

Year 2 ECT/Mentor/IT Bulletin

Bulletin Section - September 2023

Thank you to all Induction Tutors, Mentors and ECTs who attended our Induction Sessions in July. These Inductions are designed to introduce all programme members to Year 2 of the Full Induction Programme and ensure that everyone is aware of their roles and responsibilities.

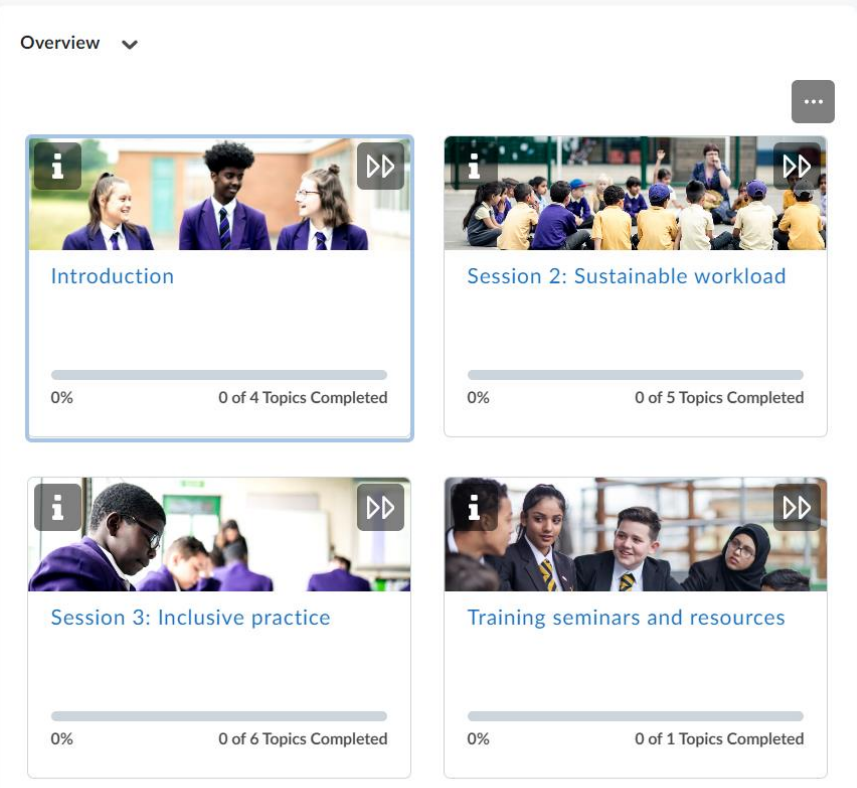
Programme Guides were shared along with the training calendars for the academic year. It is extremely important that these dates are protected in personal diaries and in school calendars.

We will be contacting any programme members who were unable to access an Induction event with instructions as to how they can catch up.

We explained during the inductions that there are some activities for both ECTs and Mentors 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:



The screenshot displays the 'Overview' section of a Brightspace course. It features four course cards, each with a thumbnail image, a title, and a progress bar. The progress bars are all at 0% completion.

Course Title	Progress
Introduction	0% (0 of 4 Topics Completed)
Session 2: Sustainable workload	0% (0 of 5 Topics Completed)
Session 3: Inclusive practice	0% (0 of 6 Topics Completed)
Training seminars and resources	0% (0 of 1 Topics Completed)

Mentor induction activities to complete on Brightspace:

The screenshot shows a 'Mentor induction activities to complete on Brightspace' overview page. At the top, there is a dropdown menu set to 'Overview' and a three-dot menu icon. Below this, four activity cards are displayed in a 2x2 grid. Each card features a video thumbnail, a title, a progress bar, and completion statistics. The first card, 'Welcome to Year two', shows 0% completion (0 of 3 Topics Completed). The second card, 'Induction 4 - Using Brightspace and...', shows 0% completion (0 of 4 Topics Completed). The third card, 'Induction 5 - Mentoring and diversi...', shows 0% completion (0 of 6 Topics Completed). The fourth card, 'Slides and catch-up recordings', shows 0% completion (0 of 1 Topics Completed).

Extend Seminars

As you know, the extend seminars that are taking place w/b: 11th September 2023 and w/b: 18th September 2023 forms 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.

W/b: 11th September: Maths, Humanities, EY/KS1, English & Art/DT seminars will take place (all seminars start at 1pm and finish at 4pm).

W/b: 18th September: PE, Special Provision, Science, KS2& Performing Arts seminars will take place (all seminars start at 1pm and finish at 4pm).

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 1pm start.

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.

Development Cycle 1 overview for ECTs

Developing pupils' intrinsic motivation

Pupil motivation is a complex factor that can impact upon achievement in school and success in later life. However, developing pupils' intrinsic motivation is challenging. Therefore, the focus for your first development cycle will be on how you can support pupils to develop their intrinsic motivation. The information below outlines detail about this development cycle.

Week 1: Retrieve

At the very start of the development cycle, you will 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 1 – Session: [Developing motivation through a supportive environment](#)
- Module 2 – Session: [Considering how to introduce new knowledge to pupils](#)
- Module 2 – Session: [Using worked and partially completed examples](#)
- Module 5 – Session: [Further developing prior knowledge](#)
- Module 5 – Session: [Providing additional scaffolds](#)

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

Weeks 1 – 2: Extend

You will attend your first seminar which is titled: Developing pupils' intrinsic motivation.

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. You will explore two of the following strategies that will support you to do this:

- Teaching in small steps
- Planning purposeful explanations and tasks by carefully selecting examples
- Using concrete examples

The strategies covered will depend on your subject or phase and each strategy will be exemplified through subject or phase specific topics.

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

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



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 may either be an informal drop-in observation, or a discussion.

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

1-2	Extend – ECT seminar Developing pupils' intrinsic motivation (Autumn 1) Supporting pupils to develop subject specific skills (Autumn 2)
	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.

Reminder for Mentors

Mentors will not begin their seminars until w/b: 13th November (see your training calendar).

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

Mentors will remember from the start of Year 1 completing the Mentor Assessment? Mentors are asked to complete this again at the start of Year 2 and the details are below. Please note this is a requirement to start Development Cycle 1:

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.

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.

Email: teachingschoolhub@smchull.org

Tel: 01482 851136

Best Wishes
Andrea Tonks
ECF Lead