

## Year 2 ECT/Mentor/IT Bulletin (Including January 2021/22 cohort)

### Bulletin Section - January 2023

Thank you to our January 2021/22 Mentors and ECTs who attended our Induction into Year 2 of the ECF programme on the 14<sup>th</sup> December. These programme members are now joining the September 2021/22 cohort for the remainder of this academic year. They will access the Year 2 programme in a slightly different order but will receive all of the training and support that they are entitled to. We look forward to welcoming ECTs into the Year 2 subject/phase specific groups and mentors into our existing Year 2 mentor groups.

Any January programme members who were unable to access an Induction event have been contacted with instructions as to how they can catch up.

This week heralds the start of Development Cycle 3 for ECTs on Year 2 of the programme which focuses on, 'Using meaningful & memorable explanations'.

#### Early Career Teacher Winter Survey

**Important:** the ECT Winter Survey is now available on Brightspace for 2021 September starters to complete. The survey will be available from 16th December 2022.

The survey should be completed by ECTs directly in Brightspace, as part of Development Cycle 3 for the 2021 cohort. ECTs will need to complete the survey in order to access the rest of the content for this module. Please be aware this only applies to September starters for both these cohorts. We will update you soon on how January and April starters can complete the survey.

The link is below with instructions for September ECTs to access and submit the survey:

[How to Access and Submit the Survey on Brightspace - 2021 Cohort](#)

#### Extend Seminars

Thank you to all ECTs who attended the extend seminars during w/b: 12<sup>th</sup> September 2022 and w/b: 19<sup>th</sup> September 2022. These seminars formed the training for the whole of the Autumn Term - Development Cycle 1 (Autumn Term 1) of the Year 2 programme and also Development Cycle 2 (Autumn Term 2).

These seminars are subject/phase specific and each Year 2 ECT has been placed into a group based on the main subject or phase that we have been informed that they teach.

The extend seminars for ECTs for the Spring Term 2023 are due to take place as follows:

**W/b: 9<sup>th</sup> January 2023** – English, Science, MFL, EY/KS1 & Performing Arts subject/phase specific seminars will take place during this week. Please see your individual calendars for the date of your ECT seminar within this week. All seminars start at 1pm until 4pm.

**W/b: 16<sup>th</sup> January 2023** – PE, Humanities, Maths, KS2 & Art/D&T subject/phase specific seminars will take place during this week. Please see your individual calendars for the date of your ECT seminar within this week. All seminars start at 1pm until 4pm

The first half of the extend seminar relates to: 'Using meaningful and memorable explanations' - Development Cycle 3 (Spring 1)

The second half of the extend seminar relates to: 'Anticipating and addressing common misconceptions' - Development Cycle 4 (Spring 2)

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.

The opportunity for ECTs to have subject/phase specific training with an experienced facilitator and excellent networking opportunities with other ECTs, will be an excellent benefit to the programme.

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:

<b>1-2</b>	<b>Extend – ECT seminar</b> Using meaningful and memorable explanations (Spring 1) Anticipating and addressing common misconceptions (Spring 2)
	<b>Refocus – mentor interaction one</b> Focus: Decide upon an area of development.
<b>2-3</b>	<b>Demonstration – observation and/or discussion</b> ECT observes and/or has a discussion with an expert colleague focused on their chosen area of development.
	<b>Deconstruction – mentor interaction two</b> Focus: Deconstructing the approach from the demonstration.
<b>3-5</b>	<b>Integration</b> ECT incorporates new learning into their practice.
<b>5or6</b>	<b>Feedback – mentor interaction three</b> 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.
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### **Mentor Seminar 3 – ‘The adaptive teacher’**

**The Mentor seminar for the first half of the Spring Term will take place during w/b: 23.1.23, 4pm to 5pm via Zoom.**

By the end of seminar 3, mentors will:

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

There is no pre-work for this seminar. The self-directed study session on 'Metacognition and self-regulation' can be completed after the seminar.

Invites to these events 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.

Mentors have been placed into a group which runs on either a Monday, Tuesday, Wednesday or Thursday during the training seminar weeks. If any Mentor is unable to attend their normal group session for an extraordinary reason, we are able to offer an alternative evening to attend as long as you let us know in advance, via email: [teachingschoolhub@smchull.org](mailto:teachingschoolhub@smchull.org)

You have been given a new Programme Guide for Year 2 of the programme. If any mentor does not have access to this, then please email: [TeachingSchoolHub@smchull.org](mailto:TeachingSchoolHub@smchull.org)

### **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 3 runs smoothly for you all – remember we are here to help should you need any support.

**Email: [teachingschoolhub@smchull.org](mailto:teachingschoolhub@smchull.org)**

**Tel: 01482 851136**

Best Wishes

Andrea Tonks ECF Lead