



Connecting  
Hackney and  
Tower Hamlets  
Schools

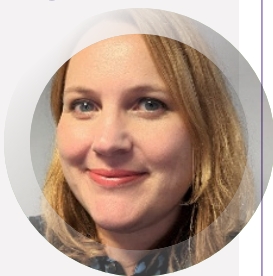
ECF  
SPECIAL EDITION

JULY 2024

# NEWS

## A message from the Director of East London Teaching School Hub

As the summer term draws to a close, we celebrate the impact of our ECF professional learning programme for teachers and students in our region.



In this edition, you will read about the practitioner inquiries conducted by ECTs in Year 2 of the programme (a unique feature of the UCL programme), the professional learning opportunities we offer induction tutors and UCL's research findings into how the ECF programme is supporting the retention and development of expert mentors.

Ultimately, this newsletter celebrates the importance of the professional learning communities of practice that exist locally and just how powerful it is to work collegiately and collaboratively for the benefit of all the students we serve.

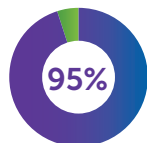
Have a wonderful summer break when it comes.

**Ruth Smith**

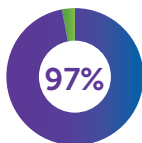
Director of East London Teaching School Hub

## ECT Satisfaction

Our ECF programme has received overwhelmingly positive feedback from participants. Here are the satisfaction rates reported this year:



Satisfaction from  
Year 1 Mentors



Satisfaction from  
Year 1 ECTs

## Early Career Teacher and Mentor Professional Development Impact



East London Teaching School Hub's UCL Lead Provider Early Career Framework (ECF) Programme, designed to support the professional development of early career teachers (ECTs) and their mentors, is making a significant impact in our local schools. Here are the headlines:

**3 Cohorts** of ECTs and their mentors engaged with ELTSH to date: each benefitting from structured support and professional learning.

**535 ECTs** actively participating in the programme this year, gaining crucial skills and knowledge to enhance their teaching practices.

**140 Schools** have ECTs and mentors learning with us, fostering a collaborative professional learning community of practice.

**339 Mentors** are engaged in professional learning with ELTSH.

ECF local partners



Below you can find more detailed feedback from some of our participants this term:

### Primary ECT:

As an ECT, I have found the ECF Programme to be an invaluable asset in my professional development journey. It is really well put together. It mixes theoretical knowledge with practical application, so everything we learn is directly relevant to what we're doing in the classroom. It feels like it's designed not just to help us now but to set us up for a successful teaching career in the long run. The sessions are interactive and cover a wide range of topics, from behaviour management to lesson planning, giving us practical strategies we can use right away. The facilitators are approachable and create a great environment for learning and sharing ideas.

### Primary ECT:

The programme, training sessions and self-directed study materials have been very useful and engaging. I have been able to make reflections and connections to my practice and use some suggestions from this training in the classroom. This has allowed me to be a reflective practitioner. The networking and support has been particularly helpful as it has provided an insight into the experiences of my colleagues. This has aided my development in being a reflective, openminded practitioner who is ready to take on advice.

### Secondary ECT:

I have been enjoying the face-to-face sessions as well as the online learning sessions. I wish there were more opportunities like these where the ECTs could engage with each other in more depth, to share ideas and learn from one another.

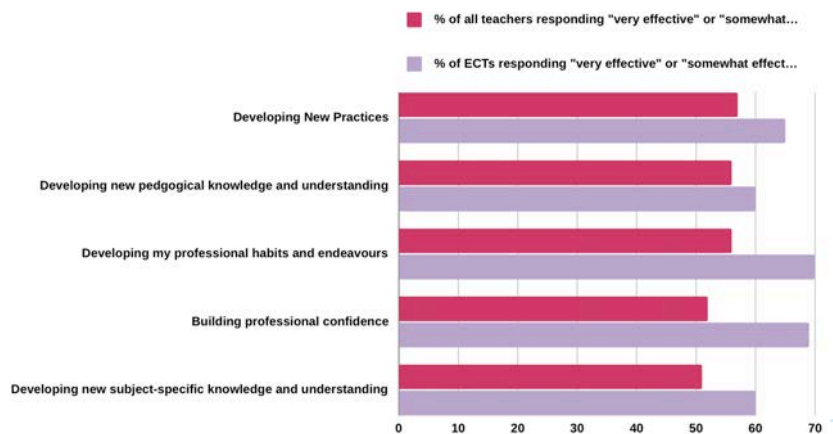
### Secondary Mentor:

All aspects of the programme supported me in feeling more confident using my role as a mentor to support my ECT in the last two years. There was clear guidance as well as very good study materials which prepared me well for my mentor sessions.

## The national impact of the Early Career Framework

At a national scale, there is a growing evidence base that the ECF is having a positive impact on early career teachers and the mentors on the programme. OFSTED's independent review of teachers' professional development in schools (May 2024) based on survey data and school visits found that teachers undertaking the ECF programme were more positive than other staff about the CPD opportunities they had. [Click here](#) to view the full report.

**Figure 11** - Feedback: 'To what extent has the professional development you have received since April 2021 been effective in...?'

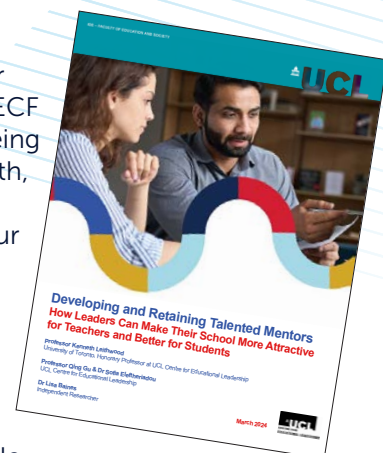


## Developing and Retaining Talented Mentors

UCL are currently undertaking a four-year longitudinal study into the impact of the ECF programme on work engagement, wellbeing and retention. ELTSH's Director, Ruth Smith, is a member of the research committee and regularly shares the experiences of our local schools to help shape the research.

UCL's latest research report focuses on how to develop and retain talented mentors, drawing on survey and interview data.

The paper identifies the very important role that school leadership and organisational conditions play in supporting mentor job satisfaction, wellbeing and a sense that they can mentor effectively (self efficacy). There are 5 recommendations for school leaders to make your school "stickier" for teachers and, ultimately, better for students [You can read the full UCL report here.](#)





# Celebrating the impact of the ELTSH UCL Lead Provider ECF programme



**Dr Tessa Blair**  
Deputy Director of East  
London Teaching School Hub

Our second cohort of 258 ECTs complete the two year programme this term. We've captured some of the highlights of the End-of-Year Programme session in pictures and tell the story of 2 years filled with growth, learning, and impactful experiences. Congratulations to everyone on reaching this significant milestone.



ECTs at the start of their ECF programme 2 years ago.



Year 1, ECTs learn how to create lasting change for students.



ECTs reflect on their original research question and share stories on a year filled with growth and impactful experiences.



ECTs present their practitioner inquiry projects to the group and share their posters at the end of programme sessions.



ECTs received certificates for their programme participation.



Our end-of-year event was a celebration of the remarkable journey our Year 2 ECTs have undertaken. We marked the occasion with beautiful cakes baked by the fantastic catering team at MUTC!



## Year 2 Practitioner Inquiry: empowering Early Career Teachers through practical inquiry

The second year of the Early Career Framework (ECF) Programme is pivotal for Early Career Teachers (ECTs), offering them crucial opportunities to integrate ECF research-informed learning into their own teaching practices through multiple practitioner inquiries. During this phase, ECTs engage in critical questioning about their classrooms, delve into their teaching methods, implement small innovations, and reflect on the impacts of these changes. The Practitioner Inquiry focus in Year 2 is a unique part of the UCL programme and one we are seeing having a significant positive impact for ECTs and their wider schools.

ECTs are encouraged to share their findings and insights with colleagues both within their schools and across the broader hub. This collaborative exchange not only enriches the learning community but also fosters a culture of continuous professional growth and collegiality. By participating in this process, ECTs take on greater professional responsibility for their practice and develop a curious, inquiry driven approach to teaching.

### Using an inquiry cycle to engage in the ECF in Year 2

There are many different approaches to practitioner inquiry. We think it is helpful to picture this as a 4-stage process, which can be seen in the figure below.

#### Practitioner inquiry cycle



## Winner of the Inquiry Poster Competition

### THE GENDER-GAP IN GCSE FINE ART UPTAKE?

Historically, GCSE Art and Design uptake has been dominated by female candidates. In 2008, the new curriculum for Art and Design was implemented in England with the aim to increase participation in the subject. The new curriculum removed the necessity to paint or draw in order to draw more male students to the GCSE. Yet the domination of female students has prevailed. Over the last three years, there has been a slow decline in the GCSE uptake with a clear disparity between the genders. The graphic below details the number of students across that UK who entered GCSE Art and Design from 2016-2023.

**Year 9**

Overall, our research for Year 9 boys is to aim to have a better understanding of their opinions on the subject and what was preventing them from considering the Fine Art GCSE. I had preconceived ideas as to what the findings would be which were mirrored in much of the research around this topic. I had assumed that boys were disinterested in art as it is often considered a 'feminine' subject and the subject often has a demanding homework load which is off putting for students, and in particular boys. However, on evaluation of the findings from our school, a very small percentage, merely 10% of the students thought either of these were to be true. But the findings showed that the majority of boys were unaware of the importance of the subject with 50% of them describing the subject as pointless. Boys also felt it would not be relevant to their future career goals.

Alongside this, I collected data on the students' preferred medium. Again, the research around the gender gap indicates that boys have a strong preference towards digital work which can be seen clearly with 100% boys indicating they enjoy this. However, unexpectedly the most popular way of working is drawing. Although this is not in line with what researchers 'findings', my 'real' research concluded a successful drawing project in the department which may have been an influence on this outcome.

**General Recommendations**

Outside of specific research the engagement of boys has long been the topic for schools as statistically boys underperform in comparison to girls. There are some general recommendations which can easily be implemented not only in art departments but across subjects with benefits to all students.

- **Making students feel valued**  
Having positive relationships with students are fundamental to success in the classroom, to ensure students feel valued in your department, we need to check that all genders work and effort are equally appreciated. Small changes, such as checking that display boards have a mix of students work on can make a difference. Other ways, such as making sure there are both boys and girls representing your department at open evenings can not only help develop those students positive relationships with you or bolster their self-esteem it also provides role models for other students across the school.
- **Success leads to motivation**  
Although this is true for both boys and girls, this has a particular impact on the engagement of boys in classrooms. It has been recommended that useful scaffolding techniques such as think, pair, share and allowing students time to verbalise their ideas before writing has a particularly positive impact on boys. This specific recommendation would explain the unexpected interest in boys preference to drawing in the research conducted, as the project resulted in the students creating a self portrait. Many students expressed after the project how impressed they were with the outcomes, and for many it was the most successful drawing they had ever created.
- **Silent working**  
Anders Smith is an advocate for implementing periods of silent working into lessons using what she calls the 10-2 Method. This is 10 minutes of focused silent working followed by 2 minutes of looking at each others work. This implements a clear expectation for the students with the more successful outcome and the 2 minutes of unstructured time being the reward. Parents write in Boy's don't try: 'berthing. Masculinity. Following 'with challenging groups in particular, providing a quiet, orderly environment for those who want to learn including those who prefer to work in the only way to do everyone a favour.' (p8, Pivots). After Smith implemented this change in her classroom, she collected the following student voice which overwhelmingly showed the proportion of students who felt this method was improving their concentration. This recommendation would go hand in hand with the belief that students are motivated by success if this method is to improve the quality of their work.

**Implementation in Art**

A combination of the general recommendations for engaging boys in the classroom specific research and results of the above research, the following have been implemented in the department with the aim of collecting data at the end of Summer 2 from Year 9 boys and compare their opinions after the following implementations in the art department.

- Plenary of the end of each Year 8 lesson which is a short video about a creative career that students may wish to study Art and Design for. These have been provided by BBC Bitesize and range from graphic design, make up artistry for films and photographers.
- A digital element to both the Summer Term Year 8 and Year 9 projects. Year 8 will be taught the basics of photoshop and create a still life composition, and Year 9 will create a digital response to Barbara Kruger using power point.
- Always a period of silent working, this was implemented already for written tasks but will now be extended to practical tasks too with the reward of seeing each others work at the end of the silent period.
- Implement a tracking system for prizes, awards and trips, and introduce a 'Artist of the Moment' award for KS4 with the aim of creating role model students for KS3.
- Check display boards showcase boys and girls equally in the department and the year 7 display boards in the art room and the new 'Artist of the Moment' which has also been in the newsletter.

**Summary**

In conclusion, many of the actions which have been recommended through this research have been easy to implement in the department. Our current Year 10 GCSE cohort has only 2 boys out of 9 students in total. Currently, as the Year 9 options stands, we will have 5 boys out of 20 students next year. Although this means more boys are taking the subject at GCSE, the percentage is still relatively low and remains in line with the national average. Although the increase of 50% in Fine Art uptake is something to be celebrated, this is mostly isn't a direct result of what we have implemented in the art department. However, as previously stated the year 9 scheme of work completed just as the questionnaire for the students was conducted I believe influenced the students selection of drawing as a preferred medium. This project which resulted in most students producing a successful self portrait strengthens the recommendation that success leads to motivation.

Changing the display has overall been successful. Starting with Year 7, adding a wider variety of work and including students names underneath the work has been positive not just for the student to have their work celebrated but by being able to equally represent boys and girls. Creating the spreadsheet has allowed to select an even spread of students and ensured that not the same students are continually selected. Many year 7s have taken design in going their work displayed and pointing out each others work. This will be now be rolled out to Year 8 and 9 displays in the classroom and across the school. Artist of the Moment has also been successful in young students having a valid role models in KS4 and has been displayed in both the newsletter and in the classroom. It has additionally given KS3 students an insight into what might be created on the GCSE courses.

An area still to be developed would be the inclusion of a creative careers event and an increase in creative work experiences for Year 10 students. I believe this would help with the overwhelming majority of Year 8 boys who described as portraits to gain an insight into arts outside of the classroom as well as continuing with the short careers based plenary at the end of each lesson. As well as this, further displaying art work around the school could give the subject an increased status in the school and further aid the importance.

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## Year 2 spotlight visits

Year 2 ECTs visit other schools as part of their professional learning programme. The vast majority of ECTs used the strong collaborative networks built over the two year programme to organise these, taking the opportunity to learn more about a particular area of focus in a different school context.

Also, 60 ECTs opted into the 'spotlight visits' coordinated by the ELTSH team thereby benefitting from opportunities to visit a range of school settings in Hackney and Tower Hamlets including Stormont House, Phoenix School, Cyril Jackson School, Cubitt Town Primary School, Southwold Primary School and George Green's School.



**GEORGE GREEN'S SCHOOL**



## Impact of school visits:

**Early Career Teachers (ECTs) have shared the impact of these school visits on their own teaching practices.**

They were also asked how valuable they felt their visit was in helping to develop their professional practice. ECTs were asked if they would recommend spotlight school visits to others. See the graph and testimonials below for overall responses. 94% answered 'high' and rated the value with an average rating of 4.56.

"I was able to see similarities and differences between my school and the school I visited, reaffirming good practice we already do and giving me ideas of what new things I could do (for example, I could use Times Tables Rock Stars (TTRS) as a competition to increase the engagement of my pupils."

"This visit was valuable as I have come away with a range of strategies for SEND pupils to engage with their learning."

"A different style of teaching and policies, which allowed me to reflect on my own practice."

**Insights: Participants rate how strongly they would recommend spotlight school visit opportunities to another ECT?**





# YEAR 2 MENTORS LEARNING ALONGSIDE THEIR ECTS



The second year of the Early Career Framework (ECF) Programme is pivotal for Early Career Teachers (ECTs), offering them crucial

opportunities to integrate

ECF research-informed learning into their own teaching practices through multiple practitioner inquiries. During this phase, ECTs engage in critical questioning about their classrooms, delve into their teaching methods, implement small innovations, and reflect on the impacts of these changes. The Practitioner Inquiry focus in Year 2 is a unique part of the UCL programme and one we are seeing having a significant positive impact for ECTs and their wider schools.

ECTs are encouraged to share their findings and insights with colleagues both within their schools and across the broader hub. This collaborative exchange not only enriches the learning community but also fosters a culture of continuous professional growth and collegiality. By participating in this process, ECTs take on greater professional responsibility for their practice and develop a curious, inquiry driven approach to teaching.

For more information about the benefits of the mentor development programme, listen to the ECF Staffroom podcast from UCL which features Haili Hughes

The distinct skillsets of good mentoring | ECF Staffroom S02E03 | IOE - Faculty of Education and Society - UCL – University College London

## Mentor Feedback

IMPORTANT LEARNING POINTS

- Based on ECF framework - providing "fresh eyes" on their work in schools
- A better focus on research and evidence "rather than the nuts and bolt of pedagogy"
- Moving towards a more **ONSIDE** model of mentoring, which positions the mentor as a supportive, non-judgemental advocate and educator
- Supporting them to "evaluate and refine my own teaching strategies" or "making me a more reflective practitioner"

**EAST LONDON TEACHING SCHOOL HUB**  
Connecting Hackney and Tower Hamlets Schools

**UCL**  
CENTRE FOR EDUCATIONAL LEADERSHIP

# Summer Annual Induction Tutor Forum

Induction Tutors from across the region gathered for our third annual Induction Tutor Forum in June organised by our consortium of local partners as part of our commitment to collaborative learning opportunities. Our Induction Tutors shared their feedback on the day's learning. One participant remarked, 'Today's session was interesting and informative. Having attended last year at the start of my journey as an induction tutor and mentor I was able to take time today to reflect and build on my practice. I will be taking on board advice shared by my colleagues on how to proceed with regard to assigning mentors.' Another Induction tutor commented, 'I have lots of actions to take away! Feel planned and ready for next year!'

**Induction tutors were asked, 'How highly do you rate the Induction Tutor Forum as an opportunity to meet with other Induction Tutors in our local region?'**

## Overall outcome:

4.83 Average rating

4\* 5\*

★★★★★  
83.7%

★★★★★  
16.3%



## It takes a school to grow a teacher

The morning focussed on how school leaders could use the ECF programme to retain experienced colleagues as mentors. UCL Professor and Director for the Centre of Research on Teaching and Teachers, Caroline Daly, gave an inspiring and thought-provoking talk on how it takes a school to grow a teacher. Drawing on a range of evidence, including the recent UCL research on the ECF programme, she emphasised the importance of school leadership in creating the cultures for professional learning needed for all teachers to thrive. Professor Daly presented a model of educative mentoring, as 'let's find out', which recognises the possibility for an enquiry approach to learning teaching.



### Local Expertise: Round Table Discussions

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, LETTA, Hackney Education, Raj Dharma from Debauney Primary School, Sarah Bodarenko from Sandringham Primary School, Lydia Casey from George Greens Schools, Flora Dickson from Morpeth School and Siobahn Freeman from William Davis Primary.

### Guidance for Induction Tutors

East London Teaching School Hub provides regular and additional support for Induction Tutors in our programme, recognising the leadership role they play in establishing and maintaining whole school cultures of professional learning and staff retention. Induction Tutors are integral in shaping the professional development of new staff, ensuring they feel supported and valued within the school community.

To support Induction Tutors in this critical work, we offer live, half-termly Drop-in Guidance sessions. These sessions provide a platform for Induction Tutors to ask questions, share experiences, and receive tailored advice and feedback. Additionally, we host an annual in-person forum, which serves as an opportunity for Tutors to network, exchange best practices, and engage in more in-depth professional development.

By participating in these sessions, Induction Tutors can enhance their skills, stay updated on the latest educational strategies, and contribute to a positive and collaborative school environment. [Click here](#) to visit the Induction Tutor Area on our ECF programme page to learn more.





## Key information

### Development opportunities: Secondary Specialist Facilitators for the UCL Early Career Framework programme

We have facilitator roles available.  
Scan the QR code to learn more!



If you are thinking of continuing your professional development journey, explore our NPQ programmes at East London Teaching School Hub.

**Visit our website to learn more about UCL NPQ's.**



### ECF 2024-2025 Registrations

**Remember:** Your ECTs and mentors must be registered for their ECF training programme on the **DFE Manage Training for ECTs** portal AND your ECTs with an Appropriate Body - for ELTSH's Appropriate Body, register on **ECT Manager**.

#### Information on 2024-2025 programme schedules:

You can find Induction Tutor resources and session schedules on our website.

#### 2024-2025 Schedules

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

Always check our website for the latest programme information.

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



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Connecting  
Hackney and  
Tower Hamlets  
Schools

## Contact us

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

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

For National Professional Qualification enquiries: [npq@eastlondontsh.org](mailto:npq@eastlondontsh.org)

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

For ITT enquiries: [ITT@eastlondontsh.org](mailto:ITT@eastlondontsh.org)

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**Visit us on the web at**  
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