

Induction

Induction is split into five parts to support Mentors as they embark on their second year in the role.

Mentors will be familiar with the purpose and structure of the weekly interactions. Year 2 of the ECF has significant differences that mentors need to know and be confident in the way they will work with their ECT during the Development Cycles. This first induction session will make them aware of the programme structure for year 2, the use of Development Cycles and the additional optional modules their ECTs can expect to have access to.

Developing as a teacher is challenging, in no small part due to the complexity of teaching. The second part of induction focuses on the structure of Development Cycles. The Development Cycles draw on the best available evidence on how to develop effective teachers. This session will particularly focus on the three mentor interactions within the Development Cycle, preparing mentors for these meetings and assisting their ECT in understanding the subsequent stages of the Development Cycle.

Networks: Mentors on the ECF will be geographically distributed across England and although may liaise with a few other mentors in their localised areas, there is a risk they could be isolated in their experience. As a mentor on the ECF, they are connected with a much wider group of professional across the country. Knowing about and understanding how networks function can allow mentors to engage more with other professionals and enhance their knowledge, expertise, and motivation in their development. There are pockets of good practice in schools across the world, but the flow of ideas and information in our education system is limited. Research shows that networks are an effective way to share information and enhance mentor's practice.

In part four, mentors will understand where key information is in their programme guide and Brightspace and they will be supported to understand how the Development Cycle will work in their setting.

Mentors play an integral role in developing their ECT and hold a close, professional relationship with them for the duration of the programme. Therefore, mentors need to gain an understanding of why diversity matters for their ECT and what they need to be aware of in their own practice as a mentor. Mentors should be aware of how they can create a sense of belonging for their ECT so that they can bring their whole self to work. Mentors also need to feel confident about how they might mitigate, manage, and challenge any barriers presented to their ECT.

Mentor training

Mentor assessment

This half-term the self-directed study for mentors is to complete the mentor assessment. The purpose of this assessment is to assist mentors in understanding their strengths and weaknesses against learning science and the Early Career Framework. Mentors may recall taking this assessment at the start of Year 1 and they'll be asked to complete it again at the end of year 2. Each assessment will provide mentors with information on how their knowledge of theory and application has developed.