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**Literature review: analysis of current research, theory and practice  
in partnership working to identify constituent components of  
effective ITT partnerships**

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## **Executive summary**

The main purpose of this literature review was to analyse current research, theory and practice in partnership working, to establish which models of ITT partnership working are currently seen as effective practice. Literary sources selected for this review provide exemplars of ITT partnership working in the United Kingdom, Australia and the United States of America, along with exemplars of partnership working in the wider educational sector.

Analysis of these sources revealed that there is no 'one size fits all' model as the goals, structures and processes inherent within different kinds of partnership, even within ITT, can be quite distinct. A majority of the sources focused on discrete aspects of partnerships rather than on a model of partnership working *per se*. There were however, a number of recurring themes embedded within the literature, which signaled essential components of successful working partnerships, as illustrated in Figure 1.

The need to have congruent and negotiated goals, underpinned by a shared vision and philosophy about the direction and purpose of the partnership was paramount. Strategic management and distributed leadership along with formalised systems for quality assurance and the coordination of training, embedded within the infrastructure of organisations and institutions, was a hallmark of success. Effective channels of communication operating on a range of levels was a vital component of partnership work and served many purposes, including enabling partners to engage in dialogue, debate and conversations on a range of critical issues. Inclusive approaches to partnership working, such as joint planning, joint decision-making and boundary spanning across institutions were indicative of sharing expertise, sharing good practice and building bridges between the research, theory and practice of teaching. Networking through a range of channels was imperative if partnerships were to stay abreast of local, national and international key drivers and initiatives and also minimise the potential risk of teacher isolation.

The capacity to exercise flexibility was an important characteristic of a collaborative profile, as were many others, which relate directly to building successful working relationships. Trust was a very strong recurrent theme and deemed to be an essential prerequisite for the formation, maintenance and sustainability of effective working relationships and collaborative partnerships. Many roles within partnership working are complex and multidimensional particularly those, which incorporate the coordination of initial teacher training across multiple partnerships. Clarity about, and a shared understanding of, the

expectations associated with each dimension [e.g. managerial, pedagogical, evaluative and pastoral aspects] embedded within specific roles and responsibilities was vitally important so as to ensure individuals, including trainees and new mentors, know where to turn for guidance and support. Underpinning the success of effective partnership working was the commitment demonstrated by individuals within the partnership at all levels. Professional attributes of accountability, responsibility and high levels of engagement and participation were central to the creation of a supportive and enabling environment. For partnerships to deliver high quality training, the appropriate allocation of resources – realised in terms of staffing, funding, time, facilities and expertise - was a fundamental imperative. Some models of partnership working appear to be resource intensive [e.g. Teach First, ProMAT Programme] whereas others have shared funding allocations and staff expertise to launch initiatives, which have benefited both partners in creative ways [e.g. Training Schools and HEIs].


At the core of successful collaborative partnership working was the desire to build an atmosphere of collegiality in which professional learning enhanced the career trajectory of all practitioners and contributed, not only toward the professional development of ITT trainees but also, toward the development of plurilingual professionals. The integration of school-based training with HEI provision was designed to develop a research culture, which developed reflective practice so as to enable practitioners to engage in critical discourse and dialogue as they forged links between theory and their own practice.

Some notable benefits of having trainees in schools is exemplified in the following narrative:

*I think we owe it to future generations of teachers to be involved as best we can in high quality training. The school benefits as students bring different experiences and expertise to the job. Teachers who support the trainees benefit by making them review and update their own practice. Children benefit from having additional interested committed adults with them to develop their own learning*

In the light of this literature review a number of recommendations are put forward in section 5.

**Figure 1: Constituent components of Effective ITT Partnerships**

<p style="text-align: center;"><b>Vision</b></p>	<p style="text-align: center;"><b>Collaboration</b></p>	<p style="text-align: center;"><b>Networking</b></p>
<p><i>shared philosophy-values-goals-mission; ideological consensus-combining perspectives; shared direction and purpose-mutually understood; congruent and negotiated goals embedded within a shared understanding of the professional standards</i></p>	<p><i>Collaborative decision making</i></p> <p style="text-align: center;"><b>Linking Theory and Practice</b></p>	<p><i>personal contacts; establishing links through participation at local, regional and national training events to stay abreast of developments; liaison between partners; draws upon distributed expertise; diverse use of a range of communication channels</i></p>
<p style="text-align: center;"><b>Organisational Structures</b></p>		<p style="text-align: center;"><b>Flexibility</b></p>
<p><i>contractual agreements; clearly defined roles and responsibilities; strategic leadership; formalised systems for quality assurance and co-ordination of training; formalised structures for dialogue, negotiation, sharing best practice and resources [financial, material and human]; shared understanding of training requirements and deployment of staff with appropriate expertise; empowered approach to inter-organisational collaboration</i></p>		<p><i>able to adapt or accommodate needs of partner and developments within the partnership; demonstrates characteristics of a collaborative profile; can respond to changing local, national and international requirements</i></p>
<p style="text-align: center;"><b>Communication</b></p>		<p style="text-align: center;"><b>Relationships</b></p>
<p><i>effective and open channels; co-ordination; culture of discourse and shared dialogue; conflict resolution; common language, critical conversations; challenging assumptions</i></p>		<p><i>built upon trust and respect; open, inclusive approach which values and reflects equality; proactive and multi-directional engagement; developed and sustained over time; enhances motivation, self-esteem and confidence which empowers practitioners</i></p>
<p style="text-align: center;"><b>Ways of Working</b></p>		<p style="text-align: center;"><b>Roles and Responsibilities</b></p>
<p><i>joint planning and joint decision-making; mentoring at all levels; sharing resources; consistency of quality; reflection in/on professional practice; distributed leadership and appropriate delegation of authority; building bridges between research, theory and practice; environment where differences of opinion can be voiced and valued; deliberative and inclusive approaches; joint-paired observation; teamwork; boundary spanning across institutions; draws upon multi professional perspectives and diverse areas of expertise</i></p>		<p><i>clearly defined and expectations understood by all members within the partnership; joint responsibility for planning, training and assessing trainees and aspects of the course; reviewed regularly to ensure they remain fit for purpose</i></p>
<p style="text-align: center;"><b>Potential Benefits:</b></p>	<p style="text-align: center;"><b>Sustainable Communities of Practice</b></p>	<p style="text-align: center;"><b>Commitment</b></p>
<p><i>working collaboratively builds an atmosphere of collegiality in which professional learning enhances the career trajectory of all practitioners and develops plurilingual professionals; sharing best, inclusive and innovative practice enhances the quality of teaching and accelerates improvement in standards and the learning experiences of pupils to build capacity for all stakeholders; the integration of school based training with HEI provision develops a research culture which enables reflective practitioners to engage in critical discourse as they link theory with practice</i></p>		<p><i>highly accountable and responsible disposition; high levels of engagement and participation in training to stay abreast of initiatives; high expectations of all aspects of provision in supporting partners and trainees to create an inclusive and enabling environment</i></p>
		<p style="text-align: center;"><b>Resources</b></p>
		<p><i>appropriate allocation of time, staffing, facilities and range of expertise to deliver high quality training; underpinned by appropriate levels of funding</i></p>

## **1: Introduction**

The specification for this literature review was to conduct a desk and internet study of existing research (from 2004 to 2009) on partnership practice and theory relating to initial teacher training (ITT) in England. The purpose was to add to the evidence base and establish an overview of how these partnerships operate and what outcomes, direct or indirect, they can have on the organisations, individual practitioners and children and young people's learning. The review sought to illustrate where and how effective partnerships have had a positive impact with a view to identifying which models of ITT partnership working are currently seen as best practice. This section provides a background for the review and describes how this report is structured.

### ***1.1 Background***

The Training and Development Agency for Schools (TDA) is an executive non-departmental body of the Department for Children, Schools and Families (DCSF) whose principal aim is to secure an effective school workforce that raises educational standards, provides every child with the opportunity to develop his or her potential, and thereby improves children's life chances. The TDA thus has a leadership role to support and challenge the education sector to strengthen the capability of schools in the development of their workforce and the management of change more generally. Their approach to achieving this is designed to benefit schools in three key areas:

- securing the supply of the school workforce through promotion of the teaching profession and quality assurance for ITT, which helps schools to recruit sufficient good quality teachers to their workforces
- supporting the development of the school workforce through their creation and promotion of professional and occupational standards, support of performance management arrangements, and stimulation of a sufficient supply of high quality in-service training, which helps schools to increase the skill level of their workforce
- supporting the ongoing reform of the school workforce, the wider education sector and children and young people's services, which helps schools to be proficient in managing the process of change required for workforce reform.

In order to deliver on these responsibilities, the TDA works closely with the DCSF, the National College for School Leadership (NCSL), the Children's Workforce Development Council (CWDC), the Department for Innovation, Universities and Skills (DIUS) and many others partners. Further details on the role and funding of the TDA are available on their corporate website ([www.tda.gov.uk](http://www.tda.gov.uk))

Several terms pertinent to this review, as presented in the glossary for Initial Teacher Training (TDA, 2008a), are defined as follows:

**Partnership** – a formal arrangement, set out in a partnership agreement, whereby schools work together with a *higher education institution* (HEI) or with other schools or colleges to provide initial teacher training (ITT)

**Provider** – a consortium of schools, a *higher education institution* (HEI), or any other institution accredited by the *Training and Development Agency for Schools* (TDA) to provide initial teacher training (ITT)

**Training** – preparation for the achievement of *qualified teacher status* (QTS). Whereas every aspect of a *training route* or course leading to QTS could be seen as training, the term has a more specific meaning: the *Graduate Teacher Programme* (GTP) route should include at least 60 days of training. In this context, training must be intentional, planned and reviewed, rather than simply an experience or activity

**Centre-based training** – training provided for groups of trainees at a central venue, such as a university, college or one of the *partnership* schools

**School-based training** – training provided for individual trainees or groups of trainees in the schools in which they are placed

**Quality assurance** – planned, systematic processes, which provide confidence that *training* and outcomes are of high quality. The processes should cover:

- the design and planning of provision
- the recruitment and selection of trainees
- the *training* and *assessment* of trainees
- the *monitoring* and *evaluation* of the quality of the training and outcomes for trainees
- action to be taken in the light of evidence gained about the quality of training and outcomes

The current ITT partnership model has been in place since 1992<sup>1</sup> yet, since its inception, the TDA has striven to ensure sufficient capacity and quality in school-based training during a phase of significant expansion in recruitment to teacher training. Many government policies and initiatives, particularly those introduced by *New Labour* since 1997, encouraged the growth of a wide range of school partnerships and networks which have given schools a lead position in initial teacher training.

Training Schools (TS) were established as centres of excellence to develop and disseminate good practice in initial teacher training; train mentors/school-based tutors; and, to

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<sup>1</sup> For background and further details refer to Furlong *et al*, 2000; Smith *et al*, 2005, 2006; Taylor, 2008



undertake research. Models for Working Together (DfES, 2003) set out parameters for pump priming support available to applicants for funding inter-school collaborations. The government introduced Education Improvement Partnerships (EIPs) (DfES, 2005a) to stimulate the expansion of high quality collaboration, the devolution of responsibilities and resources from local authorities (LAs) to groups of schools and other partners, and to rationalise partnership activity as, and where, appropriate within the context of a New Relationship with Schools. The Secretary of State identified cooperation as a necessary prerequisite in the delivery of comprehensive education for all pupils (DfES, 2005b). This prospectus indicated that confident schools wanted to collaborate with others in the community so as to drive a shared agenda for improving standards, share resources and good practice, ensure high quality provision for all young people and underpin community cohesion. Strong and effective partnerships were evidenced in such initiatives as Excellence in Cities (EiC), the Leadership Incentive Grant (LIG), the Leading Edge Partnership Programme (LEPP), Network Learning Communities, Federations and Specialist Schools.

The government also introduced a White Paper proposing a radical reform of the 14-19 education system, which has driven the development of greater collaboration between schools. This reform incorporates a widening of the curriculum and range of opportunities offered to students in order to tailor provision toward the aspirations and talents of young people, as well as greater flexibility about what and where to study and when to take the diploma qualifications (DfES, 2005c).

The Specialist Schools Programme (SSP) aims to help schools, in partnership with private sector sponsors and supported by additional government funding, to establish distinctive identities through their chosen specialisms and achieve their targets to raise standards. From early 2010, School Improvement Partnerships (SIPs) will be responsible for taking decisions about schools' specialist status.

The TDA has supported providers and schools through the National Partnership Project (NPP) to promote capacity, coherence and quality building between major stakeholders involved in initial teacher education (ITE) and, more recently, the Partnership Development Schools (PDS) programme to address emerging priorities. To date, the approach to ITT school partnerships has focused on identifying effective practice within the sector and sharing this through regional networks and TDA field forces. This approach, together with many of the above mentioned initiatives, has built a considerable body of evidence which points toward a need for clear messaging from the TDA, and support for ITT partnerships to

ensure that the needs of all stakeholders involved in the development of the children's workforce in schools are met.

One key aim underpinning a majority of these programmes, schemes and initiatives has been to heighten the central importance of the school-based element, increasing capacity for initial teacher training through the promotion of new routes as well as to improve the quality of placements, which sends 'a clear message to schools that they are expected to be centre stage in initial teacher education' (Evans, Holland, Wolstenholme, Willis and Hawksley, 2006:2).

Within the context of such policy drivers as the Children's Plan, 21<sup>st</sup> Century Schools and 2020 Children and Young People's Workforce Strategy, the TDA has launched a new initiative, the **beyond partnership** project<sup>2</sup>, to support a step change in ITT to ensure that the providers' role in delivering a world-class workforce keeps pace with the policy context and changing needs of schools. In collaboration with experts<sup>3</sup> within the education sector, those in the school workforce social partnership and Department for Children, Schools and Families (DCSF), the TDA has also developed the first government funded national qualification for teachers, providing additional support for those entering the profession: the Masters in Teaching and Learning (MTL) degree. The vision of MTL will be achieved by providing high quality professional learning opportunities that progressively develop individual teacher's professional attributes, knowledge, skills and understanding in relation to the four content areas set out in the national Framework for MTL<sup>4</sup>. MTL provision is a collaborative partnership comprised of schools in which teachers undertake the MTL, and HEIs. Graham Holley (2009: 2), Chief Executive of the TDA, states that principles, which underpin the MTL mean:

*Schools will be better placed to meet individual pupils' learning needs and teachers will be able to take a practice-based qualification that is tailored to their personal and professional needs in their schools. Supported by an in-school coach, the qualification will help teachers to extend their skills and abilities to be the best they can be – for the benefit of the children and young people they teach ... by acting as coaches to new teachers undertaking the masters, existing teachers will be sharing their knowledge with the next generation of teachers and helping to further an ethos of continuing professional development in their schools, which will benefit everyone.*

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<sup>2</sup> Details online: <http://www.tda.gov.uk/partners/quality/partnership/beyondpartnership.aspx>

<sup>3</sup> HEIs; LAs; NCSL; BECTA; QCA; UCET; CfSA; NSCL

<sup>4</sup> Details online: [www.tda.gov.uk/mtl](http://www.tda.gov.uk/mtl)

## ***1.2 Structure of the report***

Findings from this literature review into aspects of effective partnership working are presented in the following sections:

- 2 Models of partnership working between ITT providers and schools, and their impact on partner institutions, practitioners and learners
- 3 Models of partnership working in the education sector and their impact on partner institutions, practitioners and learners
- 4 United Kingdom and International Models of partnership working
- 5 Effective ITT Partnerships: the core components

A summary of key findings is presented at the end of sections 2, 3 and 4 and some recommendations, are put forward at the end of section 5.

The methodology used to conduct this review is described in section 6.

*Italicised* words and phrases denote terminology and quotes which have been extracted directly from source material and the Harvard convention of referencing/citation has been adopted throughout

## **2 Models of partnership working between ITT providers and schools, and their impact on partner institutions, practitioners and learners**

This section draws upon literature and research related to models of partnership working between ITT providers and schools in England. It is organised under the following sub-sections:

- Statutory requirements and guidance relating to ITT partnerships
- Primary and secondary school partnerships
- Roles within multiple partnerships
- Partnerships between Training Schools and HEIs
- Partnerships within the Eye Project
- Partnerships within a Complementary Placement model
- Partnerships within the Teach First model
- Partnership agreements
- PLA perspectives of partnership working across the regions
- Summary of key findings

### ***2.1 Statutory requirements and guidance relating to ITT partnerships***

Requirements for partnership, as reflected in the revised *Requirements for ITT* (TDA, 2007), are statutory and apply to all providers of ITT and all routes to QTS. The guidance is not statutory; it aims to support providers of ITT in the design and delivery of programmes and in the assessment of trainee teachers against the QTS standards.

#### ***Management and quality assurance***

**R3.1** – partners must include schools and establish a partnership agreement setting out the roles and responsibilities of each partner – guidance:

- Partnerships are underpinned by other practices, such as well-understood procedures for communication between partners and agreed agreements for the coordination of the training
- Partnerships will want to consider the contribution that can be made by individual partners, and how they can make best use of the range of expertise and teaching and learning opportunities available within the partnership

- Providers might want to consider whether to expand their partnerships to include settings other than schools, if such settings make a significant contribution to the training
- There should be a clear working document used to guide and inform the contributions of each partner

**R3.2** – partners must work together to contribute to the selection, training and assessment of trainees against the QTS standards – guidance:

- Successful partnerships benefit everyone involved by drawing on the strengths, knowledge and expertise of all members, including practising teachers, those teaching in settings other than schools, officers from local authorities and managers from commercial organisations
- They provide opportunities, where relevant, for school staff, those from local authorities or those in other settings, to contribute to centrally based components of ITT programmes
- In effective partnerships, all partners contribute to regular reviews of ITT programmes to ensure that they meet the needs of trainees, schools and settings
- Partnerships should have in place policies and arrangements for ensuring that, when selecting, training and assessing trainees, they promote equality of opportunity and avoid discrimination (see R2.5). Arrangements could include steps to raise awareness of equality issues; to address equality matters coherently and consistently; to tackle incidents of harassment and to support trainees who are victims of discrimination; and to adjust their existing arrangements and programmes to take account of the needs of trainees with disabilities.

***Time training in schools or settings***

**R2.8** – training programmes must be designed to provide trainees with sufficient time being trained in schools and/or other settings to enable them to demonstrate that they have met the standards for QTS. This means they would normally be structured to include the following periods of time to be spent in schools and other settings:

A four year undergraduate QTS programme	160 days (32 weeks)
A two or three year undergraduate QTS programme	120 days (24 weeks)
A secondary graduate QTS programme	120 days (24 weeks)
A primary graduate QTS programme	90 days (18 weeks)
Employment-based routes	Determined by the training programme

**R2.9** – each trainee teacher must have taught in at least two schools prior to recommendation for the award of QTS.

### ***Routes into teaching***

In England, there are currently several routes into initial teacher education (ITE) and each attracts different partnership arrangements between initial teacher training (ITT) providers and schools e.g. Post Graduate Certificate in Education (PGCE), Bachelor of Education (BEd), Graduate Teacher Programme (GTP); Teach First (TF); Assessment only route to QTS<sup>5</sup>.

When graduates choose teaching as a career, they can select a course that is delivered by a University Education Department or a School Centred Initial Teacher Training (SCITT) consortium: this training combines theoretical learning with 18-weeks (at least) of school placements. Graduates can select an Employment Based Initial Teacher Training (EBITT) route through the GTP or Registered Teacher Programme (RTP).

The GTP is an Employment based route into teaching in which schools train teachers ‘on the job’. The provision is managed by Designated Recommending Bodies (DRB), which take responsibility for recruiting candidates, identifies their training needs, organises training programmes to meet those needs and assesses trainees against the Standards for QTS. Trainees usually select their training school and stay there for the duration of the training period with a short experience in an alternative setting.

Teach First is also an Employment based route into teaching and participants spend two years in ‘challenging’ inner city schools during which time they follow a training programme leading to the Award of QTS. Concurrently, they follow a tailored leadership development programme, which has been developed with over 100 employers and is delivered in collaboration with business heads. TF participants graduate after 2-years as Ambassadors. This two-year programme draws upon the expertise and personnel from Higher Education (HE) and Business.

### ***2.2 Primary and secondary school partnerships***

A study by Price and Willett (2006) investigated 70 primary school teachers’ perceptions of the impact of ITT on primary schools within the Oxford Brookes University (OBU) partnership. OBU train approximately 300 primary PGCE students each year and have

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<sup>5</sup> Recently launched by the TDA following consultation – details available on [www.tda.gov.uk](http://www.tda.gov.uk)

about 310 undergraduate primary ITT students on a range of full- and part-time courses, and work with approximately 1000 schools across seven or eight local authorities. Schools which work in partnership with the university usually have one teacher designated as a mentor (some large schools have more) who co-ordinates the work with the university and trainees are allocated to a class where they work with a teacher tutor. On occasion the head teacher may act as a mentor and the mentor as a teacher tutor.

Questionnaires and 9 follow up telephone conversations were used to gather data. The perceived benefits of ITT on primary schools were reported as:

- The encouragement of reflective practice e.g. recognition that working with trainees allowed all staff to become familiar with the 'criteria' for teaching and learning and to keep up to date with current standard requirements
- Smaller adult-pupil ratios, resulting in improved pupil assessment and learning
- Rejuvenation, including the introduction of new ideas, resources and skills within the curriculum and different approaches to teaching and learning (e.g. ICT) in addition to the enthusiasm of the trainees
- The development of a wide range of mentoring skills which are transferable to other contexts e.g. observation of trainees' lessons was good experience for observation and monitoring of colleagues practice
- Joint planning e.g. on a day to day basis or an overview of the week
- University workshops and training sessions e.g. assessment moderation
- A range of impacts on the wider school community e.g. potential of trainee recruitment by the school, promotes teaching as a profession and provides opportunities to inform governors and parents about ITT

Although benefits to the trainees' personal professional development were largely implicit, time spent in school, observing teachers and children, teaching and assessing children, engaging in debate was aligned to positive impact.

While there was general consensus from respondents about the positive impacts highlighted above, perceptions were divided in relation to the impact that involvement with ITT had made on teaching assistants, administrative staff and other staff. One finding which raised concern was that many teachers did not seem to recognise that involvement with ITT constitutes professional development, which could be recorded both in CPD portfolios and in the School Development Plan.

Stevenson (2007) explored the experience of three secondary schools in a large Midlands shire county, working together as part of the Leading Edge Partnership Programme (LEPP).

His evaluation draws on the first year of the partnership undertaken by colleagues at the University of Leicester, in which interviews were conducted with a number of key participants in each school and highlights some significant benefits for all the partner schools deriving from their collaborative working. First, it enhanced the quality of critical reflection undertaken by teachers. By widening the range of voices in professional dialogue it enriched the quality of those discussions. This was particularly the case where cross-school perspectives were a feature. Second, collaboration acted as a transmission mechanism for sharing ideas and expertise. One teacher observed that evaluating the impact of her curriculum intervention could not be performed reliably because 'you can't tell where the ripple effect ends' (*ibid*: 30).

Two principle forms of collaborative relationships emerged from the various projects the teachers developed. First, teachers in each school worked in teams and therefore worked in collaboration with colleagues from their own institution, but these collaborations often crossed traditional boundaries. Second, teams explored common issues across schools and so collaboration crossed institutions. This was facilitated by several occasions where teachers from different schools met together to share experiences, present summaries of their work in progress and reflect collectively on their plans for future action.

Several tentative conclusions about the nature of the collaborative relationships within the project were put forward. First, collaboration appears to have a multiplier effect on teacher development through the process of critical reflection. Critical reflection has only limited impact as an individualised activity. Its benefits appear to grow exponentially as collaboration increases. Second, the extent to which the project has impact beyond its immediate participants depends on the type of collaborative relationships generated by individual team projects. Individual projects that involved collaborative relationships with colleagues outside the formal LEPP project were more likely to have a 'ripple effect' that extended further across their institutions. Third, informal collaboration appeared to be a function of formal collaboration. The more opportunities there are for formal collaboration the more likely for informal collaboration to take place. The benefits of collaboration appear to be maximised when both formal and informal opportunities for collaboration exist. Collaboration is time hungry and the benefits are not always immediately obvious. Like any investment there is often a delay on the return to the initial outlay. Making resources available to facilitate joint working and time for reflection was important, as was the involvement of external support in the form of an HEI adviser, which provided a



'neutral' (*ibid*: 32) contribution to counterbalance some of the internal political issues that sometimes threatened cross-school collaborations.

A literature review undertaken by Atkinson, Springate, Johnson and Halsey (2007: ix-xii) to examine inter-school collaboration highlighted the following four areas of effective practice in collaborative working:

- *Inter-school collaborations*: creating a climate of openness and trust within the collaboration and to build in specific time for the development of relations between partners. Time needs to be spent on resolving issues resulting from competitiveness, inequality and cultural differences and building a sense of shared and common purpose. This should involve a two-way dialogue and opportunities for those involved to have face-to-face contact.
- *Managing collaborations*: leadership needs to be firmly located within the partnership, with a focus on distributed leadership to avoid domination by one key player. It is important that staff from participating schools take ownership of the partnership. All staff/stakeholders need to be involved, shared aims need to be negotiated and flexible enough to accommodate each school's needs. One-to-one school collaboration may be more effective for addressing cultural differences as this facilitates whole-school improvement and personal contact. There needs to be a range of communication channels. Monitoring and evaluation can be an important motivating factor as this ensures that participants know the value of the collaboration and what can be achieved.
- *Staff/personnel issue*: specific strategies need to be employed to maintain staff commitment and this can include planning some quick gains so that they see the value of the collaboration. Dedicated time for collaboration should be built into the timetable rather than this work being conducted over and above normal commitments. Professional development relating to the skills for collaboration needs to be built in.
- *Supporting collaborative activity*: a component of good practice highlighted was to ensure sufficient internal and external support for the collaboration, as well as sufficient funding and resources. The appointment of a dedicated coordinator who can facilitate the collaboration can be helpful. Local authorities can play a key role in supporting collaborative ventures but they need to ensure that they take on a facilitation rather than a lead role and avoid imposing collaborative working on schools. They can also play a role in facilitating the sharing of effective practice between schools. The government can ensure collaborative working by making a key requirement of schools and it can also be helpful for them to provide guidance to support collaborative working between schools.

The main benefits for schools taking part in inter-school collaboration were summarised as: economic advantages (e.g. sharing resources, accessing new funding streams, economies of scale); school improvement and raised standards, including improvements in pupil attainment (e.g. from an enhanced curriculum and development of teacher expertise); forging closer relationships between participating schools and from this outcome, a greater

awareness and understanding of other schools. It was said that bringing schools together can break down barriers so that they can work together in a mutually beneficial way.

Ways in which school staff benefited from collaboration included: opportunities to exchange ideas and good practice, expanded avenues for training and professional development, which in turn refined their teaching expertise. Staff had outlets to share/voice any concerns with a larger number of colleagues and no longer suffered from a sense of professional isolation. Within an enriched support network, gains were evident in relation to staff confidence, motivation and morale.

Pupils most often were perceived to enjoy an enhanced experience (e.g. better choice of subjects, access to specialist teaching, opportunities for out-of-school excursions) and improved attainment. Socially, they were felt to benefit from interacting with pupils from other schools and different backgrounds (e.g. faiths and cultures), which led to the possibility of increasing awareness and understanding of different lifestyles. Where partnerships existed between primary and secondary schools, increased contact was said to make the transition much easier for pupils moving onto secondary school.

The guide promoting ITT partnerships to schools in the Eastern Region (Bage, Kennedy, Parker and Welton, 2004), informed by the survey response of over 500 schools [including nursery, primary, middle, secondary and special schools] concerning their involvement with ITT across 3 local authorities, identified a number of benefits associated with different routes into teaching as illustrated throughout the following excerpts.

#### School – HEI partnerships

- University of Cambridge has a high national and international profile; is at the hub of a partnership offering training to those who want to teach across the 7-14 age range - trainees have the opportunity to work as generalist across Key Stage 2 and as a specialist in Key Stage 3 – looks to develop paired placements and has developed a training programme that enables even small middle schools (250 pupils) to accommodate four or more trainees – around 66% of trainees take up posts in the partnership's middle schools
- Horringer Court middle school (TS) has a strong mentoring programme – as a consequence, staff are more reflective and analytical of their own practice – they regularly assess trainees and are mindful of the qualities of effective teaching and learning in relation to raising standards
- Aylsham High Training School – PGCE students are a great asset to the schools and bring new ideas and different teaching styles, helping in the creation of new resources and updating of schemes of work – students keen to help run trips, excursions and participate in team talk – students do research on an agreed topic and write up assignment, allowing other staff to be kept up-to-date – there is

support within schools and at the University of East Anglia to help mentors through the school Link teacher, Curriculum mentor and Course director course

- University of Hertfordshire – as a DRB, every year the university uses about 75 partnership schools in its GTP programme, of which 2 will be special schools – for schools the benefits of partnerships with a DRB are that it offers quality control and support when needed – HEI involvement brings academic rigour and the DRB can help with organising transfer visits to other schools, with supporting CPD mentoring skills and conducting subject audits – allowing existing staff to brush up on their own subject knowledge - schools take a GTP trainee because the scheme:

*Offers them the opportunity to 'grow their own teacher'*

*Creates greater continuity within the school, as the trainee is there from the start of term becoming part of the staff from the start*

*As the Graduate trainee develops and becomes more confident and competent the school can use some time to release their own staff for staff development activities*

#### SCITT - partnerships

- Pilgrim Partnership – as a SCITT provider, run by experienced teachers and teacher trainers, the relationship the partnership has with its 30+ nursery and lower schools is particularly close – schools provide placements for 40 trainees on the Foundation Stage/Key Stage 1 course and make a significant contribution to course design, delivery, assessment and quality assurance – schools benefit from the emphasis placed on teaching and learning that involvement in this training offers, and also from the continuing professional development which accrues for all staff from the process of supporting teachers in training – many trainees are subsequently employed in the schools in which they were trained
- St Andrew's Lower School – reports that having an input into the actual training hopefully enables them to employ some home-grown, talented and enthusiastic teachers once their training is complete – *'training future teachers helps us with our own improvement agenda, as one of the best ways to fully understand and develop your own practice is by having to demonstrate and explain it to others'*
- Forest Independent Primary Collegiate – based in a primary residential school for children with emotional and behavioural difficulties – as such there is a philosophical and practical commitment to its belief that it is important for all teacher trainees to develop skills that promote inclusive practice – the SCITT therefore trains 22 teachers in all the necessary areas of KS1/2 practice but with an added focus on behaviour management and special educational needs that arises from its location in a special school – it is also vital for schools that want to become involved to have staff who would like to be mentors or trainers – in return, the SCITT fully supports its schools and their development
- Chiltern Training Group – is a well established SCITT and DRB offering the opportunity to train teachers for the majority of secondary subjects taught in schools via a one-year PGCE course or the GTP – the SCITT is crucial to teacher recruitment in Luton as the local university does not offer secondary teacher training and there is a high demand for local training opportunities within the town – all its schools recognise that involvement in ITT is an important aspect of

professional and career development and often comment on how this encourages practising teacher to reflect on their own teaching. This in turn:

*Raises the standard of lesson planning and evaluation*

*Encourages experimentation with new ideas besides promoting the well tried and tested methods*

*Encourages classroom research*

*Encourages whole department involvement*

- Southend Teacher Training Partnership – a DRB – the partnership attracts a variety of people into the teaching profession including a large number of career-changers with relevant and valuable skills and knowledge – the trainees bring fresh ideas and different areas of expertise into the classroom that greatly enhances the learning experience of pupils and students – some schools involved in the STTP already have, and some are developing a culture of professional development for all their staff – the mentors who work with new GTP trainees have experience and commitment to training, coaching and mentoring – the dedication and hard work of all the schools and experienced teachers involved in supporting GTP trainees, needs to be fully acknowledged – they are paving the way for a new generation of effective teachers and the importance of their role must not be underestimated

Four ways in which involvement with ITT was perceived to have made impact include:

- Improving recruitment to schools
- Helping existing teachers to develop
- Providing new opportunities for children to develop
- Helping shape tomorrow's teachers

A recurring theme, which emanated from a range of ITT providers, was the commitment to continuous professional learning and building capacity as exemplified in the following head teacher's narrative:

*I think we owe it to future generations of teachers to be involved as best we can in high quality training. The school benefits as students bring different experiences and expertise to the job. Teachers who support the trainees benefit by making them review and update their own practice. Children benefit from having additional interested committed adults with them to develop their own learning.*

### ***2.3 Roles within multiple partnerships***

Research by Mutton and Butcher (2008) set out to examine the role of the initial teacher training (ITT) coordinator, in primary and secondary schools in England, in relation to working simultaneously across and within a number of different ITT partnerships (the term

coordinator was used to describe the person in a school responsible for ITT within that school). Two of the HEI providers offered both primary and secondary ITT courses whereas the other two HEI providers offered ITT secondary courses (none of the schools used in this study were working within SCITT partnerships and 63 percent of secondary and 52 percent of primary schools were involved in the GTP scheme).

Data collection involved a review of the relevant course documentation of the four HEIs working in one region, a postal questionnaire to 113 primary schools and secondary schools within that region, and semi-structured telephone interviews with six school-based ITT coordinators. The data were analysed within broad categories to identify the *facilitators* and *constraints* of undertaking the role when working in partnership with a number of different ITT providers.

Findings showed that the diverse nature and scope of the ITT coordinator's role fell into four distinct categories: *managerial and administrative; pedagogical; pastoral; and, monitoring and assessment (evaluative aspect)*. Table 1 highlights aspects of the role, which primary and secondary ITT coordinators indicated were a feature of their role.

The coordinators considered that the most important aspect of their role concerned their managerial and administrative responsibilities e.g. liaising with colleagues within school and with HEI colleagues, ensuring that mentors had been appointed and were aware of their responsibilities, carrying out the initial induction of trainees into the placement school. Secondary coordinators also considered the organisation of the weekly professional studies programme to be an important aspect of their work, whereas this was not such a strong feature of the primary coordinator's role. The quality assurance procedures engaged in included: organising meetings with mentors, formal evaluation of the trainees' experiences and ensuring that individual trainee needs were being met. Many coordinators saw the pedagogical aspects of their role in terms of direct involvement in the trainee's learning e.g. regular discussion with trainees as individuals or as a group, observing them in the classroom and providing feedback and to provide opportunities for trainees to reflect on the links between theory and practice, which links directly to monitoring and assessment. The activities engaged in, which linked to the pastoral aspect of their role included: dealing with individual personal problems, negotiating when relationships between trainees and the teachers with whom they were working caused problems, and providing guidance in relation to job applications, interviews and career decisions.

**Table 1 Aspects of the ITT coordinator role, showing percentages of those indicating these were a feature of their role (Mutton and Butcher, 2007: 251)**

	Primary	Secondary	Total
<b><i>Managerial aspects</i></b>			
Ongoing liaison with providers	89	100	95
Ongoing liaison with school staff	93	97	95
Initial liaison with providers	85	100	94
Induction of trainees into the school	85	100	92
Selection of mentors/teacher tutors	89	94	92
Initial liaison with school staff	85	67	75
Planning/monitoring trainee timetables	71	70	70
Coordination of the professional studies programme	45	91	70
Contributing to the writing of references	74	67	70
Formulation of school policies relating to ITT	49	67	59
Ongoing liaison with the senior management team	74	91	50
Providing information for governors	37	46	42
Coordination of assessment processes	60	73	40
Providing information for parents	34	34	34
<b><i>Pedagogical aspects</i></b>			
Observation and feedback	93	91	92
Providing opportunities for trainees to reflect on links between theory and practice	74	79	77
Teaching trainees within the professional studies programme	34	97	69
Reviewing trainees' written work and other documentation	71	46	57
Contribution to the Career Entry and Development Profile	56	55	55
<b><i>Pastoral aspects</i></b>			
Supporting trainees' pastoral needs	85	94	90
Preparing trainees for job applications and interviews	23	88	59
Careers guidance	67	48	57
<b><i>Evaluative aspects</i></b>			
Monitoring mentor training	81	94	89
Meetings with mentors (individually or as a group)	71	94	84
Formal evaluation of the trainees' experience in the school	74	78	77
Monitoring the provision for the needs of individual trainees	60	70	65
Internal moderation of mentoring (e.g. joint observation)	74	37	54
Formal evaluation of the mentor's experience with a trainee	34	52	44
Formal evaluation of the school/ITT provider relationship	30	40	35
Moderation between schools	26	12	19

The perceived benefits of working with a range of different ITT providers included:

- providing wider opportunities for support and sharing ideas e.g. trainees were able to support each other, more diverse interaction and discussion during sessions, sharing ideas for good practice among trainees and school staff, exposure to different approaches to ITT inherent in the practice of different providers (information available across a range of handbooks – observation and feedback pro forma to monitor progress) and how one’s own skills as a teacher educator might develop through *joint observations with different professionals*
- offering wider opportunities for ITT coverage across the school and/or curriculum e.g. the capacity to spread the responsibility for ITT across a number of staff within the school at different stages of the year, having a large number of trainees leads to a *critical mass* so that the school has a group of students and associated mentors at all times of the year, spread the expertise of mentoring skills and strategies across the whole school
- establishing a culture of discourse about training e.g. sharing a philosophy, exploring issues with a larger group of people representing a potentially wider range of perspectives/viewpoints

The perceived disadvantages of working with a range of different ITT providers were found to focus more on the organisational and administrative aspects of the role rather than the quality of provision and included:

- *coordination* (more prevalent in secondary than primary schools) e.g. difficulty in providing the separate school-based professional programme that individual providers required and organizing these into a cohesive programme that would take account of the times various trainees started and finished their school placements; danger of duplicating material
- *differing expectations of different providers* e.g. mismatch between what the school could offer and what the provider wanted (or *vice versa*) exacerbated by the increased demand for places and routes into teaching – one interviewee, working in a designated training school indicated that *‘the school had become very pro-active in determining the type of training experience the beginning teachers should receive and that, rather than trying to accommodate a range of different expectations, had in fact been explicit to the HEIs about their own approaches and how the HEIs would need to take these into account’* (p. 55)
- *levels of support* e.g. some providers made fewer tutor and/or link tutor visits than others
- *levels of administration* e.g. multiple levels of administration required by different providers and range of pro forma – *‘I find it easier just working with one provider because you get used to the paperwork’* (p.56)

In the light of these findings, Butcher and Mutton (2008) investigated the tensions and challenges inherent within the ITT coordinator’s role, between managing complex

programmes of ITT in schools, often shouldering extensive liaison within school, between schools and with a number of HEIs; regular opportunities to teach professional studies; and, in developing school-based mentors. Analysis of documentation from the four HEIs showed that the school coordinator role lacked any real clarity as different nomenclature and different conceptualisation was evident across: traditional secondary ('professional tutor' teaching professional studies, monitoring mentors, liaison with HEI partners, regular partnership meetings); traditional primary ('lead mentor' linking school with HEI, leading clusters); flexible secondary ('school coordinator' as gatekeeper with a QA role).

There was also inconsistency about the extent to which coordinators were in a position to *mentor the mentors*. In primary, lead mentors reported being relatively hands-off with their colleagues, perceiving all support and training for mentors should be provided by the HEI. In secondary, the increased scale of ITT provision in schools meant that new mentors were increasingly being briefed by the coordinators. Regular meetings organised by the coordinator for all mentors enabled good ITT practice to be shared, but with pressure on all teachers' time this was not always possible. Although some documentation discussed a pastoral role for ITT coordinators there was little evidence that this was a key dimension, rather an occasional intermediary role as a *quality assurance ombudsman*. There was such pressure on time that any opportunity coordinators might welcome to mentor their mentors were near impossible to find. To be more effective, ITT needs to utilise the *plurilingual* possibilities of the coordinator in a reconceptualised developmental role. To that end, Butcher and Mutton (*ibid*: 225) argue:

*ITT coordinators need all the characteristics of effective mentors, yet much more. They need managerial skills, including: the design and implementation of the school-based programme; liaison with mentors and members of the school's management team; liaison with the HEI or other provider; and provision of effective training programmes for those on work-based routes into teaching. They also need the ability to engage with adult learners in appropriate ways and to deliver thought-provoking and challenging programmes that enable trainees to make sense of what they are learning from a wide range of perspectives. If coordinators are to exemplify professional multilingualism, they also need the opportunity to develop their own mentors.*

To realise this goal, Butcher and Mutton (*ibid*) make reference to Utlely *et al* (2003), who outline the way in which some Professional Development Schools in the United States, in conjunction with the HEI, the role of *site coordinator* has been significantly enhanced and become a full-time position within the school. The role has developed in relation to the demands of implementing the *multiple functions of a partnership school* – teacher preparation, professional development, supporting curriculum development in the school,



research and enquiry – and the nature of the development has been influenced by the culture and leadership of the individual schools in question as well as by the personal qualities and interests of the site coordinators themselves. Professional and personal benefits to the site coordinator as a result of this role enhancement include:

- professional generosity embedded in relationships (e.g. working with other colleagues and sharing ideas)
- rejuvenation
- the enhancement of knowledge, abilities and skills
- new opportunities to exercise leadership (Utley *et al*, 2003)

Using principles drawn from activity theory and boundary crossing, Edwards and Mutton (2007) interrogated the dataset collected for the above study (Mutton and Butcher, 2008). The purpose behind this research was to consider the implications of *multiple partnership* arrangements for future developments in the professional learning of both student teachers and teacher-mentors, and links between school and universities (they use the term initial teacher education (ITE) as opposed to ITT coordinator). In their analysis, Edwards and Mutton (2007: 512) searched for evidence of contradictions and boundaries prevalent within school systems and between the challenges and satisfactions ITE coordinators associated with their role:

*In school-based ITE a 'primary contradiction' is that ITE is historically not the main focus of activity for schools. This was evident in repeated comments from coordinators about lack of sufficient time to work with student teachers and insufficient resources. Alongside this is the contradiction inherent in a focus on student teachers as learners at the same time as working on pupil performance in a context of standards and accountability. A third type of contradiction can occur when student teachers need to work in ways that are not part of a school's accepted practices or when an HEI suggests a change in partnership arrangement. Working on and resolving these contradictions necessarily lead to changes in practices in schools and hence teacher learning*

From an activity theory perspective the contradictions experienced become potential growth points as practitioners explore the tensions and find new ways to reconfigure and move forward. The authors propose two new ways of working to provide ITE in schools. The first was to develop a core programme within a school, which would more or less meet the need of all HEI providers. This was already beginning to emerge within some partnerships ... *We can deliver the core professional studies programme to all the trainees...the training ethos sort of permeates every pore of the school...the school drives the training (ibid: 515)*. The second was to consider the notion of local networks of schools,

which operate as networks of distributed expertise. In the context of this study...*seeing student teachers learn to teach clearly gave the coordinators considerable satisfaction. One area for development might be to ask coordinators to work with mentors to take a long-term focus on the development of student teachers. That is, to focus on the individual learning trajectories of student teachers as they experience different kinds of expertise developed in different schools over the course of their training...the proposal would involve school-based staff in sharing that focus on the longer-term development of student teachers (ibid: 516-517).* Underpinning the quest to 'cut across institutionalised boundaries' which is 'inclusive of the diversification of vested interests and a means that challenges individuals to understand the views of others' (Taylor, 2008: 84) was the call for schools to be slightly more outward looking and oriented towards 'mutual engagement' and 'obligation' than is currently the case.

Evans, Hawksley, Holland, Wolstenholme and Willis (2007) explored secondary Head Teachers' and ITT coordinators' perspectives of the role of the initial teacher training coordinator (ITTC – the member of staff in a secondary school who coordinates the training activities for trainee teachers placed within the school) in the Sheffield Hallam University Partnership. This study builds upon earlier research (Evans *et al*, 2006), which sought to examine the extent to which the coordinator undertakes supervision of aspects of quality assurance. The purpose was to gain insight into the value placed upon ITT, its links with CPD in schools, the strategic importance placed upon the work in which the ITTC's are engaged and, extent to which the head teachers see ITT as a priority within their establishments.

In-depth interviews were held with a representative sample of Head Teachers (n=10) and ITT/CPD coordinators from partnership schools, which varied from large 11-18 to smaller 11-16 schools in the inner city. To further explore the data collected from these schools, three focus groups were held with ITTCs (n=30) and data was collected by a short survey. Key findings were summarised as:

- All head teachers highly value the role of the ITTC – most say that teaching experience and knowledge, credibility with other teachers, being a good practitioner and high level interpersonal skills are important for the role
- As a result of workforce reform there is an increased variety in the range of practices of how ITT is coordinated in school but most schools do not have a formal role description for the ITTC and most are not part of the Senior Leadership Team. In some schools the responsibility of coordination of school-based ITT is

being shifted to that of a highly skilled administrator with increased responsibility for mentors

- The majority of participants and all head teachers consider a joint role of CPD/ITT coordinator is too large for one person to undertake effectively and prefer a lead/support approach
- Head teachers consider the resource to support school-based requirements for ITT is inadequate but that systems within their school are robust
- ITTC's are satisfied with the role description given in the Partnership Agreement Handbook but feel they do not have sufficient time to undertake the role adequately – in particular, the quality assurance/liasing requirements of the role
- ITTC's feel that head teachers significantly underestimate the complexity and workload of their ITT role; in particular, their contribution to developing professional value and practice; quality assurance of mentors and the extent of the need to champion the positive benefits of whole school engagement with ITT
- All head teachers and most ITTC's consider it an essential part of the ITTC role to ensure that high standards of teaching and professionalism are maintained by trainee teachers across the school and have strategies for this
- An increased number of head teachers are developing an understanding of the full potential for sustained staff professional development through mentoring and coaching opportunities including those opportunities provided by engaging with ITT
- In some schools less experienced members of staff may become ITT mentors as the demands increase on more experienced ITT mentors to mentor/coach members of the permanent staff
- The work of the ITTC has become more complex and there has been inadequate training
- ITTC's want HEI to play a more prominent role in supporting school-based training in particular, facilitating the exchange of ideas, materials and expertise, offering external networking opportunities, having a greater grasp of HEI based training and in the support of weak trainees

The issues of quality assurance, emphasised in the 2006 study, remained a concern. Some schools reported there was no mechanism for quality assurance of mentoring within their school and this seemed to be left to the lead HEI. The lack of time allocation seemed to be a key factor. In a minority of schools however [usually training schools], there were established mechanisms for quality assurance in place. The authors referred to the work of Hurd (2007), which concluded that 'training active' schools achieve higher national test scores at ages 11 and 14, yet no significant difference was found in test scores at 16 or 18.

The findings of the research are reflected in the attitudes of some head teachers who saw the importance of accepting trainee teachers into the school and thus the implications for

the role of the ITTC. There was found to be a wide variety of definitions of the role across the 10 schools. In some, the ITTC was part of the senior leadership team and had responsibility for ITT, CPD and NQT's whereas in others these positions were separated out amongst a number of staff in the school. There was also some variation in the perceptions of the ITTC's position by the head teachers. Some saw it as largely an administrative position, others as a managerial position and some as a teaching and learning position. These factors have implications for the management of partnerships in ITT.

The study by Jones, Campbell, McNamara and Stanley (2008) focused on the contribution of mentoring to the professional learning of teachers and the reciprocal learning and development benefits of working with trainee teachers. This research sought to build on findings from an earlier study (Hurd, Jones, McNamara and Craig, 2007), which indicated that working with trainee teachers provided mentors with a diverse range of learning and development opportunities. One key theme to have emerged was the contribution that mentoring could make to the continuing professional development of teachers, and more than three quarters of teachers reported gains.

In this study semi-structured interviews were undertaken with 46 teachers [4 teachers from 4 primary schools; 5 teachers from 6 secondary schools] in varying roles and with varied experiences of ITE partnerships. This sample consisted of ITE partner schools in a range of settings including: specialist (teacher) training schools, schools involved with a range of training providers and training routes, inner city and suburban schools and a newly founded academy. The research participants included various ITE coordinators, class teachers working with pre-service teachers, curriculum coordinators, subject mentors and teaching staff on the margins of the ITE partnerships.

The findings were presented as vignettes embedded within case stories of whole school mentoring practices to illustrate the teachers' experiences of their involvement in ITE partnerships. Each case story was based on one of the 10 school settings and focused on an emergent theme, which were identified as follows:

- Learning collaboratively
- Professional renewal and re-orientation
- Whole school development and cultural enrichment
- Developing a learning community
- Building teacher capacity

- Facilitating beneficial contacts
- Towards a collegiate culture
- Developing critical self-awareness and professional sensitivity
- Driving improvements in teaching and learning
- Experiencing new perspectives

Narrative excerpts of teachers' perceptions were drawn upon to support these themes and many have resonance with others highlighted elsewhere in this review, particularly in relation to the advantages and benefits mentors have associated with this role. Within the case stories, Jones *et al (ibid)* identified some strong indicators of *collaborative professional learning communities*, which they suggest reflect ways in which these teachers experienced professional learning and development through being involved in ITE partnerships e.g.

- Workplace and situated learning of a high quality
- Leadership of learning by the practitioners themselves
- Highly specific, contextual learning which can be articulated by the participants
- Intergenerational learning between very experienced teachers, newly qualified teachers and trainee teachers
- School wide innovations and dissemination of practice
- Positive effects on pupil behaviour and achievement

The authors state (*ibid: 8*) that this study has:

*generated convincing evidence that for individual teachers mentoring trainee teachers can lead to professional renewal and re-orientation, opening up unexplored avenues for career progression and professional growth, and the affirmation of individual career trajectory, thereby affording teachers' agency and ownership of their professional learning and renewal*

Findings from the research by Child and Merrill (2005) into the integration of ITT activity with continuing professional development have resonance with those of Jones *et al* (2008). In this study in-depth interview transcripts derived from 10 professional mentors confirmed the powerful influence of ITT as stimulating reflection on current practice, as exemplified in the following respondent's narrative: *'ITT helps create a culture of reflective practice in school by departmental interaction with students. In being observed and questioned by students, it encourages staff to think through purpose, motivation and teaching*

*and learning styles, thus helping staff to verbalise what they do as a matter of course and consider the value and outcome of their own actions'* (Child *et al*, 2005: 11).

The authors argue that if partnerships with HEIs are to be fully exploited as a professional and academic opportunity then the concept of partnership must go beyond just the placement and mentoring of trainee teachers and be responsive to the possibilities of enhancing research within partnerships. Good teaching needs to be securely underpinned by reference to the best quality research and energised by practitioner researchers where there is, from our findings, an untapped mine of expertise that could be developed further.

Research undertaken by Burn (2006) into the promotion of *critical conversations* explored the distinctive contribution of higher education as a partner in the professional preparation of new teachers. Using a case study approach within a well-established 'collaborative' (Furlong *et al*, 2000) partnership, focused on advice about choosing appropriate lesson activities, data were collected from 18 university-based sessions, and from the weekly mentor meetings of four experienced mentors, working with a pair of interns (trainees). By looking at university tutors and school-based mentors together it was possible to explore the similarities and differences between what they do and establish the distinctive input that each offers to the development of beginning teachers' skills and understanding. To explore how partnership played out in both contexts, one curriculum area, history, was chosen, and the focus narrowed to a single, but highly significant, aspect of teaching: the selection and use of appropriate activities for lessons. This featured prominently within a unit on 'lesson planning' – one of six key themes within the curriculum programme.

The findings showed a high level of consistency as well as genuine distinctions. Although analysis of the activities, goals and conditions advocated or used in evaluation in each context revealed some variations between the different schools, much more striking was the high level of consistency between tutors and mentors. In both contexts interns were presented with a similar range of suggestions for activities, with few marked differences either in terms of the pedagogical strategies employed or the broad purpose that they were intended to serve. The real differences between mentors and tutors were found not in the criteria that each urged interns to use in selecting lesson activities, but in the extent to which they made the processes of decision-making explicit – the amount of *procedural* advice they offered as illustrated in Table 2.

**Table 2: References made by curriculum tutors and mentors to the sources of knowledge they claim their recommendations for selecting and using lesson activities are based** (Burn, 2006: 252)

Sources of knowledge	Curriculum tutors in sessions	Put forward by mentor at school			
		A	B	C	D
Literature	54%	12%	11%	4%	5%
Interns themselves	30%	18%	5%	2%	14%
Tutors' experience	11%			2%	9%
Mentors' experience	3%	71%	63%	80%	36%
Other teachers	1%		11%	4%	36%
Other interns				2%	
Other course components	1%			2%	
Practice elsewhere			11%	2%	

This analysis and advice about the processes of teachers' decision-making illustrates a number of ways in which the roles of mentor and tutor are clearly differentiated. One is the extent to which tutors are able to focus exclusively on the interns as learners. Mentors, as classroom teachers whose first priority will always be pupils' (rather than interns') learning, do not have this time, nor, as Edwards and Protheroe (2004) have shown, this *clarity of focus*. The second is the extent to which the tutors' procedural advice is underpinned by research-based knowledge of teachers' expertise, and of student teachers' learning (Hagger and McIntyre, 2000).

This use of research evidence also lies at the heart of the other main difference related to procedural advice: the proportion of advice each partner gives about using the sources of knowledge they cite. While the mentors tend to base suggestions on their own experience in the context of their current school, the curriculum tutors most often support their proposals by reference to literature, particularly research. The nature of the ideas or information cited, along with the high proportion of references to research literature, indicates that tutors are drawing on different sources of knowledge from the mentors and that 'theory' in the form of research-based propositions about effective teaching forms an important component of the curriculum programme offered by the tutors.

It appears that not only do mentors and tutors draw on different sources of knowledge, but that the tutors' contribution is also distinguished by the explicit commitment to open and critical scrutiny. They support this by calling upon a range of alternatives, derived from their knowledge of practice, current development work and research evidence, which distinguishes university-based input from that of the mentors. While the latter undoubtedly operate as *teacher educators*, providing a clear rationale for their suggestions and encouraging interns to subject them to careful evaluation, genuine debate and challenge is inevitably problematic. Even where mentors succeed in creating a culture in which interns feel genuinely able to critique the ideas or assumptions presented to them, the criteria against which they do so do not generally extend beyond the experience of the mentor and intern, nor do they include a research dimension.

As noted by Ofsted (2005), it is not enough to have teachers who merely comply with models of pedagogy set out in the national strategies, we need teachers with the 'confidence to modify [them] as appropriate'. Burn (2006: 257) responds by stating that HE institutions:

*have a distinctive contribution to make to the development of such teachers: first by making accessible to them the most relevant and compelling findings of current research; and second by promoting a genuinely open and critical evaluation of recommendations for practice against a range of criteria, including the specific demands of their teaching context. This is a contribution that only higher education can make to ITE, and which will only be effective if it forms a sustained and fully integrated component of any partnership course*

#### **2.4 Partnerships between Training Schools and HEIs**

Brooks (2006) evaluated the impact of a *partnership within a partnership* model, which had been forged between a large, well-established HEI provider of ITT and a Training School (TS) with beacon status. To secure TS status and funding, a three-year project had been designed by the headteacher with the Director of PGCE from the HEI. The remit made provision for staff from both institutions to collaborate at every stage in the project's development and for funding to be shared between them. The project proposed five strands for development:

- Effective teaching in data dense settings
- Developing and disseminating excellent practice in working with learning support assistants
- Enhancing mentoring and classroom observation skills
- Enabling continuity of learning from Key Stage 2 to 3 with a focus on literacy



- Identifying models of excellence in classroom practice in an ICT rich environment

Strand coordinators nominated from each institution were required to work collaboratively throughout the life span of the project, meeting to undertake joint planning of each year's initiatives and working together to research and develop new materials/approaches. These were trialed inside the TS with the small group of students who were on placement there at the time and/or their mentors. Appropriate innovations and project materials were subsequently disseminated and adopted by the mainstream PGCE where other students and/or partnership schools would experience them.

Questionnaires (generic questions applicable to all strands) were used to gather students' perceptions of their own skills and practice *before* and *after* exposure to project training, as well as evaluating the training itself. A quasi-experimental approach was used to gather baseline data against which to judge 'value added' when materials were disseminated. Findings across the various strands of the project pointed consistently to the conclusion that the project had successfully identified areas where existing provision was capable of improvement. Also, project materials had enhanced training not only for the small groups of students (15+) placed in the TS but also for the entire PGCE cohort (200+). For instance, materials developed by the 'working with LSAs' strand were initially trialed with students on placement at the TS but the following year they were incorporated into the teaching programme at the HEI where all students were exposed to them. Likewise, the 'observation' strand developed new observation instruments for use by mentors during lesson observation. Initially, these were piloted by the TS mentors but subsequently adopted by the partnership for use in all schools. There are three distinct areas in which this model of partnership has made impact:

- the team were able to work strategically as the TS became a centre for innovation and 'test bed' for addressing weaknesses that had been identified in the wider partnership's work
- the sharing of funding allowed the project to benefit from the complementary expertise of staff from the TS and HEI
- the capacity to disseminate initiatives to large numbers of students and schools across a broad geographical area

A generative, research-based approach to mentoring ITT students, in a four-year Training School/university partnership, was explored by Whitehead and Fitzgerald (2006). The research was informed by action research cycles and the generative approach advocated by McNiff and Whitehead (2002) in which reflective dialogue is a central characteristic.

During the first phase data were collected by and from university subject tutors, school mentors and trainees from three subject specialisms [art and design, design technology and English] in order to record and evaluate experiences and illuminate the process of knowledge creation and the learning of participants. The initial collection of data was from video recordings of mentors' lessons, which had been co-planned with trainees and explored during weekly mentoring sessions. The analysis and reflective dialogue was used to inform subsequent lessons taught by trainees, which in turn were video recorded and analysed. Other data collected included pupils' work and interview data from the head teacher and deputy head teacher to help triangulate accounts as well as to gauge impact on the school and its development as a learning community.

During the second phase mentors explored the insights voiced by pupils from lessons taught by mentors and trainees and which had been video recorded. Although a mentor and trainee had previously analysed the video of a lesson, the mentor commented that when pupils give feedback, they then 'noticed completely different things'. The inclusion of pupils within the Training School's community of practice enabled pupil voice to become an additional source of data to help both generate and validate mentors' and trainees' professional knowledge, which gave them a sense of 'epistemic agency, a capacity to construct legitimate knowledge' (Fielding, 2004: 296). As one mentor observed 'pupil input is vital to changing practice. To achieve the optimum learning environment, pupils must be fully involved in the process.' Mentors were sensitive to the fact that although accessing and using pupil voice had potential to deepen or transform their own professional knowledge, the same process could prove overly challenging for their trainees. One of the defining characteristics of the generative approach was the nature of the relationships between mentors, trainees and pupils in that they became more inclusive than those in the restricted approach, as exemplified in Table 3.

This inclusivity was premised on qualities of trust and respect for each other as well as open-mindedness. Not only was the relationship between mentors and trainees different but so too was the relationship between university staff and school-based mentors, as new ways of working were adding new dimensions to the practice of partnership.

One condition of the Training School's funding was that they should move these developments on from the teachers' situated practitioner knowledge to a sustained and sustainable professional knowledge base both within the school partnership and the wider

professional community. The commitment to disseminate the work and create a website<sup>6</sup> helped to systematise the knowledge gained, contribute to sharing practice and enhanced the professional knowledge base of other trainees, teachers and teacher educators.

**Table 3: Key characteristics of the restricted and generative approaches to mentoring**  
(Whitehead and Fitzgerald, 2006: 48)

<i>The initial restricted approach to mentoring</i>	<i>The new generative approach to mentoring based on self-study</i>
<p>The mentor: an experienced practitioner who transmits knowledge to trainees and pupils</p> <p>The mentor: a guide and commentator on trainees' lesson planning, giving feedback and assisting in <i>post hoc</i> lesson analysis and evaluation</p> <p>The post lesson analysis by the mentor with trainees focuses solely on the trainee's teaching and provides no opportunity to model the way the mentor reflects on and learns about their own developing practice as a teacher</p> <p>Trainees' learning from mentors is at surface level; learning for mentors is incidental</p> <p>The mentoring process involves an ongoing commitment to the improvement of the trainee's practice as a teacher and is supported by the principles of enquiry and reflection. There is a greater emphasis on the trainee's teaching than on the pupil's learning</p> <p>The relationship between mentor and trainee is a hierarchical one. The mentor's role is clearly defined in the terms of the tutor: clear role boundaries of mentor-trainee are maintained. Pupils are recipients of professional practice rather than partners in the generation and validation of professional knowledge</p>	<p>The mentor: an experienced practitioner who is involved in the generation of professional knowledge and is a co-learner with trainees and pupils</p> <p>The mentor: through co-planning and the co-analysis of video footage of their own lessons and those of the trainees, the mentor contributes to trainees' learning whilst advancing their own knowledge and understanding</p> <p>Using video as a tool, the mentor models how they reflect on their own teaching drawing on feedback from trainees and pupils. Reflection is openly modeled as a key skill in the professional repertoire of the mentor and is replicated in the practice of trainees</p> <p>Trainees and mentors learn from the process of joint deconstruction of lessons. Learning is at a deeper level and acknowledges the contribution pupils can make to the development of situated professional knowledge as well as to their own knowledge creation</p> <p>Mentor and trainee are involved in a systematic enquiry process that is committed not only to the learning of the trainee but also to that of pupils, the mentor and the school as a learning community. Via a website and other means of dissemination, the process is public and accountable</p> <p>The mentor's role is defined more loosely, with each mentor working as both guide and co-learner with the trainee. There is a greater reciprocity and interdependence in the relationship between mentor and trainee. Pupils play a role in validating professional knowledge and in the transformation of professional practice</p>

<sup>6</sup> Details online: <http://edu.projects.uwe.ac.uk/trainingschool>

Recognising the potency of this generative approach in contributing toward professional knowledge and professional development influenced the school's decision to increase the number of trainees and involve staff from other subject specialisms as mentors. The potential of this model to support the further development of qualified staff was recognised by the head who appointed a number of learning coaches, with a view to building on the work of ITT and provide opportunities for all staff to have time 'set aside to discuss pedagogy'.

The generative approach to mentoring in ITT was serving as a catalyst for what the Holmes Group (1990), as summarised by Winitzky, Stoddart and O'Keefe (1992: 2), described as a Professional Development School:

*A school in which a university faculty works collaboratively with practitioners over time with the goal of improving teaching and learning (i) upgrading the education of pre-service teachers, (2) providing professional development for experienced teachers, and (3) field-based research*

The nature of this partnership and the specific approach to mentoring was enabling these three goals to be achieved concurrently, incrementally and to mutual benefit with the prospect that retention in the profession would be increased as trainees found themselves participating meaningfully in a learning community. The generative approach described in this study, as well as the reference to an increased number of subject specialist mentors and learning coaches, has resonance with the principles and core concepts identified in the National Framework for Mentoring and Coaching (CUREE, 2004-2005).

### ***2.5 Partnerships within the Eye Project***

Four HEIs in North West Region 1 worked in collaboration with a selection of schools across their partnerships, to manage The Eye Project: Early Years Excellence in school placements (TTA, 2005). Three of the areas addressed have particular significance to this review in relation to effective models of partnership working: (i) paired placements; (ii) trainee teachers working in a small school setting; and, (iii) high intensity training.

(i) *Paired placement* was viewed as a training tool, which can benefit peer tutoring in a supported training environment. Working in teams with other teachers and support staff was seen as an effective strategy to: tackle workloads, raise standards, enable schools to focus on the individual needs of every child and support trainee teachers in gaining the skills to teach collaboratively. A full consultation of the process by all stakeholders,

including trainees, prior to, during and after the placement was undertaken to inform the project outcomes. Main advantages and challenges were identified as follows:

#### *Advantages*

- Moral and emotional support for planning and teaching between trainees which builds self confidence
- Shared work load/enormous resource bank by using each other's subject strengths which lessens the pressure on individual trainees
- Feedback from peers/peer assessment
- Support for class management from peers and opportunity to work as a team
- Gaining experience of how to plan for extra adults within the classroom
- Development of teaching from parts of a lesson, building to teaching whole lesson
- Development of management/negotiation skills
- Children's learning accelerated through the opportunity of being able to work with extra adults
- Opportunity for more practical activities

#### *Challenges*

- Availability of time to plan together
- Ownership of shared lesson
- Worry of 'going it alone' in next placement
- Possibly too many adults in classroom which can lead to uncertainty of roles
- Sharing planning can create pressure and competition
- Dominant partner/incompatibility between trainees
- Some schools, that were less confident in applying a flexible approach, felt inhibited by the structure of the practice
- Reduced/amount of teaching time compared to trainees on individual placements
- Some pairs felt obliged to keep each other company which could lead to less interaction between them and other staff

Notwithstanding these challenges, the overall impact of this project was positive, such that the first placement for all year one trainees in 2007-2008 from Wolverhampton University was to be a paired placement. These findings have resonance with those reported by Graham-Matheson (2007) in her review of projects undertaken within the National

Partnership Projects (NPP) initiative: four of which were concerned with paired placements and two examined high intensity placements, which involved large numbers of trainees. The study at Bath Spa University reported by Fursland is of particular note as it traces how findings from the pilot study, which involved three pairs of trainee teachers in two schools, were built upon to enable the partnership to move forward with a larger paired placement project as follows:

- Care will be taken to facilitate compatible pairings, working within the constraints of placement offers, particularly in relation to the philosophies of teaching and work ethic
- Trainees will be trained for their role in paired placements and asked to give a brief explanation of paired placements to classes taught, and to use some form of identification for each role, if appropriate
- Mentors will be offered training for their role in paired placements
- Trainees will be expected, within their shared timetables, to alternate between lead teacher and peer evaluator/classroom assistant. Pairs will generally not be required to team teach within the same lesson as this proved much more problematic for the pairs and confusing for pupils
- Trainees will be encouraged to see the opportunity to work as peer evaluators/classroom assistants as enabling them to fulfill aspects of the Government Standards, in line with the modernisation of the teaching profession
- Trainees will plan medium term plans together...individual lesson plans will be planned by the lead teacher in the pair, in order to give opportunity for the development of an individual style of working
- Mentors will normally feedback jointly to trainees, taking into account peer evaluations, with provision for individual feedback where required
- Alternative arrangements are necessary in the event of a breakdown in the relationship between the pair

Further exemplification of successful paired placements emanates from the South West London Teacher Education Consortium (SWELTEC)<sup>7</sup>, a partnership that currently includes nearly 200 schools and four HEI institutions. SWELTEC encourages paired placements and schools, which have placed pairs of students in a single department, reported on the increased levels of support available to pupils and the high quality of preparation and

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<sup>7</sup> Details online: <http://www.sweltec.ac.uk/documents.html>

resources used in paired lessons. Table 4 provides some ideas of how pairs should work together and some benefits associated with the paired placement school experience.

**Table 4: Planning for, and benefits of, paired placements**

**How should pairs work together?**

There must be a clear negotiation between school tutors, HEI tutors and the students to ensure that everyone is clear about the organisation of Block School Experience. When paired lessons are to be observed by school or HEI tutors, the nature of the observation, evaluation and feedback needs to be agreed. How subject mentors and students decide to organise the teaching will clearly depend on factors such as:

- the personality of each student
- the nature of the individual classes
- the content and organisation of particular lessons.

There are several strategies that may be adopted by pairs. However, lessons taught by paired students should always be jointly resourced and jointly planned. Some suggested modes of working are:

- the timetable might be split into two-thirds paired teaching and one-third 'solo' for each student
- one student leads the class while the other supports in a general or organising role, helping with resources, registers etc
- one student supports specific pupils with learning difficulties, thus enabling the other to work with varying models of differentiation
- students who teach together almost instinctively weave around each others' instructions, explanations and responses to pupils
- one student may work with some pupils outside the classroom (e.g. using ICT, or the library/resource centre) while other pupils remain in class with the second student
- students may wish to try out different approaches to a topic with different classes; one student tries one approach and the second tries another.

This is not a complete list of strategies for paired teaching, nor is it prescriptive. It is guidance drawn from methods that have worked successfully in the past. Similar strategies to those listed above have been found to be equally effective when a student is supporting an established teacher.

**The benefits of paired school experience**

Enhanced student support:

- students can find teaching a lonely experience. Pairing provides mutual support for students in relation to planning, resource preparation, teaching strategies, management and evaluation.
- school-based sessions with the Professional Coordinating Tutor and/or subject mentor can sometimes be taken with both students present. This saves time for school staff.

Enhanced learning experiences:

- students realise that collaborative working can be motivating and helpful, as well as supportive
- students can develop both as observers and as action researchers into learning in classrooms
- students can develop confidence in the presence of another person in their classes
- students can reflect on specific lesson detail with another student from their own subject area in an informal setting
- students can be observed by one of their peers (which serves a different purpose from the 'official' tutor observations).

Enhanced pupil learning:

- greater level of in-class support for pupils
- greater variety of teaching methods and styles.

(ii) *Trainee teachers working in a small school setting*: since one class teacher in a very small school took on the role of school based tutor and worked with a cluster group of six schools to ensure that all teaching staff were mentor trained and updated, the school's view on working with trainees was reported to have changed considerably. In thinking about who might benefit from working with an increased number of trainees in a small school setting the views of staff, governors, parents and children were sought and it was decided that:

- *Children* would benefit because they would: experience different teaching approaches and methods; experience different personalities and characters; gain access to different subject specialisms and resources. The class teacher would be able to work one to one or with a targeted group and there would be an extra adult for school trips/outings
- *Staff* would benefit because they would have: time to reflect on their own practice and initiate new ideas and plans; an opportunity to develop professionally and experience the exchange of skills; time to focus on school development plans and become involved in extra-curricular activities; the satisfaction that they would be helping to develop the profession and the opportunity to be exposed to current educational practice
- *Parents* would benefit because they would: see their child respond to and enjoy new experiences; get another opinion of the child's development; observe the promotion of high standards of education; and, be active in raising standards
- The *wider community* would benefit because they would: see the school being used as an example of good practice; become informed and involved in whole school developments; and, see trainees bring new ideas and personnel into the area

Building upon these perceived benefits, together with careful planning, the appointment of a governor responsible for trainees and sharing experiences of working with trainees in regular newsletters to keep parents informed, the next steps were to have trainees in all schools at the same time so that staff could share lesson observations, subject expertise, concerns and successes. Sue Hollows (TTA, 2005: 16) reports:



*we feel we have gone a long way to enhancing the capacity and quality of trainee placements in our small school and we are working to develop this in other small schools. We feel we are addressing the flexibility in the way trainees are supported and the way that parents and governors can become involved*

(iii) *high intensity training*: owing to the remote geographical location of the school, which limited the number of trainee teacher placements, Victoria Infant and Nursery School established a School Centred Initial Teacher Training (SCITT) based course. All staff received mentor training through both Lancaster University and Cumbria Primary Teacher Training. In taking trainees from a range of providers and differing training courses the need to be very clear about the role of a mentor from all potential providers was recognised. A support network was introduced, which consisted of a line management system that enabled all staff to be supported as they, in turn, supported the trainees. Trainees were made aware of the line management structure and were able to approach a range of staff for information and guidance. Line managers were called upon to observe the trainees.

The school now recognise themselves as one that has the culture of training, at all levels, embedded into the ethos of the school, which is acknowledged by all staff and governors. The school has been recognised as a partnership promotion school (PPS) and links very closely with other schools to provide support and encouragement. All members of the school staff consider that they have valuable skills to be shared with others, to support not only the children they teach, but also the future workforce. All have grown in confidence through involvement in this long-term commitment and whole school development. This was identified during the last inspection process when all staff achieved a high standard of teaching and the quality of support staff was acknowledged as very good. Mrs Robertson (*ibid*: 69) states:

*I believe that the school we are today is due to the introduction of our culture of training, which has brought significant benefits to the climate, ethos and standards attained*

## **2.6 Partnerships within a Complementary placement model**

Loveless and Colwell (2009) studied the impact of a one-year complementary placement (CP) on third year trainee teachers from the University of Brighton. The CP model of partnership aimed to reinforce inter-professional collaborative working in recognition of the changing role and context within which teachers are placed. The research aimed to investigate: professional engagement with a range of professionals other than teachers

within the context of the placement; critical reflection on experiences within the placement to identify the benefits and challenges of collaborative working; and, the conduct of an educational enquiry in the placement setting.

The CP involved over 70 staff, which included 37 placement facilitators [e.g. anger management specialist, speech and language therapist, educational outreach team, youth workers, health workers, teachers from different cultures with differing resources] and 181 students preparing to teach in Early Years, Key Stages 1 and 2 or Key Stages 2 and 3. A qualitative approach to research was adopted through desk analysis of relevant documentation, attendance at progress and evaluation team meetings, and transcripts derived from 38 semi-structured interviews with key actors in the CP.

The use of the reflective journal/log and critical incident forms were familiar tools for students and tutors. Online communities were set up, in support groups of 6-8 students, to maintain a dialogue and receive and offer formative feedback on developing enquiries and critical incidents within groups involved in similar types of placements. It was anticipated that the online tools would provide a space for peer review, support and socialisation during the preparation module and whilst the students were away on placements.

The findings suggested that many students preferred to meet up face to face, have discussion buddies rather than groups, or have a choice about whether they used the virtual learning environment rather than social networking tools. The tutors reported that the student teachers online habits were very different from their own and that it had been difficult to anticipate the habits, needs and requirements of the online interactions. The purpose, focus and formality of relationships and communication within the online spaces were found to present challenges both to students and staff.

A significant achievement of the CP experience was bringing together diverse groups of staff, and the development of a communal approach to working together and making time to consider both the practical and conceptual problems to be solved, based within a context of differing needs. In figuring out the framework of support needed to help the students in the CP, staff realised some of their own needs, as well as their contributions to the team.

Many tutors noted that students had observed a variety of ways of working with young learners in the placement environment. These focused more on the wider welfare of children rather than the requirements of national curriculum teaching and assessment experienced in mainstream school settings. Some students were able to take the initiative,

act independently, make connections with new people and organisations, and take responsibility for their own selves.

Meeting and working with other professionals was considered to be a positive and useful experience in becoming a teacher. Some placements required high levels of team work, others drew to strategies for working with vulnerable young people. Some enabled the students to become involved in the development of educational resources and engage in outreach for out of school organisations, others offered opportunities to attend cross-agency meetings and shadow a range of colleagues in a multi professional team. Loveless and Colwell (*ibid*: 36) conclude that the CP innovation:

*generated creative thinking in its design, and risk in its challenge to familiar cultures of professional practice in ITE. The work in progress was not always smooth, and many lessons were learned about the development of the conceptual, pedagogic and administrative foundations for the CP*

### **2.7 Partnerships within the Teach First model**

Blandford, Rowell and Richardson (2008) investigated how innovations in the Teach First ITE programme could be used to develop mainstream training and education in relation to: training students in urban settings through partnerships with business and communities; the development of a strong ethos with training routes; the generation of peer to peer support groups; and, the marketing of teaching as a profession, which skills people up and creates opportunities for advancement in other careers.

The support of the business community and its partnership with the teaching profession, politicians and TDA led to an innovative training scheme, which develops leadership qualities in top graduates at the same time as harnessing their commitment to excellence, drive and enthusiasm into the classrooms of challenging schools. Teach First has many business features e.g. a unique selling point - *addressing social disadvantage*, the style of recruitment that goes out into the market place to find the right applicants, and a structured two-year training programme that aims to develop leaders. The expertise and personnel both from HE and business are drawn upon to deliver the programme.

HEIs have a significant role in the Teach First experience and through collaborative and cooperative working partnerships have designed a programme, which enables Participants to reach the standards for QTS in a much-reduced space of time. The involvement of several HEIs in the Summer Institute has meant that joint planning triggers professional discussion

and from this new systems have arisen e.g. University tutors modeled the styles of teaching and learning that Participants were expected to use in the classroom and these sessions concentrated on participation through active learning, role play and group work.

A strong feature of the Teach First model is the strong networks that arise between Participants, between Ambassadors and between Participants and Ambassadors, which begins at the Summer Institute when, for six weeks, new Participants have the opportunity for a residential experience. They form strong links with their peers in subject groups and in professional studies groups and come to trust each other by establishing professional honesty in joint reflection and evaluation. The Ambassadors work alongside the Participants at the Summer Institute and provide workshops and seminars, and work on joint projects. Ambassadors act as coaches and run teaching and learning groups during the two-year programme, which enables good practice to be spread between Participants and gives the Participants an opportunity to learn from professionals who have trained in the same way. Peer support is thus built into the structure of the training programme. This includes the first two years whilst in schools but extends well beyond as Teach First Ambassadors take up positions in other fields. A high priority is placed on developing networks between Participants and Ambassadors, and Leaders in Business and Education, so that the training scheme can benefit from leaders in a variety of fields. Blandford *et al* (*ibid*: 3) conclude:

*A strong ethos has developed amongst people who join the Teach First organisation because of the strong mission statement and clear articulation of core values and competencies against which Participants are recruited and trained over two years. After the two years of training, the mission and the values have a strong influence on the style and approach of the Ambassadors who have all achieved the Teach First competencies, making them highly employable by a large number of organisations*

## **2.8 Partnership agreements**

Underpinning the successful working relationship between partner institutions working with ITT trainees is the commitment to sign up and adhere to the terms and condition laid out in the partnership agreement. Such an agreement will come into effect once signed by the partner school and ITT provider. An excerpt from the South West London Teacher Education Consortium (SWELTEC)<sup>8</sup> is presented here to exemplify the purpose of such an agreement, and its accompanying statement of values.

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<sup>8</sup> (*ibid*)

These statements are followed by specific details relating to the: selection criteria of partner schools; roles and commitments of identified individuals within the partnership infrastructure and, details of how the quality of the partnership will be assured. These measures aim to ensure that an understanding of the roles and commitments of all key players within the partnership are shared. Partnership agreements also need to respond to changing circumstances in the educational context and thus could also be viewed as live documents, as illustrated in Table 4, which makes reference to the revised standards.

**Table 5: SWELTEC Partnership Agreement**

**PURPOSE OF THE AGREEMENT**

The agreement is designed to meet the development needs of trainees on full-time PGCE Secondary courses in the partner HEIs. The Partner School and the appropriate HEIs will jointly contribute to the completion of a trainee's Training Document. This registers the evidence that the trainee has met the revised (2007) DfES/TDA Professional Standards for Qualified Teacher Status (QTS).

The agreement has been designed so that the HEI/School partnership fulfils the 2007 Requirements for ITT. It is noted that overall management of the training process, the accreditation of courses and selection of Partner Schools lies with the HEIs.

**STATEMENT OF VALUES**

The Consortium believes that the purpose of teacher education is to equip teachers with the relevant knowledge, understanding, skills, attitudes and behaviours so that, through their teaching, they meet the cognitive, physical, emotional, moral, social and aesthetic needs of the pupils and students in schools.

The Consortium is deeply committed to the notion of teachers as reflective practitioners. In order to develop as effective teachers, it is essential that trainees have opportunities both to practice their classroom skills and to reflect on and develop their practice. To become a "reflective practitioner" requires close, supportive relationships between Partner Schools and the HEIs. This partnership works to provide the best possible professional environment for trainee teachers to reach their full potential.

The Consortium is committed to deepening and enriching the partnership between schools and the HEIs so that trainee teachers gain the most from the expertise both of teachers in the classroom and of other school staff. Central to this is the shared understanding between Partner Schools and the HEIs of the training process and the values of education.

The Consortium is committed to equal opportunity for all individuals regardless of race, culture, religion, age, gender or disability and sexual orientation.

The agreement may be extended with the consent of all four of the PGCE Course Directors from the HEIs and the Partner School to include related courses such as part-time PGCE Secondary, PGCE KS2/3 or Secondary GTP.

**2.9 PLA perspectives of partnership working across the regions**

The Provider Link Advisers (PLA) report (TDA, 2007b) based on intelligence across all the regions sought to evaluate the impact of TDA funded work and make recommendations for future working. The report identified impact on partnerships between schools and providers in five key areas: the capacity of schools to take trainees, the quality of school based training, the impact of the NPP, PDS and TS. The key points raised were as follows:

- Existing models of partnership need to encourage more paired/group trainee placements during the first school placement, the development of mentor quality and teacher standards
- The new self evaluation document (SED), new standards training and collaborative work between providers, new M level ITE accreditation and TDA subject knowledge framework have set schools and providers of ITT on an improvement track
- The NPP encouraged, facilitated and supported a varied range of collaborative initiatives to tackle issues in developing quality in ITE which have become part of many providers ongoing work and continue to have lasting influence on their partnership work e.g. creating a mentor framework; development of ITE practices in specific subject areas; establishment of subject specific networks; development of partnership clusters; engagement with CPD via PPD through ITE and LA collaborations
- The PDS initiative has created real opportunities for innovative practice and where projects are working well signs are that new relationships between schools and providers with stronger commitments to partnership and development of quality training to support trainees, and PDS may have a significant future role to play in consolidating this innovative practice
- Training schools have welcomed the role they play in developing quality and capacity in ITE and of encouraging providers to be innovative. They have been effective in developing 'super mentors', delivering mentor training and in encouraging providers to model innovative partnership arrangements.

Looking across their networking as a whole, PLAs identify the following instances where impact has been realised:

- Bringing schools and providers together in developmental activities supported by TSCs, PDS and PLAs
- Developing approaches to ITT recruitment that involves schools, ITE and SAS providers
- Successfully stimulating and encouraging tenders for taster courses, Open Schools, CPD project bids
- Changing cultures in ITE – enabling schools to reconceptualise the contribution of ITT to school objectives and enabling providers to proactively support schools from a wider base than ITE alone e.g. CPD, PPD, TLA, higher degrees, research or investigative projects and impact studies

- Providing feedback and support to TDA colleagues on allocations, recruitment, PPD and other topical initiatives
- Supporting and generating innovation and initiatives within provider communities e.g. collaboration across providers, impact research, strategic networking of ITE Deans and Heads of School
- ITTPs keeping their 'eye on the ball' during changing and challenging times e.g. strategic planning and carefully considered programme closures or areas for growth

Recommendations for future work centre on working at strategic and operational levels across different organisations and personnel to consolidate and enhance progress, and drive development in training and recruitment, so that pupil achievement can be raised.

### ***2.10 Summary of key points***

Once an effective partnership has been formed, its impact can be shown in teacher quality, recruitment and retention whilst also having an impact on individual ITT trainees and their pupils as well as other schools and staff involved in the partnership through the creation of collaborative learning communities and resources which can be shared and disseminated.

Components of effective partnership working, which emerged from this section comprise:

- Robust systems and procedures in place to support ITT training, which are understood and implemented by all those involved in the process to assure high quality provision e.g. line management system to support all staff, partnership agreement, distributed leadership, clarity in the expectations of roles and responsibilities, strong mentoring programme, peer review and peer tutoring, joint responsibility for training, supporting and assessing trainees against the standards;
- Local networks of schools, and ITT providers and schools, operating as networks of distributed expertise e.g. support networks, multiple partnerships, partnership within a partnership, critical mass of trainees [paired/multiple placements], multiple functions of a partnership school including sharing skills and expertise to support the future workforce, innovative practice shared between clusters of schools and transference of leadership and mentoring skills;
- Open lines and channels of communication to maintain dialogue, engage in debate, receive and offer formative feedback and up-to-date information, engage in joint planning and review e.g. online communities of practice, social networking, peer to peer support groups, delivery of and participation in regular training events;
- Inter-professional working and collaborative professional learning communities e.g. partnerships between business and HEIs to deliver ITT training, cross agency meetings and shadow a range of colleagues in a multi-professional team, joint observation with different professionals;
- Inclusive approach premised on qualities of trust and mutual respect as well as open-mindedness to create a culture of training in which all participants'

- perspectives are both voiced and valued e.g. honesty in joint reflection and evaluation, reciprocity and interdependence between mentor and trainee, inclusive relationships between mentors, trainees and pupils;
- Vibrant climate for professional and career development and continuous professional learning e.g. critical conversations, reflective practice, practitioner based research to link theory with practice, rejuvenation, intergenerational learning, shared culture of discourse about training;
  - Shared vision toward which all partners within the partnerships are working.

### **3 Models of partnership working in the education sector and their impact on partner institutions, practitioners and learners**

This section draws upon literature related to models of partnership working within the education sector, other than ITT, and is organised under the following sub-sections:

- Sure Start children's centres;
- Extended schools;
- Creative Partnerships;
- Partnerships between schools and HEIs;
- Leadership within the context of multi-sectoral partnerships;
- Partnerships using online environments;
- Summary of key points.

#### ***3.1 Sure Start children's centres***

In 2008, a survey was undertaken by two of Her Majesty's Inspectorates and three inspectors from Ofsted's Children Directorate, into the impact of the integrated services provided by twenty Sure Start children's centres<sup>9</sup> on children and parents. Fourteen of those visited were Phase 1 and six were Phase 2 centres, which had opened between 2004-2006 and 2006-2008, respectively. The centres were drawn from six local authorities: Bristol, Manchester, Hammersmith and Fulham were selected as they fell within the 30

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<sup>9</sup> A government programme designed to deliver the best start in life for every child. Further details online: [www.surestart.gov.uk](http://www.surestart.gov.uk) and [www.childrens-centres.org](http://www.childrens-centres.org)



percent most deprived areas<sup>10</sup> and Cheshire, Devon and Lincolnshire, as they are often geographically isolated and close to more affluent areas.

Evidence was sought for impact of partnership working on the learning and development of children and parents and, for the effectiveness with which integrated services were managed and led. Data was gathered through interviews with Sure Start centre staff, service providers, parents, local authority representatives and the key staff and head teachers of associated primary schools, as well as through direct observation of the work undertaken within each centre. Some exemplars of the *outcomes of effective partnership working* extracted from this survey report (Ofsted, 2009) are presented below.

- In all but one of the children's centres visited, the integration of services was having a positive impact on children's enjoyment and achievement. Primary headteachers reported that the children were more confident, with better social, language and communication skills in readiness for school
- Children with special educational needs benefited from the *close working* of centre teachers, day-care staff, family support workers, health visitors, midwives, speech and language therapists
- One particular centre, judged as outstanding, provided a nursery class for disabled children, working in *close association* with a nearby primary special school and assessment centre. Parents of children with disabilities were very positive about the progress their children had made: some of the children made so much progress they were scheduled to begin at mainstream primary school
- Three centres provided a base for specialist services and catered for young children with highly specialised needs, such as hearing impairment or severe or profound learning difficulties. The following case study highlights the positive difference one centre made for one such child and her parent:

#### *Case study*

A parent arrived at one centre distressed because her child had been diagnosed as deaf. She felt isolated, knew nothing about deafness and did not know what to do. The centre helped her to study various websites and find out much relevant information...she went on to find out about the latest technology and hearing aids. She was supported and encouraged to start a group for deaf children at the centre and now helps other parents...she has learned sign language at an advanced level...her child is making excellent progress

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<sup>10</sup> Super Output Areas as defined by the Office of National Statistics: smaller than wards, of broadly constant population size, for the purposes of statistical analysis at locality level

- Nursery managers and children's centre teachers were engaged in *supporting staff* to be special needs coordinators. Speech and language therapists and health visitors made important contributions to helping children with developmental delay make accelerated progress, and in identifying children with genuine learning difficulties. Although not in full operation in many of the centres visited, all had plans for implementing the Common Assessment Framework, and centre staff undertook the role of lead professionals.
- Inspectors observed a *Peer Early Education Partnership* session for babies in one centre, led by a family support worker to promote good child-rearing practices. The sessions were all highly rated by parents who were picking up lots of simple, inexpensive ideas about how to stimulate and interest their young children. They reported that they could see how well the babies were learning and how much more occupied and happier they were as a consequence.
- Parents reported considerable gains from post-natal classes and activities, particularly those intended to encourage parental bonding with babies and to help learn more about child development. Encouraged by health visitors and nurses, several took on *roles as mentors* to other mothers as illustrated in the case study below.

#### *Case study*

Three parents attended *The Baby Café*, a breastfeeding group run by the health visitor. Two of the mothers came from well outside the estate where the centre was situated and traveled so far because they appreciated the course and welcome provided by the centre. One mother reported that she would not have continued breastfeeding if it were not for the support of the health visitor and the encouragement of other mothers on the course

- Families of minority ethnic backgrounds made good use of the children's centres and were well represented within cities. Inspectors spoke to several mothers with high aspirations for self-improvement. They made good use of English language classes provided or signposted by the centres and considered improvement of their English an important step to finding employment and improving their family circumstances.
- One rural centre is far from easy to reach for some of the most vulnerable families. They live on a small isolated estate at the opposite side of the district from the centre. The centre team has made home visits, supports the newly formed residents' committee and has established a small *satellite centre* on the estate. These actions

- are having a positive impact as families are now willing to travel to some of the main centre's activities.
- *Joint visits* were being developed in three of the centres visited. Inspectors heard of *effective collaboration* between health visitors, children's centre teachers and workers from the voluntary sector, such as Citizens Advice Bureau workers, partnering family support workers on their visits. In one centre the health visitor reported that she valued the presence of a professional trained in social work during her statutory visits to check on children's health. Although intensive on staffing, professionals were highly positive about such visits, believing they were *more effective together* than when operating separately.
  - All centres point to the importance and success of family support workers. For example, one mother and her three children, aged six, four and two years, were placed in a women's refuge after suffering domestic abuse. On referral to the centre, family support workers arranged for the oldest child to receive counseling. Initially, as the mother struggled to cope, the centre supported the mother's self-referral to place her children in care. Later, as she became stronger, the centre's family *support team* helped her bring the family back together. They are now re-housed and the mother is attending many of the activities provided by the centre. Supported by family support staff, she is preparing to return to work.
  - A particular feature noted in this survey was the prevalence of activities to promote healthy eating. Cooking and tasting food from many different cultural backgrounds was also a method used to encourage people from diverse backgrounds to *talk to one another*. New initiatives to grow and market organic fruit and vegetables and to prepare nutritious meals were frequently observed. In one centre parents worked with the director of a food cooperative with the intention to provide the *community* with high-quality organic fruit and vegetables sourced locally at prices lower than in supermarkets. Two of the centres were investing considerable resources in creating allotments and gardens. These projects were supporting the centres' integration into their *local communities*, involving children, fathers and grandparents and providing a focus for the increasing consumer interest in locally produced food and health lifestyles as in the case study example:

#### *Case study*

One centre has set up an allotment in its grounds, extending to about half an acre. A professional gardener is on hand to provide advice. The allotment has involved fathers with the centre and male students from the local high school. The allotment

produces a wide range of vegetables and fruit of a good quality. These are used in the centre to support courses on healthy eating. The running of the allotment and the promotion of home-grown food is in the hands of the users of the allotment. The management committee is successful in raising funds to sustain the project. Everyone connected with the project feels huge pride for what has been achieved. The day nursery has begun its own small allotment, mirroring the adult version over the other side of the fence.

- In nearly all the centres visited, children's centre teachers and nursery managers could point to clear improvement in the quality of what they have provided since their last Ofsted inspection. Most practitioners were up to date with the changes following the introduction of the Early Years Foundation Stage, and most had recently acquired better qualifications. Day-care staff became increasingly professional in their *monitoring* of children's stages of development and in the preparation of children for transfer to primary school. In part this was due to the *positive influence* of the children's centre teachers, but also to the good attitude of the day-care staff and their *appetite for improvement*.
- The voluntary sector played a role within the centres visited. In one local authority, the national and regional voluntary organisations and social enterprise companies had maintained a presence with the disadvantaged communities they serve for many years. They were *trusted* by their communities and became natural *leaders* and *partners* when Sure Start Local Programmes were set up. They were generally *adapting* well to their new role under the oversight of local authorities and were particularly *strong* in the family support role.
- All the centres visited were welcoming and positive. The more effective heads of centre ensured reception services created a very *warm welcome* and had *well-trained* and helpful personnel staffing reception. The most effective heads of centre were particularly good at *promoting teamwork* and *empowering staff*. They generated high levels of *confidence* among providers in their ability to *solve problems* through *collaborative working* and to secure improved outcomes for parents and children. Many experienced heads of centre already had the National Professional Qualification for Integrated Centre Leadership.
- One very effective centre has formed *strong links* with local schools and their Education Improvement Partnership (EIP)<sup>11</sup> and with the local college, which has an

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<sup>11</sup> An EIP (DfES, 2005: 3) should set out its aims within the following framework of objectives:

- school improvement: raising attainment and improving behaviour and attendance in all schools within the partnership;

annex on the estate. The chair of the partnership, a local primary school headteacher, felt that there is no 'break' at five years for children's learning and that transfer arrangements are good. The centre manager sits on the EIP management committee.

- In one centre judged to be outstanding, the head of centre *tracks* children from entry to exit and now *receives data* for the Early Years Foundation Stage Profile for children who have moved on to primary school. This identifies that 64 percent of children who have left the centre attain higher than their peers. The 36 percent that do not achieve their school's average nevertheless tend to attain well in dispositions and attitudes and in physical development.
- Within the overall guidance from the Department and with the support of the *Together for Children* consortium, each local authority was developing its *own approach* to integrated services. Each had its *own structure* and its *relationships* with *major partners*, such as primary care and hospital trusts and the private, voluntary and independent sector. There were occasional tensions at this level that adversely impacted on centres, most often with commissioning health services. Some of the very best performance within centres was seen when the local authority *worked in harmony* with the voluntary sector, complementing the quality services already provided by this sector.

### ***3.2 Extended schools***

As one part of a large-scale survey, undertaken between September 2006 and April 2007, a team of inspectors visited 32 schools geographically spread across England to examine the impact of extended services provided by schools, on children, young people and their families, from birth to 19 (Ofsted, 2008). The sample of schools comprised one special, ten secondary, nineteen primary or junior schools, one infant and one nursery. It particularly sought evidence of the impact of extended services on more vulnerable groups, including those at risk of disaffection, those from minority ethnic groups and those with learning difficulties and disabilities. Some exemplars of the *outcomes of effective partnership working* extracted from this survey report are presented below.

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- personalisation of provision for children and young people;
  - delivering on the outcomes of Every Child Matters in all schools and their childcare and extended services.

- Extended provision in the schools was focused well on the Every Child Matters outcomes<sup>12</sup> and usually emphasised support for children at risk of underachievement. Most worked well with *partner agencies* to set up and *manage* extended provision. The schools built effectively on their existing systems for pastoral care, as well as intervention and enrichment programmes, to expand and strengthen additional services. Six of the schools had radically rethought their *ways of working* with other service providers, pupils and parents to achieve better access to services
- Breakfast clubs were frequently linked to improved attendance, punctuality, pupils' attitudes to school and readiness to learn. Out of school activities often resulted in increased enjoyment of learning, positive attitudes to school and healthier lifestyles. Almost all the schools promoted healthy lifestyles as an important part of their overall provision. They helped to ensure that clubs offered *consistent support* for young people's emotional health by deploying staff whom the young people already knew to provide the extended services
- Out of school hours activities had a positive influence on pupils' enjoyment and sense of well-being. There were usually a good number of clubs that focused on physical activity and which made a difference to how children felt about themselves and their general happiness. *Becoming part* of a sports team was also an important influence on attitudes to school as well as physical health. One school, where participation in clubs was high, had increased markedly the hours spent by the great majority of pupils on physical activities. Another school, in line with the local authority's strategy, had planned its out of hours activity programme to tackle childhood obesity, which was *being monitored* by medical staff.
- There were indications that participation had raised achievement and attainment of individuals, notably in physical activity and the arts. Schools frequently gave examples of people taking up or developing sporting or creative interests because extra activities had been provided. School records showed that more pupils had tried out a wider range of minority sports or arts, taken part in competitions and performance, or joined local clubs.
- The four specialist schools and the primary schools with *good links* with specialist schools placed particular emphasis on progression in sporting activities. This helped

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<sup>12</sup> These outcomes are: being healthy; staying safe; enjoying and achieving; making a positive contribution; social and economic well-being

the participants to continually build on their growing skills and confidence. Sports specialist colleges also enabled young people to attain vocational qualifications, such as junior sports leader awards. Such an approach towards *closer working* between *partners* was good and an improvement on the findings of a previous survey (Ofsted, 2006).

- Overall, the wider the programme, the greater the levels of children's participation and satisfaction, even when parents had to contribute to the cost. Schools did their best to respond to suggestions for new activities and some gave *pupils* a real *say* in what was provided. In nineteen of the schools, the mix of activities and other support was having a positive effect on the vulnerable pupils who were taking part
- In schools, the activities provided often contributed to more than one area of development. Homework clubs and residential experiences helped children to *form friendships* and *good relationships* with adults. They also improved economic prospects because they helped to ensure that pupils completed coursework for their qualifications
- Two of the schools had set up *community projects*, such as a community arts project on inter-community tolerance, which boosted young people's employability. They were seen to gain extensive experience of *voluntary service* within their *local communities* as well as qualifications. Making choices, being heard, basic literacy and numeracy, as well as skills such as teamwork, were central to these activities
- Some schools went to great lengths to introduce pupils to clubs outside school, to help pupils pursue their interests at a higher level and to monitor pupils' progress. They *introduced pupils* to local club leaders or to activities in a *partner secondary school* or *further education college*. Local specialist colleges for sports, technology and the arts were frequently mentioned as a source of facilities and coaches for small schools, and some primary schools had used local specialists, such as the local authority's music service or cathedral choir.
- Most schools were taking steps to encourage the participation of vulnerable pupils, for example, by arranging for a *mentor to act as a bridge* to the extended activity or designing a breakfast club or an after school club as an extension of the *inclusive approaches* during the day. Extra intervention made a considerable difference to small numbers of the most vulnerable, especially when combined with family support. This resulted in better attendance, motivation and personal development, enjoyment and measurable progress in individual cases. A minority of the schools had *data*, which showed that residential holiday learning programmes, revision

courses, before or after school literacy or numeracy programmes and coursework clubs had contributed to measurable gains in the attainment of individuals and groups. The survey found some examples of more specific, focused provision in response to individual needs as highlighted in the following case study:

#### *Case study*

In one school, where at least one in five pupils was at risk of exclusion, after-school learning had greatly reduced the risk by improving their behaviour. In another, ten pupils with emotional and behavioural difficulties improved their behaviour, attitudes and maturity dramatically as a result of taking part in a 10-week environmental. They also developed personal and research skills through training and attending meetings. One school, with the advice of physiotherapists and occupational therapists, had designed a sensory circuit for a group with specific attention and physical difficulties. A daily session before school had helped them to maintain their focus and, for two pupils, had reduced a high risk of exclusion

- In three of the schools, the emphasis on inclusion meant ensuring that everyone could have a go at physical and musical activities. One school made sure that vulnerable children and young people were included in *enrichment activities* by setting up a choir for everybody, and sports and games 'for the clumsy', as well as running teams, orchestras or choirs primarily for the talented. *Monitoring* helped some schools to recognize which groups were not included. A primary school acted on *evidence* of under-representation in extra activities by *contacting* some Roma and Traveler families and had increased their participation in residential trips and out of school activities
- All the pupils in one special school were expected to take part in activities and were happy to do so. For football, *the school brokered* highly *effective integration*, allowing children with special needs to carry on their interests within the *local community*. This was handled sensitively by the school and the receiving club, and enabled pupils to maintain their interest in mainstream sport. The gains in physical and motor skills, and growth in the young people's self-esteem, were considerable
- A primary school, which was part of a children's centre *maintained close contact* with parents *over a long period*. It engaged parents through Nearly Nursery and Nearly Reception six-week courses, as well as a wide range of adult education and *community activities*. Access to specialists of every kind was made easy for parents who lacked confidence. The success of such *support services* was shown within the families of about one hundred vulnerable children; they showed major gains in all areas of development and learning, including higher academic achievement for many



- A majority of the schools *shared their facilities* with a small number of *community groups*. They either offered *adult learning* or directed people to it. Typically, the community used halls, meeting rooms, computer suites, sport and arts facilities. Specialist colleges and schools, co-located with community learning centres, contributed particularly to access. Higher participation in adult education was frequently reported in the extended schools with good facilities
- Well-established extended schools contributed much to the work of new and evolving *integrated services* for children and young people, particularly in terms of the *early identification, referral and support* of vulnerable children. The most effective practice saw provision for extended schools *planned* as part of the *local authority's strategy*, where key professional staff were able to make and act on decisions about a child. Because of their size, larger secondary schools were best placed in this respect. Three schools used the available services *flexibly and sensitively* to match the needs they identified: for example, one school extended its bereavement counseling groups to help children who, through separation, no longer had contact with one parent.
- An extended services centre on the site of a specialist school focused on *integrated family support, multi-agency planning and rapid response*, and *support for behaviour and transition*. The centre accommodated a few organisations, but it was also used effectively for training and drop-in work. The *multi-agency school-based team* included staff supporting pupils with learning difficulties and disabilities and behaviour problems, as well as an educational psychologist, home/school support workers and a family therapist. The team had made very good progress, evidenced by the speedier referrals, earlier interventions, *improved record-keeping* and the way in which the school's team acted as a *conduit* to keep families informed

These Ofsted reports provide some evidence of how children, young people and their families have benefited from children's centres and extended schools in relation to the Every Child Matters priority outcomes and Workforce Reform. They also signal some features, which can be associated with processes inherent within effective partnerships (as *italicised*). Table 6 takes this exploration further by examining how two, Accelerated extended schools projects<sup>13</sup> translated challenges and issues that had arisen within a specific context, into action through partnership work. Both accounts articulate the aims

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<sup>13</sup> Details of extended schools available online: [www.teachernet.gov.uk/wholeschool/extendedschools](http://www.teachernet.gov.uk/wholeschool/extendedschools)

and purposes behind their respective projects and explicitly detail how in practice these will be realised. Key players have been identified, roles and responsibilities clarified in addition to mechanisms and evaluative criteria for monitoring impact. The Manchester project has also woven children's voice into its feedback loop and demonstrates the resolve to *sustain* the level of activities offered to children once the targeted project has finished, by building upon partnership networks in the schools and local community.

**Table 6 Accelerated extended schools projects – prevention and early intervention**

<b><i>Manchester – mentoring and family support</i></b>	<b><i>Trafford – personal development through sports coaching</i></b>
<p><i>Challenges/issues:</i></p> <p>The area has a history of gang-related activities and those targeted for the pilot have a connection with gangs and violence through family members</p> <p>Increased risk of siblings or children of gang members following them into similar practices</p> <p>The Manchester Multi-Agency Gang Strategy (MMAGS) had identified a long-standing need to engage with children at primary school level to provide preventative support for those most at risk</p> <p><i>Main aims:</i></p> <p>To discourage children and young people from joining gangs</p> <p>To dispel myths about gangs and misconceptions about gang culture</p> <p>To help children and young people understand the impact of their actions upon the community</p> <p>To provide support to vulnerable families in helping their children make responsible and positive choices</p> <p><i>In practice:</i></p> <p>At the beginning of the 12-week programme a thorough assessment of each child was completed by the school and the MMAGS project supervisor. The findings formed the basis of the mentor’s interaction with each child and their family</p> <p>Each mentor was assigned 3 or 4 children, mainly from the same extended school. The mentors worked with the children every day</p>	<p><i>Challenges/issues:</i></p> <p>Some boys at the school are known to be out at night, mixing with older boys, fighting and displaying uncooperative behaviour</p> <p>As there are currently no male staff working with pupils, the school wanted to introduce positive male role models</p> <p><i>Main aims:</i></p> <p>To use sports activities to engage with boys identified as at risk of becoming involved in anti-social behaviour, and to encourage them to participate in alternative activities</p> <p>To use sport as a mechanism for working with targeted pupils, developing interpersonal and team-building skills and raising self-esteem</p> <p>To work with all pupils in years 5 and 6, using sports activities to develop interpersonal skills and sports knowledge</p> <p><i>In practice</i></p> <p>Funded by the accelerated extended schools project, two sports coaches have been working at the school since February 2008 half term and expect to continue for a 12-month period using alternative funding. The coaches work at school four days a week at lunchtime and during some lesson times</p> <p>The coaches organise activities in the junior playground during the lunchtime period, encouraging groups to develop their sports knowledge, discipline, cooperation and team-building skills. They also attend lessons to work with pupils in the classroom. Classroom work</p>

<p>from Monday to Saturday, helping them to access appropriate extended schools and community-based activities after school, on Saturdays and during the holidays. They also encouraged the parents to accompany their children to activities</p> <p>Mentors also provided one-to-one support to the children, focusing on such personal issues as self-esteem, bullying, the transition to secondary school, making plans for the future, positive communication and conflict resolution. They also spent time with the families, performing a liaison role between the parents and the school. Where there were more complex issues affecting the family, mentors provided access to a qualified social worker through the local authority</p> <p>The project has sought to sustain the level of activities to the children after the targeted work finishes, through partnership work with the schools and the community e.g. setting up 'Kiwi clubs' and other provision within the school, working with external organisations such as Blue Zone Study Centre for study support and providing other independent activities locally that families can access</p> <p><i>Evaluation</i></p> <p>Observations and documenting change on the database</p> <p>Parents' evaluation through feedback forms</p> <p>Schools' evaluation through feedback forms</p> <p>Interviews conducted by Manchester School of Law with parents, children, mentors and the school</p> <p>(Stevenson, 2008)</p>	<p>is focused on encouraging interpersonal skills, self-discipline and challenging pupils to work together</p> <p>The coaches work with all pupils – boys and girls – throughout years 5 and 6. In conjunction with the school, they have identified a cohort of boys deemed to require additional attention and support and they concentrate on engaging those pupils in activities and focused classroom work</p> <p>The school is already beginning to see positive results in lunchtime behaviour and individual performance. It anticipates that the programme will have lasting benefits in building self-esteem and social skills of the pupils who participate</p> <p><i>Evaluation:</i></p> <p>Impact is shown through assessing exclusions, truancy levels, behaviour, pupil attitudes and their willingness to get involved in other activities</p> <p>The school is measuring the programme through its behaviour policy – a red and yellow card system that keeps track of pupil behaviour, individual performance and the number of cards given out.</p> <p>The programme is still in its infancy but the school has already noticed a downward trend, a dramatic result in the case of some pupils.</p> <p>(Spark, 2008)</p>
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### ***3.3 Creative Partnerships***

The Creative Partnerships national initiative was launched by the Department for Culture, Media and Sport (DCMS) in 2002 and aimed to give children and young people in disadvantaged areas across England an opportunity to develop their creativity and ambition through building partnerships between businesses, individuals, creative organisations and schools. Ofsted<sup>14</sup> reported that by 2006, this initiative had reached over 2,500 schools and involved 3,500 creative organisations, more than half of which, were small to medium-sized private sector businesses from the creative industries. Additionally, Creative Partnerships had provided training for more than 6,200 individuals and artists from the cultural and creative sector to enable them to work with schools. The following case study exemplifies how one particular school worked in Creative Partnerships with a range of individuals and organisations.

#### *Case study*

In a large, culturally diverse secondary school, year 10 pupils worked on a Creative Partnerships programme as part of their science curriculum, but also involving other subject areas. The project involved designing, making and sustaining a habitat in order to understand and appreciate the concept of interdependence. This involved visits to the Eden Project and Barbara Hepworth Gallery in Cornwall for information and inspiration in science and art, links with the London Wildlife Trust and a contemporary landscape designer. The pupils' work in the school playground, its bio dome and surrounding gardens, became critical to the habitat's survival. The process developed collaboration and a sense of community; the outcome was used to stimulate whole-class learning, individual work placements and leisure. Integrated learning between science and art continued beyond the project; work between mathematics and graphics developed through further exploration of the playground as a shared learning resource.

Key findings reported by Ofsted (*ibid*) into the effectiveness of Creative Partnerships initiatives in six areas of the country, which resulted from their inspection in the second half of the summer term 2006, were as follows:

- Most Creative Partnerships programmes were effective in developing in pupils some attributes of creative people: an ability to improvise, take risks, show resilience, and collaborate with others. However, pupils were often unclear about how they could apply these attributes independently to develop original ideas and outcomes
- Good personal and social skills were developed by most pupils involved in Creative Partnerships programmes: these included effective collaboration between pupils and maturity in their relationships with adults

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<sup>14</sup> Ofsted (2006) *Creative Partnerships: initiative and impact*, HMI 2517

- For a small but significant number of pupils a Creative Programme represented a fresh start. In particular, opportunities to work directly in the creative industries motivated pupils and inspired high aspirations for the future
- Schools offered evidence of improvement in achievement in areas such as literacy, numeracy and information and communication technology (ICT) which they associated with pupils' enjoyment in learning through Creative Partnership programmes and their aim to develop thinking skills
- Creative practitioners were very well trained and well matched to school priorities and needs. Most teachers gained an understanding about teaching that promoted pupils' creativity and creative teaching by learning alongside pupils
- Programmes promoted good collaborative planning between subject areas in the majority of primary and secondary schools. However, in planning the programmes, pupils' starting points were insufficiently identified and sometimes in the arts subjects creativity was assumed when it was not necessarily evident
- Reasons for the selection of particular schools and individual pupils were unclear. This contributed to inadequate tracking of pupils' progress, particularly regarding their creative development or ability to transfer the skills learned in Creative Partnerships programmes to other aspects of their work

Building upon the outcomes of this inspection an in-depth research study into the impact of Creative Partnerships, established between 2002 and 2006, has generated an informative set of publications e.g. Creative Partnerships – Research digest 2006-2009; School case studies 2006-2009; Thinkpiece: introducing the Education Charter <sup>15</sup>

Of particular interest to the focus of this review is the evaluation of partnership working undertaken by David Holland (Research digest: 2006-2009: 37-45) to develop a language and framework for understanding the different types of relationships involved and their value. He presents these in relation to the following *Key Learning points*:

*One:* Creative Partnerships operates and defines itself in terms of its partnerships, but partnerships vary considerably in both style and substance

*Two:* Partnerships for the development of programmes and projects require significant management and the development of trust between parties: agreements and contracts alone cannot provide these

*Three:* Strategic partnerships are key for wider impact, but are not being fully utilised

*Four:* The impact of the programme is likely to be wide-ranging but needs to be examined more rigorously within a framework that examines individual, institutional and societal impact. Individual and institutional benefits are more easily measured than societal impact

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<sup>15</sup> Details available online: [www.creative-partnerships.com](http://www.creative-partnerships.com)

*Five:* The costs associated with partnership working are not limited to the financial investment made by Creative Partnerships in programmes and projects – partner costs need to be considered more explicitly in planning and delivery. Increased efficiency from coordination and alignment may compensate for some of these costs

In response to Key Learning point 4, Holland presents a framework, which could be drawn upon to map the benefits of partnership working in relation to *individuals* (pupils, teaching staff, parents, creative practitioners); *institutions* (schools – improved behaviour, teaching quality, changing school culture); *economics* (employment, regeneration); and, *social benefits* (community – crime, health, cohesion).

### ***3.4 Partnerships between schools and HEIs***

The National Council for Educational Excellence (NCEE) recommends that HEIs should support schools, including arrangements for improving school performance in the light of the National Challenge, and be involved with supporting Academies, Trusts or other mechanisms for working with schools (DIUS, 2008: 5).

Durant, Dunnill and Clements (2004) examined how three schools worked in partnership with colleagues from HEIs to develop different models for supporting school self-review. The external support was carried out by CELSI (Centre for Education Leadership and School Improvement), part of the Faculty of Education at Canterbury Christ Church University College (CCCUC). Each project was designed collaboratively and distinctively to address a negotiated agenda and support was provided by one person or a team chosen specifically for the purposes of the project. In constructing these teams CELSI drew on the expertise of academic staff and project associates who share a common set of values and experience of particular ways of working that have been developed over a number of years within the department. The distinctive structure of each of these projects is presented below.

#### *School 1 (11-18 comprehensive)*

- Intensive, short-term review of the school's 16-19 provision, to coincide with the appointment of a new head of 16-19
- Built on long-standing relationship between head teacher and CELSI
- CELSI team of qualified OFSTED inspector, full-time academic with expertise in post-16 education, head of sixth form from another school in the county who had recently completed Masters level research
- A programme of work based around these three sets of perspectives was negotiated with the Leadership Team and agreed with the staff teaching 16-19 curriculum

- Lesson observations, interviews with staff and with students over a series of visits
- Interim feedback shared with the school; final report presented by the CELSI team at a leadership team meeting

*School 2 (11-18 comprehensive)*

- Departmental reviews across the whole school, working to the agendas of the heads of all subject departments including the head of 16-19
- Built upon other work in partnership with the HEI, in initial teacher training and a school-based Masters programme in Subject Leadership
- Intention not to deliver 'hard messages' but to work alongside the heads of department, gathering evidence through discussion and observation of lessons and activities such as meetings
- Between one and three visits to each department over a few months by 16 CELSI subject specialists from a range of backgrounds, including some experienced practitioner researchers, some academics and some seconded from the LEA
- Review reports written by CELSI staff and negotiated and agreed with heads of department before internal publication

*School 3 (boys' grammar school)*

- CELSI was approached to consider a new model for review and development
- Build on deputy head's long-term relationship with CELSI and CCCUC
- CELSI 'critical friend' visited the school for a week to work intensively with the Head of Mathematics to develop a 'conversation' in order to move thinking and professional knowledge forwards within a trustful relationship
- He conducted observations, talked to teachers and students, was invited to meetings, and stimulated and participated in discussions
- The review was documented through handwritten summaries completed each evening and presented the following day. An informal meeting took place each day between the visitor, deputy head and head of department to ensure that the project was running smoothly and to pick up issues arising
- Head of department wrote an action plan for the department as a result of the conversation during the week

Each project was coordinated by a 'broker' from CELSI who negotiated the arrangements and costing, briefed those involved and constructed the framework for the projects to meet schools' needs. Choosing appropriate staff was a sensitive and crucial function of the broker, since this interactive work depended largely on the quality of relationships that developed over the review period. Day-to-day running of the projects was the responsibility of CELSI staff working at the schools, with the broker overseeing the process.

The three projects were envisaged by senior teachers as part of the process of involving and engaging all teachers and other members of the school community in dialogue, not only with the intention of gathering evidence but also with the potential to enhance professionalism, develop agency and leadership and enable participants to make a greater contribution to school development. The conversations that developed during all three



reviews enabled practitioners within the school to challenge themselves, not relying on the reviewers to do all the questioning. The dialogue therefore became a tool to be used to push thinking forwards as the projects progressed rather than simply as a mechanism for the gathering of evidence. An open-ended, flexible and organic process was felt to be much more challenging than a closed question, form-filling exercise for which one could prepare. The head teachers and deputy head who initiated the projects acted strategically in their use of CELSI to work with staff, aware of the kind of learning and action they wanted to bring about but open to additional issues uncovered along the way. The external dimension was considered to be important for a number of reasons:

- The external visitors could focus entirely on the task without distractions
- They brought some distance in perspective and freshness of interpretation
- They asked challenging questions and uncovered a range of different kinds of evidence
- They could work across the school as well as in depth with different groups and individuals
- They brought expertise in the processes of gathering, interpreting and presenting evidence within a complex socio-political environment
- They brought knowledge and expertise in school improvement, leadership, teaching and learning.

The purpose of these projects was to engage teachers, along with students and others in the journey of self-knowledge as a basis for development. This led those involved to seek out space for reflection, to find lost voices and to raise the level of dialogue about learning, thereby enabling teachers and schools to know themselves better. In encouraging creativity, openness and ownership of the dialogue on the part of school and CELSI staff, the head teachers and deputy head who initiated the projects were taking considered risks. In engaging staff and students in a rich dialogue the projects prompted a sharing of responsibility within the school for shaping agendas for change to take the work forward beyond the period of external involvement.

From the evaluation of the three projects some principles to guide partnerships supporting school review and development were suggested: *define roles clearly; negotiate protocols for communication and monitoring; ensure that those involved are not only fully briefed but feel included; be flexible and responsive; choose experienced and expert teams; work to clear ethical guidelines.*

The following case studies<sup>16</sup> exemplify some ways in which HEIs have established strong links and collaborative partnerships with schools and colleges in order to *enhance the curriculum experience and learning of pupils*:

*Case study*

In 2007 and 2008, Birmingham City University ran an enhancement day for GCSE pupils from Speedwell College consisting of three separate workshops on H. G. Wells' *The History of Mr Polly* designed to feed into their exam work. By bringing the pupils to the University campus, the department hopes to give them a taste for university life.

*Case study*

'The Shakespeare Day', collaboration between the University of Northampton and Mereway Upper School, confronted some of the most difficult aspects of *King Lear* and *The Tempest*, both texts regularly studied at A Level. The aim, informed by the multiple intelligences theory of Howard Gardner, was to pilot activities catering for different learning styles in addition to the primary verbal-linguistic mode of teaching. Four small groups of pupils moved around a circuit of activities. The teaching was provided by both school and university staff, whilst a representative of Independent Thinking Ltd acted as special advisor and observer.

*Case study*

The University of Northampton ran a World War One (WW1) study day for school pupils preparing for the synoptic English Literature A2 exam. The first session brought pupils together to work collaboratively on interdisciplinary approaches to the representation of Women in WW1 and the session involved juxtaposing the poetic images of women in Jessie Pope's *War Girls* with posters used to recruit women into service during WW1. The theoretical approach adopted for this workshop entailed moving away from the obvious 'war is bad' analysis towards a more subtle or nuanced understanding of the complexity of war poetry and visual images of war.

The following case studies<sup>17</sup> exemplify some ways in which HEIs have established strong links and collaborative partnerships with practitioners working in schools and colleges to *enhance continuing professional development*:

*Case study*

The University of Glasgow offers an extensive programme of events designed to support teachers' CPD needs. A day on Shakespeare, for example, taught by four tutors, covered four plays (*Twelfth Night*, *King Lear*, *Antony and Cleopatra* and *The Tempest*), including some study of the effect of different performance practices. The event focused on ways of bridging

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<sup>16</sup> Green, A. (2008) *Working with Secondary Schools: a guide for higher education English*, London: The English Subject Centre.

<sup>17</sup> (*ibid*)

the gap between the present day and a popular (and disreputable) art form from an era where the monarch was a sacred being and liberal values, let alone science, were barely a gleam in history's eye. An event on Science Fiction and Fantasy, meanwhile, based around Huxley's *Brave New World*, John Crowley's *Little, Big*, LeGuin's *The Left Hand of Darkness* and Alfred Bester's *The Stars my Destination*, required participants to read a number of short stories in preparation.

### *Case study*

The English Department at the University of Northampton works with the Raising Standards Partnership to run events in collaboration with teachers both at the university and in schools. The collaboration pilots approaches to post-16 teaching and learning that are informed by recent learning theory (such as Howard Gardner's theory of multiple intelligences), and focuses on 'difficult' areas of the curriculum in order to explore creative possibilities. Meetings may focus on a particular approach (e.g. using arguments) or topic (e.g. metaphysical poetry). Specialists and advisers sometimes help with practical activities.

Wilson and Bedford (2008) describe a three-year research partnership between Roehampton University and VT Four S Ltd, providers of school support services in Surrey. The project entitled 'New Partnerships for Learning' (NPfL) had two strands. The first focused on the delivery of a professional development programme designed to develop teacher skills in working productively with teaching assistants in the classroom. It combined theory, investigations into issues at their school, interpersonal skills development and sharing good practice. In order to answer the question 'What are the issues to address in enabling teachers to work in effective partnerships with teaching assistants?' the second strand of the research used data from the development programme. This explored the opinions of teachers as to the skills and attributes required to enhance an effective professional relationship with teaching assistants, their own training needs and issues arising from the changing nature of the relationship.

A culture of team working and social inclusion within the school was seen as important for partnerships to flourish, and this was seen as an outcome of effective communication systems that were inclusive for all members of staff. A key issue arising from this research involves the development of training programmes with the importance of incorporating information on workforce remodeling and skills with working with teaching assistants into all programmes of ITT; the need for joint training of teachers and their teaching assistants to develop team working skills and the need to share good practice from primary and special schools across into the secondary sector. Significant issues surround the roles and responsibilities of teaching assistants, and directly related to these are issues of pay. The varied needs and aspirations of teaching assistants also emerge, and none of these issues

can be seen in isolation from the tensions around whether the relationship between teacher and teaching assistant is a hierarchical one or a genuine partnership between two equals in the classroom.

Research carried out for the Sutton Trust (Tough, Sasia & Whitty, 2008) aimed to examine the extent and effectiveness of links between school and universities from the schools' perspective, in relation to four questions:

1. What are the motivations underpinning schools' relationships with universities?
2. What are the characteristics of the current links between schools and universities?
3. How effective and sustainable are links between schools and universities?
4. What are the barriers to establishing and maintaining effective links?

Although all links between schools and universities were examined, those involved in teacher education were not explored in depth as there was a particular emphasis on those aimed at widening participation and progression to university (Aimhigher, 2006). Principle findings were reported within several categories as highlighted below:

#### *Motivation*

- There is no single model for effective HE-school links/relationships
- Both schools and universities have different needs and motivations for engaging with each other
- Different institutions have different reasons for working with particular schools, so there was some variation in their mode and level of engagement with different schools. Some universities recruited at certain schools whilst undertaking widening participation work at other schools, but with the two activities not necessarily linking up

#### *How links were established*

- Links were often established through personal contact – through school staff who were alumni of a particular university, and students who returned to their old school to give advice
- Other links between schools and universities built on contacts made at local meetings and events involving universities and schools

#### *Types of link*

- A wide variety of links were reported in relation to widening participation, recruitment or progression, teacher training, structural relationships (e.g. university sponsorship of academies and trust schools)
- Some links targeted a particular cohort (e.g. master classes, residential course and summer schools for gifted and talented) whereas others were targeted to the whole year group (e.g. talks about funding to support university attendance). *Many successful links were developed around a subject, often as part of the school's subject specialism. Teachers felt that the reason such links were more successful, compared to*

*generic large-scale activities, was that they had a specific focus to the relationship, such as curriculum enrichment or taking advantage of specialist facilities at the university. These links often involved the universities sharing facilities or providing experiences that the schools were unable to offer. Teachers felt that where activities had a focus beyond widening participation, the experience was more meaningful for pupils. Using a subject-related link as a basis to facilitate a relationship between pupils (and teachers) and universities seemed to be a particularly useful and more relevant way of engaging younger pupils*

- Some schools (particularly those with traditionally high progression rates to university) prepared their pupils for university by developing independence through different teaching methods and study skill sessions, often delivered by someone from a university
- Some schools (usually those with quite high post-18 participation rates) have developed long-term links with a few universities, or with Oxford and Cambridge colleges, to which the school had sent pupils over the years. *These relationships were often between a teacher and a university admissions tutor, and teachers felt that these relationships were mutually beneficial due to the level of trust that had been developed. Admissions tutors knew the type and quality of the pupils likely to come from the school and teachers fully understood the university's admission process. The personal relationship also allowed any problems with applications or changes to processes to be clarified quickly*
- A few schools reported work with parents, particularly those of sixth-formers preparing to go to university (e.g. an evening talk on student finance)
- Most schools reported some link with a university around initial teacher education or CPD, with schools accommodating trainee teachers and some teachers undertaking courses at the university. Although many of the schools were involved with universities through teacher training, these activities rarely overlapped with other types of link. Even where schools were involved in other types of engagement with a particular university, these links usually operated independently from teacher training activities and often did not involve the same universities
- For one college, staff development opportunities available to local university staff were opened up to staff in the college which can be an effective way of initiating and developing relationships between staff in the two sectors
- One school thought that more teachers teaching in university and lecturers teaching in schools would be the best way to foster sustainable and effective links: *I'm convinced that there ought to be much more fluidity between those who teach in the universities and those who teach in the schools...if you really wanted to build links between schools and universities that would be the way to do it...there would be a really fertile link that might be achieved there...where university dons come and teach in schools and school teachers go and teach in universities it would be the best means of cross fertilising the two systems which actually have very, very little overlap*
- Where pupils (rather than just teachers or governors) had contact with university staff and students, this often took the form of one-off events or activities, rather than being part of a longer-term programme. Exceptions to this were mentoring of pupils by university students which often took the form of students coaching school pupils through the application and selection process (sometimes for a particular subject e.g. medicine) and events which formed part of a structured programme of linked activities organised by universities

### *Characteristics*

- Most of the reported links targeted year 11 and 12
- Some engagement was reported for younger pupils, but this often involved a small subset of the year group (usually the gifted and talented group). With limited time and resources, older year groups were considered a priority
- A minority of teachers felt that younger pupils were too young to benefit significantly from engagement with universities, though schools where the majority of pupils progressed to university felt that their Key Stage 3 pupils were already aspiring to HE
- There was limited evidence of joint planning between school and university staff and students
- Where there was joint planning it enabled school and university staff to develop a more sustainable and effective link. University and school staff also benefited in terms of increased knowledge and understanding of the two sectors, of application to HE and of the needs, concerns and abilities of future students

### *Barriers*

- Approximately one third of the sample did not cite any significant barriers to establishing and maintaining links with universities
- Most of the remaining schools highlighted time as the biggest challenge, in particular competing demands on curriculum time and, in a broader sense, on teacher's time
- Another challenge arose from staff changes in schools and universities. Where links were established and maintained through personal relationships, these links could be lost if staff changed roles or left the particular institution
- Schools reported difficulties in seeking to initiate links and, specifically, making contact with the appropriate university staff member
- They also reported a lack of co-ordination and planning of activities, which meant that sometimes events which were considered worthwhile by the schools were not taken up

In the light of principle findings, nine recommendations relating to links between schools and universities were put forward:

1. Longer term programmes should be developed rather than one-off activities
2. Co-ordination both between universities and between universities and schools needs to be improved
3. More opportunities should be found for planning and developing activities jointly
4. More work should be conducted with teachers around progression and widening participation
5. There should be increased focus on engagement with younger age groups
6. There should be more provision of curriculum- and subject-focused activities
7. Mentoring of pupils by university students should be extended

8. There should be more focus on work with parents and the broader community
9. Engagement with universities needs to be evaluated

### ***3.5 Leadership in the context of multi-sectoral partnerships***

Armistead, Pettigrew and Aves (2007) explored some critical aspects of leadership within the context of multi-sectoral partnerships around the question: 'How do managers experience and perceive leadership in such partnerships?' The research participants were managers who had wide experience of multi-sectoral partnerships from the fields of business, local government, the community and voluntary sectors and a range of government agencies, most predominantly, education. Virtually all were professionals involved in a number of strategic and operational partnerships simultaneously, with the majority from the public sector.

The research was based on two significant large events, inter-active learning seminars, each of half-day duration, facilitated by leading experts in partnership working from the education sector (e.g. Professors Tim Brighouse and Bob Fryer). About 50 practitioners attended each event, which included plenary and facilitated round table discussions, the outcomes of which were captured by a variety of methods including mind-mapping software, tape recording and subsequent transcription. Following these events a series of five Partnership Forums were organised over 12 months in which leading proponents and active partnership participants came together as a learning set to explore and reflect on a range of partnership issues.

Theories of leadership were introduced to set the scene and stimulate interaction, and were categorised as first-, second- or third-person theories of leadership. First person referred to traits and behaviours of the individual; second person referred to concepts of leadership that focused on the interactive dynamics between individuals and within groups; third person referred to views of leadership as being embedded in partnerships viewed as entities and characterised by their structures, processes and systems. The working definition of partnership used for this research was: *a cross-sector, inter organisational group, working together under some form of recognised governance, towards common goals, which would be extremely difficult...to achieve if tackled in a single organisation.*

The group acknowledged that, although it can be difficult, when a diverse group comes to an agreement the result is especially strong. Partnership leaders are able 'to generate the diversity dividend of innovation' by demonstrating how they value differences in the

membership through rewarding participation and contribution. Hearing different points of view will help a partnership expand, clarify and define an issue in a way no single individual ever could: 'when we consider diverse opinions we create synergy within the partnership'. The participants considered that leaders should avoid trying to manipulate solutions that suited the most powerful but should seek to create the conditions whereby all stood to gain at some future point through decisions taken in the short term. The act of then 'sticking to these decisions' would create a sense of trust between partnership members through time. Trust was seen as a key element for effective partnerships and integral to building consensus. Although participants found it an intangible, ephemeral, phenomenon, more easily lost than created and experienced more in its absence than presence, they suggested that one of the roles of leaders was to understand how to build trust in partnership contexts by:

- always telling the truth
- listening well
- demonstrating personal accountability for doing what they promise
- taking time to develop personal relationships with each partner; becoming a 'flexible friend' and 'advisor'
- encouraging a supportive and open exploration of partners' individual needs and expectations. Leaders should allow 'institutional space' for different partners to participate in their own way and at their own pace

Participants had strong opinions about failings in partnership working, which they often attributed to a lack of leadership. Partnership leaders should have a high standing within their own organisations, which they could use to reinforce the visible, public face of the partnership. They should be trusted and empowered to commit and negotiate on their organisation's behalf. They should reflect and consider how appropriate their own structures and cultures were for partnership working, and be prepared to change internal organisational structures and processes to facilitate wider collaborative activity. Partnership leaders needed to demonstrate vision and commitment, and their intellectual capabilities should be such that they can 'think and act' while being articulate and sensitive enough to communicate clearly to all stakeholders/partners in terms to which they could all relate.

There was considerable debate about the apparent paradox of having a 'leader' within a partnership, with some participants suggesting the responsibility should be shared and distributed among the partners. Participants suggested that leadership in partnerships was distinct from that experienced in a single organisation; Armistead *et al* (*ibid*: 225) conclude:



*we need to accept multiple perspectives of how leadership manifests itself in multi-sectoral partnerships and consequently in any framework to interpret leadership in partnerships. The predominant discourse of leadership in partnership was underlain first, by traditional conceptions of leadership couched in terms of traits, attitudes and competences; second, by behaviours in inter-subjective dialogues and actions; and third, which was hardly mentioned at all, by structures, processes and systems.*

### **3.6 Partnerships using online environments**

There are a number of models of partnerships using online environments. The membership and role of the partnerships and purposes for use of online environments vary and include the need to back up face-to-face meetings with continuing contact or to overcome challenges of distance and difficulties with release from the workplace. One example, relevant to the education sector is that provided by the Improvement and Development Agency (IDeA). As part of their role in driving improvement across the local government sector, the IDeA identified a number of different groups of practitioners who were facing similar challenges to each other and would benefit from being able to share experiences and learn from one another. Each of these groups was distinct from the next, as they carried out different functions and faced a different set of challenges, but all identified the common need to share knowledge more effectively within their own membership group. The IDeA's response was to set up a number of communities of practice (CoP's) using a combination of regular training events and developing a technology solution which enabled emerging virtual communities to be established and encouraged members of these communities to interact.

A community of practice (CoP) is therefore viewed as a network of individuals with common problems or interests, usually within a specific area of knowledge (Wenger, 2000). They explore new ways of working, develop solutions to problems, and share good practice and ideas, which can happen face-to-face or in a virtual environment. To help CoP's in local government create and share their knowledge, the online environment developed by the IDeA, provides members with access to a range of web 2.0 technologies and collaborative tools including, Wikis, blogs-personal online diaries, discussion forums, syndicated news feeds, people finders, tagging and personal profiles. Members are able to store documents online, as well as generate (and subscribe to) email alerts. Crucially, the ability to customise the online environment is provided to facilitators of each community in order to select the web 2.0 technologies most appropriate for use within the community.

The IDeA online environment provides examples of different types of partnerships using online working for particular purposes, as illustrated in Table 7. At the time of writing the IDeA platform had more than 40,000 members in more than 900 communities. The IDeA software has been adopted by the Scottish Improvement service and the Danesbury science and technology organisation and is used by teams within the government agency, Communities and Local Government, the National Police Improvement Agency and also, one DCSF community.

**Table 7: Partnerships using online environments**

<b>Type of partnership</b>	<b>Membership</b>	<b>Purpose</b>
Central to local: Central government department in partnership with local government officers	All those with an interest in the specific field e.g. gypsy and traveler issues	To share knowledge and documents, consult over best practice, discuss and resolve problems
Regional to local: Regional leaders in partnership with local government officers	All those with specific interests in the region	To share knowledge and consult over best practice, develop new policies, discuss and resolve problems
Benchmarking: peer to peer	Peers facing similar challenges	To compare practice, to share knowledge and consult over best practice, develop new policies, discuss and resolve problems
Innovators	All identifying with the area of interest	Develop and test out ideas for next practice, to share knowledge, discuss and resolve problems

Impact and value has been recognised by networks in terms of time, money and efficiency savings and, through the development of new relationships and shared expertise:

*Through the use of Communities of Practice and the tools available like blogs, videocasts and wikis, we are creating the conditions for our staff to make the best use of their knowledge and skills to unlock innovation (Carol Patrick, Head of Innovation at Kent County Council)*

CoP's received the "website of the month" award by the civil service National School of Government website Policy Hub (<http://www.nationalschool.gov.uk/policyhub/bulletins/>). Articles praising the innovative nature of the site have also appeared in *The Management Journal* for Local Authority Business and in the Public Service Review. The IDeA is regularly asked to present at ICT, knowledge management and public sector conferences to talk to audiences about using CoP's<sup>18</sup>

<sup>18</sup> More information available online: [www.idea.gov.uk](http://www.idea.gov.uk) and [www.communities.gov.uk](http://www.communities.gov.uk)

The impact of online environments and technology on: raising achievement, supporting the vulnerable and improving quality and efficiency across the educational sector, has provided the focus for several reviews undertaken by Becta. Their most recent review (Becta, 2009: 3-7) was guided by several broad questions:

- Can education and training providers make effective use of technology to achieve the best outcomes for learners?
- Are learners and parents able to access technology and the skills and support to use it to best effect inside and outside formal learning?
- Do education leaders use technology to support their priorities and deploy innovative solutions to improve services?
- Does the technology infrastructure offer learners and practitioners access to high quality, integrated tools and resources?
- Do technology-enabled improvements to learning and teaching meet the needs of learners?

The review identified a considerable increase in the integration of technology to support learning, teaching and management particularly in the use of learning platforms in schools e.g. a doubling of schools' online reporting to parents, significant increases in the use of technology to support assessment and big improvements to the integration of management information and learner systems in further education. However, what was most notable as compared to their previous review (Becta 2008) was the difference between sectors. Overall, teachers' use of technology in the primary classroom was relatively mature compared to other sectors, yet on a range of other indicators primary schools fell behind. The signs were that primary schools were finding institutional-level change and infrastructure development more difficult than secondary schools and, those with a good level of technological maturity had drawn upon Becta's Self-Review tools to support them. An increasing range of commercial and public services were supported online, offering access to personal and other information when and where required by users and supporting customer transactions. Within the FE sector there were strong indications that problems integrating management and learner systems were reducing. The percentage of colleges with learning platforms, which integrate with their Management Information Systems (MIS), had risen considerably over the past year, from 47 to 63 percent. However, the picture was very different for schools: only 29 percent of secondary and 9 percent of primary teachers were able to access the MIS remotely.

One of the most notable findings was evidence of differences in the use of technology to support learning and teaching, as practice within and between sectors was highly variable. The starkest difference was noted in the transition from primary to secondary school. Use of

technology in core subjects was increasingly a regular feature of learning and teaching in primary schools, which drops sharply in secondary schools. Differences between secondary and FE college learning were largely dependent upon the subject area studied, as the largest within-institution variations occurred within the FE sector. Work-based learning was a mixed bag, but in general offered increased opportunities for online learning.

Across all sectors, leaders' priorities for technology focused on reform and improvement priorities such as engaging with parents, and supporting low attainers through remote study support. The issue of technology-related cashable efficiencies however, was not high on the agenda of most institutional leadership teams. The review concludes by stating:

*It is heartening to see a developing technology maturity in schools, FE and the broader skills sector, and similarly heartening to find greater benefits being realised where a level of maturity has been reached...the opportunity to achieve considerable service improvement and efficiency benefits is there for the taking. What is required is informed and focused leadership to make it happen.*

A recurring theme through the November 2009 Becta Research Conference, and implicit within the above review, was the lack of communication between different parts of the education sector. There was fragmented use of web 2.0 technologies in education with many communities using online working. As compared to the aforementioned CoP's, a major difference is that the IDeA has provided online tools for anyone to use who has a legitimate interest in local government and there is a *people finder*, which allows users to search for others like them with sufficient information to allow further contact.

A particular problem in the education sector for those wanting to find partners to work with to improve knowledge and professional practice, is to find those with the appropriate expertise. Without this type of people finder, the education sector appears to be vulnerable to companies with no evidence base for what they sell but with the resources to market themselves to schools. The TDA has a CPD database but rather than linking to institutions own web pages, it requires all data to be entered again and given the speed of change in the education system, this double entry requirement creates an unnecessary cost.

Universities have online environments for collaborative and partnership working but when an individual leaves the institution, their access ceases. Mentors in schools which take trainee teachers from several teacher training providers find themselves being expected to log onto a separate online environment for each provider. Schools and local authorities have

online environments for collaboration but again these are only available to those within the organisation or local authority.

### ***3.7 Summary of key points***

Components of effective partnership working, which emerged within this section comprise:

- complex organisational structures underpinned by strategic management and different styles of leadership; shared responsibility within the school for shaping agendas for change to take work forward
- situationally driven and shaped in response to a specific context/identified need
- expertise, support, flexibility, responsiveness, positive disposition and resilience of practitioners drawn from multifaceted backgrounds and avenues of experience e.g. business, creative organisations, schools, local community, social and health care
- partners establish strong links and build sustainable relationships, negotiate protocols for communication and monitoring, collaborative ways of working that are built upon trust, mutual respect and shared purpose, vision and values underpinned by clear ethical guidelines
- culture of team working and inclusive approaches established through joint training and planned provision, sharing responsibility and good practice, integration and cross fertilisation of ideas, expertise and ways of working
- open dialogue is to be encouraged and valued as it creates the space for critical reflection, finds lost voices and raises the level of dialogue about learning, which enables teachers and schools to know themselves better
- strategic partnerships and mentor acting as a bridge are key for impact on children, young people and their families in relation to the Every Child Matters priority outcomes and New Relationships with Schools
- variation across the education sector in relation to communities of practice ways of working using web 2.0 technologies and collaborative tools through virtual online environments

## **4 United Kingdom and International Models of partnership working**

This section presents research into partnership working drawn from national and international contexts across the ITT and educational sector. It is organised in sub-sections of partnership models:

- within the United Kingdom;
- in Australia;
- in the United States of America;
- followed by a summary of key points.

### ***4.1 Partnership models within the United Kingdom***

Smith, Brisard and Menter (2006) reviewed various attempts by academics to identify a typology of models of partnership, some of which imply the desirability of fully collaborative models. Drawing upon the work of Furlong *et al* (2000: 80-81) they note that *collaborative partnerships* favour a dialectical approach to theory and practice through the encouragement of a form of reflective practice in the student, which draws upon the different forms of professional knowledge contributed by staff in HE and staff in schools, seen as equally legitimate. However, to function successfully, such models require regular opportunities for HE lecturers to meet with teachers in schools for small group planning of programmes and for collaborative work and discussion during HE visits to schools. As one example of where this approach has been taken forward they cite the Knowledge Building Community (KBC) model of the University of Wollongong, Australia [see section 4.2].

Brisard *et al (ibid)* also reviewed the policy contexts for partnership developments in the four parts of the United Kingdom and conclude that these have presented very significant barriers to the development of fully collaborative models of partnership working. For example, a distinctive feature of the Scottish provision is that all ITT provision is HEI led, which is said to reflect the extent to which in Scotland, teaching has been established as an all graduate profession with academic status (Brisard, Menter and Smith, 2005). They suggest this might be because collaborative models have been unable to achieve sufficient support either from teachers or central government. Also, collaborative approaches may require a level of resource to operate fully which governments have not been prepared to

provide. They suggest a possible way forward would be to apply some form of HEI-led model, which formalises a distinct set of roles and responsibilities for school staff, but sees the HEI ensuring overall coherence of the student experience within ITE. In pursuit of such a model for ITE in Scotland they (*ibid*: 98) recommend:

- In the interests of achieving high consistency of quality and stability in ITE, 'employment-based' or entirely 'school-based' routes, such as those implemented in England, should be rejected as alternative pathways in favour of such flexible pathways for non-traditional entrants to ITE as have recently been developed in Scotland using part-time and distance-learning models which retain a partnership between HEIs, authorities and schools
- Partnership models must address current limited commitment from school staff to accepting greater responsibility within partnership
- Local authorities are encouraged to take a more pro-active role than hitherto in ITE partnerships.

Alexandrou (2009) examined how the Educational Institute of Scotland (EIS), which represents educators in both the compulsory and post-compulsory sectors in Scottish education through its learning representatives (LRs) initiatives, has attempted to meet the challenge and goals of the Scottish government in relation to the CPD and lifelong learning needs of the Scottish FE lecturing profession. The Scottish Government (2007: 45) advocates that if its strategy is to succeed that 'Partnership – between government, employers, individuals and learning and training providers – is the key to delivering on these priorities and our success depends on a *shared vision* of what we need to achieve'.

In total, there are 42 FE colleges and the aim of the EIS is to ensure that there is one LR in each of these institutions. This study focused on the first cohort of fourteen EIS FE LRs who had been trained and accredited and were operating within their respective institutions. A mixed method approach to research was adopted and data were gathered through questionnaires, reflective journals, consultation meetings and interview transcripts.

The findings revealed that the LRs were a committed and enthusiastic group, dedicated to the professional development of their colleagues and demonstrated that they were willing to work hard, be innovative and resourceful in order to help colleagues. They achieved this by advising, guiding and supporting lecturers e.g. by engaging or re-engaging them in CPD, showing them the available opportunities and working constructively with strategic and operational stakeholders. The most significant development was the growing relationship between the LRs and their Staff Development Manager (SDM) counterparts, which led to a greater understanding of how they can work together with the LRs in delivering effective

CPD to lecturers. There was a level of *mutual respect* and *trust*, which led to the LRs and SDMs working closely together on a number of initiatives. For example, the organisation and delivery of the first joint CPD event in the FE sector at Anniesland College. Such events forged closer working relationship between the two: bringing LRs to the attention of their colleagues and encouraging lecturers to take up professional development opportunities. Additionally, a number of the LRs now sit on CPD related working groups and committees where other stakeholders listen to and respect what they have to say and are willing to act upon their suggestions. Alexandrou (*ibid*: 246) concludes:

*The LRs relationship with their respective principals overall was a positive one. Many seem to have an understanding of the roles and responsibilities of LRs and recognised they could be a valuable asset. Particularly, in terms of helping college management devise and deliver an effective CPD strategy and convincing colleagues that engaging in professional development was beneficial to them, to the college and to their students.*

The study by Cullimore (2006) at Cardiff University, Wales set out to explore the external and internal policies on partnership links between a university PGCE (FE) course and its placement colleges. It was motivated as in Alexandrou's research, by the requirement for all lecturers in the FE sector to undertake recognised teacher training (FENTO, 2004). Semi-structured interviews were used to gather the perceptions of 5 students and their mentors, in placement at different colleges on two separate occasions.

The findings suggest on the whole that there were positive interactions and relationships between the mentors and their students. In all but one case, students felt secure in their mentor's ability to mentor them appropriately, and to carry out the role expected of them by the university. In some cases the relationships between the students' mentors and their visiting tutors were well developed, and interactions between them were frequent and productive, whereas in other instances this was not evident, which led to inconsistencies in the quality of mentoring the trainees received. The outcomes of this study were (i) the creation of a Partnership Coordinator role, undertaken by a member of the university staff and (ii) a new Mentorship Training and Support role, for a member of staff at the college, in order to move toward *joined up training* for the further education teachers.

#### **4.2 Partnership models in Australia**

Brisard, Menter and Smith (2005: 69-78) provide an overview of recent developments in ITT partnerships in Australia, and draw upon several key sources [Chapman, Toomey and



Gaff, 2003; Grundy, Robison and Tomazos, 2001; Ramsey, 2000] to trace how teacher education is being restructured, as illustrated in the following excerpts.

The restructuring of teacher education needs to allow for prevailing views of educational research and of university teachers' role and expertise to be challenged in which educational research is seen by teachers as conducted by those outside the classroom. Likewise, the tendency for university teacher educators to be perceived as experts who (a) inform teachers about what the most effective way is to do their job and who (b) bring educational theory out to teachers so they can draw upon it. Prevailing views such as these tend to predominate in instrumentalist models of partnership and this poses serious problems to the establishment of collaborative working relationships with schools on programmes of initial and in-service teacher education. Chapman *et al* (2003) conclude that the current practice in Australia reflects a continuum with some faculties still adopting an instrumental model whereas others have moved to more *practice-centred partnerships* with a focus on knowledge creation, which support participants' enquiry into practice, including student teachers.

Of particular importance were the establishment of partnerships and the reconceptualisation of school experience with a view to better support the transition to teaching of beginning teachers in a climate of *collegiality*. However, for 'deep change' to occur, restructuring must be accompanied by a cultural change in schools and universities' values, beliefs and ways of working. This has been attempted through the adoption of *practice-based partnerships* in which teachers, student teachers and teacher educators' work together on solving practical problems within the school. Chapman *et al* (*ibid*) note that the development of innovation teacher education programmes based on *practice centred knowledge creation partnerships* was precipitated by the commonwealth funded *Innovative Links Programme* between *Universities and Schools for Teacher Professional Development* and the subsequent *National Professional Development Programme*, which encouraged teachers to define their own professional development needs.

The *Innovative Links Programme* was structured around the concept of 'round tables': teachers from a number of affiliate schools engaged in a school-based action research project in conjunction with an academic associate from the partner university. The project aimed to establish school-university professional partnerships in mainstream education. It was funded in order to explore ways in which university academics might work in

partnership with the schools' teachers to support the professional development of those teachers involved in the project and facilitate school reform. By working with about one third of the universities in Australia, the project served as a vehicle for sharing experiences and establishing agreements about the principles upon which such partnerships should be developed. The ideals of the Innovative Link project were: *learning from teachers, providing access to academic research for teachers and supporting teacher control of their work within schools*. Schools participated voluntarily in the project, but their participation was contingent upon their agreement to work within the principles underpinning Innovative Links, which required:

- Whole school participation in the project
- Teachers' involvement in the design and planning of the action research aimed at supporting their professional development and school reform
- Collaboration and democratic decision-making at all stages of the research process

These principles were based on a review of the conditions (Grundy, 2001: 204-205) needed to develop genuine partnerships and honest collaboration:

- The development of trust among participants which demands an understanding of each others' perspectives
- The development of communities of enquiry where communication is grounded in conversation
- A commitment to democracy and an avoidance of hierarchical relationships which privilege one source of expertise over another
- The recognition and satisfaction of the distinctive interests of all parties and institutions
- An acknowledgement that potential collaborators must be different enough to stimulate change in each other

An important achievement for the university-school partnership, which developed through the *Innovative Links programme* was the production of whirlpools of activity as well as reflective spaces that encouraged exploration and the re-valuing of ways of working and relationships which had been taken for granted. In several of the participating schools, the planning and implementation of projects facilitated a change towards a *collaborative approach to decision making* within the school. The involvement of the associate academic was crucial in shifting the filtered partnership relationship (through the principal) to a direct negotiation between university-based and school-based colleagues.

An innovative programme of ITE in Australia, based upon principles of the practice-based partnerships identified above, is the *Knowledge Building Community* (KBC) model, at the University of Wollongong, which has the following special features:

- Unlike traditional models it factors into its structure the opportunity for social interaction
- Instruction emphasises real world contexts and settings as well as authentic problems that are linked to a school context
- It necessitates the establishment of a special learning environment: a Knowledge Building Community that is 'a community of individuals who are dedicated to sharing and advancing the knowledge of a collective' (Kiggins, 2002) - the principles of the learning community are here applied to teacher education
- The students, teachers and teacher educators engage in three modes of learning: community learning, school-based learning and problem-based learning which aim to support the continuous social construction of knowledge. Effectively this consists of abolishing the traditional lecture, tutorial, exam and power relationships between the three main actors and changing the lecturer's role into that of co-learner who facilitates and participates in the learning and knowledge building of the community
- The use of computer mediated communication (CMC) such as asynchronous forums and emails, which allow individuals to maintain links with their community of practice and take advantage of the scaffolding provided by working within a dynamic social context

In the KBC model, both the relationship between the campus-delivered and the school-delivered aspects of ITE programmes, and the relationship between the HE tutor and the teacher in school, are reconceptualised. Rather than a 'campus-based-lecture-tutorial' model, followed by placement practice, courses are reconceptualised into a 'problem-based-learning-within-the-school-site' model. Roles are redefined so that HE tutors become co-learners who facilitate and participate in the learning and knowledge building of a community which includes themselves, the students and teachers within the schools. When in schools, the students become teaching associates and educational researchers gathering data to help them solve the problems posed in the problem-based learning component of the programme. Teachers in schools become 'informants' about their professional practice and the culture of the school. Some results from the ongoing evaluation of this model include:

- Students developed skills, knowledge and understanding of effective teaching to a much higher degree in a shorter period of time than counterparts on traditional models
- Students were perceived by experienced teachers as being more committed, enthusiastic, confident professionals

- Students were perceived by lecturers to be more skilled at identifying and resolving professional problems, more effective and productive team members, more autonomous learners and more reflective than mainstream peers
- There was evidence of a much stronger partnership between the university, local schools, local authority and teachers' unions
- Subtle but significant changes in the culture of the practicum experience for the schools involved the transition from an individual supervision model (one to one) to a more whole school mentoring model

In response to the reported outcomes of the KBC model, Ramsey (2000) argues that the effective implementation of models of ITE in which universities and schools have *shared responsibility* for the professional experience of the student will necessitate:

- Joint planning, joint implementation, joint review and joint revision of the school-based component of the course
- The establishment of a joint standing committee including representatives of teacher education staff, schools and students [at least]
- The recognition of supervising teachers as advanced practitioners with a credential in mentoring or educational leadership
- A high level of practical partnership between the supervising teachers and university lecturers, including conjoint appointments with specific responsibilities for professional experience
- Where possible, a seamless transition from pre service to initial appointment perhaps through internship in a school or type of school where the teacher is most likely to be eventually employed

He further adds that many of the most important issues, which affect teacher education, cannot be addressed unless those related to funding are resolved.

Walkington (2007: 277-294) reports that a constant dilemma for teacher education in Australia is the difficulty in finding sufficient numbers of placements for pre service teachers to complete the professional experience/student teaching component of their course. Statements related to quantity of placements gain both public and professional attention while less attention is given to the quality of learning. Investigations as to why experienced teachers were reluctant to participate highlights that there are more complex issues than the superficial focus on numbers. These concerns include teachers' perceptions that they lack sufficient ability and preparedness to carry out the task of mentoring effectively. Teachers expressed fears of having insufficient confidence to face potential philosophical and personal differences and expectations that can occur between mentoring and the pre service teachers. Other perceived risks related to teachers managing their day-to-day teaching commitments and the possibility of having a 'weak' pre service teacher also concerned them (Walkington, 2005).

She proposes that by viewing the partnership from a wider perspective, concerns related to professional experiences can be addressed, whilst at the same time offering expanded opportunities for teacher professional development. Making the links between pre service teacher learning and the learning of in-service teachers explicit would acknowledge the broader and connected nature of the teaching experiences. A renewed approach must focus upon universities and schools working as partners in professional learning, motivated by the potential mutual benefits by all participants.

Such rethinking is nothing less than a shift in the 'culture' of professional learning for both schools and universities alike. Culture describes how people communicate, what they value, the habits they develop, the skills they honour and the communities they form. Those who work within and understand the cultures of universities and schools must build relationships of *trust* and *respect* across the two (Clark, Foster and Mantle-Bromley, 2005).

The effective school-university partnership that seeks extended and mutual benefits involves individuals – their philosophies, experiences and professional communication and commitment. It is about the achievement of both individual and group goals. Effective partnerships are also more than merely sharing: they honour the principle of *reciprocity* of what individuals and groups put into the relationship, and what they take out. Partners must commit philosophically and structurally through an obligation to achieve. The discourse of partnerships also embraces much that has been written about the formation of *communities of practice* (Cox, 2005).

A Commonwealth Government Standing Committee Report (House of Representatives, 2007: 5.50) into teacher education in Australia, recognised the integral role that enhanced partnerships must play in effectively preparing future teachers:

*Over time, a partnership approach to teacher education perhaps initially based around practicum but ultimately encompassing all aspects and all stages of teacher education, will transform the way in which teachers are prepared and supported in this country. It is an investment that the committee strongly urges the Australian Government to make*

Influential factors underpinning the pursuit of renewed partnerships relate to the individuals involved – their roles and relationships, their discourse and agreement to work collaboratively. In furthering the discussion, Walkington (2007) argues that equally important is the commitment to partnership agreements by institutional and systemic

decision-makers. Motivation is increased when there is a sense that individuals and groups will benefit, and that there are mutual benefits to be gained. Contributing to institutional processes, including course evaluation and design, produces gains for both school and university partners. Inviting teachers to be on university education faculty course review committees provides input about needs of classroom practice. The presence of academics and teachers on one another's curriculum review committees, policy development panels and reference groups provides a broader range of perspectives. Guest presentations by school and system practitioners to pre service teachers provide currency. Much is to be gained by the joint participation in quality teaching projects for the enhancement of classroom practice, reshaping of curriculum delivery and school leadership initiatives. A further step to provide support can be through the development of online forums that allow educators to discuss, debate and challenge educational issues.

Working collaboratively opens up opportunities for educational research that is relevant to both schools and universities alike. Joint action research provides both recommendations for site-specific problems and expansion of educational knowledge. Inviting teachers to set an agenda for investigation empowers them to see the relevance of research, which addresses their own concerns and contributes to a wider body of knowledge (Gore and Gitlin, 2004). The relationship can be further endorsed through shared presentations at conferences by university and school partners, contributions to professional and academic publications and through involvement with professional associations.

Although not exhaustive, some key principles of partner relationships include the following:

- Outcomes must be mutually beneficial and they must be negotiated and clearly understood by the partners
- Partners need to consider carefully the cultural differences between university and schools and respectfully recognise what each brings to the relationship, what they want to take away and how they want to do it in order to develop an informed and sharing working relationship
- How partners relate to one another governs ongoing commitment and motivation and therefore sustainability in a professional relationship. Collegial and collaborative practices demonstrate commitment to democracy, avoiding hierarchical relationships which privilege one source of expertise over another
- The development of trust, respect for each partner's perspectives and collaborative practice values a genuine learning community where there is joint responsibility and where power is shared equally (Cox, 2005)
- Explicitly committing to working this way builds a sense of ownership and individual empowerment

- Commitment to a partnership requires the structural/operational support to make it work
- Time and resources must be incorporated in early planning

In concluding, Walkington (*ibid*: 292) states:

*partnerships that promote clear communication, mutual respect and responsibility are well placed to create benefits that have a profound effect upon the professional knowledge, practice, values and beliefs of educators in all settings. The potential benefits go beyond strictly professional learning. For individuals, they encourage greater self-esteem through being respected and valued; they increase motivation through empowerment and a sense of ownership; they provide acknowledgement of the quality of their professionalism. With such positive possibilities, the commitment to activities such as mentoring pre service teachers is highly likely to improve. The result is improved quantity and quality of school placements and therefore higher quality learning at this critical stage of teacher development.*

Jones (2008) explored collaborative partnership working between a practising teacher of Science and a primary pre service teacher using cycles of action-reflection to guide the planning, implementing and reflecting processes to experience the nexus between theory and practice. Such partnerships have traditionally followed the mentor/assessor style relationship as compared to a working relationship that values both the 'expert' and 'novice' partners' knowledge and contributions equally.

This way of working involves a professional development/teacher education programme, which consists of a set number of sessions over a period of time, shared by both individuals and facilitated by the university lecturer associated with the science education aspects of the course. The sessions incorporate elements of reflective practice and frameworks for the effective delivery of Science education: the partners are encouraged to discuss ideas for lessons and enter the initial planning stages of lessons or a unit of work in these sessions. During the school-based experience, which is no shorter than one school term, the partners collaboratively implement the science lessons and reflect on critical components to inform future planning and implementation. This process continues in cycles for the duration of the placement. This approach is rooted in social constructivist theory and based upon the premise that meaning-making can lead to deep as opposed to surface learning.

Jones argues that the commitment to this partnership experience for an extended period of time helps to address a number of issues associated with teacher professional development. Primarily, it helps move away from the injection-type nature of single day/single session professional development programmes and offers ongoing support for teachers, which is

important in professional development research associated with the Science in Schools project. Another feature is that it brings the professional development into the school setting and is strongly linked with the day-to-day classroom programme of the teacher. This approach is rooted in social constructivist theory and based on the premise that meaning making can lead to deep as opposed to surface learning.

Billett, Ovens, Clemans and Seddon (2007) sought to understand how social partnerships might be initiated and developed in supporting vocational education initiatives. The workings and achievements of ten social partnerships e.g. a community youth programme; a coalition of healthcare workers, local learning and employment networks, were investigated to identify factors that shaped or inhibited their development. Data were gathered through interviews with informants in key roles within each social partnership and used to construct a case study of each partnership's initial formation, early development and processes that worked to sustain it over time. Data analysis identified guiding principles in developing partnership work, including dimensions of that work.

Although all partnerships selected for this study were concerned with addressing localised needs and capacity building, they have particular purposes. The common goal for these partnerships was about transforming individuals and communities through individual learning and community capacity building activities. However, the partnerships have as their focus diverse concerns about young people's transition from school to work or study life, healthcare provisions in regional communities, skill development for extractive industries, and the provision of social infrastructure to support community development. Collectively, the partnerships were located in inner metropolitan areas, provincial centres, outer suburbs of metropolitan cities and remote regional centres.

The different bases for the initial formation of social partnerships provide a typology that is particularly pertinent to understanding that the goals and processes of different kinds of social partnership are quite distinct. For instance, as depicted in Table 8, the goals for 'community' partnerships are often associated with securing resources to address localised needs, whereas those for 'enacted' partnerships might be about securing policy goals of the sponsoring agency and the centre. Moreover, the processes likely to be adopted by these social partnerships may be quite distinct. For instance, 'community' partnership processes might be focused on engaging with and trying to influence external agencies to achieve locally derived goals or concerns. In this way, the processes might have a strong emphasis



on engaging with parties external to the local community or sets of concerned local interests. Conversely, the process engaged by 'enacted' partnerships might be towards developing effective partnerships at the local level, to secure government initiatives.

**Table 8: Origins and characteristics of partnerships** (Billett *et al*, 2007: 641)

<i>Types</i>	<i>Genesis</i>	<i>Goals</i>	<i>Processes</i>
<i>Community partnership</i>	Concerns, problems, issues identified within the community	To secure resources to address issues, problems and concerns, often from agencies outside the community	Consolidating and making a case and then working with external agencies to secure adequate responses
<i>Enacted partnership</i>	From outside the partnership which is to be the target of the engagement, with goals or resources that the community is interested in engaging with	To secure outcomes aligned to external funding body	Responding to requirements and accountabilities of external partner/sponsor through engaging the community in activities associated with those goals
<i>Negotiated partnership</i>	Need to secure a provision of service or support that necessitates working with partners	To develop effective working relations outside of the organisation that comprises the social partnership	Working with and finding reciprocal goals with partners

The findings of this study revealed that partnership work is held to be the interactive and collaborative process of working together to identify, negotiate and articulate shared goals, and to develop processes for realising and reviewing those goals (Billett *et al*, 2005). The dimensions partnership work identified comprised: cultural scoping, connection-building, capacity-building, collective work and trust-building. Five sets of principles were identified as being effective in guiding both initial and ongoing partnership work e.g. *building and maintaining* - (i) shared purposes and goals; (ii) relations with partners; (iii) capacities for partnership work; (iv) governance and leadership; and (v) trust and trustworthiness. These principles stand both as ideals and as goals to guide the development and continuity of social partnerships that can support important educational initiatives, and provide bases for evaluating partnership work.

Building and maintaining shared purposes and goals was an imperative, referred to across social partnerships. It often initially involves identifying the partners' interests and

concerns, and developing a framework for collectively realising these as goals. Over time and beyond initial development, focus on shared purposes and goals can helpfully comprise the partners actively reflecting upon, reviewing and revising goals, identifying achievement, and renewing commitment.

Building relations with community partners initially involves building trust and commitment, encouraging participation, and developing processes that are inclusive and respectful. Over time, it likely involves the need for endorsing and consolidating existing relationships, recognising partners' contributions, and facilitating new and strategic relationships, in order to maintain those relations.

Building the capacities for partnership work initially involves engaging partners in the collective work of the partnership, through developing the infrastructure and resources needed to achieve goals. Over time, it includes securing and maintaining partners who engage effectively with both community and external sponsors, and managing the infrastructure required to support staff and partners.

Initially, building governance and leadership was reported as involving formulating and adopting consistent, transparent and workable guidelines and procedures for the partnership work and enactment of leadership. Over time, it included developing and supporting close relations and communication between partners, and effective leadership.

Building trust initially involves establishing processes that engage and inform partners, including encouraging cooperation and collaboration. Over time, it involves focusing on partners' needs and expectations, and ensuring that differing needs are recognised and addressed. A key principle and practice of social partnerships was the building of trust through processes that engage, inform and are informed by participants' contributions.

#### ***4.3 Partnership models in the United States of America***

Brisard, Menter and Smith (2005: 78-89) provide an overview of some developments in ITT partnerships in the USA, to situate the emergence of the Professional Development School (PDS) within historical, social and political contexts. Over the past two decades there have been significant changes in the way universities and schools work together as they moved toward the concept of educational renewal and professional learning. The PDS lies at the

heart of this innovation and aims to provide an alternative model of teacher education, which prevents teacher isolation, seen as detrimental to teacher growth. The fundamental objectives of PDSs are collaboration, collegueship and the development of shared standards of practices underpinned by a fundamental reconsideration of the roles and functions of main stakeholders in teacher professional development.

What is apparent from the literature on PDS is that there is no one model of professional development school given that these are local practice based partnerships whose nature and focus is dependent upon the negotiation by the partners of a shared vision for their joint work based on their contextual circumstances and needs. This said, Brisard *et al (ibid)* suggest that it is possible to identify some common features and practices across PDS sites:

- The courses are usually taught on-site or there is provision for extended field placement – if parts are taught on campus, they require on site data collection
- Teacher education is conceived and delivered as joint venture – the university faculty actively collaborates with the classroom teachers in the education and supervision of all student teachers – they do not withdraw from this responsibility which is seen to create a better learning environment for student teachers with increased direct interaction and support from both faculties
- Participants have extended roles – the university faculty members supervise a cluster of student teachers and provide workshops for whole school staff. Likewise, cooperating teachers supervise student teachers in their class but also contribute significantly to the teacher education programme
- Student teachers are placed in clusters in schools or as interns – in the ideal vision of this type of collaboration, ITE takes place at a school site where classroom teachers mentor a number of student teachers over a year or an extended period of time rather than having only one in their classroom – in a number of models, candidates work as interns in PDS and they alternate between course work delivered on site and teaching
- University faculty members generally offer an on-site course/seminar for cooperating teachers – usually available at no cost or reduced cost to teachers and tend to focus on mentoring strategies initially or other topics identified by teacher in relation to the school or their own developmental needs
- The school faculty offers on site support for student teachers on a range of topics often determined by student teachers needs assessment
- Interns/student teachers clusters' take part in school in service and staff meetings
- A climate of experimentation and enquiry prevails – the rationale is they provide more opportunities for the sharing of experiences and collaborative reflection and enquiry on one's own practice – through team structures PDS sites seek to encourage collaborative action research type of enquiries which place the teacher's practice and pupil's learning in the centre

In successful PDS partnerships a new kind of educator has emerged – one who traverses the worlds of teaching in schools and universities. *Boundary spanners* (Utley, Basile and Rhodes,

2003) and *hybrid educators* (Clark et al, 2005) are metaphors used to explain the unique position these educators adopt. This is usually a member of the HEI and someone who has credibility with both institutions and is able to persuade their members of the merits of collaborative work and joint actions. Stevens (1999: 289) argues that the successful implementation of the partnership depends on the boundary spanner's ability to 'interpret, communicate and extend traditional understandings of school-university relations'. As knowledgeable and skilled facilitators, they work across the cultural and organisational boundaries of educational institutions to bridge the gap, with a commitment to align the beliefs and mission into a professional partnership.

The University of Colorado, Denver has established partnerships with schools and school districts. Walkington (2007: 290-291) describes the partnership with one - a large suburban high school - to illustrate the successful outcomes over a period of years. A site professor was assigned as the link between the school and university as support for the professional development school (PDS) programme. The professor spent one day a week in the school and this was recognised in his university workload; his on-campus teaching load was reduced. As part of the partnership, the school provided some workload release for an experienced and willing teacher to liaise and work with the professor and his students. This initial commitment from the institutions, which was formalised in an agreement following negotiation, has provided an array of opportunities that have reaped a range of benefits for the participants. Some of the benefits include:

- School staff has a university contact who is now considered a colleague. The staff and school students know him well. He has been integrated into school life
- The school increased its capacity and willingness to be involved in the PDS programmes. School teachers took a greater role in the actual teacher education programmes
- The school liaison/coordinator staff member's role developed into a full-time professional development role to take advantage of the expanding relationship with the university
- The professor established a research agenda that matched the interests and priorities of the school. Therefore his efforts in the school are considered part of his mainstream university teaching and scholarship rather than in addition to it
- A number of the school staff have taken up higher education study (Masters and doctorates) enhancing the expertise of the staff as well as student numbers and research output for the university
- The school continued to modify its practices and resources over time to accommodate the growing of the partnership

The collaboration took time to evolve and there was a focus not only on the process of developing the partnership but also on the educational objectives. The effectiveness involved working across organisational cultures and gaining substantial institutional support in the form of resources, motivation and commitment. In this case study, the professional fulfillment of university and school staff alike was achieved through the recognition they received, both extrinsically [e.g. research outputs, awards, qualifications, improvement of practice] and intrinsically [e.g. self-esteem through utilisation of expertise and experience]. The long-term relationship allowed stakeholders to explore the range of possibilities, developing sustainability and transformation of practice.

Research by Franz (2005) sought to examine how successful partnerships use learning to transform individuals, partnerships and organisations. It explored change in individuals by observing and analysing successful partnerships between Cornell Cooperative Extension campus faculty and county Extension educators to determine the role of transformative learning in these cross-profession partnerships. Ten cross professional partnerships (1 campus academic/researcher and 1 county practitioner) were selected based on a number of characteristics (programme area, geography, gender). Each partnership participated in semi-structured interviews, which investigated: their history with extension, the work of their partnership, learning and success in their partnership. Interviews were coded and transcribed for common themes. Partnership profiles were created describing each individual's view of success and learning within the partnership. Data was analysed using Eisenhardt's comparative case study method, analysing emerging patterns and themes from each case.

Several common factors contributing to successful partnerships surfaced across the cases. The first included a commitment by the partners to a bigger picture or fit with the environment outside the partnership. This commitment was illustrated by strong communication, promotion of partnership outcomes, stakeholder involvement, and integration of the partnership work into the overall organisation. Second, specific drivers of learning identified by the partners made their work successful. These included mutual respect among partner; stretching, challenging, or pushing each other's thinking and capacities; trust; a supportive environment; and successful outcomes that supported learning in the partnership. Third, partners indicated that challenges in partnership work existed such as coworkers, the organisation, environment and lack of resources. However,

they found that the education of themselves and others, as well as persistence, helped overcome these barriers. Challenges did not prevent these partners from working toward their goals. Partners often had similar motivations for entering into and staying in a partnership. One commonly valued attribute of partners was providing personal support that resulted in increased or affirmed self-esteem: partners indicated that this support was a key to the success of personal and partnership success. Thus, personal attributes of the partners promoted success in the partnership as illustrated in Table 9, which captures the profile of a collaborative personality.

In this study, all partners experienced *instrumental learning*, e.g. learning how to improve group facilitation skills, learning how to navigate campus and local environments, and increasing knowledge about the theory and practice of Extension work. *Communicative learning* had a strong presence in all but one partnership e.g. partners learned how to work effectively with each other across differing work, communication and learning styles, personalities and worldviews. *Transformative learning* was reported in 6 of the 10 partnerships including 9 of these 12 partners. Partners who were transformed from their partnership experience reported (a) gaining a more holistic view of their work, (b) gaining a better understanding of processes around them, (c) personal development, and (d) the alleviation of professional isolation. *Transformed partnerships* experienced (a) a deepened commitment to their goals, (b) wider action, (c) enhanced learning, and (d) increased use of shared leadership styles. Partners and other members of the organisation indicated that these partnerships *transformed the organisation* because they provided models of change for others in the organisation to emulate, their success created additional success, and organisational learning was heightened.

**Table 9: Profile of a Collaborative Personality** (Franz, 2005: 260)

<i>Characteristic</i>	<i>Description</i>
Collaborator	Team player, cooperative, easy to work with
Committed	Determined, driven, passionate, focused, diligent, strives to do better
Communicates	Listens, articulate, decisive, shares, takes and gives feedback, writes well, builds rapport, observant, frank, sounding board
Concrete	Real issue orientation, centred on local needs, well grounded, steady and sure
Connected	Networker, sees connections, systems view
Credible	Stakeholder and peer support, adds value, media savvy, good image, political savvy
Dependable	Responsive, on time, involved, contributes, responsible
Enthusiastic	Energetic, tireless
Ethical	Integrity, confidentiality, trustworthy, fair, honest, share credit, heart in the right place
Facilitator	Keeps people engaged, stretches people to reflect, coach, advocate, clarifier, career guidance, works well with tough people
Flexible	Good under pressure, willing to learn, creates a permeable organisation, mellow, quick thinker, no preconceived notions
Knowledgeable	Experienced, intelligent, expert, up to date, understands and applies theory, has technology
Likeable	Optimistic, positive, infectious personality
Nontraditional	Big thinker, entrepreneurial, risk taker, creative, out of the box thinker, devil's advocate, challenges
Open	Inclusive, values opinions, respectful, sensitive, equality, objective, selfless, accommodating, honours the grass roots, collegial, win-win approach
Organised	Attention to detail, prepared, systematic
Productive	Effective, strategic, exceeds expectations, role model, hard worker
Supportive	Caring, consoler, comfort focused, compassion, encouraging, legitimiser, counselor, good advice, boosts self-esteem

Research by Miller and Hafner (2008) sought to deepen current understandings of collaboration and leadership in the context of partnerships between diverse universities, schools and communities. The study's conceptual framework was rooted in Paulo Freire's (1997) concept of dialogue and examined how and to what degree the processes employed during the planning and implementation phases of one university-school-community partnership – University/Neighbourhood Partners (UNP) - were mutually dependent on and beneficial to both the university and the community. Central tenets of the Freirean dialogical framework – *humility, faith, hope* and *critical thinking* - were related to several indicators of successful university-school-community partnerships, especially mutuality, supporting leadership, university immersion in the community, and assets-based building.

The 17 participants interviewed were representative of the various perspectives affiliated with the project, including parents from various Westside neighbourhoods, government and non-profit employees, community leaders, PreK-12 public school administrators, elementary and secondary schools teachers, and others from the Westside community in Mountain City, as well as the university administrators, faculty, staff and students. Regarding the difficult task of framing issues in collaborative contexts, wherein participants often come from drastically different backgrounds, Gray (2004: 167) suggested:

*If parties can recognise their different frames of reference with regard to the problem at stake, and, building on this recognition, develop new common frames for both problems and solutions, they have the potential to reach a collaborative solution. Failure to find satisfactory approaches to understanding each others' frames or suitable ways of reframing, however, can derail collaborative initiatives.*

The analysed data suggested that purposeful attempts were made by UNP leaders to root its collaborative work in notions of *humility*. Indicators of this collaborative commitment included (a) the UNP preplanning effort that was based on community conversations, (b) the leadership that was representative of both Westside and university constituencies, (c) the location of group headquarters and meetings, and (d) the conscious awareness of 'minor' details that affected participation in UNP meetings e.g. the co-leadership model was a strategic decision wrested in the belief that only the perspective of the community-based leader could establish trust and authentically represent community interests in the planning and guidance of UNP meetings.

The data indicated that UNP made a purposeful attempt to be guided by the tenet of *faith* in humankind. Specifically, it appeared that the partnership used an assets-based perspective



as it worked toward its goal of increasing educational opportunities for youth residing in Westside neighbourhoods, Rather than identifying problems to be fixed, the partnership sought to build on existing Westside strengths to address pressing needs. Taking a 'funds of knowledge' approach, UNP placed great value on the extensive experiences of Westside residents and group participants. As a result, UNP often directed resources toward the further development of ideas and programmes that were already in existence.

The two most common ways that *hope* was instilled and maintained in the UNP planning and implementation process were (a) constant demonstration of progress toward tangible goals and (b) frequent communication of this progress to group members e.g. emergent programmes such as the UNP Seminar Series (which sought to educate preservice teachers, social workers, and administrators about social, economic and educational issues that were pertinent to the learning and success of Westside students) provided evidence to group participants that their time spent at UNP meetings was indeed worthwhile and that things were happening as a result of their efforts.

As a result of the *critical thinking* tenet, the history of inequitable educational opportunities was viewed by UNP as having a profound limiting influence on the academic outcomes of students from the Westside. Therefore, strategies and programmes were planned and implemented to increase the university's visible presence on the Westside and improve the preparation that students from the Westside were receiving for college e.g. the 'Pathways to College' resource guide that was assembled by UNP participants. Three areas were agreed on during a one-day UNP retreat meeting to improve systemic conditions that influence Westside students. First, the effort to increase support that was given to parents of Westside students was initiated because the schools were not adequately navigable for numerous families. The creation of the Near West Parent Resource Network – a systemic change – a major programme advancement for improving educational conditions. Second, the attempt to improve pre- and in-service training for educators who work with Westside students was based on the recognition that many teachers, administrators, and social workers are inadequately prepared for assisting children in their schools with many issues, particularly those common in Westside schools that centre around language, culture, and/or immigration. Finally, efforts to increase Westside students' access to college employed a systemic focus in that they addressed issues of curriculum alignment (so that students would be offered opportunities to take classes that they need to get into college)

and information dispersal (so that Westside students and their families would actually know about the various postsecondary education options that they have). Based upon their findings, Miller *et al* (*ibid*: 101) state:

*university-school-community partnerships must (a) be built on community-identified assets and needs, (b) be guided by strategically representative leadership, (c) remain aware of and rooted in historical contexts, (d) address issues at systemic levels, (e) act on clear and realistic goals and expectations, and (f) create environments where mutual participation is maximised.*

Masci and Stotko (2006) evaluated the Professional Immersion Master of Arts in Teaching (ProMAT) programme, which is a cooperative venture between John Hopkins University and Montgomery County (Maryland) Public Schools, a large school district that has experienced increased urbanisation. This graduate level teacher preparation programme provides teacher candidates with extensive internship experiences, a high degree of supervisory support, and significant financial assistance. There is a strong insistence on high academic performance of teacher candidates for subject content and education coursework and the expectation that candidates approach instruction with sensitivity to multi-cultural issues to prepare them to work with diverse student populations. This is especially critical in the university-school system partnership as one of the major purposes of the ProMAT Programme is the retention of interns in the district's urbanised schools, which requires candidates to remain in the school system, at the same school whenever possible, for 3 years on issuance of a contract.

The programme model is based on the view that teacher preparation is a collaborative effort between the university and public school system, with the goal of differentiating delivery based on the needs of teacher candidates and the schools in which they will train and ultimately teach. The partnership arrangement also facilitates the creation of strong links between theory and practice. The ProMAT Programme's *rigorous core curriculum* consists of 39 graduate credits, including a full semester of supervised teaching or long-term substitute teaching, and substantial coursework in the candidate's area of certification. The programme also utilises *extensive use of problem-based methods including case studies, research on teaching issues, performance assessment and portfolio evaluations*. Candidates receive *intensely supervised, extended clinical experiences* and every attempt is made to place them so that they will have *strong relationships with reform minded schools*, preferably in one of the university's professional development schools.

Results from an Exit Survey showed that the candidates' satisfaction within each of the nine domains of the programme was seen as reasonably high; most value was placed on the supervisory support they received and on their full-year internship. Praxis II Pedagogy scores in four, of the six, certification areas (elementary, and secondary biology, English and social studies) were significantly higher than the state minimum passing score.

Response to the ProMAT Programme has been positive from candidates, as indicated in the Exit Survey data; from the school system, as indicated by its continued association with the programme; and, by the State Department of Education, which approved another certification area. ProMAT candidates also performed well on the Praxis II Pedagogy exam, which is a more objective measure. Masci *et al* (*ibid*: 62) conclude:

*by providing a strong, high-quality graduate teacher preparation programme through ProMAT, the university has opened pathways into the teaching profession that are attractive and financially feasible. This has allowed the university to respond to the school system's immediate need to increase the number of teacher candidates while maintaining high standards for academic and professional performance.*

#### **4.4 Summary of key points**

Components of effective partnership working, which emerged within this section comprise:

- Principles which underpin the formation, sustainability and transformation of practice include: shared purposes and goals, relations with partners, capacities for partnership work, partnership governance and leadership, communication, trust and trustworthiness
- The development of common frames of reference and shared standards of practice to reach collaborative solutions and joined up training
- Characteristics of a collaborative personality e.g. committed, credible, facilitator, flexible, supportive
- Knowledgeable and skilled facilitators working as 'boundary spanners' across cultural and organisational boundaries of educational institutions to bridge the gap
- Principle of reciprocity of partners, respectfully recognising what each brings to the relationship and a commitment to democracy with strategically representative leadership, avoiding hierarchical relationships, to build communities of practice
- Working collaboratively in a climate of collegiality, experimentation and enquiry to open up opportunities for educational research through a dialectical approach to

theory and practice, assets based perspective to build upon funds of knowledge e.g. joint action research projects

- Differentiating ITE delivery based upon the needs of trainees and the schools in which they train; the reconceptualisation of school experience through the adoption of practice centred knowledge creation partnerships
- Development of online forums that allow educators to discuss, debate and challenge educational issues and take advantage of the scaffolding provided by working within a dynamic social context
- There is no 'one size fits all' model as the goals and processes of different kinds of partnership work can be quite distinct

## **5 Effective ITT partnerships: the core components**

In order to capture best practice and the essence of effective models of ITT partnerships, the key words and concepts identified as constituent parts of successful partnerships were extracted from the literature reviewed and grouped into thematic areas or core components. Effective partnerships depend upon the systems, processes and practices underpinning these core components of effective partnerships, which are:

- Vision
- Organisational structures
- Communication
- Ways of working
- Networking
- Flexibility
- Relationships
- Roles and responsibilities
- Commitment
- Resources

The constituent parts of these discrete, yet interrelated core components, which were found to promote successful partnerships are presented in Figure 1 and discussed below. This is followed by recommendations for further work to develop and strengthen ITT partnerships.

### ***5.1 Vision***

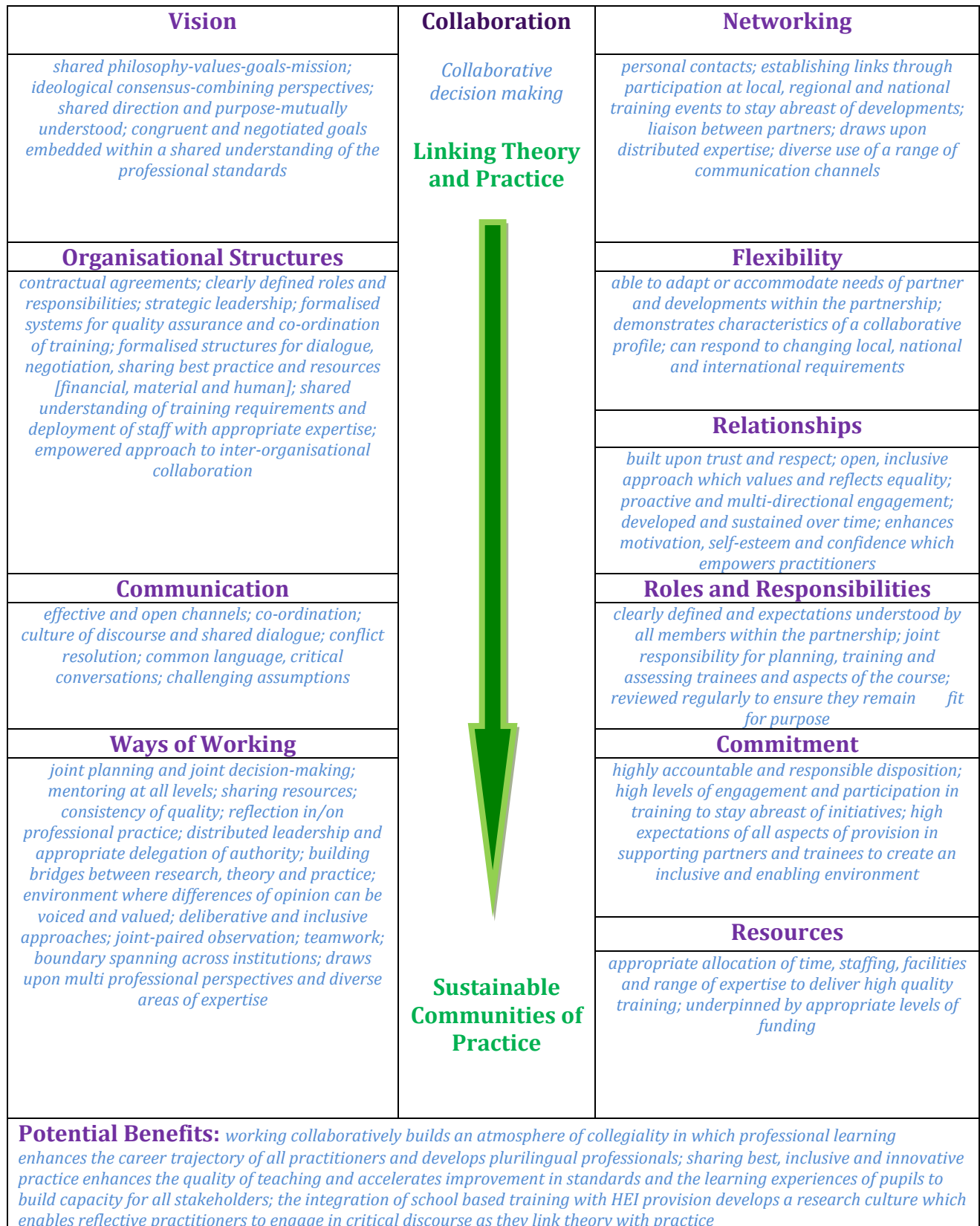
Often policy documents, partnership agreements and handbooks (of both schools and ITT providers) include such terms as 'vision' 'purpose', 'mission statement' and so on. Often these are ill defined, as if they were value neutral and as if the terms carried meaning in and of themselves. Effective partnerships were found to be dependent upon:

\* the careful establishment of clearly defined goals and mutually understood purpose and vision, underpinned by a shared understanding of the professional requirements for QTS

\* a clear definition of how the different elements of the Partnership feed into a clear and negotiated vision, particularly in relation to how each element supports the ongoing professional development of trainee teachers

\* an understanding of the broader visions and purposes of elements of the Partnership, which may well extend beyond the shared vision of the Partnership, and how the Partnership relationship can feed into and/or challenge these broader imperatives

**Figure 1: Constituent components of Effective ITT Partnerships**



## **5.2 Organisational Structures**

These play a very important role in developing effective partnerships, and operate on both macro- and micro-levels. The following are important elements of organisational structures, which support effective ITT partnerships:

- \* clear contractual agreements which are shared with, understood by and appropriately adhered to by all members of the Partnership
- \* a clear definition of roles and responsibilities through handbooks, documentation, mentor and other training, on-line support, etc.
- \* formalised mentor training at all levels of the Partnership (e.g. HEI-mentor; PCM-mentor; HEI-PCM; PCM-trainee; mentor-trainee)
- \* formalised structures for dialogue at programme, local and national levels to ensure mutual understanding and formal opportunities for discussion of programmes, purposes and practices of training and the role of the Partnership within these
- \* negotiated Partnership in which all members have been involved (mentors and HODs, for example, should be aware of decisions to take on trainees, and where agreement to take trainees has been entered into, suitable programmes of preparation should be undertaken to ensure smooth transition into training)
- \* local co-ordination of training (using LAs, cluster schools, leading departments as appropriate in order to develop innovative practice and consistency of practice between Partnership schools and providers of ITT)
- \* clear and shared understanding of the rationale behind the professional standards and careful thought about how these can be prepared for, how training can assist in the development of these, and how they can be exemplified
- \* clear understanding of all relevant documentation related to the training process, so that these can be used as powerful formative tools during training
- \* structured collaboration between ITT providers, schools and others involved in the Partnership (e.g. local businesses, health and social workers, parents, school governors)
- \* strategic leadership and support structures in place to ensure that relevant expertise is distributed and can be sought as required
- \* robust systems in place to monitor the quality of all aspects of training and to collate evidence of successful working partnerships

### ***5.3 Communication***

Schools and ITT providers are large, complex and busy institutions. Effective ITT partnerships that lead to good experiences for all parties depend upon effective communication. Typical features of good practice in this area include:

- \* clearly defined and open channels of communication through a range of forums and learning platforms
- \* co-ordination of communication from both the school and the ITT provider
- \* development of a culture of dialogue between the school and the ITT provider on multiple levels
- \* clear outlining of expectations of the differing elements of the partnership and their relationship to each other
- \* effective and clearly defined processes for managing and resolving conflict within and between elements of the Partnership and/or trainees
- \* shared understanding of language relating to the training process
- \* timely provision of handbooks, training and assessment materials by ITT providers
- \* timely and full completion of all relevant paperwork by schools
- \* regular and critical evaluation of communication structures to ensure they are fit for purpose and a willingness to embrace new technologies available to innovative communities of practice
- \* commitment of schools/ITT providers to meet in person or through other appropriate channels for the purposes of administration, course development, assessment of trainees, mentor training, Professional Coordinating Tutor training, subject-level and programme-level development

### ***5.4 Ways of Working***

A body of knowledge about effective ways of working within Partnerships has emerged from the review. Some ways of working which have appeared in previous sections, are also brought together here because of the impact they can have on the development of strong partnerships:

- \* joint planning and joint review to ensure shared purpose and understanding
- \* working across components of training within the Partnership
- \* mentoring at all levels of the Partnership (within and across schools and ITT providers)



- \* regular reflection on professional practice at all levels of the Partnership
- \* consistency of quality in terms of teaching input, mentoring, assessment at all levels of the Partnership
- \* collaborative decision-making
- \* effective delegation of authority and responsibility within and between elements of the Partnership
- \* clear and powerful building of bridges between research, theory and practice so that all members of the Partnership are involved in the shared construction, analysis and practical application of knowledge
- \* development of effective forums for debate and the exchange of critical discourse
- \* development of meaningful goals and plans that unite all members of the Partnership in shared endeavour

### ***5.5 Networking***

For reasons of capacity building and knowledge sharing it is important that Partnerships and the training related to this does not exist as a series of individual relationships between an ITT provider and its schools. Effective connections between ITT providers, between schools, and between ITT providers and schools are essential in the maintenance and development of strong models of Partnership for a number of reasons:

- \* development of personal contacts for professional support within the training process
- \* development of networks and sustainable communities for the sharing and development of innovative and good practices
- \* liaison between members within and across Partnerships
- \* the development of researching networks of schools and HEIs to facilitate the production of robust evidence about effective practice
- \* distribution of expertise
- \* establish links through participation at local, regional and national training events for personal renewal and rejuvenation as well as to stay abreast of key drivers and national initiatives

## ***5.6 Flexibility***

Partnership is necessarily mutable. Effective partnerships develop practices, structures and processes that can be responsive to individual need and develop to reflect changing requirements (local, national or international) whilst still maintaining rigour and strong structures. Exemplifications of: paired placements, contemporary placements, Teach First, the Knowledge Building Community (KBC) partnership and, ProMAT Programme are illustrative of some innovative practices, which have emerged in response to local, national and international priorities and needs. Franz's (2005) profile of a collaborative personality not only describes attributes specifically aligned to flexibility but also details further characteristics e.g. collaborator, facilitator, nontraditional, open and supportive traits, which promote success and learning between partners in effective working relationships and partnerships.

## ***5.7 Relationships***

The development of effective and meaningful relationships between ITT providers and Partnership schools is central to good practice. The Partnership relationship is likely to work most powerfully and beneficially for all concerned when:

- \* it has been developed over time, promoting mutual trust, respect and obligation
- \* there is mutual creation and understanding of philosophical, ethical, intellectual and practical dimensions of the Partnership
- \* ITT provider and school staff feed into both school- and ITT provider-based components of training and educating trainees
- \* Partnership extends beyond a paper agreement and becomes a proactive, multi-directional engagement between partners
- \* school staff are enthused and motivated by the development opportunities (personal, professional and intellectual) that come through Partnership with the ITT provider and should become empowered; they encourage greater self-esteem through being respected and valued
- \* HEI staff engage deeply (through training, CPD and research) in the school communities with which they are in Partnership
- \* there is a shared sense of endeavour and a shared understanding of the processes, purposes and outcomes of the training process

- \* there is clear understanding of the particular roles the school and the ITT provider play in the processes of ITT and discussion of how these distinct but complementary roles interact with/depend upon each other
- \* the Partnership relationship is characterised by equality and inclusivity and the interests of all stakeholders are supported through collaborative endeavour

### ***5.8 Roles and Responsibilities***

Strong partnerships are built on clear understanding of roles and responsibilities within the process. Essential elements are:

- \* strong sense of personal roles and responsibilities within the processes of training
- \* shared understanding of the respective roles of all members of the Partnership
- \* understanding that effective partnerships built for sustainability require distributed leadership and shared expertise within the school and ITT provider, to avoid loss of knowledge when staff leave
- \* joint sense of responsibility for maximising the opportunity and ensuring the fulfilment of these roles
- \* joint responsibility for planning for and acting upon the requirements of training;
- \* involvement of school and ITT provider staff in both school- and ITT provider-based components of training
- \* regular review of the roles and responsibilities of all members of the Partnership to ensure that the complexities inherent within each are fully recognised, that they continue to be fit for purpose and are developing to reflect the changing needs of the training process

### ***5.9 Commitment***

The most effective training takes place within Partnerships marked by long-term commitment, so that strong mutual relationships develop between ITT providers and schools. This is immensely to the benefit of trainees, but also makes the experience of Partnership much more fulfilling and developmental for mentors and PCMs in schools, for lecturers in HEIs and for learners across the educational sector. Where Partnerships are dictated by pragmatics (the urgent need for a training school, or a known need for recruitment or a government policy e.g. MTL), other forces come into play, which can often undermine effective training and Partnership. Key issues are:

- \* a sense of professional accountability and clear structures related to this
- \* levels of engagement – where Partnerships are sustained and regular, personal and professional investment are much higher, leading to more satisfying outcomes for all concerned
- \* high expectations – not only of the trainee, but of the entire Partnership relationship itself, which is then perceived as mutually beneficial and an essential component of the professional development of school and ITT provider staff alike
- \* commitment to provide/attend/participate in mentor training and other forms of training on a regular basis – where this occurs, mentor training can take on a much more profound professional development dimension and need not be so dictated by pragmatics of the training process
- \* commitment to enable all members of the Partnership and to assist them in the development of their respective roles

### ***5.10 Resources***

Effective partnerships are effectively resourced in order to facilitate the work of all elements of the Partnership. In this, the model of ITT providers ‘paying’ schools to host trainees is perhaps unhelpful, as this encodes (rightly or wrongly) messages of hierarchy within the relationship. Similar messages were prevalent in some literature reviewed, particularly in relation to well resourced Professional Development Schools, Training Schools and lead schools at the helm of school partnership networks. The following are key components of effective practice:

- \* appropriate levels of staffing (e.g. mentors and others in school; lecturer and visiting tutor provision from HEIs)
- \* allocation of regular and appropriate quantities of time to fulfil the requirements of the Partnership and the reasonable needs of trainees
- \* appropriate provision of, and access to, necessary facilities and resource materials (schools and ITT providers)
- \* appointment of appropriately skilled and qualified staff (schools and ITT providers)
- \* adequate levels of funding to support the work of all elements of the Partnership (including release of mentors and Professional Coordinating Mentors to attend ITT provider based training)

***Collaborative working*** - the vertical strand shown in Figure 1 lies at the heart of effective partnerships. Collaborative working, underpinned by the constituent parts of each core component as outlined above, provides the environment in which: trainee teachers are able to link the theory of teaching and learning with their developing epistemology of practice; learners can derive great benefits from the experience of having trainees within Partnership schools; school staff are empowered and can engage in continuing professional development; and importantly, sustainable communities of practice can both emerge and flourish.

### ***5.11 Recommendations***

The recommendations, which follow are drawn from an analysis of the strengths and weaknesses of partnership working, as reflected throughout the review, and focus on actions the TDA may wish to take to further develop and strengthen partnership working relationships between schools and ITT providers.

1. Development of a framework for self-analysis and review for use by schools and ITT providers working together

The research shows that effective ITT partnerships are formed through a complex set of interactions between the constituent parts of the core components of effective partnership working and, that it is appropriate for there to be variations in the ways these core components are operationalised in each set of partnerships.

A logical next step to help ITT providers and schools to improve the quality of partnership working is for these components and their constituent parts to be further developed from the evidence in the research to provide examples and a framework for self-analysis and review of partnership arrangements by ITT providers and schools.

2. Publicity around effective and innovative models

The knowledge developed through this review could usefully be ‘repackaged’ to create publicity materials highlighting exemplars of innovative and successful partnerships.

3. Development of a framework to test the impact of TDA policies, actions and expectations on partnerships

The policies and actions of central government agencies can have unintended effects on the structures and sustainability of partnerships. Testing the impact of policies or other actions on partnerships before implementation is to be recommended as is designing policies and actions so that they draw on and build the strengths of partnerships. A critical factor in quality partnerships is the commitment by the partners to create sustainable, long-term and innovative communities of practice. The quotation below, from the 'Commitment' section above, sets out the opportunities and the risks for government agencies in interventions, which can have an impact on existing partnerships.

*The most effective training takes place within Partnerships marked by long-term commitment, so that strong mutual relationships develop between ITT providers and schools. This is immensely to the benefit of trainees, but also makes the experience of Partnership much more fulfilling and developmental for mentors and PCMs in schools, for lecturers in HEIs and for learners across the educational sector. Where Partnerships are dictated by pragmatics (the urgent need for a training school, or a known need for recruitment, or a government policy), other forces come into play, which can often undermine effective training and Partnership*

The TDA decisions around CPD and DCSF decisions about improvement strategies in particular, provide opportunities for strengthening partnerships or alternatively can have the effect of superimposing artificially created partnerships over existing partnerships. CPD decisions provide opportunities to strengthen and recognise the role of school-based mentors as playing key teacher educator roles within schools.

#### 4. Resources

Whilst considerable resources appear to be available to schools to undertake projects developing partnerships there are rarely funds available to HEIs to develop effective partnership models.

#### 5. Supporting Networking

Improvements in communications and knowledge sharing could be gained through having an e-communications infrastructure connecting schools and HEIs. Many schools will have partnerships with a range of HEIs situated in different local authorities but the e-infrastructure to support partnerships which cross-school, HEI and local authority boundaries is not yet available. National funding has been made available to support local and authority wide networks but the top level of connections between schools and HEIs and LAs is missing. The missing connections could be visualised as an e-version of the national

motorway network. This communications network would support e-communications between schools, HEIs and LAs and such a national e-communications infrastructure could have elements, which connect central government staff and the inspectorate with school, HEI and LA staff.

Such a networking infrastructure could support researching networks of schools and HEIs as below.

6. Support researching networks of schools and HEIs in order to develop a *robust* evidence base

Resources are tight for partnership working so using time twice where possible is to be recommended. There are considerable gaps in the research about partnership, which could be covered with robust research undertaken through collaboration between HEIs and schools. For example, there is a paucity of data around the effectiveness of the different aspects of the role of the school in training, the research is largely reported through a university voice, and examples of partnerships within SCITTs are missing.

That many schools wish to develop a research culture is coming through strongly from the literature. Initiatives to enable that to happen are suggested, perhaps facilitating the networking of mentors to undertake collaborative projects and the provision of time to develop mentoring expertise and expertise in structured reflective practice.

As part of the partnership model for schools and HEIs undertaking collaborative research, sharing of teaching with school staff working in the universities, and university staff working in the schools provides a model for school staff to keep up to date with research and for HEI staff to keep up to date with school practice.

## **6 Methodology**

This section outlines the methodology used for the literature review and is presented under the following sub-sections:

- Objectives of the review
- Initial criteria and procedures
- Searching for studies
- Selection of relevant sources of literature
- Analysis of evidence
- Potential limitations

The anticipated audiences for this review include: government agencies, local authorities, schools, HEIs, partnership networks in ITT and other areas of educational provision, in addition to professionals working in other public services as identified in the 2020 Children and Young People's Workforce Strategy, both nationally and internationally.

### ***6.1 Objectives of the review***

The main purpose of the literature review was to analyse current research, theory and practice in partnership working, with a focus on those partnerships delivering initial teacher training. The objectives were to:

- summarise and analyse existing research (from 2004 to 2009) on partnership working between initial teacher training providers and schools, to determine which models are being used, and outlining the impact these models have been seen to have had on partner institutions, and in particular on practitioners and learners
- investigate areas of the education sector other than ITT (e.g. extended schools, CPD) for any universally used or accepted best practice models of partnership working
- broaden findings to find out if providers work differently in partnership in other areas of provision (e.g. PPD)
- establish which models of ITT partnership working are currently seen as best practice
- expand the study to look at international models or view of partnership in ITT
- as a minor adjunct, outline the key ways other public service professionals successfully work in partnership (e.g. police service, social workers, medical professionals).



To set the scope and guide the review, objectives were translated into the following seven research questions:

- What models of partnership working between initial teacher training providers and schools are being used?
- What impact have these models been seen to have had on partner institutions, and in particular on practitioners and learners?
- What models of partnership working are universally used, or accepted as best practice, in areas of the education sector other than ITT?
- Do providers in the education sector work differently in partnership in other areas of provision?
- Which models of ITT partnership working are currently seen as best practice?
- What international models or view of partnership in ITT are being used?
- In what key ways do other public service professionals successfully work in partnership?

## ***6.2 Initial criteria and procedures***

The research questions were used to establish broad parameters and *initial criteria* in searching for studies to be included within the review, and were as follows:

- providers of ITT
- ITT partnerships
- models of ITT
- TDA funded ITT initiatives
- impact of ITT partnerships
- partnership working across the education sector and in other areas of provision
- successful models of partnership working across the national workforce
- national and international models of ITT working partnerships
- reports of research studies or those which had a research component
- research studies/articles from 2004 to 2009
- use of primary source data
- primary and secondary ITT

- mainstream schools
- international literature provided that it was available in English

Given the wide range of partnerships that exist between schools and ITT providers, and those within the wider community, within England and beyond, the review sought to capture a variety of models and to extract aspects of partnership working currently seen as best practice. A resource bank of *key search terms* and *key words* generated by the research team were identified and aligned to word usages and synonyms used in different countries. Key words used for the preliminary database search included:

- those relating to Initial Teacher Training – ITT, ITE, teacher training, trainee teachers, pre service teachers, novice teachers, teacher candidates, internship models of teacher education, site coordinators, mentors, boundary spanners
- those related to Higher Education Institutions and ITT providers - HEIs, university based teacher education, teacher training, SCITT's, GTP
- those relating to partnerships – partners, partnership, working partnerships, working relationships, collaborative partnerships, professional learning communities, communities of practice, work-based learning

### **6.3 Searching for studies**

The search strategies used incorporated the following procedures:

- a search by key words and key terms in electronic bibliographic databases and specialised gateways on the internet [databases used include: AEI-Australian Education Index; BEI-British Education Index; bibliomap-EPPI-Centre's specialist research register; ERIC-Education Resources Information Centre; Ingenta Journals; PsycINFO; PsycLIT-International database of literature in psychology and related disciplines]
- a snowball approach of follow up reference lists in articles found
- a manual check of the contents pages/reference lists in key journals/articles [although these were found to duplicate many of those identified through bibliographic databases and specialised gateways on the internet]
- grey and fugitive literature search – [SIGLE: System for Information on Grey Literature]
- additional internet searches of relevant subject gateways and websites [becta; CfSA; dcsf; eep; eppi; nfer; ofsted; tda; teachernet; ttrb; ucet]
- personal contacts and consulting expert practitioners within the field
- mail shot to all ITT providers, schools which had received PDS funding and regional PLAs through the TDA database

Following the preliminary database search, key words and search terms were extended to capture partnership working in areas of education other than ITT, which included: Creative Partnerships; Education Improvement Partnerships, Sure Start Centres, Extended Schools, Further Education, Continuing Professional Development and partnership working within the Children's National Workforce. Potential sources were identified from a range of databases and included: case study articles/reports, descriptive accounts, evaluations, individual perceptions/discussion, research study/report, literature/systematic reviews.

#### ***6.4 Selection of relevant sources of literature***

A three-stage selection process was applied to the literature identified from the search strategies in order to find the most relevant sources.

- First, the abstracts and references were screened for their pertinence to each of the research questions. Sources of relevance, which provided detail of partnership models, partnership working and/or what outcomes, direct or indirect, they had on the organisations, individual practitioners and/or children and young people, were included. Sources selected for possible inclusion were then downloaded from the internet or requested from the library.
- Second, an Excel spreadsheet was generated to record the full and accurate bibliographic details of each source using generic headings e.g. author/s, date of publication, full title, publisher and origin, in addition to where the source had been found. Each source was coded numerically and scrutinised by two members of the research team to consider its relevance for the review. Additional pages were created for the spreadsheet to provide an accurate record of those sources which had been screened, and subsequently included or excluded. Information extracted from the sources included for this study comprised: key words and themes, the research question/s they addressed and a brief summary of their aims/purposes, research participants, research methodology and key findings.
- Third, the most relevant sources were selected using the criteria established for inclusion, which resulted in 66 sources being drawn upon for the review. Details of each source were summarised more fully into an agreed template (see Appendix 1). In addition to aligning each source with specific research question/s and ensuring that each conformed to the search parameters, was the search for evidence of

factors contributing to successful partnership working by taking into account the quality of research [e.g. derived from a sound basis of evidence] as, and where, appropriate.

### **6.5 Analysis of evidence**

Preliminary searches identified 558 sources as being relevant to the literature review. When abstracts were screened however, it became evident that many were of little relevance to the research questions and those, which provided very limited detail of partnership models, partnership working and/or what outcomes, direct or indirect, they had on the organisations, individual practitioners and/or children and young people, were excluded. As a result of this stage in the selection process, based upon information found within the abstracts, 124 sources were identified for closer scrutiny and the application of criteria for inclusion.

Detailed scrutiny of a majority of these sources led to the selection of 66 pieces of literature (see Appendix 2), which fulfilled the required criteria. Each of these sources was summarised more fully into an agreed template, so as to capture information and evidence relevant to the review (see Appendix 1). This summary template enabled researchers to review the evidence in terms of: key concepts and themes, research question/s addressed, aims/purposes, nature and number of research participants, research methodology, key findings/recommendations, biases/caveats to be mindful of, author/s perceptions and interpretations, as well as the appropriateness of the reported analysis and any triangulation or corroboration of sources.

Once the templates for each source had been analysed the research team considered the emerging evidence base in light of the research questions used for scoping the review. What emerged was the realisation that some key words and themes were not necessarily unique to one specific question but rather common to several. Also, what surfaced as of particular interest was the wealth of key words and themes that the preliminary analysis of source material had generated. A majority of the sources were also found to focus on discrete aspects of partnership working rather than on a model of partnership *per se*.

In light of these findings, it was agreed that an appropriate way forward would be to conduct a thematic analysis of key words and themes to explore where and how effective partnerships have had a positive impact with a view to identifying which models/aspects of ITT partnership working are currently seen as best practice. To that end, the research team collapsed the original research questions into three broad areas (sections 2, 3 and 4) and grouped the key words and themes into core components of effective partnership working, each of which were analysed in relation to their constituent parts, as reflected in section 5.

### ***6.6 Potential limitations***

A number of constraints need to be understood in relation to interpreting the outcomes of this review. One search strategy that was used in the early stages of this project was the distribution of an email message via the TDA website to all ITT providers, schools in receipt of PDS funding and regional PLAs, which sought to find both small and large scale research studies. This strategy gave rise to only a limited number of returns quite possibly due to the timing of this venture being mid-August early September when many colleagues would have been away for the summer.

The time parameter for this project [twelve-week window] gave rise to the dilemma that not all source material found in the second search phase could be scrutinised in the third stage of the data analysis process. Also, for pragmatic reasons, document retrieval ended on 16<sup>th</sup> November 2009; any studies received after that time will need to be included in future updates.

An obscure but noteworthy consideration is the time lapse between undertaking a research study and its successful publication. This procedure can take several years to secure in high quality refereed journals, which implies that the window for finding research studies undertaken between 2004 and 2009 might have been an unrealistic expectation.

A further limitation concerns the use of language and assumption that the same terms have the same meanings and understandings for all those who use them.

In light of these potential limitations this review does not claim to be exhaustive but rather indicative of effective ITT partnership working in terms of the inclusion criteria identified for this review.

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## Appendix 1: Summary template designed for literature reviewed

File Name/code	Author/s	Title	Source
<b>Key Words:</b>			
<b>Abstract:</b>			
<b>Aims:</b>			
<b>Research participants:</b>			
<b>Methodology:</b>			
<b>Key findings/recommendations:</b>			
<b>Quotes:</b>			
<b>Relevance to questions: (1 through 7)</b>			
<b>Relevance to review: (high, medium or low)</b>			
<b>Evidence base: (high, medium or low)</b>			
<b>Reviewer:</b>		<b>Date:</b>	
<b>Reviewer:</b>		<b>Date:</b>	

## **Appendix 2: Information related to the Literature review sample**

This appendix provides information about the 66 sources of literature reviewed in relation to the types of partnership working the sources focused on, methods used to draw conclusions and, locations of partnerships studied. When added the figures within types of partnership exceed 66 as some sources focused on more than one type of partnership.

### ***Types of partnership***

- Between ITT providers and schools: (24)
- Innovative models: (5)
- Aspects of partnership working: (25)
- Specific initiatives: (17)
- Models in education sector other than ITT: (8)
- Networks/communities of practice: (7)

### ***Methods***

- Case study/case studies plus literature: (15)
- Descriptive accounts: (6)
- Evaluation: (13)
- Individual perceptions/discussion: (5)
- Literature/systematic review: (5)
- Research study/studies with methods: (22)

### ***Location***

- Australia: (7)
- England: (49)
- Scotland: (2)
- United Kingdom: (1)
- United States: (6)
- Wales: (1)