

## ITE Approach to: Core Content Framework (CCF)

### What do I need to know about it?

- It defines in detail the minimum entitlement of all trainee teachers.
- It aligns with our own ambitious ITE curriculum, based on the EHU [ITE Pillars](#) (which is a much richer curriculum).
- The EHU ITE pillars together with the [CCF](#) have been key documents used to support the design of the sequencing and progression of our own provision, programme by programme (as outlined within our Curriculum Communication documents).
- The CCF has been designed to support trainee development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours.
- It is presented within 8 key sections: High Expectations, How Pupils Learn, Subject and Curriculum, Classroom Practice, Adaptive Teaching, Assessment, Managing Behaviour and Professional Behaviours.
- Each section of the CCF contains a range of 'learn that' and 'learn how to' statements or principles, however, this is not an assessment framework and should not be used as such.
- The Introductory/Developmental/Consolidation phases of placements should engage with the EHU ITE curriculum and CCF content with levels of detail and complexity commensurate with the stage of the programme.
- The CCF dovetails with the [Early Career Framework](#) (ECF) where Early Career Teachers (ECTs) further develop their skills through a structured programme of support in their first two years of teaching.
- A full bibliography is provided within the framework which should be shared with trainees to support their critical engagement with research. Trainees should be engaging with these materials both whilst at school and at centre-based university training.

### Are there any particular things to note?

Trainees should be fully aware of the principles underpinning the CCF. There are some areas of particular interest for current practice, for example:

- Consideration of SEND, disadvantaged backgrounds and mental health.
- The principles of adaptive teaching (as opposed to the use of differentiated tasks).
- The key role of expert colleagues, including experienced and effective teachers and subject specialists in schools.
- Support for Behaviour Management Training.
- The importance of subject specific knowledge and training.
- Working memory, long-term memory – balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

- Trainees themselves need to demonstrate evidence that they know more and remember more of their ITE curriculum and that they can put this into practice.

## **How can I use the CCF?**

- ✓ Weekly Development Summary form has been shaped with the themes of the CCF in mind. Mentors and LTs might sample statements or principles from the CCF (and wider EHU ITE curriculum) to explore how a trainee has engaged with the themes (formatively) and how they can demonstrate what they know about a particular aspect or principle.
- ✓ Within the weekly meeting the CCF materials can support a mentor when holding discussions about what has been learned and applied by a trainee at that stage in their training.
- ✓ Future training opportunities can be identified for subsequent weeks whilst a trainee is on professional practice.

## **How can I access CCF documentation and further support materials?**

### **ITT Core Content Framework**

<https://bit.ly/3tFpqVt>

### **ITT Core Content Framework Exemplification Resource Materials**

<https://bit.ly/3vYcLOY>

### **ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary**

<https://bit.ly/2RcKu8F>

### **Adaptive Teaching**

<https://bit.ly/3zX5bpU>

### **The Early Career Framework Reforms Overview (ECF)**

[Early career framework reforms: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework-reforms-overview)

### **The Early Career Framework (ECF)**

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/early-career-framework)