

Year 2 ECT/Mentor/IT Bulletin

Bulletin Section - September 2024

Thank you to all Induction Tutors, Mentors and ECTs who attended our Induction Sessions in July 2024. These Inductions are designed to introduce all programme members to Year 2 of the Full Induction Programme and ensure that everyone is aware of their roles and responsibilities.

Programme Guides were shared along with the training calendars for the academic year. It is extremely important that these dates are protected in personal diaries and in school calendars.

We have contacted any programme members who were unable to access an Induction event with instructions as to how they can catch up. Please do let us know via email if you think you have not received this information: teachingschoolhub@smchull.org

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Y2 Induction Reminder

We explained during the inductions that there are some activities for both ECTs and Mentors to engage in to fully complete the Y2 induction, via Brightspace. These are now available to access on Brightspace by clicking on 'view all courses' then the 'Y2 induction'.

Screenshots of the sections for ECTs and Mentors to complete are below and will support in ECTs and Mentors showing that they are engaged in the programme.


ECT Induction activities to complete on Brightspace:

Overview ▾




Introduction

0% 0 of 4 Topics Completed



Session 2: Sustainable workload

0% 0 of 5 Topics Completed



Session 3: Inclusive practice

0% 0 of 6 Topics Completed




Training seminars and resources

0% 0 of 1 Topics Completed


Mentor induction activities to complete on Brightspace:

Overview ▾



Welcome to Year two

0% 0 of 3 Topics Completed




Induction 4 - Using Brightspace and...

0% 0 of 4 Topics Completed



Induction 5 - Mentoring and diversi...

0% 0 of 6 Topics Completed



Slides and catch-up recordings

0% 0 of 1 Topics Completed

Development Cycle 1

To support ECTs and Mentors to understand the expectations for each half termly Development Cycle, below is an overview of expectations:

Development Cycle 1 overview for ECTs

Developing pupils' intrinsic motivation

Pupil motivation is a complex factor that can impact upon achievement in school and success in later life. However, developing pupils' intrinsic motivation is challenging. Therefore, the focus for your first development cycle will be on how you can support pupils to develop their intrinsic motivation. The information below outlines detail about this development cycle.

Week 1: Retrieve

At the very start of the development cycle, you will need to complete the retrieval quiz and revisit areas of the self-directed study that would benefit your development. The areas that relate most to this development cycle are:

- Module 1 – Session: [Developing motivation through a supportive environment](#)
- Module 2 – Session: [Considering how to introduce new knowledge to pupils](#)
- Module 2 – Session: [Using worked and partially completed examples](#)
- Module 5 – Session: [Further developing prior knowledge](#)
- Module 5 – Session: [Providing additional scaffolds](#)

Whilst this development cycle relates to the sessions identified above, the retrieval quiz is focused on retrieving learning from Year 1, Module 1 sessions.

Please find attached below a screenshot of the retrieval quiz for Development Cycle 1 on Brightspace. This should be completed NOW by ECTs, before attendance at the Extend seminars.

Weeks 1 – 2: Extend

You will attend your first seminar which is titled: Developing pupils' intrinsic motivation.

In this seminar you will explore strategies that will support you to develop pupils' intrinsic motivation by helping them to feel successful in the classroom. You will explore two of the following strategies that will support you to do this:

- Teaching in small steps
- Planning purposeful explanations and tasks by carefully selecting examples
- Using concrete examples

The strategies covered will depend on your subject or phase and each strategy will be exemplified through subject or phase specific topics.

Weeks 2 – 3: Demonstration and deconstruction

After selecting a focus area, you will observe and/or hold a discussion with an expert colleague which will be focused on your chosen area of development for this cycle. This will be followed by a mentor interaction where you will discuss and break down the approach taken by the expert colleague.

After the demonstration and prior to the deconstruction interaction with your mentor you'll complete a reflection (located within this unit). This reflection will then be used to support the deconstruction interaction with your mentor.

Demonstration reflection

Following your demonstration, you'll discuss your learning with your mentor as part of the deconstruction interaction. To ensure a focused deconstruction interaction with your mentor it's important to spend some time reflecting on your learning from the demonstration.



Over to you!

Take some time to reflect on the demonstration in preparation for your next mentor interaction:

- What were the strengths of the demonstration?
- What further questions would you have for the teacher?
- How can your learning from this demonstration feed into your own practice?
- Consider your learning from both the seminar and the demonstration, what will you now plan to integrate into your own practice during this development cycle? This may be decided in collaboration with your mentor.

Make notes on each of these reflective prompts and share with your mentor using the [assignment tool](#) in advance of your next mentor interaction. These reflections can then be used to support your deconstruction conversation.

Weeks 3 – 5: Integration and feedback

You'll then integrate your new learning into your practice. The third mentor interaction, Feedback, will be structured using instructional coaching and the feedback model that was used in year one. Depending on your area of development, the stimulus for this interaction may either be an informal drop-in observation, or a discussion.

Below is a reminder of how each Development Cycle is structured:

1-2	Extend – ECT seminar Developing pupils' intrinsic motivation (Autumn 1) Supporting pupils to develop subject specific skills (Autumn 2)
	Refocus – mentor interaction one Focus: Decide upon an area of development.
2-3	Demonstration – observation and/or discussion ECT observes and/or has a discussion with an expert colleague focused on their chosen area of development.
	Deconstruction – mentor interaction two Focus: Deconstructing the approach from the demonstration.
3-5	Integration ECT incorporates new learning into their practice.
5or6	Feedback – mentor interaction three Mentors attend a drop-in observation (10 min) focused upon the new practice, followed by feedback and practice using the feedback model. Then the training and retrieval focus of the next development cycle is discussed.

Seminars for ECTs for the Autumn Term

Extend Seminars for ECTs

As you know, the extend seminars that are taking place w/b: 9th September 2024 and w/b: 16th September 2024 forms the training for the whole of the Autumn Term - Development Cycle 1 (Autumn Term 1) of the Year 2 programme and also Development Cycle 2 (Autumn Term 2).

These seminars are subject/phase specific and each Year 2 ECT has been placed into a group based on the main subject or phase that we have been informed that they teach.

As a reminder, the January cohort 2023 will access all of the Y2 programme but in a different order to the September cohort. This cohort will attend their final seminar with us as specified below and per their training calendars. They will complete our ECF programme in December 2024.

W/b: 9th September: Humanities, EY/KS1, English & Science seminars will take place (all seminars start at 1.30pm and finish at 4.30pm).

W/b: 16th September: Special Provision, KS2, MFL, Maths & Art/D&T seminars will take place (all seminars start at 1.30pm and finish at 4.30pm).

Reminder emails regarding dates, venues and timings have been sent out to all ECTs.

Please allow ECTs enough travel time to arrive for a prompt 1.30pm start.

Attendance at these seminars is vital as the two seminars that ECTs are entitled to per half term have been joined together to create one half day's training. **This means that there is only one half day event for ECTs to attend at the beginning of each term in Year 2 of the programme.**

ECTs are advised to make notes during the seminars, particularly to support them with discussing their focus for Development Cycle 2 (next half term) with their mentor.

The opportunity for ECTs to have subject/phase specific training with an experienced facilitator and excellent networking opportunities with other ECTs, is an excellent benefit to the programme.

Seminar for Mentors – Autumn Term

Mentors will be invited to attend their Autumn Term seminar which takes place during w/b 11th November 2024 via Zoom (see individual training calendars).

Invites will be circulated a week before the seminars are due to take place.

Mentor Assessment

Mentors will remember from the start of Year 1 completing the Mentor Assessment? Mentors are asked to complete this again at the start of Year 2 and the details are below. Please note this is a mandatory requirement of being on the Teach First programme. Below is a screenshot from Brightspace to support in accessing the Y2 Mentor Assessment which needs to be completed this half term.

Unit 1: Self-directed study

- Mentor self-directed study
- Navigating Brightspace
- The Mentor Assessment
- Understanding your results
- Reviewing your assessment

Unit 1: Self-directed study



In this session you will undertake the mentor assessment and understand how it will support your development.
 This session should take **approximately 45 minutes**.

It is important to note **this assessment is diagnostic**, not evaluative; it is not a pass/fail assessment and therefore has no passing score to achieve.

The assessment itself takes approximately twenty-five minutes with a range of question types, including true or false questions, scenario-based items and an agreement scale.

Navigating Brightspace

My Teach First is the home page that you log on to access the ECF Programme. The platform **Brightspace** is where all of the curriculum materials are housed and this is accessed once you log onto My Teach First.

ECTs

The use of Brightspace by ECTs in Y2 of the programme is far less than in Y1 of the programme.

ECTs need to ensure that they start every half term new Development Cycle by completing a retrieval quiz on Brightspace. The retrieval quizzes link to previous year 1 content related to the Development Cycle that they are currently studying. For this half term, Year 2 ECTs should be starting the half term by completing the retrieval quiz which is based on **Y1 Module 1 sessions**. It is expected that ECTs log onto Brightspace for up to 30 mins at the start of each half term to complete the retrieval quiz before they attend any seminars and have their first interaction with their Mentor. The retrieval quizzes are mandatory. From the quiz, an ECT may be directed to look back and re-study content from Y1 Modules – this is advised but is optional.

Y2 ECTs are also expected to complete any Y2 Induction activities that were not covered in the live induction event. These are found in a separate Module on Brightspace named, 'Y2 Induction'. The induction activities are mandatory.

Y2 ECTs are expected to complete a demonstration reflection which is accessed on Brightspace, after they have observed an expert colleague and before they meet their Mentor for their second interaction of the half term. This activity is advised but is optional.

An ECT's engagement on Brightspace is tracked by Teach First and ECTs will receive reminder emails if they have not been completing their retrieval quizzes regularly and/or if they have not completed the induction activities.

In addition to this there is optional content on Brightspace:

'Wellbeing' Modules that can be accessed at any time and 'Excellent Teaching in Special Schools'.

The pathway to finding the **Wellbeing Modules** is:

Brightspace > ECT 2023 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:

Brightspace > ECT2023 > All Courses > Optional: Excellent Teaching in Special Schools

Mentors

Mentors are expected to log onto Brightspace every half-term if they are mentoring a Year 2 ECT to check they have completed the retrieval quizzes so that they can discuss this with them and escalate any issues to the Induction Tutor - reminders about how to do this are below.

Mentors are advised when they need to complete the Mentor assessment on Brightspace – this activity is mandatory.

Y2 Mentors are also expected to complete any Y2 Induction activities that were not covered in the live induction event. These are found in a separate Module on Brightspace named, 'Y2 Induction'. The induction activities are mandatory.

The self-study for a Mentor for each of the modules is optional, although a Mentor's completion of this will support with their engagement on the programme.

Here is the pathway that a Mentor can follow to check the progress of their Year 2 ECT:

Login to My TeachFirst > Click on ECF2023 (Year 2 ECTs) > **Click on the chosen Development Cycle for ECTs** (Do not click on the Module for Mentors) > Click on Audit Users > Select the ECT

You will then be able to see an overview of their engagement in the content of the Development Cycle.

Changing a Mentor or Induction Tutor

For clarity, if you wish to change a Mentor on the programme or your Induction Tutor, the Induction Tutor must change this on the DfE portal as well as informing Vantage Teaching School Hub of this change.

We hope that Development Cycle 1 runs smoothly for you all – remember we are here to help should you need any support.

Email: teachingschoolhub@smchull.org

Tel: 01482 851136

Best Wishes
Andrea Tonks
ECF Lead