

Year 2 ECT/Mentor/IT Bulletin

Bulletin Section - November 2025

Welcome to the second Early Career Training Programme (ECTP) Bulletin from Vantage Teaching School Hub for the September and January 24 cohort of this academic year. The purpose of this Bulletin is to share relevant information regarding the Early Career Framework Full Induction Programme with Induction Tutors, Mentors and Early Career Teachers (ECTs). We will circulate these Bulletins at the start of each new module in the Full Induction Programme Calendar. This Bulletin relates to Development Cycle 2 of the ECTP.

In this Bulletin:

- **Y2 Induction activities to complete**
- **The Mentor Assessment**
- **Summary of Development Cycle 2 for ECTs & Mentors**
- **Seminar for Mentors**
- **Progress Reviews/ Final Assessments for ECTs by Induction Tutors**
- **Navigating Brightspace**

Reminder – Induction activities to complete on Brightspace

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 ▾



i **▶▶**

Introduction

0% 0 of 4 Topics Completed



i **▶▶**

Session 2: Sustainable workload

0% 0 of 5 Topics Completed



i **▶▶**

Session 3: Inclusive practice

0% 0 of 6 Topics Completed



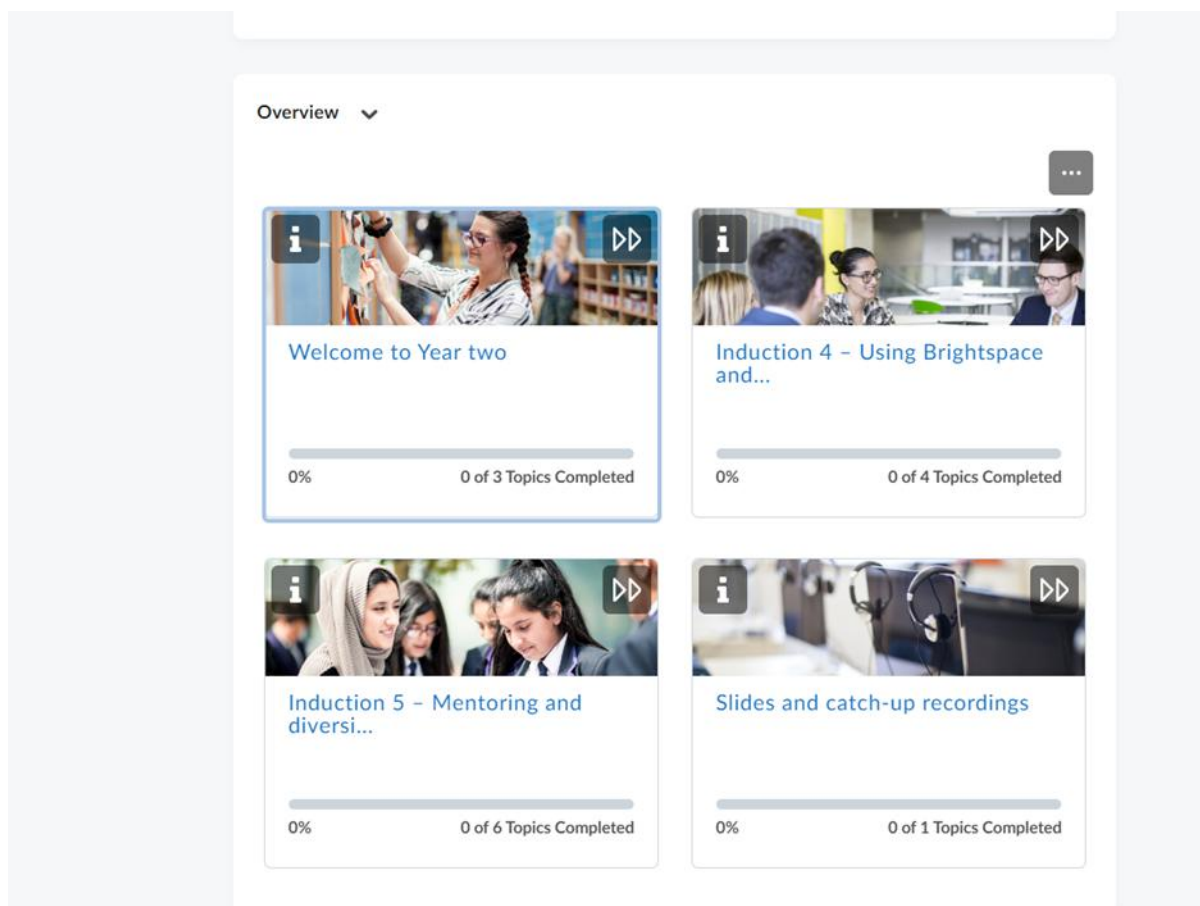
i **▶▶**

Training seminars and resources

0% 0 of 1 Topics Completed

Mentor induction activities to complete on Brightspace:

Please note, these activities are for mentors who are enrolled onto Year 2 of our training programme and who attended our Y2 induction in June 2025.



Development Cycle 2 for ECTs

The first half of the Autumn term 2025 has seen ECTs and Mentors work through Development Cycle 1 of the Year 2 Full Induction Programme which focused on 'Developing pupils' intrinsic motivation'.

This week heralds the start of Development Cycle 2 for ECTs on Year 2 of the programme which focuses on **'Supporting pupils to develop subject-specific skills.'**

Extend Seminars for ECTs

These seminars all cover the same pedagogical themes from the 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.

As a reminder, the January cohort 24 attended their final seminar with us in September and will complete the ECF programme in December 2025. See also section on Progress Reviews and Formal Assessments.

The extend seminars for ECTs for the Autumn Term 2025 took place as follows:

W/b: 8th September: MFL, Group B Primary & Group C Secondary seminars will take place (all seminars started at 1.30pm and finished at 4.30pm).

W/b: 16th September: Group A Primary & Group D Secondary will take place (all seminars started at 1.30pm and finished at 4.30pm).

The first half of the extend seminar related to: **Seminar 1: Developing pupils' intrinsic motivation**

Pupil motivation is a complex factor that can impact on achievement in school and success in later life. However, developing pupils' intrinsic motivation is challenging. Therefore, 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. Within this seminar, you will explore two of the following strategies depending on your subject or phase:

- Teaching in small steps
- Planning purposeful explanations and tasks by using multiple examples and non-examples, worked and partially completed examples OR concrete examples

These strategies will be exemplified through subject or phase specific topics.

The second half of the extend seminar related to: **Seminar 2: Supporting pupils to develop subject-specific skills**

Subject disciplines have unique knowledge and skills that need to be mastered. However, such skills can be challenging to teach. Therefore, in this seminar you will explore the following strategies that will support you to do this:

- Modelling using 'Think Aloud' (demonstrations/worked examples)
- Combining verbal and graphical representation (also known as dual coding)

These strategies will be exemplified through subject or phase specific topics.

As you will recall, 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 were advised to make notes during the seminars, particularly to support them with discussing their focus for Development Cycle 2 with their mentor.

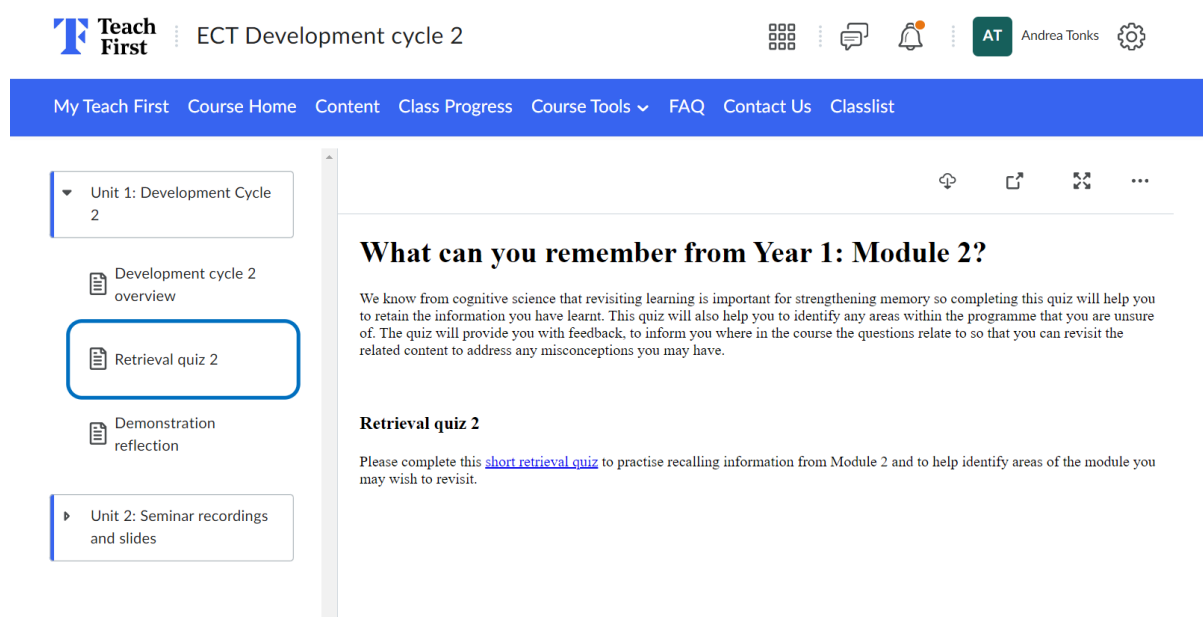
To support ECTs and Mentors to understand the expectations for each half termly Development Cycle, below is an overview of expectations:

Development Cycle 2 overview

Supporting pupils to develop subject-specific skills

Subject disciplines have unique knowledge and skills that need to be mastered. However, such skills can be challenging to teach. Therefore, the focus for your second development cycle will be on how you can teach pupils key skills within your subject or phase. The information below outlines detail about the stages of this development cycle.

Week 1: Retrieve



Teach First ECT Development cycle 2

My Teach First Course Home Content Class Progress Course Tools ▾ FAQ Contact Us Classlist

Unit 1: Development Cycle 2

Development cycle 2 overview

Retrieval quiz 2

Demonstration reflection

Unit 2: Seminar recordings and slides

What can you remember from Year 1: Module 2?

We know from cognitive science that revisiting learning is important for strengthening memory so completing this quiz will help you to retain the information you have learnt. This quiz will also help you to identify any areas within the programme that you are unsure of. The quiz will provide you with feedback, to inform you where in the course the questions relate to so that you can revisit the related content to address any misconceptions you may have.

Retrieval quiz 2

Please complete this [short retrieval quiz](#) to practise recalling information from Module 2 and to help identify areas of the module you may wish to revisit.

At the very start of the development cycle, you'll 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 2 – Session: [Considering how to introduce new knowledge to pupils](#)
- Module 3 - Session: [Explanations and modelling](#)
- Module 6 - Session: [Identifying concepts, knowledge and skills](#)
- Module 6 - Session: [Sequencing teaching and learning](#)
- Module 6 - Session: [Helping pupils to master important concepts, knowledge and skills](#)

Weeks 1 – 2: Extend

ECTs attended the seminar in September which is titled: **Supporting pupils to develop subject-specific skills**

An overview of the seminar is detailed above.

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 focus on your chosen area of development for this cycle. This will be followed by a second mentor interaction where you will discuss and break down the approach taken by the expert colleague.

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

The demonstration – observation and/or discussion

This is a really important part of the Development Cycle. Mentors support ECTs in selecting who as an expert colleague, the ECT should visit. Ideally the Mentor also joins the ECT in attending the observation/discussion but we appreciate capacity in schools may not allow for this. Below are prompts/guidance that is available on Brightspace to support the ECT when they have observed/had a discussion with an expert colleague in preparation for feedback to their 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 will either be an informal drop-in observation, or a discussion.

The focus for each cycle is outlined in the table below:

DEVELOPMENT CYCLE FOCUS

Half term 1 Developing pupils' intrinsic motivation (Autumn 1)

Half term 2 Supporting pupils to develop subject-specific skills (Autumn 2)

Half term 3 Using meaningful and memorable explanations (Spring 1)

Half term 4 Anticipating and addressing common misconceptions (Spring 2)

Half term 5 Using structured talk to develop pupils' literacy

Half term 6 Developing a coherent curriculum

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

WEEK 1-2	Extend – ECT seminar Developing pupils' intrinsic motivation (Autumn 1) Supporting pupils to develop subject-specific skills (Autumn 2) Seminars combined in September 2025
	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.

Development Cycle 2 for Mentors

Mentor Assessment – IMPORTANT

As detailed in the overview of Brightspace expectations for Mentors below and in the ECF Bulletin in September, Y2 Mentors are required to complete the Mentor assessment during the first half term in Y2 and then again at the end of Y2 in the Summer term.

This is for Mentors who are on our 2-year mentor training programme.

Please note that this is a Mandatory activity for Mentors to complete and will count towards their engagement milestones for Teach First and the DfE. Any Mentors who have not attended any of the training seminars and/or have not completed the Mentor assessments will not be eligible from the DfE to receive the funding for their school in the Summer term 2026.

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**.

Before you begin

Welcome to the Mentor Assessment. The purpose of this assessment is to assist you in understanding your strengths and weaknesses against learning science and the Early Career Framework. You may recall taking this assessment at the start of Year 1. You will be asked to complete this again at the start of year 2, and at the end of year 2. Each assessment will provide you with information on how your knowledge of theory and application has developed.

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.

Seminars for Mentors who are on our 2-year training programme

Mentors will be invited to attend their Autumn Term seminar which takes place on 4.11.25 OR 10.11.25 via Zoom (see individual training calendars depending on the training group you have been placed in).

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

End of term assessment – Progress Reviews for the Appropriate Body

Your Appropriate Body will be requesting that you complete a Progress Review of your ECTs by the end of this term.

Induction Tutors will need to: have observed ECTs teach, speak to them about their practice and speak to Mentors about their progress in the classroom and with the ECF programme, in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork. If you are registered with Vantage AB services then all assessments are completed on ECT Manager. You will receive an email with a reminder to complete the progress review as the Induction Tutor.

We advised ECTs and Mentors at the Y2 Inductions to keep brief notes relating to the precise actions that have been set whilst working through the Development Cycles each half term. These can then be shared with the Induction Tutor.

There is an appendix at the back of the ECT's programme guide to keep notes on precise actions and also within the Mentor's handbook.

ECTs are also advised to keep brief notes about their achievements/ activities over the course of the term that they can share with the Induction Tutor.

Once the PR is completed, ECT Manager will send an email with a link for the ECT to write their comment regarding the review.

End of Year 2 ECT formal assessment – January 24 Cohort

A reminder to all Induction Tutors that Appropriate Bodies will be expecting the formal assessment review of the January cohort ECTs for year 2 of their induction, to take place this half term. A summary of the process is provided below:

- ECTs should have formal assessments carried out by either the Induction Tutor or the Head teacher. Mentors should not carry out formal assessments unless they are also acting as the Induction Tutor. Evidence used in the assessment should be clear & transparent & copies provided to the ECT and appropriate body.
- Evidence for assessment must be drawn from the ECT's work as a teacher during their induction. This will consist of existing documents & working documents. There is no need for an ECT to create anything new for the formal assessment.
- Formal assessment reports should be completed for the formal assessment and will show performance against the Teachers' Standards not the ECF.

Induction Tutors will need to: have observed ECTs teach, speak to them about their practice and speak to Mentors about their progress in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork. The formal review is a longer form to complete as it is against each of the Teachers' Standards.

We advised ECTs and Mentors at the Y2 Inductions to keep brief notes relating to the precise actions that have been set whilst working through the Development Cycles each half term. These can then be shared with the Induction Tutor.

There is an appendix at the back of the ECT's programme guide to keep notes on precise actions and also within the Mentor's handbook.

ECTs are also advised to keep brief notes about their achievements/ activities over the course of the term that they can share with the Induction Tutor.

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 2 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 > ECT2024 > Cross Programme > My Wellbeing

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

Brightspace > ECT2024 > 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 ECF2024 (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 2 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 ECTP Lead