

Summary Module Guide

Module 9: Fulfilling professional responsibilities (II)

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. One week contains 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 9 of the ECF addresses Teachers' Standard 8: Fulfil wider professional responsibilities. The topics within this module are:

1. Managing professional development
2. Managing effective working relationships
3. Managing workload and wellbeing
4. Planning for year 3

The module revisits the content of Module 5, first explored in year 1 of the programme. This is an opportunity for the ECT and their mentor to reflect on the skills that the ECT has developed across the first two years of their teaching career and to explore how their professional role may evolve as their career develops.

This module is 4 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 2 of the programme.

There is no self-directed study component of this module.

Week 1: Managing professional development

**ECT school visit with targeted focus:
2 hours**

See Programme Handbook for details.

**ECT mentor meeting (8a, 8b, 8c, 8d,
8e)**

ECT to bring the paperwork from their most recent review undertaken as part of the school's performance management cycle.

See Programme Handbook for details.

Discussion about ECT's professional development goals and approaches to addressing these.

Week 2: Managing effective working relationships

ECT mentor meeting (8f, 8g, 8h, 8i, 8j, 8k)

ECT to bring the paperwork from their most recent review undertaken as part of the school's performance management cycle.

Discussion about ECT's goals relating to managing working relationships and approaches to addressing these.

Week 3: Managing workload and wellbeing

ECT mentor meeting (8m, 8n, 8o, 8p)

No specific preparation required for this week's session.

Discussion about ECT's approaches to managing workload and wellbeing.

Week 4: Planning for year 3

ECT mentor meeting

ECT to bring notes from the 3 previous sessions in this module.

Action planning for professional development in year 3 of the ECT's career.

The module ends with a second school visit (See Programme Handbook for details).

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 this 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

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/>