



Tudor Grange
Teaching School Hub

*Serving Solihull, Redditch,
Bromsgrove and Stratford-on-Avon*

Welcome to your
ECF course

▶ 2023 Mentors

Agenda

Who is who

ECT ECF Course

Your Mentor ECF Course

The Online Platform

Your webpage

Stakeholder Roles

Breakout Room Discussions

Support and Next Steps

Who you need to know

Tudor Grange Academy Teaching School Hub	<ul style="list-style-type: none">- ECF Delivery Partner- Appropriate Body
Emily Stallard	<ul style="list-style-type: none">- ECF Lead at TGTSH- AB co-lead at TGTSH
Billie Stewart	<ul style="list-style-type: none">- AB co-lead at TGTSH- NPQ lead at TGTSH
Emma Hatton	<ul style="list-style-type: none">- Director of TGTSH
Ruth Dearnaley	<ul style="list-style-type: none">- Administrator at TGTSH
Education Development Trust	<ul style="list-style-type: none">- ECF Lead Provider

ECF = CPD

AB = Assessment/Induction















TSH@tgacademy.org.uk

The ECT ECF course

- ▶ Cohorts start in September, January and April (alongside the standard induction start points).
- ▶ Full 2-year CPD course working with EDT (DfE accredited lead provider of ECF).
- ▶ The ECF builds on everything you've learned during ITT. It is about greater depth.
- ▶ ECTs must complete online learning as well as attend events to meet the DfE engagement criteria for their ECF.
- ▶ Events are always face-to-face for September cohorts and currently follow a hybrid model for January and April cohorts.
- ▶ ECTs can defer their course (like induction).
- ▶ ECTs can have an 'extended' or 'reduced' course to match their induction.
- ▶ Each term follows two 'blocks' of learning based on the ECF. The second year looks to deepen the understanding of the content covered in the first year.
- ▶ If your induction changes in any way (extended leave/contract changes/school changes) please notify us.



ECT

	YEAR 1			YEAR 2			
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	HOURS
Regional training		 5 HRS		 6 HRS			11 HRS
Local group sessions 3 HRS EACH							12 HRS
Webinars 1 HR EACH	 x2						7 HRS
Self-study	 26 HRS			 5 HRS			31 HRS
	Weekly mentor sessions			Fortnightly mentor sessions			














Mentor Programme

- ▶ Mentors are completing their own full 2-year course alongside their ECTs.
- ▶ The mentor should be 'linked' with an ECT on the system.
- ▶ If a mentor is a 'replacement' (i.e. the ECT is not at the beginning), you have to let me know to update the system and you can follow the same blocks as your ECT.
- ▶ Mentors must complete online learning as well as attend events to meet the DfE engagement criteria.
- ▶ Mentors can always view the entire ECT course so can support ECTs at any point.
- ▶ Mentors can mentor multiple ECTs at multiple stages.
- ▶ If mentors change for whatever reason, we need to be notified of this so the system is correct.



23-24 Mentors

Mentor

	Year 1			Year 2			
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	HOURS
	Weekly mentor sessions			Fortnightly mentor sessions			
Reading and Reflection			3 HRS			2 HRS	5 Hours
Webinars	 x2	 x2		 x2	 x2		Max 6 Hours
Online Induction							
Training Events		 6 HRS		 3 HRS			10 HRS

The Online Platform

[click here](#)

- Complete online induction pack (protected time)
- Complete block learning
- Book onto events (protected time)
- Monitor block learning of your ECT(s)
- View ECT course for reference
- Additional webinars
- Help videos
- You have access to all blocks via 'explore' tab

Part of the induction pack is showing you how to navigate the platform.

Your webpage

[click here](#)

Welcome Packs

Termly Bulletins

- DfE engagement criteria
- Block learning requirements and deadlines
- Event information
- Communication reminders

Local Group Event Information Sheets

- Specific details for each event per group

Processes and Guides

- Course structure and requirements
- The online platform
- Event expectations and booking
- Reminders of statutory entitlements
- Communication reminders
- Support clinics

Course Structure

ECTs	Mentors	Induction Tutors	Headteachers
Complete online learning for ECF	Complete online learning for ECF	Oversee induction of ECTs and co-ordinate internal programme of development	Ensure statutory entitlements are in place
Attend events for ECF	Attend events for ECF	Oversee role of mentors	Ensure cover requirements are met where possible
Meet teacher standards for induction	Conduct mentor meetings	Engage with the online platform to monitor progress	Liaise with TSH and engage in support
Gather evidence against teacher standards	Support ECT	Liaise with TSH and engage in support	Sign-off assessments and progress reviews
	Liaise with induction tutor	Notify TSH of any changes and updates	
		Complete assessments and progress reviews on ECT manager	

Green = Early Career Framework
 Red = Appropriate Body





Introduce yourself
(name/phase/school/context)

What has led you to becoming an ECF
mentor this year?

What are the benefits of mentoring for
yourself?

What are the qualities of being a good
mentor?

How will the ECF course help your own
pedagogical knowledge and classroom
practice?

What are you excited about?

What are you worried about?



The 'why'

Up to date pedagogical research
Training on instructional coaching
Reflection on your own practice
Developing the new generation!
Career development
Impact on department
Impact on school
Impact on profession

Support

- ▶ Fortnightly online drop-in clinics running from Autumn 2023 - Sign up [here](#)
- ▶ Your webpage [here](#) for welcome packs, bulletins, event information and help guides
- ▶ Email/Telephone contact



Next Steps

- ▶ Complete your induction pack on the online platform. This should be completed before half-term and it should be protected time (your schools have been notified of this).
- ▶ Complete blocks 1 and 2 before Christmas if you are supporting a September 2023 ECT.
- ▶ If you are a 'replacement mentor' supporting an ECT at a different stage, please:
 - ▶ Let me know directly via email
 - ▶ Complete the relevant 2 blocks alongside your ECT (you are still a Sept 23 mentor)
- ▶ Read through your welcome pack, bulletin and process guides.
- ▶ Let me know directly if there are any issues or changes.
- ▶ Enjoy your mentoring!



Download the materials from the EDT portal in case you can't access the portal during the meeting.

Get to know your ECT. Check in with them. Check they are ok.

Genuinely engage with the evidence base and the research.

Don't worry if you don't get through everything in the session. Use it as a tool, not a prescription.

Be patient, be kind and be available. Remember, this is their first year in the profession. You want them to stay!

Schedule time to prepare for the sessions. Otherwise, you'll never have time to do it properly!

Don't be afraid of the silences. Allows ECTs to develop their thinking without giving the answers.

Take on board new learning yourself too!

Ensure your school are giving you sufficient time to do your mentor role and attend the training sessions.

Don't take things to heart if your ECT is struggling.

Stay up to date with the block content.

Identify what your ECT is good at and keep reminding them of this!

Model the scripts that you create and get the ECT to do the same.

Don't be afraid to reflect on your own practice too and learn together.

Use the GROW model and the prompt questions to help your ECT become more self sufficient.

Engage with the block resources BEFORE the meeting.

Ensure your ECT does their self study before the meeting, so the meeting focuses on coaching, not on introducing content.

Feel confident to adapt and tailor your mentor meetings to suit your year group and setting.

Create a relationship where lesson drop-ins are normal - both ways.

I wish I'd appreciated how much I was going to learn at the beginning of the programme.

Talk to other mentors doing the same role to share tips and find solutions to common problems.

Ensure there is time in the meeting to raise any pressing issues. Be aware of time when doing this so it remains solution focused, not just moaning!

Check that your ECT knows when the block content needs to be completed and when their face to face events will take place.

Make use of the one-page summaries.

Be confident in your experience and what you already know.

Have challenging conversation early.

Ensure you get into your ECT's classroom to see them teach.

Remember to explain the WHY.

If you have multiple ECTS, hold group meetings to explore the evidence base. Then have a shorter 1:1 meeting to look at individual practice.

Act immediately if alarm bells start ringing.

Rehearse and practise with your ECT from the beginning so it becomes routine.

Use your professional judgement. Sometimes, you might need to merge two meetings together.

Enjoy the role. You are going to make a difference to someone's career.

Give the ECT time to reflect.

Make sure you have tea and biscuits!

Keep positive and celebrate each success as you go.

Questions



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