



Best  
Practice  
Network



Outstanding  
Leaders  
Partnership



Developing  
the next  
generation  
of teachers

## Early Career Development Programme

A 2-year fully-funded induction programme for Early Career Teachers and their Mentors, delivering the Department for Education's Early Career Framework reforms

Accredited NPQ provider



Department  
for Education

# The Early Career Framework reforms

The **Early Career Framework (ECF)** reforms lay a strong foundation for every new teacher through evidence-based professional development and support that will ensure they feel confident, in control and excited about their new teaching career.

Designed in close partnership with teachers, headteachers, academics, the Chartered College of Teaching and the Education Endowment Foundation, 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. Our **Early Career Development Programme** facilitates the provision of this knowledge.

A detailed overview of the **Early Career Framework reforms** can be found on the Department for Education website.

## Funding for early career development

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

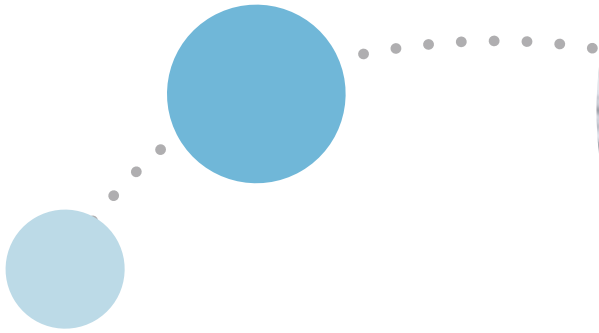
The DfE funding provides for:

- 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

Funded by



Department  
for Education



# Early Career Development Programme

Our **Early Career Development Programme** supports Early Career Teachers (ECTs) to develop the skills and confidence needed to flourish in the classroom.

The DfE-funded Early Career Development Programme from **Best Practice Network & Outstanding Leaders Partnership** delivers the ECF reforms through a combination of facilitated face-to-face training, online workshops and self-directed study. It logically follows on from initial teacher training to further develop key teaching practices.

Furthermore, the programme provides for the training of in-school mentors who will meet with early career teachers on a weekly basis to share their experience and support teachers at this vital stage of their career. Mentoring is a meaningful commitment to both the mentor's and the early career teachers' professional development.

The programme is delivered locally and in collaboration with schools whilst the programme content, divided into 9 modules and mapped to the Teachers' standards, draw from a range of subjects, phases and contexts ensuring relevancy and maximising participation.



The Early Career Development Programme is part of our **Golden Thread** of CPD for education professionals at all stages of their career.

Learn more about our Early Career Development Programme at [bestpracticenet.co.uk/early-career-framework](https://bestpracticenet.co.uk/early-career-framework)

# Supporting Early Career Teachers

The Early Career Development Programme has been developed by experienced school leaders and academics to ensure a high quality, supportive induction.

The creators of the programme have carefully considered the demands already placed on early career teachers and developed a programme that will not add to their workload.

Early career teachers are entitled to a funded 10% time away from classroom in their first year and 5% time away from classroom in their second year – the Early Career Development Programme has been designed to be completed entirely within this time-off timetable.

## What they learn

- ✓ All of the *Learn that's* and *Learn how's* align with content from the **Early Career Framework** with sections on:
  - behaviour management
  - pedagogy
  - curriculum
  - assessment
  - professional behaviours
- ✓ Classroom strategies to support pupil learning and wellbeing
- ✓ The reflective capacity to evaluate their teaching







## How they learn

The Early Career Development Programme uses a blended delivery model that takes advantage of a range of channels to deliver learning including:

- **Online conferences** at the start of each year to engage with early career teachers, outline expectations and facilitate the development of peer networks. With keynotes and workshops from leading practitioners
- **Face-to-face training** hosted by local delivery partners with local expert facilitators
- **Online facilitated workshops** with expert facilitators
- **School visits** to be agreed with ECT and Mentor
- **Self-directed study** allows for candidates to delve into ECF content most relevant to themselves when convenient
- **Mentor sessions** with structured content and a safe space to reflect on progress



# Early Career Teacher Learning Hours

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

A flexible learning experience

We appreciate how much pressure there is for early career teachers which is why so much consideration has been given towards creating an induction programme that is both manageable and effective. The flexibility of the programme can be seen in:

- Programme components are scheduled over 2 years allowing time for other commitments
- Online sessions are recorded should a teacher be unable to attend
- Module sequences can be adapted to meet local needs

# Supporting 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.

Funding will be provided to cover time-off timetable for Mentors who are being trained. This will total 36 hours over two years (10% time-off timetable in year 1 and 5% time-off timetable in year 2).

It is up to the school to appoint a suitable mentor who should have the necessary skills and experience to successfully induct the early career teacher.

## The Mentor role

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:

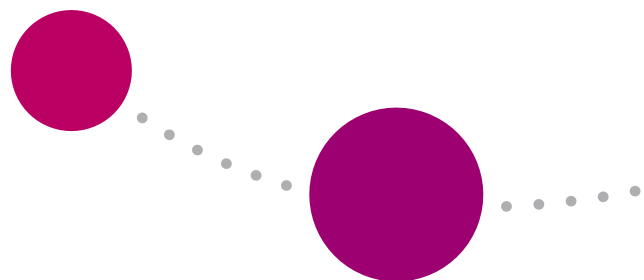
- Attend weekly structured mentoring sessions with early career teachers
- Support, develop and challenge early career teachers
- Support the wellbeing of early career teachers and support a healthy work/life balance

## What they learn







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.

Mentors will complete a skills audit, identifying gaps in knowledge, allowing busy Mentors to focus on specific activities and reading in the online self-study pre-deployment pack that covers:

- ✓ Essential *Learn that's* for new Mentors
- ✓ An exploration of the role of the Mentor
- ✓ The Mentor standards, skills/behaviours
- ✓ An introduction to the ONSIDE and CEDAR Mentoring models, illustrating their use and impact



# Mentor Training & Mentor Sessions

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



As with early career teachers, we appreciate that the mentoring role is an additional one for many teachers, adding pressure on their time and capacity. Our mentoring programme is designed to be flexible and offer alternate routes for mentors to remain engaged. The flexibility of the programme is demonstrated by:

- Our Programme being staggered over 2 years around busier times during the school year. Online sessions are recorded allowing flexible access
- Guidance on remote mentoring practice and support, further freeing up mentors' time
- Module sequences being adapted to meet the needs of the school and mentor

# Why choose us?

## Whole Career Development – The Golden Thread

**Best Practice Network** is able to support teachers and education professionals at all stages of their careers. Our broad suite of training programmes allows us to work with schools to develop their teachers and support staff from early career development right through to specialist and leadership roles.



Best Practice Network is the leading provider of initial teacher training to early years teachers and, through our school-led Outstanding Leaders Partnership, is the leading provider of National Professional Qualifications (NPQs), helping to develop the leadership capabilities of thousands of school leaders throughout England.

Through our Early Career Development Programme, we support the government's Early Career Framework reforms and are able to offer this 2-year funded support package to schools across England from September 2021.

We complement our suite of leading educational training programmes with training for support staff and other roles through our Higher Level Teaching Assistant (HLTA), NASENCo and School Business Manager (DSBM) programmes.

### Further information:

Please contact Harinder Jandu at ConnectEd Partnership

harinder.jandu@connectedpartnership.com

01902 290152



### Learn more

+44 (0) 117 920 9200

enquiries@bestpracticenetwork.co.uk

bestpracticenetwork.co.uk/early-career-framework