

| UCL Full induction Programme - Cohort 2, Year 2 (2023-24) | | | |
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| Half term 1 | | | |
| Module 6: Inquiry into enabling pupil learning (Teachers' Standards 1 Set high expectations and 7 Manage behaviour effectively) 7 wks | | | |
| | Weekly Mentor session | ECT training | Mentor training |
| 04/09 | 1. No Mentor session this week | | |
| 11/09 | 2. Module 6 audit | | 2-hour self-directed study session Introducing educative mentoring and practitioner inquiry |
| 18/09 | 3. No Mentor session this week (Annual Conference) | Annual Conference (asynchronous)/Q&A drop-in session | Annual Conference (asynchronous)/ Q&A drop-in session |
| 25/09 | 4. No Mentor session this week | | |
| 02/10 | 5. Evidence of the effects upon their pupils of how the ECT sets high expectations and manages behaviour effectively | | 1-hour online learning community (facilitated) How can I be an Educative mentor? |
| 9/10 | 6. ECT Training | 2-hour training session (facilitated) Forming an evaluative inquiry question | |
| 16/10 | 7. Review of Module 6: report back on inquiry | | |
| Half term 2 | | | |
| Module 7: Inquiry into engaging pupils in learning (Teachers' Standards 2 Promote good progress and 3 Demonstrate good subject and curriculum knowledge) 7 wks | | | |
| | Weekly Mentor session | ECT training | Mentor training |
| 30/10 | 1. Module 7 audit | | 2-hour self-directed study session Educative mentoring and learning conversations |
| 06/11 | 2. ECT Training | 2-hour training session (facilitated) Evidence of the impact of changes to practice | |
| 13/11 | 3. In their focus area, what impact is the ECT having on their pupils? | | |
| 20/11 | 4. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching? | | |
| 27/11 | 5. Structured reflection upon how alterations to the ECT's teaching are promoting good progress and demonstrating good subject and curriculum knowledge | | |
| 04/12 | 6. Making judicious use of practical skills in relation to promoting good progress and demonstrating good subject and curriculum knowledge | | |
| 11/12 | 7. No Mentor session this week | | |
| Half term 3 | | | |
| Module 8 Part 1: Inquiry into developing quality pedagogy and making use of assessment (Teachers' Standard 4: Plan and teach well-structured lessons, 5 Adapt teaching, and 6 Accurate and productive use of assessment) 6 wks | | | |
| | Weekly Mentor session | ECT training | Mentor training |
| 01/01 | 1. No Mentor session this week | | |
| 08/01 | 2. Module 8 Audit and conducting an extended evaluative inquiry | 2-hour training session (facilitated) Conducting an extended evaluative inquiry | 2-hour self-directed study session Educative mentoring and observation and feedback |
| 15/01 | 3. What is evidence telling us about the effects upon their pupils of how the ECT develops quality pedagogy and makes productive use of assessment? | | 1-hour online learning community (facilitated) How can I better support the practitioner inquiry? |
| 22/01 | 4. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching? | | |
| 29/01 | 5. No Mentor session this week | | |
| 05/02 | 6. Structured reflection upon the ECT's Module 8 inquiry and the alterations to their teaching | | |

| Half term 4 | | | |
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| Module 8 Part 2: Inquiry into developing quality pedagogy and making use of assessment (Teachers' Standard 4: Plan and teach well-structured lessons, 5 Adapt teaching, and 6 Accurate and productive use of assessment) 6 wks | | | |
| | Weekly Mentor session | ECT training | Mentor training |
| 19/02 | 7. No Mentor session this week | | |
| 26/02 | 8. Observation and feedback to improve the quality of pedagogy and the productive use of assessment | 2-hour training session (facilitated) Evaluating the impact of your practitioner inquiry | 2-hour self-directed study session Educative mentoring and the role of challenge |
| 04/03 | 9. What is evidence telling us about the effects upon their pupils of the ETC's practice in relation to Standards 4, 5 & 6? | | |
| 11/03 | 10. Sharing claims. Using the Module Audit to plan future development | | |
| 18/03 | 11. No Mentor session this week | | |
| 25/03 | 12. Inquiry progress: Checking for negative consequences | | |
| Half term 5 | | | |
| Module 8 Part 3: Inquiry into developing quality pedagogy and making use of assessment (Teachers' Standard 4: Plan and teach well-structured lessons, 5 Adapt teaching, and 6 Accurate and productive use of assessment) 6 wks | | | |
| | Weekly Mentor session | ECT training | Mentor training |
| 15/04 | 1. Inquiry progress: Considering a fuller range of emergent evidence | No Year 2 ECT Training Sessions in Summer Term | |
| 22/04 | 2. The impacts upon the ECT of their inquiry | | 2-hour self-directed study session Developing mentoring capacity – addressing difficulties in the relationship |
| 29/04 | 3. The impacts upon the ECT of their inquiry. Planning to present | | |
| 06/05 | 4. No Mentor session this week | | |
| 13/05 | 5. Inquiry presentation | | |
| 20/05 | 6. No Mentor session this week | | |
| Half term 6 | | | |
| Module 9: Fulfilling professional responsibilities (part 2) (Teachers' Standard 8 Fulfil wider professional responsibilities) 6 wks | | | |
| | Weekly Mentor session | ECT training | Mentor training |
| 03/06 | 1. Managing professional development | No Year 2 ECT Training Sessions in Summer Term 2 School Visit | 2-hour self-directed study session Educative mentoring and ending the mentoring relationship |
| 10/06 | 2. Managing effective working relationships | | |
| 17/06 | 3. Managing workload and wellbeing | | 1-hour online learning community (facilitated) How well did I do? Looking back over 2 years |
| 24/06 | 4. Planning for Year 3 | School Visit | |
| 01/07 | 5. No Mentor session this week | | |
| 08/07 | 6. No Mentor session this week | | |