



Best
Practice
Network



Outstanding
Leaders
Partnership



The Early Career Framework

Developing the next Generation of
Teachers



Who are BPN?

Every child able to benefit from an excellent education, regardless of background

Every education professional able to grow and give their best



Known & **Trusted**
'Exceptional' Provision

98% Satisfaction
95% Pass Rate

- School-led CPD (OLP) provider since 2012
- Provider of NPQs, Apprenticeships, ECF, EYITT, HLTA, NASENCO & more
- Dedicated and expert programme, participant and partner support teams
- Programmes built on, and updated with, up to date research evidence

The ECF Back-office Team – here to help!



Our ambition for professional development

Our ambition is to:

- provide quality professional development and training that challenge and develop teachers/leaders through the provision of a structured, sequenced and evidence-based curriculum
- empower teachers/leaders to develop their skills, knowledge and behaviours so they can make a difference to young people in their schools
- enable teachers/leaders to successfully transition to the next stage of their professional development journey
- collaborate and take collective responsibility with delivery partners for credible, coherent and consistent professional development provision, ensuring all teachers/leaders thrive and apply increased expertise in their schools

Early Career Framework

The Golden Thread

The ECF is a DfE funded programme to support teachers in the first two years of their role. It is a mandatory entitlement and its purpose is to prepare the individual with the skills and confidence needed to flourish in the classroom. It is not assessed but enables the teacher to easily evidence the teacher's standards at the end of their induction period.

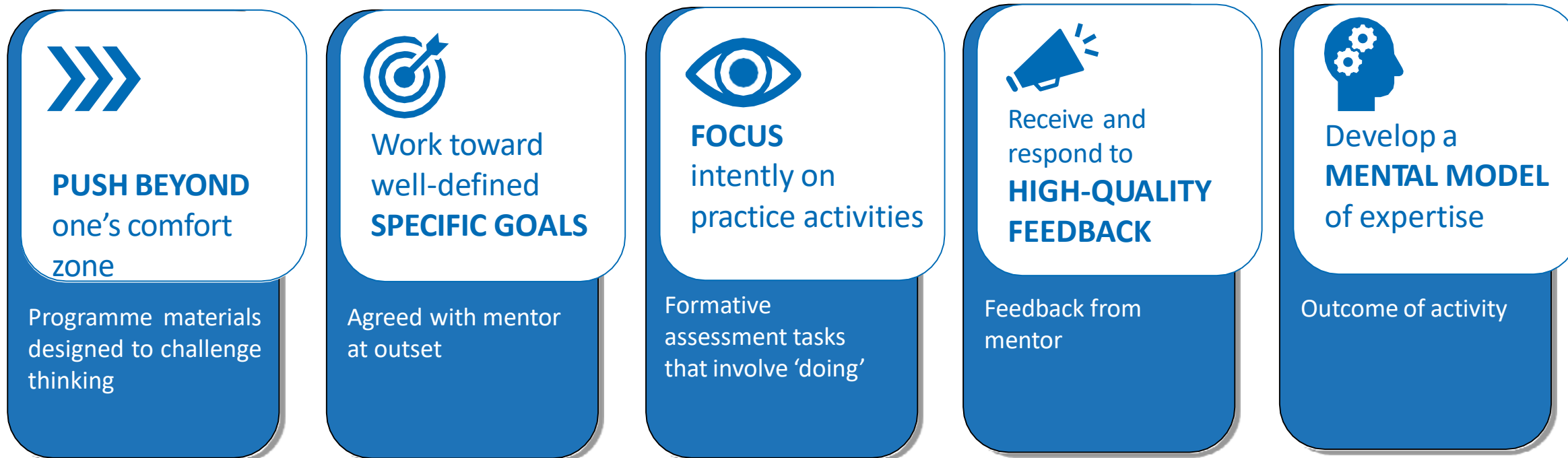
What is the Early Career Framework?

The content of the ECF builds on and complements ITT. The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence.

As is the case for other professions, areas covered in initial training will be covered in greater depth as part of induction as teachers continue on their journey to becoming experts.

Programme learning design

Based upon the 'Five Principles of Deliberate Practice'



ECF Modules

Year 1	Contents
Module 1: Enabling pupil learning	Setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable pupil learning.
Module 2: Engaging pupils in learning	Developing a rich conceptual understanding of pupil learning, memory and subject / specialism expertise.
Module 3: Developing quality pedagogy	Exploring and applying strategies to support high quality planning and adaptive teaching that addresses the needs of all pupils.
Module 4: Making productive use of assessment	Investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom.
Module 5: Fulfilling professional responsibilities (I)	Building skills in working with others within and beyond the school to improve teaching and manage professional development across a career in education.
Year 2	
Module 6: Enquiry into enabling pupil learning	
Module 7: Enquiry into engaging pupils in learning	
Module 8: Enquiry into developing quality pedagogy and making productive use of assessment	
Module 9: Fulfilling professional responsibilities (II)	

ECF Component Programme Parts

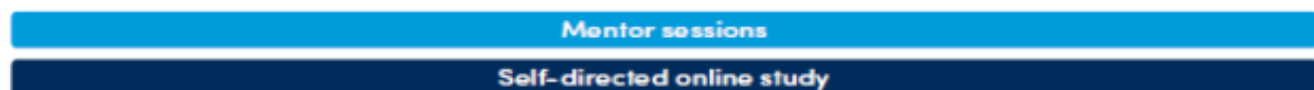
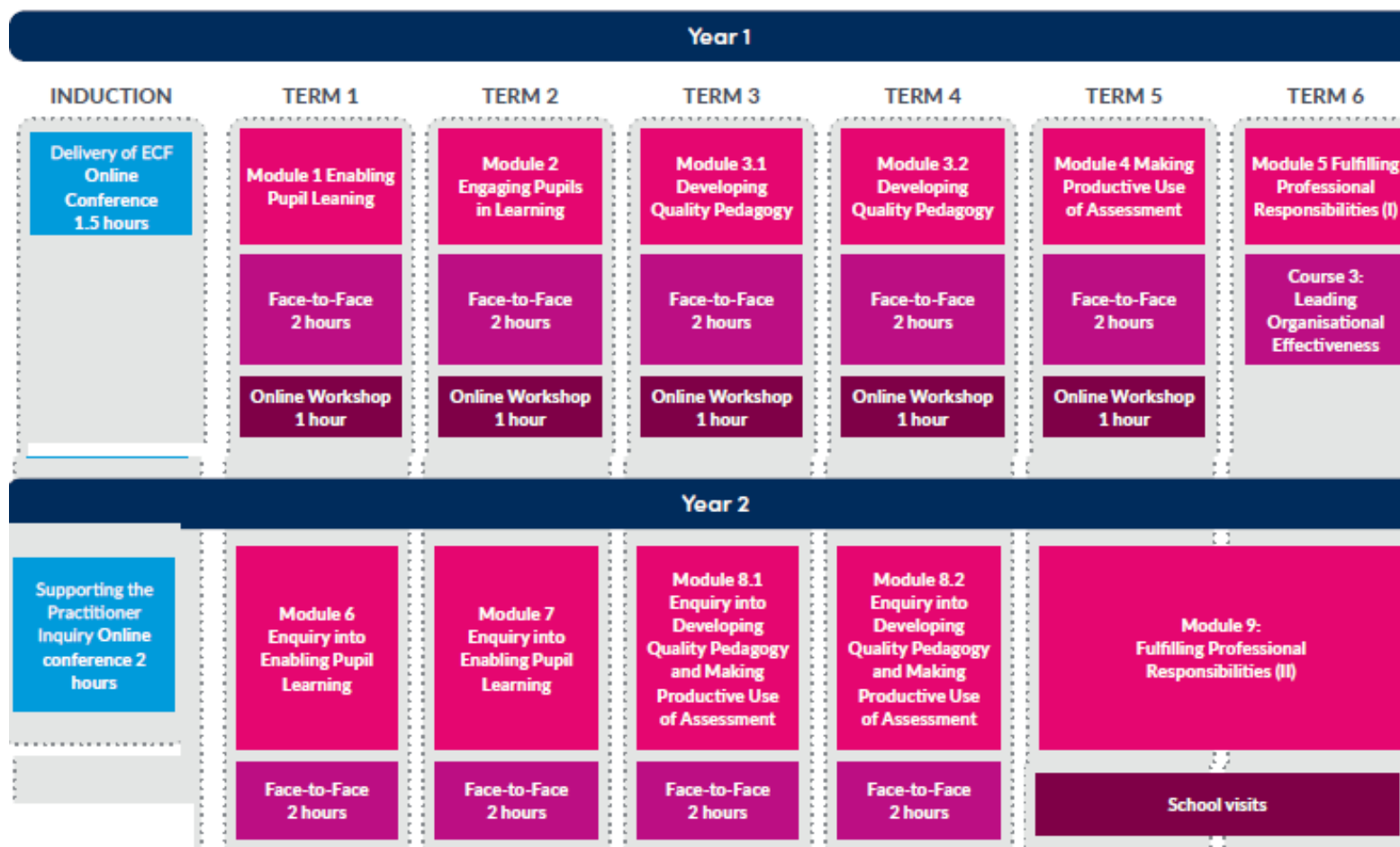
Components of the programme:

- ECT self-directed study
- ECT mentor meetings, including Module Audits
- ECT training
- Mentor Training

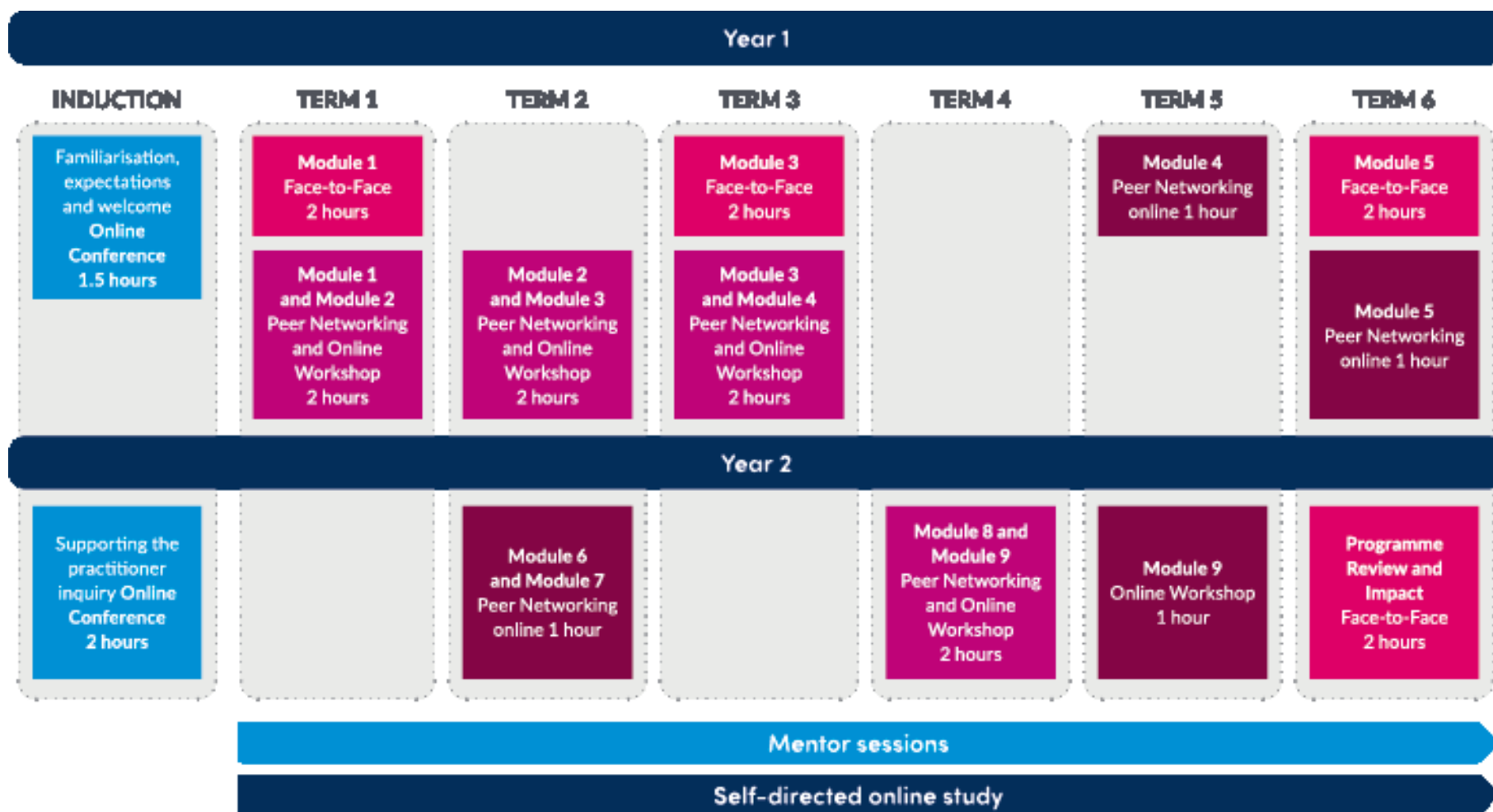
The ECF is presented around the Teachers' Standards but for clarity, the ECF is not, and should not be used, as an assessment framework.

The appropriate body is responsible for checking new teachers receive statutory entitlements, are fairly and consistently assessed and receive a programme of support and training based on the ECF.

ECT overview



ECM overview



The importance of Mentors

The mentor role is key to successful teacher induction and as such mentors will receive access to high quality support, training and ECF materials.

The qualities of a strong mentor might include strong interpersonal skills, in-depth subject knowledge and a broad understanding of pedagogy.

Mentors will be expected to:

- Attend weekly structured mentoring sessions with early career teachers
- Support, develop and challenge early career teachers
- Support the wellbeing of early career teachers and support a healthy work/life balance

Pictures of face-to-face events



Cohort 1,
year 2

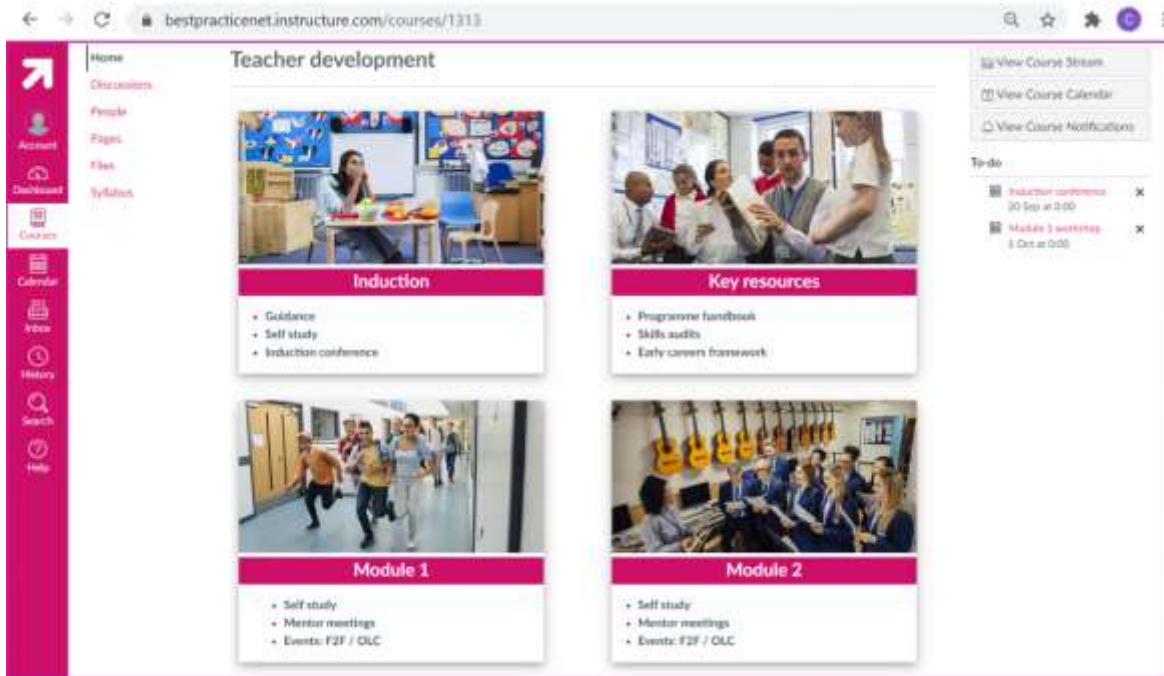


Best
Practice
Network

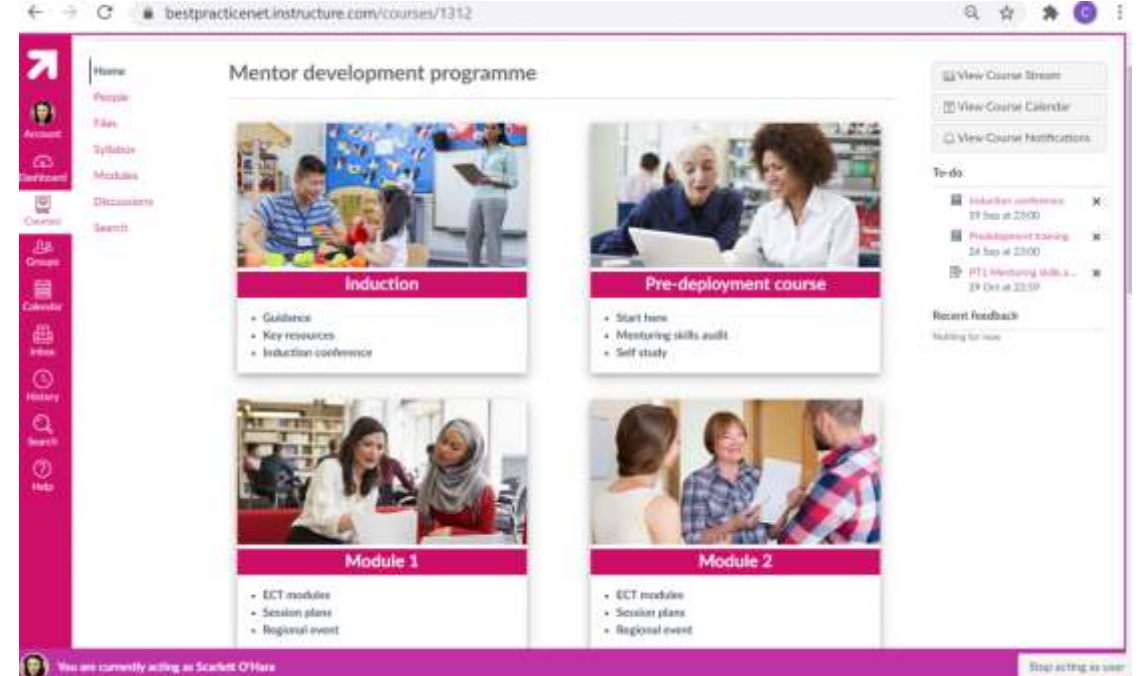


Outstanding
Leaders
Partnership

The ECF Virtual Learning Environment - Canvas



Early Career Teacher Portal



Early Career Mentor Portal

Cheryl Abbis – Chiltern TSH

Cheryl Abbiss, Early Careers Lead for
Chiltern Teaching School Hub.

Chiltern Teaching School Hub are proud to partner with Best Practice Network to deliver the Early Careers Development Programme to over 800 ECTs and Mentors across Bedfordshire, Hertfordshire, Milton Keynes & Luton.



Chiltern TSH – Feedback

ECTs

“The structure of the face to face sessions allows me to link the self guided study tasks to the work I am doing in class with my students. We have time to discuss and learn from each other, whilst receiving support and challenge from facilitators and mentors”

“Canvas allows me to access all the resources I need quickly and keep track of the tasks I need to complete. The case studies really help me to understand how I can use different strategies in the classroom and show that experiences teachers face some of the same issues ECTs do.”

ECM

“Peer networking sessions are really useful to be able to discuss areas of the module that my ECT is working on and gain advice from other mentors who have already worked through a similar situation, the case studies also are a great tool for discussing hypothetical situations that my ECT may not have experienced yet.”

“The order of the modules is exactly what ECTs need, it supports the natural timeline that occurs in school with a brilliant first focus of creating an environment to enable learning. The mentor sessions give us clear points for discussion but allow for flexibility to personalise for my ECT and the context of our school.”

Schools are using the Early Career Framework standards and the structure of the ECF programme to guide their internal school CPD.

ECTs progressing to take on further responsibilities in school.

Roles within the ECF programme

Organisation	Role
Best Practice Network ECF Lead Provider	<ul style="list-style-type: none">• Creates the programme and delivery materials• Sets the delivery windows• Groups the participants into local groups (with support from delivery partner)• Trains delivery partner facilitators• Manages registration of participants• Supports participants (programme queries/group moves/technical issues)• Manages the virtual learning environment• Manages online delivery system• Communication of event info (schedules/reminders/online session links)• Collects evaluation and engagement data (Quality assurance)• Supports the Delivery Partner, acting on feedback to ensure smooth running of the programme and continuous improvement

Roles within the ECF programme

Delivery Partner	<ul style="list-style-type: none">• Chooses dates from within the delivery windows• Selects facilitator team• Delivery change management with support from BPN• Supports participants, signposting to information and the relevant BPN Teams• Provides continuous feedback to BPN about programme delivery• Disseminates key updates to Schools/Facilitator Team
Appropriate body	<p>Appropriate bodies quality assure statutory teacher induction. They will:</p> <ul style="list-style-type: none">• Check ECTs are receiving their statutory induction entitlements• Check that ECT assessment procedures are fair and appropriate• Register your ECT's induction with the Teaching Regulation Agency (TRA)

Roles within the ECF programme

School	<p>Is responsible for:</p> <ul style="list-style-type: none">• Appointing an Induction Tutor• Appointing an appropriate Mentor for each ECT• Ensuring that both ECT and Mentor are provided the required release time• Ensuring engagement and programme attendance of the ECT and ECM• Utilising the Schools Dashboard to view the ECT/ECM schedules, monitor progress and attendance, request changes, read updates and communications.
Induction Tutor	<p>Is responsible for registering their ECTs and Mentors on the DfE online service and updating this platform with any changes (change of mentor, withdrawal etc). It is the responsibility of the Induction Tutor to ensure that the ECT has access to the ECF entitlement and is engaging with the programme. They need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. The induction tutor is a separate role to that of Mentor.</p>

What has changed?

You said	Our response
Schools needed greater visibility of how their ECTs/Mentors were engaging	Created a 'School's Dashboard' per school which enables the Induction Tutor to see the ECT/ECM's schedule for the year, FAQs, ability to make change requests (e.g. change of mentor, change of email address). For Sept 22 it will also show progress made by the participants – online learning and attendance
Mentors struggled with the frequency of the delivered sessions	For Cohort 2 – combined the Online Workshops and Peer-to-peer network events, reducing attended sessions by 1/3 across the year for mentors

Enrolling ECTs/ECMs for Sept 2022

Your Induction Tutor can logon to the DfE online service and input your ECT/ECM details for Sept 2022 from 10th May. The DfE will be writing to all schools with further info.

DfE online service link and info <https://manage-training-for-early-career-teachers.education.gov.uk/>



ECTs and ECMs will receive an online follow-up registration form to collect additional details used to group your teachers effectively such (e.g. phase, specialism, training route and dietary requirements).

Enrolling ECTs/ECMs for the first time

If you have not registered an ECT before or would like to swap from an existing Lead Provider you will also need to register your **school** via the BPN website: <https://www.bestpracticenet.co.uk/early-career-framework>

BPN will then log onto the DfE Portal and identify ourselves as your Lead Provider *if* you have signed up with us

What to expect for Sept 22

- Induction conference options (with links to register in advance) will be provided to ECTs and ECMs with their welcome pack, upon registration. There will be options to attend prior to the Summer holidays or in the first few weeks of the Autumn term – with a range of times including twilight sessions
- ECTs and ECMs will receive their schedule for the year in the first week of term (first face to face session takes place in October). Schools will be able to see their ECT/ECT schedules at the point they are added to a group – so potentially before the Summer

The Schools Dashboard

Make use of your School's dashboard! It is being developed constantly.

See an overview here <https://www.bestpracticenetwork.co.uk/news/our-ecf-dashboards-explained>



ECTs and Mentors

View ECTs & Mentors from your school that have joined the Early Career Frame (ECF), see their status and programme schedules.

ECTs and Mentors



Your School

Access your registered school details, Canvas account and DfE online service, including useful information and newsletters.

Resources



Notifications

Review notifications sent to you and your school regarding ECF and review notification settings.

Notifications

elp

The Schools Dashboard key benefits

All Induction Tutors and Headteachers are able to:

- Monitor ECT / Mentor registrations to ensure all participants from their school have registered correctly
- Download latest copies of their ECT / mentor programme schedules to support with engagement, workload planning and staff cover
- Notify us of changes / change of circumstances in relation to their ECTs / mentors
- Add or replace a mentors
- Access the latest newsletters, policies and guidance
- Receive instant notifications
- Have access to direct links (where authorised to sign in) to access Canvas (VLE) and DfE “Manage Early Career Training Services” sit

Useful information

DfE online service opened on 10th May - input your ECT and ECM details as early as you can to ensure they receive next steps and the welcome pack.

Any ECF queries ecf@bestpracticenetwork.co.uk

If your school hasn't accessed the Schools Dashboard yet please email the team at ecf@bestpracticenetwork.co.uk with the name of school, URN and contact details of the Induction Tutor who needs access.



Best
Practice
Network



Outstanding
Leaders
Partnership

Learn more at:

www.bestpracticenet.co.uk/early-career-framework

Enrol your ECTs and Mentors here:

<https://manage-training-for-early-career-teachers.education.gov.uk/>

Contact us at:

ecf@bestpracticenet.co.uk
[0117 920 9200](tel:01179209200)

Learn. Share. Grow.

bestpracticenet.co.uk