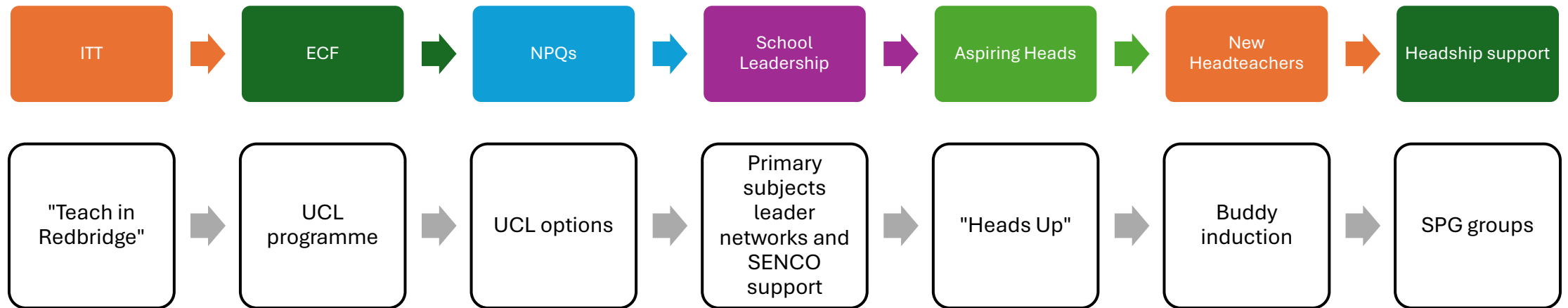


The UCL Early Career Framework

Our golden thread of professional development



Delivering the ECF programme

- REP offer open to all
- Partnership with HEP
- Primary, secondary and special schools
- Offer for schools in Waltham Forest
- Retaining existing Redbridge-based staff to lead and manage the REP programme
- Redbridge programme director – Bob Drew

Delivering the programme

- Local facilitators – Redbridge and Waltham Forest
- Local clusters
- Blend of training – online/in-person
- Mentor training
- Facilitator training and quality assurance
- UCL's research engaged programme design
- High quality professional development materials for facilitators

Year 1

In Year 1, our ECTs build and apply their knowledge with our first five modules. Each module consists of self-study, mentor meetings, training sessions and online learning community sessions. Because we recognise that our ECTs bring a wealth of knowledge from ITE, we have provided an audit at the start of every module to help them personalise their route.

Module 1: Enable pupil learning

Establish an effective learning environment and manage behaviour. Understand pupils as learners.

Module 2: Engage pupil learning

Appreciate the importance of prior knowledge, memory, and literacy. Expand your curriculum knowledge and subject expertise.

Module 3: Develop quality pedagogy

Plan more effective lessons. Learn how to address the needs of all pupils.

Module 4: Make productive use of assessment

Investigate the application of assessment. Learn how to give high quality feedback.

Module 5: Fulfil professional responsibilities

Explore and apply skills in working with others.



Year 2

In Year 2 our ECTs deepen their knowledge through a spiral curriculum. They revisit previous content, this time personalising and extending their learning by co-creating their own questions to investigate. We call this a practitioner inquiry approach.

Module 6: Enable pupil learning

Working with your mentor, co-create a question to investigate such as: what are the most effective non-verbal signals to help me manage behaviour? We call this an exploratory inquiry.

Module 7: Engage pupil learning

Working with your mentor, co-create a question to investigate such as: to what extent do regular quizzes help my students remember key vocabulary? We call this an exploratory inquiry.

Module 8: Evaluative inquiry focusing on ECF standards 4, 5 and 6

Select a specific area of practice to investigate in more detail. Wow your colleagues with your evaluation.

Module 9: School visits

Expand your horizons by visiting two different settings to compare with your current context.

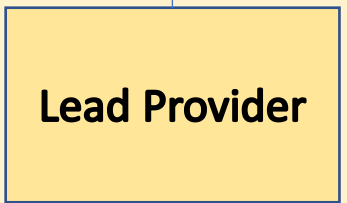
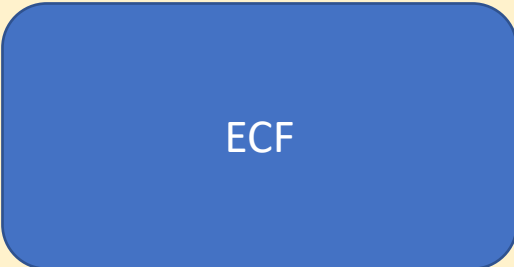
National Professional Qualifications (NPQs)

Work with us again. This time developing your leadership skills on our NPQs. Find out more at www.ucl.ac.uk/ioe/npq

UCL ECF PROGRAMME CURRICULUM MAP

Find the full map at www.ucl.ac.uk/ioe/ecf

Roles and Responsibility



- Wrote the programme
- Design the materials



- Facilitators deliver the programme
 - Monitor attendance and engagement of programme which is reported to UCL and the DfE



- Manage ECT Manager
 - 'Signs off' ECT
- Supports schools and ECT if there is an issue



- Registers ECTs and Mentors for the ECF
- Manage the DfE portal
- Funding comes from DfE

Quotes from teachers

The program has added to my knowledge, skills and understanding through learning what a 'good' teacher must accomplish and how to do this.

This was particularly useful during my first year ECT sessions where many in-person meetings took place with high level teachers giving instruction on how to deal with SEND children, parents, workload and effective practice.

- Year 2 ECT

I found the ECT training program very insightful and beneficial. My growth as a teacher has significantly improved due to the self-directed study materials on the program covering fundamental topics. One area where the program has particularly helped me is in standard 6, in making productive use of assessment. Overall, the program's theoretical components have greatly developed my practical ethics in the classroom.

- Year 1 ECT

The UCL programme has high expectations and engages teachers with best practice. I love the engagement with research that underpins the training, this sets a high bar for professionalism. The UCL programme has supported all the school's ECTs for 3 years, I am really confident this is a superb programme.

- ECT tutor

Enrolling process

- ECT Portal opens on June 24th
- NELTSH legacy teachers (Cohort 3, year 2) – continuation of their programme content this year
- New joiners (cohort 4, year 1) – same programme
- Deadlines for enrolling – legacy ECTs, and new ECTs
- Creation of local clusters – responsive to demand

Contacts and queries

- Contact - Bob Drew – all communication at the moment: ecfdirect@repmail.co.uk
- REP administrator details: ecfadmin@repmail.co.uk (in operation from September)