

English ITT Mentors' Meeting

1st July 2021



2020-21 English Cohort:

- Number starting the course: 30
- Number taking leave of absence: 1
- Number withdrawn from the course: 1
- Number who have passed the course: 26
- Number failing the course: 1
- Number currently on an extension placement: 1
- Number likely to do an Autumn extension placement: 1

17/26 employed from Sept. as ECTs:

- 4 York
- 5 North Yorkshire
- 1 East Yorkshire
- 1 Hull
- 1 Leeds
- 1 Wakefield
- 1 Nottingham
- 1 Manchester
- 1 Coventry
- 1 Berkshire

Others:

- 1 working in York as a TA from September & then starts as an ECT in January 2022 in Wakefield
- 1 working at a school in York in a pastoral, non-teaching role
- 6 still looking for an ECT post & 4/6 are really strong new English teachers
- 1 doing a Masters' course next year

A very bruising recruitment experience for many trainees this year

Training New English Teachers in a Time of Covid

How was it for you?

e.g.

- Highlights?
- Challenges you faced as mentors? (and solutions you found?)
- What was similar to mentoring English trainees in previous years?
- What was different about mentoring English trainees this year?
- Any new learning for you as mentors?
- Support from University colleagues & feedback on the different ways we were forced to do things?

**Next
Year**

Recruitment for English is:

- York: 14 (+1 possible returner from LOA in Jan)
- Pathfinder: 6
- YSA: 2
- DMTSA: 2
- Teach North: 1

Total number English trainees = 25/26
+ 1 trainee on an extension placement

N.B. No bursary for next year for English trainees

Implementing the CCF in School

ITT Core Content Framework (November 2019)

- The [CCF](#) is intended to align with the Early Career Framework to establish an entitlement to a 3 or more year structured package of support for all new teachers at the start of their careers.
- The CCF specifies the **minimum** curriculum entitlement of all trainee teachers.
- The CCF should be used by ITT providers & their partnerships to plan the design and delivery of their ITT programmes.
- The CCF is not an assessment tool. Trainees will still be assessed against the Teachers' Standards.
- **N.B. (We will only be using the Teachers' Standards for summative assessment next year)**

CCF Core Area	Section(s) of CCF	Teachers' Standard(s)
Behaviour Management	Section 1: High Expectations Section 7 – Managing Behaviour	TS1 & TS7
Pedagogy	Section 2 – How Pupils Learn Section 4 - Classroom Practice Section 5 - Adaptive Teaching	TS2, TS4, TS5
Curriculum	Section 3 – Subject & Curriculum	TS3
Assessment	Section 6 - Assessment	TS6
Professional Behaviours	Section 8 - Professional Behaviours	TS8

- The CCF was published on 1st November 2019. It was made compulsory by the DfE from September 2020.
- Each section of the CCF is presented in two parts: “Learn that...” and “Learn how to...”

High Expectations (Standard 1 – ‘Set high expectations’)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. 	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Using intentional and consistent language that promotes challenge and aspiration.</i> • <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i> • <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that</i>

- Learn how to ... statements are practice statements. They are based on the practice statements in the ECF, but altered to reflect the context of the initial teacher training year.

Autumn Term to October Half Term

Assignment 1 (CCF1, 4 and 7)

- 1 High Expectations
- 4 Classroom Practice
- 7 Managing Behaviour

October Half Term to February Half Term

Assignment 2 (CCF 2, 5 and 6)

- 2 How Pupils Learn
- 5 Adaptive Teaching
 - 6 Assessment

February Half Term to May Half Term

Assignment 3 (CCF 3 & 8)

- 3 Subject & Curriculum
- 8 Professional Behaviours

Task:

Open up the shared Google Document.

In discussion with one or more colleagues, share and make a note of ideas of what **you as mentor** and what you ask **host teachers** to do to address some of the “Learn how to...” requirements of the CCF. Also add ideas of any new ideas you have between you.

Focus to begin with on the first part of the Autumn Term and Sections 1, 4 & 7 of the CCF.

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