



Tudor Grange
Teaching School Hub

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

Welcome to your
ECF course

▶ April 2024 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 (assessment/formal induction)
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
Rachael Russell	<ul style="list-style-type: none">- Interim 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 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.
- ▶ **Please notify me of any changes in the ECT's contract or any leave (sick/maternity/paternity etc.) or if they are leaving the school. Only I can defer their course and amend pathway where necessary.**



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 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 on the 2-year programme and following different pathways.
- ▶ Mentors can always view the entire ECT course so can support ECTs at any point.
- ▶ Mentors can mentor multiple ECTs at multiple stages.
- ▶ Mentors must complete online learning as well as attend events to meet the DfE engagement criteria.
- ▶ After mentors have completed their 2 years in order, they are 'qualified' and do not need to repeat any element of the course.
- ▶ **Please notify me if you stop mentoring/leave post/go on leave, so your progress/course can be deferred.**



Smaller cohort mentor programme

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							5 Hours
	3 HRS			2 HRS			
Webinars	 x2	 x2		 x2	 x2		Max 6 Hours
Online Induction				Online			
Training Events	 3 HRS	 2 HRS	 2 HRS	 1 HR	 1 HR	 1 HR	10 HRS

Autumn 2023 Local Groups Event

- Wednesday 1st May
- 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.
- For online events, ensure you log on in an environment conducive to learning and have access to a microphone and camera.

The Online Platform

[click here](#)

- Complete online induction pack (protected time)

Mentor Meetings:

- - These are not to complete your block learning (this should be done in your ECT time separately).
- - These are to pick up on key points, issues, discussion points
- - The agenda/resources on the platform can be used flexibly and are not prescriptive
- 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

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 1st May.
- ▶ Complete your induction pack on the online platform. This should be completed as soon as possible.
- ▶ Complete blocks 1 and 2 before the summer holiday.
- ▶ Read through your welcome pack, bulletin and process guides when you have time.
- ▶ General queries go to your induction tutor, who can pass queries onto me if necessary.
- ▶ If you are leaving post, going on leave or stopping mentoring, please contact me directly.
- ▶ Enjoy your mentoring!



TOP TIPS



Tudor Grange
Teaching School Hub
Serving Solihull, Redditch,
Bromsgrove and Stratford-upon-Avon

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



Tudor Grange
Teaching School Hub
Serving Solihull, Redditch,
Bromsgrove and Stratford-upon-Avon