

ECT Align Update

What rain to start 2026! Whilst the weather has been testing, the professional development taking place in the programme has been fabulous – thank you for your participation.

This term, we've thoroughly enjoyed meeting with second year ECTs during their ECT Clinic 5, as well as first year ECTs at their ECT Conference 2 on 'adaptive teaching'. We've also welcomed new ECTs and mentors who are starting the programme this term – welcome – it has been great to meet you all at conference 1.

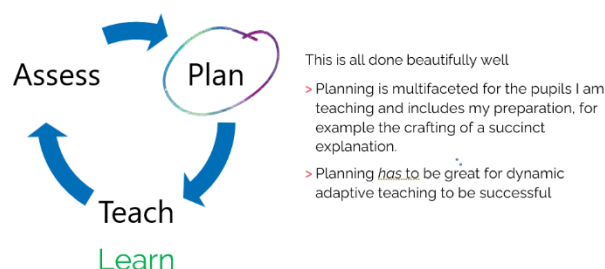
We are delighted that engagement is continuing to be extremely high across the programme from both first and second year ECTs and mentors. We're so pleased to see this level of commitment from you all – please keep up the fantastic work!

If anyone feels that you would benefit from additional support, please get in touch – ECT.Align@hants.gov.uk. We're here to help you succeed.

Adaptive teaching

Teachers' Standard 5 focuses on us being able to 'adapt teaching to respond to the strengths and needs of all pupils'. Possibly more recently there has been more time attended to meeting the needs of all pupils than responding to the strengths and this is a timely reminder for us to be able to do this. We explored in depth the importance of the plan – teach – assess cycle and the feedforwards that happens every time this is done. If you are teaching Early Years, how this looks with a balance of child initiated and teacher-led learning is an important balance.

In Adaptive Teaching...



When we are planning, knowing your pupils starting points to be able to successfully relate to and build on prior knowledge is essential. If there are gaps, these are opportunities to reteach and secure accessibility to this stage of learning in the

curriculum. It is an opportunity for us to be precise in the learning expected and then design tasks which enable pupils to demonstrate the knowledge/skills/understanding in an appropriate way. It is an exciting part of teaching when you see children and pupils flourish in these opportunities. They will thrive and be motivated when they succeed so it is essential that we as teachers are clear with the success criteria expected. There are many different approaches to helping children and pupils understand these together before starting so that they can gain success more easily. Adaptive teaching in practice is something that we all continue to hone and is an exciting aspect of practice, particularly when children and young people show they can rise to challenges and achieve beyond where we may expect them to. Enjoy continuing to hone your adaptive teaching approaches.

ECT time

There's been lots of discussion about time out of lessons to attend events and complete self study in our recent clinics and conferences. We would like to remind everyone that there is **protected time off timetable** for you to complete your ECT Align programme, including training, self study and mentoring. This is in **addition to normal planning, preparation and assessment (PPA) time** as it is funded by the Department for Education. If Induction Tutors need to check this, please use this guidance ([Grant funding for the early career teacher entitlement \(ECTE\) year 2 time off timetable and mentor support: conditions of grant for the 2025 to 2026 and 2026 to 2027 academic year \(cohort 2025\) - GOV.UK](#)).

In summary at the time of writing:

For ECTs this is:

- Year 1 - 10% time off timetable
- Year 2 - 5% time off timetable.

For mentors this is:

- 20 hours of mentor training in their first year as a mentor
- One hour per week for mentoring in their ECTs first year
- One hour every two weeks for mentoring in their ECTs second year.

Our forms

[ECT registration form](#)

[ECT Leavers form](#)

[Mentor amendments form](#)

[Extension request](#)

[Reduction request](#)



Get in touch with Rachel and the ECT
Align team

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