

ECT YEAR ONE – AUTUMN TERM 1

Module 1 – How can you create an effective learning environment?

Wk	Date (week commencing)	Brightspace self-study	Suggested stimulus	Suggested focus of mentor interaction (page in mentor handbook)	ECT seminar training (dates, times and locations, as advised separately)	Mentor training
1	4 Sep 2023	-	-	Initial interaction (p10)		Mentor seminar 1 All mentors to attend an online training session with the Xavier central team on <u>either</u> Wed 6 or Thur 7 Sep 2023.
2	11 Sep 2023	-	-	Well-being (p25)	<i>Meet and greet</i> session at training school, combined with induction session on well-being	Self-directed study Mentor assessment
3	18 Sep 2023	Establishing effective routines	10-minute drop-in observation	Effective entry and settling routines (p12)	Module 1: Seminar 1 Using praise and consequences effectively	
4	25 Sep 2023	Developing motivation through a supportive environment	10-minute drop-in observation	Precise praise and acknowledgement (p15)		
5	2 Oct 2023	Addressing low-level disruption	Discussion	Positive and least intrusive behaviour management strategies (p18)	Module 1: Seminar 2 Holding high expectations of all pupils	
6	9 Oct 2023	Addressing persistent and challenging behaviour	Discussion	Addressing persistent and challenging behaviour (p21)		
7	16 Oct 2023	Holding high expectations and maintaining engagement	10-minute drop-in observation	Increasing pupil participation (p23)		

Flexible focus

		My Wellbeing course				
--	--	---------------------	--	--	--	--

ECT YEAR ONE – AUTUMN TERM 2

Module 2 – How do pupils learn?

Wk	Date (week commencing)	Brightspace self-study	Suggested stimulus	Suggested focus of mentor interaction (page in mentor handbook)	ECT training (dates, times and locations, as advised separately)	Mentor training
8	30 Oct 2023				Module 2: Seminar 1 Avoiding working memory overload Module 2: Seminar 2 Building well-organised mental models	Mentor seminar 2 Precise actions and shared language Optional self-directed study Precise actions
9	6 Nov 2023	The working and long-term memory	Discussion	Building on prior knowledge (p28)		
10	13 Nov 2023	Considering how to introduce new knowledge to pupils	10-minute drop-in observation	Breaking complex material and explanation into small steps (p30)		
11	20 Nov 2023	Using worked or partially completed examples	Discussion	Using worked and partially completed examples (p32)		
12	27 Nov 2023	Helping pupils to remember	Discussion	Designing low-stakes retrieval quizzes (p34)		
13	4 Dec 2023	Metacognition	Discussion	Introducing self-regulation and metacognition (p36)		
14	11 Dec 2023					

Flexible focus

				Combining verbal and graphical representations (p38)		
				Using low-stakes retrieval quizzes (p40)		

ECT YEAR ONE – SPRING TERM 1

Module 3 – What makes classroom practice effective?

Wk	Date (week commencing)	Brightspace self-study	Suggested stimulus	Suggested focus of mentor interaction (page in mentor handbook)	ECT training (dates, times and locations, as advised separately)	Mentor training
15	1 Jan 2024				Module 3: Seminar 1 Using examples and non-examples Module 3: Seminar 2 Using questioning to extend and challenge pupils	Mentor seminar 3 Not all practice is equal Optional self-directed study Deliberate practice
16	8 Jan 2024	Review of previous learning or Explanations and modelling	10-minute drop-in lesson observation	Review of learning or building knowledge (p43)		
17	15 Jan 2024	Explanations and modelling	10-minute drop-in lesson observation	Using the strategy of 'think aloud' to model metacognitive processes (p46)		
18	22 Jan 2024	Guided practice	Discussion	Planning guided practice to build pupil independence (p48)		
19	29 Jan 2024	Independent practice	10-minute drop-in lesson observation	Guided and independent practice (p51)		
20	5 Feb 2024	Questioning	Discussion	Planning effective questions (p54)		

Flexible focus

		My Wellbeing course		Well-being (p55)		
--	--	---------------------	--	------------------	--	--

ECT YEAR ONE – SPRING TERM 2

Module 4 – How can you use assessment and feedback to greatest effect?

Wk	Date (week commencing)	Brightspace self-study	Suggested stimulus	Suggested focus of mentor interaction (page in mentor handbook)	ECT training (dates, times and locations, as advised separately)	Mentor training
21	19 Feb 2024				Module 4: Seminar 1 Structuring questions to anticipate and identify misconceptions Module 4: Seminar 2 Peer and self-assessment	Mentor seminar 4 Supporting ECT workload and well-being Optional self-directed study Workload and wellbeing
22	26 Feb 2024	What makes assessment effective?	Discussion	Planned assessment opportunities (p59)		
23	4 Mar 2024	Planning for effective assessment	10-minute drop-in lesson observation	Anticipating and identifying misconceptions through questioning (p61)		
24	11 Mar 2024	Monitoring misconceptions	10-minute drop-in lesson observation	Monitoring independent practice (p63)		
25	18 Mar 2024	Making feedback purposeful and manageable	10-minute drop-in lesson observation	Giving effective verbal feedback (p65)		
26	25 Mar 2024	Summative assessment	Discussion	Making judgement based on performance (p68)		

Flexible focus

				Self-assessment (p71)		
--	--	--	--	-----------------------	--	--

ECT YEAR ONE – SUMMER TERM 1

Module 5 – How can you support all pupils to succeed?

Wk	Date (week commencing)	Brightspace self-study	Suggested stimulus	Suggested focus of mentor interaction (page in mentor handbook)	ECT training (dates, times and locations, as advised separately)	Mentor training
27	15 Apr 2024				Module 5: Seminar 1 Developing pupils' reading and writing Module 5: Seminar 2 Adaptive teaching and the graduated approach	Mentor seminar 5 Balancing challenge and support Optional self-directed study Engaging with education research
28	22 Apr 2024	Developing high-quality oral language	Discussion	Developing pupils' vocabulary (p75)		
29	29 Apr 2024	Developing reading and writing	10-minute drop-in lesson observation	Implicitly and explicitly teaching vocabulary (p79)		
30	6 May 2024	Further developing pupils' prior knowledge	Discussion	Pre-teaching key knowledge (p82)		
31	13 May 2024	Providing additional scaffolds	10-minute drop-in lesson observation	Scaffolding learning (p85)		
32	20 May 2024	Teaching pupils who require a greater level of support	Discussion	The graduated approach (p87)		

Flexible focus

				Adapting practice to meet the needs of all learners (p90)		
--	--	--	--	-----------------------------------------------------------	--	--

ECT YEAR ONE – SUMMER TERM 2

Module 6 – How can you design a coherent curriculum?

Wk	Date (week commencing)	Brightspace self-study	Suggested stimulus	Suggested focus of mentor interaction (page in mentor handbook)	ECT training (dates, times and locations, as advised separately)	Mentor training
33	3 Jun 2024	What is the purpose of a curriculum?	Discussion	Deciding on a topic for a scheme of work and where to go for guidance (p94)	Module 6: Seminar 1 Identifying and sequencing concepts, knowledge and skills Module 6: Seminar 2 Supporting pupils to think critically	Mentor seminar 6 Building resilience Optional self-directed study Reflecting on Year 1
34	10 Jun 2024	Identifying concepts, knowledge and skills	Discussion	Identifying the concepts, knowledge and skills in a scheme of work (p97)		
35	17 Jun 2024	Sequencing teaching and learning	Discussion	Developing the sequencing of teaching and learning in a scheme of work (p99)		
36	24 Jun 2024	Helping pupils master important concepts, knowledge and skills	Discussion	Common misconceptions and strategies to master concepts, knowledge and skills (p102)		
37	1 Jul 2024	Supporting pupils to build increasingly complex mental models	Discussion	Developing practice and concrete examples/non-examples into a scheme of work (p104)		
38	8 July 2024					
39	15 Jul 2024					

Flexible focus

				Building spaced exposition, practise, and retrieval practise into a scheme of work (p106)		
				Reflections on the year (p108)		