Summary Module Guide
Module 1: Enabling pupil learning

Use this summary module guide to:

- understand how this module fits within the ECF overall

- understand how each session fits within this module

- inform decisions about how to sequence sessions in your context

- plan and prepare effectively for each session

Using the module guide

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

	Self-directed study – with references to ECF statements addressed in the session (these are mostly 'learn that…' statements)	ECT mentor meeting – with references to ECF statements addressed in the session (these are mostly 'learn how to…' statements)
Prepare	The first row under the header of each table refers to any preparatory activity needed for the self-directed study session.	The first row under the header of each table refers to any preparatory activity needed for the ECT mentor meeting.
Contents	The second row contains a summary of the main elements of the self-directed study session.	The second row contains a summary of the main elements of the ECT mentor meeting.

Module overview

Module 1 of the ECF addresses Teachers' Standard 1: Set high expectations and Teachers' Standard 7: Manage behaviour effectively. The topics within this module are:

1. Completion of Module 1 audit

2. Understanding teachers as role models

3. Establishing the learning environment

4. Supporting the most vulnerable children

5. Understanding pupils as learners

6. Managing behaviour

7. Exploring yourself as a role model

The module begins with a self-assessment audit against Module 1 Early Career Framework content. Through this module you will explore strategies for establishing and maintaining a supportive learning environment in which all pupils are able to learn well. You will observe colleagues' practice and have multiple opportunities to script and rehearse strategies to use with your own pupils. This module finishes with a developmental lesson observation by your mentor so that you can get support and feedback around an aspect of this module of your choice.

This module is 7 weeks long. Within the sequence of this programme, the module is designed to be run in the autumn term of year 1 of the programme. Some of the content for topics 4 and 7 above is addressed through the ECT training session and online learning community associated with this module.

Week 1: Module audit

Self-directed study	ECT mentor meeting
There is no self-directed study in the first week of the module.	ECT to bring NQT transition paperwork to meeting. Mentor to provide a copy of Module 1 ECT audit for completion.
N/A	**Discuss** how ECT and mentor will work collaboratively to maximise ECT's learning through this programme. Mentee **self-assessment** against module audit. **Discuss** mentee self-assessment.

Week 2: Understanding teachers as role models

Self-directed study (1.1 to 1.5, 1e, 7.1, 7h, 7i, 7j)	Mentor meeting (1.1 to 1.5, 1e, 7.1, 7h, 7i, 7j)
ECT to identify and arrange to observe first 5 minutes of a colleague's lesson with a focus on entry routines.	ECT to bring notes on their scripted entry routine. Mentor to bring school policies on behaviour and teaching and learning to meeting.
Analyse artefacts / discuss with a colleague to explore culture and values of school. **Observe a colleague** with focus on entry routines. **Scripting** of entry routine for ECT's pupils.	**Discuss** routines embedded in school policies. **Analyse artefacts / scripting** to review and refine ECT's scripted entry routine. **Rehearse** ECT's scripted routine.

Week 3: Establishing the learning environment

Self-directed study (1e to 1h, 7a to 7g)	ECT mentor meeting (1e to 1h, 7a to 7g)
There is no specific preparation required for this session.	Mentor to arrange for the ECT to observe a colleague for 10 minutes with a focus on establishing the learning environment.
Practical exercise to analyse challenges and opportunities in establishing the learning environment. **Reflection** on how learning applies to own practice in context.	**Observe a colleague** with focus on establishing the learning environment. **Discuss** learning from observation. **Script / rehearse** strategies for establishing the learning environment.

Week 4: Supporting the most vulnerable pupils

ECT training: 2 hours (1.6, 1a to 1d, 7.2, 7.7, 7a, 7b, 7k)	ECT mentor meeting (1.6, 1a to 1d, 7.2, 7.7, 7a, 7b, 7k)
Facilitators will need to familiarise themselves with the Summary Module Guide, training session outline and ECT materials, as appropriate.	[Optional] Mentor to engage with training materials from this week's ECT training session.
The focus is on the importance of providing support to the most vulnerable pupils and effective approaches to achieve this.	**Reflect** on ECT training session. **Discuss / share practice** around communicating with parents, carers and colleagues. **Script / rehearse** a communication with a parent or carer.

Week 5: Understanding pupils as learners

Self-directed study (7.3, 7.4, 7.6, 7m, 7n, 7o)	ECT mentor meeting (7.3, 7.4, 7.6, 7m, 7n, 7o)
There is no specific preparation required for this session.	ECT to bring vignettes and planning notes from self-directed study session.
Reflect on pupils' resilience, self-regulation and motivation. **Practical exercise** to write vignettes of selected pupils. **Plan** opportunities to improve pupils' resilience, self-regulation and motivation.	**Analyse artefacts / discuss** vignettes drafted by ECT. **Collaborative planning** to plan approaches to improving pupils' resilience, self-regulation and motivation. **Rehearsal** of strategies to be put into practice.

Week 6: Managing behaviour

Self-study session (7.5, 7e, 7f, 7g, 7l)	ECT mentor meeting (7.5, 7e, 7f, 7g, 7l)
There is no specific preparation required for this session.	ECT to bring vignettes, checklist and planning notes from self-directed study session.
Practical exercises to write vignettes of successful and tricky episodes of behaviour management. **Reflect** on strategies to manage behaviour. **Plan** the focus of a forthcoming developmental lesson observation.	**Analyse artefacts / discuss** vignettes drafted by ECT. **Discuss** focus of developmental observation next week. **Collaborative planning** to prepare for developmental observation.

Week 7: Exploring yourself as a role model/ developmental observation

Online learning community: 1 hour (1.1, 1.2, 1.3)	ECT mentor meeting (1.1, 1.2, 1.3)
Facilitators will need to familiarise themselves with the Summary Module Guide, training session outline and ECT materials, as appropriate.	Mentor to arrange cover as necessary so that they are able to observe ECT as agreed in week 6 mentor meeting. Mentor to complete 20-minute observation of mentee before this week's meeting.
The session reflects on the understanding of self as a role model.	Mentor observes ECT teaching in line with agreed focus. **Discuss** outcomes of observation. **Reflection** on ECT's learning from this module.

Optional further reading

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

Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017) *SEN support: A rapid evidence assessment.* Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research.* Durham University: UK. Accessible from: http://bit.ly/2OvmvKO

Education Endowment Foundation (2018) *Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit

Institute of Education Sciences (2008) *Reducing Behavior Problems in the Elementary School Classroom*. Accessible from: https://ies.ed.gov/ncee/wwc/PracticeGuide/4

PISA (2015) *PISA in Focus: Do teacher-student relations affect students' well-being at school?* Accessible from: https://doi.org/10.1787/22260919