ECF Induction Tutor Briefing
Wednesday 30th June 2021

> "It is teaching quality that has the biggest impact on pupil outcomes. The Early Career Framework will support teachers, as well as their pupils, to realise their potential"
>
> Becky Francis CEO, Education Endowment Foundation

Focus for today's session:

4:00pm – 5:00pm
UCL ECF model.
Statutory Induction.
Induction Tutors 'must, should, could'
Advice from an Induction Tutor.
Features of UCLeXtend (VLE).
Further Professional Development.

UCL ECF Model

What does UCL ECF offer?

Our programme is…

- **Knowledge and evidence-based:** Deep understanding of the development needs of early career teachers

- **Drawn from expert theory and current practice:** Co-designed by teachers and school leaders, teacher educators and academics with rich experience of translating evidence into practice

- **Inquiry-based spiral learning**: After strengthening early career teachers' understanding of key themes in Year 1, the modules will use an inquiry approach to revisit the themes in greater depth in Year 2

- **Learning embedded in practice, not an additional burden:** Early career teachers apply new learning in work contexts to improve your own and your pupils' learning

- **Located near you:** Led by local teachers and leaders. Our interactive learning platforms enable early career teachers near you to reflect and share learning together

- **Flexible:** School hubs and clusters can follow our proposed sequence or create their own to meet the needs of early career teachers and mentors

The Full Induction Programme.

Professional learning for Early Career Teachers:

Year 1: 5 modules: Knowledge and practice: Foundation for the ECF.
Year 2: 4 modules: Practitioner inquiry: Deepens understanding of ECF.

ECF evidence base

ECT and Mentor training, each (half) term	Learning Platform
Self-study (hours) 22+5	Mentor meeting (hours) 39+20

Professional learning for Mentors:

Guided self-directed learning materials
12 hours (Y1 and Y2)

Mentor professional development training
6 hours (Y1 and Y2)
- An **induction/learning conference**
- Mentor **online learning community**

ECT Modules Y1:
1: Enabling pupil learning;   2: Engaging pupils in learning;
3: Developing quality pedagogy; 4: Making productive use of assessment,   5: Fulfilling professional responsibilities.
ECT Modules Y2:
6: Inquiry into enabling pupil learning; 7: Inquiry into engaging pupils in learning; 8: Inquiry into developing quality pedagogy and making productive use of assessment; 9: Fulfilling professional responsibilities.

Year 2 practitioner inquiry

How we support these inquiries:

✓Practitioner Inquiry handbook

✓'Why Practitioner Inquiry' video discussion, with Mark Quinn and James Mannion

✓Training videos for each module

✓Highly-structure self-study and mentor meeting materials

✓ECT training sessions

What do we mean by 'practitioner inquiry'?

- **Two short inquiries** (module 6 and 7) into 'the impacts of my normal practice'
- **One longer inquiry** (module 8) into 'the impacts of an alteration to my normal practice'
- All inquiries based on the elements of ECF that the ECT chooses to focus on ECTs gather 'naturally-occurring data' – this is **not about adding to workload**
- ECTs (and mentors) develop their 'habit of inquiry and reflective practice', building upon practice from their ITE year

Pause for Q&A.

Statutory Induction.

Statutory Induction – Induction Tutor roles

- Provide, or coordinate, **guidance for the ECT**'s professional development in partnership with the Appropriate Body.
- Carry out regular **progress reviews** throughout the induction period.
- Undertake **formal assessment meetings** during the 2 year induction period, coordinating input from other colleagues.
- Carry out **progress reviews** in terms where a formal assessment does not occur.
- Inform the ECT following progress review meetings of the determination of their **progress against the Teachers' Standards** and share progress review records with the ECT, headteacher and Appropriate Body.

Statutory Induction – Induction Tutor roles

- Inform the ECT during the assessment meeting of the judgements to be **recorded** in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is **observed** and that **feedback** is provided.
- Ensure ECTs are aware of how, both within and outside the institution, they can **raise any concerns** about their induction programme or their personal progress;
- Take prompt, appropriate **action** if an ECT appears to be having difficulties.
- Ensure that all monitoring and record-keeping is as streamlined as possible and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

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Pause for Q&A.

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Induction tutors 'must, should, could'

Musts, shoulds and coulds

Must.

- Understand the ECF and the structure of the UCL programme
- Know how to navigate the learning platform
- Track mentor and ECT engagement
- Alert Delivery Partner, if someone withdraws

Should.

- Know when the training and OLC sessions will be, and ensure that ECTs and Mentors can attend – Help them if they cannot
- Keep in touch with the Delivery Partner about attendance
- Ensure they complete module evaluations

Could.

- Contribute to the discussion forum
- Tweet #UCLConsortium_ECF; submit a blog
- Help us continue to develop our programme

Pause for Q&A.

Advice from an Induction Tutor.

Implementation

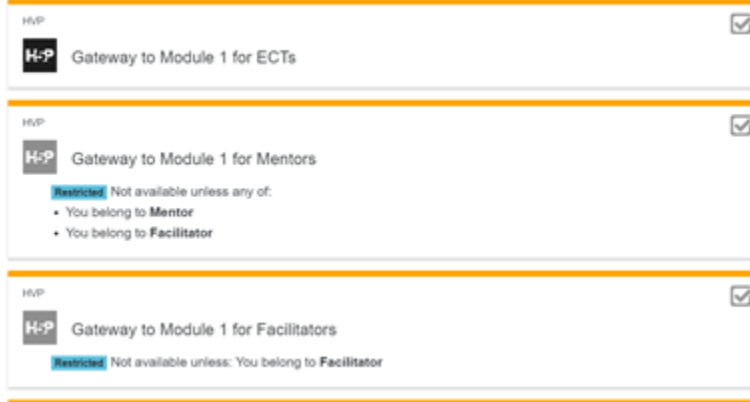Institute of Education

UCL

Pause for Q&A.

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UCLeXtend (VLE)

UCLeXtend- The Learning Platform

Click on **ECT/Mentor Training Sessions Schedule.** There you will find a simple term-by-term guide to when each type of training is due to take place. You will see that it will say things like 'ECT Training is on Week 4 of Module 1.'

UCL Early Career Teacher Programme

| ECF Programme Home | Programme Information | Year 1 Materials | Year 2 | ECF Community Forums |

Programme FAQs

Year 1 Overview   Module 1: Enabling pupil learning   Module 2: Engaging pupils in learning

Module 3: Developing quality pedagogy   Module 4 Making productive use of assessment

Module 5: Fulfilling professional responsibilities   ECT / Mentor Training Sessions Schedule

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HVP
H5P Gateway to Module 1 for ECTs

HVP
H5P Gateway to Module 1 for Mentors
Restricted Not available unless any of:
• You belong to **Mentor**
• You belong to **Facilitator**

HVP
H5P Gateway to Module 1 for Facilitators
Restricted Not available unless: You belong to **Facilitator**

To reach the training materials, go to the appropriate Module, and click on the appropriate **Gateway.** You will have full access to the **ECT and Mentor gateways**, so you can see the materials they are using.

Gateways

Summary Guide – overview of the module

Teachers Standards

Module Audit – focus on the needs

Mentor's ongoing professional learning

Materials – eg videos – to support practitioner inquiry

Gateway to Module 6 for Mentors

Module 6 Summary Guide

ECF Teachers' Standard 1

ECF Teachers' Standard 7

> **Week 1: There are no sessions this week**

∨ **Week 2: Module audit**

Module 6 Audit

ECT Mentor session material

Mentor Self directed study session material

Video 1: What does practitioner inquiry involve?

Adaptable implementation

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Pause for Q&A.

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Further Professional Development.

Find out more about implementation of ECF

Pause for Q&A.

Checklist:

- ➢ Make sure you are registered with the DfE.
- ➢ Read the new statutory guidance for ECT induction
- ➢ Contact your UCL Delivery Partner (usually a TSH).
- ➢ Sign up for the free Future Learn course
- ➢ When registered on UCLeXtend:
- ✓ Explore the Year 1 programme
- ✓ Read the Summary Module Guide (module 1) and watch some introductory videos
- ✓ Check the schedule of training events.