**Delegate response to keynotes – Debate 1**

With thanks to all delegates for their work on these discussions.

**Alan Davies**

***New partnerships***

Delegates considered school and university partnership, asking what the new roles would be and suggesting that it will look different in new contexts. HEI roles would inevitably change, but also the role of the school is in a state of flux. The relationship between schools and HEIs is vital and, as Alan suggested, needs to be equal, but how this will develop will be critical. Partnership models must be flexible to respond to the changing landscape and school situations. One group of delegates saw ITE engagement by school teaching staff as ‘upping their game’ and being a mutually beneficial process.

***New territory***

Delegates wondered what the new language would be to describe the future; would it be training or education or, as in Wales at present, a mixture of both – ITET, Initial Teacher Education and Training. New partnerships will evidently influence the programmes which student teachers/trainees undertake; what will happen to PGCE in School Direct? It was thought that School Direct seems to undermine Teaching Schools – should School Direct places be allocated to the Teaching Schools?

***New ideas***

Alan outlined ITT as a five year process including ‘try before you buy’, that is to say have a go at teaching before you commit to training, an ITT year, NQT year and two further development years. One group of delegates found this idea very interesting – a long term investment. They also thought that pupil premiums have the potential to find potential trainee teachers through a period of school experience as a teaching assistant as in Alan’s model.

The use of technology in Alan’s school was of interest, one group picking up on the idea of ICT allowing a ‘remote’ observer and seeing much potential in this.

***Questions and concerns***

There was some concern that there was a general lack of evidence that the new ideas are working. Alan explained the important that technology is playing in his school and again there was concern as to whether there is evidence that technology makes a difference.

There was a worry about the extent to which teacher educators in school are not sufficiently reflective or knowledgeable to support/extend diverse learners and an acknowledgement that the range of different schools – from large secondary to small primary – makes different solutions necessary.

Another concern was the capacity in schools to deliver teacher training and how can the model which Alan described be used in schools that are not outstanding/good to support school improvement?

Investment in professional development for staff is commendable, but does this include support for adult trainers – learning theories.