

# ECF TRAINING PROGRAMME PARTICIPANT GUIDE



Delivered on behalf of UCL by:



Welcome

Thank you for choosing to complete your Early Career Framework Training Programme with Balcarras and Odyssey Teaching School Hubs (TSHs) as your Delivery Partner and UCL as your National Lead Provider. We are very much looking forward to working with you for the delivery of the ECF programme. This guide outlines the key elements, requirements and dates of your programme. This is a practical delivery guide and should be read in conjunction with UCL's Programme Handbook.

If you have any questions at any stage, please do not hesitate to contact us (details below).

## Programme Overview

The Early Career Teachers training programme is being delivered in Gloucestershire by Balcarras and Odyssey Teaching School Hubs in collaboration with University College London (UCL) as our National Lead Provider. The Teaching School Hubs work with schools in specific areas of the county.

### **Balcarras Teaching School Hub - Cheltenham Stroud and the Cotswolds** **Odyssey Teaching School Hub - Gloucester, Tewkesbury and Forest of Dean**

Our focus is on providing the best evidence-informed development for teachers in the first two years of their career as part of the DfE's golden thread of career development. As you will read in your UCL Programme Handbook, the programme consists of 9 modules. Year 1 content covers all Teachers' Standards over five modules, with the four modules in Year 2, supporting deepening ECTs knowledge and practice.

### **Roles & Responsibilities**

**Delivery Partner:** As Delivery Partners, Balcarras and Odyssey TSHs run the programme in Gloucestershire on behalf of UCL. Balcarras & Odyssey TSHs are proud to deliver the ECT training sessions as face-to-face events. Participants will be allocated a cluster group for these sessions, either within their subject specialism for Secondary, or geographical area, if Primary.

**National Lead Provider:** This is the UCL ECF Training programme, with UCL taking the lead on systems, materials and presentations. As part of our role, we keep UCL informed of participants' attendance and engagement. UCL use this data to track and help support your achievement of the engagement requirements as well as providing feedback to the DfE for quality assurance purposes.

**Early Career Teacher:** An Early Career Teacher or ECT is someone who is in their first two years of teaching. As an ECT you are entitled to a structured training program of development, support, and professional dialogue, underpinned by the Early Career Framework (ECF).

**Mentor:** The ECT Mentor plays a pivotal role in supporting ECTs in their ECF Training Programme and ECF progress. In year one you will meet with your mentor each week to cover the modules on the training programme, in year two this will change to fortnightly meetings. It is essential that UCL have the correct details for your ECT Mentor so that they have access to the UCL Extend materials and receive our supporting emails throughout your programme.

**Induction Tutor:** Your Induction Tutor will usually be a member of Senior Leadership and it is their role to ensure you are being given your statutory entitlements, including providing you with an induction programme and carrying out assessments and regular progress reviews.

**Training Facilitator:** All sessions are delivered in person by our experienced facilitation team. Our facilitators are accomplished leaders and actively introduce local context, knowledge and examples to support and enhance your leadership learning.

## Contacts

With any questions relating to programme and content, please contact **Jo Taylor** [jot@balcarras.gloucs.sch.uk](mailto:jot@balcarras.gloucs.sch.uk).

For all other administration enquiries please contact your relevant Hub.

Balcarras Teaching School Hub: [ts-hub@balcarras.gloucs.sch.uk](mailto:ts-hub@balcarras.gloucs.sch.uk) or call 0120242 545134

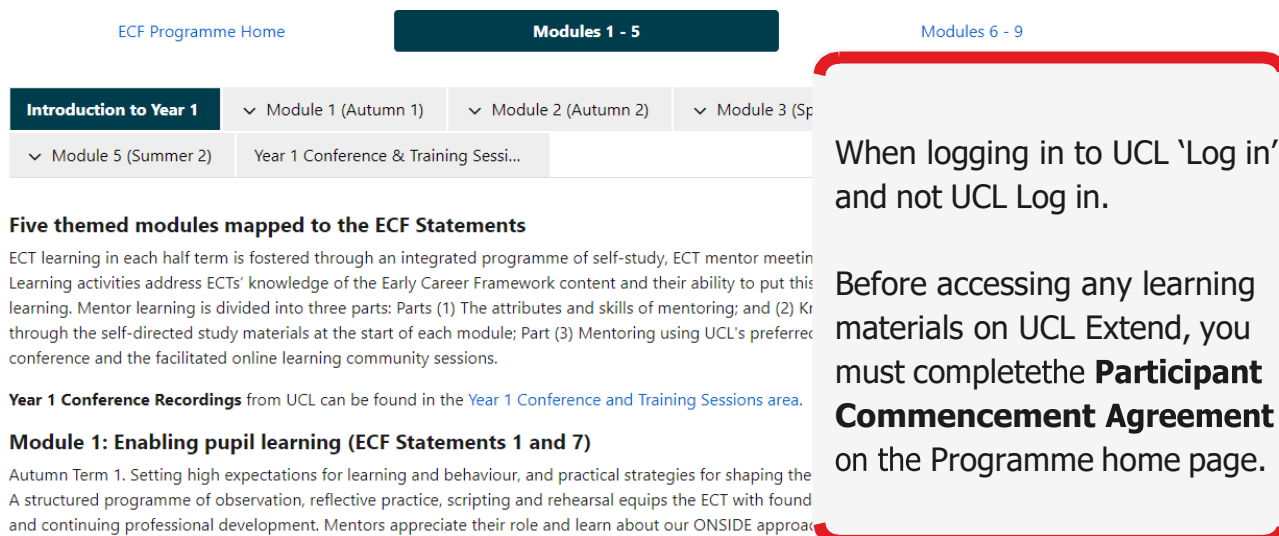
Odyssey Teaching School Hub: [admin@odysseytsh.org](mailto:admin@odysseytsh.org) or call 0120242 538297

Communications for the face-to-face sessions will be sent via email in advance from a TeachGlos email address. Participants will have access to the UCL Materials online; ECTs and Mentors are to use these materials during their allotted mentor sessions.

## UCL Extend

UCL Extend is the online platform used to access the professional development materials throughout of the ECF Training Programme. This includes the resources for the Year 1 (weekly) or Year 2 (fortnightly) mentor meetings. Mentor meeting engagement must be recorded in the ECT

UCL will email you with your login details to access UCL Extend. This is the platform for all programme materials and engagement requirements. Please ensure you familiarise yourself with the platform as use of UCL Extend is critical to the successful completion of the ECF Training Programme. Please be aware that Mentors have their own training materials to complete on the platform. Further details are found in the UCL ECT Handbook (please note the handbook is also available on Extend). If you do not have access to UCL Extend or have access to the wrong cohort, please let us know as soon as possible.



The screenshot shows the UCL Extend website interface. At the top, there are navigation tabs: "ECF Programme Home", "Modules 1 - 5" (highlighted in dark blue), and "Modules 6 - 9". Below the tabs is a menu with items: "Introduction to Year 1", "Module 1 (Autumn 1)", "Module 2 (Autumn 2)", "Module 3 (Sp...", "Module 5 (Summer 2)", and "Year 1 Conference & Training Sessi...". The main content area is titled "Five themed modules mapped to the ECF Statements" and contains text about ECT learning and a link to "Year 1 Conference Recordings". A sidebar on the right contains a callout box with a red border and rounded corners, containing the text: "When logging in to UCL 'Log in' and not UCL Log in. Before accessing any learning materials on UCL Extend, you must complete the Participant Commencement Agreement on the Programme home page."

The welcome email from Balcarras and Odyssey TSHs, outlines the details of your cluster group and key programme requirements.

Please read these emails and information carefully and complete all actions outlined on UCL Extend in advance of your first cluster group session, to ensure a smooth start to your ECF training programme.

If you do not receive these emails, please contact your relevant Teaching School Hub.

## How the ECF Training programme works

### Year one

As a Year 1 ECT you are entitled to the following:

- An additional 10% reduction in your teaching timetable
- A weekly mentor meeting with online preparation resources
- Six in person training sessions delivered by an expert facilitator
- Six online training sessions and development resources (via Padlet)

### Year two

As a second year ECT you are entitled to the following:

- An additional 5% reduction in your teaching timetable
- A fortnightly mentor meeting with online preparation resources
- Four in person training sessions delivered by an expert facilitator
- Four online training and development resources (via Padlet)
- Two school visits (organised by you with support from your school)

### Each Module comprises:

**In-School ECT Mentor Meetings:** Participants must self-certify completion of their ECT Mentor meetings via Extend as part of the DfE's engagement requirement. This can be done by clicking "done" at the end of an activity.

**Audit:** Completed for each Module to help identify your current strengths and learning needs. Mentors and ECTs can use this audit to assess and track the weeks of the module that will be most relevant and important to the ECT. It is important that this is undertaken to ensure that the programme is as individualised as possible and enable flexibility.

**Self-directed Study Materials:** ECTs are expected to do 45 minutes of Self-Directed Study in preparation for each mentor meeting using the materials on UCL's Virtual Learning Environment 'UCL Extend'. UCL Extend is an easy to navigate platform which hosts the learning materials specific to your ECF training programme. Broken down into modules the materials provide you with week-by-week guidance for activity to complete with your mentor. Extension work can be found within all modules if you wish to explore any areas in more details. See Getting Started for login and contact details for any issues relating directly to UCL Extend.

**Mentor Materials:** Much like the self-directed study materials, mentors will have their own study materials for each module as well as guidance on what to cover in the weekly or fortnightly mentor meetings. Engagement with these materials is tracked by UCL to ensure participation.

**Face to face training:** You will have 6 (in year 1) or 4 (in year 2) training sessions a year. Our training all takes place in person, in cluster groups arranged by subject (secondary ECTs) or by geographical region (primary and SEND ECTs). This will give you the opportunity to work with other teachers across the county and beyond. Be prepared to get involved in the discussions; asking and answering questions will increase the value and learning you gain from each session, strengthening your knowledge and skills to help you meet the Teachers' Standards.

TeachGlos will contact you individually to confirm your cluster group, key dates and venues for training sessions, as well as providing your facilitator details. Our facilitators are there to support you throughout your programme and are happy to provide guidance and support at any stage.

Prior to each face-to-face training session, you will receive an e-mail including the venue details and time of the session. You are required to attend these events as they count towards your engagement on the programme. Please ensure all training session dates are in your diary on receipt of the confirmation email from TeachGlos.

We appreciate there may be occasions when you are unable to attend your cluster training session. This should be discussed with your Induction Tutor and, if agreed, we ask that your Induction Tutor email TeachGlos to confirm your absence - [admin@teachglos.org.uk](mailto:admin@teachglos.org.uk). Where possible an alternative cluster training session will be offered. However, please be aware this is likely to be in a different location and / or subject area.

**Training Session Recording:** If you are unable to attend the face-to-face cluster group session, you will be asked to view the recorded version of the session on UCL extend.

**Online Learning Community:** The Online Learning Community (OLC) weeks are a virtual element of the program, led by your facilitator. You will be sent resources and activities to engage with via your cluster Padlet board. This will involve contributing a written response in order to demonstrate engagement in the activity.

**Optional additional reading and listening:** Additional, focused resources that contextualise each module can be found on UCL extend in the 'enhance' section and in UCL's Podcast "ECF Staffroom".

**End of Module engagement form:** You must complete an End of Module Completion Form (EMCF) at the end of every module. This can be found in the final week materials on UCL extend. This is a key tracker of your engagement, along with your attendance at cluster sessions and the self-directed study materials. This provides the opportunity to reflect on your learning.

### Engagement Requirement

Please be aware that the DfE monitor engagement across all elements of your ECF Training programme. To meet engagement on the programme you must:

#### Attend:

- The Induction Conference
- Face to Face sessions (tracked via session registers)
- ECT Mentor Meetings at school (tracked via self-certifying on UCL Extend after each meeting)

#### Complete:

- ECF Programme Commencement Agreement (via UCL Extend)
- Self-directed learning (tracked via UCL Extend, see Self-directed Online Learning) End of Module Completion Form
- End of module engagement form

#### Participate:

- Online Learning Community (OLC) discussion forums via Padlet

**Practitioner Inquiries (Year 2 only):** During Modules 6 to 9 in year 2 you will have the opportunity to deepen both your understanding of the content of the Early Career Framework and your ability to enact this content through your teaching by undertaking action research or a practitioner inquiry. You will have fewer mentor meetings to enable you to have time to undertake this research. In mentor sessions your mentor will challenge your findings in carefully tailored learning activities, that prompt you to 'look up' from an initial focus on your own practice to evaluate your impact on pupils' learning.

#### School visits (Year 2 only):

For Module 9  
In Module 9 you will be required to arrange two school visits. We wanted to highlight an important requirement for your course that needs your immediate attention. We recommend that you arrange a date for these visits immediately upon starting Year 2 of the programme. It is a compulsory part of your course to arrange and attend these visits. The theory behind this is for you to expand your situational experience and engage in other professional development experiences. These visits can be arranged through networks made at cluster sessions. Each visit requires one day. You will need to record your visits on UCL Extend.

Arranging the school visit is the ECT's responsibility: it is not arranged by the Delivery Partner or facilitator (although we can offer advice and support if needed). Please arrange dates for these visits as soon as possible and liaise with your induction tutor to arrange cover. The summer term can be extremely busy within schools, and it is crucial to get these dates in now to ensure a smooth process and avoid any last-minute inconveniences. If you have any questions or need further assistance, do not hesitate to contact us.

## ECF Training Programme Routes

The training programme will be completed on the following basis for:

### Year 1 - September 'Standard' Starters (Full Time)

'Standard' Start – September	Year 1	Year 2
September – October Half Term	Module 1	Module 6
October Half term – Christmas	Module 2	Module 7
January – Easter	Module 3i & 3ii	Module 8i, 8ii & summer weeks
Easter – May Half Term	Module 4	
June- End of term	Module 5	Module 9 (school visits)

### Year 1 - January 'Non-Standard' Starters (Full Time)

You will complete the training programme on the following basis: (individual programme plans will be emailed to any January starters)

'Non- Standard' Start - January	Year 1	Year 2
September – October Half Term	n/a	Module 6
October Half term – Christmas	n/a	Module 7
January – Easter	Module 3i & 3ii*	Module 8i, 8ii
Easter – May Half Term	Module 4	
June – End of Term	Module 5	Module 9 (school visits)
September – October Half Term	n/a	Module 1**
October Half term – Christmas	n/a	Module 2**

\* Optional Flexi catch-up, to be agreed between Delivery Partner, ECT, Mentor and school.

\*\*Must evidence engagement in Module 1 and Module 2 during the final term of Year 2 i.e. watch cluster training recording (even if Optional Flexi catch-up completed)

### Year 1 April 'Non-Standard' Starters (Full Time)

You will complete the training programme on the following basis: (individual programme plans will be emailed to any April starters)

'Non-Standard' Start – April	Year 1	Year 2
April – End of Term	Module 9 (school visits)	n/a
September – October Half Term	Module 1	Module 6
October Half term – Christmas	Module 2	Module 7
January – Easter	Module 3i & 3ii	Module 8i & 8ii
Easter – May Half Term*	Module 4	
June- End of term	Module 5	n/a

## Programme Completion

The DfE require evidence of two full years of participation and engagement to complete the training to enable ECTs to receive their ECF Training Programme Certificate. Completion of this element of their statutory requirement will therefore be two years from the date they started the programme.

### **Clarification of the difference between statutory ECT induction and the ECF programme**

Please read the following information below to understand the difference between the ECF programme and Statutory Induction. They are two separate elements of the ECTs first two years as a teacher.

### **ECF Programme- UCL Early Career Teacher professional development programme**

The package of training and support that ECTs receive over the 2 years is known as 'ECF-based training' because it is based on the Early Career Framework (ECF). The lead provider that the Gloucestershire Hubs use to deliver the ECF programme is UCL Institute of Education. Balcarras and Odyssey TSH are a delivery partner working with UCL to deliver the ECF sessions and to guide schools through the self-directed study.

The DfE criteria is that evidence of 2 full years is required of full participation to complete the Early Career Teacher professional development programme. Therefore, any ECT who started the ECF programme after September 2024 will be required to complete the programme in line with the date when you onboarded on to the ECF programme with UCL.

### **Statutory Induction**

Statutory induction is the bridge between Initial Teacher Training and a career in teaching. From September 2021 this became a two-year FTE programme. It is the assessed element that an ECT must complete. The programme should support the Early Career Teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards' is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher. This is monitored and reviewed by the Appropriate Body. Please ensure that your school has signed you up with an Appropriate Body.

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms.

### **Minimum period of continuous employment that can count towards induction.**

The minimum period that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term (based on an institution that operates three terms in a school year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance. It would be very difficult to do this against all the Teachers' Standards over a period of less than one term.

E.g. if gained employment in or after October half term 2024, ECF induction would continue until December 2026.

If you are employed in a school from Sept 2024-May 2026 and then moved to another school from May 2026 your induction would not complete until the of end October 2026.

Full guidance can be found [here](#).

### **DfE Funding for ECTs & Mentors**

The DfE supports schools with additional funding for ECF-based training. This includes funding for mentors, which is paid directly to schools to support their training and their mentoring time in Year 2. Further information on all ECF DfE funding is available at [Funding and eligibility for ECF-based training - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

### **Deferral & Withdrawal**

If you are moving school or need to pause your two-year ECF statutory induction, please ask your Induction Tutor to notify your relevant Teaching School Hub.

If you defer, your training programme will be placed on hold for you to pick up again when you return to school. In this case, you might be asked to join a new cohort or different cluster group depending upon the time absent.

### **Change of School, Details or Mentor**

Should any details change e.g. your school, ECT Mentor, email address, please ask your induction Tutor to advise your Teaching School Hub via email

### **Safeguarding**

We are guided by the policy of the school hosting the ECT sessions. Please report safeguarding concerns to:  
Balcarras School DSL: Liza McCarthy [safeguarding@balcarras.gloucs.sch.uk](mailto:safeguarding@balcarras.gloucs.sch.uk)  
Pate's Grammar School DSL: Bethan Morgan [bmorgan@patesgs.org](mailto:bmorgan@patesgs.org)

### **Privacy Policy**

We process data relating to programmes to assist in the support of ECF training programme participants. This information includes identifiers, such as name of school, email, place of work and attendance information.

Collection of data allows the development of recruitment and retention policies, financial modelling and planning, assessment of our ECF and TSH delivery against UCL and Department for Education KPIs.

As a Delivery Partner, we are required to share information with UCL and DfE. We will not share your information with third parties.

If you require more information, please contact

Chris Nicholas, Director of Odyssey Teaching School Hub [cnicholas@patesgs.org](mailto:cnicholas@patesgs.org)

Liz Cullis, Director of Balcarras Teaching School Hub [ejc@balcarras.gloucs.sch.uk](mailto:ejc@balcarras.gloucs.sch.uk)

### **Appropriate Body**

Balcarras or Odyssey Teaching School Hub will act as your Appropriate Body depending on your area, you will receive details of statutory induction directly from your Hub. The Appropriate body handbook is available on the website. For further information email, [admin@odysseytsh.org](mailto:admin@odysseytsh.org) or [ts-hub@balcarras.gloucs.sch.uk](mailto:ts-hub@balcarras.gloucs.sch.uk).





## UCL ECF – Wellbeing Charter

### 1. ANYTIME, ANYWHERE

Choose to study at a time when it suits you best. The resources are available to you all the time & our UCL Extend learning platform is accessible on any digital device with internet access

### 2. ALL THE CONTENT, ALL THE TIME

We allow you to look ahead, or look back over the whole 2 years, so you always have access to what you need

### 3. PLUG IN & PLAY

Save time by listening to some of the research and practice summaries. Just open the session and click on the listen button



### 4. GUIDEBOOK, NOT RULE BOOK

Use the audit and module summary guides to work with your mentor to tailor the programme to suit your development needs

### 5. YOUR MENTORS ARE 'ONSIDE'

We don't assess you or demand assignments from you. You are not judged



### 6. CLICK TO DOWNLOAD

Tired of the screen? You can download and print an entire module's worth of resources. Just remember to go on UCL Extend to tell us you have completed the module

### 7. SUPPORTED PROGRAMME

If you fall behind, re-engage by taking this option for any Year 1 Module

### 8. REVIEW, TAILOR, TICK

Decide what you need to focus on in each of the sessions and plan your time appropriately. Never spend longer than an hour on a self-directed study or mentor session. There is no test- we trust you! Simply, tick to tell us you have completed.

### 9. COMMUNITY & PEER LEARNING



Join our *ECF Staffroom*

### 10. BE OUR GUEST

The time of your facilitated session clashes with something else? Ask your Delivery Partner and they will try to fix you up with an alternative. If you still cannot attend a live facilitated session, you can watch a recording anytime instead.



## ECF Training Programme - Year 1 Module Summary

### ECT Overview - Mentoring, Progress Review & Assessment Schedule - Year 1 ECT

Module 1 Enabling pupil learning	Module 2 Engaging pupils in learning	Module 3 Developing quality pedagogy	Module 3 continued Developing quality pedagogy	Module 4 Making productive use of assessment	Module 5 Fulfilling professional responsibilities (I)
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 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 1 audit 2. Understanding teachers as role models 3. Establishing the learning environment 4. Supporting the most vulnerable children 5. Understanding pupils as learners 6. Managing behaviour 7. Exploring yourself as a role mode	1. Completion of Module 2 audit 2. Prior knowledge, memory and misconceptions 3. Literacy and learning 4. Consolidation of learning 5. Curriculum and subject knowledge 6. Subject knowledge and key concepts 7. Review of Module 2 audit	1. Completion of Module 3 audit 2. Implementing effective modelling 3. Introducing new material in steps using exposition and questioning including through homework 4. Modelling metacognitive strategies 5. Developing high quality classroom talk 6. Reviewing the learning for Teachers' Standard 4 7. Understanding the role of key professionals in meeting the needs of all learners	7. Understanding the role of key professionals in meeting the needs of all learners 8.Using grouping to support specific needs 9.Building on pupils' prior knowledge through formative assessment 10.Making new concepts accessible through targeted support 11.Meeting individual needs and balancing workload 12.Reviewing the learning for Teachers' Standard 5	1. Completion of Module 4 audit 2. Fundamental principles of effective assessment 3. Applying good assessment practice in the classroom 4. Giving high quality feedback 5. Planning effective and manageable marking and feedback 6. Putting effective marking and feedback into practice	1. Completion of Module 5 audit 2. Workload and wellbeing 3. Reflection and research in professional development 4. Engaging with parents, carers and families 5. Working effectively with colleagues 6. Revising professional development 7. Review of year 1 and planning for year 2
Mentor session to take place weekly. ECTs and mentors should keep record of these.					
Regular 'drop in' observations by mentor. These do not need to be recorded.					
AB requirement: observations to be carried out by Induction Tutor within first 4 weeks.	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: 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: Progress Review 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 1 - Online Learning community – week 3	Mentor training: - Self directed study	Mentor training: - Self directed study	Mentor training: - Self directed study - Online Learning Community – week 9	Mentor training: - Self directed study	Mentor training: - Self directed study - Online Learning Community – week 2
ECT training: - Self directed study - Induction conference – week 1 - Online Learning community – week 7 - Module 1 facilitator led training at local school – week 4	ECT training: - Self directed study - Online Learning community – week 7 - Module 2 facilitator led training at local school – week 1	ECT training: - Self directed study - Online Learning community – week 6 - Module 3 facilitator led training at local school - Week 1	ECT training: - Self directed study - Online Learning community – week 12 - Module 2 facilitator led training at local school. – week 7	ECT training: - Self directed study - Online Learning community – week 6 - Module 2 facilitator led training at local school. – week 2	ECT training: - Self directed study - Online Learning community – week 5 - Module 2 facilitator led training at local school. – week 1
ECT and mentor to complete an end of module evaluation form.					

## ECF Training Programme - Year 2 Module Summary

### 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 week	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
<ol style="list-style-type: none"> <li>1. Completion of Module 6 audit</li> <li>2. Evidence of the effects upon their pupils of how the ECT sets high expectations and manages behaviour effectively</li> <li>3. Forming an evaluative inquiry question</li> <li>4. Review of Module 6: report back on inquiry</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion of Module 7 audit</li> <li>2. Evaluation of evidence gathered through inquiry</li> <li>3. In their focus area, what impact is the ECT having on their pupils?</li> <li>4. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?</li> <li>5. Structured reflection upon how alterations to the ECT's teaching are promoting good progress and demonstrating good subject and curriculum knowledge</li> <li>6. Making judicious use of practical skills in relation to promoting good progress and demonstrating good subject and curriculum knowledge</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion of Module 8 audit</li> <li>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?</li> <li>3. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?</li> <li>4. Structured reflection upon the ECT's Module 8 inquiry and the alterations to their teaching</li> <li>5. Observation and feedback to improve the quality of pedagogy and the productive use of assessment</li> <li>6. What is the evidence telling us about the effects upon their pupils of the ECT's practice in relation to Standards 4, 5 &amp; 6?</li> </ol>	<ol style="list-style-type: none"> <li>7. Sharing claims. Using the Module audit to plan future development</li> <li>8. Inquiry progress: checking for negative consequences</li> <li>9. Considering the fuller range of emergent evidence</li> <li>10. The impacts upon the ECT of their inquiry</li> <li>11. The impacts upon the ECT of their inquiry/Planning to present</li> <li>12. Inquiry Presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Considering a full range of emergent evidence.</li> <li>2. The impact upon the ECT of their inquiry</li> <li>3. The impacts upon the ECT of their inquiry – planning to present.</li> <li>4. Inquiry presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Managing professional development</li> <li>2. Managing effective working relationships</li> <li>3. Managing workload and wellbeing</li> <li>4. Planning for year 3</li> </ol>
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.