



UCL Early Career Teacher Consortium

**Early Career Professional
Development Programme**

Programme Handbook

Table of Contents

1 List of tables and figures	4
List of abbreviations used in this handbook	4
2 Introduction.....	5
2.1 What is the Early Career Framework?.....	5
2.2 Referencing the Early Career Framework in programme materials	6
2.3 The evidence base underpinning the Early Career Framework.....	7
2.4 Statutory induction and the Early Career Framework.....	7
2.5 Using this programme handbook.....	8
3 About the programme	10
3.1 Overview of programme modules	10
4 Programme mechanics.....	14
4.1 The Full Induction Programme, hosted on UCL eXtend	14
4.2 Key roles within the programme	15
4.3 Logic model and programme components	17
4.4 Contextualising learning resources for your setting: the 3 'C's	28
4.5 Scheduling, timings and key milestones.....	29
4.6 Integrating the programme with your school's existing professional development offer	29
5 Mentoring	34
5.1 Mentoring approach	34
5.2 Mentoring responsibilities, qualities, skills and experience	35
6 Guidance for mentors on running weekly sessions	37
6.1 ECT self-study and ECT mentor meetings	37
6.2 Making weekly sessions manageable	39
7 Personalisation and flexibility in programme design	41
7.1 Flexible sequencing of modules.....	41
7.2 Flexible sequencing of sessions within modules	42
7.3 Flexible sequencing of activities within sessions	42
7.4 Flexible scheduling of modules and sessions within modules	42
8 Quality assurance and enhancement.....	44
8.1 Responsibilities.....	44
8.2 A phased approach to implementation.....	44
8.3 Fidelity and intelligent adaptation.....	46
8.4 Troubleshooting	47

9 Preparing for programme Year 2.....	48
9.1 Principles of Year 2	48
9.2 School visits.....	49
9.3 Managing change in Y2	51
10 Appendices	52
10.1 Appendix 1: Making the most of session elements.....	52
10.2 Appendix 2: Quality assurance and enhancement: Set up checklist for school leaders and induction leads.....	61
10.3 Appendix 3: Quality assurance and enhancement: Programme review tool	62
10.4 Appendix 4: Quality assurance and enhancement: Questions to consider before Year 2....	68
10.5 Appendix 5: Quality assurance and enhancement: Avoiding common mistakes in Year 2 ..	68
10.6 Appendix 6: Troubleshooting	70
10.7 Appendix 7: Example plan for quality assurance and enhancement: a small primary school	71
10.8 Appendix 8: Example plan for quality assurance and enhancement: a large secondary school.....	72

1 List of tables and figures

TABLE 1: OVERVIEW OF PROGRAMME YEAR 1	11
TABLE 2: OVERVIEW OF PROGRAMME YEAR 2.....	13
TABLE 3: PROGRAMME INPUTS	19
TABLE 4: PROGRAMME OUTCOMES.....	21
TABLE 5: PROGRAMME MECHANISMS	22
TABLE 6: RESOURCES AVAILABLE TO SUPPORT QUALITY ASSURANCE AND ENHANCEMENT	46

FIGURE 1: LOGIC MODEL FOR THE UCL EARLY CAREER TEACHER CONSORTIUM EARLY CAREER PROFESSIONAL DEVELOPMENT PROGRAMME	18
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List of abbreviations used in this handbook

CIP	Core Induction Programme
ECF	Early Career Framework
ECT	Early Career Teacher
FIP	Full Induction Programme
ITE	Initial Teacher Education (used interchangeably with ITT)
ITT	Initial Teacher Training (used interchangeably with ITE)
NQT	Newly Qualified Teacher

2 Introduction

2.1 What is the Early Career Framework?

Extracts from the [link] [Early Career Framework, Department for Education 2019](#)

Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.

However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development. The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development.

The content of the ECF builds on and complements ITT. The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. As is the case for other professions, areas covered in initial training will be covered in greater depth as part of induction as teachers continue on their journey to becoming experts.

The ECF has been designed to support early career teacher development in 5 core areas: behaviour management; pedagogy; curriculum; assessment; professional behaviours.

In order to ensure congruence with the 8 Teachers' Standards, the content of the framework is presented in 8 sections. In developing the framework, behaviour management was thought to be encompassed by High Expectations and Managing Behaviour (S1 and S7); pedagogy was thought to be encompassed by How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); and curriculum, assessment and professional behaviours were thought to be encompassed by S3,

S6 and S8 respectively.

The UCL Early Career Teacher Consortium Early Career Professional Development programme ('the programme') is a 2-year programme for delivery in schools that engages Early Career Teachers (ECTs) with the contents of the ECF. The programme has a number of components, which are explained in further detail in section 4 of this handbook: Programme mechanics.

We recommend that you read this handbook alongside the full ECF document from the Department for Education, 2019 [link]: [Early Career Framework](#)

2.2 Referencing the Early Career Framework in programme materials

The ECF establishes two types of content that ECTs should learn.

Key evidence statements are prefaced by 'learn that...' and are drawn from high-quality evidence from the UK and overseas. Full references are available in the ECF document. These statements are numbered by the standard within the ECF to which they apply, followed by a trailing number (e.g., statement 1.4 is drawn from Standard 1 and states that teachers will 'learn that...setting clear expectations can help communicate shared values that improve classroom and school culture.' These are referred to throughout the programme materials as 'learn that...' statements).

Practice statements are prefaced by 'learn how to...' and are drawn from both research and guidance from experts in the sector. These statements are numbered by the standard to which they apply, followed by a trailing letter (e.g., statement 1a is also drawn from Standard 1 and states that teachers will 'learn how to communicate a belief in the academic potential of all pupils, by using intentional and consistent language that promotes challenge and aspiration'). These are referred to throughout the programme materials as 'learn how to...' statements.

The numerical reference and full wording of each relevant statement are provided in the guidance for the following components of the programme:

- ECT self-directed study
- ECT mentor meetings, including Module Audits
- ECT training sessions

- ECT online learning community sessions

To aid clarity and brevity in other components—high-level timelines and Summary Module Guides—only the numerical reference is given. This can be referenced back to the ECF or to individual session plans for detail on each of the referenced statements.

2.3 The evidence base underpinning the Early Career Framework

The evidence base that underpins the ECF also underpins this programme. The references that comprise this evidence base are given in full in the ECF document from the Department for Education, 2019 [link]: [Early Career Framework](#)

The research base relevant to each module in this programme, and to individual sessions within each module, is presented through a series of Research and Practice Summaries. These summaries address groups of ECF statements ('learn that...' and 'learn how to...') and synthesise findings across the underpinning literature relevant to those statements. Each summary is designed to be easily accessible for ECTs and their mentors, offering clearly actionable, evidence-informed strategies for practical application in the classroom. While occasional in-text references are given, the primary aim is not to engage ECTs with details of the literature itself but to focus their attention on how to use important findings from the evidence in their practice. Where ECTs or their mentors wish to extend their reading around the content covered in each module by referring to original, foundational sources, a short reading list is offered in each Summary Module Guide. These suggested readings are drawn from the wider references listed in the Early Career Framework itself.

2.4 Statutory induction and the Early Career Framework

The ECF document (p.5) clearly states that '[w]hile the ECF is presented around the Teachers' Standards for clarity, **the ECF is not, and should not be used, as an assessment framework.** ECTs will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only. The ECF will underpin an entitlement to training and support for ECTs and should not be seen as an additional assessment tool.'

As you have previously done, you will, therefore, need to register your NQTs with an Appropriate Body for the statutory induction arrangements to assess the NQT Induction period. You will need to discuss this with your Appropriate Body; if they are involved in facilitating the ECF with you, then you will need to register with a different Appropriate Body for NQT assessment.

Schools will have existing arrangements for developing their NQTs through a programme of induction training in their first year of teaching. The ECF is intended to replace much of the content of existing school induction programmes for NQTs as it relates to the Teachers' Standards, and to extend this into teachers' second year of teaching. It will, of course, be important to augment this content, delivered through the programme, with school-specific teacher induction and training relating to localised policies, processes and expectations. Further detail and tools to support the mapping of programme content to your existing provision are provided in section 4.6: Integrating the programme with your school's existing professional development offer.

2.5 Using this programme handbook

The content of this handbook should be of interest to senior leaders with responsibility for planning and overseeing the implementation of the programme (headteachers and induction leads), and to mentors working on the programme. ECTs may also wish to learn more about the programme through the handbook.

Senior leaders with responsibility for induction can use this handbook to support the planning and oversight of programme implementation.

Mentors can use this handbook to deepen their understanding of the programme and how they can most effectively put this programme into practice with their ECTs.

ECTs may wish to refer to sections of the handbook in order to learn more about the programme. However, this is an offer rather than an expectation. Mentors and induction leads, sufficiently briefed, should support ECTs to understand the programme as works best in their context.

Key information about the programme is summarised in the main sections 1-9 of this handbook. This information is kept intentionally brief in recognition of the time

pressures faced by school teachers and leaders.

Appendices (section 10) are used for documents that you may want to print for use or reference throughout the year. These documents include resources such as optional checklists to support programme set up, implementation and quality assurance.

3 About the programme

Because teachers work in complex conditions, this programme targets both ‘practical fluency’—the capacity to deploy a range of teacher practices confidently and skilfully—and the wider knowledge, experience and beliefs required to make judicious use of these practices in specific contexts, with particular pupils and to defined ends.

The design of the programme aligns with the standard for teachers’ professional development as provided by the [link] **Department for Education, 2016**. This section summarises the modules that comprise the programme and how these modules are sequenced over the 2 years of this programme.

3.1 Overview of programme modules

The programme consists of 9 modules over 2 years.

The 8 standards of the ECF (which themselves are mapped to the Teachers’ Standards) are combined into 5 modules in Year 1 that fully address the content of all standards.

4 modules in Year 2 deepen ECTs’ knowledge and practice in relation to aspects of the ECF that are most pertinent to each ECT.

Programme 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. Further information on personalising the programme to your ECT and their context is provided in section 7: Personalisation and flexibility in programme design.

ECT learning in each half term is fostered through an integrated programme of ECT self-study, ECT mentor meetings, online and face-to-face training events. Learning activities address ECTs’ knowledge of the ECF content and their ability to put this into practice to bring about high-quality pupil learning. Suggested further readings are given for each module, where ECTs or their mentors wish to engage directly with some of the literature that underpins the ECF.

The use of a spiral curriculum model within the programme supports teachers to

revisit aspects of the ECF over time as their conceptual and practical learning develops, such that they can both deepen and contextualise their understanding of the ECF as they progress. The sequencing of the programme in this way targets the capacities and needs of ECTs as they develop over time.

In Year 1 of the programme, ECTs' limited classroom experience may lead to reduced cognitive and practical flexibility in coping, under pressure, with multiple classroom demands. This is the rationale for placing a strong emphasis on the ECF's 'learn that...' statements in order to underpin practice with theory and extend ECTs' classroom repertoires. Working concurrently with mentors on 'learn how to...' statements supports ECTs to develop competence and confidence in practice.

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 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	Exploring and applying strategies to support high-quality planning and adaptive teaching that addresses the needs of all pupils.

Term	Focus	Details
	4 and 5)	
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 (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 programme

Year 2 deepens both ECTs' understanding of the content of the ECF and their ability to enact this content through their teaching. Mentoring and opportunities to conduct supported practitioner inquiry 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 more explicitly their impact on pupils' learning.

Progression in Year 2 accounts for ECTs' increased classroom experience and practical fluency, both of which allow them to increasingly reflect upon and assess what is required in a given situation and to make use of a wider range of cognitive and practical strategies to achieve their objectives. They will also be better able by this stage to reflect on their experiences and self-monitor their performance. Year 2, therefore, orients towards 'learning how to...'. ECTs will deepen their practice across the ECF by engaging in practitioner inquiry.

Through inquiry, ECTs will revisit and deepen the technical knowledge embodied in the ECF's 'learn that...' statements, through practice. They will strengthen their capacity for reflection on and inquiry into their practice as a foundation skill that will underpin their ongoing development throughout their teaching career.

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 Module 3. 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 (II)	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.

4 Programme mechanics

This section of the handbook shows you how the programme ‘works’ in practice—the roles of people involved; the assumptions that underpin how the programme was designed; and the practicalities of the different components that comprise the programme.

In Year 1, ECTs complete weekly self-directed study activities and have a weekly one-to-one mentor meeting, each structured by detailed session plans. These become less frequent in Year 2. ECTs also attend group training sessions and online learning communities with other ECTs. These are approximately once each half term in Year 1 and less frequent in Year 2. Further detail is provided below.

4.1 The Full Induction Programme, hosted on UCL eXtend

If you are participating in the Full Induction Programme (FIP), all aspects of the programme are hosted on the UCL eXtend online platform. ECTs, mentors and induction leads have individual log-ins to the site.

Resources available on UCL eXtend include:

- session materials for each weekly ECT self-directed study session
- session materials for each weekly ECT mentor meeting
- Module Audits
- Summary Module Guides
- this Programme Handbook
- the Practitioner Inquiry Handbook that supports Year 2 of the programme
- a glossary of research and practice terms used on the programme
- a personal learning space—the Learning Log—which allows ECTs to record notes and insights as they progress through the programme
- a self-tracking function, which ECTs can use to keep a record of their progress through sessions

If ECTs and their mentors prefer to work offline, most materials will also be available to download. The site is designed to offer a convenient user experience that can be

accessed via PC, laptop, tablet or smartphone.

ECTs, mentors and induction leads can use the UCL eXtend platform to seek technical support as required.

Any data the UCL Early Career Teacher Consortium collects from participants will be held securely, used only to improve the programme and managed in line with the General Data Protection Regulation (GDPR). You can read the UCL General Privacy Notice online here [link]: [**UCL General Privacy Notice**](#).

4.2 Key roles within the programme

Induction lead

The induction lead oversees the successful implementation of the programme in each school. This role may be filled by the headteacher in a smaller school, or by a member of the school's senior leadership team.

The induction lead is responsible for ensuring that suitable teachers are appointed to as mentors on the programme and that these mentors are well supported to fulfil their role. This support may include:

- ensuring that the mentor is familiar with the content and purpose of the ECF
- so far as is possible, arranging the mentor's timetable to facilitate both their weekly meeting with their ECT and the preparation required to maximise the quality of these meetings
- acting as a point of reference if the mentor has questions or concerns relating to their mentoring role or the progress of their ECT

Mentor

The mentor is a suitably experienced teacher in the ECT's school, designated with formal responsibility to work collaboratively within the school to help ensure that the ECT receives the highest-quality experience on the programme.

The mentor is responsible for organising and leading each week an ECT mentor meeting. These meetings should be accounted for in time allocated to the mentor in their role. ECT mentor meetings are 50 minutes in length, within an allotted

programme time of 60 minutes. The remaining 10 minutes allow for some preparation by the mentor and for the ECT to put into practice the actions they set in each ECT mentor meeting.

When selecting mentors for the programme, consideration should be given to the mentor's experience and expertise in the phase (age range) and specialism in which the ECT is teaching. Where a mentor is not a specialist in the ECT's phase and/or specialism, but has other qualities that recommend them to the mentor role, the mentor should draw on the input of colleagues with this specialist expertise where appropriate.

With acknowledgement of the range of skills and experience that mentors will bring to this programme, detailed guidance is given to mentors in ECT mentor session materials. This is indicative guidance, which more experienced mentors may elect to adapt in order to achieve session objectives in a manner that suits the needs of their ECT and makes good use of the mentor's professional skills.

Early Career Teacher (ECT)

ECTs are newly qualified teachers in the first or second year of their induction. They are expected to engage in all aspects of the programme as set out in their school.

Specifically, ECTs are expected to engage with weekly self-directed study and ECT mentor meetings, and with less frequent training and online learning community sessions, and to put into practice outside these events what they are learning through the programme.

Weekly self-directed study activity is planned to be 45 minutes in length, within an allotted programme time of 60 minutes. The remaining 15 minutes, together with 10 minutes of the allotted ECT mentor meeting time, provide 25 minutes each week that ECTs can use to enact and reflect upon their learning through the programme.

Although the programme is offered in a specific sequence, there may be a need to personalise the learning experience for individual ECTs by making adjustments to the sequence. Further detail on opportunities for personalising the programme is provided in section 7: Personalisation and flexibility in programme design.

4.3 Logic model and programme components

The design of the programme is underpinned by a 'logic model' (Figure 1). This diagram aims to show explicitly how the inputs of the programme, such as the different forms of training, can lead to a set of desired outcomes. Inevitably, the logic model is a simplification of reality, but understanding the design of the programme—particularly the mechanisms that lead to change—can help you to make best use of the programme in your school. For instance, understanding the mechanisms is necessary to evaluate the extent to which they are happening and, if necessary, to take action that improves the success of the programme and the learning of your ECT(s).

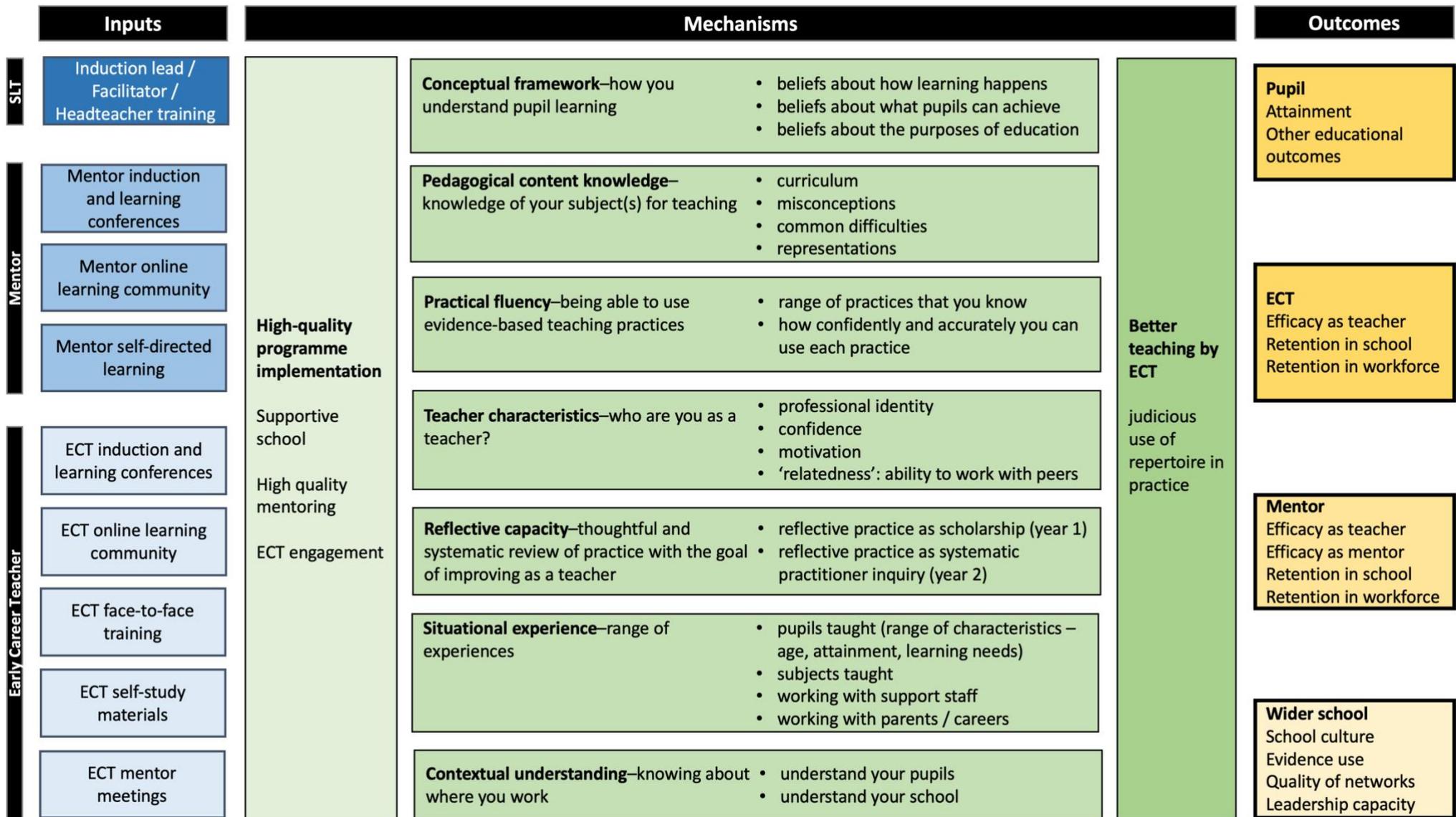


Figure 1: Logic model for the UCL Early Career Teacher Consortium Early Career Professional Development programme

Programme inputs (components)

The inputs listed on the left-hand side of the logic model are the programme components, each targeted at either senior leaders with responsibility for oversight of the programme in each school, mentors or ECTs. The components are summarised in Table 3: Programme inputs.

Table 3: Programme inputs

Input	Detail
Induction lead/headteacher training (Programme commencement)	Training for those in schools with a leadership role for ECTs, to occur online before the formal commencement of the programme.
Mentor induction and learning conferences (Start of each year)	Half-day online conferences that engage mentors with ECF content and the mentoring approaches that underpin the programme.
Mentor online learning community (Three in Year 1)	A 1-hour facilitated online learning group for mentors, clustered by geographic region. Sessions target content from the ECF and mentoring approaches underpinning the programme, complementing and enhancing learning from mentor self-study and induction and learning conferences.
Mentor self-directed learning (Half-termly)	Self-study materials targeting knowledge of content from the ECF and the mentoring approaches that underpin the programme.
ECT induction and learning conferences (Start of each year)	Half-day online conferences that engage ECTs with aspects of ECF content.
ECT online learning	A 1-hour facilitated online learning group for ECTs,

Input	Detail
community (Half-termly, only in Y1)	clustered by geographic region. Sessions target content from the ECF, complementing and enhancing learning from ECT self-study, ECT mentor meetings and induction and learning conferences.
ECT training (half-termly, except Y2 summer term)	A 2-hour facilitated training session for groups of ECTs, clustered by geographic location. Sessions target statements from the ECF, complementing and enhancing learning from ECT self-study and ECT mentor meetings.
ECT self-study materials (Weekly in Y1, x5 in Y2 - 45 minutes)	Self-study material, structured by a Research and Practice Summary targeting statements from the ECF, with session elements that deepen learning in relation to targeted content. Activities in these sessions are often picked up in the subsequent ECT mentor meeting.
ECT mentor meetings (Weekly in Y1, x20 in Y2 - 50 minutes)	Meetings structured by a Research and Practice Summary targeting statements from the ECF, and session elements that deepen learning in relation to targeted content. ECTs set actions arising from these meetings for putting their learning into practice in the following days.

Programme outcomes

Expected outcomes from the programme are shown on the right-hand side of the logic model. A summary of each outcome is provided in Table 4: Programme outcomes, grouped by the level at which the outcomes have impact.

Table 4: Programme outcomes

Outcome	Detail
Pupil level outcomes	By improving the quality of teaching in the school, the programme is intended to improve pupil outcomes in relation to academic attainment as well as wider outcomes that include well-being, motivation and behaviour, positively impacting pupils' life chances.
ECT level outcomes	The programme is intended primarily to improve ECTs' efficacy as a teacher and to increase the retention of ECTs within the teaching workforce.
Mentor level outcomes	The programme directly addresses mentors' efficacy. Engagement with both the content of the programme and the mentoring approaches embedded within it will enable mentors to improve their efficacy as teachers, while also developing skills relevant to and supportive of organisational leadership and management capacity.
Wider school outcomes	The programme has the capacity to influence positively the culture within and between schools, particularly in relation to the use of evidence in practice, the development of leadership capacity and the quality of local networks that support teacher professional development.

Mechanisms

The mechanisms in the central section of the programme logic model show how the programme inputs (components) are expected to lead to the desired programme outputs. Broadly, these are the factors that the programme inputs act on in order to improve an ECT's teaching. There is no hierarchy to the list in the centre of this section, although some do naturally group together. The mechanisms are summarised in Table 5: Programme mechanisms.

Table 5: Programme mechanisms

Mechanism	Detail
High-quality programme implementation	<p>Three key factors contribute to an environment that best supports programme implementation:</p> <p>School leadership support, including how mentors are selected and supported and timetabling. Induction lead/headteacher training, and this handbook, help school leaders to implement the programme effectively.</p> <p>High-quality mentoring underpins this programme, in line with the principles of ONSIDE and educative mentoring. Mentors are supported by training, this handbook and detailed session plans for ECT mentor meetings.</p> <p>ECT engagement is fostered through targeting programme components to the learning needs of ECTs.</p>
Conceptual framework	<p>This is the underpinning set of beliefs about learning, pupil potential and the purposes of education that frames how teachers think about their role. Through the programme, ECTs are challenged to think more deeply about their beliefs as a way of refining their conceptual framework.</p>
Pedagogical content knowledge (PCK)	<p>This refers to the specialist knowledge that teachers have that supports the teaching of a particular subject: the underpinning or foundational concepts, common misconceptions and</p>

Mechanism	Detail
	difficulties that learners experience, and the most powerful representations of key content. Modules 2 and 7 of the programme, in particular, address ECTs' PCK.
Practical fluency	This relates to the range of strategies, or practices, with which ECTs are familiar and upon which they can draw in their teaching. 'Fluency' increases as ECTs become more confident, and accurate, in how they use these strategies. The 'learn how to...' statements of the ECF reference the range of practices that teachers should know. These are expanded through the Research and Practice Summaries, which underpin ECT self-study materials and ECT mentor meetings. Session elements, outlined in the next section of this handbook, support ECTs to improve their fluency in enacting these strategies in practice.
Teacher characteristics	This relates to how the ECT presents themselves as a teacher, encompassing their professional identity, confidence, motivation and 'relatedness' or ability to work with their peers. The components of the programme are intended to support the teacher to develop across these aspects.
Reflective capacity	This is the ability to review practice thoughtfully and systematically with the goal of improving as a teacher. The first year of the programme develops ECTs' reflective capacity as research-informed practitioners through all modules, and more specifically in Module 5. In the second year of the programme (Modules 6–8), ECTs explore their practice in relation to personalised aspects of the ECF through structured practitioner inquiry.
Situational	Experience improves ECTs' ability to make sound,

Mechanism	Detail
experience	contextualised, judgements in their practice. The elements contributing to the programme aim to broaden ECTs' experiences of a range of educational experiences, such as working with support staff, parents and carers, in line with the contents of the ECF. The design of the programme takes account of the limited situational experience that many ECTs will have, particularly early in Year 1, targeting self-study and supported learning activities to typical ECT development trajectories.
Contextual understanding	Understanding the school environment in which they teach helps ECTs to effectively put into practice their learning in relation to the content of the ECF. Programme components support ECTs to engage with the policies and practices of their school to both contextualise and shape their learning.
Better teaching: judicious use of repertoire in practice	The ultimate purpose of this programme, and of the ECF, is to improve teacher efficacy. The mechanisms described above, in combination, equip teachers to make judicious use of a broad repertoire of high-quality teaching strategies in their practice. 'Judicious', in this sense, means that the strategies available are deployed effectively to address the learning needs of the particular pupils being taught, in the context of their school and the content that they are learning.

Session elements

To develop all of the mechanisms that contribute to skilled teaching, the programme includes a number of session 'elements', which represent a range of pedagogies of teacher education. These elements are summarised below. ECT self-directed study sessions and ECT mentor meetings reference the pedagogies used for each key activity so that ECTs and mentors can be clear on what is expected and how this contributes to ECT learning.

Using a range of elements within and across modules targets the mechanisms of the programme, as outlined above. It also offers variety and interest for the ECT and their mentor.

Further detail on the elements, and how to maximise their efficacy as part of the Programme, is provided in Appendix 1. This appendix also shows the icons for each element that identify their use in session outlines.

Action planning: The ECT identifies actions to be taken as a result of their learning. This helps to ensure that the teacher's learning through engaging with the ECF is enacted in their work, connecting theory to practice. Most ECT mentor sessions end with ECT action planning, which is followed up at the beginning of the following ECT mentor session.

Analyse artefacts: The ECT and mentor examine artefacts related to teaching, analysing them with reference to targeted content within the ECF. Artefacts can be specific to the ECT, such as their planning documentation or work produced by their pupils, or related to the wider school context, such as school policies. Using artefacts in this manner can support analytical discussion, deepen thinking and help connect theory with practice.

Collaborative planning: The mentor and ECT plan a session or part of a session together, with the mentor modelling, scaffolding and building on the thinking of the ECT, as appropriate. Through 'thinking aloud' during this process, the mentor models how skilled professionals think about and approach teachers' work. This is an opportunity for the ECT to learn the skills of collaborative planning and professional learning that both help to improve practice and reduce teacher workload.

Discuss with a colleague: The ECT identifies a colleague with relevant expertise in relation to the targeted ECF content and arranges to speak to them about this. It may be helpful for the mentor to be part of this process, particularly at the beginning of year 1 when the ECT may not yet have made good contacts across the school. Guidance is provided within session plans incorporating this element around how to structure the conversation. This is an opportunity for ECTs to learn about colleagues' strong practice, to make connections and strengthen networks with

colleagues across their school and to deepen their contextual understanding of the school in which they are teaching.

Discuss with mentor: The ECT and mentor discuss an aspect of the targeted ECF content. Where this is included in a session, guidance is given to shape the discussion. These discussions deepen thinking and create space to share ideas around understanding and enacting high-quality teaching. They are also an opportunity for the mentor to note and address any gaps or misconceptions in the ECT's developing knowledge of teaching.

Discuss with pupils: The ECT speaks to a group of pupils about an aspect of the targeted ECF content. This helps the ECT to understand their pupils' perspective on their learning, aiding deeper thinking and supporting reflective practice.

Independent planning: The ECT plans a session or part of a session that they will teach in the coming weeks, with specific reference to the targeted ECF content. This will be rooted in the topic of the session and the Research and Practice Summary for that topic. This is an opportunity for the ECT to apply learning to their own practice. Typically, independent planning activities will be picked up in the subsequent ECT mentor meeting so that the mentor can help the ECT to identify strengths in their planning as well as opportunities to further refine their thinking.

Learning Log: ECTs are invited to maintain an optional Learning Log in which they record activities, thoughts, reflections, notes from conversations etc. It can be helpful to return to these notes at a later date as a strategy for reinforcing and deepening learning. If ECTs choose to do this, then this session element is a prompt for the ECT to update notes in their Learning Log.

Observe a colleague: The ECT, alone or with the mentor, arranges to observe a colleague with expertise in the targeted ECF content. The ECT may make some notes in advance to support their observation and/or arrange time with the colleague afterwards to talk through what they saw and ask any questions that have arisen. Often, observation prompts are provided as a way of structuring the ECT's observation. Observing in this way can help to build the ECT's contextual knowledge of the school and its pupils as well as their understanding of the content of the ECF.

Practical exercise: The ECT completes an exercise that deepens their understanding and/or competence in relation to the targeted ECF content.

Reflection: The ECT considers an aspect of their practice to date in the light of their learning around the targeted ECF content. Developing the skills and habits of good reflective practice is vital in becoming a skilled professional teacher. Year 1 of the programme supports ECTs to reflect with research; in year 2, they learn to reflect through practitioner inquiry.

Rehearsal: The ECT rehearses, or practises, a specific aspect of their work as a teacher. This can be done in varying degrees of reality, from mentally 'walking through' an action to physically role-playing the practice either alone or with a colleague. Because teaching is so complex, it can be helpful for new teachers to focus on isolating and rehearsing discrete aspects of their work to build practical fluency and confidence, before integrating this into their teaching practice. Rehearsal requires trust between the ECT and mentor and a willingness to try out techniques that can feel a bit unusual or even uncomfortable at first.

Scripting: The ECT scripts out a prepared piece of written or verbal communication that is relevant to the targeted ECF content. Scripting is often a precursor to rehearsal because what has been scripted is then rehearsed in practice. Collaborative scripting between the ECT and mentor can be a powerful way to help the ECT develop clear, authentic ways of communicating with pupils.

Self-assessment: The ECT reflects on their current level of confidence/competence in relation to specified learning objectives/competences. Where self-assessment is incorporated into sessions, clear guidance is provided around the success criteria to be used. This is an opportunity to develop the ECT's ability to reflect thoughtfully on their practice, exploring strategies to both build on strengths and sharpen areas of relative weakness.

Sharing of practice: The mentor shares examples of their practice with the ECT and explains the thinking behind them as a way of modelling expert teacher thinking. If the mentor is not a specialist in the phase/specialism of the ECT, they may choose to:

- share their practice and explore with the ECT where aspects of the practice could be directly transferred to the ECT's phase/specialism, and where *and importantly why* changes would be required; thoughtful, detailed discussion such as this can draw the ECT's attention to aspects of their planning that they may not have previously considered
- invite a colleague with more relevant teaching responsibilities/expertise to join one or more discussions to share their practice

4.4 Contextualising learning resources for your setting: the 3 'C's

The resources that underpin the programme components outlined above have been written for ECTs and their mentors across the full phase and specialism range because the content of the ECF is relevant to all new teachers. This includes teachers working in the Early Years through to those preparing Post-16 pupils for work or university; teachers in mainstream schools and those in specialist provision.

ECTs will need to apply what they learn through this programme to their own practice, with their mentor's support, using the 3 'C's:

1. pupil **characteristics**: this includes their age and other demographic information, stage of development, experiences to date, prior knowledge and misconceptions and learning needs
2. classroom **context**: this includes the physical setup of the teaching space and the relationships within it, between pupils themselves and between the teacher and their pupils; 'context' also includes the policies, values and organisational culture of the wider school
3. lesson **content**: the nature of what the teacher intends pupils to learn (for instance, particular knowledge, skills, attitudes, values)

The language used in the programme is intended to be as inclusive as possible to account for the varied contexts of ECTs, whilst recognising that for some teachers, 'classrooms' may be workshops, laboratories or outdoor spaces and that 'lessons' are more defined in space and time for some than for others. Similarly, the terms 'school' and 'pupil' are used throughout, whilst acknowledging that some teaching

happens in differently titled settings, and with different terms used for learners. ECTs and their mentors are invited to interpret these terms as best suits their individual context.

4.5 Scheduling, timings and key milestones

Programme components are scheduled across the year so that ECTs and mentors are able to balance learning activities with their other commitments.

Year 1 of the programme (modules 1 to 5), covers all of the ECF standards and the statements within each standard. Year 2 of the programme (modules 6 to 9) supports a more personalised engagement with the contents of the framework: with their mentor, ECTs will concentrate on targeted areas for development, focusing sharply on the ECF statements that concern them most.

If you have registered for the FIP and are accessing the programme through UCL eXtend, you will have access to the site's calendar. The calendar, covering both years of the programme, includes dates for cluster training sessions and module start/end dates. You can also use the calendar to schedule your ECT mentor meetings and to set personalised deadlines.

The 'announcements' tab on UCL eXtend allows you to receive messages from your cluster lead and programme administrator. These include reminders of upcoming events and prompts at key times when information is required from you regarding the engagement of your ECT. Messages are also copied to the email address with which you sign up to UCL eXtend.

4.6 Integrating the programme with your school's existing professional development offer

The learning needs of new teachers can be categorised in different ways. One way of grouping these needs is by considering the degree of contextualisation inherent in what is to be learned. For example:

1. some learning is **relevant across the profession**—such as learning about instructional approaches, behaviour management and professional practice;

this is often addressed for NQTs through a school's 'professional studies' programme, which may be run for groups of NQTs from within the same school, academy trust or local area, often mixed across phase and/or specialism

2. some learning is **differentiated at the level of the school**—such as understanding the policies and practices of a particular workplace, and the characteristics of the school's pupil cohort; this may be included in professional studies sessions, or in induction sessions for all staff joining a school at the same time, regardless of their prior teaching experience
3. some learning is **individual to each teacher**—this includes personalised guidance on particular aspects of teaching practice as well as pastoral support for the teacher; this is most often addressed in one-to-one interactions, either through formal mentoring meetings or in incidental, informal interactions around the school

The ECF, which is the content of this programme, addresses ECTs' entitlement to learning a core set of knowledge and practices that all (new) teachers should have. This addresses content in group 1 above. The design of this programme, underpinned by the logic model explained in this handbook, also engages ECTs with aspects of groups 2 and 3 above—for example, through considering learning about behaviour management in relation to their school's behaviour policy, or by asking mentors and ECTs to script and rehearse personalised strategies that the ECT will use in their teaching.

Using the programme materials and sequence in their entirety will address a large proportion of the learning needs of most ECTs. You will need to decide how best to augment this, in your context, to address the needs in groups 2 and 3 above that fall beyond the scope of the programme.

To make the most efficient use of your school's resources, you will likely want to review your existing NQT provision and identify the aspects of this provision that will be addressed through the programme. To avoid duplication, it may be appropriate to remove these from your existing provision. You will need to retain aspects of your current provision that account for the individualised and contextualised mentoring

support that cannot be addressed by a centralised programme such as this one.

The vignettes below illustrate ways that you might seek to maximise the impact of the programme on your ECTs, while maintaining the best of your existing provision.

Putting the Full Induction Programme at the heart of ECT learning

David is the induction lead in his school and is excited about building his ECT professional development programme around the contents of the FIP.

David uses programme scheduling information to map out his ECTs' learning activities on the FIP across the year. Using the Summary Module Guides for each module, and the ECF document itself, he reviews in some detail the content of the FIP for each module. David recognises that the FIP addresses a large proportion of the content that has previously been addressed through weekly professional studies sessions, led by colleagues from across the school; where there is overlap between the FIP and these sessions, he removes some of the professional studies content, freeing up blocks of time that can now be repurposed.

In places, David identifies some additional learning, specific to his school's policies and context, that he would like to offer his ECTs. He ensures that this is scheduled in the professional studies sessions that are now available, including:

- safeguarding training at the beginning of the school year
- enhanced support around developing writing for pupils who speak English as an additional language, to meet the needs of his school's pupil cohort

David thinks carefully about how he will ensure that ECTs have regular time to talk to their mentors about important issues that relate to their personal development and to their day-to-day work, as well as protecting space for working through programme materials and activities. He decides to use a range of approaches here:

- he reminds mentors that the programme's ECT mentor meeting sessions are 50 minutes long; therefore, there should be time in the 60-minute weekly period allocated for each meeting to discuss some other points, where these are fairly brief
- he encourages mentors to prioritise and personalise the activities in ECT mentor meeting session plans to best address their ECT's current needs

- he makes sure that ECTs and mentors have an additional lesson of their PPA time timetabled at the same time each week so that they have space for informal discussion outside their protected mentoring time

In half term 1, David moves some of the Module 1 sessions on enabling pupil learning into professional studies time because he considers that these can be addressed as successfully in a small group as individually, given the nature of what is being learned. This approach will free up time at the beginning of the year for ECTs and mentors in their one-to-one meeting time to address ECTs' highly personal learning needs as they embed themselves in the life of the school.

David makes time in his weekly schedule to check in with his mentors. If any think that they are required to be more flexible in how they use their mentoring time with their ECT, David will work with them on an individual basis to decide how and where to flex the programme, and/or the ECT's wider commitments, so that the time is made available to address the ECT's specific requirements.

Using the Core Induction Programme to enhance strong existing provision

Rose is the head of a successful teaching school alliance, responsible for NQT induction across the alliance. Over a number of years, Rose and her team have refined their induction programme to the point where they are proud of how well their new teachers say it meets their needs. Rose is always keen to keep improving, though, so she decides to use the Core Induction Programme (CIP) as a resource to this end.

Rose reviews the contents of the CIP using the ECF and the programme's Summary Module Guides, as well as the Programme Handbook. She is particularly interested in the range of session elements that informs the programme, and she decides to make more use of scripting and practice in her programme. Rose decides to begin with the CIP resources around managing behaviour, building some of the sessions into her induction programme in place of existing sessions that have been more discursive and less practical until now.

Rose also has a planning meeting with her induction mentors. They review their

induction programme against the ECF and identify statements from the Framework that they feel require more attention in their existing programme. Together, they examine the session plans and training materials from across the CIP and select the sessions that they want to add to their offer. One mentor points out how useful the Research and Practice Summaries are for giving new teachers practical ideas that are rooted in research and best practice and, therefore, they decide to make these available as a set of resources to their NQTs to use in self-study across the year.

5 Mentoring

Mentors have a central role to play in the programme, as referenced in the programme logic model. This section briefly outlines expectations of mentors and the approaches to mentoring that are embedded within the FIP.

The impact of this programme on ECTs and their wider school community will be maximised where mentors have a clear understanding of the programme structure, and of how the ECF can contribute to ECTs' progress alongside, and in concert with, statutory induction.

5.1 Mentoring approach

The CIP allows for a range of mentoring approaches to be used as directed by the school, and/or individual mentor. The UCL Early Career Teaching Consortium recommends the use of Hobson's ONSIDE Mentoring model.

The FIP provides an evidence-informed pathway for mentor development that is designed to minimise any associated workload pressures. Mentors will be guided through both self-directed study materials and training in an online learning community, leading to a deeper understanding of mentoring approaches and effective mentoring for the ECT. Mentor learning activities are organised in a hub/cluster model, taking into consideration school phase, type and location, and common/specific challenges for improvement. Through this training, mentors can prepare to meet the [link] **National Standards for school-based initial teacher training**. Mentors will also be able to seek accreditation for their mentoring.

The approach to mentoring embedded within the FIP draws from two complementary frameworks: ONSIDE mentoring and educative mentoring.

ONSIDE mentoring

ONSIDE mentoring aims to be:

- **offline**—separated from line-management and non-hierarchical
- **non-evaluative**—and non-judgemental
- **supportive**—of mentees' psychological needs and well-being
- **individualised**—tailored to the specific and changing needs of the mentee

- **developmental**—and growth orientated through appropriate challenge
- **empowering**—progressively non-directive to support autonomy and agency

The seventh imperative of ONSIDE mentoring is that, as the mnemonic implies, mentors are first and foremost on the side of—allies, champions and advocates for—their mentees.

Educative mentoring

Educative mentoring is based on a vision of teachers as learners and the classroom as a site of inquiry, and on collaborative principles that involve building knowledge together about teaching and learning. The development of alternative beliefs and viewpoints is facilitated alongside collecting and assessing high-quality evidence that is professionally relevant to the novice teacher.

ONSIDE mentoring will be used in training sessions throughout the programme and will be particularly emphasised in the early part of the training. This approach will be complemented by drawing from educative mentoring, which will be particularly emphasised as mentors become more confident in their mentoring practice.

Open-access further readings on these mentoring approaches are available as below.

[link] [ONSIDE mentoring](#)

[link] [Educative mentoring](#)

5.2 Mentoring responsibilities, qualities, skills and experience

The key mentoring responsibilities, qualities, skills and experience listed below were identified through extensive consultation with mentors within the UCL Institute of Education teacher education partnership. They provide a framework for the selection of mentors in your school; they may also help to identify potential support and learning needs for these mentors, targeted to their experience and expertise in mentoring.

Responsibilities

- support, develop and challenge ECTs to integrate theory and practice, developing their vision for effective teaching in their phase/specialism
- enhance their own knowledge of how teachers learn and develop
- support the well-being of ECTs and their capacity to manage workload and maintain a work-life balance
- work in partnership with the UCL Early Career Teacher Consortium (on the FIP) to ensure high-quality provision of early career support, including participation in mentor learning opportunities
- provide context-specific knowledge relating to the school/setting and their wider community
- help ECTs to establish a career-long engagement with professional learning, supporting them in developing their values and beliefs
- model an ongoing commitment to question, reflect upon and develop practice in collaboration with colleagues

Qualities, skills and experience

Mentors will usually:

- be experienced phase/subject specialists
- be enthusiastic and skilled teachers with excellent knowledge of pedagogy, their phase and/or their specialism
- provide a highly supportive but challenging learning environment for ECTs
- have a clear understanding of teacher learning and development
- develop a culture of support and dialogue
- encourage ECTs to critically consider the complexity of teaching and learning and not feel there is one 'right' way to teach
- be committed to their own learning and development
- encourage ECTs to reflect on their own practice and the practice of others
- encourage engagement with literature in education
- focus on the capabilities, well-being and potential of the ECT, and encourage creativity and supported risk-taking

6 Guidance for mentors on running weekly sessions

This section of the programme handbook is written for mentors. It explains in detail how weekly ECT self-study and ECT mentor meetings at the core of this programme are designed to function.

6.1 ECT self-study and ECT mentor meetings

In most weeks of the programme, ECT self-study sessions are paired with a corresponding ECT mentor meeting. This pairing can be seen in overview in each Summary Module Guide. Each pair of sessions is planned so that ECT self-study precedes the ECT mentor meeting—frequently, the ECT mentor meeting is designed to review and develop the activities begun in self-study and, therefore, this sequencing is of consequence. This may mean that your ‘programme week’ does not begin on a Monday, if the ECT’s ‘calendar week’ means that their self-study session occurs later in that week than their ECT mentor meeting.

Separate session plan documents are provided for each session across the programme. These are the core documents that shape the programme in operation, and they expand in detail the overview Summary Module Guide. For the FIP, session plans are accessed on UCL eXtend and can be downloaded and printed where you prefer to work through sessions offline.

Module audits

Each module of the programme begins with a Module Audit. This is an opportunity for your ECT to review their confidence and competence in relation to the ‘learn that...’ and ‘learn how to...’ statements in the ECF. The audit is intended

- to stimulate discussion between you and your ECT about your ECT’s current strengths and learning needs
- to help you and your ECT to personalise learning in the module to the needs of your ECT
- to support the development of your ECT’s reflective capacity
- to act as a benchmark against which your ECT’s progress can be celebrated

The audit is not intended to be a formal assessment or test of your ECT. In fact, it is

to be expected that they will judge themselves to be 'emerging' in relation to much of the ECF content at the outset of each module because the purpose of the programme is to develop the knowledge and competence captured within it.

ECTs are encouraged to use a range of evidence about their teaching to help them work through each Module Audit. Suggested evidence is listed on each session plan; if some of the evidence is not easily accessible, your ECT should use what they have easily to hand.

Session structure

Each subsequent session in a module is mapped to 'learn that...' and 'learn how to...' statements from the ECF. This clear mapping helps you and your ECT to personalise how you make use of programme materials to best suit your context.

ECT self-study sessions are allocated 45 minutes per week. This includes some time for reading the weekly Research and Practice Summary, and some activities that relate to this Summary. You may wish to encourage your ECT to identify a weekly timeslot for working through this, or they may prefer to arrange this activity around other commitments on a more flexible basis.

ECT mentor meetings draw on the same Research and Practice Summary as their matching self-study session. This is provided in the ECT mentor meeting session plan for your reference. These sessions last for 50 minutes. Session activities are organised under standard headings:

Review activities connect to action points set by the ECT in the previous week's ECT mentor meeting, creating a thread of continuity for their weekly development.

Plan activities invite you and your ECT to connect priorities identified through the module audit to the activities offered in the session plan, as a means of best addressing your ECT's personal learning needs.

Theory to Practice activities are the main body of each ECT mentor meeting. They build on the week's Research and Practice Summary and the preparatory work undertaken during ECT self-study. You should make use of these activities as best matches your ECT's individual learning needs—there is no expectation that you will

complete all activities in full, each week. A range of activities is offered to support you in personalising, and maximising the utility of, each ECT mentor meeting.

Next Steps activities are a chance for your ECT to commit to putting into practice their learning from the week's sessions. This should not be arduous, but it ought to be precise. For example, they may identify some strategies that they will attempt in coming lessons; or they may decide to contact parents of particular pupils to discuss a specific issue. A notional 25 minutes is built into the programme time each week to support your ECT in putting their learning into practice. These actions are then picked up in the next week's 'review' activity.

6.2 Making weekly sessions manageable

Ideally, time for all programme activities would be ringfenced each week and protected from disruption. If you are able to resource this in your school, we recommend that this is your default setup. Of course, the busy life of schools means that this is frequently difficult to do; the vignettes below suggest ways to maximise the impact of the programme on ECTs' learning while taking account of wider school pressures on workload and scheduling.

Working with a two-week timetable

Caroline mentors Jane in a school with a two-week timetable. Jane's timetable in week 2 is particularly heavy; therefore, Caroline agrees that they will have a regular, extended ECT mentor meeting in week 1 and not meet in week 2. They will work through content and activities from two weekly sessions in each meeting so that they stay on track with the overall schedule of the programme.

Managing short-term absence

Jane is called for jury service, meaning that she will miss 2 weeks of school in the coming term. At the beginning of the next module, Jane and Caroline use the results of Jane's Module Audit to identify the module sessions that can most easily be missed while Jane is away from work. Jane agrees that she will read the Research and Practice Summaries for these sessions when she can, and will raise with Caroline on her return to work any questions that arise.

Working with short lessons

Jane's friend Marina works in a school with 35-minute long lessons. Marina's mentor meetings are, therefore, shorter than the time allocated to them in ECT mentor meeting session plans. Marina and her mentor agree that they will review Marina's previous actions and plan their use of Theory to Practice activities over a coffee break on a Thursday; then, they will use their Friday meeting time to focus on these activities, making the most of the protected time they have together.

7 Personalisation and flexibility in programme design

This section outlines opportunities to flex the sequencing of the programme to fit with your ECT's learning needs.

Sequencing of the programme's modules is based around the typical needs of ECTs progressing through the first and second years of their career. For instance, Module 1 focuses on 'Enabling Pupil Learning', addressing Teachers' Standards 1 and 7, because these are, typically, priorities for teachers in the first weeks of their career. Within each module, sessions are sequenced to address all associated statements of the ECF in a coherent order through which key concepts are introduced and developed over time.

The programme sequence can be considered the 'default' model of operation. The programme has been designed to be sufficiently flexible so that it can respond to the emerging needs of ECTs and the specific context of each school, recognising that these may lead to different priorities for ECTs at stages throughout their induction.

Flexibility, in order to better personalise the programme to ECTs' needs, can be achieved through the programme at different levels.

7.1 Flexible sequencing of modules

This addresses the order in which modules are studied. If the planned sequence of modules does not work for you and your ECT, you may decide to work on modules in a different order. Materials will be made available for all Year 1 modules at the start of the programme to support this.

Adopting this model means that ECTs on the FIP will attend group training sessions and online learning communities out of sequence. Asynchronous session materials will be available on UCL eXtend across the year, so ECTs will be able to engage with them as they work through each module, but 'live' sessions will only run in line with the default schedule.

7.2 Flexible sequencing of sessions within modules

Each module is designed, and sessions sequenced, to support the development of ECTs in relation to all of the mechanisms of the programme's logic model. In some cases, it may be appropriate to adapt this sequence; for instance, so that a session on a particular aspect of assessment coincides with an assessment point in your school. Summary Module Guides provide an overview of sessions in each module, including the preparation required for each session and key learning activities. Mentors and ECTs can use this to target session selection and sequencing to ECTs' learning needs, their school calendar and other commitments with which the programme must dovetail. If you reorder sessions within a module, we recommend that you do so with pairs of sessions (ECT self-study and ECT mentor meetings) so that weekly themes are addressed coherently across each pair.

As above, reordering sessions within a module may mean that your ECT attends online training sessions as part of the FIP out of sequence. Again, asynchronous access to training materials through UCL eXtend will help to minimise the impact of this re-sequencing.

7.3 Flexible sequencing of activities within sessions

Within each session, there are frequently multiple activities to work through. As outlined in the previous section, mentors and ECTs are encouraged to prioritise the use of these activities based on the ECT's individual needs.

7.4 Flexible scheduling of modules and sessions within modules

As explained in section 3: About the programme, the programme is designed to run over 2 years and across 9 modules. The full content of the ECF is covered in modules 1–5; modules 6–8 revisit and deepen this content through practitioner inquiry, and module 9 concludes the programme. In circumstances in which it is not possible or practicable to follow this schedule, a decision may be taken by school senior leaders to flex the scheduling of modules and/or sessions across the 2 years of the programme. In this case, the minimum content that must be covered is modules 1–5, but some or all of the second year modules may be omitted. This

ensures that ECTs' entitlement to the full content of the ECF is honoured while creating additional flexibility where it is required.

This approach should be considered only where it is not feasible to deliver the full programme as planned. This could be as a result of

- exceptional and unplanned staffing pressures that restrict the availability of mentors to run the programme, meaning that ECT mentor meetings are scheduled fortnightly rather than weekly, for example
- an ECT struggling to make expected progress, so that more mentoring time than expected is dedicated to intensely personalised support for part or all of the NQT year

8 Quality assurance and enhancement

This section is written for senior leaders with responsibility for oversight for the successful implementation of the programme.

8.1 Responsibilities

Everyone involved with the programme has an important role to play in maximising its impact on ECT learning.

Leadership is provided by the induction lead and school senior leadership team. This includes fostering an environment in which the programme can thrive. Research often identifies insufficient 'buy-in' and practical support from school leaders as one of the reasons why programmes fail to achieve their intended outcomes.

Mentors have a central role in the programme because they lead high-quality mentor sessions and provide the wider support that ECTs need to flourish. Given their close relationship with ECTs, mentors are also likely to be among the first to notice if things are not going as intended and to flag the need to take appropriate action.

ECTs will be most successful where they fully and openly engage with the programme. This is particularly true for ECT self-directed study sessions because the output from these is often a pre-requisite for the ECT mentor meeting that follows. Giving sufficient priority to the programme, alongside their teaching and wider responsibilities, will help to maximise ECTs' development.

A focus on ongoing quality assurance and enhancement can help to ensure the quality of the programme. This will be most effective if the focus is on improvement, rather than looking to attribute blame for any issues and if it forms a regular part of the programme. The next section describes how you might do this.

8.2 A phased approach to implementation

You might think of implementation as moving through a sequence of phases. Getting the detail right at each phase in the programme will help to maximise the

smooth running of the programme and, in turn, the likelihood of achieving the desired outcomes. These phases are sequential; success in each is likely to improve the quality of the phases that follow.

1. **set up**—this is the phase from initial sign-up to the programme through to the first week of programme delivery; during set up, you will need to address mentor selection, timetabling, reviewing additional induction activities that you will run in concert with the ECF induction programme
2. **initial delivery**—the early weeks of the programme can be used to embed expectations around protecting time for ECT self-study and for ECT mentor meetings; this is a time for addressing any ‘teething troubles’ with accessing online resources, and perhaps for supporting new mentors to feel confident and effective in their role
3. **optimisation**—once the cycle of mentor and ECT activity is successfully underway, this is an opportunity to focus on maximising the quality of the programme by making the most of programme components; for example, mentors may refer to Appendix 1 to sharpen their use of session elements
4. **year 2 transition**—a key consideration at this stage will be managing any changes in ECT mentor pairings; if ECTs have taken on formal responsibilities in the school, or substantially changed the focus of their teaching, this may also need to be reflected in how they are supported to continue their progress through the programme
5. **year 2 delivery**—the nature of the programme changes from module 6 onwards; this is an opportunity to consider how to maintain the high standards embedded in Year 1 as programme activities evolve

A number of resources are available to support each phase of the programme, should you wish to use them. Table 6 summarises these resources, which are contained in full in the Appendices. In addition, school leaders and induction leads may wish to consult the Guidance Report [link] [‘Putting Evidence to Work’](#) from the Education Endowment Foundation. The report provides guidance on effective implementation, which can help you to make the most of this programme in your

school.

Table 6: Resources available to support quality assurance and enhancement

Stage	Resources
Set up	Set up checklist for school leaders and induction leads Example plan for quality assurance and enhancement Making the most of session elements
Initial delivery	Programme review tool Making the most of session elements
Optimisation	Programme review tool Making the most of session elements
Year 2 transition	Programme review tool Questions to consider for Year 2
Year 2 delivery	Avoiding common mistakes in Year 2

8.3 Fidelity and intelligent adaptation

When implementing the programme, an important concept to engage with is ‘fidelity’. This refers to the extent to which the programme is faithfully implemented as intended. Effective programmes may fail in practice because of how they are implemented, sometimes due to quite subtle details. The resources described in Table 6, alongside wider programme materials and the guidance in this handbook, can support implementation with fidelity.

The concept of ‘intelligent adaptation’ recognises changes made to a programme in such a way as to honour its core goals and processes while adapting, where necessary, to account for a particular school’s context. This handbook outlines opportunities for intelligent adaptation of the programme in section 7:

Personalisation and flexibility in programme design. Getting the balance right between fidelity to the core aspects of the programme and adaptation to local needs

will maximise programme success.

8.4 Troubleshooting

Many of the ‘teething troubles’ associated with implementing a new programme, such as this one, can be addressed within your school through appropriate channels. A troubleshooting checklist in Appendix 6 offers ways to address common challenges.

9 Preparing for programme Year 2

9.1 Principles of Year 2

Year 2 is an opportunity for ECTs to deepen their understanding of the ECF and to develop their repertoire of teacher practices. A large part of becoming a skilled teacher is learning to judge which approach(es) to take in a given situation. On this programme, ECTs continue to benefit from the guidance of their mentor in Year 2. They will revisit the ECF Standards and have the opportunity to return, as required, to any of their learning from Year 1. As before, ECTs will conduct an audit for each module (6–8), which will guide them to focus on the areas in which they most need to develop.

When researchers talk about ‘what works’, what they really mean is ‘what worked’ in a particular research context. Teachers and school leaders need to explore what works for them, in the contexts in which they work. Practitioner inquiry enables ECTs to make new sense of the ECF statements within the context of their particular settings, implementing and evaluating their impact on pupils through an ongoing process of inquiry and development.

Not every ECT will begin Year 2 in the same position: some will agree, with their mentors, that their time in Year 2 will be well-spent re-engaging with some of the sessions they first encountered in Year 1. All of those session materials will still be available on the programme website. The applied and reflective nature of much of the session content means that ECTs returning to it in Year 2 should find it relevant and ‘new’ because they are experiencing it with the benefit of an additional year’s experience and in relation to new teaching scenarios.

If their progress has been uninterrupted and their practice has developed as expected, we propose that ECTs engage in practitioner inquiry for each of the modules 6 to 8.

For more detailed information on how these practitioner inquiry modules work, see the separate handbook **‘Deepening understanding of the Early Career Framework through practitioner inquiry’**.

Practitioner inquiries are grounded in classroom practice. This means that the innovations and evidence collection that they involve mainly take place while the ECT is teaching. In Year 2, ECT self-directed study time is largely directed to create data-collection tools and to analyse the evidence that is gathered. ECT mentor meetings are a highly useful opportunity to clarify understanding about the impacts of the ECT's teaching and to make decisions about useful changes to practice. These are intended to be short, focused inquiries that do not require substantial evidence generation or collection.

9.2 School visits

Two school visits are scheduled to take place in Weeks 33 and 36 of Year 2 of the programme. ECTs will have completed their Module 8 inquiry by this point and will be working on Module 9.

There are 2 hours scheduled for each school visit, with a focus on developing ECTs' knowledge and/or practice in relation to the ECF. If possible, ECTs should arrange to visit the school of another ECT on the 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.

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.

The ECT should be reminded that they are not in any way to 'assess' the individuals or schools they are visiting. The purpose of the visits is to develop the ECT's learning in relation to one or more aspects of the ECF.

ECTs can, if they wish, reschedule these visits to take place at a more convenient time within the 2-year programme.

9.3 Managing change in Y2

Whereas the majority of ECTs will begin at their school in September of Year 1 and progress into Year 2 with the same mentor, this might not be the case for everyone. Some ECTs will start their programme at another point in the year; some will move school after their NQT year; others will switch mentors mid-way through the programme, or going into Year 2.

The programme can be accessed flexibly to cope with any of these situations. If an ECT cannot access the whole of the programme in the presented sequence, they can choose to dip into any of the sessions, at any time. Summary Module Guides will help ECTs and their mentors to select the parts of the programme that ECTs most need at a given time. Module Audits (which occur at the start of each module) also guide ECTs to select the areas (ECF statements) they need to work on most. If an ECT picks up a new mentor—perhaps someone they have not worked with before—sharing these audits will act as a useful get-to-know-you exercise and help to situate the ECT and their new mentor within the programme.

10 Appendices

10.1 Appendix 1: Making the most of session elements

This section provides guidance regarding how to make the most of the different session elements that form part of the programme. This guidance expands on the description of the session elements in the main handbook and may be particularly useful for less-confident or less-experienced mentors.

To make the most of the session elements—in addition to the specific guidance below—remember

- the aim of each element is to support rich engagement with the ECF
- that this general guidance about session elements is supported by specific guidance within each session
- the three C's (pupil characteristics, classroom context and lesson content) will help you to contextualise session materials and activities to the context of your ECT
- to attend to the time allocated to each session element; the power of elements is in how (rather than for how long) they are used



action planning

The ECT identifies actions to be taken as a result of their learning. This helps to ensure that the teacher's learning through engaging with the ECF is enacted in their work, connecting theory to practice. Most ECT Mentor sessions end with ECT action planning, which is followed up at the beginning of the following ECT Mentor session.

The purpose of this activity is not that the ECT writes extensive, detailed plans, but that they commit to trying out in practice what they have learned about through the programme. Although targets should be SMART (specific, measurable, achievable, relevant and time-bound) the emphasis here is on 'achievable'—the actions should not be onerous for the ECT. Some examples of the sorts of actions that ECTs might set at the end of a weekly ECT mentor meeting include:

I will use my scripted lesson entry routine with all classes this week. I will pay attention to the impact this seems to have on how long it takes for all pupils to be on task and working on the starter activity. I will measure this with a stopwatch and look for a decrease in time taken as I get better at using the routine.

I will phone home for pupils A, B and C and speak to their parents about how pleased I am with their effort in class recently. I hope this will encourage the pupils to participate more in group activities in classes and help me to assess their progress more effectively. I will judge the impact of this by observing how much the pupils contribute to lessons over the days following my phone calls home.



analyse artefacts

The ECT and mentor examine artefacts related to teaching, analysing them with reference to targeted content within the ECF. Artefacts can be specific to the ECT, such as their planning documentation or work produced by their pupils, or related to the wider school context, such as school policies. Using artefacts in this way can support analytical discussion, deepen thinking and help to connect theory to practice.

To support your ECT in analysing artefacts, you may want to draw their attention to particular aspects of the artefact that they might not have considered, particularly where these connect to ideas explored through Research and Practice Summaries. You could also ‘think aloud’ as you look at the artefact, helping your ECT to understand your thought processes as you make sense of the artefact in relation to the ECF.



collaborative planning

The mentor and ECT plan a session or part of a session together, with the mentor modelling, scaffolding and building on the thinking of the ECT, as appropriate. Through ‘thinking aloud’ during this process, the mentor models how skilled

professionals think about and approach teachers' work. This is an opportunity for the ECT to learn the skills of collaborative planning and professional learning that both help to improve practice and reduce teacher workload.

During these activities, aim to balance your input with that of your ECT so that you do not dominate the discussion. The goal here is not necessarily to achieve the 'best' outcome by you sharing everything that you know but, rather, to improve your ECT's thinking. Aim to build on your ECT's ideas so that you show them how to move their thinking on, bit by bit. You could ask your ECT to 'think aloud' as they engage in this planning—once you understand more about their thought processes, you will be able to target your own contributions more accurately. As you 'think aloud' too, you show your ECT strategies that they can draw into their own practice.

The ONSIDE mentoring approach is particularly relevant for this activity—aim to consider how you empower your ECT by making your input progressively non-directive to support autonomy and agency as the programme progresses.



discuss with a colleague

The ECT identifies a colleague with relevant expertise in relation to the targeted ECF content and arranges to speak to them about this. It may be helpful for the mentor to be part of this process, particularly at the beginning of year 1 when the ECT may not yet have made good contacts across the school. Guidance is provided within session plans incorporating this element around how to structure the conversation.

This element is designed to deepen ECTs' contextual understanding of their school as well as extend their situational experience, particularly when speaking with colleagues who have specialist roles or teach in a different subject or phase. This element will also support ECTs to strengthen their networks with colleagues across their school and learn more about their strong practice.

The discussion could take place over a coffee during break or lunchtime, or at another convenient time. This is intended to be a quick, informal chat that fits around both teachers' working day. You can support this element by suggesting suitable colleagues for your ECT to speak to, and perhaps by brokering the conversation if

your ECT feels a little nervous about approaching the colleague directly.



discuss with a mentor

The ECT and mentor discuss an aspect of the targeted ECF content. Where this is included in a session, guidance is given to shape the discussion. These discussions deepen thinking and create space to share ideas around understanding and enacting high-quality teaching. They are also an opportunity for the mentor to note and address any gaps or misconceptions in the ECT's developing knowledge of teaching.

A key aim of this element is to develop ECT's reflective capacity and to develop strong habits of reflection. During these discussions, you should consider the ONSIDE mentoring approach. Being non-judgemental is especially important because this will support an open, useful discussion. You should also consider how you will deepen and extend your ECT's thinking through a range of prompts and challenges; for example, 'what other interpretations could there be?', 'how does that compare to...', 'how do you know that?'



discuss with pupils

The ECT speaks to a group of pupils about an aspect of the targeted ECF content. This helps the ECT to understand their pupils' perspective on their learning, aiding deeper thinking and supporting reflective practice.

This activity is also intended to deepen your ECT's contextual understanding, which includes their understanding of pupils. To make the most of this approach, give careful thought to how pupils are selected. It may be appropriate to pick pupils at random, or to purposefully select those pupils who are likely to feel confident, or perhaps to choose pupils that the ECT is struggling to engage with.

In preparation for this discussion, ECTs should consider how to set the tone so that pupils feel confident expressing their ideas. ECTs may benefit from scripting how to do this with their mentor. Finally, to minimise workload, consider how you can support your ECT to arrange the discussion efficiently. Often, it will be possible to do it during lesson time or tutorial/form time and—for many pupils—they are likely to feel more confident if it is done this way. This is intended to be a short, informal

discussion rather than an extended ‘focus group’-type activity.



independent planning

The ECT plans a session or part of a session that they will teach in the coming weeks, with specific reference to the targeted ECF content. This will be rooted in the topic of the session and the Research and Practice Summary for that topic. This is an opportunity for the ECT to apply learning to their own practice. Typically, independent planning activities will be picked up in the subsequent ECT mentor meeting so that you can help the ECT to identify strengths in their planning as well as opportunities to further refine their thinking.

The programme aims to support ECTs to become more effective teachers, which involves the judicious use of a range of strategies based on their pupils’ characteristics, classroom context and lesson content. Mentors should encourage and challenge ECTs to approach independent planning thoughtfully with the 3’C’s in mind. While mentors cannot help directly with independent planning, you will significantly influence the quality of planning over time through the discussions you have in ECT mentor meetings about the independent planning that your ECT completes.



observe a colleague

The ECT, alone or with the mentor, arranges to observe a colleague with expertise in the targeted ECF content. The ECT may make some notes in advance to support their observation and/or arrange time with the colleague afterwards to discuss what they saw and ask any questions that may have arisen. Often, observation prompts are provided as a way of structuring the ECT’s observation. Observing in this way can help to build the ECT’s contextual knowledge of the school and its pupils as well as their understanding of the content of the ECF.

This activity helps ECTs to see strategies in the ECF used fluently in the classroom, widening their situational experience. It can also help to challenge ECTs’ beliefs about what pupils can achieve (for example, if the ECT observes pupils who they

also teach). You can help the ECT to get the most from observing a colleague by discussing the observation with them, in preparation and in debrief.

The first time this session element is used, it might be beneficial for you to undertake a joint observation together or to briefly discuss with the ECT how to respectfully observe their colleague, including any school-specific policies or approaches.



practical exercise

The ECT completes an exercise that deepens their understanding and/or competence in relation to the targeted ECF content.

Practical exercises are used for a range of purposes throughout the programme. You can help the ECT to maximise their learning from practical exercises by asking them to briefly summarise what they did and how this developed their thinking and/or practice. You can also support the ECT to connect their learning to concepts introduced in relevant Research and Practice Summaries.



reflection

The ECT considers an aspect of their practice to date in the light of their learning around the targeted ECF content. Developing the skills and habits of good reflective practice is vital in becoming a skilled professional teacher. Year 1 of the programme supports ECTs to reflect with research; in year 2, they learn to reflect through practitioner inquiry.

Reflection does not need to be a time-consuming process. Developing reflective capacity, and a habit of reflection, is likely best achieved through reflecting regularly. You could consider how to use the ONSIDE mentoring approach to extend and challenge ECT's thinking. In particular, you may wish to encourage ECTs to reflect on their practice explicitly with reference to their pupils' characteristics, classroom context and lesson content.

Module 5 contains further information about reflection. You may wish to read ahead and use some of these approaches earlier in the programme depending on the specific needs of your ECT and your own confidence with this element.



rehearsal

The ECT rehearses, or practises, a specific aspect of their work as a teacher. This can be done in varying degrees of reality, from mentally ‘walking through’ an action to physically role-playing the practice either alone or with a colleague. Because teaching is so complex, it can be helpful for new teachers to focus on isolating and rehearsing discrete aspects of their work to build practical fluency and confidence, before integrating this into their teaching practice. Rehearsal requires trust between the ECT and mentor and a willingness to try out techniques that can feel slightly unusual or even uncomfortable at first.

To establish the necessary trust, you should adhere to the ONSIDE principles. ECTs are also likely to feel more confident if there is a low chance of being overheard by other colleagues or pupils. If your ECT is particularly reluctant, it may help to model the process to build their confidence.

The key reason for rehearsal is to develop practical fluency in key teaching strategies linked to the ECF. Therefore, it is critical that what your ECT is rehearsing is faithful to the evidence underpinning the ECF. Taking the time to check this prior to rehearsing is likely to be time well spent. It is often helpful to agree specific success criteria in advance for what is being rehearsed, and for you to focus your feedback on the extent to which these success criteria are met.



scripting

The ECT scripts out a prepared piece of written or verbal communication that is relevant to the targeted ECF content. Scripting is often a precursor to rehearsal because what has been scripted is then rehearsed in practice. Collaborative scripting between the ECT and mentor can be a powerful way to help the ECT develop clear, authentic ways of communicating with pupils.

In addition to thinking about ‘what’ is said, when scripting verbal communication ECTs should also consider ‘how’ they will say things. This includes their body language and the use of features of speech such as pauses and the words stressed.

Scripting can be used for planned communications—such as a common classroom

instruction or marking pupils' homework—and for hypothetical situations. An example of the latter would be scripting responses to a pupil misbehaving or to a phone call from a parent or carer.



self-assessment

The ECT reflects on their current level of confidence/competence in relation to specified learning objectives/competences. Where self-assessment is incorporated into sessions, clear guidance is provided around the success criteria to be used. This is an opportunity to develop the ECT's ability to reflect thoughtfully on their practice, exploring strategies to both build on strengths and sharpen areas of relative weakness.

Self-assessment can support the development of reflective capacity and habits. It can also support your ECT to identify the areas that they want to focus on to develop further as a teacher.

A common occurrence when teachers repeatedly self-assess themselves is that they initially think they have become worse because they have a richer understanding of what strong practice looks like. Being aware of this is important, and you can remind ECTs that this happens for many teachers as they develop expertise so that they do not become dispirited.



sharing of practice

The mentor shares examples of their practice with the ECT and explains the thinking behind them as a way of modelling expert teacher thinking. If the mentor is not a specialist in the phase/specialism of the ECT, they may choose to:

- share their practice and explore with the ECT where aspects of the practice could be directly transferred to the ECT's phase/specialism, and where and, importantly, why changes would be necessary; thoughtful, detailed discussion such as this can draw the ECT's attention to aspects of their planning that they may not have previously considered
- invite a colleague with more relevant teaching responsibilities/expertise to join

one or more discussions to share their practice

This element is designed to support a range of different aspects of effective teaching. When sharing practice, it can help to provide concrete exemplification of ideas and to then develop these into more abstract points about the intricacies of teaching. It can also help to share the 'what', 'how' and 'why' of teaching. Discussing the 'why' will help ECTs to become more judicious in the use of different teaching strategies.

10.2 Appendix 2: Quality assurance and enhancement: Set up checklist for school leaders and induction leads

School leaders and induction leads may wish to use this checklist during the programme set up phase to ensure that the school is ready for the next phase. Note that the checklist is not exhaustive and should be interpreted based on your knowledge of your school context.

Activity	Complete
The induction lead understands the programme handbook	
The headteacher understands their role in the programme	
The induction lead understands their role in the programme	
Mentors have been identified using the handbook guidance	
Mentors understand their role in the programme	
ECTs understand their role in the programme	
ECTs have a reduced timetable	
Mentors have appropriate time and space for their meetings	
Everyone understands how the programme fits with statutory induction	
Everyone understands how to appropriately raise concerns, and the need to do this as soon as they arise	
Quality assurance and enhancement processes are in place	
Key programme dates been added to school and individual calendars	
(FIP only) Everyone has logged onto and knows how to use the online platform	

10.3 Appendix 3: Quality assurance and enhancement: Programme review tool

This tool is designed to quickly support the review of progress throughout the programme. The logic model identifies the importance of effective implementation in school. Therefore, this tool is designed to stimulate discussion and self-review to make the most of the programme.

Section 1: Wider school improvement environment

Emerging	Embedding	Exemplary
All relevant people know that they are involved with the programme, but they are not confident about their role.	All relevant people know that they are involved with the programme and are confident about their role.	Everyone understands their roles and responsibilities within the programme and what they should do if they have concerns or require support.
Colleagues understand that the programme is distinct from the school's wider professional development programme.	Consideration has been given to the alignment of the programme with the wider professional development offer in the school.	The programme has been appropriately aligned with the wider professional development offer for new staff so that ECTs are well supported. This avoids duplication of content while supporting ECTs to understand their local context, including relevant school policies and processes.
The induction lead and school leaders	The induction lead and school leaders	Appropriate processes for quality

Emerging	Embedding	Exemplary
<p>have initial ideas about how they will manage quality assurance and enhancement across the 2 years of the programme.</p>	<p>use some approaches to quality assurance and enhancement that are designed to identify and resolve issues early.</p>	<p>assurance and enhancement are embedded into programme delivery and contribute to high-quality learning experiences for all ECTs.</p>

Section 2: High-quality mentoring

Emerging	Embedding	Exemplary
<p>Each ECT is matched with a mentor, largely based on availability or convenience for the school.</p>	<p>Mentors are carefully selected for their role in the programme. Other colleagues also informally support ECTs in their new role.</p>	<p>Mentors are selected based on the attributes described in section 5 of the handbook. As necessary, this is complemented by the wider support available to the ECT (e.g., subject or phase specialist support as necessary). The mentor role is recognised as a critical contribution to the school.</p>
<p>Mentors typically manage to make time for their ECT, although this can be inconsistent from week to week.</p>	<p>Mentors' timetables are appropriately adapted to provide time for mentoring, and mentors are usually well prepared for meetings with their ECT. Mentors provide additional, informal support as required.</p>	<p>Mentors have the capacity to effectively and fully engage with the programme, including the necessary skills and time allocated in their working week. Mentors prepare thoroughly for weekly meetings with their ECT. Mentors—and the wider school—prioritise and value mentoring.</p>
<p>Mentors are aware of the training and support available to them.</p>	<p>Mentors engage effectively with some of the training and support available to them.</p>	<p>Mentors access the training and support available to them and make good use of this support to continue their own</p>

Emerging	Embedding	Exemplary
		development.
Mentors are confident and capable about some aspects of their role. They are aware of the guidance about mentoring outlined in the programme handbook.	Mentors are increasingly confident and capable to support the development of their ECTs through the programme. ONSIDE and educative approaches to mentoring inform aspects of their mentoring activity.	Mentors are confident and capable to support the development of their ECTs. They fully understand ONSIDE and educative approaches to mentoring and use these effectively to support their ECT.

Section 3: ECT engagement with the programme

Emerging	Embedding	Exemplary
<p>ECTs have a reduced timetable and understand that they are participating in the programme.</p>	<p>ECTs understand the purpose of participating in the programme, in relation to supporting and enhancing their development as effective teachers.</p>	<p>ECTs have the capacity to engage with the programme due to their appropriately reduced timetable. They also understand the critical importance of the programme to their ongoing development as a teacher and prioritise their engagement with the programme.</p>
<p>ECTs are beginning to manage their time effectively so that they can fully engage with the programme.</p>	<p>ECTs typically manage their time effectively so that they are able to make the most of the programme. They also know the importance of managing their workload.</p>	<p>ECTs manage their time effectively so that they are able to make the most of the programme, while ensuring their overall workload is manageable. This includes developing an appropriate system for recording and following up on agreed actions from mentor meetings.</p>
<p>ECTs increasingly understand the different components of the programme and what each involves.</p>	<p>ECTs fully understand the different components of the programme and what each involves.</p>	<p>ECTs, supported by their mentors, understand how to make the most of the different components of the programme. Within self-directed study and mentor sessions, they also know how to make</p>

Emerging	Embedding	Exemplary
		the most of each session element.
ECTs understand how they can influence the programme and the support available to them.	ECTs understand that they can influence how the programme supports them and take increasing responsibility for this. They also know about the support available to them.	ECTs take responsibility for their own development as the programme progresses. They use module audit tools to appropriately personalise the programme. They also proactively seek support when they need it from their mentor and other colleagues as appropriate.

10.4 Appendix 4: Quality assurance and enhancement: Questions to consider before Year 2

The second year of the programme represents a transition point. The nature of the programme changes to focus on consolidating and deepening learning through a structured process of inquiry. Therefore, it is an appropriate time to take stock to ensure that your school continues to make the most of the programme. The following questions are intended to provide support by stimulating discussion of key issues.

Questions for school leaders and induction leads

1. Will staffing changes necessitate new mentors?
2. If so, how will you support them in their role?
3. Have you planned for the 5% timetable reduction in year 2?
4. How will the school facilitate the inquiry process used in Year 2?

Questions for mentors and ECTs

1. What has worked well during the first year working together?
2. What could allow you to work more effectively in your next year together?
3. Together, what could you do to make the most of the programme?
4. If the ECT will have a new mentor, will it be useful to do a handover? How will you organise this, and what should be covered?

10.5 Appendix 5: Quality assurance and enhancement: Avoiding common mistakes in Year 2

Year 2 of the programme presents new challenges and opportunities. It is helpful if everyone involved with the programme is aware of possible pitfalls that may reduce the efficacy of the programme. The list below identifies three critical, common mistakes in supporting practitioner inquiry as a way of deepening engagement with the ECF.

There are various ways that you may wish to use this resource, including at the beginning of the year to check for understanding as well when you transition between different phases of the programme. This will help to identify and address likely issues before they become a problem.

The inquiry process becomes the goal

Inquiry is used in the programme as a vehicle for engaging with the ECF content. It is not intended as a goal in its own right. The aim of the inquiry process is not to generate new knowledge but, rather, to support ECTs to understand how they can make best use of the ECF. This includes understanding a range of strategies linked to the 'learn how to...' statements as well as how these can be used judiciously in each ECT's own context.

The inquiry is not focused on the Early Career Framework

Once inquiry is being used appropriately as a vehicle for learning, it is important that it actually focuses on the ECF content with fidelity. Otherwise, ECTs may become more effective at using approaches that are not supported by the evidence base that underpins the ECF.

The inquiry becomes too burdensome

Inquiry processes—particularly data collection and recording—can become excessively burdensome if allowed to get out of hand. The inquiry handbook is clear that this is not necessary for this programme. Although ECTs are encouraged to consider multiple data sources (known as 'triangulation'), these need not be excessive, and it should be possible to incorporate them into the daily activities of a teacher. For instance, when gathering data on 'pupil voice', this will typically be possible within a lesson, rather than requiring a separate meeting.

If the workload of the inquiry process is becoming challenging for an ECT, then it is appropriate to review the approach and consider how it can be made more manageable. This may be best done with an experienced mentor and/or the school induction lead.

10.6 Appendix 6: Troubleshooting

The list below outlines common challenges and offers suggestions for consideration. As part of the FIP, you can access support through UCL eXtend about any aspect of the programme.

Managing staffing changes, including mentor and ECT absences

Inevitably, there may be staffing changes that affect mentoring as the programme progresses. If a new mentor joins the programme midway through, it is crucial that they are provided with the necessary support. The induction lead is likely to be able to support this. If possible, it may help to ‘buddy up’ mentors new to the programme with more experienced mentors. This may be especially relevant if a temporary mentor is needed to cover a period of absence.

If ECTs miss a significant portion of the programme, it is appropriate to consider how best to adapt the programme, using the guidance available in section 7 of the handbook: Personalisation and flexibility in programme design.

Supporting ECTs making above or below expected progress

Teachers develop at different rates. It may be necessary to adapt the programme if ECTs are making unusually slow or fast progress. Adaptations could involve changes to sequencing or scheduling of sessions and modules, suspending the programme for a limited period of time or focusing on particular activities within session materials that are best suited to the ECT’s current stage of development.

Supporting ECTs and mentors struggling to engage with the programme

The programme requires an ongoing commitment from both ECTs and mentors, which should be suitably resourced and supported by the school. If there are issues with programme engagement, it may be useful to use the ‘programme review tool’ (Appendix 3), to help to identify the cause of the issue.

10.7 Appendix 7: Example plan for quality assurance and enhancement: a small primary school

Set up

Hilary, the school's headteacher, is also the induction lead. She has an ECT, Stephen, joining the school in September. Hilary takes time to read the Programme Handbook to ensure that she feels confident to make the most of the programme. Hilary identifies Adil as an appropriate mentor using the guidance in the handbook. Hilary then works out how to facilitate the appropriate release time for both Adil and Stephen. To ensure that nothing is missed, Hilary uses the 'set up checklist for school leaders and induction leads' (Appendix 2). Following this, she realises that she needs to be clearer with Adil and Stephen about what they should do if they require additional support.

Initial delivery

Hilary emphasises the importance of the programme to all of her staff in a staff briefing. She ensures that it is a priority for both Adil and Stephen and that they feel supported in their roles. The emphasis here is on ensuring that the pattern of regular meetings and programme engagement is established. Hilary monitors this informally by meeting with Stephen and Adil over coffee in the staffroom.

Optimisation

The early stages of delivery seem to be going well, and Adil and Stephen appear to be engaging fully with the programme. After the first half-term, Hilary, Adil and Stephen briefly discuss the programme review tool (Appendix 3) and agree that things are going well, while also identifying two specific things they could do to improve. They agree to make better use of module audits to personalise learning for Stephen, and for Stephen to add a reminder in his weekly calendar to complete his self-directed study sessions. During the discussion, Hilary emphasises her commitment to supporting Stephen and Adil in their development as ECT and mentor. This helps them both to feel supported rather than judged.

Year 2 transition

Nearing the end of the summer term, the three colleagues briefly discuss the 'questions to consider for Year 2' (Appendix 4). Stephen and Adil agree that they could take make more of the programme if they explored further opportunities to engage with other colleagues. Hilary facilitates this within the school as well as through their local network of schools.

Year 2 delivery

Adil and Stephen go through the 'avoiding common mistakes tool' (Appendix 5) as well as the inquiry handbook. After each phase of the inquiry, they take time to reflect on how things are working and what could be done better. After the first stage, they note that they could be more focused in the data that they collect to manage Stephen's workload. They agree that they should only plan data collection that can be completed during Stephen's lessons.

10.8 Appendix 8: Example plan for quality assurance and enhancement: a large secondary school

Set up

Lorwyn is the headteacher of a large secondary school. Each year, the school typically employs multiple ECTs who are supported by an experienced induction lead, Stuart.

Stuart takes the time to read the induction handbook fully and then provides a brief verbal update to Lorwyn about the features of the programme and how they can work together to maximise the impact of this programme on new teachers.

Stuart uses the induction checklist (Appendix 2) to ensure that nothing is missed for any of the mentors or ECTs taking part in the programme. Following this, Stuart reviews his existing school induction programme, amending the details of this to avoid duplication of content covered in the ECF programme, using the additional time that is made available to offer contextualised training about the school, its policies and the specific requirements of the school's community.

Initial delivery

Stuart focuses on ensuring that every mentor and ECT understands their role in the programme and what to expect as they work through it. Stuart also arranges brief separate gatherings of ECTs and mentors to monitor their early experiences with the programme and how he can best support them. Stuart updates Lorwyn periodically.

Optimisation

Later in the autumn term, Stuart uses the programme review tool (Appendix 3) to inform a light-touch review of the programme. He notes strengths and some areas for development and provides additional support and guidance to mentors and ECTs who require it. He also shares occasional emails about how they can make the most of the programme, which includes the tool 'making the most of session elements' (Appendix 1). Stuart repeats this review in the spring term and continues his informal monitoring role. He is careful to emphasise that his role is to support everyone to make the most of the programme, rather than to judge their performance. He also asks ECTs and mentors what additional support they would benefit from.

At Easter, a new ECT joins the school. Stuart identifies an experienced mentor and plans with them both how they can adapt the programme to support their needs. Stuart also liaises with his colleague responsible for the school timetable to ensure that the timetables have relevant adjustments made.

Year 2 transition

Stuart uses the 'questions to consider before Year 2' (Appendix 4). Again, he clarifies with his colleague responsible for the timetable the necessary adjustments. He also discusses with Lorwyn how the school can support ECTs' inquiry projects. Lorwyn agrees to add occasional updates to weekly staff meetings about how all colleagues can support ECTs. They also agree to keep this under review.

Year 2 delivery

Stuart continues his monitoring role. Following each stage of the inquiry process, he

reminds mentors about some of the common mistakes to avoid (Appendix 5). He uses his knowledge of local schools to support the ECTs to make the most of their two school visits. Stuart arranges an end-of-year celebration event to mark the ECTs' completion of their 2-year induction programme.