

<b>UCL Full induction Programme - Cohort 3, Year 2 (2024-25)</b>			
<b>Half term 1</b>			
<b>Module 6: Inquiry into enabling pupil learning</b> (Teachers' Standards 1 Set high expectations and 7 Manage behaviour effectively) 7 wks			
	<b>Weekly Mentor session</b>	<b>ECT training</b>	<b>Mentor training</b>
09/09	1. No Mentor session this week		
11/09	2. Module 6 audit		2-hour self-directed study session Introducing educative mentoring and practitioner inquiry
16/09	3. No Mentor session this week (Annual Conference)	Annual Conference (asynchronous)/ Q&A drop-in session	Annual Conference (asynchronous)/ Q&A drop-in session
23/09	4. No Mentor session this week		
30/09	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?
07/10	6. ECT Training	2-hour training session (facilitated) Forming an evaluative inquiry question	
14/10	7. Review of Module 6: report back on inquiry		
21/10	8. No Mentor session this week		
<b>Half term 2</b>			
<b>Module 7: Inquiry into engaging pupils in learning</b> (Teachers' Standards 2 Promote good progress and 3 Demonstrate good subject and curriculum knowledge) 7 wks			
	<b>Weekly Mentor session</b>	<b>ECT training</b>	<b>Mentor training</b>
4/11	9. Module 7 audit		2-hour self-directed study session Educative mentoring and learning conversations
06/11	10. ECT Training	2-hour training session (facilitated) Evidence of the impact of changes to practice	
11/11	11. In their focus area, what impact is the ECT having on their pupils?		
18/11	12. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?		
25/11	13. Structured reflection upon how alterations to the ECT's teaching are promoting good progress and demonstrating good subject and curriculum knowledge		
02/12	14. Making judicious use of practical skills in relation to promoting good progress and demonstrating good subject and curriculum knowledge		
09/12	15. No Mentor session this week		
<b>Half term 3</b>			
<b>Module 8 Part 1: Inquiry into developing quality pedagogy and making use of assessment</b> (Teachers' Standard 4 : Plan and teach well-structured lessons, 5 Adapt teaching, and 6 Accurate and productive use of assessment) 6 wks			
	<b>Weekly Mentor session</b>	<b>ECT training</b>	<b>Mentor training</b>
06/01	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
13/01	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?
20/01	4. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?		
27/01	5. No Mentor session this week		
03/02	6. Structured reflection upon the ECT's Module 8 inquiry and the alterations to their teaching		
<b>Half term 4</b>			
<b>Module 8 Part 2: Inquiry into developing quality pedagogy and making use of assessment</b> (Teachers' Standard 4 : Plan and teach well-structured lessons, 5 Adapt teaching, and 6 Accurate and productive use of assessment) 6 wks			

	<b>Weekly Mentor session</b>	<b>ECT training</b>	<b>Mentor training</b>
24/02	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
03/03	9. What is evidence telling us about the effects upon their pupils of the ETC's practice in relation to Standards 4, 5 & 6?		
10/03	10. Sharing claims. Using the Module Audit to plan future development		
17/03	11. No Mentor session this week		
24/03	12. Inquiry progress: Checking for negative consequences		
31/03	13.		
	<b>Half term 5</b>		
	<b>Module 8 Part 3: Inquiry into developing quality pedagogy and making use of assessment</b> (Teachers' Standard 4 : Plan and teach well-structured lessons, 5 Adapt teaching, and 6 Accurate and productive use of assessment) 6 wks		
	<b>Weekly Mentor session</b>	<b>ECT training</b>	<b>Mentor training</b>
21/04	1. Inquiry progress: Considering a fuller range of emergent evidence	No Year 2 ECT Training Sessions in Summer Term	
28/04	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		
05/05	4. No Mentor session this week		
12/05	5. Inquiry presentation		
19/05	6. No Mentor session this week		
	<b>Half term 6</b>		
	<b>Module 9: Fulfilling professional responsibilities (part 2)</b> (Teachers' Standard 8 Fulfil wider professional responsibilities) 6 wks		
	<b>Weekly Mentor session</b>	<b>ECT training</b>	<b>Mentor training</b>
02/06	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
09/06	2. Managing effective working relationships		
16/06	3. Managing workload and wellbeing		1-hour online learning community (facilitated) How well did I do? Looking back over 2 years
23/06	4. Planning for Year 3	School Visit	
30/06	5. No Mentor session this week		
07/07	6. No Mentor session this week		
14/07	7. No Mentor session this week		