

ECT Overview - Mentoring, Progress Review & Assessment Schedule - Year 2 ECT

Module 6 Enabling pupil learning	Module 7 Engaging pupils in learning	Module 8 Developing quality pedagogy	Module 8 continued Developing quality pedagogy	Summer weeks	Module 9 Developing quality pedagogy
Teaching Standard 1: Set high expectations Teaching Standard 7: Manage behaviour effectively	Teaching Standard 2: Promote good progress Teaching Standard 3: Demonstrate good subject and curriculum knowledge	Teaching Standard 4: Plan and teach well structured lessons Teaching Standard 5: Adapt teaching to respond to the strengths and needs of all pupils Teaching Standard 6: Make accurate and productive use of assessment	Teaching Standard 4: Plan and teach well structured lessons Teaching Standard 5: Adapt teaching to respond to the strengths and needs of all pupils Teaching Standard 6: Make accurate and productive use of assessment	Teaching Standard 4: Plan and teach well structured lessons Teaching Standard 5: Adapt teaching to respond to the strengths and needs of all pupils Teaching Standard 6: Make accurate and productive use of assessment	Teaching Standard 8: Fulfil wider professional responsibilities
1. Completion of Module 6 audit 2. Evidence of the effects upon their pupils of how the ECT sets high expectations and manages behaviour effectively 3. Forming an evaluative inquiry question 4. Review of Module 6: report back on inquiry	1. Completion of Module 7 audit 2. Evaluation of evidence gathered through inquiry 3. In their focus area, what impact is the ECT having on their pupils? 4. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching? 5. Structured reflection upon how alterations to the ECT's teaching are promoting good progress and demonstrating good subject and curriculum knowledge 6. Making judicious use of practical skills in relation to promoting good progress and demonstrating good subject and curriculum knowledge	1. Completion of Module 8 audit 2. What is evidence telling us about the effects upon their pupils of how the ECT develops quality pedagogy and makes productive use of assessment? 3. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching? 4. Structured reflection upon the ECT's Module 8 inquiry and the alterations to their teaching 5. Observation and feedback to improve the quality of pedagogy and the productive use of assessment 6. What is the evidence telling us about the effects upon their pupils of the ECT's practice in relation to Standards 4, 5 & 6?	7. Sharing claims. Using the Module audit to plan future development 8. Inquiry progress: checking for negative consequences 9. Considering the fuller range of emergent evidence 10. The impacts upon the ECT of their inquiry 11. The impacts upon the ECT of their inquiry/Planning to present 12. Inquiry Presentation	1. Considering a full range of emergent evidence. 2. The impact upon the ECT of their inquiry 3. The impacts upon the ECT of their inquiry – planning to present. 4. Inquiry presentation	1. Managing professional development 2. Managing effective working relationships 3. Managing workload and wellbeing 4. Planning for year 3
Mentor session to take place fortnightly. ECTs and mentors should keep record of these. Regular 'drop in' observations by mentor. These do not need to be recorded.					
	AB requirement: Formal observations to be carried out by Induction Tutor. To be recorded.		AB requirement: Formal observations to be carried out by Induction Tutor. To be recorded		
	AB requirement: Progress Review against the T's S. by Induction Tutor. Written record retained. Copy for ECT/ Notify AB/ Update HT.		AB requirement: Progress Review against the T's S. by Induction Tutor. Written record retained. Copy for ECT/ Notify AB/ Update HT.		AB requirement: Final assessment against the T's S. by Induction Tutor. Written record retained. Copy for ECT/ Notify AB/ Update HT.
Mentor training: - Self directed study - Induction conference – week 3 - Online Learning community – week 5	Mentor training: - Self directed study	Mentor training: - Self directed study - Online Learning Community – week 3	Mentor training: - Self directed study	Mentor training: - Self directed study	Mentor training: - Self directed study - Online Learning Community – week 3
ECT training: - Self directed study - Induction conference – week 3 - - Module 1 facilitator led training at local school – week 6	ECT training: - Self directed study - Module 2 facilitator led training at local school - week 2	ECT training: - Self directed study - Module 3 facilitator led training at local school - week 2	ECT training: - Self directed study - Module 2 facilitator led training at local school. – week 8		ECT training: - Self directed study - Local school visits – week 1 and week 4
ECT and mentor to complete an end of module evaluation form.					