

# ECT Mentor session

Module 1: Enabling pupil learning

Week 4: Supporting the most vulnerable pupils

## Session Elements



reflection



discuss with a  
mentor



sharing of  
practice



scripting



rehearsal

## Learning Intentions for this session

Your ECT will learn that:

- 1.6** High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.
- 7.2** A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.
- 7.7** Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

Your ECT will learn how to:

### Communicate a belief in the academic potential of all pupils by:

- 1a** Using intentional and consistent language that promotes challenge and aspiration.
- 1b** Setting tasks that stretch pupils but which are achievable within a challenging curriculum.
- 1c** Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- 1d** Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).

### **Develop a positive, predictable and safe environment for pupils by:**

- 7a** Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- 7b** Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).

### **Build trusting relationships by:**

- 7k** Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

## **Introduction**

There is no ECT self-study session this week; instead, ECTs should attend a training session as outlined in the training guide. If your mentee is not able to attend this session, they should engage with the session materials before coming to this ECT mentor meeting.

In this week's ECT mentor meeting, you will work with your mentee to connect their learning in the training session to their own practice. Specifically, you will help them to explore strategies for liaising productively with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

## **Research and Practice Summary**

There is no written research and practice summary this week; the video inputs to the ECT training session address this week's content of the Early Career Framework. You may wish to engage with the training material for the ECT training session in this week, in preparation for this ECT mentor meeting. In particular, you may wish to read the briefing notes for facilitators of the ECT training session.

## Mentor Meeting Activities

Throughout the session, try to refer explicitly to the Learning Intentions, and encourage your mentee to record key points in their Learning Log. Tailor your use of the Theory to Practice activities below in response to the Review and Plan sections of this session.

### Review: 5 mins

- (1) Start this session by briefly following up the actions that the mentee set at the end of last week's session. Ask your mentee to summarise
  - a. what they did
  - b. the impact of this on pupil learning (including how they are evaluating this)
  - c. what they will do going forward to build on these actions
- (2) Clarify the Learning Intentions for this session with your mentee.

### Plan: 5 mins

At the start of this module, you looked at all of the *learn how to* statements for Standards 1 and 7 and conducted a module audit with your mentee: in some areas, they will already be confident and skilled; in others, they will want more practice and support from you and others. Look back at this audit now and use it to help decide how you and your mentee will make the most productive use of the suggested Theory to Practice activities below.

## Theory to Practice: 35 mins



### 1. Reflection

Ask your mentee to summarise this week's ECT training session and reflect on their learning from it.

You could use the following prompts to support this reflection:

- what key learning points did you take away from the session?
- how did sharing your ideas with other ECTs, including those teaching in different contexts to you, develop your thinking about the practices that you use in your own classroom?
- what strategies do you now want to try in your classroom as a result of participating in this training session?
- what questions remain – or have arisen – for you, following this session?

Where you are able to, address any questions that the ECT has following the training session.



## **2. Discussion/sharing of practice**

Focusing specifically on statements 1d and 7k in this week's learning intentions, discuss with your mentee how they can most effectively engage with parents, carers and colleagues to help them better meet the needs of pupils. Pay particular attention to how your mentee can use these approaches to improve their teaching of the most vulnerable pupils in their class(es). Where appropriate, share examples from your own practice to support the discussion.

You could consider the following topics in your discussion:

- what are the benefits of engaging with parents and carers?
- what approaches are commonly used in your school to communicate with parents and carers? (e.g. in-person chats at drop-off/pick-up, email, notes in pupils' planners or bags, phone calls)
- what school protocols should be followed when communicating with parents? (e.g. only using school email address, logging phone calls)
- how could your mentee open and manage conversations that help them to understand more about pupils' individual circumstances,

particularly where those pupils are not meeting high academic and/or behavioural expectations?

- how can your mentee access interpreters if needed to contact parents/carers who don't speak English?
- how can your mentee make the most of opportunities to proactively highlight successes to parents/carers, and why is this likely to support parental engagement?
- how can your mentee work with colleagues in your school to better understand pupils' individual circumstances? (e.g. form tutor, teaching assistants, SENCO, child protection officer)



### 3. Scripting/rehearsal

Support your mentee to script and/or rehearse a communication with a parent or carer that they will use in the coming week.

To make this activity effective you could:

- prompt your ECT to identify a specific pupil about whom they would like to know more, or for whom they would like to stimulate parental engagement
- support your mentee to script the communication, whether for a written note, email or conversation
- if necessary, play the part of the parent/carers and 'act back' to your mentee's communication
- give feedback on the strengths of your mentee's rehearsal and strategies to further improve their communication

#### Next Steps: 5 mins

Agree with your mentee how they will now put their learning from this week's session(s) into practice in their teaching. Help your mentee to clarify:

1. the action(s) they will take and how these action(s) are expected to contribute

to improved pupil learning

2. what success will 'look like' in relation to these action(s)
3. how they will evaluate their success in taking these action(s)

Note the date of your next mentor meeting, when you will check on your mentee's progress.