

## The aim of MTEP's provision is:

- that our ambitious, integrated and sequenced MTEP curricula are the drivers for all trainees progress
- that there is consistency in both processes and judgements across all of our provision
- that schools and staff working with any of our programmes have a firm and common understanding of the intended curriculum and are confident with our QTS expectations and outcomes

Our MTEP vision for excellence and ambitious MTEP curriculum leads and drives our trainees' progress across all of our provision. Our processes are aligned with the MTEP curriculum, the <u>CCF</u>, the <u>ITE Ofsted inspection framework</u>, the <u>Teachers' Standards</u> and the <u>Teachers' Standards</u> (EY).

Our vision for excellence is as below:

The Plymouth Marjon Teacher Education Partnership is a values-based collaborative partnership that ensures excellent outcomes for children, pupils, trainees and teachers.

All trainees will have a passion for teaching All trainees will achieve good or better which leads to enhanced employability subject and pedagogic knowledge for the age skills. The Plymouth Marjon Teacher **Education Partnership** develops highly reflective and professional teachers and expects that: All stakeholders will engage in high quality All stakeholders will understand their support and training to meet the individual responsibility to impact upon pupil progress. needs of all trainees, including mental health of trainees.

Our MTEP curriculum is outlined in three themes:

- 1. The professional role of the developing teacher
- 2. Development of teaching and learning
- 3. Curriculum and specialisms

These themes are embedded in all MTEP modules across our provision. These themes are linked to, but not defined by, both the 5 core areas of the CCF and the Teachers' Standards.

	Core Content Framework	Teachers' Standards	Teacher's Standards (Early Years)
The professional	Behaviour	TS1, TS7, Part 2	TS1, TS7
role of the	management		
developing teacher	Professional	TS8, Part 2	TS8
	behaviours	TS2, TS4, TS5	TS2, TS4, TS5
	Pedagogy		
Development of	Behaviour	TS1, TS7, Part 2	TS1, TS7
teaching and	management		
learning	Professional	TS8, Part 2	TS8,
	behaviours		
	Assessment	TS6	TS6
	Pedagogy	TS2, TS4, TS5	TS2, TS4, TS5
Curriculum and	Pedagogy	TS2, TS4, TS5	TS2, TS4, TS5
specialisms	Curriculum	TS3	TS3

It is important that our curriculum is 'intentionally coherent' (intent), delivered in 'effective ways' (implementation) and 'transforms trainees practice' (impact). *Ofsted*, *2021* 

