



The Rt Hon Nick Gibb MP
Minister for Schools

Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/contactus/dfe

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Dear colleague,

I write to update you on the Government's reforms to teacher training and development.

As we all know, there are no great schools without great teachers, which is why the Department for Education has continued to focus on the training and support it provides for the profession.

We are creating a world-class teacher development system, building from Initial Teacher Training, through to early career support, specialisation and onto school leadership. At each phase, teachers will have access to high-quality training and professional development underpinned by the best available evidence, as evaluated by the Education Endowment Foundation. This is creating a 'golden thread' of support that teachers can draw on at every stage of their careers.

Progress so far

With the academic year well under way, I would like to congratulate all the early career teachers (ECTs) who have now successfully completed two years of Early Career Framework (ECF) based training. They are part of a cohort of over 26,000 teachers who are the first to benefit from the Government's reforms to early career teaching, and have a solid foundation of expertise on which to build a successful career in the profession.

Every ECT completing induction has been supported by a mentor, and I want to acknowledge the thousands of mentors who have completed training to support both their own development and to continue to support the development of ECTs. I would also like to thank the wider school staff, including induction leads, who have supported delivery of this crucial programme to-date. Your ongoing support in providing both your ECTs and their mentors with the requisite time off timetable they are entitled to is key to ensuring they benefit fully from the programme.

How we are acting on feedback

The Department is committed to gathering evidence about the implementation and impact of the ECF programme, and to making continued improvements to ensure it is providing the best possible training and support for new teachers.

We have heard significant positive feedback from ECTs on the quality and design

of the programmes, and the ECF Lead Providers have received encouraging Ofsted feedback too. But we also understand the extent of change the ECF programme has brought to schools' induction processes, and we acknowledge that there are improvements that could be made.

In response to feedback, we are working with Lead Providers to streamline mentor content by continuing to add more flexibility to the ECF programme. New mentors coming into the programme will see additional flexibilities from this autumn:

- Greater flexibility in the number of training hours mentors are required to attend.
- Ensuring mentors complete training about how to be a mentor and the underpinning evidence of the ECF curriculum by the end of year one. This will better support mentors if there is a change in their circumstances, as well as allow greater portability to mentoring on the Initial Teacher Training programme.

Schools can talk to their Lead Provider, Delivery Partner or local Teaching School Hub to find out more about both of these changes.

Review of the Initial Teacher Training (ITT) Core Concept Framework (CCF) and ECF

Every school is unique, but the ECF reforms ensure consistently high-quality training and support for every ECT. The programme is underpinned by the best available evidence so that ECTs are taught the knowledge and skills that will make the most difference in the classroom. Evidence does not stand still, however, and we will update the ECF and the Initial Teacher Training Core Content Framework (CCF) on a systematic basis to ensure the underpinning evidence is up to date. We launched a review of the CCF and ECF at the start of 2023, which has involved a call for evidence and a review of the current literature in the frameworks. We are also aiming to achieve greater alignment between the two to ensure a more seamless sequence of development across the first three years of a teacher's career.

One common piece of feedback has been that some ECTs found some aspects of the ECF curriculum repetitive – including of concepts taught in ITT – and the Department wants to provide some clarification on this. As all teachers know, learning takes time and familiarity is not the same as adaptive expertise, where teachers can teach effectively across a range of contexts. That is why ECF curricula intentionally return to important concepts from ITT and across the two years of the ECF to gradually develop teachers' knowledge and skills. This is an important design feature which will support ECTs to become more expert practitioners. We plan to expand on this by introducing more flexibility for ECTs, with their mentors, to tailor the course ensuring their experience of self-study materials is focused on their needs to develop their expertise.

The Department will carefully consider the implementation and timings of the revised frameworks and any changes to the ECF programme, and will keep schools informed of any changes that affect them. I look forward to sharing more information with you as the review progresses.

I want to thank you again for your role in supporting the next generation of teachers to have a strong and positive start to their career.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Nick Gibb', written in a cursive style.

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