**Key points and questions from the day from the group discussions:**

**The Oxford Deanery**

* The Oxford Deanery pulls together different strands of ITE and CPD – this is most interesting.
* What are the implications of the Oxford Deanery models for others?
* I am pondering the conflict between taking time (as advocated by the Oxford Deanery model) and the speed of reform/change that we need to respond to.
* The Oxford Deanery gives useful research into making knowledge visible and open to scrutiny – the link between HEI and schools in underpinning research pedagogy with practice. It is important for trainees to be allowed time to ask questions and for practitioners to answer and shape teaching ideas.
* The Oxford Deanery gives useful research into making knowledge visible and open to scrutiny – the link between HEI and schools in underpinning research pedagogy with practice. It is important for trainees to be allowed time to ask questions and for practitioners to answer and shape teaching ideas.
* It is impressive that the Deanery is now part of the University’s strategic plan.
* The idea of the Deanery embracing so many areas of practice is really inspirational.

**Research/theory/ the role of the university**

* Research informed development takes time.
* The importance of research informed principled development which takes time.
* How do we share the theoretical aspects with Headteachers? Professional practice knowledge of HEI tutors is not fully acknowledged. Teacher Educators are highly skilled, experienced professionals – experts of teaching teachers – school staff are not.
* Useful input from the Case Studies showing the change in attitude of schools regarding the recent shift from ‘moral imperative’ and ‘power surge’ to accountability and responsibility and the reconsideration of the role of HEIs.
* It is good to discuss theoretical understandings – schools need this as well

**Partnership**

* Universities should communicate what they do with more clarity.
* Partnership is very complex and cannot be explained in one sentence.
* Who would take their Headteachers to dinner ...? Could we?
* The importance of developing a learning community ... avoids or protects against insularity.
* It is important to look at the practices as well as well as the learners ... ‘equality’ in partnerships.
* It is really good to hear how schools view partnership working.
* Schools are starting to realise what they have taken on.
* Do schools realise what they have taken on?
* How effectively do HEIs communicate what they do to schools?
* Working together versus working with is something to exploit with partner schools.
* The complexity of shifting roles and identities is apparent.
* Interesting that schools want the HEIs to initiate closer working together.
* The distinction between ‘working together’ and ‘working with’ raises questions of how plausible it is to achieve this across all partnerships at all times for all models of training.
* ‘Working together’ – this is of course important between school-university relationships, but more important among university teacher educators. Discussing face to face, sharing experiences, exchanging findings will be a help to find the key for the future.
* Exposing the knowledge on both sides of partnership is an important idea.

**School Direct**

* There is a tension between local practices – schools apparently preferred the option for School Direct and the profession of teaching.
* It is interesting to investigate different motivations for engaging with School Direct.
* Working together and working with enhance one another and cannot work in isolation.
* Working together and working with – how can we use our current partnerships structure to create more space to work together?
* School Direct is complex but offers some opportunities to together rather than with – we haven’t really talked about how School Direct might lead to further collaborations.

**Policy/Ofsted/TA/National College**

* The current rate of policy change is reckless and irresponsible.
* What is the QA/Ofsted responsibility in School Direct?
* Ofsted needs to recognise the importance of ITE in schools. The ‘Outstanding’ grade should only be given to those schools engaged in ITE.
* What about communication between the National College and the Teaching Agency with us?

**Tensions**

* The professional identity of partnership managers – there are tensions between strategic / academic / administrative roles.
* It is reassuring that many HEIs are having the same experiences.
* There is a tension between the increasing number of trainees and the capacity within schools.
* Is there a role for APTE to identify/research the identity and position of managers of partnership within the tensions of partnership versus placements.
* There are concerns about schools wanting the finished article.

**What is important?**

* How important it is to hold onto the moral purpose and central place of children in school!
* The new world is confusing (it isn’t just me that’s confused!) but it might be possible to find ways of making it all work through working together – holding on to what is important.
* How do we ensure the drive for school led teacher education doesn’t create teachers that are insular due to institutional practices – trained and teachers in the same lead school?
* We need more opportunities to discuss.
* Key terminologies used through the day need exploring:
* School Direct issues and actions
* Third Space
* Enabling constraints
* Transitions and how to view teacher training as a longitudinal experience
* Discursive structures.