



Connecting  
Hackney and  
Tower Hamlets  
Schools

JULY 2023

# ECF Special Edition NEWS

## Welcome from the Director of East London Teaching School Hub

As the academic year draws to an end, in this special edition we focus on the professional learning of Early Career Teachers and their mentors and the impact their learning is having on their own practice and their wider school communities. We have nearly 1000 ECTs and mentors following the ECF Full Induction Programme with East London Teaching School Hub, with half of these graduating after completing two years of the programme, so there is a lot to celebrate!

We also shine a light on the vital role school induction tutors play in an ECT and their mentor's professional learning and what East London Teaching School Hub does to support them. We're also delighted to share the outcome of UCL's recent Ofsted inspection of their ECF programme along with information on our Appropriate Body services (a statutory induction requirement for all ECTs which is separate to their engagement with the ECF) and some suggestions for future professional development for those colleagues who have come to the end of their ECT phase.

I hope you enjoy what follows and wish you a peaceful and rejuvenating summer when it comes.

**Ruth Smith**

Director of East London Teaching School Hub

Need to register your new ECTs for Appropriate Body Services? Go to p.6 for more details.



## It's official! UCL ECF Programme rated **OUTSTANDING** by Ofsted

We are delighted to share the news that ELTSH's ECF lead provider, UCL, has been judged as Outstanding in every category with no suggestions for what could be done better!

Ofsted inspected UCL the week beginning 22nd May 2023 and, as part of their schedule, they completed a focused review of 10 delivery partners who work with UCL. ELTSH was one of these and we were visited on the first day of the inspection. Thank you to all of our ECTs, mentors and facilitators who gave their time to discuss the impact of the programme on their professional development during this day.

We were delighted to read how Ofsted has recognized the strength of our local delivery partner relationship with UCL: "The programme has been co-designed through meaningful collaboration with delivery partners, who adjust the programme to fit the context in which ECTs work and the subjects and phases they teach".

Ofsted also highlighted how the inquiry model in Year 2 of the UCL ECF (which is unique to the UCL ECF programme) is rated so highly and having an impact beyond the practice of ECTs: "The inquiry model enables participants to revisit the framework in increasingly personalised ways. School leaders described the wider benefits of the programme for their schools, with the reflective practice of ECTs and their mentors becoming exemplars for the professional development of others."

Perhaps most significant of all is the recognition paid to the phenomenal mentors working with ECTs in our schools: "ECTs value the expert advice that they receive from highly trained mentors".

[Click here](#) for the full report – it's a great read!

# ANNUAL INDUCTION TUTOR FORUM



On June 30th 2023, we hosted our second annual Induction Tutor morning. We were delighted to have colleagues joining us from over 32 schools, representing over half our Year 1 ECTs and mentors. We explored

key questions around how the ECF programme could support wellbeing and retention of all teachers in our schools, including of course, the early career teachers themselves. UCL Programme Leaders Elaine Long and Mark Quinn joined us to share some of the findings from the longitudinal research UCL are undertaking into the impact of the ECF programme. Their research emphasised the importance of school leadership in creating the cultures for professional learning needed for teachers to thrive. You can find out more by listening to this episode of the ECF Staffroom [podcast](#). UCL colleagues also reminded us of the ECF Wellbeing Charter, which Induction Tutors eagerly took home to stick on office walls and share with colleagues. You can find a copy on UCL Extend in the Guides area or [here](#).

IDE - FACULTY OF EDUCATION AND SOCIETY

**UCL**

## UCL ECF - Wellbeing Charter

- 1. ANYTIME, ANYWHERE**  
Choose to study at a time when it suits you best. The resources are available to you all the time & our UCL Extend learning platform is accessible on any digital device with internet access
- 2. ALL THE CONTENT, ALL THE TIME**  
We allow you to look ahead, or look back over the whole 2 years, so you always have access to what you need
- 3. PLUG IN & PLAY**  
Save time by listening to the research and practice summaries. Just open the session and click on the listen button
- 4. GUIDEBOOK, NOT RULE BOOK**  
Use the audit and module summary guides to work with your mentor to tailor the programme to suit your development needs
- 5. YOUR MENTORS ARE 'ONSIDE'**  
You can do it!
- 6. CLICK TO DOWNLOAD**  
Tired of the screen? You can download and print an entire module's worth of resources. Just remember to go on UCL Extend to tell us you have completed the module
- 7. FLEXIBLE PROGRAMME**  
If you fall behind, re-engage by taking this option for any Year 1 Module
- 8. REVIEW, TAILOR, TICK**  
Decide what you need to focus on in each of the sessions and plan your time appropriately. Never spend longer than an hour on a self-directed study or mentor session. There is no test - we trust you! Simply, tick to tell us you have completed.
- 9. COMMUNITY & PEER LEARNING**
- 10. BE OUR GUEST**  
The time of your facilitated session clashes with something else? Ask your Delivery Partner and they will try to fix you up with an alternative. If you still cannot attend a live facilitated session, you can watch a recording instead.

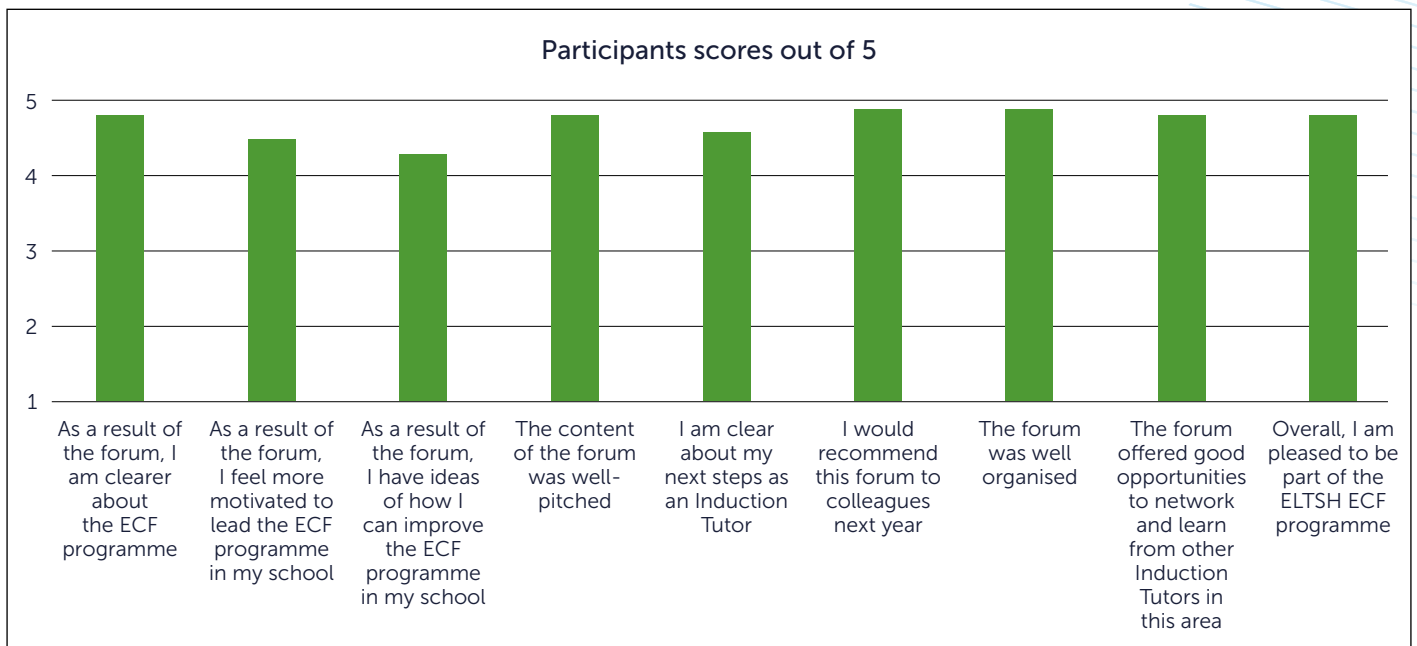
UCL  
CENTRE FOR  
SCHOOL LEADERSHIP



# Early Career Framework

Our Induction Tutors play a key role in the leadership needed to support early career teacher learning. An important part of the morning was the round tables session where Induction Tutors and cluster leaders from across the hub chaired an opportunity to share and capture successful practice in implementing the ECF programme within our region. Thank you to colleagues from THEP, William Davis, LETTA, Bygrove School, Hackney Education, St Monica's Primary School, Central Girls' Foundation and Mulberry Academy Shoreditch.

After a networking lunch, Mark and Elaine recorded a '[ECF staffroom](#)' podcast capturing our experiences of the event and our work on the ECF programme. This will be published in the new academic year and we look forward to sharing it with you. Overall, it was clear the event was valued by those that attended- with all participants telling us they would recommend the event to colleagues next year. We hope to see you there!



ECF local partners



# Reflections from an ECT and Mentor

Gene Cooke (ECT) and Jessica Austin Burdett (ECT mentor) share their reflections on the impact of the programme on their practice as well as some top tips.

## Meet Gene...



“My ECF journey started with choosing the right school for my development, an inclusive and diverse school that explicitly wanted ECT applicants and was open about

its support for the framework and the continued development of its teachers. For me, the mentoring process has been the most important aspect of the programme, I have benefitted enormously from the experience and advice of my Induction Tutor and Mentor. In addition to sharing their knowledge and passion for the latest pedagogical thinking, they have also looked out for my well-being.

I have found that, in comparison to my PGCE, the ECF has less redundant additional work and the content and tasks are more relevant to the students that I teach. The knowledge I gain can be instantly applied, rather than abstractly considered. Each session gives me a teaching

nugget that I can use instantly: how to manage that class; set up that routine; improve long-term memory. More broadly though, the programme has helped me to reflect on my approach to my teaching and the type of teacher I want to strive to be.

For me, the most enjoyable part of my study is the people I meet – pupils, course providers, experienced colleagues, ECT peers and teachers from other disciplines. Taken together they provide an informative, collaborative, challenging (in a good way) and supportive environment. The professionals I encounter are always willing to give their time and the conversations we have can range from the inspiring and thought-provoking to the considerate.

The more you put into the ECF, the more you get from it, switch on that camera and microphone, take feedback as developmental, reflect, stay on top of your workload and enjoy it.”

(Gene Cooke - ECT Participant )

## Meet Jessica ...



“Being an ECF mentor for the last two years has been a challenging delight, one of the best things about the ECF framework is the removal of judgements, so conversations are genuinely about progress, reflection and improving. The other very beneficial

aspect of the course design is the embedding of research and evidence-based thinking that underpins the activities that we engage with for each module.

I have been a mentor for a long time, the past few years have allowed me to become more reflective and exploratory in relation to the use of evidence to inform action research activities and thinking to improve performance and delivery. As a mentor, I have long found the coaching approach far more productive as ECTs need to be supported in developing their own problem-solving mind sets and East London Teaching School Hub and the UCL programme supports the mentor to help their ECT develop this approach.

## Top Tips:

1. Use the module audit to help you identify key aspects you and your mentee/s need to work on, as you do not need to give equal weight to every activity
2. Spend time planning your mentor session beforehand - a few minutes identifying things that need to be covered
3. Think about how to ensure the ECT's voice is heard equally to yours. How can you empower them?
4. If you are also their Head of Department/Head of Year/Line Manager, take that hat off in the mentor sessions.
5. Learn as much from your ECT as you can, they have time to be researching new or different things that could help you/your team/the whole school.

Lean on the facilitators and the support team at ELTSH. They will always be there to support you in any way you need. And most important of all, enjoy the role, you are helping to train the next generation of teachers, no better job!



## Year 2 Inquiry spotlight

The Year 2 practitioner inquiry project is a really exciting part of the UCL programme. It offers an opportunity for ECTs and their mentors to focus on their classroom practice, in light of their learning from the ECF programme. The year 2s have really thrived on the programme with 90% of them telling us in surveys they are satisfied.

During Year 2 ECTs are guided to construct inquiry questions and explore them. The range of questions is impressive:

- How do the use of scaffolds help support year 6 children in maths?
- To what extent does weekly targeted intervention support children with minimal language?
- How does working in collaboration with the SENCO provide additional support and strategies which are beneficial to students with SEND?
- Do sentence stems encourage high-quality classroom talk to support pupils ability to articulate key ideas, consolidate understanding and extend vocabulary for Year 5 children in science lessons?
- To what extent does the use of formative assessment using mini-whiteboards in recall practice 'Do Nows' impact the progress of lower attaining students in Year 7?
- How does the use of verbal feedback help the progression of children currently working towards the standard progress to age related expectations?



# Register your ECTs with East London Teaching School Hub Appropriate Body

All Early Career Teachers need to be registered with an Appropriate Body who quality assures their induction experiences and makes the final decision, based on the Headteacher's recommendation, as to whether there is evidence that the ECT has met the Teachers' Standards. The Appropriate Body works with the Teacher Regulation Agency to ensure that the official record of qualifications is kept up to date.

The East London Teaching School Hub (ELTSH) offer Appropriate Body services for schools across Tower Hamlets and Hackney. From April 1st 2023 ELTSH will be the only local provider of Appropriate Body services for newly registered early career teachers (ECTs). ECTs already registered with other local providers (such as THEP and Hackney Education) can remain with their current provider until September 2024. ECTs who are joining your schools will need to be registered with ELTSH.

East London Teaching School Hub's Appropriate Body service is already the largest local provider and we are working collegiately and transparently with our two Local Authorities to support a smooth transition. For example, we have:

- Bench-marked our charges to ensure that prices are very similar across all local providers
  - Hosted regular Drop-ins for Induction Tutors on our ECF-based programme with representatives from each of the local authority Appropriate Bodies to ensure each school receives the guidance they need
  - Held joint moderation of assessments to ensure our expectations are aligned. To support this, we have created together guidance issued to schools on how we review an assessment
- Agreed to use the same dates for assessments wherever possible to minimize confusion for school colleagues.
  - Coordinated regular meetings to plan for the transition with local authority Appropriate Bodies and will attend Headteacher consultative meetings and School Business Manager Forums to keep schools updated.

There is more information about this transition, our services and how to register on our website here: <https://www.eastlondontsh.org/early-career-teachers/appropriate-body-services/>

## Our approach



### Collegiality

Collaboration is key to delivering our high-quality programmes, weaving best practice from across the region throughout our entire offer. The content is tailored for teachers and leaders along every step of their career, across every stage, phase and age, including Early Years, Primary, Secondary, Post-16, Alternative Provision and SEND.



### Inclusion

Every teacher and every pupil benefits from pioneering, evidence-based professional development that positively impacts outcomes in the classroom for all learners.



### Transparency

Through strong communication and open dialogue, we have built trust and integrity into our relationships with schools, leaders and teachers to ensure the teachers of East London are the best in the country.

## Register your ECTs and mentors on the DfE online service

<https://manage-training-for-early-career-teachers.education.gov.uk/>

If you want to work with us, joining a local network of over 140 schools and 1,000 teachers please choose:

- Provider-led programme
- Lead Provider: UCL
- Local Delivery Partner: East London Teaching School Hub
- Appropriate Body: East London Teaching School Hub (Mulberry School for Girls)- please note this does not register your ECTs with the Appropriate Body- you need to take this step separately.

You will need the following information for each ECT and their mentor:

- Full name
- Date of birth
- Teacher Reference number
- Email address

The DfE online registration service records the information we use to contact participants with programme information, provide access to the online learning platform UCL Extend and to ensure the school receives the funding they are entitled to.

Please take care to provide accurate information and keep the information up to date.



## We're Recruiting!

### Early Career Framework Facilitators

The East London Teaching School Hub is currently seeking secondary-phase facilitators to join our team of facilitators on the Early Career Framework in collaboration with UCL's Institute for Education (UCL).

#### What does the role involve?

Facilitators lead face-to-face sessions and online forums for clusters of secondary Early Career Teachers and/or their mentors.

Facilitators intelligently adapt UCL material (whilst showing fidelity to the course material and learning intentions) to meet our local context. We want to stretch and challenge participants so their learning has an immediate positive impact on their current practice. ECT clusters are organised by subject.

Some preparation and development time is paid as well as time facilitating. You will join a team of local facilitators



who meet each half-term to plan together. Facilitators enjoy these opportunities to work with new colleagues.

#### How do I apply?

Find out more about the role and how to express your interest [here](#).

## Have you thought about studying a National Professional Qualification yet?

East London Teaching School Hub is an NPQ delivery partner for UCL Institute of Education. We have over 700 local teachers and leaders enrolled on our NPQs.

Join our next cohort of NPQ programmes starting this Autumn. These programmes are fully-funded for state schools, with additional money available for small schools to help with cover costs. See [here](#) for more funding information.

ECTs who have reached the end of their two year ECT period may be thinking about the next stage of their career and professional development.

At the East London Teaching School we offer the full suite of Specialist National Professional Qualifications for Education Professionals. Join our next cohort of NPQ programmes starting this Autumn 2023 - we will help you apply your study to what you are doing right now. This October we're offering:

- NPQ Leading Teacher Development
- NPQ Leading Teaching
- NPQ Leading Behaviour and Culture
- NPQ Leading Literacy

**"I now understand that the development of school culture is vital to success and involving colleagues in the decision-making process is key".**

NPQ Leading Behaviour and Culture participant

Each NPQ is underpinned by a content framework that complements the ECF. These frameworks set out what participants should know and be able to do.

Mentors who have completed their ECF mentor training may also be looking for further professional development. If you'd like to learn more about teacher development, the NPQ Leading Teacher Development may be for you! Alternatively, East London TSH also offers the full suite of UCL NPQ Leaderships qualifications this Autumn 2023:

- NPQ Senior Leadership
- BPQ Early Years Leadership
- NPQ Headship

Find out how NPQ participants have transformed their leaderships skills on our programmes and start your application today [here](#).

**"Knowing how to help students to develop ways to improve oracy in a way that develops confidence that transpires into academic progress, is invaluable for me as a classroom teacher".**

NPQ Leading Literacy participant

Find the ECF Session Schedule for the new Academic Year starting September 2023 on our website [here](#). We look forward to working with you next year.

Follow us on social media to keep up with all the latest ELTSH events and information

 @eastlondontsh

 eastlondontsh

 @EastLondonTSH

### 2023-2024 Session Schedules

The East London Teaching School Hub is proud to present the next academic year's activity:

#### Primary Education

Hackney ECF Pack (2023-24)

LETTA ECF Pack (2023-24)

PA ECF Pack (2023-24)

THEP ECF Pack (2023-24)

HTSA ECF Pack (2023-24)

#### Secondary Education

ECF Pack (2023-2024)

For more information, contact [ecf@eastlondontsh.org](mailto:ecf@eastlondontsh.org)



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## Contact us

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

For Early Career Framework Full Induction Programme enquiries: [ecf@eastlondontsh.org](mailto:ecf@eastlondontsh.org)

For Appropriate Body enquiries: [ab@eastlondontsh.org](mailto:ab@eastlondontsh.org)

For all other enquiries: [info@eastlondontsh.org](mailto:info@eastlondontsh.org)

Visit us on the web at  
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