also have a really important role in implementing the ECF within their own schools and we have supported this through regular online 'drop-in' meetings, email bulletins and our first Induction Tutor forum. (See below for more information).

Overall, we are really proud of what the programme has achieved this year. The feedback from mentors and ECTs suggests that ECTs and mentors value the programme and are starting to see the impact it is having on their practice. An ongoing challenge for

all of us is to continue to support mentors, facilitators and Induction Tutors to have the confidence to flex and adapt the national programme to best meet the needs of their ECTs and the children they serve. Through continued collaborative partnerships we will continue to ensure that our local expertise, experience and knowledge informs our programme to ensure it has the impact on every ECT in their classroom, whatever their phase, subject or context.

Year two of the programme offers brilliant opportunities to do this as we move towards a practitioner inquiry model of teacher development. ECTs in their second year of induction will explore their own practice, in light of the ECF and systematic enquiry to develop areas of focus they have identified. For us, this is the heart of teacher development. Teachers being given the time and space to pursue areas of development they have identified, supported by expert mentors and facilitators and high quality resources. We are looking forward to hearing about their learning in our end of year 2 ECT conference next summer.



ECF local partners





This was followed by round table discussions, facilitated by our local primary partners and secondary ECF facilitators from a range of schools in our region. Delegates shared how they have been implementing the ECF in their own schools and problem-solved together barriers to implementation they had been facing.

The morning ended with a practical workshop on how induction tutors could further maximise the impact of the ECF in their schools so that more teachers and students could benefit from this professional development programme.

East London Teaching School Hub's Induction Tutor Forum: a morning of celebration and collaboration

On 17th June, Induction Tutors from over 35 schools working with East London Teaching School Hub came together to engage in a morning of celebration, professional development and collaborative preparation for the second year of the ECF programme of learning.

Dr Mark Hardman (Associate Professor, Centre for Teachers and Teaching Research, UCL) provided the key-note provocation: how can the ECF support teachers' agency?

Nicolette Sorba and Natasha Ogrodnik, two induction tutors working with East London TSH, share below their reflections on the day and the practical steps they have taken as a result to maximise the impact of the Early Career Framework on the practice of ECTs, their mentors and the wider school community:



“The role of the Induction Tutor has significantly changed since the introduction of the ECF. Our role is far more around developing, supporting and holding the mentors to account, rather than day-to-day work with the ECTs. The materials that are provided for our mentor to use in their weekly meeting are exceptional in design; but, without significant contextualisation for our own settings, the impact of our ECTs will be limited.

In light of this, East London TSH held a forum to give Induction Tutors the time and space to reflect on how we can better support our mentors to do this next year. Since that day, our Academy has decided to use the funding from the DfE to appoint two Deputy Induction Tutors from September: largely tasked with contextualisation of the materials for the mentors ahead of schedule and using the online tools to support mentors to flexibly deliver the sessions. In addition, they will support the Induction Tutor to lead group ECT training sessions on calendared weeks: to give the mentors an additional hour per half-term for preparation or self-study. We already had an allocated time reduction on the mentors' timetables but, from next academic year, we will also relieve them from additional school duties (such as a detention or canteen duty) to provide them with extra time to complete their self-study modules.”

Natasha Ogrodnik (Assistant Principal for Teaching and Learning at City of London Academy, Shoreditch Park)

“Whilst many of us have run ITT and NQT Induction programmes in the past, the new Framework has invited us all to innovate. Thus, the opportunity to share ideas at the recent East London TSH Induction Tutor Forum with other colleagues leading similar transformations across London schools, was inspiring for us all. As we shared our challenges and solutions, each one of us was able to self-reflect and crystallise our plans for the future. In the same way we encourage our ECTs or mentors to self-reflect, it was useful to do this ourselves with the added advantage of probing and advice from new colleagues. The Forum was also an effective way to get up to speed with the new arrangements for the 2022-23 programme; the Hub's willingness to tweak and refine the delivery of the Framework and their encouragement to “Pre-Mortem” was particularly refreshing. So here is a selection of my ‘list to self’ inspired by the July Forum:

Top Tips to Self:

1. Meet mentors and ECTs together to launch the ECF programme; that way expectations and roles are transparent and colleagues can provide peer support.
2. Further tweak the in-school CPD for ECTs - it needs to be super lean, selective and timely.
3. Regularly check in with colleagues to be sure they are keeping up and coping: well-being is everything.
4. Calendar drop-ins for ECTs to catch me, as I will see them less than in past years.
5. Create a noticeboard in the staff area for ECTs & mentors with the roadmap and dates for the year ahead.
6. Encourage colleagues to add articles or resources to the noticeboard - which will also be thought provoking for existing staff.
7. Ensure our cover supervisor has all the published dates for the year ahead - attendance for mentor and ECT has to be prioritised.

Nicolette Sorba, Induction Tutor and Senior Assistant Headteacher, Wapping High School



Dr Mark Hardman also shares his reflections on the East London Teaching School Hub induction tutor conference:

“Having conducted research evaluating the pilot programmes of support around the Early Career Framework, I have had more time than most to consider the opportunities and challenges that the framework presents to schools. However, engaging with Induction Tutors at the East London Teaching School Hub event brought to life the ideas from research and situated them in the real context of schools in Hackney and Tower Hamlets.

Having worked with schools in the area for 15 years now, I've always been impressed with the level of innovation and commitment to the real purposes of education, and this shone through at the event. I truly believe that developing teachers who have agency to make decisions about their own development is the way to combat narrow understandings of delivery and efficiency and instead refocus teaching on improving the lives of students in the communities we work with.

The Induction Tutors seemed to respond well to my provocations around this but moreover were able to start thinking about how the realities of schools can be engaged in making this happen, through

embracing the opportunities to use the ECF to support the growth of all teachers, whilst thoughtfully dismantling the processes and barriers which detract from teacher agency.

I was pleased that the guides we produced were helpful in highlighting questions that can be asked by teachers as the ECF programmes embed in schools, yet what was so impressive to see was how the Induction Tutors could already see the ways to make real change, and the benefits to job satisfaction as well as teaching itself that come from a focus on teacher development. I'm hoping that our research will continue to support teachers in this, but what makes me the most hopeful is the integrity and thoughtfulness that the Induction Tutors bring to the complexities of making schools into places that develop teachers and students alike.”

Dr Hardman's research can be found here:

[Recent TES podcast](#)

[TES article on ECT workload](#)

[CTTR Guides for School Leaders and Induction Leaders](#)



A visual representation of feedback from participants

Appropriate Body Services

East London Teaching School Hub has offered Appropriate Body services to over 165 ECTs working in over 40 schools in East London. This makes us the second largest provider in the area. We work with both Tower Hamlets and Hackney Education Appropriate Body services to ensure that schools across East London have the right advice, for example hosting joint drop-ins for Induction Tutors and undertaking peer moderation activities.

Schools registered on a Provider-led Full Induction Programme	Schools who have opted for the ECF Core Induction Programme	Schools who have opted to design a School-Based Programme
£500 per site and 1 st ECT £450 if you are on the ELTSH FIP in a secondary cluster.	£650 per site and 1 st ECT	£950 per site and 1 st ECT
<p><i>Please see the next page for a breakdown of each level of AB service provided</i></p> <p>All packages include two years of statutory induction. Additional fees:</p> <ul style="list-style-type: none"> • £350 for additional ECTs at each site. • £100 per term if an ECT is employed on a short-term contract (+ £50 registration if school is new to ELTSH AB services) • £175 for assessment in response to request to reduce induction period in exceptional circumstances. 		
<p>How do I register my ECTs with the ELTSH Appropriate Body?</p> <ul style="list-style-type: none"> • Register your ECTs on our online platform https://eastlondontsh.ngtmanager.com • If your school is not listed on ECT Manager, or for further information, please contact AB@eastlondontsh.org 		

James Johnson, who took on the role of induction tutor mid-year, shares his experiences of working with East London Teaching School Hub as his school's ECT Appropriate Body.

“I took over the post of Induction Tutor just before Easter, and was anxious to get up to speed with what seemed like a daunting system. A few months down the line, as I sign off the reports for our cohort of ECTs this year, I realise how the guidance provided by the ELTSH has been to help me grow into this role. As a paperless system, ECT Manager has been fairly intuitive, and the automated prompts ensure that the cohort and I are never in the dark about upcoming deadlines.

However, what really stands out is how professional and thorough the guidance and advice I've been given by the team has been who have answered my (many!) questions patiently, moderated my reports, and provided a professional community where I have been able to share my questions and doubts with others in the same role. As we embark on Year 2 of the programme, I feel more prepared to think about the role more strategically, and I couldn't have imagined being in this position just a couple of months ago.”

James Johnson, Induction Tutor, Haggerston Girls School.

Have your say on Appropriate Body services

The DFE has announced their intention that Teaching School Hubs will be the only providers of Appropriate Body services in the future.

They are currently seeking responses to their consultation on the arrangements for this transition as well your views on the function of Appropriate Body Services in light of the significant ECT reform that has taken place.

We encourage you to submit your views before the deadline of 21st July so the DFE hear from as many voices as possible to inform the future direction of Appropriate Body services.

More information here: https://consult.education.gov.uk/induction-regulations-and-appropriate-bodies-policy/appropriate-body-reform-and-induction-assessment/supporting_documents/AB_reform_consultation.pdf

Respond to the consultation survey here: <https://consult.education.gov.uk/induction-regulations-and-appropriate-bodies-policy/appropriate-body-reform-and-induction-assessment/>

National Professional Qualifications with impact

This year we have over 250 participants studying with us on one of the brand new and reformed National Professional Qualifications. East London Teaching School Hub decided to partner with two lead providers, Teacher Development Trust and University College London, to offer local choice to local schools.

East London Teaching School Hub has worked hard to ensure that the new NPQs, which are underpinned by the best available evidence, has an immediate impact on the leadership practices of participants. One way we have

achieved this is by recruiting a team of experienced school leaders (with substantial experience of leading effective change in inner city East London schools) to facilitate on our NPQs. They are able to facilitate challenging conversations so that participants are supported, stretched and challenged to apply their learning to their everyday practice. They are also able to provide real examples of effective implementation with impact. We're really pleased that participants tell us they really value the NPQ sessions we offer and they value learning with and from their colleagues from across the region.

We are really excited to be able to run the full suite of NPQs in October 2022 for a new group of aspiring and new leaders, including the new NPQ Early Years Leadership and NPQ Leading Literacy. We have recruited even more outstanding expert facilitators from local schools to join our team.

Syed Gilani, Teresa Ward, Kalshuma Begum and Tom Murphy are all currently studying on one of the new or reformed NPQs with East London Teaching School Hub. Here they share their reflections on how the NPQ programme is impacting on their current leadership practice:

“The East London Teaching School Hub has adapted well to the changes made to the previous format with a balance of online and face-to-face learning. This is supplemented with the study of case studies and relevant research which we can analyse with other aspiring leaders at the school-based organisation and adapt and apply into our individual educational contexts. From the outset, both Ruth and Katie [facilitators] have supported my development in my journey to bringing the best to my school and allowing me to develop those I work with through our study of leadership styles and good practice.”

Syed Gilani, NPQ Senior Leadership Participant, Hackney school

other viewpoints. It has also helped us to identify the things we need to focus on within each module and what we need to focus on together in relation to our school specifically.

We still feel like we have a lot to learn!”

Kalshuma Begum and Teresa Ward
(Mayflower Primary School, Tower Hamlets)

“The reading tasks have made me stop and think about what I am doing and why. The biggest impact on my role in leadership has been being made to reflect on my practice as I implement whole school change, for me that has been recognising the importance of sharing the vision as well as managing the practicalities of resourcing and organising the project day to day. Our most recent Face to Face was extremely useful in enabling me to consider how best to frame end of year data to ensure it is meaningful and impactful in affecting change. The group discussions at that meeting have been invaluable in supporting me through this process.”

Teresa Ward (Mayflower Primary School)

“Taking part in the NPQLT through the East London Teaching School Hub has allowed me to engage in stimulating and interesting dialogue with teachers and leaders from across East London. The course has run flexibly around my responsibility as a middle leader and has already provided me with knowledge and a skill set that is helping me implement effective interventions to support the progress of my Year Group.”

Tom Murphy – NPQ Leading Teaching participant, Mulberry School for Girls



“It is a real advantage to be able to train in a Teaching School Hub with others that understand our local context. All the trainers are based in East London schools and understand both the richness and challenges we experience as teachers and leaders in this region.

The benefits of having colleagues on the course has been the opportunity to discuss the reading tasks and unpick them together. Having colleagues that we are able to have professional conversations with has widened our perspectives as we are challenged to think critically and consider

Kevin McDonnell, Headteacher of Stormount House and East London TSH NPQH facilitator shares his reflections on the new and reformed NPQs:



“ Full disclosure: I love my job. I don't love all parts of it and know I'm not equally good at everything. When it comes to my own professional development, I don't think I'm a slow learner, but despite being a headteacher for over 20 years now, it's amazing how much there is still to learn!

The new National Professional Qualifications (NPQs) for school leaders are different: They link together, allowing leaders to develop and utilise shared language, tools, and frameworks without clipping anyone's wings. Having spent ages trying to develop a school-wide language of learning and seeing the positive impact on conversations between teachers of different subjects and the reduction in cognitive load for learners, teachers and support staff, the idea

of achieving something similar in terms of leadership was very appealing. One of my first questions to heads in schools I work with is 'are you using the new NPQs to help develop your leaders?' (via the East London TSH, of course).

I jumped at the opportunity to facilitate the NPQH, knowing that it would need hard work (because 'proper' learning is hard work), but hoping that I would both learn from it and enjoy it. That's exactly what has happened.

Working alongside a very skilled and more experienced NPQ facilitator has been a great, if rapid, induction into the process. It became clear very quickly that our differences as well as our commonalities make for a stronger team. I've already learnt so much from her, our guest speakers, the materials and, of course, from the course participants, each of whom brings their own perspective and questions.

Whether engaging as a participant or a facilitator, the new NPQs provide systematic tools to improve the impact of our leadership and increase our network of collegiate support and challenge.

Your move.”



Connecting
Hackney and
Tower Hamlets
Schools

Contact us

Please do contact us if you have any queries or questions:

For Early Career Framework Full Induction Programme enquiries: ecf@eastlondontsh.org

For Appropriate Body enquiries: ab@eastlondontsh.org

For all other enquiries: info@eastlondontsh.org

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