

ECTP Mentor supporting an ECT on ECF Year 2

A key responsibility of a mentor on the ECF and ECTP is to help their ECT to contextualise their learning from the programme and apply it within their own school and classroom context.

Understanding the curriculum your ECT has engaged with – alongside knowing the research and pedagogical strategies that underpin it - enables you to guide them effectively through their six Year 2 ECF Development Cycles. This knowledge also supports the tailoring of goals within the cycle to meet your ECTs specific developmental needs.

The table below highlights **key ECTP weekly mentor overview videos** – accessed via Brightspace - designed to help you understand the curriculum and strategies underpinning each ECF Year 2 Development Cycle. We recommend prioritising watching these videos to strengthen your mentoring knowledge and practice for each cycle

You can access these videos through your **'Early Career Training Programme for Mentors'** or **'Early Career Training Programme for Trained Mentors'** self-directed training on Brightspace.

Year 2 ECF Development Cycle	ECTP Weekly overview video mentor session title (NEW MENTOR LINKS)	ECTP Weekly overview video mentor session title (ITT TRAINED MENTOR LINKS)
Development Cycle 1: Developing pupil's intrinsic motivation	Module 1: How can you create an effective learning environment? <ul style="list-style-type: none"> • Session 2: Developing motivation 	Module 1: How can you create an effective learning environment? <ul style="list-style-type: none"> • Session 2: Developing motivation
	Module 2: How pupils learn? <ul style="list-style-type: none"> • Session 2: Introducing new knowledge to pupils • Session 3: Using worked and partially completed examples 	Module 2: How pupils learn? <ul style="list-style-type: none"> • Session 2: Introducing new knowledge to pupils • Session 3: Using worked and partially completed examples
	Module 5: How can you support all pupils to succeed? <ul style="list-style-type: none"> • Session 1: An inclusive classroom • Session 2: Adaptive teaching strategies • Session 3: Providing additional support 	Module 5: How can you support all pupils to succeed? <ul style="list-style-type: none"> • Session 1: An inclusive classroom • Session 2: Adaptive teaching strategies • Session 3: Providing additional support
Development Cycle 2: Supporting pupils to develop subject – specific skills	Module 2: How do pupils learn? <ul style="list-style-type: none"> • Session 2: Introducing new knowledge to pupils 	Module 2: How do pupils learn? <ul style="list-style-type: none"> • Session 2: Introducing new knowledge to pupils
	Module 3: What makes effective classroom practice? <ul style="list-style-type: none"> • Session 1: Review and explanations • Session 2: Modelling 	Module 3: What makes effective classroom practice? <ul style="list-style-type: none"> • Session 1: Review and explanations • Session 2: Modelling
	Module 6: How can you design a coherent curriculum? <ul style="list-style-type: none"> • Session 2: Identifying and sequencing knowledge, skills and principles • Session 5: Developing critical thinking 	Module 6: How can you design a coherent curriculum? <ul style="list-style-type: none"> • Session 2: Identifying and sequencing knowledge, skills and principles • Session 5: Developing critical thinking

Development Cycle 3: Using meaningful and memorable explanation	Module 2: How do pupils learn? <ul style="list-style-type: none"> • Session 1: The working and long-term memory • Session 2: Introducing new knowledge to pupils 	Module 2: How do pupils learn? <ul style="list-style-type: none"> • Session 1: The working and long-term memory • Session 2: Introducing new knowledge to pupils
	Module 3: What makes effective classroom practice? <ul style="list-style-type: none"> • Session 1: Review and explanations • Session 2: Modelling 	Module 3: What makes effective classroom practice? <ul style="list-style-type: none"> • Session 1: Review and explanations • Session 2: Modelling
Development Cycle 4: Anticipating and addressing common misconceptions	Module 4: How can you use assessment and feedback to greatest effect? <ul style="list-style-type: none"> • Session 2: Planning for effective assessment • Session 3: Monitoring misconceptions 	Module 4: How can you use assessment and feedback to greatest effect? <ul style="list-style-type: none"> • Session 2: Planning for effective assessment • Session 3: Monitoring misconceptions
	Module 6: How can you design a coherent curriculum? <ul style="list-style-type: none"> • Session 2: Identifying and sequencing knowledge, skills and principles • Session 3: Building secure, complex and mental models 	Module 6: How can you design a coherent curriculum? <ul style="list-style-type: none"> • Session 2: Identifying and sequencing knowledge, skills and principles • Session 3: Building secure, complex and mental models
Development Cycle 5: Using structured talk to develop pupils' literacy	Module 6: How can you design a coherent curriculum? <ul style="list-style-type: none"> • Session 4: Developing high quality oral language, reading and writing 	Module 6: How can you design a coherent curriculum? <ul style="list-style-type: none"> • Session 4: Developing high quality oral language, reading and writing
Development Cycle 6: Developing a coherent curriculum	Module 6: How can you design a coherent curriculum? <ul style="list-style-type: none"> • Session 2: Identifying and sequencing knowledge, skills and principles • Session 5: Developing critical thinking 	Module 6: How can you design a coherent curriculum? <ul style="list-style-type: none"> • Session 2: Identifying and sequencing knowledge, skills and principles • Session 5: Developing critical thinking