



Tudor Grange  
**Teaching School Hub**

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

Welcome to your  
ECF course

▶ January 2024  
Mentors

# Agenda

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Who is who

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ECT ECF Course

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Your Mentor ECF Course

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The Online Platform

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Your webpage

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Stakeholder Roles

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Breakout Room Discussions

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Support and Next Steps

# Who you need to know

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

ECF = CPD

AB = Assessment/Induction















[TSH@tgacademy.org.uk](mailto: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 induction changes in any way (extended leave/contract changes/school changes) please notify us. We have internal systems which need to be updated.**



**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
	<b>Weekly mentor sessions</b>			<b>Fortnightly mentor sessions</b>			















# Mentor Programme

- ▶ **Mentors are completing their own full 2-year course which is separate from the ECT course.**
- ▶ The mentor should be 'linked' with an ECT on the system to help with monitoring and support, but you can be at different stages.
- ▶ 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.
- ▶ After mentors have completed their 2 years in order, they are 'qualified' and do not need to repeat any element of the course.
- ▶ **If mentors change in any way (extended leave/contract changes/school changes) please notify us. We have internal systems which need to be updated.**



# 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	 3 HRS	 2 HRS				 3 HRS	10 HRS

# Autumn 2023 Local Groups Event

- Thursday 25<sup>th</sup> January [event information sheet](#)
- 09:30-12:30
- Face-to-face at Arthur Terry Teaching School Hub

## EXPECTATIONS FOR EVENTS:

- You apply for leaves of absences in plenty of time to ensure your attendance.
- You arrive at 09:15 to allow for a prompt start at 09:30.
- You dress professionally as you will be based in school environments.
- You engage and participate fully.



## The Online Platform

[click here](#)

- Complete online induction pack (protected time)
- Complete block learning for your course
- 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. It is important you complete this.

# 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
Notify TSH of any changes and updates	Liaise with induction tutor	Notify TSH of any changes and updates	
	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

- ▶ Ensure you have access to the online platform and email if there are any problems.
- ▶ Ensure LOAs are organised in good time for your upcoming event on 25<sup>th</sup> January.
- ▶ Complete your induction pack on the online platform. This should be completed as soon as possible.
- ▶ Complete blocks 1 and 2 before Easter.
- ▶ Read through your welcome pack, bulletin and process guides when you have time. Most important is bulletin.
- ▶ Let me know directly if there are any issues or changes.
- ▶ Enjoy your mentoring!



# TOP TIPS



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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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