Year 2 ECT/Mentor/IT Bulletin (Including January 2025 cohort)

Bulletin Section - February 2026

Welcome to the fourth Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the Year 2 September & January 2025 cohort. 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.

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Welcome to the January 2025 cohort into Y2 of our ECF programme

Thank you to our January 2025 Mentors and ECTs who have attended their first seminars with us on Year 2 of the ECF programme. As a reminder, these programme members are now joining the September 2024 cohort for the remainder of this academic year 2025/26 and will access the Year 2 programme in a slightly different order: Development Cycle 3 & 4 in Spring 2026, Development Cycle 5 & 6 in Summer 2026 then Development Cycle 1 & 2 in Autumn 2026.

End of term assessment

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 order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork. Many of our ECTs are registered with Vantage AB Services and Induction Tutors will be required to complete the reviews via ECT Manager.

Examples of reviews can be found under: 'Resources' on the ECT Manager platform to support Induction Tutors in understanding the expectations of these reviews.

ECTs are advised to take an active role in the termly review process by discussing with their Induction Tutor all of the progress & activities they have achieved and completed over the course of the term.

Engagement Update

A full update on our engagement policy can be found in the 'ECF Bulletin for all' section.
We have worked very hard to provide relevant subject and phase specific groups for ECTs to access in Year 2 of our programme; the majority of which are delivered face to face.
In Year 2 the mandatory seminars that ECTs and Mentors are required to attend are one per term (3 in total). It is vital that all programme members do attend to ensure their continued engagement on the programme and funding entitlement for their school.

We will at times send supportive emails to ECTs and mentors to ensure that their engagement on the Early Career Training Programme is at the expected level at each stage in the academic year.
Expectations from the DfE and Teach First to ensure that ECTs remain enrolled on the Early Career Training Programme are:
Attendance at the mandatory seminars, completion of the overview, retrieve quizzes & demonstration reflections for every Development Cycle on Brightspace.

It has been very useful to gather feedback from Y2 programme members after the delivery of each of the seminars; thank you to everyone for taking the time to do this. The feedback has been resoundingly positive and we do take on board any further comments that are made.

It is important to remind all ECTs that putting Y2 ECTs into subject/phase specific groups for their seminars is not something that we are required to do by the DfE; it is a model that is favoured by Teach First and is one that we support as much as possible.
All of the seminar content, regardless of the subject that an ECT teaches in, is the same. Every ECT is focusing on the same pedagogical strategies but is given access to examples from their specific subject area that they are encouraged to discuss with other ECTs who teach in the same subject as them.

Development Cycle 4 for ECTs & Mentors

This week heralds the start of Development Cycle 4 for ECTs on Year 2 of the programme which focuses on, 'Anticipating and addressing common misconceptions.'

Anticipating and addressing common misconceptions

Anticipating and addressing common misconceptions within subjects is an important aspect of teaching. Misconceptions can hinder learning, so it's important to plan effective strategies to help prevent them from developing and address them when they do. Therefore, the focus for your fourth development cycle will be on how you can identify and address common misconceptions.

Week 1: Retrieve

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

- Module 4 – Session: Planning for effective assessment
- Module 4 - Session: Monitoring misconceptions
- Module 6 - Session: Helping pupils master important concepts, knowledge and skills

Whilst this development cycle relates to the sessions identified above, the retrieval quiz is focused on retrieving learning from Year 1, Module 4 sessions.

Weeks 1 – 2: Extend

As per our delivery model, ECTs attended your fourth seminar which was titled: Anticipating and addressing common misconceptions on w/b 12.1.26 or 19.1.26.

In the seminar ECTs explored strategies to support in identifying and address subject-specific common misconceptions. ECTs considered how to use 'refutation texts' to provide feedback and help pupils change their thinking and also explored one of the following strategies:

- Using concept cartoons
- Using examples and non-examples

These strategies were exemplified through subject or phase specific topics. ECTs were encouraged to make notes to support them in this half term.

Weeks 2: Refocus

In this stage, you'll meet with your mentor and using the information and learnings from the retrieve and extend stage, you'll work together to identify a development focus for this Development Cycle.

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

After the demonstration and prior to the deconstruction mentor interaction you'll complete a reflection (see below). This 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.

The demonstration – observation and/or discussion

This is a really important part of the Development Cycle. Mentors support ECTs in selecting who as an expect 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.

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.

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.

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

For each half term's development cycle you will:

• complete a retrieval quiz and revisit identified areas of self-directed study from year one (45 min) **(Via Brightspace)**

 • attend a seminar (1 hour 30 min) **(In our programme this is a 3-hour seminar at the start of each term as both seminars have been joined together)**

 • arrange and attend a demonstration (observation and / or discussion) (1 hour per half term)

• have three fortnightly interactions with your mentor (1 hour each)

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:

1-2	**Extend – ECT seminar (delivered in January 2026)** Using meaningful and memorable explanations (Spring 1) Anticipating and addressing common misconceptions (Spring 2) – Use notes from the seminar in January.
	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

Thank you to all ECTs who attended the extend seminars during w/b: 12th January 2026 and w/b: 19th January 2026. These seminars formed the training for the whole of the Spring Term - Development Cycle 3 (Spring Term 3) of the Year 2 programme and also Development Cycle 4 (Spring Term 2).

The extend seminars for **ECTs for the Spring Term 2026** took place as follows:

W/b: 12th January 2026 –Secondary Group D & Primary Group A took place during this week. All seminars started at 1.30pm until 4.30pm.

W/b: 19th January 2026 – Secondary Group C, MFL & Primary Group A took place during this week. All seminars started at 1.30pm until 4.30pm.

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.

Any ECT who was unable to attend their subject/phase seminar for the Spring Term for exceptional circumstances has been contacted and sent the relevant catch-up materials.

Seminars for Mentors who are on our two-year mentor training programme

Spring Term seminar – 'The adaptive teacher' & 'A professionally acceptable workload' combined.

The Mentor seminars for the Spring Term took place on: 10.2.26, (Face to Face) and 23.2.26 (via Zoom). This was the ONLY training for Y2 Mentors in the Spring Term 2026.

It is vital that all Mentors attend the seminars to ensure their continued engagement and funding on the programme.

Seminar preparation Mentor Y2 seminar 3

To make the most of your time in the upcoming seminar it's important to familiarise yourself with the preparation information in advance of the seminar.

Seminar title: **The adaptive teacher**

By the end of your upcoming seminar, you will:

- be able to describe the importance of adaptive expertise in teaching
- understand the influence of mentoring on adaptive expertise
- think critically about how you could support your ECT to acquire adaptive expertise.

Important!

During the seminar you will need:

- Pen and paper for note taking

The following worksheet

Seminar preparation Mentor Y2 seminar 4

In this section you will find information to help you prepare for your upcoming seminar.

To make the most of your time in the upcoming seminar it's important to familiarise yourself with the preparation information in advance of the seminar.
Seminar title: **Professionally-acceptable workload**
By the end of your upcoming seminar, you will:

- understand the key drivers of workload
- know strategies to support with individual workload
- be able to support your ECT to look critically at their workload.

Important!
During the seminar you will need:

- Pen and paper for note taking
- The following worksheet

Please note that the information about these Y2 seminars differs from what is advertised on Brightspace. Delivery Partners have the option to choose the seminars that they can deliver to Mentors in Y2 on the programme. Vantage TSH have chosen to deliver a combination of both seminars in the Spring Term 2026, to give Y2 Mentors the best possible training experience and relevant content.

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 have been placed into a group which is either a face to face or a Zoom group. If any Mentor is unable to attend their normal group session for an extraordinary reason, we are able to offer the alternative group to attend as long as you let us know in advance, via email: teachingschoolhub@smchull.org

All Y2 programme members have been given a new Programme Guide for Year 2 of the programme. If anyone does not have access to this, then please 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

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 4 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 2024 > 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.

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.

We hope that Development Cycle 4 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
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