# Synthesis of group notes from TEAN-APTE conference:

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| **Schools** | **HEIs** | **Strategy** |
| Schools not willing or able to engage with the new expectationHow do they sustain their Ofsted grades when now required to do more in ITE?Is it only the outstanding schools that can provide a professional learning environment for student teachers?Losing good staff from working with pupils (a job they are good at and have success) to working with student teachers – may not be an easy or desired transition  | HEIs anxious with reduced numbers about viability Concerns about setting up a two tier system – meaning not all students able to access the better schools By setting HEI against HEI in market model, the quality of teaching profession may suffer - these changes actually require more harmonisation between us – contrary to the market model Will some HEIs let go of ITE?For some HEIs now moving into other areas of provision but this doesn’t offer a certain future Need to make products completing now students ask what can I get for my £9000 | Working with fewer schools with greater capacity not always possible in primary schools.The sustainability of present initiatives was challengedNeed time to rebuild trust, reform partnerships both within HEIs and with schoolsTold that HEIs can provide CPD yet the new model of Teaching Schools also expected to offer CPD to other schools? Marketization is contrary to collaborative and respectful partnerships  |
| * As Teaching Schools continue to grow, will they take over the ITT and negate the role of universities? Will joint appointments help to alleviate this problem? There is an inherent danger here with potential cuts to student numbers on secondary PGCE subjects.
* If new Ofsted framework leads to ‘satisfactory’ schools moving to ‘require improvement’, this will lead to reduced number of placement schools.
* Schools direct. New people involved. Teaching schools not got a plan … Naïve about what it’s all about. Muddled … more responsible
* Practitioners coming into university and tutors into schools. Teacher swap sharing expertise with us about what could/might do
* Collaboration different in various Universities, yet agree often hard but have to relinquish control of seemingly knowing what’s best. Need to become more risk taking ourselves.
* If schools don’t think there is a problem with the present system it is hard to engage with new thinking that is necessary
* Resource issue – they are finite, work won’t be continued. Schools need to be able to appoint someone – sustainability, survival of fittest
* To what extend do employment based off student teachers a view of the wider role?
* Have to compromise with school that don’t always share vision for learning to learn because of placements pressures – degrees of partnership
* External pressures of funding/staffing innovations
* Tension of NQT survey not valuing learning?
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**Recommendations**

Need to look at different models of engagement with schools:

● Listening to Head teachers – bespoke CPD. Currency – quid pro quo?

● Placements = CPT offer not cash Profit neutral? 12 weeks = £325 + for example

● Mentor training to be more developmentally focused rather than outcome driven

● School based staff as associate lecturers while Uni staff engage too in schools

● Creative partnerships model – teachers as researchers and working ITE students

● Moving towards more collaborative work – MA research Modules in Teaching Schools

● Schools have responded well to ‘transformational learning and productive inquiry

● Need to develop ways to ensure shared understanding across the sector about ITE.

● more research needs to be made public about the issues of developing teachers as well as the self-study literature of how ITE tutors have challenged their own practices to improve – what can we learn for this next phase from each other?

● encourage schools to take more students by being more explicit about how pupils learning can be enhanced with student teacher involvement.

● Need to involve more teachers in experiencing collaborative partnership with university tutors, the benefits of professional dialogue and co-inquiry. This feeds into their own professional learning and also the ways they might support/coach student teachers.

Vision of partnership

* Need to have a whole vision (move away from programme silos) across faculties – M level CPD Primary secondary
* Time to develop vision
* Grading linked to good Teaching and Learning rather than standards (signature pedagogy)
* Developing an ‘Institution’ teacher
* Strategic vision from dean which draws on building earning learning power as the vision across
* Clear roles and willingness to collaborate (lack of fussiness)

Effective partnership

* Commitment to promote learning across the partnership (teachers equal to pupils equal to tutors) – link to what schools already know about learning – to students
* Commitment to ensure all local trainee teachers are placed across partnership
* Commitment to collaboration across partnership (could be run by Head Teachers)