

Year 1 January 2026 Cohort ECT/Mentor/IT Bulletin section January 2026

Welcome

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 January Welcome Conference (detailed below). This event is 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 for them. Please contact us if you do not receive this.

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Reminder – Welcome Conference at Cottingham Parks Golf Club, 14.1.26

Thank you to all new Y1 mentors and ECTs who have been invited to and are attending our Welcome Conference on Wednesday 14th January at Cottingham Parks. We have now adapted this, due to numbers, both mentors and ECTs are now all invited to attend in the afternoon from 1pm until 4pm.

As this is a shortened version of the induction into Y1 of the programme, new ECTs and mentors will be advised that there are a few recordings that they will need to watch after attendance. These will be circulated immediately after 14.1.26 with clear instructions.

We appreciate that schools work 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.

Any ECT or new Y1 mentor who has not been able to attend due to a late arrival to the cohort, will be contacted and advised as to how they can catch up with the Induction materials.

My Teach First & Brightspace

Any new programme members who have been correctly registered on the DfE portal by the Induction Tutor should have received their login for My Teach First and Brightspace within 10 days of this.

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.

Please take a moment to complete this short diagnostic activity on the next page before continuing with the module.

Diagnostic activity process

1. **Complete the diagnostic activity.** This is a 10 question quiz on the next page.
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 recordings & will be circulated to ECTs after 14.1.26*)

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 Weds 11.2.26 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.

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 Programme Guide. Every week there is a recommended stimulus of either a 10-minute drop-in observation or a discussion.

During the Welcome Conference, guidance will be given with regards to the use of the weekly videos which are mandatory for a mentor to watch before meeting with their ECT.

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

Classroom practice

What routines do you

Entry routines

We advise mentors to use their Programme Guides 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.

Mentor self-study

In Year 1 of the Mentor training programme, completing the diagnostic activity at the start of each Module is classed as mandatory work, as is the viewing of the weekly overview videos for Mentors.

MENTOR SEMINAR FOR SPRING TERM

The Mentor Seminar for the Spring Term 2026 will take place as follows:

New Y1 Mentor seminars combined – 25.2.26, 1.30pm – 4.30pm (face to face) OR 2.3.26, (online). Please see individual training calendars for your actual seminar date according to the seminar group you have been placed in.

Mentor training for mentors who are on our one-year training programme

The mentor seminars in the Spring Term have been combined and include: 'Expert Instructional Coaching and Deliberate Practice'.
Then: 'Developing an inclusive educator'.

Invites to seminars for ECTs and Mentors

Invites to these events will be sent out a week before the seminars are due to take place via email. The email will also contain any resources or pre-reading/ information that is needed prior to attendance; we urge ECTs and mentors to read these carefully so that they are fully prepared for the seminars.

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.

Mentors and ECTs have been placed into a group which runs on a specific day during the training seminar weeks. If any mentor or ECT is unable to attend their normal group session for an extraordinary reason, let us know in advance, via email: teachingschoolhub@smchull.org

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

ECTs need to be engaged every week in their self-study on Brightspace related to the Module that they are currently studying. For this half term, Year 1 ECTs should be completing self-study based on **Module 1**. It is expected that ECTs log onto Brightspace for 30-60mins per week to complete their self-study before they have their weekly interaction with their Mentor. A summary of the self-study for Module 1 has been detailed above.

An ECT's engagement on Brightspace is tracked by Teach First and ECTs will receive reminder emails if they have not been completing their self-study regularly.

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' Modules.

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

Brightspace > ECTP2025 > Cross Programme > My Wellbeing

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

Brightspace > ECTP2025 > All Courses > Optional: Excellent Teaching in Special Schools

As shown at the Welcome Conferences, we recommend ECTs watch the YouTube videos below to support in their understanding of Brightspace:

- [An overview of Brightspace as an ECT.](#)
- [Brightspace tips and tricks.](#)
- [How to complete your diagnostic activity as an ECT.](#)

Mentors

Mentors are expected to log onto Brightspace every week if they are mentoring a Year 1 ECT to view the weekly videos. A Mentor's engagement with this is tracked by Teach First and they will receive a reminder email if they have not regularly engaged with these.

Mentors are also expected to complete the Diagnostic activity about their Y1 ECT at the start of each Module & discuss this with them. This activity is mandatory.

Mentors are encouraged to track the progress of their ECT on Brightspace so that they can discuss this with them and escalate any issues to the Induction Tutor.

Here is the pathway that a Mentor can follow to check the progress of their Year 1 ECT:

Login to My TeachFirst > Click on ECTP2025 (Year 1 ECTs) > **Click on the chosen Module 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 Module.

Below are the YouTube videos that we advise Mentors to watch to support in their understanding of the Brightspace platform:

- [An overview of Brightspace as Mentor.](#)
- [Brightspace tips and tricks.](#)
- [How to complete your diagnostic activity as Mentor.](#)

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.

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.

We hope that Module 1 runs smoothly for you and we are here to help if you need any guidance or support.

Email: teachingschoolhub@smchull.org

Tel: 01482 851136

Best Wishes
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ECTP Lead