

Year 2 ECT/Mentor/IT Bulletin

Bulletin Section - September 2026

Thank you to all Induction Tutors, Mentors and ECTs who attended our Induction Sessions in July 2026. These Inductions are designed to introduce all programme members to Year 2 of the Early Career Training 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: ecfadmin@smchull.org

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The Diagnostics in Y2 for Development Cycle 1

As in Year 1 of the programme, both ECTs and Mentors complete a diagnostic at the beginning of each Development Cycle which they discuss together.

The format

There are 6 knowledge-based questions, and each one is linked to a specific developmental area from the content covered in the self-directed study and seminars. Once you have submitted your answers, you will receive recommendations highlighting potential strengths and areas for development.

Your mentor will also complete a separate set of questions which asks them to consider your ability to apply the concepts or skills in practice.

Identifying areas for professional development in meeting 1

In your first mentor meeting, you will use the diagnostic recommendations, your reflections on your practice and your mentor's professional judgement to determine which area(s) offers

an opportunity for further growth. This will support you to identify and prioritise the most impactful goals for this Development Cycle.

Development areas

The development areas that will be explored during this development cycle are:

1. Influence pupils' perceptions of success or failure by framing it in an appropriate way.
2. Introduce new material in small steps and provide practice after each step to support pupils to achieve success.
3. Model metacognitive regulation and support pupils to engage in this process during learning.
4. Develop subject knowledge to support you to identify, plan for, and respond to misconceptions during lessons.
5. Use refutation texts to explicitly address misconceptions by clearly stating the misconception and that it is false; providing the correct answer and explaining why it is correct.
6. Use concept cartoons to elicit pupils' existing ideas, and purposefully structure dialogue so pupils reconsider, refine, or revise their thinking.

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

Welcome to Development Cycle 1. This Development Cycle will focus on 'Developing pupils' intrinsic motivation' and 'Anticipating and addressing common misconceptions'. In this self-study, you will notice three different sessions. The first two sessions are the self-study that must be completed ahead of the corresponding seminars. The final session provides you with guidance for the 'Engage with an expert' step in the development cycle.

Self-study 1: Developing pupils' intrinsic motivation

We know that the brain doesn't enjoy effortful thinking, which is why so many pupils can lack motivation to learn (Willingham, 2009). In addition, motivation can be challenging to develop because it is impacted by so many different variables, which are largely invisible

(Mccrea, 2020). This is why it's so important to foster pupils' motivation to learn. Therefore, the first theme for this development cycle will focus on how you can develop pupils' intrinsic motivation to learn.

Self-study 2: Anticipating and addressing common misconceptions

Teachers must be able to anticipate and address misconceptions because unchallenged misunderstandings can hinder accurate learning and limit pupils' progress. Simply providing the correct answer is often insufficient; pupils need to trust and engage with the correction for real understanding to occur. As Rich et al (2017) highlight, learning depends on learners' belief in corrective feedback, underlining the importance of teachers explicitly addressing misconceptions to support secure and lasting knowledge. Therefore, the second theme for this development cycle will focus on how you can effectively anticipate and address common misconceptions.

Engage with the expert

This session has been created to support you to implement the 'Engage with an expert' step in the development cycle effectively. Please access this session when you are ready to engage with that part of the development cycle.

Development Cycle structure

The headings are below as a reminder of the four stages of your Development Cycle

>	Refocus	
>	Develop 1	
>	Integrate 1	
>	Develop and integrate 2	

We recommend that Appendix B in your ECT programme guide 2026, is used to keep a track of the stages and progress within the development cycle this term.

Appendix B: Development Cycle planner

Development Cycle		Date
Diagnostic (ECT / Mentor)		
Refocus: Mentor interaction 1	Mentor and ECT reflect on the diagnostic outcomes and identify a priority development area for this cycle.	
Self-directed study x 2		
Seminars x 2		
Half term 1	Refocus: Mentor interaction 2	Mentor and ECT discuss learning from the self study and seminars, agree clear action steps and success criteria, and plan 'Engage with an expert' discussion or observation.
	ECT: Engage with an expert 1 observation/discussion	
	Develop: Mentor interaction 3	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.
	Drop in observation	
Half term 2	Integrate: Mentor interaction 4	Mentor provides feedback using the instructional coaching cycle and supports the ECT to refine or set a new development focus. Plan a second 'Engage with an expert' discussion or observation.
	ECT: Engage with an expert 2 observation/discussion	
	Develop: Mentor interaction 5	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.
	Drop in observation	
	Integrate: Mentor interaction 6	Mentor provides feedback using the instructional coaching cycle and reviews progress towards the overall goal. Supports ECT to sustain and embed improvements over

Recording the stages of the Development Cycle

Appendix B – ECT Programme Guide 2026-27


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Teacher Development

Engage with an expert overview

An important part of the development cycle is two opportunities to engage with an expert colleague.

Engaging with an expert gives you purposeful time to work directly on your professional goals and action steps, turning reflection into meaningful action. By observing expert practice or engaging in focused professional discussion, you will deepen your understanding of your chosen development area and gain practical strategies you can apply in your classroom straight away. These interactions help you test ideas, refine next steps, and build confidence by learning from colleagues whose experience can directly support your progress against your own personal goals.

Focus for 'Engage with an expert'

During these interactions, you will **either** observe an expert colleague **or** take part in a professional discussion with an expert colleague.

These activities are designed to support your progress in your chosen development area and help you deepen your professional learning.

Your mentor and Induction Tutor will support you to organise these interactions. This may include help with timetable adjustments so that you can work with colleagues who will have the greatest impact on your development.

Preparation

Before each interaction, you will need to download and complete the relevant [“Engage with an expert” proforma](#)[\(this link opens in a new window/tab\)](#). There are two versions available:

- one for **observation-based** interactions on page 1 of the proforma
- one for **discussion-based** interactions on page 2 of the proforma

Each proforma includes key prompts to help you prepare in advance and provides space for you to record notes, reflections, and learning from the interaction.

Seminars for ECTs for the Autumn Term

Extend Seminars for ECTs

As you know, the extend seminars that are taking place **w/b: 14th September 2026 and w/b: 21st September 2026** forms the training for the whole of the Autumn Term - Development Cycle 1.

These seminars all cover the same pedagogical themes from the ITT Early Career Framework however each Year 2 ECT has been carefully placed into a group based on the main subject or phase that we have been informed that they teach. This is to support them in networking with other ECTs & to view the strategies through a subject lens.

The January cohort 2025 have been sent separate communication regarding the completion of their final seminars this term as they are following the ECF not the ECTP. They will complete our ECF programme in December 2026.

W/b: 14th September: Group A Primary, Group C & D Secondary seminars will take place (all seminars start at 1.30pm and finish at 4.30pm).

W/b: 21st September: Group B Primary & Group E Secondary 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 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.**

Mentor support

Mentors who are registered on our one-year training programme will need to attend the Welcome conference and Autumn term seminar. Please refer to the Y1 cohort bulletin section and your individual training calendar for details.

New mentors and fully trained mentors should have received communication from us which includes guidance, resources and programme guides to support you in mentoring a Y2 ECT. If you have not received this then please email us: ecfadmin@smchull.org

Navigating Brightspace

My Teach First is the home page that you log on to access the ECTP 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 term's new Development Cycle by completing a diagnostic quiz on Brightspace. The diagnostic 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 diagnostic quiz which is based on **Y2 Development Cycle 1.**

It is expected that ECTs log onto Brightspace and complete two self-study units per term linked to the Development Cycle (approx. 50 mins).

Y2 ECTs are expected to complete an 'Engage with an expert' reflection which is accessed on Brightspace, after they have observed an expert colleague and before they meet their Mentor for their two interactions of the 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 diagnostics regularly and/or if they have not completed the self-study units.

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 2025 > Cross Programme > My Wellbeing

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

Brightspace > ECT2025 > 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 diagnostics and self-study 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 who are supporting a Y2 ECT will need to complete a diagnostic of their ECT at the start of each Development Cycle (termly).

Mentors who are on our one-year training programme will also need to ensure they have completed 5 of the self study units available before the end of the academic year. The details of which are in your mentor programme guide 2026/2027 and on Brightspace.

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

Login to My TeachFirst > Click on ECF2025 (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.

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Tel: 01482 851136

Best Wishes
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