

Supporting mentors with the ITTECF and the EHU ITE curriculum



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Aims

By the end of this session it is hoped that you will:

- Understand what the ITECCF is, what it isn't, and what is meant by the evidence base.
- Understand the Edge Hill ITE curriculum including how this is designed and how this can be used to help trainees to make progress.
- Feel more confident and assured when assessing trainee progression using the Weekly Development Summaries (WDS).

Initial Teacher Training and Early Career Framework (ITTECF)

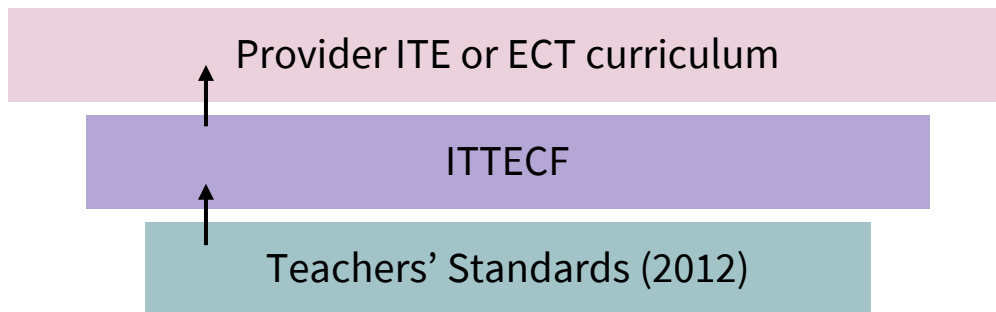
Took effect from September 2025. It replaced the two previous (and separate documents):

- **The Core Content Framework (CCF).**
- **The Early Career Framework (ECF).**

The **ITTECF sets out what trainees and ECTs need to know, and know how to do, at the start of their careers.** It is for **any provider who delivers ITE and any provider or schools who train ECTs.**

They are **compliance not curriculum frameworks.** There is an expectation that providers go beyond both in their own curriculum offer. They are also **not assessment criteria.** They are the minimum content which providers must deliver as part of their ITE and/or ECT provision. Providers are expected to have their own curriculum which covers (but which goes beyond) the ITTECF content. It is underpinned by educational research (aka **the evidence base**).

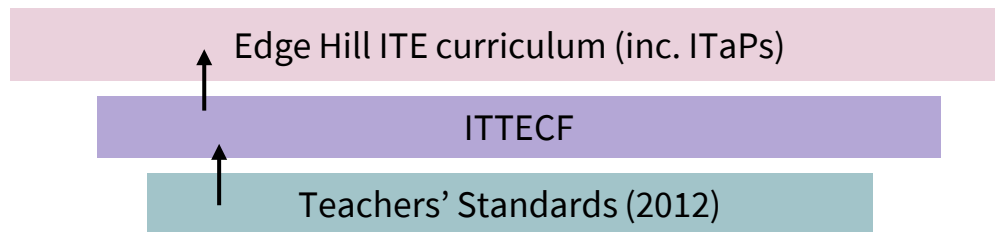
Trainee teachers are working towards QTS and ECTs are in their QTS probationary phase. For this reason, the ITTECF is **underpinned by the Teachers' Standards (2012).**



What does this mean for ITE?

[illegible]

- In order to remain **compliant** with the DfE, ITE providers, such as Edge Hill, must demonstrate that they **cover all aspects of the ITTECF in their curriculum coverage**. However, we are also expected to go well-beyond this:
 - ‘**Leaders have crafted an ambitious and highly rigorous curriculum for trainees to learn.** Key themes which are important to the local area, such as **social justice** and a **clear understanding of the adaptations required for pupils with SEND**, are woven throughout all components of the ITE programmes’ (Ofsted, 2024)
- Additionally, our **ITaPs** (Intensive Training and Practice) **must focus on specific aspects of the ITTECF**, referred to as ‘pivotal practice’. For example, all Secondary trainees undertake an ITaP which focuses on the pivotal practice ‘*Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed*’ (Adaptive Teaching 2)

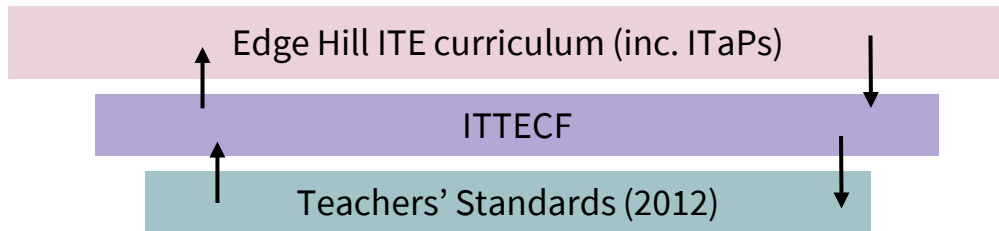


Is the trainee making progress?

Historically...



- Progress was seen as trainees **taking on an increased workload** or **responsibility to match the demands of those with QTS**.
- Trainees **collated evidence** at key points of their ITE to demonstrate their competence towards the Teachers' Standards.
- **Summative assessment on QTS courses was against the Teachers' Standards, regardless of where a trainee may have been at in their ITE.**
- Trainees made progress by amassing **120 days on placement** and **collating evidence** mapped against the Teachers' Standards (for QTS)



Current practice

- Progress is seen as **making progress through an ITE curriculum which clearly sets out what trainees are expected to do for that stage of their ITE.**
 - *To make progress through the ITE curriculum in [subject] trainees should know...*
 - *To make progress through the ITE curriculum in [subject] trainees should be able to...*
- **Trainees are only assessed against the Teachers' Standards at the end of their course.** This is done by the provider who then recommend QTS to the DfE.
- Providers are explicitly guided to remove any onerous paperwork or evidence gathering tasks to **help trainees manage their workload.**

By making progress through the EHU ITE curriculum, trainees are making progress towards QTS.

The Weekly Development Summary (WDS)

The **WDS** enables us, as the ITE provider to

- **track trainee progression through the curriculum** each week.
- Identify where trainees (or mentors) need more **support to make progress**
- Identify trainees who, despite additional support, are not making progress and who may need a **Progress Support Plan**.

As mentors you are asked to:

- ☐ Respond yes/no to the curriculum statements each week
- ☐ Ask trainees 2-3 questions to assess progress and record their responses
- ☐ Identify the skill(s) which trainees need to develop and the opportunities available to practice, observe, or receive feedback on these skills.
- ☐ Confirm
 - ☐ The trainee is making progress for that week
 - ☐ They have made progress but this has required additional support
 - ☐ Despite additional support, trainee has not made progress and/or has not demonstrated the expected professional behaviours

The WDS provides the curriculum on a week-by-week basis. You can view the ITE curriculum for each course for all 42 weeks on our [mentor site](#)

The diagram illustrates the structure of the Weekly Development Summary (WDS) form, with sections highlighted by colored boxes:

- Curriculum for the week** (Red box): This week the trainee should have demonstrated that they know:
- Questions for mentor and trainee to discuss in mentor meeting** (Blue box): Q1: How do you incorporate metacognitive strategies in your teaching to help students become more independent learners?
- Opportunities identified for progress** (Green box): Based on the curriculum for this week, which skill(s) need(s) development.
- Progress** (Purple box):
 - Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:
 - ☐ Trainee is making sufficient progress through the curriculum and has demonstrated appropriate professional behaviours.
 - ☐ Trainee is making sufficient progress through the curriculum, but this has required additional support.
 - ☐ Despite additional support the trainee is not making sufficient progress through the curriculum and/or has not displayed the appropriate professional behaviours. A Progress Support Plan should be considered.
 - By observing subject mentor scaffolds how to answer exam style question with Year 11
 - Observe other professionals model good practice in supporting students become independent.
- are a strong support in eventually allowing students to become the independent learners that they need to become
- are a strong support in eventually allowing students to become the independent learners that they need to become
- ☐ Yes ☐ No

The WDS: Tracking behind the scenes

- Link Tutors review every WDS each week once submitted.
- All data captured on the WDS is recorded and QA'ed at various levels to ensure mentor judgements are accurate and to ensure trainees are receiving high-quality and effective mentoring.
- Mentor submits WDS - Link Tutor records assessment on tracker - Link Tutor contacts mentor if additional support is required and records any interventions made.
 - Y: Progress made
 - YS: Progress made with additional support
 - N: No progress
- Repeated YS or repeated N trigger intervention.

5	Intervention made	6	Intervention made	7	Intervention made	8	Intervention made	9	Intervention made
Y		Y		Y		N	Emailed trainee with support	Y	
Y		Y		Y		N	Emailed trainee with support	N	Emailed w
Y		Y		Y		Y		Y	
Y		Y		Y		Y		Y	
N	Emailed with support	Y		Y		Y		N	emailed s
Y		Y		N	Emailed with support re compl	Y		N	Emailed w
Y		Y		Y		Y		Y	emailed re
Y		Y		Y		Y		Y	
N		Y		Y		Y		Y	
Y		Y		N	Emailed with support re compl	Y		N	Emailed w
Y		Y		Y		N	Emailed to upload to onedrive	N	Emailed re
Y		Y		N	Emailed with support re compl	Y		Y	
Y		Y		Y		Y	Emailed mentor for guidance on targ	HT	
Y		Y		Y	Emailed for clarification of prog	Y	Emailed mentor about answer No to	Y	
Y		Y		Y	Emailed about opportunities id	N	Professional behaviours - sent meeti	HT	
Y		Y		Y	QA NI mentor just received Aby	Y	Emailed about opportunities	Y	
Y		Y		Y	Emailed about opportunities id	Y	Emailed about opportunities	N	Emailed a
N	Emailed with support	Y		Y	Discussed completion of WDS	Y	Emailed about opportunities	HT	
Y		Y		Y		Y	Emailed about opportunities	Y	
Y		Y		Y		Y		Y	
Y		Y		N	Emailed with support re compl	Y		Y	
Y		Y		N	Emailed with support re compl	N		Y	
Y		Y		Y		Y		Y	
Y		Y		Y		Y		Y	
Y		Y		Y		Y		Y	
Y		Y		Y	Emailed positive feedback abou	Y		HT	
Y		Y		Y	Discuss completion of WDS in	N	Emailed to check if need support as	N	
Y		Y		Y	Emailed for clarification re. curriculum for the week			Ys	
Y		Y		Y		Y		Y	
Y		Y		Y		Y		Y	Emailed w
Y		Y		Y		Y		Y	
Y		Y		N	Just placed	Y	Emailed about opportunities	Y	
Y		Y		N	Emailed with support re compl	N	emailed with support	Y	
Y		Y		Y	Emailed for clarification re. cur	Y	Emailed about opportunities	Y	



The ITTECF evidence base

The skills which trainees are expected to know and be able to demonstrate are informed by educational research. This is often referred to as the ‘evidence base’ and is akin to a reference list at the back of the ITTECF document.

It is **inaccurate to say this is a reading list**, however many providers have made use of this evidence base to inform:

- The curriculum design both in terms of content and structure
- Trainee reading lists
- Approaches to mentoring

When the CCF was launched in 2019, the evidence base was heavily criticised by many within ITE:

- Dated research (some research was 10+ years old)
- Lack of ecological validity (research which wasn’t relevant or valid for educational settings)
- A very limited pool of sources which reflected a specific educational and/or methodological perspective (e.g Cognitive Load Theory, reliance on large-scale quantitative data).

The evidence base was updated when the ITTECF was launched in September 2025 to include a (slightly!) wider range of evidence. However, the evidence base is still perceived as many as methodologically limited.

The reading for mentors each week is a summary of a ITTECF key reading (taken from the evidence base) and a summary of some limitations of the research.

High Expectations (Standard 1– Set high expectations)

[Key reading recommendations are indicated with an asterisk.]

Aronson, J. (Ed.) (2002) Improving academic achievement: Impact of psychological factors on education. New York: Academic Press.

Bandura, A. (1986) Social foundations of thought and action: a social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.

Boyd, D., Lankford, H., Loeb, S., Rockoff, J., & Wyckoff, J. (2008). The narrowing gap in New York City teacher qualifications and its implications for student achievement in

Key reading for the week

Summary: The focus of the reading is on the theory of ‘multiple intelligences’ and it suggests that people do not have one general intelligence but are characterized by a range of intelligences instead. So, rather than being globally intelligent, one may be particularly strong in certain areas, for example mathematics, while someone else may be particularly strong in another area such as physical sports. The reading distinguished seven main types of intelligence. These include: Visual/spatial intelligence which is the ability to perceive the visual. Verbal/linguistic intelligence:- This is the ability to use words and language. Logical/mathematical intelligence:- This is the ability to use reason, logic and numbers. Bodily/kinaesthetic intelligence. This is the ability to control body movements and handle objects skilfully. Musical/rhythmic intelligence. This is the ability to produce and appreciate music. These learners think in sounds, rhythms and patterns. Interpersonal intelligence. This is the ability to relate to and understand others. These learners can empathize and see things from other people’s point of view in order to understand how they think and feel. Intrapersonal intelligence. This is the ability to self-reflect and be aware of one’s inner states. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Limitations: A misconception that exists about this theory is that one intelligence is necessarily dominant. This is not really the case, as all of us will possess all intelligences to some extent. It is also important to remember that doing something will usually require use of more than one intelligence.

Reference: Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning/>