

Engaging your ECT with research

Prior to this seminar, mentors will have engaged with the Year 2 Induction sessions, including:

- Introduction to year two of the ECF programme: this session introduced mentors to the development cycles.
- Supporting Development Cycles: where mentors explored the structure of the development cycles in more detail and considered how to best support their ECTs using the development cycles.

This seminar explores how a simple model for engaging with research can be incorporated into the development cycles to support mentors' ECT's.

In year 1 of the programme, mentors may have engaged with self-directed study session 5: Engaging with education research – exploring the importance of engaging with education research and had opportunity to critically engage with a piece of research on 'Judgementoring' before considering its implications to their mentoring practice.

Mentors also have access to an optional self-directed study session: Building research literacy. In the self-directed study, mentors can consider key aspects of engaging with education research, identified common barriers to accessing and engaging with education research and explored where they can find recent, valid, and robust research.

Optional self-directed study

Mentors have access to the optional self-directed study sessions and can access these to support their development at any stage during the year. The optional sessions include:

- Building research literacy
- Metacognition and self-regulation in teaching
- Finding balance in your workload
- Understanding equality, diversity and inclusion

You can find out more about the breakdown of the development cycle in your programme guide.