



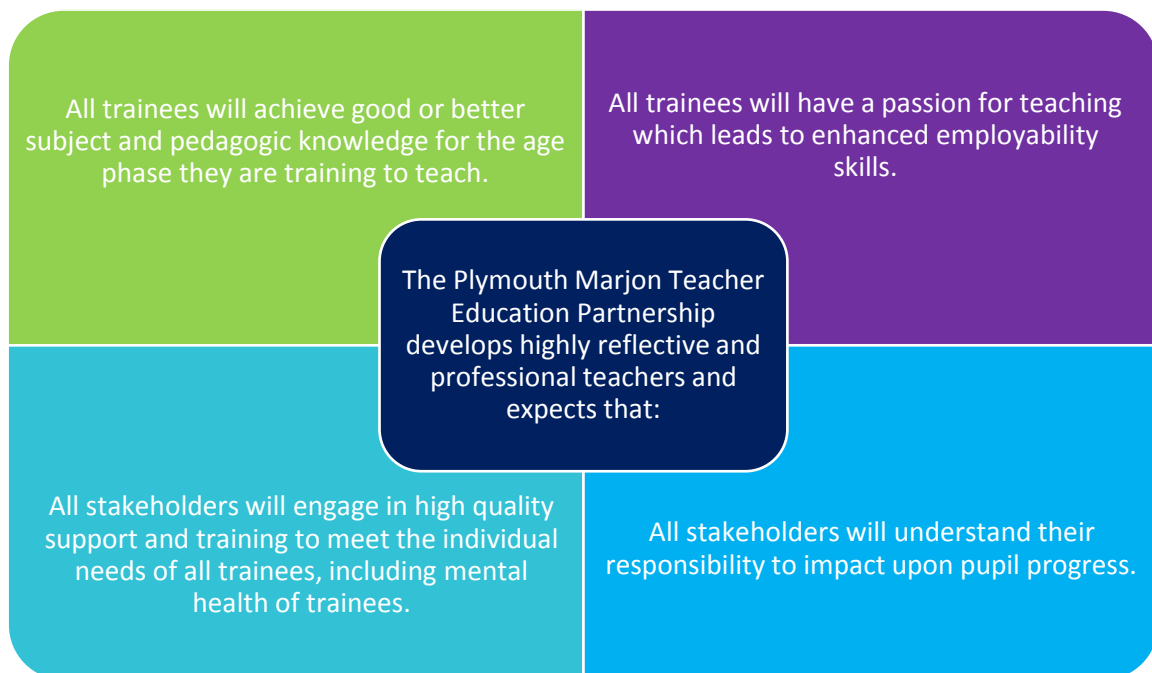
The aim of MTEP's provision is:

- 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 [CCF](#), the [ECE](#), the [ITE Ofsted inspection framework](#), the [Teachers' Standards](#) and the [Teachers' Standards \(EY\)](#).

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.



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 role of the developing teacher	Behaviour management Professional behaviours Pedagogy	TS1, TS7, Part 2 TS8, Part 2 TS2, TS4, TS5	TS1, TS7 TS8 TS2, TS4, TS5
Development of teaching and learning	Behaviour management Professional behaviours Assessment Pedagogy	TS1, TS7, Part 2 TS8, Part 2 TS6 TS2, TS4, TS5	TS1, TS7 TS8, TS6 TS2, TS4, TS5
Curriculum and specialisms	Pedagogy Curriculum	TS2, TS4, TS5 TS3	TS2, TS4, TS5 TS3

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

