

# UCL Early Career Teacher Programme

## Professional development for ECTs and Mentors

### Why choose the UCL Early Career Teacher Programme?

Our university and teaching school partners have drawn on our 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
- Located near you
- Flexible



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### 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 addresses both the content of the Early Career Framework and the highly skilled practice of mentoring.

### 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

Funded by



Department  
for Education



**NETSP (The University of Newcastle) with Tees Valley Teaching School Hub (TSH)**  
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 www.netsp.co.uk/ecf

# 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.

## 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)**

*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 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.*