

Year 1 ECT/Mentor/IT 2026-27

Bulletin Section - September 2026

Welcome to all new Year 1 ECTs who have started their teaching career and have enrolled onto the Early Career Training Programme with us. We look forward to working with all of you and the new Mentors who will be supporting you through your statutory induction.

Mentors and ECTs are invited to attend one of our Y1 Welcome Conferences. These events are designed to introduce all programme members to the ECTP and ensure that everyone is aware of their roles and responsibilities.

Programme Guides are 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.

Fully trained mentors who are supporting new ECTs will be sent the relevant programme guide and information to them. Please contact us if you do not receive this.

An overview of the Early Career Training Entitlement was given in the 'Bulletin for all' section as a reminder of the entitlements.

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The details of our Y1 Welcome Conferences are as follows:

Mentor Welcome Conference for all new mentors – Thursday 24th September 2026, 9am to 3.30pm at Hull KR, Preston Road, Hull

All new mentors have been booked onto the event on 24th September and will have received communication from us regarding the lunch we are providing. If you feel that you should be booked onto this event and have not received communication from us, then please email us at: ecfadmin@smchull.org

ECT Welcome Conference for Y1 for all new ECTs (including April 2025 starters) –

- Monday 28th September 2026, 9am to 4pm at Hull KR, Preston Road, Hull

OR

- Thursday 1st October, 9am to 4pm at Lazaat Hotel, Woodhill Way, Cottingham

All new ECTs will need to attend ONE of the dates as specified above and will have received communication from us regarding the dates and lunch we are providing. If you feel that you should be booked onto this event and have not received communication from us, then please email us at: ecfadmin@smchull.org

We appreciate that schools have worked really hard to set up the roles and practices needed in your settings to ensure that ECTs get the support to which they are entitled.

Inductions for both Mentors and ECTs have been organised for late September/ early October to allow enough time for ECTs to settle into their own schools before officially starting the Early Career Training Programme with us.

Induction Tutors will have time to meet with ECTs and Mentors to advise that the weekly Mentor interactions prior to attending the induction can be spent discussing the setting up of systems within classes and ensuring that the ECT is confident in the expectations within their school.

My Teach First & Brightspace

As explained in the 'ECF Bulletin for all' section, any new programme members who have been correctly registered on the DfE portal before the 6th September 2026, should have received their login for My Teach First and Brightspace by 26th September 2026.

We have included a link here to a very useful document to support schools with access issues: Get to know My Teach First (link to [this user guide](#))

Access Brightspace (link to [this user guide](#))

ECTs who have received their logins prior to attending the Y1 induction may wish to explore Module 1 on Brightspace and begin some of the self-directed study.

Below gives an overview of Module 1 and the seminars which complement the learning in the module. This will be explained during the induction which every ECT and new Mentor needs to attend.

[Module overview](#)

While all teachers would agree that a calm and purposeful teaching environment is important, there are often challenges and barriers to achieving this consistently with pupils. This module will explore what effective learning environments look like and strategies that you can use to achieve them.

This module is divided into five sessions plus your 10-minute diagnostic activity. The sessions in this module are:

1. Establishing effective routines (**around 35 minutes**)
2. Developing motivation (**around 45 minutes**)
3. Addressing low-level behaviour (**around 45 minutes**)
4. Managing complex behaviour (**around 45 minutes**)
5. Holding high expectations and maintaining engagement (**around 45 minutes**)

Below is an explanation regarding the Diagnostic activity that must be undertaken by the ECT and Mentor at the start of each Module. This will also be explained at the Welcome Conferences.

Diagnostic activity



ACTIVITY

Before you begin this module, you'll need to complete a diagnostic activity.

This is a formative activity to support you and your mentor to identify the most appropriate content to focus on for each session during this module. Please note, this is not a formal assessment, it is a purely formative tool to support your development.

Your mentor will also complete a series of questions about your ability to apply these same concepts to your teaching practice. These two diagnostic activities, along with a developmental conversation with your mentor, will provide you with guidance on whether to complete the 'core' or 'summary and stretch' content for each session in this module.

This activity should take around **10 minutes** to complete.

Diagnostic activity process

1. **Complete the diagnostic activity.** This is a 10 question quiz on Brightspace.
2. **Review the recommendation.** At the bottom of the results page, you will find your recommendation. For each session, either Core or Summary and Stretch will be highlighted. This is the content the diagnostic suggests you should complete.
3. **Your mentor will complete a diagnostic activity.** Your mentor will draw on their knowledge of your development to complete this.
4. **Have a diagnostic-focused conversation.** Discuss the recommendations generated through both activities with your mentor to gain a holistic understanding of your developmental needs. Then agree on a suitable pathway.
5. **Select your chosen pathway on Brightspace.** Log in and select your chosen pathway for each session on the checklist within this module. This checklist is only visible when the diagnostic has been completed by you.

Seminars for ECTs

The focus for the two ECT training seminars for module one are:

Seminar 1: Using praise and consequences effectively (*delivered as part of the Welcome conference*)

Using praise and consequences effectively are integral to being able to create a positive, safe and predictable classroom culture that promotes engagement. Therefore, this seminar will support your ECT to:

- consider how their own emotional regulation can influence the way you manage behaviour
- develop the way they deliver consequences which are least invasive
- develop their use of praise to proactively support behaviour.

Seminar 2: Holding high expectations of all pupils. *Please note this seminar will be delivered on w/c 12th October via Zoom (please see your training calendar).*

We know that holding high expectations of all pupils can sometimes feel a bit ambiguous however it is vital in supporting pupil outcomes. Therefore, this seminar will support your ECT to reflect on your current classroom culture and identify tangible strategies they can implement to hold and communicate high expectations for all pupils. This includes:

- supporting pupils to understand that making mistakes is a part of the learning process
- using questioning to encourage thinking and participation.

Invites to the seminar will be sent out in due course. Attendance at these seminars is very important so please do let us know if there are any issues. Attendance and engagement at these seminars are part of the statutory entitlement for all ECTs. We would like to remind everyone about the importance of ensuring that their cameras are turned on during the online training and that participants attend the training ready to be active participants in discussions, whether the session is face to face or online, to get the most out of them. Attendance at all of the seminars is recorded and this data is used to inform whether schools receive statutory funding from the DfE.

Reminder for Mentors

ECTs have their weekly self-directed study to focus on which takes between 30 – 60 minutes per week.

The weekly interactions with their Mentors are clearly set out in the Mentor's Handbook 2026. Every week there is a recommended stimulus of either a 10-minute drop-in observation or a discussion.

Mentor Training Programme - self-directed study (This is for mentors who are on our one-year training programme.)

Alongside participating in live events, you will also engage in self-directed study that can be completed at a time that suits you. This flexible approach allows you to work through the material at your own pace and revisit content as needed. Details are below which can be found in your Mentor programme guide 2026 and on the Brightspace platform.

Self-directed study - Brightspace	Diagnostics (60 mins across the year)
	At the start of each half term (for Year 1 ECTs) and at the start of each term (for Year 2 ECTs), you are required to answer six diagnostic questions. These questions focus on your ECT's ability to apply learning from the curriculum in their day-to-day practice. The outcomes of these diagnostics will allow you and your ECT to decide on the correct focus areas for development for the upcoming half term/term. Each diagnostic will take no more than 10 minutes to complete.

	Putting Research into Practice (5 x 50 minutes)
	The Putting Research into Practice unit is organised into eight sections, each aligned with one of the eight areas of the ITTECF - the framework that underpins the ECTP curriculum. Over the course of the year, you are expected to engage with five of these sections. You can choose the sections that will best support your own development or that of your ECT. Each section explores the key research presented to your ECT within their curriculum and highlights important considerations for you as a mentor when supporting their development in that area of practice. In addition, every section includes a 15-minute podcast featuring two instructional coaches, who discuss how they have supported ECTs through deliberate practice linked to that aspect of the framework.
	The Development Cycle (45 minutes)
	Located within the Supporting an ECT in Year 2 unit, this 45-minute section can be accessed either at the start of the year (if you are working with an ECT2 from the outset) or towards the end of the year, as your ECT transitions into Year 2. This training provides a detailed look at each stage of the Development Cycle, including key curriculum content and the themes of each cycle. It also includes modelled video examples demonstrating different aspects of mentor and ECT interactions.

Weekly mentor overview videos

We know how important it is for you to feel prepared and confident going into your weekly meetings with your ECT. That's why we've put together a series of short (5 -10 minute), easy-to-watch Mentor Overview Videos. These videos are designed to give you a clear, concise overview of what your ECT has been exploring during their self-study sessions. Our goal is to help you feel more equipped to have meaningful, focused conversations with your ECT about their learning and how it applies to their teaching practice.

The videos will not only highlight key concepts from your ECT's learning this week but also guide you on how to support them effectively. We've also included some optional additional reading for most sessions. These resources – such as blog posts, short academic articles, and EEF summaries – are there if you'd like to deepen your understanding of the topics your ECT is engaging with.

You'll also find a selection of videos that your ECT may have watched as part of their self-study. Whilst this isn't an exhaustive list, it gives you a snapshot of the materials they've engaged with, helping you align your mentoring more closely with their learning that week.

Finally, don't forget to check the Mentor Handbook for a quick overview of the self-study session and details of the submission your ECT has worked on. You'll also find space to jot down notes and reflections during your mentoring interaction.

Early Career Training Programme for Mentors • Unit 2 of 7

Module 1: How can you create an effective learning environment? 1/6

Diagnostic activity

Session 1 - Establishing effective routines ✓

Session 2 - Developing motivation

Session 3 - Addressing low level disruption

Session 4 - Managing complex behaviour

Session 5 - Holding high expectations and maintaining engagement

End of Unit

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Session 1 - Establishing effective routines

The video below briefly outlines the session your ECT has engaged with this week: Establishing Effective Routines. Whether your ECT has explored the 'core' materials or the 'summary and stretch' version, this video will be relevant to you. It summarises the key learning points to help you discuss how your ECT can successfully apply their learning to their practice.

In this session, your ECT has considered:

- different types of routine which can help them to build an orderly classroom environment
- what goes into making these routines successful
- examples of these routines done well.

ECTP Module 1 - Video 1 Establishing effective routines Watch later Share

Classroom practice

- What routines do you
- Entry routines

We advise Mentors to use their handbook when leading the weekly interactions and to make brief notes in these pages.

We hope that Mentors and ECTs will begin to use Instructional Coaching and deliberate practice after they have attended the Induction sessions.

Seminars for Mentors who are on our one-year training programme

The event for Mentors will be delivered during the Welcome Conference on **24 September 2026**.

Mentors will then be invited to attend their Module 1 training seminar during w/b 9th November 2026. This session will take place via Zoom (please see your individual training calendars). Reminders and joining instructions will be circulated a week before the seminars are due to take place.

Part-time ECTs – action for Induction Tutors

If you have a part-time ECT on our programme, please can you let us know at your earliest convenience to discuss if any programme adjustments are required for your ECT.

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 Module 1 runs smoothly for you all – remember we are here to help should you need any support.

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Best Wishes
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