

Programme organisation and teacher workload

UCL and Delivery Partners are leaders in teaching and teacher development across all phases of schooling. This expertise has informed programme design and organisation to be sensitive to teachers' overall workload, embedding learning in practice. Programme design creates flexibility that accommodates the disruptions and variations that are inevitable over a typical school year.

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

Year 1: The typical time commitment from ECTs is 2 hours per week.

Mentors meet with ECTs for an hour each week and complete 18 hours of training and development across the year.

Year 2: The typical time commitment from ECTs is 1 hour per week.

Mentors have 20 1-hour meetings with ECTs across the year and complete 18 hours of training and development.

In both years, training is partly structured and partly self-study activity, helping mentors to plan their development to suit their diary.

Example weeks

In Module 2, week 4, ECTs complete self-study activities focusing on the role of long-term memory in pupil learning. They read a research summary on knowledge, memory, consolidation and foundational concepts; they work through an exercise that extends their understanding; and they use their learning to plan strategies to support learning to a forthcoming lesson.

During their weekly meeting, the mentor and ECT review and refine the ECT's planned lesson. The mentor shares their practice to model expertise, and together the mentor and ECT map out opportunities to apply learning to a sequence of the ECT's lessons.

In Module 4, week 6, ECTs participate in an online learning community with other ECTs in their local area, in place of self-study. The weekly ECT mentor meeting looks at strategies for making marking manageable. The mentor and ECT analyse some of the ECT's assessment artefacts to identify strengths and areas for development. The mentor supports the ECT with scripting and rehearsing a piece of pupil feedback, and they co-assess some pupil work.

A flexible programme that works with your timetable

- ECT self-study sessions can be completed at any time, as a single block of study or broken up across a number of days
- Modules within the programme are presented in a suggested sequence, which can be adapted to suit local needs where appropriate. Modules are sufficiently bounded that they can be completed in any order
- Module summary guides provide a clear overview of sessions in each module, including preparation required and key learning activities. Mentors and ECTs can use this to target session selection and sequence content to ECTs' learning needs, their school calendar and other commitments with which the programme must dovetail
- Mentors and ECTs complete module content audits at the start of each module, which clearly indicate where to target and personalise activity within and across sessions so that it best addresses each ECT's learning needs

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