



UCL Early Career Teacher & Mentor Development Programmes

Programme Handbook (Reviewed August 2023)

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Quick Guide



We do want you to read the full handbook but, as you are pressed for time, here is a 45 minute [Induction Tutor Guide](#) video which will tell you most of what you need to know about the ECF, our programme, and your role within it.

You will want to tell your mentors and ECTs what is expected of them. To make that easy we have prepared this Power Point: 'Induction Tutor Welcome to ECTs'. You can find it in the Guides tab of the UCL Extend Home page. Look in the Induction Tutor section and download it from there. Please adapt it as you need to.

Our learning platform, UCL Extend, has a huge store of resources. You will want to spend some time exploring it. A good place to start would be the [Guides](#) section of the ECF Programme Home page.

Now, on with the handbook!

What does an Induction Tutor need to know?

What is the ECF?

Early Career Teachers (ECTs) are entitled to a two-year induction to the profession. All ECTs now receive regular mentoring throughout those two years, and a programme of professional development based on the [Early Career Framework \(ECF\) \(Department for Education 2019\)](#)

The content of the ECF builds on and complements what an ECT has learned during their Initial Teacher Education year. It underpins what all new teachers should learn about and learn how to do, based on expert guidance and the best available research evidence. The ECF has been designed to support early career teacher development in 5 core areas: behaviour management; pedagogy; curriculum; assessment; professional behaviours. The content of the framework is presented in 8 sections, which are congruent with the Teachers' Standards. Many ECTs say that they already know about these standards and, of course, they do. The point of this professional development programme based on the ECF is that it helps ECTs to *build* on that knowledge, *embed* it more securely in their practice and learn to *select*

from a range of teaching strategies more fluently. Induction Tutors have an important role in reminding ECTs – and their mentors – that expert practice is built over time.

You have enrolled your mentors and ECTs on a ‘provider-led’ programme with UCL; this means they will be following a Full Induction Programme, rather than one designed by your own school.

What is the role of the Induction Tutor?

You are central to the success of the Early Career Teacher and Mentor Development programmes. For ease, we often refer to these two programmes as simply the ‘ECF programme’. You select the best person to mentor each ECT, and you check in regularly with your colleagues to make sure they are progressing well.

You need to know how the ECF programme with us is distinct from your role with regards to statutory induction.

Statutory Induction

- You register your ECT with an Appropriate Body (AB)
- You assess your ECT against the Teachers’ Standards at points across the 2 years of induction – this is your role, rather than the responsibility of mentors
- With the advice of your AB, you may insist that your ECT maintains an evidence folder
- You and your headteacher confirm in the final assessment that the ECT has made sufficient progress in the Teachers’ Standards to pass induction

You should familiarise yourself with the [Statutory Guidance for Induction](#). UCL has no role in statutory induction. It may be that your Delivery Partner is also your AB, in which case you should remain in contact with them regarding the progress of your ECT against the Teachers’ Standards.

ECF programme

- You ensure that your ECT has their statutory time off timetable in Year 1 (10%) and Year 2 (5%)
- You communicate with the UCL Delivery Partner in your area about the engagement of your ECTs and mentors on the programme – your main point of contact will be the Delivery Partner’s ECF Lead
- The programme is not assessed – we will not be assessing the quality of your ECTs’ teaching, or judging them against the areas of the framework – your mentors and ECTs will not be submitting any work or evidence of their progress to us

- You will ensure that your ECTs and mentors attend all sessions led by our facilitators, that they engage fully in their self-directed study materials and that they have regular mentor meetings (usually weekly in Year 1, on average every other week in Year 2)
- You monitor the quality of mentoring and intervene where you judge your ECT is not receiving the support they are entitled to – you protect your mentor’s time (funded by the DfE in Year 2) so that mentoring can take place in the school day
- You keep an eye on your ECTs’ wellbeing – you step in, for example, if it appears they are spending too long on programme activities
- You do not submit evidence to us about the progress of your ECTs

Read more about the role of our [Local Delivery](#).

What is distinct about the UCL Early Career Teacher & Mentor Development programmes?

The UCL ECF programme was written and is delivered by us at the Centre for Educational Leadership. We hold these as our CORE values.

Collegiality and **Trust**

Openness and **Optimism**

Respect and **Kindness**

Excellence and **Integrity**

These values underpin our programme design, the relationships we have built with our Delivery Partners and how we respond to Induction Tutors and all of our participating mentors and ECTs. We believe our programme is therefore quite distinct.

The content of our programme was initially developed in close collaboration with consortium partners, who joined us in the ‘early rollout’ pilot, from 2020-22. These partners were Manchester Metropolitan University, Newcastle University, Doncaster Research School and Oldham Research School. This collaboration allowed us to ensure that we developed resources – grounded in strong theory and expert practice – that would be relevant to new teachers and their mentors.

Six High-Quality Outcomes

The Department for Education has placed the ECF at the heart of its recruitment and retention strategy for teachers in England. They believe it can make a significant positive difference to attracting teachers into the profession and keeping them there. We agree, but we go further. We say:

'We want our ECTs and our mentors to know the research of the Early Career Framework really well, but we want them also to develop practical ways of enacting the research in their classrooms. Even that is not enough: we want them to develop agency; we want them to acquire the facility to choose the right tools for their pupils, their subject, their schools; we want them to see their own progress, and to hear their professional voices grow in confidence.'



We have framed our ambitions for the programme around what we call our '6 High-Quality Outcomes'.

The first outcome is that ECTs and mentors develop a strong knowledge of the ECF and the research that sits behind it. The ECF has been designed to ensure all ECTs benefit from a shared body of knowledge that is firmly grounded in evidence-based practice.

The second outcome focuses on how mentors and their ECTs apply that knowledge. We are aware that your context is unique, but also that teachers experience lots of different settings in education as their career progresses. Therefore, we want them to develop into reflective practitioners who can evaluate their own practice and engage in continual

improvements. That's why every self-study session and every mentor meeting devote the largest chunk of time to what we call 'Theory to Practice'. It is also why, in year 2, we invite ECTs and their mentors to conduct practitioner inquiries that ask them to draw on the knowledge they have acquired in Year 1, to solve a problem of practice in their own classrooms.

The third outcome is that we want ECTs and mentors to experience revelatory moments. This means we want them to open themselves up to new ways of thinking about their teaching. As Dylan Willian says, teaching is a profession that you will never perfect – but that is the beauty of it. So, we want them to enjoy that challenge and the experience of learning. ECTs will encounter ideas they are already familiar with – say, from their initial teacher education. This is deliberate, and an opportunity for them to think harder about what they already know, so that they further embed their knowledge into their instinctive practice.

The fourth outcome is that we want teachers to see the value of professional learning. The ECF programme is only 2 years for full time participants but of course we hope that, through it, they will have both the desire and skills to continue to engage in their own development.

The fifth outcome is that we want the ECTs and mentors on the programme to enjoy developing as professionals and to learn to appreciate the beauty of the craft.

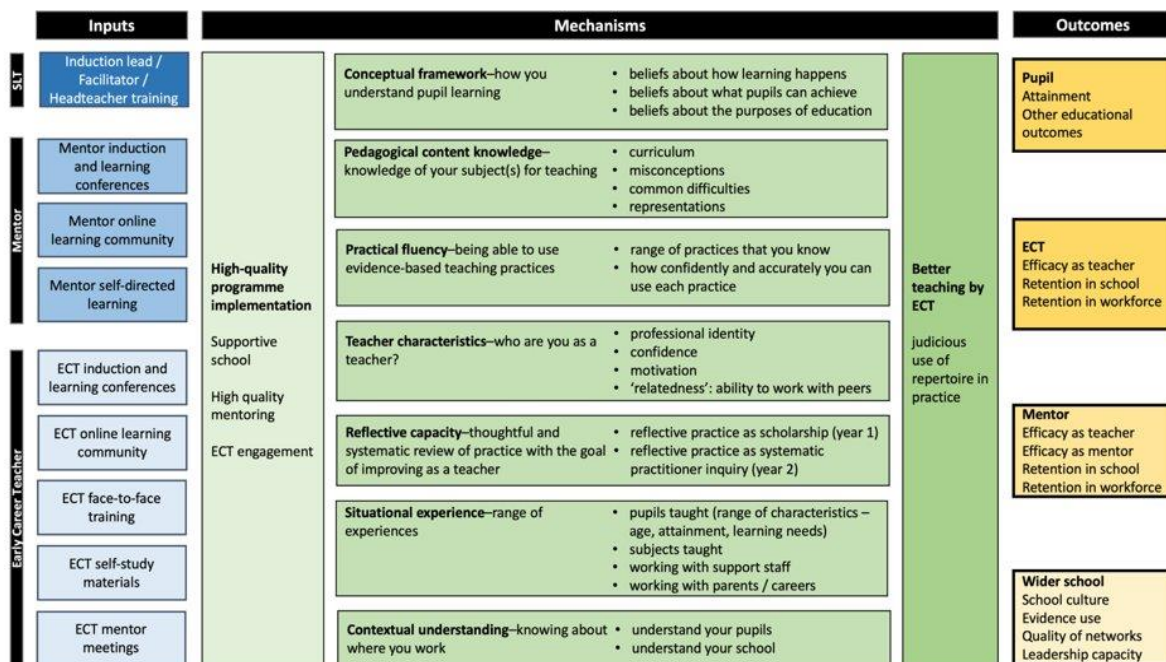
Lastly, and perhaps most importantly, we want your ECTs and mentors to develop their teacher personas, to be surer of their purpose and to be confident that the work they do is professionally, morally, and emotionally rewarding and deeply valued.

We firmly believe that – if teachers see the value of their efforts, are determined to improve their own practice, are reflective about the choices they make in the classroom and are confident to engage with other professionals – they will be much more likely to stay longer, and more productively, in teaching.

Logic model

How do we achieve these high-quality outcomes? We built them in to the design of the programme from the very start.

Our logic model explains how all of the ‘inputs’ of the programme can lead to these desired outcomes. There are many inputs. This handbook, and the various [Guides](#) presented on our online platform UCL Extend, aim to support you and your school leadership so you can create the ideal conditions for your ECTs’ professional learning. Your mentors learn through self-directed learning resources, a facilitated online peer group and an annual conference. Your ECTs engage with facilitated online and face-to-face peer groups, an annual conference, and weekly self-directed learning and mentor meetings.



All of this amounts to very many hours of professional learning, but the *quality* matters just as much as the quantity. All of UCL’s resources have been rigorously reviewed by the Department for Education and the Education Endowment Foundation. We work alongside our Delivery Partners to assure the quality of the facilitated peer groups (what we call ‘clusters’.) Facilitators are carefully selected for their experience, and they undergo frequent training with us and collaborative support with the Delivery Partners. We take feedback from you and your colleagues

about the programme and online platform, and we are always looking for ways of improving the experience. Other than that, much depends on you. Here are some questions you might like to ask yourself. If you can answer Yes to them all, you are already creating the conditions for great professional learning. If it's a No, or a Maybe, then you should look to the further support in the final column.

Creating the right conditions by...	Yes? No? Maybe?	Look here for further support
Implementing the ECF programme well in your school		<p>Look at these free online guides produced by our colleagues at the Centre for Teachers and Teaching Research</p> <ul style="list-style-type: none"> • <u>The Early Career Framework - A Guide for Implementation</u> • <u>The Early Career Framework - A Guide for School Leaders and Induction Leads</u> • <u>The Early Career Framework - A Guide for Mentors and Early Career Teachers</u> <p>You can also take their free Future Learn course <u>Supporting Early Career Teacher Development with the Early Career Framework</u></p>
Being a supportive school		Go to <u>What should an Induction Tutor do to get the most out of the programme?</u> section of this handbook
Ensuring high-quality mentoring		Go to this handbook's section on <u>What should an Induction Tutor do to get the most out of the programme?</u> Watch these four interviews with <u>Mentors from the Early Rollout</u> of our ECF programme.
Monitoring ECT engagement		Go to the handbook section <u>Monitoring ECT engagement</u>

Knowing the structure of the programmes

The UCL Early Career Teacher Development Programme Curriculum Map



Click here to view the [interactive version](#) of the curriculum map.

The Department for Education describe a '[golden thread](#)' of world-class teacher development. We present our own version of that in our 'Curriculum Map'. Later, you will read about the [Elements of the programme](#) and you will learn about the relationship between UCL and our Delivery Partners. Every ECT will have had their own experience of Initial Teacher Education – there are many routes into teaching, and it is important to remember that your ECT already has knowledge and classroom skills. You can read more about how to tailor your own ECF programme in the section [Consolidation and Contextualisation](#).

What we acknowledge in our Curriculum Map is that, for any ECT, there will be bends in the road. They will be supported along the way by our Delivery Partners, their mentors, and you and the wider school community. They will engage in a variety of professional learning opportunities – self-directed, mentored, facilitated online and in person – which will be sustained across the two years. The aim is that they will see teaching as a career they devote their energy and passion to, so that – for many at least – it will be life-long. The National Professional Qualifications

(NPQs) will not be so distant for most of them. (You can find out more about our [National Professional Qualifications](#) on our website.)

Local Delivery



UCL works with over 20 Delivery Partners – Teaching School Hubs and other strategic school federations who deliver the programme to schools in your area.

You have decided to work with our Delivery Partner because you have confidence in them, and you wish for your ECTs to experience the full UCL programme. We work with our Delivery Partner network because we know that, for our programme to have real impact, it needs to build upon local knowledge and relationships. The Delivery Partner will support you in your role – if you have any questions about the programme, about the professional learning clusters, or about

the progress of your ECTs then you ought to get in touch with your Delivery Partner. They want to hear from you, and your feedback will help them to do the best for your ECTs and mentors.

From time to time, your local Delivery Partner will contact you. They may want to check with you that your ECTs and mentors are attending their facilitated cluster sessions. They will seek reassurance from you that your ECTs are receiving frequent high-quality mentoring, as is their entitlement. So, you will need to keep a close eye on your ECTs and mentors. You can ask your ECT to show you their Learning Log. This is a document that they download from UCL Extend, and complete with their reflections on their learning. Remember, their Learning Log is not assessed but we do know that ECTs who have progressed well have made frequent use of it. Mentors and ECTs fill in an End of Module Completion questionnaire after each module; they can download and share this with you too, making this an excellent way for induction tutors to keep track of their teachers' progress.

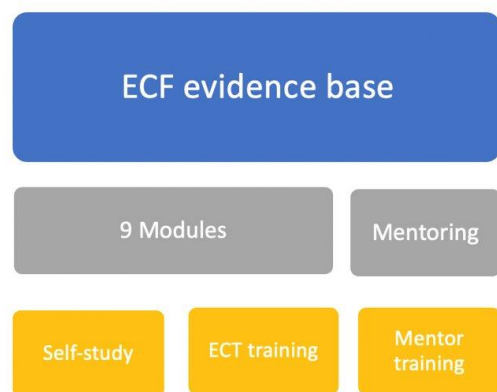
Elements of the programmes

For an ECT starting in September on a full-time contract, their programme will normally cover two academic years. ECTs on a part-time contract are able to follow the programme at a slower pace if they wish. ECTs can also join in January or April, if they begin their employment mid-year.

Your Delivery Partner can advise you about how to manage professional learning for ECTs who are not full-time, September starters.

There are 9 modules: normally 5 of these are followed in the first year and 4 in the second. The modules are sequenced in order to address key priorities for ECTs and their schools across a typical school year.

We recommend that this sequence is followed where possible. All module materials are available to you at all times while you and your colleagues are enrolled on the UCL Extend platform.



Modules 1 to 5: Year 1

Over the first 5 modules ECTs encounter the whole of the Early Career Framework, every ‘learn that’ and ‘learn how to’ statement. It is important that ECTs are secure in this knowledge as they map onto the Teachers’ Standards. These resources are available to all ECTs and mentors all of the time on UCL Extend. That means that, if you have an ECT who needs more help with one aspect of their classroom practice (say, classroom management), they can always return to, or look ahead to, the appropriate resources. This will be especially useful for ECTs who have had extended periods of absence, or who have been put on a support plan by you and your AB.

Table 1: Overview of programme Year 1

Term	Focus	Details
Autumn 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 observation, reflective practice, scripting and rehearsal equips the ECT with foundational learning

Term	Focus	Details
		skills that underpin self-study and continuing professional development.
Autumn 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 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 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 2	Module 5: Fulfilling professional responsibilities (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.

Modules 6 to 9: Year 2

In the second year – specifically in modules 6, 7 and 8 – ECTs work with their mentors on a series of [practitioner inquiries](#). These inquiries are the ECTs' opportunity to really apply their learning from the framework to their own classroom. Module 9 completes the programme and allows ECTs to make two visits to local schools.

Year 2 deepens both ECTs' understanding of the content of the ECF and their ability

to embed this into their teaching repertoire.

Table 2: Overview of programme Year 2

Term	Focus	Details
Autumn term 1	Module 6: Inquiry into enabling pupil learning	Revisiting learning from Module 1. Investigating one area of practice, from Standards 1 and 7, and conducting a rapid exploratory inquiry into the impact of the ECT's existing practice.
Autumn term 2	Module 7: Inquiry into engaging pupils in learning	Revisiting learning from Module 2. Using the audit to identify one area of practice, drawn from Standards 2 and 3, to focus a second exploratory inquiry into the impact of the ECT's existing practice, and to identify useful changes to practice.
Spring term and summer term 1	Module 8: Inquiry into developing quality pedagogy and making productive use of assessment	Revisiting learning from Modules 3 and 4. From an audit of Standards 4, 5 and 6, conducting a more extended inquiry, evaluating the impact on pupils of an alteration to the ECT's practice. Sharing the findings of this inquiry with colleagues.
Summer term 2	Module 9: Fulfilling professional responsibilities	Revisiting Module 5 content, reflecting on progress across the programme, exploring and preparing for how the ECT's professional role may evolve as their career develops.

The school-based elements of the programmes

Induction Tutors are central to the success of the ECF programme, because most of it takes place in your school. As we like to say, ‘all roads lead back to the induction tutor.’

Year One	
Early Career Teachers 22 self-directed sessions	Mentors 6 self-directed study sessions
39 weekly mentoring sessions	

ECTs and Mentors have a mentor meeting for an hour each week. They use the resources supplied by UCL, which appear on the UCL Extend learning platform. This is the ECT’s entitlement: frequent, high-quality mentoring on the basis of the Early Career Framework. You can read more about this in the section [Ensuring high-quality mentoring](#).

ECTs are also expected to undertake 22 hours’ worth of self-directed study. This is where they learn about the theory underpinning the ECF and start to think about how they can apply this to their own classroom. In the section [Monitoring ECT engagement](#), you will see how these sessions are structured. ECTs are encouraged to make brief notes in a Learning Log, which you can ask them to share with you.

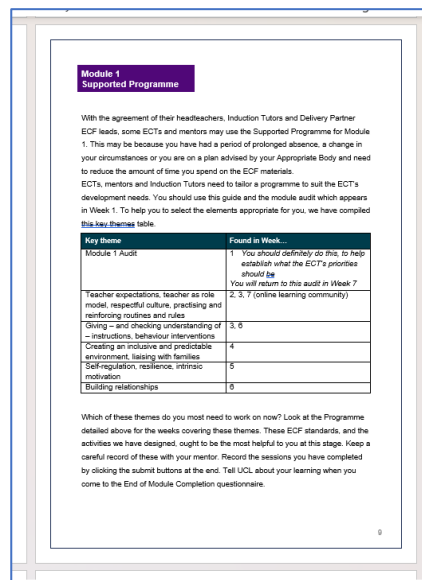
So much of the ECF programme rests on the expertise of mentors. Many mentors are highly experienced teachers, who may have mentored on other programmes in the past; others are newer to the profession. The mentor meeting resources are designed to support a mentor, whatever their prior experience. There is much to learn about effective mentoring – for example, how to set up a productive relationship, how to support a new teacher while also offering them challenge – and that’s why the DfE has asked us to provide a professional development programme for mentors. A significant part of this is done through self-directed learning: 2 hours at the start of each half term. As Induction Tutor you need to ensure that your mentors are engaging in the professional learning that they need to do in order to support the professional learning of their ECTs.

Supported Programme

Most ECTs make progress through the programme, and through their statutory induction, so that you and your Appropriate Body do not need to make any special adjustments for them. Most will start with Module 1, go through the programme’s sequence week by week for two years, and finish when they get to the end of Module 9.

Some ECTs do experience difficulties, often to do with ill health and sometimes because they are struggling to come to grips with the Teachers' Standards. You will need to step in. Talk to your Delivery Partner and your AB about what is best for your ECT. Collectively, you might decide that the ECT needs a more flexible approach to the ECF programme, at least for a time. That's why we have created our 'Supported Programme', found inside each Module Summary Guide. There are a few simple steps to take.

- 1 Find the pages for the Supported Programme for the module you want – it will be in the module Welcome
- 2 Mentor and ECT do the Module Audit to self-assess the ECT's needs in relation to this module. This is usually in Week 1 of any module
- 3 Read through the Supported Programme for the module you are working on
- 4 Focus on the 'key themes' table, showing you what weeks cover what areas of classroom practice
- 5 Consider the worked examples, of how an ECT tailored the module for themselves
- 6 Put your tailored plan in place



These Supported Programmes only exist for modules 1 to 5. If an ECT runs into difficulties in the second year, you ought to be able to make reasonable adjustments for them without our explicit guidance. The other reason is that, across module 1 to 5, the ECT will experience the entirety of the ECF. Therefore, if they are struggling with some aspect of their teaching, then it is these modules that they need to revisit. Remember, all of the resources remain available to them all of the time throughout the two years.

The Enhanced Programme

We think our programme is already challenging. ECTs should never think they are repeating something they have already learned how to do, because becoming an expert teacher is about consolidating expertise into habitual practice. But some ECTs have told us they want the chance to look further into the research which underpins the programme.

We offer three ways that ECTs can enhance their learning:

- ❖ *Optional Further Reading.* This is our selection of open access literature which the expert panel drew upon in their writing of the Early Career Framework. These readings are listed at the end of the Summary Guide for each module.

- ❖ *Weekly Optional Blogs and Videos.* We have curated an archive of blogs and other accessible materials related to the module the ECT is currently working on. These are listed in the Summary Guide for each module, and are regularly updated within the weeks of each module on UCL Extend.
- ❖ *Guest Recordings.* For each module we have commissioned a lecture or programme from experts from across UCL. These last about 25 minutes and are followed by activities designed to help the ECT apply their learning to their own classroom. We have a range of topics, including Teaching the Holocaust, and Climate Change: a challenge for all teachers. ECTs opting for this activity can forgo one of their self-study sessions for that module.

The Guest Recordings are also available for mentors to view, and we would be delighted if others in your school also used them. We think they could also be a great resource for ECTs in their second year, as a stimulus for their practitioner inquiries.

Year Two	
Early Career Teachers 5 self-directed sessions	Mentors 6 self-directed study sessions
20 (bi-weekly) mentoring sessions	

Perhaps the biggest change brought in by the ECF reforms is the fact that induction now lasts 2 years. ECTs must have a minimum reduction to their teaching timetable of 5% in the second year. Your school receives funding from the government to cover the time needed for mentoring in the second year, and for your mentors to continue with their own professional learning programme.

Mentoring now takes place, on average, every other week. There is a reduced expectation on ECTs' self-directed learning (just 5 hours); mentors continue with their self-directed learning, deepening their expertise and exploring alternative approaches to supporting their ECT.

Practitioner Inquiry

We have written a dedicate [Year 2 Handbook](#) specially to support the practitioner inquiries that your ECTs will undertake during the second year. There are two, short 'exploratory' inquiries covering Modules 6 and 7, and a longer, 'evaluative' inquiry for Module 8.

Because of these inquiries, Year 2 will feel very different. The ECT, with their mentor, will use their module audits to identify which aspects of their practice need their extra focus. The self-study and mentor meeting resources – and the facilitated peer learning clusters – will guide the ECT all the way.



They will learn how to:

- ✓ Identify a meaningful focus
- ✓ Write an inquiry question
- ✓ Spot 'naturally-occurring' data – the evidence of what the pupils are saying and doing
- ✓ Collect evidence in ways that do not add to their work burden
- ✓ Make a 'claim' about what they now know about the impact of their teaching
- ✓ Share their findings with colleagues

Just like every other part of the ECF programme, these inquiries are not assessed, and we do not ask ECTs to send them to us. For the shorter inquiries we only expect ECTs to be able to have a structured conversation with their mentors at the end, where they explain what they have learned. For the longer inquiry in Module 8 – which runs for a term and a half – we do suggest ways in which ECTs can share their findings with an audience. They might make an academic poster, write a blog, speak to staff on a professional development day . . . whatever is appropriate for your ECTs in your school.

Practitioner inquiries put the ECT in charge of their own learning, and make sure that the programme is absolutely focused on their pupils and their subject/ phase.



To find out more about our ECTs' experience of practitioner inquiry, listen to Episode 3 of our [ECF Staffroom](#) podcasts, featuring Nathan, Mitchell and Daniel.

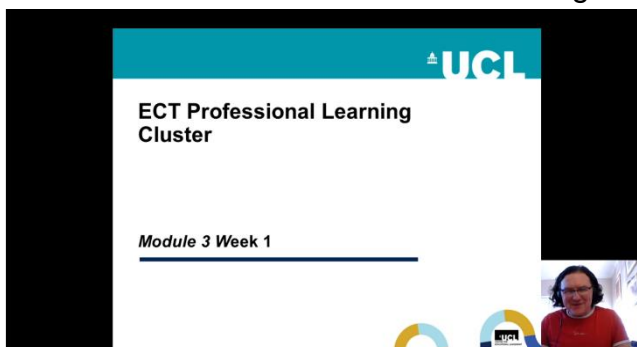
Facilitated Professional Learning elements of the programmes

Facilitated learning: the key difference between an ECF programme from a lead national provider and one designed by schools themselves.

Our Delivery Partners will place your ECTs into clusters. These clusters draw in 15 to 20 teachers from nearby schools. Most Delivery Partners ensure their clusters are

phase-specific; often they are also able to arrange specialist clusters, for example for SEND or a secondary subject. Every cluster is led by facilitators who are highly experienced in that sector. Mentors undertaking their own development programme are also expected to attend facilitated learning sessions, which take place online.

Attendance at these professional learning clusters is an obligatory part of the programme. Induction Tutors must prioritise these for their mentors and ECTs. The Delivery Partner and facilitators will communicate with you – or directly with your mentors and ECTs – to inform you of the dates and times and venues for these sessions. Online Learning Community sessions – which are an hour long – take place on a platform such as MS Teams or Zoom. The ECT Professional Learning Clusters ('ECT Training' for short) are two hours long and generally take place face to face during or after school. ECTs will normally stay in the same cluster for the two-year duration of the programme, which allows them to forge a powerful professional network. For mentors, delivery partners organise the online learning communities to maximise the choice of times for mentors to attend live.



In circumstances when the teacher cannot attend live – for example, because they are ill – they must 'attend' by watching a pre-recording, which they will be able to access from the 'Training Session Timeline' tab on the UCL Extend learning platform. The platform will automatically register that they have accessed the recording.

Year One	
Early Career Teachers	Mentors
ECT Professional Learning Clusters ('Training') once per half term	Online Learning Community once per term (the first OLC is absorbed within the induction conference)
Online Learning Community once per half term	

Year Two	
Early Career Teachers	Mentors
ECT Professional Learning Clusters ('Training') once per half term during Autumn and Spring	Online Learning Community once per term (the first OLC of the year is absorbed within the year 2 conference)

The professional learning clusters cover several aspects of the ECF. They are also an important opportunity for mentors and ECTs to discuss their challenges and their successes. These clusters, we hope, develop into vibrant professional networks that help sustain the teachers' development long after the programme ends.



Listen to Stephanie Bingham, our partner from Newcastle University, describe what high-quality facilitation can be like in Episode 2 of our [ECF Staffroom](#) podcasts.

Guidance on arranging Module 9 School Visits in the Summer Term

In the final module of the programme, rather than conduct another practitioner inquiry and instead of their Professional Learning Clusters, ECTs undertake 2 school visits. They may also host a visit or 2 themselves.

Why have we included school visits in the ECF programme?

In our 'logic model', we describe how we want to affect teachers' characteristics (their professional identity, how they relate to their peers, their confidence and motivation); and we want to expand their situational experience, i.e. the range of contexts they get to witness and understand. Among the 'High-Quality Outcomes' that we list for our programme are that ECTs will see the value of engaging in professional development experiences, and that they will increasingly find their professional voice and become surer of their purpose.

We believe that ECTs can grow in these ways through the professional networks they will have developed while on the programme, principally the cluster they will have been a member of for two years. As the programme draws to a close, we believe the school visits provide an important opportunity to secure this professional network.

ECTs should be open-minded about the learning that can emerge from the school visits and from their emerging networks. They may pick up a trick that they can apply immediately to their own teaching; they may witness something that forces them to reassess their opinion about the best way to approach certain types of learners; they may be inspired to take the next step in their career in an unexpected direction.

Protocols

Arranging the school visit is the ECT's responsibility: it is not arranged by the Delivery Partner or facilitator. The Delivery Partner will check with them to confirm they have arranged their visits, and the ECT will need to go to UCL Extend Module 9 Weeks 1 and 4 to record there that they have planned their visits. The ECT will, naturally, take advice from their mentor or you, their induction tutor. They will need the permission of their headteacher. The process of organising time away from their own classroom – and of hosting a visit from another ECT – is itself a useful learning experience. We advise ECTs not to leave this too late to organise.

The emphasis is therefore squarely on the ECT's learning. They will not in any way – formally or informally – assess, or pass a judgement, on the individual or school they are visiting. ECTs must bear in mind Standard 8 and their wider professional behaviours. They must act at all times with the highest standards of professionalism. They will arrive on time. They will be cordial. They will follow the rules of the school they are visiting.

Planning the visit

ECTs will most likely arrange to visit others from their own professional learning cluster, but they are free to make alternative arrangements. We recommend that the visit should be to a school following the UCL programme.

Reasons for selecting a school to visit could be:

A contrasting setting: the school serves a different phase, or a different cohort of pupils, to the ECT's own. The ECT wishes to expand their pedagogical knowledge by exploring how teachers work with pupils of a different age to their own, or with contrasting characteristics.

Different type of educational establishment: ECTs work across Early Years settings, primary schools, secondary schools, FE colleges, Alternative Provision Units and special schools. An ECT may wish to expand their knowledge of possible career pathways in teaching while seeing how the ECF relates to a different type of educational establishment.

Same specialism/same phase: the ECT visits a similar department or phase in another school so that they can develop their specialist knowledge of teaching this subject or phase.

It may not be feasible in every circumstance to visit another school, particularly if there are site access or transport issues to contend with. In this case, the 'school visit' should take place inside the ECT's own school, with a clear learning focus for the 'visit'. As above, the ECT can choose how to focus each visit depending on whether they would benefit from a closer insight in a similar or contrasting context. Another alternative may be a multi-school event arranged by the Delivery Partner specially to assist those ECTs not able to organise a visit for themselves.

The suggestions below apply whether the 'visit' is to another school or to the ECT's own.

What to do during the visit

Tracking a pupil: (the ECT would need to seek permission for this). The ECT shadows a pupil for part of their school day and experiences lessons as the pupil does. They may even attempt the same tasks as the pupil. The aim is to gain an insight into the learning experience from the perspective of the learner.

Shadowing a member of staff: This might be someone who teaches in a more senior position, or who has a specialist role. The ECT gains an insight into the professional

experience of another colleague and is able to consider one or more aspects of the ECF from this new perspective.

Learning walk: Here, the ECT seeks insight into how the school, or a part of the school, is organised, again with reference to one or more aspects of the ECF. They might be interested in how pupils move about the school; how assemblies or extra-curricular clubs are organised to enhance learning; how classrooms are arranged; how displays are used.

ECTs can, if they wish, reschedule these visits to take place at a more convenient time within the 2-year programme. In any case, they should ensure they record their visit using the forms found in weeks 1 and 4 of module 9.

What should an Induction Tutor do to help teachers get the most out of the programme?

Here are the basics of what you need to do to ensure your ECTs and mentors make the most of this entitlement. You might find this Red-Amber-Green checklist helpful.

<i>Putting the basics in place</i>	RAG
<i>ECF programme structure</i>	
I know the expectations of the in-school programme	
I know the expectations of the facilitated programme	
I am familiar with the UCL ECF Curriculum Map	
I know how to arrange a programme for 'non-standard' ECTs	
<i>Ensuring high-quality mentoring</i>	
I have matched each ECT with a suitable mentor	
I have ensured mentors have time in the week to mentor their ECTs	
I assure myself that high-quality mentoring is taking place, using the mentor meeting resources	
I check that mentors are accessing the resources on UCL Extend	
Mentors keep me informed about their own professional learning	
I ensure mentors attend their Online Learning Community sessions	
I check that mentors have filled in their End of Module Completion form at the end of each module, and that they have shared it with me	
If I have concerns re: mentoring, I share these with my Delivery Partner	
<i>Monitoring ECT engagement</i>	
I have guaranteed reductions to ECTs' timetables (Year 1: 10%, Year 2: 5%)	
I assure myself ECTs are doing their self-directed study, e.g. by viewing their learning log	
I know they have regular high-quality mentoring	
I ensure they attend all their facilitated cluster sessions	
I check that ECTs are accessing the resources on UCL Extend	
ECTs keep me informed about their professional learning	

I check that ECTs have filled in their End of Module Completion form at the end of each module, and that they have shared it with me	
If I have concerns, I share these with my Delivery Partner	
Wellbeing and workload	
I make sure my mentors and ECTs have the time they are entitled to	
I make sure ECTs are not over-doing it – they keep within the suggested times	
I monitor the impacts of the programme on their workload and make necessary adjustments	
Mentors understand they have a pastoral role, and they perform this	
I know I can apply the programme flexibly where I need to – I know the UCL ECF Wellbeing Charter	
I know how to direct mentors and ECTs if they have a safeguarding concern in relation to the programme	

* If you have marked an item red or amber, read on: more guidance follows in this handbook.

Ensuring high-quality mentoring

Here are some questions we are frequently asked, and some of the replies we have learned can work well.

Questions and Answers

<i>Who makes a good mentor?</i>
About a third of our mentors have only been teaching for a few years; about a third more have been teaching for more than 5 years. In other words, the number of years is probably not the key factor. ECTs tell us that they want their mentors to meet them regularly, to have high expectations of them, and to balance support with challenge. We find that <i>optimism</i> is a crucial quality in a mentor: they recognise that this is a great opportunity to collaborate and learn together and they don't get bogged down. Mentors will likely be very good teachers but, more importantly, they will be able to talk about it, explain it, model it and recognise where expert teaching exists in the school.
<i>How can I support mentors to do the best they can?</i>
Mentors tell us that their greatest barrier is time. Where induction tutors have guaranteed release time for mentors – and where they have done their best to protect them from other pressures – great mentoring usually follows. Induction Tutors are often also mentors themselves but, even when they are not, it is important that they understand what the demands of the programme are. Mentors have their own professional development with this programme. Support them by insisting that they do their self-directed study (2 hours per half-term) and they attend their peer online learning community (once per term). Have frequent conversations with them about how they are learning by collaborating with their ECT. Sit in on mentor meetings from time to time. Involve them in joint observations of their ECT. Best of all, be a champion for mentoring as an engine for professional growth by talking about it in the staffroom and sharing examples of excellent practice in staff bulletins.
<i>In a typical module, what does a mentor do?</i>
<ul style="list-style-type: none">❖ In Week 1 Mentors have a 2-hour self-directed study session. Actually, they can access these materials at any time, and some mentors might prefer to read ahead. These materials are in 2 parts, each of about an hour:<ul style="list-style-type: none">Mentor Development: including a Research and Practice Summary and some self-study activitiesFamiliarisation with Module Content from the ECF❖ Three times a year, mentors meet with their peers in an Online Learning Community, with a facilitator hosting the discussion. This is for one hour. Mentors review their own professional learning, consider any challenges they are facing, and grapple with a mentoring issue (such as how to offer wellbeing support to ECTs.)❖ In Year 1, mentors will have a structured meeting with their ECT every week, using our resources which build upon the ECF. They should also use this time to make sure the ECT is keeping up with their own self-study, and that they are managing the burdens of being a new teacher. In Year 2, these meetings take place on average each fortnight. They last no more than one hour.

- ❖ In the first mentor meeting of each module, the mentor invites their ECT to conduct a self-assessment against the relevant Teachers' Standards, using the Module Audit. Thereafter, the mentor will remind their ECT that they can focus their learning for that module on the areas they identified for personal development.
- ❖ Apart from a couple of times in Year 1, we make no explicit requirement for mentors to observe their ECT and feedback. Of course, when done well, this is a great professional learning tool, but we leave it up to you to decide how often you want your mentors to do this.
- ❖ At the end of each module, we require all mentors – and ECTs – to fill an End of Module Completion form. Where a mentor has more than one ECT, they complete the form just once, with one ECT in mind. This is feedback on the programme, and is not an assessment of themselves or their ECTs.

What is 'mentoring' on the ECF programme?

Mentoring comes in many forms. UCL favours ONSIDE mentoring in Year 1, and Educative Mentoring in Year 2. These approaches emphasise development and collaboration, and recognise the mentor and mentee as 'co-learners'. The mentor, on an ECF programme, is not an assessor – that's your role – so our mentoring frameworks do not involve assessment. They balance support with challenge and (with Educative Mentoring) see the classroom as a site of inquiry.

How can I learn more about mentoring for myself?

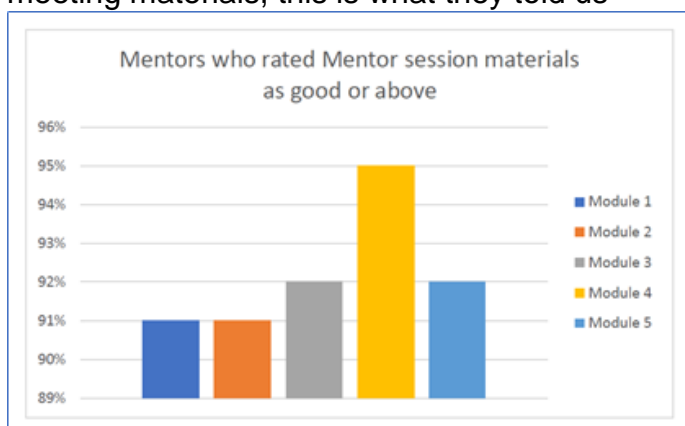
With UCL you are also enrolled on our UCL Extend learning platform, and you have the exact same access as your mentors. That means you can find out all about our approaches by watching the ONSIDE video in the Module 1-5 area, and an interview with Prof Caroline Daly about Educative Mentoring in the Module 6-9 area. We encourage you to read the Research and Practice Summaries from the mentor self-directed study resources. They cover: how to embark on the mentoring relationship, and how to bring it to an end; learning conversations which balance support with challenge; and how to offer difficult feedback.

If you wish, you can also watch any of the recordings of the mentor online learning communities (and the ECTs' facilitated sessions too.)

You are also welcome at the annual conferences we hold for mentors – recordings of these also appear on Extend.

We have a podcast series, [ECF Staffroom](#), hosted on Extend and on the [UCL Minds](#) pages of our university website. Our guests are inductions tutors, ECTs and mentors and they always have fascinating perspectives on mentoring for new teachers. Do contact us if you, or your mentors or ECTs, would like to join us in the *ECF Staffroom*.

When we asked mentors on our pilot programme to rate the quality of their mentor meeting materials, this is what they told us



“The materials provided a fantastic pathway throughout the year. Both my mentee and myself have enjoyed discussing, exploring and trialling the different aspects presented. I have really enjoyed being part of the mentoring programme and look forward to a repeat next year.”

Mentor, Manchester secondary

Mentors not completing the full training programme

UCL believes that all mentors need to be fully trained to give the best possible support to their ECTs. Mentors must not simply opt out of the programme, and, as induction tutor, you will want to assure yourself that your mentors are engaging with all aspects of their own training over the 2 years.

However, you may have a mentor – supporting an ECT – who is not themselves following the full training programme. There could be a number of reasons for this, including:

- They have already completed the full 2-year programme with UCL
- They have joined your school, having previously been trained on the full induction programme of another national provider.

Your school will not receive funding for such a mentor’s training, because they have already received it once before.

To ensure that ‘unfunded’ mentors have the access to the resources they will need to fulfil their roles, we make the following provisions.

Resources for funded mentors on the full training programme	Resources for ‘unfunded’ mentors not on the full training programme
A UCL Extend account – the learning platform for the UCL ECF programme – with site navigation tools	<i>Same as for funded mentors</i>
On UCL Extend ECF Programme Home, ability to view a range of guides, including the Programme Handbook, Research and Practice Statements Glossary and the CTTR Guide for Mentors and Early Career Teachers	<i>Same as for funded mentors</i>

Access to our frequently updated blogs and podcasts	<i>Same as for funded mentors</i>
Access to all ECT self-directed study materials	<i>Same as for funded mentors</i>
Use of all ECT Mentor meeting materials	<i>Same as for funded mentors</i>
Study of all Mentor self-directed study materials: 12 hours' worth in each of Year 1 and Year 2. These give theoretical and practical guidance about our ONSIDE and Educative Mentoring approaches	These materials remain open for unfunded mentors For those unfamiliar with UCL's approaches to mentoring, we strongly recommend they read these materials
Permission to view, as often as required, video content provided by leading academics in the fields of ONSIDE and Educative Mentoring	<i>Same as for funded mentors</i>
Attendance at live annual conferences at the start of each year, organised by UCL and Delivery Partners	Unfunded mentors will not be invited to the live annual conferences
Access to recordings of the annual conferences	<i>Same as for funded mentors</i> For those unfamiliar with UCL's approaches to mentoring and practitioner inquiry, we strongly recommend they view these recordings
Membership of a Mentor Online Learning Community (OLC) cluster	Unfunded mentors do not have membership of an OLC cluster
Facilitated professional learning in 3 live OLC meetings in Year 1 and Year 2	Unfunded mentors will not be invited to live OLC meetings
Access to recordings of the Mentor OLC meetings	<i>Same as for funded mentors</i>
Unlimited access to videos and handbook supporting practitioner inquiry, in modules 6-8.	<i>Same as for funded mentors</i>

With this level of access, unfunded mentors will have the resources to give excellent support to their ECTs.

As induction tutor, you will need to continue to monitor that your mentor is holding their regular mentor meetings with their ECT and using the UCL materials, to ensure that your ECTs are in receipt of their entitlement to an ECF-based programme of mentoring.

Flexibility

We are often told by mentors and ECTs that they love the programme, but that it is very heavy. There is no doubt that, compared to the way induction used to happen, the ECF programme is much more thorough, and it does take time. The normal expectation is that ECTs will complete the full programme over the equivalent of 6

full-time terms. You should not be looking for ways of skipping content. However, depending on your ECT's route through their initial teacher education, and their prior experience, they will already have strengths as well as areas for development. The programme will certainly keep them busy, but it ought not to impose an undue additional workload burden.

To that end, here are our '*10 Messages about Flexibility*'. Taken together, we believe that they will help you ensure your ECTs get a great experience that won't burn them out.

- 1 'Anytime, anywhere.' Our UCL Extend learning platform is accessible on any digital device with internet access.
- 2 'All the content, all the time.' Our materials are organised week-by-week and sequenced module 1 to 9. We don't insist you finish one module before you see another. We allow you to look ahead, or look back, if that's what you need to do for your own development.
- 3 If an ECT is falling behind, they can re-engage by taking up the 'Supported Programme' option for any Year 1 module.
- 4 Audits and Module Summary Guides – use these to self-assess against the Teachers' Standards and tailor the programme to suit your own development needs.
- 5 Mentor Self-Directed Study resources, whenever you need them. These appear at the start of each module, but mentors can do this study any time in a module, when it suits them best.
- 6 Click to download. If you are tired of the screen, you can download and print an entire module's worth of resources. Find it in the Welcome tab for that module. Just remember to go on UCL Extend to tell us you have completed an activity.
- 7 'Audible Summaries.' The Research and Practice Summaries at the start of each mentor meeting and ECT self-study can be read online, or you can listen to many of them instead on your mobile device. Just open the session and click where you see the listen button.
- 8 'Review, Tailor, Tick.' For all your session activities, we urge you to read them through first, decide which you need to focus on more, then tick the box to say you are finished. Never spend more than an hour on a self-study or mentor meeting.
- 9 'Be our guest.' The time or date of your facilitated session clashes with something else? Ask your Delivery Partner lead, and they will try to fix you up with an alternative.
- 10 'Live' or not 'live'. If you still cannot attend a 'live' facilitated session, you can watch a recording instead.

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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 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'**
- 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. FLEXIBLE 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**
- 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 instead.

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Do let us know if you think there are other ways we can offer you more flexibility with the programme. In the meantime, we would really like you to be familiar with our 'wellbeing charter'. Why not print copies off for each of your mentors and ECTs? (You can download a copy from UCL Extend, from the FAQs section.)

Consolidation and Contextualisation

We know that many ECTs start the programme with a lot of classroom experience. We encourage them, with their mentors, to focus on the activities that will support them in the areas they are emerging in and extend them in the areas where they already feel secure.

Consolidation: Module Audit

These audits appear at the start of each module, and are there to help the ECT – with their mentor – to self-assess against the standards relevant to that module. This is the main tool to allow you to tailor the programme to your ECT's specific needs.

The Early Career Framework is part of a golden thread of professional growth from initial teacher training to executive headship. They will come across the Teachers'

Standards throughout their careers: during the period of induction, as part of the National Professional Qualifications and in annual performance management. ECTs should not think of this as 'repeating a standard'. When, on the ECF programme, they come across content they have considered before, they should realise that is deliberate.

At each point when they re-encounter a familiar aspect they will be at a different stage of their professional growth. They should ask themselves how that professional growth – the experience they have gained in the meantime – has changed their understanding and application of that feature of teaching.



Becoming a wonderful teacher, or a great or awesome teacher, is a lifetime affair. This is because **good teaching is forever pursuing better teaching**; it is always dynamic and in motion, always growing, learning, developing, searching for a better way. Teaching is never finished, never still, never easily summed up. "Wonderful Teacher" might be inscribed on someone's lifetime achievement award, printed on a retirement party banner, or etched on a tombstone, but it is *never right for a working teacher*.

(Ayers, 2010, p.160)

This is an opportunity for professional challenge within mentoring. The mentor will never indicate to their ECT that 'you already know all there is to know about this'. Rather, they will take an optimistic stance, probing their ECT so that they can consider how to be even better. We have a responsibility to

engage with professional curiosity, recognising that, as teachers we are never the finished article but are learning and developing, much in the same way as we expect our pupils to reflect, apply and re-encounter their learning.

How Mentors can help ECTs to set the theory of the ECF programme in their own contexts

(We have taken this extract from the Mentor Self-Directed Study materials for [Module 1 Week 1](#). Click on the link if you wish to read it all.)

Every week, as you read/ listen to the Research and Practice Summaries with your mentee, you will encounter a case study. We have commissioned case studies from every key stage and setting, so you should rarely feel that one is not relevant to your ECT. Sometimes (as in Module 1 Week 2) the case study is not setting- or subject-specific; but usually (as in Module 1 Week 3) it is. Each case study explores how an ECT tackles the concepts of the ECF with their own class. Each is then followed by some exemplifications – often three or four bullet points – which are there to help your ECT to think about how to apply this learning to their own classroom. Mentors play an important role here.

Module 1 Week 2: Case Study, Sam

(If you wish to read/ listen to the full case study, find it in the module 1 week 2 area.) This case study is not specific to any context. How might a mentor help their ECT set

this in their own context? The answer to this may depend on the ECT's own prior experience – maybe they excelled in this area in their initial teacher education year, or perhaps they never had a true opportunity to explore this skill. (Mentors and ECTs should deploy the module audits to help identify the areas they should focus hardest on.) Some things a mentor should do with their mentee with this case study:

- Identify the key issues in the case study – those which are not context specific. Here it is about building relationships and communicating and embedding expectations.
- Look at the bullet-pointed exemplifications. Where points are generic, ask your ECT to place themselves in that position: for example here, how do you embody the behaviours you want to see? How, in the ECT's own setting, could they actively model how to listen respectfully?
- Ask about the context-specific issues for the ECT that might affect them in this area. These issues will relate to:
 - Their pupils' characteristics – their age, their stage of development, their mix
 - The context of their classroom – the community they serve, their phase and setting
 - The curriculum they are teaching – their subjects, the range of topics they teach, the public exams they are preparing the pupils for (if any)

Module 1 Week 3: Case Study, Toby

(If you wish to read/ listen to the full case study, find it in the module 1 week 3 area.) This case study is specific to Key Stage 3 Design Technology but is easily adaptable to other contexts. How might a mentor help their ECT to do this? Remember, you should use the module audits with your ECT to ascertain their prior knowledge in these areas. Some things a mentor should do with their mentee with this case study:

Looking at the case study, as a mentor you want your ECT to interpret this taking into account their own pupils' characteristics, the context of their classroom and the nature of the material that they are teaching. Aside from the subject Toby teaches, what are his main issues, and how might this translate for your ECT?

Translation into your own context

Issues raised by case study

He sees his pupils infrequently

Is this true for your ECT? Do they teach one class most of the time? Then frequency might pose a different problem for them. Do they teach several classes? Then they might empathise with Toby. They might be concerned about establishing effective relationships with pupils whose attendance is poor, or for whom communication with their family/carer is not good.

Good behaviour matters for learning and safety

This will be true for your ECT, whatever their context. It might be especially true if they teach a practical subject, or they are teaching a topic which requires the use of a lot of resources.

Or they have very young or quite vulnerable learners. Perhaps they have pupils with SpLD, or who are EAL – communication might be harder to secure.

Even if this is not the case for your ECT now, it is likely to be true at other points in their career.

Toby's circumstances mean he lacks the confidence to enforce high expectations

Is there anything about the conditions your ECT works in that affects their confidence to manage behaviour well? This could be their timetable (when they have to teach certain topics to certain children); the location or layout of their classroom (which might impede their sight or movement, or the ability of pupils to interact effectively); the equipment they use (the availability or quality of it); the ECT's confidence in their own subject knowledge (which leads them to feel less authoritative); the range of needs that the pupils have (which your ECT might feel ill-equipped to respond to).

The result is he is struggling to form effective relationships in the class

This is likely to be true for your ECT – hopefully not for all their pupils, but probably for some.

Being able to gain from the example of others is an important attribute of professional learning. You should not hear mentors or ECTs say 'this case study is not relevant to me', because it will be: they simply need to 'translate' the messages to their own contexts.

End of Module Completion questionnaire

We require mentors (though not those who are 'unfunded') to complete an End of Module Completion questionnaire each time they reach the end of a module. This usually coincides with the half-term. They will be reminded of this through the announcements on UCL Extend. Sometimes we, or our Delivery Partners, need to email them directly but we prefer not to have to do that.

The questionnaire is the opportunity mentors have to feed back to us on the quality of the programme resources, on the facilitation of their peer learning clusters and on the impact the programme is having on their ECT. If they have more than one ECT, they complete the questionnaire just once, bearing just one of their ECTs in mind. We analyse the results and compile a report after each module, which we share with the Department for Education (our funder) and use to improve the programme. They will be given a date by which to submit the questionnaire – to allow us to draw down the data – but the questionnaire will remain open for any mentor who is completing the module at a later date.

Once the mentor has completed their questionnaire, they can download and share it with you their induction tutor. This will enable you to keep a closer eye on the engagement and progress of both your mentors and ECTs.

Monitoring ECT engagement

You have allocated a mentor to your ECT and have arranged for them to have the time off timetable that they are entitled to – 10% in Year 1 (or their first 3 FTE terms) and 5% in Year 2 (the following 3 FTE terms). That's your job done, right? Not quite.

In the first year, your ECT will have 22 self-directed study sessions to go through, each of no more than an hour. They also have a mentor meeting every week. The resources for all these sessions are on UCL Extend, so it is very important that they have easy online access during the school day. (You may have agreed to download and print these resources. In which case it is still important for the ECT to log on to UCL Extend, to confirm they have completed each activity.)

What does an ECT Self-Study Session consist of?

ECT Self-directed study session

Module 1: Enabling pupil learning

Week 3: Establishing the learning environment

Read or listen to the Research and Practice Summary – if there is one

Review all the activities that follow and consider which ones are most valuable and relevant to you

Tailor your remaining time to these activities, not exceeding one hour

Tick the box to confirm you have completed the session

This is what it looks like on the screen. The session title appears at the top, followed by a 4-point reminder of how to complete the session within the hour:

Read or listen

Review

Tailor

Tick

The Learning Intentions are quoted from the Early Career Framework. The example below is from Module 1, which covers the standards 1 (Set high expectations) and 7 (Manage behaviour effectively). The activities in the session address the learning intentions and, over the course of the first 5 modules, all statements from the ECF are fully addressed.

Learning Intentions for this session

You will learn that:

Demonstrate consistently high behavioural expectations, by:

- 1e. Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).
- 1f. Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
- 1g. Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.
- 1h. Acknowledging and praising pupil effort and emphasising progress being made.

Develop a positive, predictable and safe environment for pupils, by:

- 7a. Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- 7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).

The first half of the materials is always taken up by a Research and Practice Summary. There is always a choice here of key stages and settings. (In Year 2, this is presented instead as a Case Study.) The Research and Practice Summary explores the key concepts lying behind the learning intentions. We give definitions of these concepts (see here for a full [Glossary](#)) and practical exemplifications of them. We also feature an ECT grappling with these issues in their own classrooms. These vignettes are drawn from teachers in all phases and across a full range of subjects and settings. Inevitably – because this is a generic programme – your ECT will not always ‘see themselves’ in the vignettes, so we give ECTs (and their mentors) advice on how to translate them into their own context. You can see more on that subject in [Consolidation and Contextualisation](#) above in this handbook.

Your ECT might prefer to read these Summaries on their screens. There is also the option to access an audio version of many of them – for the ECT who wants to listen while travelling to or from school.

Your ECT will then come across the Self-Study Activities. These are consistently arranged into this pattern:

Review> Plan> Theory to Practice> Next Steps

At the Review stage, your ECT is reminded that they should recall the outcomes of their module audit and spend longer on those activities they need to spend longer on, less on those they can afford to spend less on, and in total no more than an hour.

When the ECT gets to the Next Steps, they will be reminded to record their thoughts in their Learning Log. They can download this document from the Welcome

Learning Log - Extend & Reflect:

You should use the **learning log** to reflect on your learning from self-directed study sessions, mentor meetings, online professional learning communities, discussion forums, induction conferences and training sessions within each module. It may be useful to use this scaffold to also reflect on your learning through shadowing and observing others in school as well as other school-based professional development. This log will provide an opportunity for rich discussion at your Mentor meetings and further evidence of your engagement in the programme.

Module 1: Enabling pupil learning:

What has been your key learning through this module?	How have you applied your learning and made changes to your practice?	Highlight any successes or challenges you faced.	What difference have these changes to your practice made to pupils? To you as a teacher? To the wider team?	Next steps (including support needed)	Reference to Teachers' Standards

This does not have to be submitted or uploaded to UCL. This is a programme of professional development and, as such, is not assessed.

area of each module and save it to their own drive. From there, they can share it with you. This is not an obligatory part of the programme, but we do recommend ECTs have some structured way of recording and validating their learning with you.

Knowing how your ECT's programme is structured – and, even better, knowing the themes they are working on in any given week – is a useful way of monitoring their engagement. Much can be learned from a casual conversation in the corridor about their self-directed study.

In the weeks where an ECT has a self-study period and a mentor meeting, the learning intentions will overlap, and the Research and Practice Summary will be identical. This is to ensure we do not cause cognitive overload for the ECT. The activities that they finish in their self-study will be picked up again in their mentor meeting.

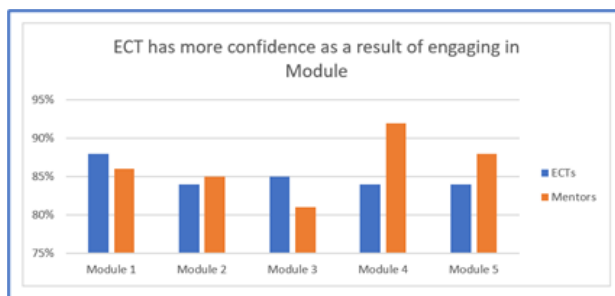


End of Module Completion questionnaire

We require ECTs to complete an End of Module Completion questionnaire each time they reach the end of a module. This usually coincides with the half-term. They will be reminded of this through the announcements on UCL Extend. Sometimes we, or our Delivery Partners, need to email them directly but we prefer not to have to do that.

The questionnaire is the opportunity ECTs have to feed back to us on the quality of the programme resources, on the facilitation of their peer learning clusters and on the mentoring support they are receiving. We analyse the results and compile a report after each module, which we share with the Department for Education (our funder) and use to improve the programme. They will be given a date by which to submit the questionnaire – to allow us to draw down the data – but the questionnaire will remain open for any ECT who is completing the module at a later date.

Once the ECT has completed their questionnaire, they can download and share it with you their induction tutor. This will enable you to keep a closer eye on the engagement and progress of both your mentors and ECTs.



Feedback from End of Module Completion questionnaires

Wellbeing and workload

There is no doubt that being a new teacher can be a stressful experience. We want the ECF programme not to contribute to that stress . . . indeed, quite the opposite. Part of the Induction Tutor’s role is to keep an eye on the stress and workload levels of their ECTs.

Five ways the programme helps you with that

1. The mentor meeting in [Module 5 Week 2](#) is devoted to workload and wellbeing. Some of the advice offered there comes from Standard 8 on Wider Professional Responsibilities:



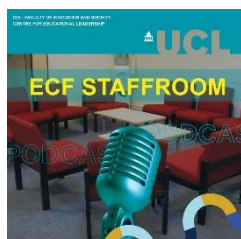
8m. Using and personalising systems and routines to support efficient time and task management.

8n. Understanding the right to support (e.g., to deal with misbehaviour).

8o. Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g., textbooks).

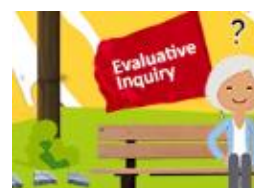
8p. Protecting time for rest and recovery.

2. Every week, we publish a new blog on UCL Extend. These blogs are often about the theme for the week or half-term, and they offer a fresh perspective. As a participant on the UCL ECF programme, we also give you access to the IOE Blog. The 'blog' is sometimes a website or a short video. One that we link



to is [Education Support](#), the mental health and wellbeing charity for education staff. Another is from Victoria Hewitt, aka @MrsHumanities, [Managing your wellbeing and workload](#). And then there's our *ECF Staffroom* podcast series, including this one from education coach [Siobhan Goffee](#).

3. In Year 2, when ECTs work on their practitioner inquiries, it would be quite easy for them to get over-excited and start collecting mountains of data. We are very clear that we want them to focus on the 'naturally-occurring' evidence that lies around any school or classroom – the evidence in the pupils' work, in what they say and in how they react to their colleagues and their teachers. We do not want ECTs to conduct huge surveys.



4. Time-limited activities. ECT self-study sessions should last 50 minutes; mentor meetings are timed at 55 minutes: none should go over an hour. (Indeed, if your school periods are shorter, you will want to limit these sessions accordingly.) We instruct our facilitators not to exceed the time allowed for the facilitated sessions – an hour for the online learning communities, and 2 hours for the 'ECT Training' (whether online or face-to-face.) We include in our facilitator development ways in which they can shorten the 2-hour sessions, especially if they are online. You should step in, if you discover that your ECT is spending longer on their professional learning than we indicate.
5. There is no submission of evidence to UCL or Delivery Partners. New teachers are very used to keeping files of evidence to prove they are meeting standards. There is none of that on our programme because it is not assessed. If you and your AB expect evidence folders for statutory induction, don't double up by expecting the same of them for the ECF. If you monitor their engagement on the ECF programme in the ways we have suggested, you could consider that as evidence towards meeting the Teachers' Standards.



Safeguarding

Quick Guide

Our designated lead for safeguarding is UCL programme leader Stephen Calladine-Evans.

You – or any programme participant – can contact him via the ‘Contact Us’ function on UCL Extend.

Clicking on Report a Safeguarding Concern will take you directly to the appropriate form.

Here is our [Safeguarding policy](#)

The policy covers the following eventualities:


- a participant disclosing a safeguarding concern to a facilitator, Delivery Partner representative or UCL representative
- a participant exhibiting behaviour or disclosing information that causes a facilitator, Delivery Partner representative or UCL representative to have cause for concern
- a participant disclosure or concern regarding a facilitator or representative of the Delivery Partner
- a participant or Delivery Partner representative disclosure or concern regarding a representative of the lead provider, UCL

This policy does not replace or supersede your own school’s safeguarding and child protection policies.

Post Programme Community Hub

Post-programme community hub

Whether you have completed a professional development programme with CEL, or you are interested in exploring some fantastic opportunities with us, the post-programme community hub is the best way of staying in touch with us and all that we offer.



The Centre for Educational Leadership (CEL) is the UK's largest university-based centre for research, teaching, development and innovation in educational leadership. We sit inside IOE, UCL's Faculty of Education and Society. We have been shaping policy and helping government, organisations and individuals to navigate a radically changing society for the last 120 years.

Contact us

Have something you want to share with us? Contact us on UCLCEL@ucl.ac.uk


Related links

- IOE podcasts
- UCL minds podcasts
- CEL news

Partner information

- Map of ECF delivery partners
- Event recording - Supporting Staff Wellbeing through Mentoring - introduced by Ian Hunkin, Director of South Central Teaching School Hub

Thinkpieces



CEL thinkpieces

By the time your ECTs and mentors get to the end of their programme, we hope they will feel some connection to UCL and IOE, UCL's Faculty of Education and Society. There is a huge wealth of research and educational thinking going on in our university and we would like you to continue to benefit from it, which is why we have curated this [Post Programme Community Hub](#). The hub hosts events, news, podcasts, and blogs,

which are constantly refreshed. You will also find there opportunities to continue studying with us, either on taught Masters or doctoral programmes, or on one of our [National Professional Qualifications](#).

ECF Staffroom

In the ECF Staffroom podcast, CEL programme leaders Elaine Long and Mark Quinn speak to Early Career Teachers, mentors, facilitators, and participants at all levels of the UCL Early Career Teacher Development programme. They share with us the challenges of the programme and how they go about making sure it meets their needs.

IOE Blog

The IOE Blog is where our academics' take on current issues in education, culture, psychology and social science. The site is constantly updated, so it is never behind the times.


ECF Staffroom

CEL offers the entire range of National Professional Qualifications and graduate programmes. Our NPGs are designed and delivered with national partners who share our belief in equity and research-informed professional development that supports educational leaders to develop their leadership practice.

IOE events

IOE holds a variety of events covering a wide range of subjects for the public to join. Explore the events feed to find out about upcoming events.

Case studies



Learning with London

A study visit programme for school principals from New South Wales, Australia.

IOE - Education and Society, Learning and Leadership,
UCL Centre for Educational Leadership