# ITT Core Content Framework: Exemplification Resources

The ITT Core Content Framework (CCF) published in November 2019, defines the minimum entitlement for all trainees and places a duty on ITT providers and partner schools to work to embed this in programmes from September 2020. This document includes resources that complement those in the references section of the CCF (<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>).

Providers are advised in the CCF that ‘it remains for individual providers to design curricula appropriate for the subject, phase and age range that the trainees will be teaching’ and that they ‘should carefully craft the experiences and activities detailed in the ITT Core Content Framework into a coherent sequence that supports trainees to succeed in the classroom’. Many ITE programmes already cover elements of the CCF. Providers are actively integrating CCF content into their programmes with consideration to the Ofsted Initial Teacher Training Framework 2020, including the transitional statement in the first paragraph on page 38 of the ITE Inspection Handbook (<https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook>) and enable trainees and expert colleagues, involved in mentoring and supporting them, to engage critically with the CCF, interrogating its content and underlying assumptions.

This document is the first in a planned series of three that will be shared with providers over the academic year 2020-2021. They are designed to offer ‘food for thought’ by sharing approaches and examples from the ITT sector as providers roll-out their plans and activities throughout this academic year. Each document will draw upon issues that providers identify as of particular interest or concern, offer annotated examples of resources and approaches that providers are finding valuable as they embed the CCF within their provision, build on examples previously set out, and draw from wider examples from the sector.

This first document signposts and briefly describes a number of weblinks that some providers are currently using to embed the CCF into their provision and work with trainees and expert colleagues involved in their training. The second document, scheduled for late autumn 2020, is planned to gather issues and approaches emerging as the CCF is implemented. The final document, scheduled to be published in late Spring 2021, is planned to draw on providers' experience of using varied approaches and resources as they embed the CCF this academic year and begin to think about further refinements for 2021-22.

The documents are not comprehensive guides to embedding the CCF, but a selective compendium of suggestions and ideas that some providers have found useful in addressing specific challenges and opportunities as they reflect the CCF within their overall training provision. The suggestions in the documents offer additional resources and approaches to those identified in the CCF; they are not exhaustive and do not replace the CCF. Whilst the resources suggested will make for useful reading or viewing as part of trainees’ independent or guided learning, they are most effective when structured into training programmes and adapted to the contexts of trainees and their training.