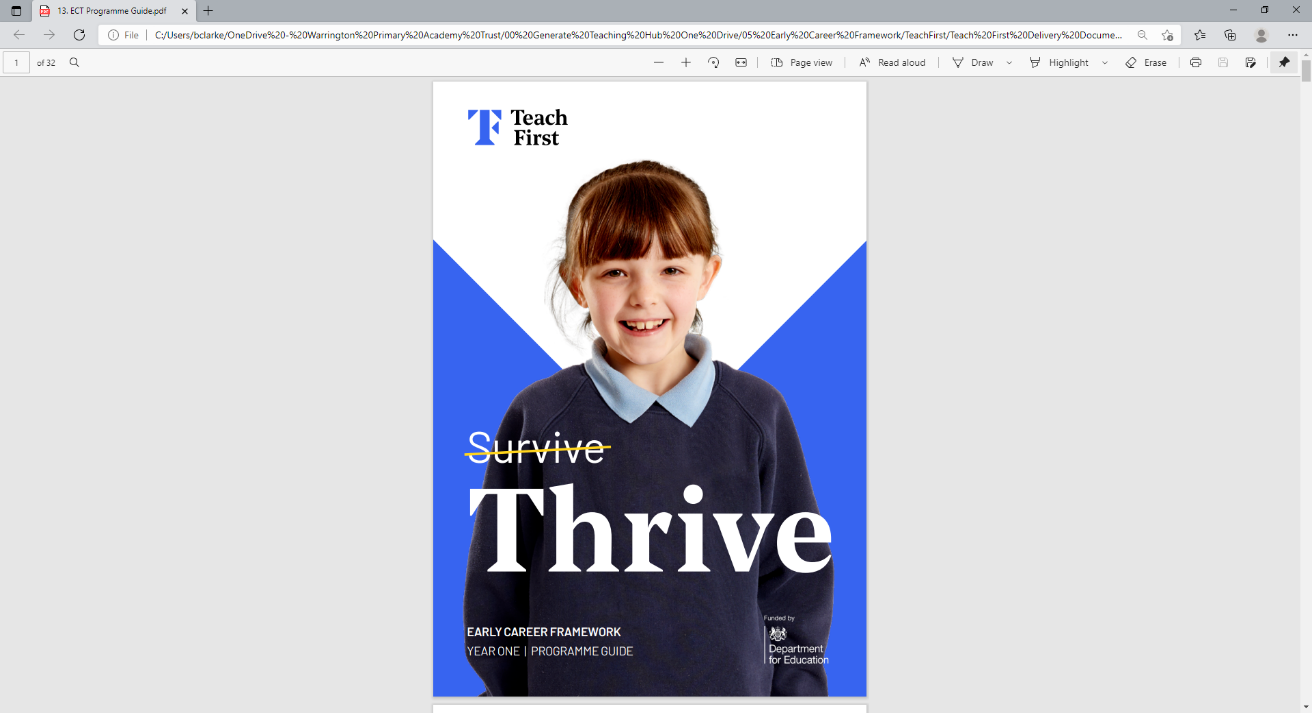
**ECF Newsletter**

**October 2021 - Year 1 – Weeks 5 - 6**

*For Early Career Teachers &Mentors enrolled on Generate Teaching Hub’s Early Career Framework.*

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| Thank you for joining our Early Career Framework programme. It has been great to see the programme start across the Hub area. Over 300 teachers from Halton, Warrington and Wigan are part of the programme.  Now that all the induction sessions are completed we trust you have been meeting in your schools to build on the learning and resources from the course.  This bulletin will be distributed fortnightly as an aide to the sessions and information in your handbooks. |

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| **Over the first year the training for both ECTs and Mentors follows these themes:** | |
| **Module 1: How can you create a powerful learning environment?** | **Autumn 1** |
| Module 2: How do pupils learn? | Autumn 2 |
| Module 3: What makes classroom practice effective? | Spring 1 |
| Module 4: How can you use assessment and feedback to greatest effect? | Spring 2 |
| Module 5: How can you support all pupils to succeed? | Summer 1 |
| Module 6: How can you plan a coherent curriculum? | Summer 3 |



Over weeks 5 to 6, the training seminars will be led by local facilitators with some ECT cohorts starting seminar 2. **Consult your bespoke timetable for the dates, times and venues of your sessions**

As well as Brightspace you can also access your handbooks for topics, case studies and resources.

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| **Contact your local lead for questions and assistance regarding the training programme** | | |
| Halton | Warrington | Wigan |
| [hsimms@wpat.uk](mailto:hsimms@wpat.uk) | [J.Hodgson@bridgewaterhigh.com](mailto:J.Hodgson@bridgewaterhigh.com) | [ECF@golbornehigh.wigan.sch.uk](mailto:ECF@golbornehigh.wigan.sch.uk) |

**Weekly Discussions**

The Mentor Handbook contains weekly templates to aid your discussions with ECTs if / when appropriate. **Listed below are some examples of weekly questions**. Mentors can consult their handbook for more information as you tailor your contact to the ECT’s needs.

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| **Week 5 : Addressing Persistent and Challenging Behaviour**  *Engagement this week could involve a discussion around a case study* |
| 1. Why are consequences important and what makes them effective? 2. How can you ensure consequences are fair and suit the behaviour? 3. How can you ensure you remain consistent in the consequences you use? 4. How can liaising with parents or carers help you to better understand pupils’ individual circumstances? 5. If a serious incident happens, who can you go to for support with how to deal with it? |

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| **Week 6 : Developing Intrinsic Motivation**  *Engagement this week could be a short drop-in observation*   1. Why is it important to develop intrinsic motivation? 2. What different ways can you help pupils to journey from being extrinsically motivated to being intrinsically motivated? 3. Do you teach any pupils who are disengaged with their learning? If so, what strategies could you implement to increase their motivation? 4. How can your expectations impact upon pupils’ outcomes? 5. How can you develop a positive learning environment where it’s safe to make mistakes? |
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