



# UCL Early Career Teacher Programme

## Professional development for ECTs and Mentors

### Developing teachers as skilled professionals

Our programme is built on a belief that teachers are skilled professionals, who have

- **pupil learning** at the centre of all that they do
- **a rich, complex, knowledge base** which continues to grow throughout their career
- **a deep understanding of the context(s) in which they work** and the implications of this for their practice
- **practical fluency** in a range of evidence-based classroom strategies that support pupils to learn well
- **academic tools** needed to engage independently with evidence around effective teaching
- **the reflective capacity** to evaluate teaching and continue to improve across their career
- the ability to use their knowledge, skills and experience to ensure **excellent learning for all pupils**

Programme components draw on multiple pedagogies of teacher education to effectively develop teachers as skilled professionals. Learning activities are targeted to the developmental needs of the ECT and the nature of content in each module. Our programme prepares Mentors for their role in the programme through targeted training which and the highly skilled practice of mentoring.



Our university and teaching school partners have drawn on their teacher education expertise to design a programme which is...

- ✓ Knowledge and evidence-based
- ✓ Drawn from expert theory and current practice
- ✓ Inquiry-based spiral learning
- ✓ Learning embedded in practice, not an additional burden
- ✓ Located near you
- ✓ Flexible



# A two-year structured programme for ECTs and Mentors

The Full Induction Programme (FIP) comprises 3 parts:

- Core Induction Programme (ECT self-study and school-based mentor meetings)
- ECT training programme
- Mentor training programme

## Year 1 overview

### Autumn term 1

Module 1: Enabling pupil learning  
(Teachers' Standards 1 and 7)

Setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable pupil learning.

A structured programme of co-observation, reflective practice, scripting and rehearsal equips the ECT with foundational learning skills that underpin self-study and continuing professional development.

### Autumn term 2

Module 2: Engaging pupils in learning  
(Teachers' Standards 2 and 3)

Developing a rich conceptual understanding of pupil learning, memory and subject / specialism expertise. Applying this to teaching through carefully structured activities that connect theory to the ECT's practice.

### Spring terms 1 and 2

Module 3: Developing quality pedagogy  
(Teachers' Standards 4 and 5)

Exploring and applying strategies to support high-quality planning and adaptive teaching that addresses the needs of all pupils.

### Summer term 1

Module 4: Making productive use of assessment  
(Teachers' Standard 6)

Investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom.

### Summer term 2

Module 5: Fulfilling professional responsibilities (I)  
(Teachers' Standard 8)

Building skills in working with others within and beyond the school to improve teaching and manage professional development across a career in education.

*ECT learning in each half term is fostered through an integrated programme of self-study, ECT mentor meetings, online and face-to-face training events. Learning activities address ECTs' knowledge of the Early Career Framework content and their ability to put this into practice to bring about high-quality pupil learning.*

## Year 2 overview

### Autumn term 1

Module 6: Inquiry into enabling pupil learning

### Autumn term 2

Module 7: Inquiry into engaging pupils in learning

### Spring term and summer term 1

Module 8: Inquiry into developing quality pedagogy and making productive use of assessment

### Summer term 2

Module 9: Fulfilling professional responsibilities (II)

*Year 2 deepens both ECTs' understanding of the content of the Early Career Framework and their ability to enact this content through their teaching. Mentoring approaches and opportunities to conduct supported practitioner enquiry build on ECTs' growing expertise as skilled professionals. Increased challenge in carefully tailored learning activities prompts ECTs to 'look up' from an initial focus on their own practice to evaluate their impact on pupils' learning.*

## Programme components

- Annual **induction and learning conferences** for induction leads, Mentors and ECTs: autumn term
- Half-termly **online learning communities** for ECTs (termly for Mentors)
- **Structured self-study** sessions for ECTs: 22 hrs in year 1; 5 hrs in year 2
- **Self-directed learning** materials to develop mentors as experts in both mentoring and the content of the Early Career Framework
- Half-termly **face-to-face training** for ECTs, led by expert facilitators
- Structured **ECT mentor meetings** focused on the content of the Early Career Framework and targeted at ECT development needs: 39 hrs in year 1; 20 hrs in year 2

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UCL Institute of Education in partnership with:  
South Central Teaching School Hub  
The Quay School, Delta Education Trust

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## Summary of programme and Early Career Teacher learning hours Year 1

Session Type	Every Half Term in Year 1	Total Hours in Year 1
<b>ECT training (21 hours):</b>		
Half-day induction conference at the beginning of Year 1*		3
Face-to-face ECT training*	▪ 2 hours per half-term	12
Online learning community: facilitated discussion session	▪ 1 hour in the final week of each half-term	6
Self-directed study	▪ 4 hours in half-terms 1-5; 2 hours in half-term 6	22
Mentor sessions	▪ Weekly one-hour meeting	39
<b>Total hours</b>		<b>82</b>

## Year 2

Session Type	Every Half Term in Year 2	Total Hours in Year 2
<b>ECT training (15 hours):</b>		
Half-day reflection and learning conference at the beginning of Year 2*		3
Face-to-face ECT training*	▪ 2 hours in Week One of Half-terms 1-4	8
School visits (summer term)	▪ 2 hours per visit in Half-term 5	4
Self-directed study	▪ 1 hour in Half-terms 1-5	5
Mentor sessions	▪ Fortnightly one-hour meeting	20
<b>Total hours</b>		<b>40</b>

## Summary of programme and Mentor learning hours Year 1 & 2

Session Type	Frequency	Total Hours per year
<b>Mentor training (18 hours):</b>		
Half-day Induction, reflection and learning conference at the beginning of each year*		3
Online Learning Community	▪ 1 hour per term	3
Self-directed study	▪ 2 hours per half term	12
<b>Total hours</b>		<b>18</b>

High-quality mentoring and professional dialogue are both vital components in supporting ECTs throughout the 2-year programme. Our programme also provides professional development for Mentors.

Through our Mentor Session Materials, Mentors will develop a practical understanding of two core mentoring approaches: **ON-SIDE Mentoring** (Hobson 2016) and **Educative Mentoring** (Daly 2017) that will enable them to provide their ECTs with practical, evidence-informed support tailored to their individual circumstances and contexts.

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## Programme organisation and teacher workload

UCL and Delivery Partners are leaders in teaching and teacher development across all phases of schooling. This expertise has informed programme design and organisation to be sensitive to teachers' overall workload, embedding learning in practice. Programme design creates flexibility that accommodates the disruptions and variations that are inevitable over a typical school year.

Programme components are scheduled across the year so that ECTs and mentors are able to balance learning activities with their other commitments.

**Year 1:** The typical time commitment from ECTs is 2 hours per week.

Mentors meet with ECTs for an hour each week and complete 18 hours of training and development across the year.

**Year 2:** The typical time commitment from ECTs is 1 hour per week.

Mentors have 20 1-hour meetings with ECTs across the year and complete 18 hours of training and development.

In both years, training is partly structured and partly self-study activity, helping mentors to plan their development to suit their diary.

## Example weeks

In **Module 2, week 4**, ECTs complete self-study activities focusing on the role of long-term memory in pupil learning. They read a research summary on knowledge, memory, consolidation and foundational concepts; they work through an exercise that extends their understanding; and they use their learning to plan strategies to support learning to a forthcoming lesson.

During their weekly meeting, the mentor and ECT review and refine the ECT's planned lesson. The mentor shares their practice to model expertise, and together the mentor and ECT map out opportunities to apply learning to a sequence of the ECT's lessons.

In **Module 4, week 6**, ECTs participate in an online learning community with other ECTs in their local area, in place of self-study. The weekly ECT mentor meeting looks at strategies for making marking manageable. The mentor and ECT analyse some of the ECT's assessment artefacts to identify strengths and areas for development. The mentor supports the ECT with scripting and rehearsing a piece of pupil feedback, and they co-assess some pupil work.

## A flexible programme that works with your timetable

- ECT self-study sessions can be completed at any time, as a single block of study or broken up across a number of days
- Modules within the programme are presented in a suggested sequence, which can be adapted to suit local needs where appropriate. Modules are sufficiently bounded that they can be completed in any order
- Module summary guides provide a clear overview of sessions in each module, including preparation required and key learning activities. Mentors and ECTs can use this to target session selection and sequence content to ECTs' learning needs, their school calendar and other commitments with which the programme must dovetail
- Mentors and ECTs complete module content audits at the start of each module, which clearly indicate where to target and personalise activity within and across sessions so that it best addresses each ECT's learning needs

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