

# Summary Module Guide

## Module 5: Fulfilling professional responsibilities

### Use this summary module guide to:

- understand how this module fits within the ECF overall
- understand how each session fits within this module
- inform decisions about how to sequence sessions in your context
- plan and prepare effectively for each session

### Using the module guide

This guide sets out the contents of the module, week by week, including the ECT self-directed study sessions, mentor meetings and ECT Training sessions. Most weeks contain two sessions. The following information is provided for each session:

**Self-directed study – with references to ECF statements addressed in the session (these are mostly ‘learn that...’ statements)**

**ECT mentor meeting – with references to ECF statements addressed in the session (these are mostly ‘learn how to...’ statements)**

#### Prepare

The first row under the header of each table refers to any preparatory activity needed for the self-directed study session.

The first row under the header of each table refers to any preparatory activity needed for the ECT mentor meeting.

#### Contents

The second row contains a summary of the main elements of the self-directed study session.

The second row contains a summary of the main elements of the ECT mentor meeting.

## Module overview

Module 5 of the ECF addresses Teachers' Standard 8: Fulfil wider professional responsibilities. The topics within this module are:

1. Completion of Module 5 audit
2. Workload and wellbeing
3. Reflection and research in professional development
4. Engaging with parents, carers and families
5. Working effectively with colleagues
6. Revising professional development
7. Review of year 1 and planning for year 2

The module begins with a self-assessment audit against Module 5 ECF content. This module addresses the concept of teaching as a profession and the responsibilities of teachers as professionals. ECTs will explore strategies for managing their workload and wellbeing; they will then look in some detail at the role of research in effective teaching and will consider two guidance reports from the Education Endowment Foundation that address best practice in working with teaching assistants and in engaging parents. ECTs will explore strategies for working effectively with colleagues, including specialist colleagues within their school. Throughout the module ECTs will be encouraged to apply their learning to their own practice and context and to act with agency in developing themselves as professionals.

This module is 7 weeks long. Within the sequence of this programme, the module is designed to be run in the second half of the summer term of year 1 of the programme.

## Week 1: Module audit

### ECT training: 2 hours (8.1, 8.2, 8.7, 8a, 8c, 8e)

Facilitators will need to familiarise themselves with the Summary Module Guide, training session outline and ECT materials, as appropriate.

### ECT mentor meeting

ECT to bring supporting evidence to the session. See session plan for details.  
ECT to provide a copy of Module 5 ECT audit for completion.

ECT and mentor to agree whether audit is completed in advance or during the session.

The session introduces the module and focuses on effective professional development.

Mentee **self-assessment** against module audit.

Mentor and mentee **analyse artefacts** from mentee's teaching practice in relation to self-assessment.

Mentor and mentee **action planning** to agree focus for module and how to use the audit as a means of charting progress across the module.

## Week 2: Workload and wellbeing

### Self-directed study

There is no self-directed study in the second week of the module.

### Mentor meeting (8m, 8n, 8o, 8p)

ECT to bring planner / school calendar / other materials or tools that they use for managing their time at work.

N/A

**Discussion** of strategies used by ECT to manage workload and wellbeing.

Mentor **shares practice** around managing workload and wellbeing.

**Analysis of artefacts / collaborative planning** to plan strategies to improve ECT's workload and wellbeing.

### Week 3: Reflection and research in professional development

#### Self-directed study (8.2, 8b, 8c, 8d, 8e)

There is no specific preparation required for this week's self-directed study.

#### ECT mentor meeting (8.5, 8j, 8k)

ECT to be prepared to discuss their reflections from the self-directed study session.

ECT to read research and practice summary about engaging with research.

ECT to identify and appraise a piece of research evidence linked to their own practice.

**Discussion** linked to the ECT's self-directed study session.

**Analysis of artefact** using the evidence about making best use of teaching assistants.

### Week 4: Engaging with parents, carers and families

#### Self-directed study

There is no self-directed study in the fourth week of the module.

#### ECT mentor meeting (8.4, 8h)

None

N/A

**Analysis of artefact** using the evidence about working with parents and carers.

## Week 5: Building professional relationships; Working effectively with colleagues

### Online learning community: 1 hour (8.3, 8.4, 8f, 8g, 8h)

Facilitators will need to familiarise themselves with the Summary Module Guide, training session outline and ECT materials, as appropriate.

### ECT mentor meeting (8.6, 8i, 8l)

ECT to bring their class list(s) and any notes they have on interventions currently in place for pupils in their class(es).

The session focuses on building relationships with colleagues, parents, carers and families.

ECT to **reflect** on learning from the ECT online learning community.

**Discussion** re: specialist colleagues in school.

**Practical exercise** to audit ECT's class lists and review pupils currently engaged in interventions or with potential for referral to intervention.

## Week 6: Revisiting professional development

### Self-study session (8.1, 8.7, 8a)

ECT to ensure they have access to their notes and/or materials from the modules studied on this programme to date.

### ECT mentor meeting (8.1, 8.7, 8a)

ECT to bring their draft 'menu' of professional development opportunities, completed during self-directed study session.

ECT to **reflect** on learning on this programme across year to date, and from other professional development activity.

ECT to complete **practical exercise** to collate knowledge of professional development opportunities available to them.

Mentor **shares practice** around professional development.

**Collaborative planning** to refine the list of professional development opportunities developed in ECT self-study session.

**Action planning** around ECT's future engagement in professional development.

## Week 7: Review of year 1 and planning for year 2

Self-study session	ECT mentor meeting
There is no self-directed study in the seventh week of the module.	ECT to bring their initial ideas for how to continue to develop as they enter their second year.
N/A	Action planning around the ECT's professional behaviours for the second year of their career.

### Optional further reading

The Early Career Framework draws on the best available evidence from the UK and overseas. The Research and Practice Summaries that frame each session in this module are rooted in the evidence base of the Early Career Framework, synthesising findings across the literature and presenting these in clearly actionable strategies for practical application in the classroom. If you wish to extend your reading around the content covered in this module by referring to original, foundational sources, you are encouraged to begin with the references below. These are drawn from the wider references listed in the Early Career Framework itself.

Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017) *SEN support: A rapid evidence assessment*. Accessible from:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/628630/DfE\\_SEN\\_Support\\_REA\\_Report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf)

Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) *Developing Great Teaching*. Accessible from:

<https://tdtrust.org/about/dgt>

Education Endowment Foundation (2015) *Making Best Use of Teaching Assistants Guidance Report*. Accessible from:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/>