Curriculum Overview 2024-2026 (For September 2023 Year 1 intake)

V3   September 2024

Contents

High Level changes to ECPDP curriculum 2023-2024

- Year 1 2023 mentors - removal of peer-to-peer sessions and introduction of three-hour induction
- Changes to Self-directed Study Materials sequence for ECTs to better align with mentor one-to-one sessions (Year 1 and 2 ECPDP)
- Updated mentor training schedule in curriculum
- Updated mentor training materials
- Reduction in mentor training hours.

Programme Design Principles

The ECPDP aims to enable Early Career Teachers (ECTs) to reflect on and challenge their own practice, supported through mentoring, learning networks and tailored training.[1] The intended outcome is the development of a secure professional identity,[2] which underpins teachers' feelings of self-efficacy, resilience and sense of purpose, and therefore the likelihood of their staying in the profession.[3]

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[1] McIntyre, J. & Hobson, A.J. (2015). Supporting beginner teacher identity development: external mentors and the third space. Research Papers in Education, 31 (2). 133-158.

[2] Beijaard, D., Meijer, P.C. & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education*, *20*(2), 107-128.

[3] Day, C., & Gu, Q. (2010). The new lives of teachers. London: Routledge.

Together with our content partners we devised 10 design principles, committing that our materials and training will:

1. Cover every 'Learn that' and 'Learn how' statement in the ECF;

2. Align to the DfE's **Professional Development and Mentor Standards**, outlining explicit learning outcomes;

3. Build on and showcase the best international evidence, led by the ECF, and encourage practitioner-engagement with research;

4. Scaffold a secure foundation of knowledge, cohering to the order and timings of the agreed Sequence;

5. Enable revisiting of core knowledge, building on teachers' growing experience, increasing capacity to be self-challenging, and consolidating improvements in classroom practice;

6. Be succinct and appropriately pitched, supporting critical reflection on practice;

7. Have flex and scope for differentiation and extension (accommodating ECTs' differing starting points), and contextualization in practice;

8. Support teachers to engage with professional networks;

9. Be accessible digitally and on the move, minimising workload pressures;

10. Construct Products 1–4 (the Core Induction Programme) as a standalone package that, with the guidance provided, can be used by all quality-assured facilitators and teachers.

Programme Materials

Our materials for both the Core Induction Programme (CIP) and Full Induction Programme (FIP) have been created in close collaboration with teacher-educators, school-leaders and experienced mentors from across phases/specialisms, and as such have been designed to:

a. meet the needs of **ECTs**, understanding:
    » their entitlement to high-quality Induction, ensuring full coverage of the ECF;
    » the variety of routes into teaching;
    » their different levels of prior knowledge, skills, capabilities and confidence;
    » their various subject, specialism, phase and school contexts, and related teacher-identities;
    » common misconceptions and challenges;
    » their workload and time constraints;
    » the stresses of the steep learning-curve of their first few years in teaching.

b. meet the needs of **mentors**, understanding:
    » their right to use this as their own professional development opportunity;
    » their own prior knowledge of all areas in the ECF, as well as skills, capabilities and confidence;
    » common challenges and professional concerns;
    » the need for seamless alignment with existing Mentor Standards;
    » their other school commitments;
    » their workload.

c. meet the needs of **schools**, understanding:

> » timetabling constraints, the dates set for ECTs' statutory assessments and reviews, and the busiest times in the school calendar;

> » the potential for schools to use the Core Induction Programme to develop their own induction programmes.

Programme Curriculum: in principle

The Sequence is the blueprint for the materials and training: all products within the CIP and FIP flow from the ordering and weighting it assigns to each element of the ECF. Developed using our design principles, the Sequence is constructed to take ECTs from **foundational** understanding of concepts through to **mastery**. This is enabled through carefully timed revisiting of key ECF concepts/topics, building in higher levels of complexity and depth – as appropriate to ECTs' growing experience, understanding and confidence. Over our carefully sequenced two-year Programme, Early Career Teachers will:

> » build a strong understanding of the content of the Early Career Framework;

> » explore the evidence behind education research and implications for classroom teachers;

> » develop their teaching through practical ideas and exemplifications of the research in practice;

> » reflect on their development, identify areas of strength and areas for improvement supported by a fully trained Mentor;

> » engage in collaborative learning, sharing of best practice and expert challenge with a community of other Early Career Teachers.

Our approach draws on the psychology of **interleaving** and **spaced practice** for knowledge retention/recall[4] – cognitive science which reinforces the traditional principles of the spiral curriculum, where new learning is related to previous learning.[5] Evidence on teacher-PD shows that programmes which feature 'multiple iterative activities' are more likely to lead to sustained change in practice.[6] Therefore the revisiting of key concepts allows teachers to reconsider ideas in the light of their increasing knowledge and developing practice.[7] Revisiting also enables greater differentiation, taking into account ECTs' different starting points, allowing repeat opportunities for ECTs to explore concepts that they, individually, find challenging or want to further explore. These opportunities for remedial, extension and/or adaptation work have been made explicit in the Mentor guidance materials, and scaffolded in session-templates.

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[4] Cepeda, N.J., Vul, E., Rohrer, D., Wixted, J.T. & Pashler, H. (2008). Spacing effects in learning: A temporal ridgeline of optimal retention. *Psychological science*, *19*(11), 1095-1102; Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J. & Willingham, D.T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, *14*(1), 4-58.

[5] Bruner, J.S. (1960). *The process of education*. Harvard University Press; Harden, R. M. & Stamper, N. (1991) What is a spiral curriculum? *Medical Teacher*, (21), 2, 141-143.

[6] Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015). Developing Great Teaching: Lessons from the International Reviews into Effective Professional Development [online]. Available: http://dro.dur.ac.uk/15834/ [accessed 20 June 2019].

[7] Avalos, B. (2016). Learning from research on beginning teachers. In *International handbook of teacher education*, 487-522. Springer, Singapore; Beijaard, D., Meijer, P.C. & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education*, *20*(2), 107-128.

Programme Curriculum: in practice

Across the two years, ECTs will work through 12 Blocks (or modules) in total, one per half term. Each Block has been designed based on international best practice of effective professional development, and includes:

- » **Self-Directed Study Materials:** Interactive self-study materials that explain the research behind the Early Career Framework and give exemplifications of what this looks like in the classroom. There is also protected time in Year 1 as part of these materials to observe colleagues and to be observed.
- » **Webinars:** Interactive webinars based on each block
- » **Mentor Sessions:** One-to-one sessions to help ECTs translate the research into their own practice and reflect on their learning and development.
- » **Training Event Sessions:** Group sessions (regional and local group) for ECTs to explore the Early Career Framework with their peers. These sessions will be facilitated by an expert practitioner who will extend ECTs' thinking and support their planning by sharing practical applications of the research in the classroom.

Each Block provides ECTs with the time to:

- » **Learn** the content from the Early Career Framework
- » Put the learning into **practice** with suggestions for classroom practice
- » **Reflect** on their professional and personal development.

Our materials are designed to work for all Early Career Teachers regardless of subject, phase or context. Exemplars have been drawn from a wide range of specialisms and phases and chosen specifically for their relatability. Even if ECTs do not teach pupils at the particular stage the example refers to, the point being demonstrated will still be clearly relevant.
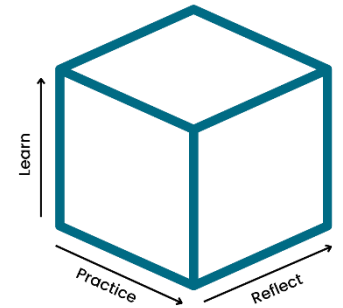
Each Block starts with a **'why this, why now?'** summary, which states the purpose of the Block and sets it in the context of ECTs' experience, understanding and confidence. Many aspects of the Early Career Framework are interconnected (for example, quality assessment is not entirely distinct from quality planning or curriculum design). While we have maintained a specific deep focus for each Block, so that ECTs have enough time to understand the key aspects of those statements, the Blocks do make reference to the links between different areas. This encourages the Mentors and facilitators to support the contextualisation and inter-linking as well.

N.B this is a guide, but depending on school half terms, the mentor in liaison with the ECT could select the most relevant topics to cover in order to fit in with the number of weeks in the term.

Programme Curriculum: The Blocks

Year 1	Year 2
Year 1 is an introduction to the key themes and statements in the Early Career Framework. The focus is on helping ECTs to establish themselves in the classroom, drawing on the best international evidence for what works in education. ECTs will work on core principles and techniques of effective teaching, including lesson planning, expositions, assessment, feedback and managing behaviour. Throughout each Block (module) they will find practical, accessible self-study activities to support their development. These will be further supplemented by regular sessions with their Mentor and training sessions led by an expert practitioner. These sessions are designed to support ECTs to translate the research into their classroom, with	The structure of the Blocks in Year 2 replicates that of Year 1. Any remaining statements from the Early Career Framework will be covered, and many of the same themes from Year 1 will be revisited in greater depth to strengthen and further ECTs' practice. During Year 2, the focus is on mastering key ideas in the Early Career Framework. ECTs will be encouraged to reflect on the links between themes, in the light of their increasing knowledge and developing practice. They will continue to work with their Mentor to reflect on the progress they have made, and by the end of the year they will identify future opportunities for development or specialisation for the next stage of their career. Training sessions provide additional support and access to a supportive peer network of other Early Career Teachers.

opportunities to discuss research, observe colleagues, practise new techniques and reflect on their progress and next steps.	
Block 1: Establishing a positive climate for learning	**Block 7:** Embedding a positive climate for learning
Block 2: How pupils learn: memory & cognition	**Block 8:** How pupils learn: making it stick
Block 3: Developing effective classroom practice: teaching & adapting	**Block 9:** Enhancing classroom practice: grouping & tailoring
Block 4: The importance of subject & curriculum knowledge	**Block 10:** Revisiting the importance of subject & curriculum knowledge
Block 5: Assessment, feedback & questioning	**Block 11:** Deepening assessment, feedback & questioning
Block 6: A people profession	**Block 12:** Continuing your professional development

Programme Delivery Model

Mentor	Year 1			Year 2			Total hours
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Induction core content package	3 hours						3 hours
Training sessions [Flexible build]	2 hours	2 hours	2 hours	1 hour	1 hour	1 hour	9 hours
Webinars	2 hours	2 hours	1 hour	2 hours	2 hours	1 hour	10 hours
Reading and reflection	← 3 hours →			← 2 hours →			5 hours

ECT	Year 1			Year 2			Total hours
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Regional training		5 hours		6 hours			11 hours
Local group sessions	3 hours		3 hours		3 hours	3 hours	12 hours
Webinars	2 hours	1 hour	1 hour	1 hour	1 hour	1 hour	7 hours
Self-study	← 26 hours →			← 5 hours →			31 hours
	Weekly mentor sessions			Fortnightly mentor sessions			

Programme Curriculum: termly scope and sequence (ECTs)

This table identifies what materials ECTs and mentors should be covering by week. This has been created as a model of best fit and terms and dates will vary between schools.

N.B This is the updated version (June 2023) and supersedes previous versions. There are minor changes to the sequence of Self-directed Study Materials for ECTs and mentor sessions. This version has been updated for mentors starting in 2023.

YEAR 1, TERM 1 (BLOCKS 1 & 2)

Block 1 : Establishing a positive climate for learning		Self-directed Study Materials (SDSM)	ECT webinars	Mentor and ECT one to one sessions	Training Sessions	Other (relevant to statutory induction)
Week 1	Foundations of a positive climate for learning Understanding the evidence & key factors in establishing a positive climate for learning	1.1 Video introduction to the Block	Webinar 1.1: Welcome to Block 1: A positive climate for learning	1.1 Setting the scene & understanding your role in establishing positive behaviour	**ECT Local Group Session 1 – Positive behaviour management and cognitive architecture** -Positive behaviour interventions -Escalating behaviour and maintaining relationships -Cognitive architecture – how pupils learn -Literacy/oracy focus	
Week 2	Routines Establishing & reinforcing classroom routines	1.2 Understanding the evidence – The importance of expectations, routines & relationships	Webinar 1.2: Setting clear expectations	1.2 Establishing & reinforcing routines		

Week		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions		Other
Week 3	Establishing high behavioural expectations Communicating your behavioural expectations in the classroom	1.3 Classroom routines		1.3 Establishing consistently high behavioural expectations		
Week 4	Maintaining high behavioural expectations Use of praise, rewards & sanctions in the classroom	1.4 Maintaining consistently high behavioural expectations		1.4 Reinforcing routines & positive behaviour in the classroom		
Week 5	A supportive & inclusive learning environment Creating a culture of trust & respect so all pupils feel safe & secure to learn	1.5 Your role in establishing positive behaviour		1.5 Establishing & maintaining a supportive, inclusive environment		
Week 6	Putting it into practice Developing a positive, predictable & safe learning environment	1.6 Planning your observations		No Session		
Week 7	Reflection on learning Review & looking forward	1.7 Reflecting on learning		1.6 Review & looking forward		Professional Progress Review

Block 2 : How pupils learn		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions		Other
Week 1	Understanding how pupils learn Exploring the evidence of how pupils learn & an	2.1 Video introduction to the Block (10)	Webinar 2.1: Welcome to Block 2: How pupils learn:	2.1 Setting the scene & reducing the cognitive load		

	introduction to cognitive load		memory and cognition (30 mins)			
Week 2	Implications of cognitive load on how pupils learn Understanding the implications of cognitive load for teachers	2.2 Understanding the evidence – how pupils learn (50)	Webinar 2.2: Cognitive load	2.2 The importance of prior learning		(Formal Assessment 1)
Week 3	Introducing new content Considerations when planning to introduce new content	2.3 Learning about prior knowledge, misconceptions & worked examples		2.3 Uncovering misconceptions		
Week 4	Prior knowledge & misconceptions The importance of secure prior knowledge & identifying & preventing misconceptions forming	2.4 Developing your teaching – Teaching & learning approaches		2.4 Sequencing content from foundational skills to more complex		
Week 5	Teaching complex material Sequencing content & breaking complex material into smaller steps			2.5 Teaching complex ideas, breaking into smaller steps & reducing distractions		
Week 6	Putting it into practice Teaching & learning approaches to avoid cognitive overload	2.5 Improving your teaching – lesson observations		2.6 Worked examples		
Week 7	Reflection on learning Review & looking forward	2.6 Reflecting on learning		2.7 Review & looking forward		Professional Progress Review

YEAR 1, TERM 2 (BLOCKS 3 & 4)

Block 3: Developing effective classroom practice: teaching & adapting		Self-directed Study Materials (SDSM)	ECT webinars	Mentor and ECT one to one sessions	Training Sessions Term 2 spring term Blocks 3 and 4	Other
Week 1	Becoming an effective teacher Exploring the evidence behind effective teaching	3.1 Video introduction to the Block	3.1 Welcome to Block 3: Establishing effective classroom practice	3.1 Setting the scene & becoming an 'effective teacher'	**ECT Regional Training Session 1 – Building your teacher toolkit – Effective classroom practice** -Misconceptions and deliberate practice -Structuring lessons for progress -Every teacher a literacy teacher -Literacy/oracy focus	
Week 2	Structuring lessons Supporting pupil progress through well-structured lessons	3.2 Understanding the evidence 1 – Effective teaching	3.2 Assertive monitoring	3.2 Planning learning effectively		
Week 3	Effective teaching Expositions, modelling & effective practice	3.3 Understanding the evidence 2– Metacognition & teaching		3.3 Expositions		
Week 4	Adapting teaching Pupil differences & catering to their needs	3.4 Learning about adaptive teaching		3.4 Model effectively		
Week 5	Putting it into practice Becoming an effective teacher by using evidence-informed	3.5 Developing your teaching – Models, practice		3.5 Understanding that pupils are different &		Professional Progress Review

	teaching & learning approaches	& adaptive teaching		catering for their needs		
Week 6	Reflection on learning Review & looking forward	3.6 Improving your teaching – Lesson Observations 3.7 Reflecting on learning		3.6 Getting students to think hard about what you want them to learn 3.7 Review & looking forward		(Formal Assessment 2)

Block 4: The importance of subject & curriculum knowledge		Self-directed Study Materials (SDSM)		Mentor Sessions		Other
Week 1	Subject & curriculum knowledge How secure subject & curriculum knowledge underpins effective planning & teaching	4.1 Video introduction to the Block	Webinar 4.1 Welcome to Block 4: The Importance of subject and curriculum knowledge	4.1 Setting the scene & reflecting on your subject & curriculum knowledge		
Week 2	Sequencing a coherent curriculum Identifying critical components of a subject & ensuring that pupils have time to learn & master these	4.2 Understanding the evidence – The importance of secure subject & curriculum knowledge		4.2 Delivering a carefully sequenced & coherent curriculum		
Week 3	An introduction to literacy Every teacher a teacher of literacy	4.3 Learning about literacy	Webinar 4.2 improving literacy through written tasks	4.3 Securing foundational concepts before moving on		
Week 4	Misconceptions & a deeper look at literacy Identifying potential misconceptions & exposing them in the classroom	4.4 Developing your teaching – Securing your subject knowledge, sequencing		4.4 Uncovering pupil misconceptions		

		effectively, explicit teaching				
Week 5	Putting it into practice Developing your subject knowledge & delivering a coherent, well-sequenced curriculum	4.5 Improving your teaching – lesson observations		4.5 Building your bank of examples & resources		
Week 6	Reflection on learning Review & looking forward	4.6 Reflecting on learning		4.6 Review & looking forward		Professional Progress Review

YEAR 1, TERM 3 (BLOCKS 5 & 6)

	Block 5: Assessment, feedback and questioning	Self-directed Study Materials (SDSM)	ECT webinars	Mentor and ECT one to one sessions	Training Sessions Term 3 summer term Blocks 5 and 6	Other
Week 1	What is 'good assessment & feedback'? Understanding the evidence of what makes assessment & feedback effective	5.1 Video introduction to the Block	Webinar 5.1 Welcome to Block 5	5.1 Setting the scene & understanding what we mean by good assessment & feedback	**ECT Local Group Session 2 – Relationships, Assessment and questioning** -Efficient and effective assessment and feedback -High-quality classroom talk -Relationships with key stakeholders -Difficult conversations -Literacy/oracy focus -	
Week 2	Assessment Purpose of assessment & avoiding common assessment pitfalls	5.2 Understanding the evidence – What is 'good assessment & feedback'?	Webinar 5.2 Effective assessment	5.2 Avoiding common assessment pitfalls		
Week 3	Assessing prior knowledge & extending pupils Techniques to find out what pupils know & to move them on when they are ready	5.3 Accessing prior knowledge		5.3 Accessing prior knowledge		
Week 4	Questioning & classroom talk Using questioning & facilitating high-quality classroom talk	5.4 Extending pupils – assessment and questioning		5.4 Extending pupils		

| Week 5 | Putting it into practice
Effective assessment, feedback & questioning techniques | 5.5 Learning about questioning & high-quality classroom talk | | 5.5 High quality classroom talk and questioning | | Professional Progress Review |
| Week 6 | Reflection on learning
Review & looking forward | 5.6 Reflecting on learning | | 5.6 Review & looking forward | | |

Block 6: A people profession		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions		Other
Week 1	Building effective relationships Working with others in the teaching profession	6.1 Video introduction to the Block	Webinar 6.1 Welcome to Block 6	6.1 Setting the scene & effective professional relationships		
Week 2	Pupils & their families Building positive relationships with your pupils & their parents and/or carers	6.2 Understanding the evidence – A people profession	Webinar 6.2: Working with parents and carers	6.2 Building trusting relationships with parents 6.3 Building trusting relationships with pupils		
Week 3	Your colleagues Working with other adults in your school, with a particular focus on your SENCO	6.3 Developing effective professional relationships 6.4 Working with the SENCO		6.4 Effective relationships with specialist colleagues		
Week 4	Teaching Assistants Building relationships & working effectively with teaching assistants	6.5 Working effectively with teaching assistants		6.5 Building effective relationships with teaching assistants		
Week 5	Looking after yourself			6.6 Managing workload & wellbeing		

Week		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	Training Sessions	Other
	Managing your workload & looking after your personal wellbeing					
Week 6	Reflection on learning Review & looking forward	6.6 Improving your teaching – lesson observations 6.7 Reflecting on learning		6.7 Review & looking forward		Professional Progress Review

YEAR 2, TERM 1 (BLOCKS 7 & 8)

N.B Some reviews of the Block are optional mentor sessions, this is to support differing term times and also to encourage the review process to be ongoing throughout the Block.

Block 7: Embedding a positive culture for learning		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	Training Sessions	Other
Week 1	Welcome back & embedding a positive culture for learning A look at the year to come & how you influence the culture for learning in your classroom	7.1 Video introduction to the Block	Webinar 7.1 Welcome to Block 7 and Year 2	7.1 Welcome back 7.2 Setting the scene & revisiting high expectations	**ECT Regional Session 2** - **Challenge, aspirations and high expectations** - Motivation and self-regulation -Making learning stick -Literacy/oracy focus	

Week 2	Understanding the evidence Setting high expectations & motivating pupils	7.2 Understanding the evidence – Pupil motivation		No Session		
Week 3	Motivating pupils Developing intrinsic motivation in your pupils & setting them up for success	7.3 Developing your teaching – Supporting pupils to achieve with challenging content		7.3 Motivating pupils		
Week 4	Regulating emotions Understanding why regulating emotions is important in the classroom, & strategies to help pupils learn how to do so			No Session		
Week 5	Challenging content Setting high expectations & motivating pupils to master challenging content			7.4 Supporting pupils to master challenging content		
Week 6	Reflection on learning Review & looking forward	7.4 Reflecting on learning		7.5 Review and looking forward (optional)		Professional Progress Review

Block 8: How pupils learn: making it stick		Self-directed Study Materials (SDSM)	Webinars	Mentor and ECT one to one sessions		Other
Week 1	Introduction to making learning stick A recap on how pupils learn & why we need to remember what we have learnt	8.1 Video introduction to the Block	Webinar 8.1 Welcome to Block 8	8.1 Setting the scene & planning regular practice & reviews of material		
Week 2	The importance of practice What makes practice effective	8.2 Understanding the evidence – The importance of practice		No Session		
Week 3	Increasing the likelihood of material being retained Techniques for boosting memory retention so pupils are more likely to remember what they learn			8.2 Dealing with challenge		
Week 4	Putting it into practice Retrieval practice techniques to aid memory	8.3 Developing your teaching – Retrieval practice		No Session		
Week 5	Designing tasks & support to help pupils access the information they need How to support pupils' retrieval of important			8.3 Learning from colleagues & reviewing this Block		

	information when attempting challenging work					
Week 6	Reflection on learning Review & looking forward	8.4 Reflecting on learning		No Session		Professional Progress Review

YEAR 2, TERM 2 (BLOCKS 9 & 10)

Block 9: Enhancing classroom practice - grouping & tailoring		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	Training Sessions	Other
Week 1	Introduction to enhancing classroom practice Enhancing classroom practice through effective grouping & tailoring	9.1 Video introduction to the Block	Webinar 9.1 Welcome to Block 9	9.1 Setting the scene & reflecting on your own practice	**ECT Local Group Session 3 - Collaboration and Critical Thinking** -Facilitating critical thinking -Facilitating collaboration -Literacy/oracy focus	
Week 2	Pupil grouping & homework Understanding the evidence & how group work & homework can enhance learning in the classroom	9.2 Understanding the evidence – Pupil grouping & homework		No Session		
Week 3	Grouping pupils A deeper look at how to group pupils effectively to maximise learning	9.3 Developing your teaching – Grouping pupils effectively		9.2 Stimulate thinking: collaborative work		
Week 4	Facilitating pupil collaboration Stimulating pupil thinking through high-quality collaborative tasks			No Session		
Week 5	Meeting the needs of individuals			9.3 Meeting the needs of individuals without creating		Formal Assessment 3

	Approaches to tailor learning to the needs of your students without creating unnecessary workload			unnecessary workload		
Week 6	Reflection on learning Review & looking forward	9.4 Reflecting on learning		9.4 Review and looking forward (optional)		Professional Progress Review

Block 10: Revisiting the importance of subject & curriculum knowledge		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions		Other
Week 1	Curriculum design & subject knowledge Revisiting the importance of subject & curriculum knowledge	10.1 Video Introduction to the Block	Webinar 10.1 Welcome to Block	10.1 Setting the scene and the core concepts & principles of the subject		
Week 2	Complex mental models How to support pupils to build increasingly complex mental models			No Session		
Week 3	Establishing secure knowledge Ensuring that pupils have secure subject knowledge before attempting more complex content	10.2 Understanding the evidence – Curriculum design around the big ideas		10.2 Strengthening pupils' subject knowledge		
Week 4	Strengthening pupils' subject knowledge Helping pupils to consolidate key ideas & build on previous learning			No Session		
Week 5	Putting it into practice Building increasingly complex mental models & supporting pupils to apply their knowledge in new contexts	10.3 Developing your teaching – Strategies & activities to support building increasingly		10.3 Supporting pupils to apply their knowledge & skills to other contexts		

		complex mental models				
Week 6	Reflection on learning Review & looking forward	10.4 Reflecting on learning		10.4 Review this Block (optional)		Professional Progress Review

YEAR 2, TERM 3 (BLOCKS 11 & 12)

Block 11: Deepening assessment, feedback & questioning		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	Training Sessions	Other
Week 1	Feedback Understanding the elements of feedback which help pupils to monitor & self-regulate their own learning over time	11.1 Video introduction to the Block	Webinar 11.1 Welcome to Block 11	11.1 Setting the scene & providing high-quality feedback	**ECT Local Group Session 4 – Feedback and your professional development beyond the programme** -Making marking manageable (revisit) -Effective assessment -Reflective practice and professional development -Literacy/oracy focus	
Week 2	Efficient approaches to assessment Increasing the efficiency of your assessment approaches, including self & peer assessment			No Session		
Week 3	Marking – learning from colleagues Using the experience of your colleagues to help identify & refine effective approaches to marking	11.2 Understanding the evidence – Supporting pupils to monitor & regulate their own learning		11.2 Make marking manageable & effective – working with colleagues		
Week 4	High-quality feedback	11.4 Developing your teaching –		No Session		

		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions		Other
	A look at verbal & written feedback & the principles of high-quality feedback	Providing high-quality feedback				
Week 5	Marking – efficiencies Reducing your workload by ensuring that marking is efficient	11.3 Learning about… Efficient approaches to assessment		11.3 Making marking manageable – efficiency		
Week 6	Reflection on learning Review & looking forward	11.5 Reflecting on learning		11.4 Reviewing this Block (optional)		Professional Progress Review
Block 12: Continuing your professional development	**Self-directed Study Materials (SDSM)**	**Webinars**	**Mentor Sessions**			**Other**
Week 1	Contributing to the wider school Taking shared responsibility for your pupils & working as part of a team	N.B there are no self-directed study materials for Block 12	Webinar 12.1: Welcome to Block 12	12.1 Contributing to the wider school culture & beyond		
Week 2	Reflective practitioner Developing your reflective practice			No Session		
Week 3	Continuing professional development Knowing what effective professional development looks like			12.2 Looking back & reflecting on progress		
Week 4	Reflecting & celebrating success			No Session		

	Looking at the past two years, the progress made & what you have learnt along the way					
Week 5	Looking forward Consider the next steps in your teaching career & what you need to achieve your goals			12.3 Next steps		
Week 6	Final Review			No Session		Professional Progress Review

Programme Curriculum: termly scope and sequence (mentors)

Term	Block	Mentor webinars	Training Sessions	Other training and support
Induction (Pre Year 1)	**Induction Course**	**Part 1** » Introduction to the ECF and ECPDP » Understanding the materials and sessions **Part 2** » Navigating the online platform and how to use it **Part 3** » Introduction to instructional » Guidance on the Impact Cycle and Mentoring **Part 4** » Engaging with the evidence base podcast series	Covered in mentor induction course	Evidence Base Podcast Series Year 1 (6 podcasts)
Year 1 Term 1 HT 1	**Block 1: Establishing a positive climate for learning**	**Introduction to Block 1 – establishing a positive climate for learning** » Key themes in Block 1 » Establishing your mentor – mentee partnership	**Mentor Training – Session 1 (Blocks 1 & 2)** » Overview of the programme and the role of the mentor » Key Content for Blocks 1 & 2 » Instructional Coaching Model » Peer Coaching	Reading and Reflection
HT 2	**Block 2: How Pupils Learn**	**Introduction to Block 2: How Pupils Learn** » Overview of Block 2 » Applying the science of learning to classroom practice. » What to look out for and adapt.		Reading and Reflection

Term 2 HT 1	**Block 3: What is effective teaching?**	**Introduction to Block 3: What is effective teaching?** » Overview of Block 3 » Using the instructional coaching method to support ECTs in the classroom. **Assertive Monitoring** » Using assertive monitoring effectively	**Mentor Training – Session 2 (Blocks 3 & 4)** » Key Content for Blocks 3 & 4 » Engaging with research » Supporting your ECT to be a research-engaged practitioner	Reading and Reflection
HT 2	**Block 4: Curriculum and Subject Knowledge**	**Introduction to Block 4: Curriculum and Subject Knowledge** » Overview of Block 4 » The importance of secure subject knowledge		Reading and Reflection
Term 3 HT 1	**Block 5: Assessment, feedback and questioning**	**Introduction to Block 5: Assessment, feedback and questioning** » Overview of Block 5 » Effective marking and feedback	**Mentor Training – Session 3 (Blocks 5 & 6)** » Engaging with Block 5 & 6 evidence » Challenging conversations » Reviewing the year so far » Looking ahead to Year 2	Reading and Reflection
HT 2	**Block 6: A people profession**	**Introduction to Block 6: A people profession** » Overview of Block 6 » Working with other stakeholders		Reading and Reflection
Year 2 Term 1 HT 1	**Block 7: Establishing a positive climate for learning**	**Introduction to Block 7: Establishing a positive climate for learning** » Overview of Block 7	**Mentor Training – Session 4 (Blocks 7 & 8)**	Evidence Base Podcast Series

		» Introduction to Year 2 and Block 7 **Mastering Content** » Understanding what mastering content looks like	» Revisiting the Year 1 journey for both mentors and ECTs. » Deepening the ECF evidence base. » Exploring ECT action steps for the year ahead.	Year 2 (3 podcasts) Reading and Reflection
HT 2	**Block 8: Making learning stick**	**Introduction to Block 8: Making learning stick** » Overview of the Block » Making learning stick		Reading and Reflection
Term 2 HT 1	**Block 9: Grouping and tailoring**	**Introduction to Block 9: Grouping and tailoring** » Overview of the Block » Scaffolding and group work	**Mentor Training – Session 5 (Blocks 9 & 10)** » Supporting mentors to be critical consumers of research » Exploring key questions when using the best bets from the evidence in our classrooms. » Reflecting on the EEF literacy vignettes (or equivalent resource) and their implications for classrooms.	Reading and Reflection
HT 2	**Block 10: Revisiting the importance of subject knowledge**	**Introduction to Block 10: Revisiting the importance of subject knowledge** » Overview of Block 10 » Importance of subject knowledge		Reading and Reflection
Term 3 HT 1	**Block 11: Deepening assessment, feedback and questioning**	**Introduction to Block 11: Deepening assessment, feedback and questioning** » Overview of Block 11 » Questioning, feedback and assessment	**Mentor Training – Session 6 (Blocks 11 & 12)** » Review of mentor journey	Reading and Reflection

HT 2	**Block 12: Continuing your professional development**	**Introduction to Block 12: Continuing your professional development** » Overview of Block 12 » Next steps and professional development **Next Steps** » Supporting ECT with professional development » What does good CPD look like and involve	» Review of skills and knowledge developed » Next steps for ECTs and mentors.	Reading and Reflection

Training and Event Dates

January Intake (standard) – Academic Year 2022/2023 - Delivered by DPs

Academic Year 2022/2023 January intake (Year 2) Delivered by DPs	Term 3 (Autumn 2024)	ECT Local Group session 4	23/09/24 – 19/10/24
		Mentor Local Group Session 2	16/09/24 – 04/10/24

NB. Please note that engagement lies within the entire milestone period therefore specific event windows have been removed.

January Intake (standard) – Academic Year 2023/2024 - Delivered by DPs

Academic Year 2023/2024 January intake (Year 1) Delivered by DPs	Term 3 (Autumn 2024)	ECT Local Group Session 2	02/09/24 – 13/12/24
		Mentor Training Session 3	02/09/24 – 13/12/24
Academic Year 2023/2024 January intake (Year 2) Delivered by DPs	Term 1 (Spring 2025)	ECT Regional Training Session 2	01/01/25 – 31/03/25
		Mentor Training Session 4	01/01/25 – 31/03/25
	Term 2 (Summer 2025)	ECT Local Group session 3	01/04/25 – 18/07/25

		Mentor Training session 5	01/04/25 – 18/07/25
	Term 3 (Autumn 2025)	ECT Local Group session 4	01/09/25 – 19/12/25
		Mentor Training Session 6	01/09/25 – 19/12/25

April Intake (standard) - Academic Year 2022/2023 - Delivered by DPs

Academic Year 2022/2023 April intake (Year 2) Delivered by DPs	Term 2 (Autumn 2024)	ECT Local Group session 3	23/09/2024 – 18/10/24
		Mentors	No Training Event
	Term 3 (Spring 2025)	ECT Local Group session 4	03/03/25 – 28/03/25
		Mentor Local Group Session 2	24/02/25 – 14/03/25

April Intake (standard) – Academic Year 2023/2024 – Delivered by DPs

Academic Year 2023/2024 April intake (Year 1) Delivered by DPs	**Term 2 (Autumn 2024)**	**ECT Regional Training Session 1**	02/09/24 –13/12/24
		Mentor Training Session 2	02/09/24 –13/12/24
	Term 3 (Spring 2025)	**ECT Local Group Session 2**	01/01/25 – 31/03/25
		Mentor Training Session 3	01/01/25 – 31/03/25
Academic Year 2023/2024 April intake (Year 2) Delivered by DPs	**Term 1 (Summer 2025)**	**ECT Regional Training Session 2**	01/04/25 – 18/07/25
		Mentor Training Session 4	01/04/25 – 18/07/25
	Term 2 (Autumn 2025)	**ECT Local Group session 3**	01/09/25 – 19/12/25
		Mentor Training session 5	01/09/25 – 19/12/25
	Term 3 (Spring 2026)	**ECT Local Group session 4**	01/01/26 – 31/03/26
		Mentor Training Session 6	01/01/26 – 31/03/26

September Intake (standard) – Academic Year 2023/2024 – Delivered by DPs

Academic Year 2023/2024 September intake (Year 2) Delivered by DPs	Term 1 (Autumn 2024)	ECT Regional Training Session 2	02/09/2024 –13/12/24
		Mentor Training Session 4	02/09/2024 –13/12/24
	Term 2 (Spring 2025)	ECT Local Group session 3	01/01/2025 – 31/03/25
		Mentor Training session 5	01/01/2025 – 31/03/25
	Term 3 (Summer 2025)	ECT Local Group session 4	01/04/25 – 18/07/25
		Mentor Training Session 6	01/04/25 – 18/07/25

Facilitator Training

Facilitator Training for 2024–2025

2024–2025 September intake (Year 1)		2023–2024 September intake (Year 2)	
Blocks 3 & 4 (ECT Regional Event 1 and Mentor training session 2)	Tuesday 26th November from 10 am to 12 pm (**Cascade training – ECF Leads only**)	**Blocks 9 & 10 (ECT Local Group Session 3 and Mentor training session 5)**	Thursday 28th November from 2 pm to 4 pm (**Cascade training – ECF Leads only**)
	Thursday 28th November from 10 am to 12 pm (**Both ECT and Mento**r)		Tuesday 26th November from 2 pm to 4 pm (**Both ECT and Mentor**)
	Tuesday 3rd December from 2 pm to 3 pm (**Refresher training for fully trained facilitators**)		Tuesday 3rd December from 2 pm to 3 pm (**Refresher training for fully trained facilitators**)
	Thursday 5th December from 4 pm to 6 pm (**Both ECT and Mentor**)		Thursday 5th December from 10 am to 12 pm (**Both ECT and Mentor**)
Blocks 5 & 6 (ECT Local Group Session 2 and Mentor training session 3)	Tuesday 4th March from 10 am to 12 pm (**Cascade training – ECF Leads only**)	**Blocks 11 & 12 (ECT Local Group Session 4 and Mentor training session 6)**	Thursday 6th March from 2 pm to 4 pm (**Cascade training – ECF Leads only**)
	Thursday 6th March from 10 am to 12 pm (**Both ECT and Mentor**)		Tuesday 4th March from 2 pm to 4 pm (**Both ECT and Mentor**)
	Tuesday 11th March from 10 am to 11 am		Tuesday 11th March from 2 pm to 3 pm

	(Refresher training for fully trained facilitators)		**(Refresher training for fully trained facilitators)**
	Thursday 13th March from 4 pm to 6 pm **(Both ECT and Mentor)**		Thursday 13th March from 10 am to 12 pm **(Both ECT and Mentor)**
Blocks 7 & 8 **(ECT regional event 2 and Mentor training session 4)**	Tuesday 24th June from 10 am to 12 pm **(Cascade training – ECF Leads only)**		
	Thursday 26th June from 2 pm to 4 pm **(Both ECT and Mentor)**		
	Tuesday 1st July from 2 pm to 3 pm **(Refresher training for fully trained facilitators)**		
	Thursday 3rd July from 10 am to 12 pm **(Both ECT and Mentor)**		