

### 4.3 BCU ITE Curriculum

The Birmingham City University Curriculum encompasses the full entitlement described in the DfE Initial Teacher Training Framework as well as integrating additional analysis and critique of theory, research and expert practice. We recognise that it is an entitlement for all trainees to work with, and learn from expert colleagues, as they practise, rehearse and refine approaches. We give high importance to mentoring that ensures trainees receive high quality, clear and well-structured feedback from expert colleagues in faculty and across the BCU regional partnership. We believe that the quality of teaching is the most important factor in improving outcomes for pupils, and the quality of training enables quality trainees to achieve this.

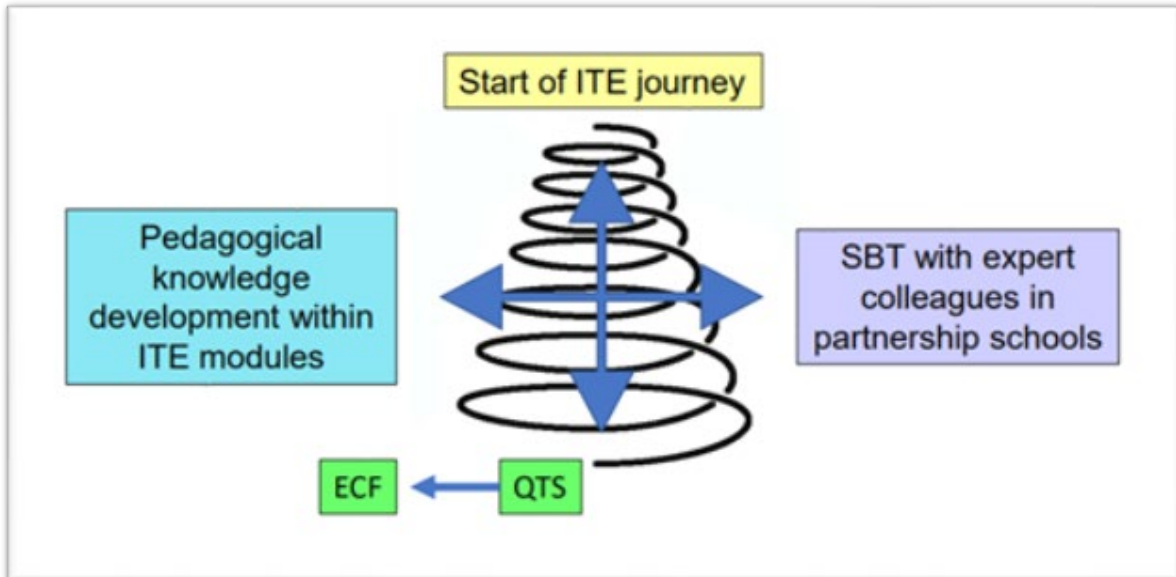
The ITT curriculum enables trainees to engage in critical analysis of theory, research (including, where appropriate their own) and expert practice. Component elements of the planned curriculum must be closely integrated throughout with 21 appropriate opportunities to ensure that trainees have sufficient feedback and support from expert mentors/colleagues to understand, apply, reflect upon, and develop their teaching practice. The ITT curriculum closely informs taught components, independent learning, teaching practice and feedback.

The ITT curriculum provides the opportunity for trainees to consolidate fundamental components of knowledge, understanding and practice, before they begin to deliver longer sequences of teaching (which themselves draw on a range of knowledge, skills, and behaviours). As trainees move towards more complex, composite sequences and scenarios, they must have sufficient opportunity to identify, re-visit, and isolate areas which require further consolidation.

From September 2025, the ITTECF sets out the entitlement of every trainee and early career teacher (ECT) to the core body of knowledge, skills and behaviours that define great teaching, and to the mentoring and support from expert colleagues they should receive throughout the three or more years at the start of their career. (ITTECF, 2024:4)

### The Spiral Curriculum and BCU Key Themes

Our spiral curriculum model is an iterative revisiting of identified topics, subjects and themes throughout the BCU Primary and Early Years with QTS courses. This spiral curriculum supports a deepening of understanding of the topic considered with each successive encounter building on the previous one.



BCU Key Themes
<b>A. How Associate Teachers use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.</b>
<b>B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing</b>
<b>C. How Associate Teachers’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn (meta-learning) impact on pupils’ progress and wellbeing.</b>
<b>D. How Associate Teachers plan and assess learning to ensure that all pupils make progress.</b>
<b>E. How Associate Teachers implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.</b>
<b>F. How Associate Teachers have developed professional behaviours and contribute effectively to the wider life of the school</b>

The ITE Curriculum at BCU comprises six themes which are embedded throughout the university-based sessions and the school-based training modules. Each module within the ITE Curriculum ensures that Associate Teachers acquire research-led

subject, pedagogical and curriculum knowledge, and develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

From September 2024 all trainee teachers beginning their ITT programme in 2024-25 are required to complete 20 days (PGCE) or 30 days (BA Hons Primary Education) of Intensive Training and Practice (ITaP) and some of these days will take place in school.

*Intensive Training and Practice should focus on specific, foundational, or pivotal areas of the ITT curriculum. It should also demonstrate and build the interplay between evidence-based theory and practice, engaging trainees in critical analysis, application of learning to classroom practice, and focused feedback on such practice (DfE ITT Criteria 2024 25).*

The structure of each ITaP is informed by Grossman's (2018) model of introduce, analyse, prepare, enact, and assess. Each ITaP will be divided between time at the university in workshops and seminars and then time observing and enacting in a school setting. Each ITaP experience will include additional placement days and training will be provided for mentors through Brightspace, school briefing sessions and from lead Mentors.

Associate Teachers are assessed against the BCU ITE Curriculum using the BCU ITE Assessment Tracker. This document is used to track Associate Teacher progress from the beginning of the course until the final stages of the course when Associate Teachers are summatively assessed against the Teachers' Standards for the award of Qualified Teacher Status (QTS).

Further information is outlined on our Primary Partnership Website under [Primary ITE Curriculum](#)