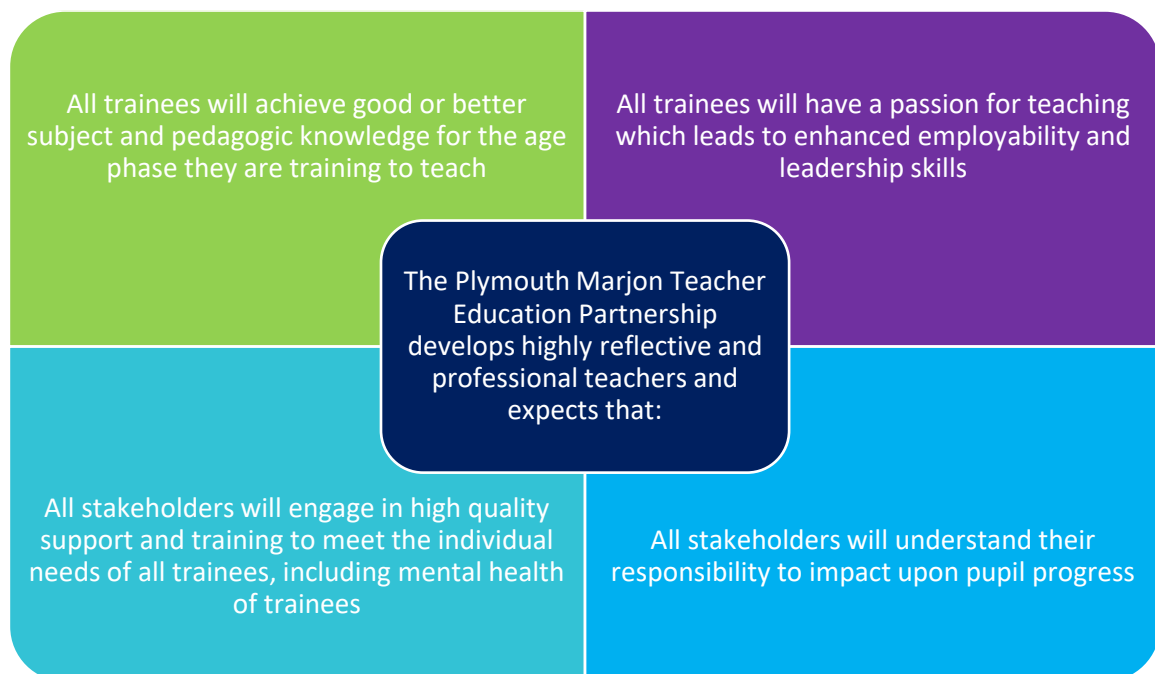




Our Partnership

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

Our Vision of Excellence



Our Aims

We aim to strengthen the education sector and to improve the outcomes of all children by:


- Developing trainees who have deep, secure and extensive knowledge and skills related to the following three themes:
 1. The professional role of the developing teacher
 2. Development of teaching and learning
 3. Curriculum and specialisms
- Preparing trainees who meet high expectations for personal and professional conduct; are ready for their career 'next steps' and have enhanced employability, 'promotion-readiness' and leadership potential.
- Cultivating trainees' passion for subjects, teaching and subject leadership.
- Fostering MTEP values and academic habits such as critical reflection and curiosity in every cohort.

Our Approach

Our MTEP vision of excellence and our ambitious MTEP curriculum*, leads and drives our trainees' progress across all our provision** and our collective endeavour to realise these aims for every cohort. Our processes are aligned with the MTEP curriculum, the [CCF](#), the [ECF](#), the [ITE Ofsted inspection framework](#), the [Teachers' Standards](#) and the [Teachers' Standards \(EY\)](#). Curriculum content and implementation varies depending on the programme, phase and specialist subject area. However, at each level, the curriculum explicitly considers how all components are sequenced incrementally to build expertise and confidence of the trainee teachers. The curriculum is co-constructed and implemented in partnership. Trainees are taught, trained and supported at both the centre and on placement by expert colleagues.

Our provision is underscored by the University Growth Plan (2017-2025) 'Centred on Student Success'. We focus on the holistic development of all trainees in their chosen route into teaching and deliver an authenticity of experience to empower self-realisation. Our educational offer is closely aligned with our civic commitment and local needs. Knowledge exchange between trainees, academics and school community is embedded in design and delivery.

Our MTEP curriculum 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	Teachers' Standards (Early Years)
The professional role of the developing teacher	Behaviour management Professional behaviours	TS1, TS7, Part 2 TS8, Part 2	S1, S1, S7, S8
Development of teaching and learning	Behaviour management Professional behaviours Assessment Pedagogy	TS1, TS7, Part 2 TS8, Part 2 TS6 TS2, TS4, TS5	S1, S8 S6 S2, S4, S5
Curriculum and specialisms	Pedagogy Curriculum Assessment	TS2, TS4, TS5 TS3 TS6	S2, S4, S5 S3 S6

Our Curriculum Themes

Theme 1: The Professional Role of the Developing Teacher



The MTEP curriculum ensures trainees achieve secure and sophisticated mental models related to **the professional role of the developing teacher**. Trainees learn the absolute requirement for teachers to hold **high expectations** for all pupils and members of a school community and themselves. Trainees learn what the implications are for the **professional behaviour** of staff in and out of school, in person and online, as well as learning what this means in relation to curriculum outcomes. Trainees are taught to embody **mutual respect** for all as they seek to establish **positive learning-orientated relationships with staff, pupils and parents**. Capitalizing on these working relationships, trainees are taught to **deploy support staff** to scaffold provision as required to ensure pupils keep up with curriculum expectations. Trainees learn how to manage their **workload** and **wellbeing** to optimise their professional contribution for the long term.

Trainees learn how **ethos and values** govern professional behaviour in important ways. They learn how to uphold the **Marjon Values** and learn how their own **philosophy of teaching and learning**, can interact with those of placement schools in important and productive ways. Trainees learn how to interpret and act on local and national policy requirements, including the supreme priority of **safeguarding** pupils. Trainees learn how the combination of school policy, values, high expectations and professional behaviours can be combined to **teach pupils how to behave** in pro-social and productive ways. Trainees learn how teacher **involvement in wider school life** is an expectation of the profession and plays an important part in developing community relations and gives all pupils rich and varied educational and recreational experiences.

Trainees are taught to use the knowledge taught in their ITE curriculum to realize **evidence-informed reflective practice: critically evaluating** alternative courses of action and working with more experienced colleagues to respond to **professional advice** and **develop targets** to drive their professional development. Trainees know that meeting professional requirements and taking professional development opportunities is the corner stone of their **employability** including preparing them for the job application process and their ECT years. In this way, Trainees learn the importance of **ambition** and what it takes to make a difference through responsive and **responsible leadership**. As a result, Trainees know what it takes to be **promotion ready** and to manage their own learning **independently**.

Theme 2: Development of Teaching and Learning



The MTEP curriculum ensures trainees have secure and sophisticated mental models related to the value of establishing a safe, secure, predictable and positive **learning environment**, including **establishing routines**, creating a **culture of learning** and **raising aspirations**.

Trainees develop a wide awareness of various factors that inhibit learning, together with strategies to address these factors and to mitigate for their effects. Trainees complete their curriculum journey with a secure appreciation of **how children learn**, informed by research findings describing cognitive architecture and the processes that support changes in the **long-term memory**. Trainees come to know how new knowledge can be introduced in such a way that it enters our **working memory**; is connected to **prior knowledge**; is committed to the long-term memory and **regularly retrieved** to increase the strength and ease of recall. Trainees are taught the value of deliberately **building schemas** through careful consideration of how to **activate prior learning**; breakdown complex content, **sequence** the introduction of new information; **link concepts together** and to **elicit misconceptions** so that they can be addressed as soon as possible.

Trainees learn how to use this knowledge to **plan** for the **effective use of lesson time** and impactful **homework** activities. Trainees learn a range of effective **teaching strategies** and how to choose between them to ensure the curriculum is taught effectively. Trainees learn the value and requirements for effective **collaborative learning**. They appreciate the centrality of **questioning** and the range of purposes it can fulfil. Trainees know how **oracy** can be gainfully used to require pupils to think hard about new concepts, develop communication skills and stimulate and extend pupils' **metacognition**.

Trainees are taught to understand their what it means to be **accountable for progress** relative to curriculum expectations and to **evaluate the impact** of their teaching. They are shown how to utilize **assessment** and **adaptive teaching** to identify who and what levels of **scaffolding** are required to ensure pupils achieve a high success rate, whilst remaining challenged. The curriculum asserts that **marking and feedback** should be used to move pupils learning forward and to **support children to be reflective**.

Theme 3: Curriculum and Specialisms



The MTEP curriculum prioritizes **'early reading'** and establishes all teachers (regardless of phase) as teachers of reading. The ability to read is repeatedly emphasized as a necessary condition for equitable curriculum access. As such, trainees are taught the required skills to teach reading in and for their subjects.

Discrete **subject specific training** is fundamental to the MTEP curriculum. The curriculum prepares trainees to teach the relevant **Basic and National Curriculum** subjects within the context of **school curriculum**. The curriculum builds trainee **subject knowledge** and knowledge of how they can continue to develop this during the course of their career. The curriculum extends trainee's **substantive knowledge** in the relevant subjects (including **subject specific vocabulary**) and an appreciation of what constitutes full **curriculum coverage** in each subject. Having completed our curriculum, trainees have a knowledge of each subject. This **disciplinary knowledge** includes knowledge of the academic parent disciplines related to the school subject. Moreover, it includes knowledge of **subject specific pedagogy** that marries effective pedagogical practice with activities coherent with practices and concerns associated with experts in the field.

Trainees are taught generic curriculum theory, so that they appreciate how (at a curriculum planning level) **breaking content into smaller components; sequencing them across time; revisiting content** and **linking new concepts** to those previously taught supports the development of **schema**. Trainees understand challenge in terms of **ambitious curriculum 'end points'** and recognize how **midpoints and milestones** can be used to govern **pedagogical decision making** and to map **curriculum progression** as curriculum content is revisited in ever greater depth.

Moreover, the curriculum prepares trainees to recognize what quality curriculum design and outcomes look like within the subjects and phases they are training to teach, including **age related expectations**. They learn **common misconceptions** that can impede pupils' **progression** through the curriculum and how to use **subject specific assessment** to identify gaps and insecurities in pupil knowledge of key knowledge components. Trainees are taught **subject specific metacognitive strategies** that can be used to strengthen pupil understanding and scaffold them to success as they apply their learning to new topics. Trainees are taught on the assumption that they are being prepared for **subject leadership** and tutors seek to fuel **curiosity** in trainees by modelling a **passion for the subjects** they teach.

Implementation and Impact

The combination of our coherent, progressive and well-sequenced curriculum and broader University provision secures excellent outcomes for trainees. Implementation methods are selected and focused to realise curriculum intent and to achieve associated ambitious outcomes.



* The term curriculum refers to a framework consisting of the curriculum aims detailed above; the three themes (the professional role of the developing teacher, development of teaching and learning and curriculum and specialisms) and the detailed articulation of the programme and learning outcomes that go beyond the minimum requirement of the CCF. It specifies the sequencing of the knowledge and skills to be gained at each stage and how they are translated into structure and narrative, within the relevant route into teaching and institutional context. It provides the framework for evaluating what knowledge and understanding trainees have gained against expectations.

** The term provision is used to refer to the full MTEP offer including multiple routes into teaching; university-wide experience; enhancement and enrichment opportunities and support services. It includes our wider partnership collaboration and engagement beyond ITE which serves to enhance the curriculum and build community.