



ECF Preparation Stage

Information and Welcome Pack

Contents

Early Career Framework	3
Programme Enrolment	5
<i>The ECF Induction programme with BPN</i>	<i>6</i>
ECTs Programme Deployment	6
Mentors (ECMs) Programme Deployment	7
<i>Training group allocation</i>	<i>8</i>
<i>Funding.....</i>	<i>8</i>
Funding Year 1 and 2.....	8
The relationship between ECF and Statutory Induction	9
<i>Roles and Responsibilities.....</i>	<i>10</i>
The Induction Tutor	10
The Mentor	10
The Early Career Teacher	10
The School Dashboard	11
Non-standard ECT Policy.....	11
The Appropriate Body	12
Determining the Appropriate Body	12
Annex A:	13
September 2021 Cohort - ECT programme delivery Year 1	13
September 2021 Cohort - ECT programme delivery Year 2	14
September 2021 cohort – Mentor programme delivery Year 1	15
September 2021 Cohort - Mentor programme delivery Year 2.....	16
January 2022 Option 1 Cohort - ECT programme delivery Year 1	17
January 2022 Option 1 Cohort - ECT programme delivery Year 2	18
Annex D.....	19
January 2022 Option 1 cohort - Mentor programme delivery Year 1.....	19
January 2022 Option 1 Cohort - Mentor programme delivery Year 2	20
Annex E	21
January 2022 Option 2 Cohort – ECT Programme delivery Year 1.....	21
January 2022 Option 2 Cohort – ECT programme delivery Year 2.....	22
Annex F	23
January 2022 Option 2 Cohort – Mentor Programme delivery Year 1	23
January 2022 Option 2 Cohort – Mentor programme delivery Year 2	24
April 2022 Cohort.....	24

Early Career Framework

Welcome to Best Practice Network!

We are delighted you have chosen Best Practice Network to deliver the ECF to your Early Career Teachers (ECTs) and their respective Mentors (ECMs).

The Early Career Framework reforms will create a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development.

We appreciate how much is expected of schools and their respective ECTs/ECMs which is why we hope you will find induction both manageable and effective.

This guidance has been designed for you to navigate throughout the different stages of the programme.

Registration

Before commencing the programme, **schools should:**

- Read the updated [statutory guidance](#)
- Choose a delivery approach to meet the new requirements
- Set up their programme through [DfE's online service](#) if they want to use an approved funded provider, or deliver the accredited materials themselves
- Look at the general delivery schedules for ECTs and Mentors in this document to help plan ahead where cover might be required (confirmed training dates will be agreed with our local delivery partners and communicated to participants and schools separately)

An Early Career Framework overview of the changes to induction is available [here](#).

The new Statutory Guidance for Induction is [here](#).

Programme Enrolment

The registration process is **twofold**: schools must register their school with Best Practice Network and then separately with the Department for Education.

DfE registration process

1. Register your school on the DfE online service [here](#)
2. Select your mode of delivery (Full Induction Programme - FIP)
3. Enter the contact details of your Induction Tutor
4. Your Induction Tutor (nominated during your DfE registration process) registers your ECTs and ECMs details on the DfE online service

Issues with the DfE portal can be directed to the DfE helpline 0370 000 2288 or continuing-professional-development@digital.education.gov.uk

ECF programme with Best Practice Network

You have already registered your school with Best Practice Network by completing the application form here https://ccms.bpnsystems.net/ecf_application/. If you need to update any of the details e.g. your Induction Tutor details, please let us know, so that we can ensure they are well informed throughout the programme.

Once all ECTs and Mentors' details have been updated on the DfE online service, the DfE will provide Best Practice Network with a full list of ECT and Mentors, to enable us to capture additional details and then allocate their training group.

Prior to September, we will communicate to all ECTs and ECMs the following:

- Information about their group allocation and training schedule
- Access to Canvas (Virtual Learning Environment - VLE)

Our programme director Kelly McKay has provided a webinar to explain the Early Career Framework reforms and how our Early Career Development Programme delivers those reforms to newly qualified teachers <https://bestpracticenet.co.uk/early-career-framework-webinar>

Slides of the webinar can be downloaded [here](#).

The ECF Induction programme with BPN

ECTs Programme Deployment

The Early Career Development Programme has been designed with the Early Career Teacher in mind. The first years of a teacher's career are vitally important for professional development and the very best time to develop good habits and effective teaching strategies.

Training is flexibly delivered, taking into account the time constraints of an Early Career Teacher. The programme comprehensively delivers the content of the Early Career Framework and works within the typical Early Career Teacher schedule. Training will be delivered in a variety of ways:

- Face-to-face and online webinars with leading experts
- Regular meetings with an in-school Mentor
- Self-study featuring rich multimedia content including videos, practical tasks, and discussion activities

To view the ECT delivery windows for the programme, please refer to the Annexe for your cohort, located at the end of this document.

ENGAGEMENT	YEAR 1	YEAR 2	HOURS
 Online conferences Induction and learning for regional groups of ECTs	3 hours	3 hours	6
 Face-to-face training Facilitated training sessions hosted by local delivery partners	6 two-hour events	4 two-hour events	20
 Online facilitated workshops Facilitated online learning hosted by local delivery partners	6 one-hour events		6
 School visits Focussed school visits agreed with ECT and Mentor		2 two-hour visits	4
 Self-directed study Guided self-directed learning materials	22 one-hour sessions	5 one-hour sessions	27
 Mentor sessions Structured mentoring meetings providing support and challenge	1 hour weekly	1 hour fortnightly	59
			Total: 122

Mentors (ECMs) Programme Deployment

We train and work with in-school Mentors to equip them with the necessary tools to fully support ECTs. Our Mentoring programme ensures that Mentors are proficient in all aspects of the ECF and develops Mentoring and coaching techniques that will enable them to support and challenge ECTs. These highly - trained Mentors will play a key role in the development of ECTs and the transferable skills learned **during training** will produce long lasting benefits for Mentors' schools and colleagues.

Our Mentors meet the National Standards for school-based Mentors, and complete a skills audit, identifying gaps in knowledge which can be addressed before undertaking the Mentor role.

Our Mentor training also introduces the ONSIDE and CEDAR Mentoring models, illustrating their use and impact on coaching new ECTs.

To view the mentor delivery windows for the programme, please refer to the Annexe for your cohort, located at the end of this document.

Mentor Programme Overview

ENGAGEMENT	YEAR 1	YEAR 2	HOURS
 Online conferences Induction and learning for regional groups of Mentors	1 hour	2 hours	3
 Face-to-face training Facilitated training sessions hosted by local delivery partners	3 two-hour events	1 two-hour event	8
 Online facilitated workshops Facilitated online learning hosted by local delivery partners	4 one-hour events	2 one-hour events	6
 Peer networking Online peer networking events	5 one-hour events	2 one-hour events	7
 Self-directed study Guided self-directed learning materials	8 hours	4 hours	12
 Mentor sessions Structured mentoring meetings providing support and challenge	1 hour weekly	1 hour fortnightly	59
			Total: 95

Training group allocation

We work with school-based delivery partners nationwide. These may be MATs, Teaching School Hubs, former teaching school alliances and other groups of schools, working together in a locality. First and foremost, ECTs and Mentors will be allocated groups based on your school's chosen delivery partner, to enable us to offer local, contextualised delivery of the programme. Where a preferred delivery partner has not been confirmed, ECTs and Mentors will be allocated to their closest group to minimise travel. Alternatively, ECTs and Mentors may be in a national group, which will be online for the entire programme.

ECTs may also be grouped by specialism, phase or school type in agreement with your chosen delivery partner.

If you have any queries or wish to amend your training group, you will need to get in touch with your delivery partner (this will be your multi Academy Trust or your Teaching School Hub).

Face to face training locations will vary by group. Venues, dates and times are confirmed by your delivery partner. You will be informed in advance of events, by email, of the location and where there are changes, this will be communicated to you. If your face to face event is online, you will be able to access this via Zoom. Please do make sure this works through your school firewall if using school equipment. If you have not used Zoom before we would recommend you check you are able to connect to a test session prior to the scheduled live meeting using the device & network, you plan to use/connect from on the day. You can test your connection here: <https://zoom.us/test>.

Funding

Provider-led programmes, available to state-funded schools only, are fully funded by the DfE so there are no costs to schools. Funding will cover:

- Time off timetable (as detailed below) for early career teachers and Mentors in the second year of induction paid directly to schools
- Training delivered directly to early career teachers by an external provider - providers will be paid directly so schools will not face any payment burdens
- Training delivered directly to Mentors by an external provider - providers will be paid directly so schools will not face any payment burdens
- Additional funding to backfill Mentor time spent undertaking training paid directly to schools

Funding Year 1 and 2

The DfE provide funding for the Early Career Development Programme and as such there is no financial burden on schools. The DfE funding provides for:

- Time out of the classroom for new teachers to receive support from Mentors and extra training throughout their first two years on the job (10% time-off timetable in year 1 and 5% time-off timetable in Year 2)
- Mentor time spent undertaking training (totalling 36 hours over the 2-year programme) in addition to Mentors' time with the mentee in the second year of teaching
- All facets of programme delivery including face-to-face training events and online workshops

In addition to the 10% time away from the classroom in their first year of induction, teachers will be entitled to 5% time away from the classroom in their second year of induction.

Year 1 funding is currently funded, as all schools receive funding for an Early Career Teacher's first year as part of the National Funding Formula.

Year 2 funding is dependent on which programme the school decides to take, and where the school is located. All programmes receive the combined ECT time-off timetable and Mentoring hours which will amount to approximately £2,100-£2,600 per Early Career Teacher (figure dependent on location).

Backfill Mentor training payments will be made for schools participating in a provider programme. This funding will pay for the Mentor time-off timetable for 36 hours over two years for the Mentors to attend their Mentor training courses.

The relationship between ECF and Statutory Induction

The Early Career Framework forms the wrap-around support package to help enable teachers to demonstrate that they have met the Teacher's Standards at the end of their statutory induction. The content of the Early Career Framework builds on and complements ITT. The ECF underpins what all Early Career Teachers should be entitled to learn about and learn how to do, during the first 2 years of their career, based on expert guidance and the best available research evidence.

The content of the framework has been independently assessed and endorsed by the Education Endowment Foundation (EEF).

For more information about Teacher's Standards, Statutory Induction, the role of the appropriate body and formal assessment of Early Careers Teachers, please refer to the [Government guidance here](#):

For any additional information, [please refer to this page](#).

Roles and Responsibilities

The Induction Tutor

The headteacher/principal should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards.

This is a very important element of the induction process, and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor. The induction tutor is a separate role to that of Mentor.

The Mentor

The headteacher/principal should identify a person to act as the ECT's Mentor, to provide regular Mentoring. The Mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process, and the Mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular Mentoring sessions and Mentor training where appropriate.

The Mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the Mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

The Early Career Teacher

Early Career Teachers can only undertake statutory induction (or a period of employment counting towards induction) if they have been awarded QTS.

Headteachers/principals and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.

For more information about roles and responsibilities within the ECF please refer to the [Government Website](#) Page 34 – 40.

The School Dashboard

The School Dashboard, which is **separate to your DfE online service and Canvas account**, allows the Induction Tutor to see the records we hold about ECTs and their mentors. Please note, only the Induction Tutor will receive a School Dashboard login. When a school registers with us, the Induction Tutor will be emailed with a login, providing the school has at least 1 ECT and 1 Mentor registered with us.

The school dashboard enables the Induction Tutor to:

- View ECTs and mentors registered with Best Practice Network
- View group schedules, event dates, times, and venue(s)
- Inform us of any staff changes in relation to ECF
- Access and view updates, notifications, and useful resources

Here is a useful video explaining the main features of the ECF school dashboard:

[ECF School Dashboard](#)

Non-standard ECT Policy

The aim of this policy is to set out some principles to clarify our approach to non-standard ECTs: **Non-Standard ECT Policy**

This applies to:

- ECTs undergoing an extended or reduced term of induction;
- Part-time ECTs;
- ECTs transferring schools during their ECF training;
- ECTs starting at different points throughout the academic year

It outlines our intention to deliver ECT training that is fair, accessible and does not include any unnecessary barriers.

Please also refer to the statutory guidance – Induction for early career teachers (England) which provides information for appropriate bodies, headteachers, school staff and governing bodies.

The Appropriate Body

All ECTS must be registered with an Appropriate Body. The Appropriate Bodies will have a role in checking that Early Career Teachers are receiving a programme of support and training based on the ECF. This will be alongside their current role ensuring that new teachers receive their statutory entitlements and are fairly and consistently assessed.

The Appropriate Body makes the final decision as to whether an Early Career Teacher's performance is satisfactory against the Teachers' Standards. In doing this, the Appropriate Body would draw on the recommendation of the headteacher/principal.

Determining the Appropriate Body

Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that schools provide adequate support for their ECTS, and that their assessment is fair and consistent across all institutions.

An ECT cannot start their induction until their appropriate body has been agreed. In the absence of another body acting as appropriate body for a school, the local authority in which the school is situated should be asked to be the appropriate body for that school.

Once an ECT has been appointed, the headteacher/principal must notify the appropriate body in advance of the ECT taking up post. At registration, the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

You can find out more information in the [guidance for appropriate bodies](#).

Further information can also be found on the [Government Website here](#) page 37 – 39.

Annex A

September 2021 Cohort - ECT programme delivery Year 1

The Programme will start in September with an online Induction Conference and will then proceed to the first Module in Autumn Term 1 with both face-to-face and facilitated workshops during the first year as you can see in the table above. Year 2 will have a special focus on face-to-face delivery.

Year 2, again, starts with an Induction conference. The modules in year 2 are designed to deepen the knowledge and practice explored in Year 1.

Below you will see a programme content breakdown during the two years induction. Please note that some delivery may take place outside these delivery windows, to accommodate the various school terms.

Date Range (week commencing)	Content	Delivery
Year 1 Pre-Course Engagement		
w/c 06/09/2021	The delivery of the ECF through the BPN programme	Induction Conference (online) (1.5hr)
Year 1 Autumn Term 1		
w/c 04/10/2021	Module 1 (Enabling Pupil Learning)	Face to face training (2hr)
w/c 25/10/2021	Module 1 (Enabling Pupil Learning)	Online facilitated workshop (1hr)
Year 1 Autumn Term 2		
w/c 01/11/2021	Module 2 (Engaging Pupils in Learning)	Face to face training (2hr)
w/c 13/12/2021	Module 2 (Engaging Pupils in Learning)	Online facilitated workshop (1hr)
Year 1 Spring Term 1		
w/c 03/01/2022	Module 3 (Developing Quality Pedagogy)	Face to face training (2hr)
w/c 07/02/2022	Module 3 (Developing Quality Pedagogy)	Online facilitated workshop (1hr)
Year 1 Spring Term 2		
w/c 14/02/2022	Module 3 (Developing Quality Pedagogy)	Face to face training (2hr)
w/c 21/03/2022	Module 3 (Developing Quality Pedagogy)	Online facilitated workshop (1hr)
Year 1 Summer Term 1		
w/c 02/05/2022	Module 4 (Making Productive Use of Assessment)	Face to face training (2hr)
w/c 30/05/2022	Module 4 (Making Productive Use of Assessment)	Online facilitated workshop (1hr)
Year 1 Summer Term 2		
w/c 13/06/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Face to face training (2hr)
w/c 11/07/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Online facilitated workshop (1hr)

*Please Note: All face-to-face training event delivery is subject to social distancing guidelines linked to the recent COVID19 pandemic. Should our plans regarding training events change you will be notified.

September 2021 Cohort - ECT programme delivery Year 2

Date Range (week commencing)	Content	Delivery
w/c 05/09/2022 and w/c 12/09/2022	The delivery of year 2: Research into practice	Face to face training (3hr)
Year 2 Autumn Term 1		
w/c 17/10/2022	Module 6 (Enquiry into Enabling Pupil Learning) Shared peer reflection on initial exploratory enquiries into own practice related to Standards 1 and 7	Face to face training (2hr)
Year 2 Autumn Term 2		
w/c 07/11/2022	Module 7 (Enquiry into Engaging Pupils in Learning) Support work on improvement-focussed inquiry into aspects of ECF Standards 2 or 3	Face to face training (2hr)
Year 2 Spring Term		
w/c 09/01/2023	Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment) Reflection on inquiry cycles undertaken so far in preparation for further extended cycle to be developed connected to an aspect of Standards 4, 5 and 6	Face to face training (2hr)
w/c 27/03/2023	Module 9 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment) Inquiry cycle workshop	Face to face training (2hr)
Year 2 Summer Term 1		
TBC	Fulfilling Professional Responsibilities [ii] School Visits	Face to face training (4hr)

*Please Note: Year 2 dates are subject to change

Annex B

September 2021 cohort – Mentor programme delivery Year 1

Mentor training will commence with an online induction and pre-deployment training (recorded for absent participants). This structure can be adapted for late starters or absences by removing modules 6 - 8 which revisit modules 1 - 5 and ensuring as a minimum, Mentors undertake the pre-deployment training and receive training in supporting the practitioner inquiry.

The first module will commence in September with the programme delivery including face-to-face events, facilitated workshops and peer to peer workshops.

The modules in year 2 are designed to aid the ECTs deepen their knowledge and practice explored in Year 1.

Below you will see a programme content breakdown during the two years mentor training. Please note that some delivery may take place outside these delivery windows, to accommodate the various school terms.

Year 1

Date Range (week commencing)	Content	Delivery
w/c 06/09/2021	Induction, familiarisation, expectations and welcome	Induction Conference (online) (1hr)
Year 1 Autumn Term 1		
w/c 13/09/2021	ECT Module 1 (Enabling Pupil Learning) briefing	Online facilitated workshop (1hr)
w/c 27/09/2021	Mentor Module 1 (Enabling Pupil Learning) workshop	Face to face training (2hr)
w/c 18/10/2021	Module 1 (Enabling Pupil Learning) review/impact	Peer to peer networking (online) (1hr)
Year 1 Autumn Term 2		
w/c 01/11/2021	ECT Module 2 (Engaging Pupils in Learning) briefing	Online facilitated workshop (1hr)
w/c 13/12/2021	Module 2 (Engaging Pupils in Learning) review/impact	Peer to peer networking (online) (1hr)
Year 1 Spring Term		
w/c 03/01/2022	ECT Module 3 (Developing Quality Pedagogy) briefing	Online facilitated workshop (1hr)
w/c 14/02/2022	Mentor Module 3 (Developing Quality Pedagogy) workshop	Face to face training (2hr)
w/c 21/03/2022	Module 3 (Developing Quality Pedagogy) review/impact	Peer to peer networking (online) (1hr)
Year 1 Summer Term 1		
w/c 25/04/2022	ECT Module 4 (Making Productive Use of Assessment) briefing	Online facilitated workshop (1hr)

w/c 30/05/2022	Module 4 (Making Productive Use of Assessment) review/impact	Peer to peer networking (online) (1hr)
Year 1 Summer Term 2		
w/c 13/06/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Face to face training (2hr)
w/c 18/07/2022	Module 5 (Fulfilling Professional Responsibilities [i]) review/impact	Peer to peer networking (online) (1hr)

*Please Note: All face-to-face training event delivery is subject to social distancing guidelines linked to the recent COVID19 pandemic. Should our plans regarding training events change you will be notified.

September 2021 Cohort - Mentor programme delivery Year 2

Date Range (week commencing)	Content	Delivery
Year 2 Autumn Term 1		
w/c 05/09/2022 and w/c 12/09/2022	Supporting the practitioner inquiry Familiarisation ECT Modules 6-7	Online mentor conference (2hr)
Year 2 Autumn Term 2		
w/c 05/12/2022	ECT Module 6 (Enquiry into Enabling Pupil Learning) & Module 7 (Enquiry into Engaging Pupils in Learning) review	Peer to peer networking (online) (1hr)
Year 2 Spring Term		
w/c 09/01/2023	ECT Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment) briefing Supporting the practitioner inquiry	Online facilitated workshop (1hr)
w/c 13/02/2023	ECT Module 9 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment) review	Peer to peer networking (online) (1hr)
Year 2 Summer Term 1		
w/c 17/04/2023	Fulfilling Professional Responsibilities [ii] briefing Supporting the school visit	Online facilitated workshop (1hr)
w/c 15/05/2023	Programme review and impact	Face to face training (2hr)

*Please Note: Year 2 dates are subject to change

Annex C

January 2022 Option 1 Cohort - ECT programme delivery Year 1

The Programme will start in January with an online Induction Conference and will then proceed to the first Module in Spring Term 1 with both face-to-face and facilitated workshops during the first year as you can see in the table below. Year 2 will have a special focus on face-to-face delivery.

Please note this programme schedule will follow the ECT September programme schedule at module 3 and module 1 and 2 will be completed in Autumn 2023.

The modules in year 2 are designed to deepen the knowledge and practice explored in Year 1.

Below you will see a programme content breakdown during the two years induction. Please note that some delivery may take place outside these delivery windows, to accommodate the various school terms.

Date Range (week commencing)	Content	Delivery
Year 1 Pre-Course Engagement		
w/c 03/01/2022	The delivery of the ECF through the BPN programme	Induction conference (online) (1.5hrs with optional 30mins of Q&A and support)
Year 1 Spring Term 1		
w/c 03/01/2022	Module 3 (Developing Quality Pedagogy)	Face to face training (2hr)
w/c 07/02/2022	Module 3 (Developing Quality Pedagogy)	Online facilitated workshop (1hr)
Year 1 Spring Term 2		
w/c 14/02/2022	Module 3 (Developing Quality Pedagogy)	Face to face training (2hr)
w/c 21/03/2022	Module 3 (Developing Quality Pedagogy)	Online facilitated workshop (1hr)
Year 1 Summer Term 1		
w/c 02/05/2022	Module 4 (Making Productive Use of Assessment)	Face to face training (2hr)
w/c 30/05/2022	Module 4 (Making Productive Use of Assessment)	Online facilitated workshop (1hr)
Year 1 Summer Term 2		
w/c 13/06/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Face to face training (2hr)
w/c 11/07/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Online facilitated workshop (1hr)
Year 1 Autumn Term 1		
w/c 05/09/2022 and w/c 12/09/2022	The delivery of year 2: Research into practice	Face to face training (3hr)
w/c 17/10/2022	Module 6 (Enquiry into Enabling Pupil Learning)	Face to face training (2hr)

	Shared peer reflection on initial exploratory enquiries into own practice related to Standards 1 and 7	
Year 1 Autumn Term 2		
w/c 07/11/2022	Module 7 (Enquiry into Engaging Pupils in Learning)	Face to face training (2hr)
	Support work on improvement-focussed inquiry into aspects of ECF Standards 2 or 3	

*Please Note: All face-to-face training event delivery is subject to social distancing guidelines linked to the recent COVID19 pandemic. Should our plans regarding training events change you will be notified.

January 2022 Option 1 Cohort - ECT programme delivery Year 2

Date Range (week commencing)	Content	Delivery
Year 2 Spring Term		
w/c 09/01/2023	Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment)	Face to face training (2hr)
	Reflection on inquiry cycles undertaken so far in preparation for further extended cycle to be developed connected to an aspect of Standards 4, 5 and 6	
w/c 27/03/2023	Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment)	Face to face training (2hr)
	Inquiry cycle workshop	
Year 2 Summer Term 1		
TBC	Module 9 (Fulfilling Professional Responsibilities [ii])	Face to face training (4hr)
	School Visits	
Year 2 Autumn Term 1		
w/c 02/10/2023	Module 1 (Enabling Pupil Learning)	Face to face training (2hr)
w/c 23/10/2023	Module 1 (Enabling Pupil Learning)	Online facilitated workshop (1hr)
Year 2 Autumn Term 2		
w/c 30/10/2023	Module 2 (Engaging Pupils in Learning)	Face to face training (2hr)
w/c 11/12/2023	Module 2 (Engaging Pupils in Learning)	Online facilitated workshop (1hr)

*Please Note: Year 2 dates are subject to change

Annex D

January 2022 Option 1 cohort - Mentor programme delivery Year 1

Mentor training will commence in January with an online induction and pre-deployment training (recorded for absent participants). This structure can be adapted for late starters or absences by removing modules 6 - 8 which revisit modules 1 - 5 and ensuring as a minimum, Mentors undertake the pre-deployment training and receive training in supporting the practitioner inquiry.

The first module will commence in Spring Term 1 with the programme delivery including face-to-face events, facilitated workshops and peer to peer workshops.

Please note this programme schedule will follow the ECF September programme schedule at module 3 and module 1 and 2 will be completed in Autumn 2023.

The modules in year 2 are designed to aid the ECTs deepen their knowledge and practice explored in Year 1.

Below you will see a programme content breakdown during the two years mentor training. Please note that some delivery may take place outside these delivery windows, to accommodate the various school terms.

Date Range (week commencing)	Content	Delivery
Year 1 Spring Term		
w/c 03/01/2022	Induction, familiarisation, expectations and welcome	Induction Conference (online) (1hr with optional Q&A - 30 mins)
	ECT Module 3 (Developing Quality Pedagogy) briefing	Online facilitated workshop (1hr)
w/c 14/02/2022	Mentor Module 3 (Developing Quality Pedagogy) workshop	Face to face training (2hr)
w/c 21/03/2022	Module 3 (Developing Quality Pedagogy) review/impact	Peer to peer networking (online) (1hr)
Year 1 Summer Term 1		
w/c 25/04/2022	ECT Module 4 (Making Productive Use of Assessment) briefing	Online facilitated workshop (1hr)
w/c 30/05/2022	Module 4 (Making Productive Use of Assessment) review/impact	Peer to peer networking (online) (1hr)
Year 1 Summer Term 2		
w/c 13/06/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Face to face training (2hr)
w/c 18/07/2022	Module 5 (Fulfilling Professional Responsibilities [i]) review/impact	Peer to peer networking (online) (1hr)
Year 1 Autumn Term 1		
w/c 05/09/2022 and	Supporting the practitioner inquiry	Online mentor conference (2hr)

w/c 12/09/2022	Familiarisation ECT Modules 6-7	
Year 1 Autumn Term 2		
w/c 05/12/2022	ECT Module 6 (Enquiry into Enabling Pupil Learning) & Module 7 (Enquiry into Engaging Pupils in Learning) review	Peer to peer networking (online) (1hr)

*Please Note: All face-to-face training event delivery is subject to social distancing guidelines linked to the recent COVID19 pandemic. Should our plans regarding training events change you will be notified.

January 2022 Option 1 Cohort - Mentor programme delivery Year 2

Date Range (week commencing)	Content	Delivery
Year 2 Spring Term		
w/c 09/01/2023	ECT Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment) briefing Supporting the practitioner inquiry	Online facilitated workshop (1hr)
w/c 13/02/2023	ECT Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment) review	Peer to peer networking (online) (1hr)
Year 2 Summer Term 1		
w/c 17/04/2023	ECT Module 9 (Fulfilling Professional Responsibilities [ii]) briefing Supporting the school visit	Online facilitated workshop (1hr)
w/c 15/05/2023	Programme review and impact	Face to face training (2hr)
Year 2 Autumn Term 1		
w/c 11/09/2023	ECT Module 1 (Enabling Pupil Learning) briefing	Online facilitated workshop (1hr)
w/c 25/09/2023	Mentor Module 1 (Enabling Pupil Learning) workshop	Face to face training (2hr)
w/c 16/10/2023	Module 1 (Enabling Pupil Learning) review/impact	Peer to peer networking (online) (1hr)
Year 2 Autumn Term 2		
w/c 30/10/2023	ECT Module 2 (Engaging Pupils in Learning) briefing	Online facilitated workshop (1hr)
w/c 11/12/2023	Module 2 (Engaging Pupils in Learning) review/impact	Peer to peer networking (online) (1hr)

*Please Note: Year 2 dates are subject to change

Annex E

January 2022 Option 2 Cohort – ECT Programme delivery Year 1

The Programme will start in January with an online Induction Conference and will then proceed to the first Module in Spring Term 1 with both face-to-face and facilitated workshops during the first year as you can see in the table below. Year 2 will have a special focus on face-to-face delivery.

Please note the Option 2 cohort schedule begins at Module 1 and will work in programme module order.

The modules in year 2 are designed to deepen the knowledge and practice explored in Year 1.

Below you will see a programme content breakdown during the two years induction. Please note that some delivery may take place outside these delivery windows, to accommodate the various school terms.

Date Range (week commencing)	Content	Delivery
Year 1 Pre-Course Engagement		
w/c 03/01/2022	The delivery of the ECF through the BPN programme	Induction conference (online) (1.5hr with optional 30mins of Q&A and support)
Year 1 Spring Term 1		
w/c 31/01/2022	Module 1 (Enabling Pupil Learning)	Face to face training (2hr)
w/c 14/02/2022	Module 1 (Enabling Pupil Learning)	Online facilitated workshop (1hr)
Year 1 Spring Term 2		
w/c 07/03/2022	Module 2 (Engaging Pupils in Learning)	Face to face training (2hr)
w/c 04/04/2022	Module 2 (Engaging Pupils in Learning)	Online facilitated workshop (1hr)
Year 1 Summer Term 1		
w/c 25/04/2022	Module 3 (Developing Quality Pedagogy)	Face to face training (2hr)
w/c 16/05/2022	Module 3 (Developing Quality Pedagogy)	Online facilitated workshop (1hr)
Year 1 Summer Term 2		
w/c 06/06/2022	Module 3 (Developing Quality Pedagogy)	Face to face training (2hr)
w/c 11/07/2022	Module 3 (Developing Quality Pedagogy)	Online facilitated workshop (1hr)
Year 1 Autumn Term 1		
w/c 05/09/2022	Module 4 (Making Productive Use of Assessment)	Face to face training (2hr)
w/c 10/09/2022	Module 4 (Making Productive Use of Assessment)	Online facilitated workshop (1hr)
Year 1 Autumn Term 2		
w/c 07/11/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Face to face training (2hr)
w/c 12/12/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Online facilitated workshop (1hr)

*Please Note: All face-to-face training event delivery is subject to social distancing guidelines linked to the recent COVID19 pandemic. Should our plans regarding training events change you will be notified.

January 2022 Option 2 Cohort – ECT programme delivery Year 2

Year 2 Pre-Course Engagement		
w/c 09/01/2023	The delivery of year 2: Research into practice	Face to face training (3hr)
Year 2 Spring Term 1		
w/c 12/01/2023	Module 6 (Enquiry into Enabling Pupil Learning)	Face to face training (2hrs)
	Shared peer reflection on initial exploratory enquiries into own practice related to Standards 1 and 7	
Year 2 Spring Term 2		
w/c 06/03/2023	Module 7 (Enquiry into Engaging Pupils in Learning)	Face to face training (2hrs)
	Support work on improvement-focussed inquiry into aspects of ECF Standards 2 or 3	
Year 2 Summer Term 1		
w/c 17/04/2023	Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment)	Face to face training (2hrs)
	Reflection on inquiry cycles undertaken so far in preparation for further extended cycle to be developed connected to an aspect of Standards 4, 5 and 6	
w/c 03/06/2023	Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment)	Face to face training (2hrs)
	Inquiry cycle workshop	
Year 2 Autumn Term 1		
TBC	Module 9 (Fulfilling Professional Responsibilities [ii])	Face to face training (4hrs)
	School Visits	

*Please Note: Year 2 dates are subject to change

Annex F

January 2022 Option 2 Cohort – Mentor Programme delivery Year 1

The first module will commence in Spring Term 1 with the programme delivery including face-to-face events, facilitated workshops and peer to peer workshops.

Please note the Option 2 cohort schedule begins at Module 1 and will work in programme module order.

The modules in year 2 are designed to aid the ECTs deepen their knowledge and practice explored in Year 1.

Below you will see a programme content breakdown during the two years mentor training. Please note that some delivery may take place outside these delivery windows, to accommodate the various school terms.

Date Range (week commencing)	Content	Delivery
Year 1 Spring Term 1		
w/c 03/01/2022	Induction, familiarisation, expectations and welcome	Induction Conference (online) (1hr with optional Q&A - 30 mins)
w/c 17/01/2022	ECT Module 1 (Enabling Pupil Learning) briefing	Online facilitated workshop (1hr)
w/c 24/01/2022	Mentor Module 1 (Enabling Pupil Learning) workshop	Face to face training (2hr)
w/c 07/02/2022	Module 1 (Enabling Pupil Learning) review/impact	Peer to peer networking (online) (1hr)
Year 1 Spring Term 2		
w/c 07/03/2022	ECT Module 2 (Engaging Pupils in Learning) briefing	Online facilitated workshop (1hr)
w/c 28/03/2022	Module 2 (Engaging Pupils in Learning) review/impact	Peer to peer networking (online) (1hr)
Year 1 Summer Term		
w/c 25/04/2022	ECT Module 3 (Developing Quality Pedagogy) briefing	Online facilitated workshop (1hr)
w/c 22/05/2022	Mentor Module 3 (Developing Quality Pedagogy) workshop	Face to face training (2hr)
w/c 04/07/2022	Module 3 (Developing Quality Pedagogy) review/impact	Peer to peer networking (online) (1hr)
Year 1 Autumn Term 1		
w/c 05/09/2022	ECT Module 4 (Making Productive Use of Assessment) briefing	Online facilitated workshop (1hr)
w/c 10/10/2022	Module 4 (Making Productive Use of Assessment) review/impact	Peer to peer networking (online) (1hr)
Year 1 Autumn Term 2		

w/c 07/11/2022	ECT Module 5 (Fulfilling Professional Responsibilities)	Face to face training (2hrs)
w/c 12/12/2022	Module 5 (Fulfilling Professional Responsibilities) review/impact	Peer to peer networking (online) (1hr)

*Please Note: All face-to-face training event delivery is subject to social distancing guidelines linked to the recent COVID19 pandemic. Should our plans regarding training events change you will be notified.

January 2022 Option 2 Cohort – Mentor programme delivery Year 2

Date Range (week commencing)	Content	Delivery
Year 2 Spring Term 1		
w/c 09/01/2023	Supporting the practitioner inquiry Familiarisation ECT Modules 6-7	Online mentor conference (2hr)
Year 2 Spring Term 2		
w/c 20/03/2023	ECT Module 6 (Enquiry into Enabling Pupil Learning) & Module 7 (Enquiry into Engaging Pupils in Learning) review	Peer to peer networking (online) (1hr)
Year 2 Summer Term		
w/c 24/04/2023	ECT Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment) briefing Supporting the practitioner inquiry	Online facilitated workshop (1hr)
w/c 22/05/2023	ECT Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment) review	Peer to peer networking (online) (1hr)
Year 2 Autumn Term		
w/c 11/09/2023	ECT Module 9 (Fulfilling Professional Responsibilities [ii]) briefing Supporting the school visit	Online facilitated workshop (1hr)
w/c 09/10/2023	Programme review and impact	Face to face training (2hrs)

*Please Note: Year 2 dates are subject to change

April 2022 Cohort

The schedule for April 2022 is currently being designed. If you would like to view the module structure, please refer to previous cohorts.

Contact us

+44 (0) 117 920 9200

enquiries@bestpracticenet.co.uk

bestpracticenet.co.uk

