

Rethinking Initial Teacher Education: The Partnership Model

Our vision: *The School of Education is committed to social justice in education and to education research and practice of the highest quality. We aspire to be a world leader in addressing the contemporary educational issues of our times and to making a difference for society's most vulnerable and educationally disadvantaged.*

Strengths:

- partnerships have become more collaborative, integrated and authentic (e.g., tripartite review)
- professional competence of teacher has grown through mentoring provision
- transformative orientation
- increasing importance to Masters-level learning
- explicit policy statements about the need for teachers to be enquiring (e.g, lesson study)

Challenges of implementing the partnership model:

- the ways in which partnership is operationalised do not always match expectations
- continuing tensions among educational stakeholders and within government policy itself
- policy landscape is complex
- transitions related to qualifications and assessment body along with potential for a new national agency for Scottish education (see Muir Report March 2022)
- alternative, school-based routes to ITE are increasingly common
- attracting individuals from diverse academic and professional backgrounds into teaching
- teacher supply concerns
- political desire to impose more easily measurable, externally imposed accountability measures
- consistent competency at completion
- ambiguity remains about respective roles within partnerships
- ensuring consistency in the quality of school experiences
- effective mentoring
- shared understanding of expectations at completion of ITE and probation year
- validity and reliability of assessment during school-based experiences
- research-driven, exploratory nature of enquiry-based learning may sit at odds with the outcomes-driven immediacy of contemporary classrooms

Future Aspirations - Mutually Beneficial Partnerships

- build trust and develop relationships with colleagues in schools
- ensure school experiences are of sufficient depth, breadth, diversity, coherence, and duration to ensure future teachers demonstrate their developing effectiveness
- mutual participation in decision-making between ITE and local authorities
- greater validity and reliability of judgements of readiness to teach
- engagement of future teachers, schools, and ITE in collaborative enquiry cycles
- a clearer understanding of where and when the most effective contributions by ITE can be made to achieve coherent and progressive development of professional expertise
- develop criteria for the co-selection of clinical educators
- collaborate in the preparation of school-based and university -based clinical educators to ensure they are prepared for role and responsibilities
- cooperate on the evaluation of clinical educators as it relates to roles and responsibilities.
- develop, review, and revise supports provided for clinical educators
- improved coherence between initial teacher education and induction; connect ITE, induction and continuous professional development
- address the expectation that initial teacher education will cover all that the new teacher needs to know and do is unrealistic
- create strong and sustainable feedback loops and cycles of enquiry between ITE providers and schools to inform continuous improvement efforts
- encourage ITE leaders to share data and approaches and to learn from one another

- ensure dimensions of pedagogic literacy are evident within ITE experiences (pedagogic literacy is the skills, knowledge, attitudes and values that enable teachers to use their reading of the classroom to reflect-in-action and to make learner-responsive decisions that support learning in all its complexity - cognitive, social and emotional).

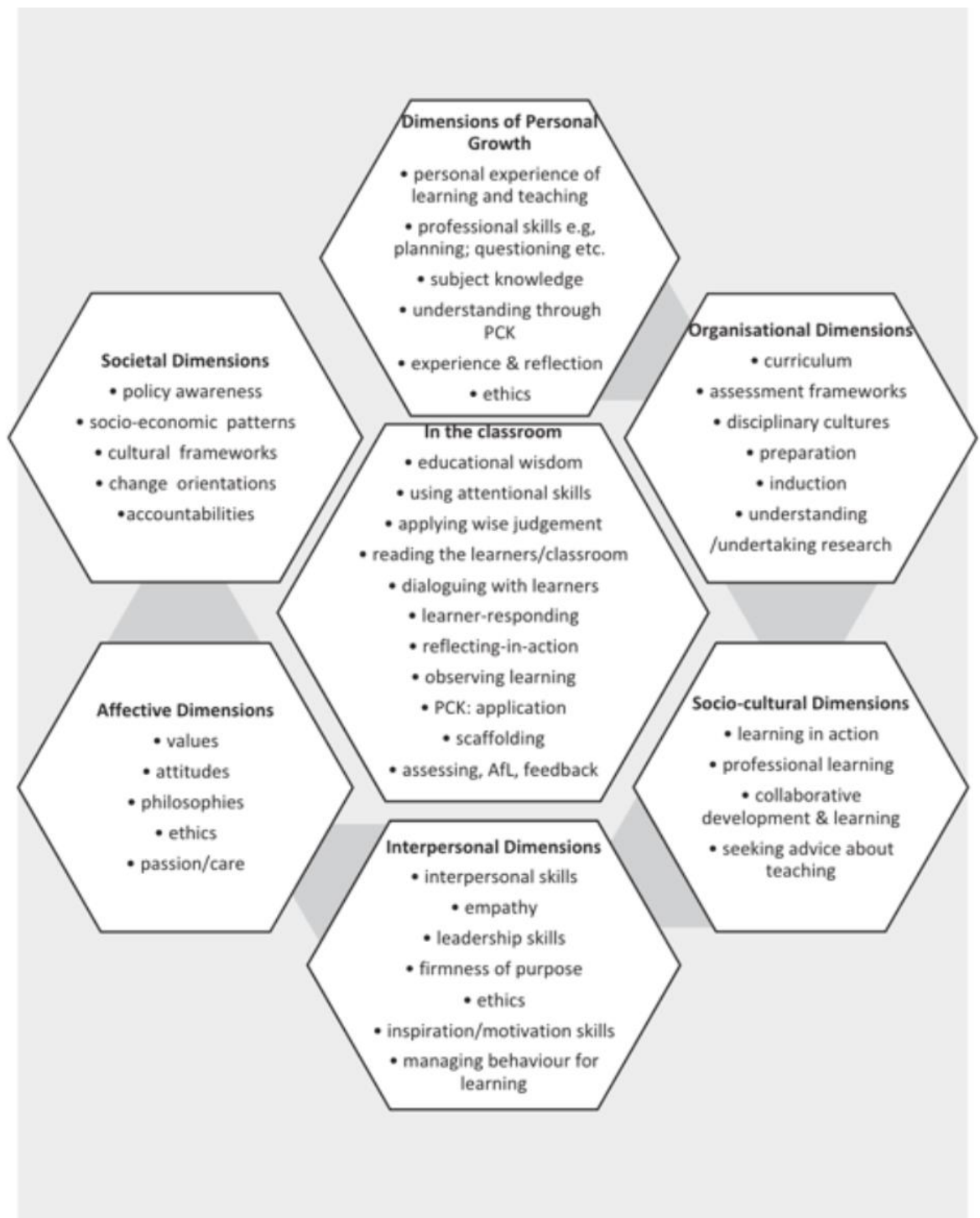


Figure 2. Elements of pedagogic literacy: an emergent view

(Cajkler, & Wood, 2016)

“An external stimulus is often needed to challenge assumptions, stimulate ideas and illustrate new teaching approaches. Such a stimulus needs to be high quality and relevant.” (Donaldson 2011:96)

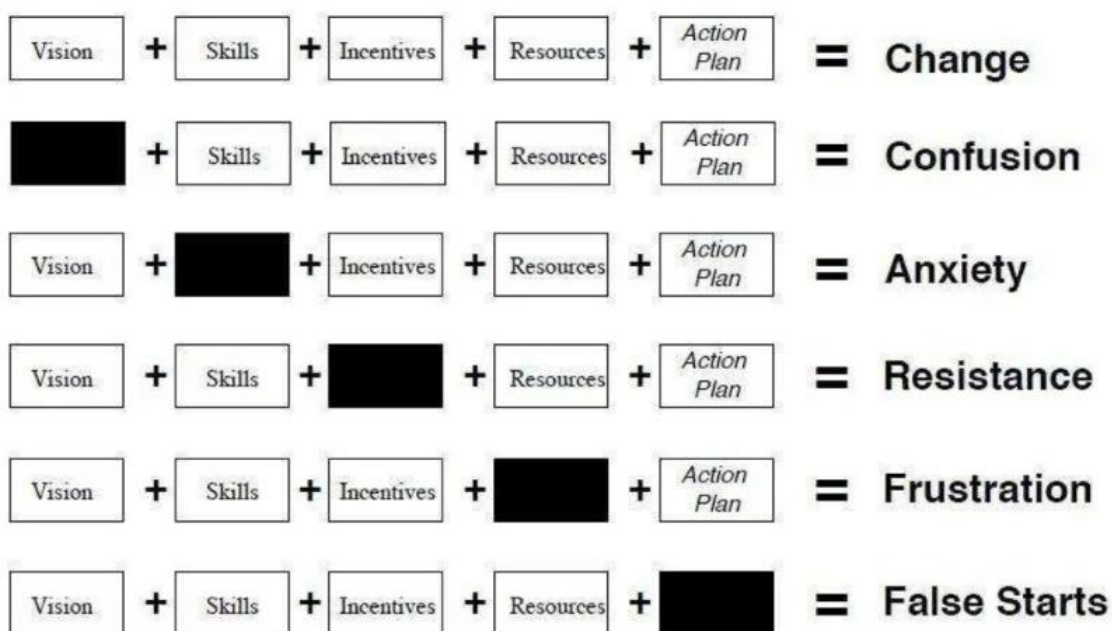
Goals from UofG 2021-2022 Review of School Experience:

GOAL 1: Integrate university values and SoE vision of partnership with sustainable processes and procedures for school experience

GOAL 2: Improve validity, consistency, and usefulness of assessment practices and procedures

GOAL 3: Enhance the strategic and collaborative approach to supporting students, school experience tutors, and school-based mentors throughout placements

Managing Complex Change



Adapted from Knoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

A Few Questions to Ponder and Discuss:

1. What do we really mean by “effective partnership” in ITE?
2. How do we define a high-quality clinical school experience?
3. How can we build the capacity of future teachers to take responsibility for their own continued professional development?
4. Which of these challenges is of most concern in your ITE context?
5. Which of these future aspirations should take precedence?
6. How are ITE's responding to today's challenges to reshape the preparation of teachers and administrators?
7. Which component of complex change are we most likely to get right and wrong in ITE?

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