

Initial Teacher Education
Partnership Agreement:
Primary Schools and Early Years Settings
2011/2012

This partnership agreement is a collaborative initiative involving all of the ITE providers in the Training and Development Agency's South West 1 Region

Introduction

The purposes of this document are those identified in section R3 of the TDA document Professional Standards for QTS and Requirements for Initial Teacher Training.

- to make clear to everyone involved each partner's roles and responsibilities;
- to set out the arrangements for preparing and supporting staff involved in teacher training;
- to assure the reliability, accuracy and consistency of assessments of trainees;
- to secure continuing improvements in the quality of provision through participation in monitoring and evaluation.

The format of this agreement arose from a TDA funded project to look at increasing commonality between providers in the region.

NB Throughout this document the term "Partnership School" refers to a collaborating school. No legal partnership exists.

1. Partnership in Initial Teacher Education and Training

There are mutual benefits for both ITE providers and partnership schools in the ways that engagement in initial teacher education and training fuels progression and development of effective teaching and learning, provides vehicles for personal and professional staff development, and stimulates professional dialogue between all concerned.

At the heart of successful partnership is the ambition to ensure that every trainee's experience is informed by the highest possible standards of professionalism in how providers and schools work. The aim is to make that experience the best possible foundation for career-long personal development and education as a teacher – and not just a platform for the achievement of the QTS Standards.

This document adopts the abbreviation 'ITE' throughout reflecting a very recent shift by OfSTED in designing a new inspection framework (2008-2011) which reverts to the term 'Initial Teacher Education'. Some earlier and current TDA documents still use the acronym 'ITT' - Initial Teacher Training.

High quality initial teacher education involves both ITE providers and partnership schools in a number of fundamental commitments. These are summarised as follows:

Commitments of the Partnership School:

- to provide trainee teachers with an appropriate context for quality teaching and learning;
- to identify appropriate staff (tutors and/or mentors) to undertake the roles set out in the partnership agreement and programme handbooks;
- to work with the ITE provider to ensure that tutors and mentors are well prepared and trained for their roles;
- to provide trainee teachers with appropriate training, resources and support;
- to maintain good communication with the ITE provider;
- to engage in monitoring, evaluation and development of the trainee experience within the partnership;
- to provide and implement quality assurance procedures relating to the school's participation in initial teacher education.

Commitments of the ITE Provider:

- to ensure appropriate and effective communication with Partnership schools;
- to involve partner schools in all aspects of ITE work from recruitment to employment;
- to provide support and guidance to partner schools to ensure quality training;
- to provide financial resources and / or professional services to partner schools for their involvement in ITE;
- to monitor and evaluate the quality of ITE provision by the partnership and to act appropriately on the outcomes of this process;
- to make explicit and implement the criteria for the selection and de-selection of partnership schools.

Section 2 outlines specific roles and responsibilities through which these institutional commitments are implemented.

2. Partnership School Roles and Responsibilities

All Partnership roles and responsibilities relate directly to the Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (TDA, 2007).

Headteachers and Governors

The Headteacher's commitment to ITE is absolutely essential. The Headteacher is also responsible for ensuring there is commitment from the Governors and the wider school community to this partnership. The Headteacher has a responsibility for ensuring that the school is an appropriate setting for effective training, with trainees having access to support, good practice and necessary resources, including those made available through appropriate management of partnership funding.

Professional Tutor/ITE Coordinator (The person who has overall responsibility for ITE in the school)

Main responsibilities will include:

- the overall management and co-ordination of training within the school to ensure that all trainees have access to opportunities and support as specified in the programme/programme handbook;
- developing, implementing, monitoring and evaluating the school policy and practice for initial teacher education;
- making available to trainees the relevant school documentation (to include policies and procedures);
- the quality assurance of training provision within the school;
- overseeing the selection, preparation and support of school-based tutors;
- co-ordinating the placement of trainees in the school, ensuring a balanced provision;
- ensuring that trainees are assessed appropriately;
- contributing to liaising with tutors and programme managers from ITE providers to ensure quality within all aspects of partnership;
- being familiar with all programme documentation and associated documentation relating to ITE from the DCSF, TDA and OfSTED;
- ensuring that all documentation required from the school is appropriately completed on schedule;
- assisting the partnership, where appropriate, in the recruitment and selection of trainees.

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The ITE Coordinator is called the School Based Mentor (SBM). The School Based Mentor has responsibility for:

- attending a training session related to the revised Standards
- managing and coordinating ITE within the school, to ensure that all trainees have access to the opportunities and support specified in the Professional Practice Handbook
- monitoring the trainees' progress throughout the placement and assessing them against the required standards
- ensuring that all assessment arrangements are undertaken in accordance with university procedures, and that all documentation from the school is appropriately completed on schedule
- ensuring that teachers in the school are clear about their roles and responsibilities, supporting and training them as appropriate
- to review and evaluate the quality and effectiveness of the ITE partnership, and working to ensure high quality school-based provision
- engaging with moderation activities and professional development events organised by UWE, which relate to the school's involvement in the partnership.

School-Based Tutor

(The person who has the main responsibility for supervising individual trainees on a day-to-day basis in schools)

Main responsibilities will include:

- liaising with the Professional Tutor/ITE Coordinator and ITE provider tutors as appropriate in relation to the training, support and assessment of trainees;
- attending meetings and/or professional development activities related to their ITE role as set out by the ITE provider;
- preparing trainees to teach in the Key Stages as specified in the programme documentation/school-experience handbook;
- demonstrating and modelling good practice in their own teaching;
- supporting trainees to assess pupils and to manage classes;
- providing opportunities for trainees to develop their subject and pedagogical knowledge, including the use of ICT in their teaching;
- observing trainees working with pupils and providing constructive feedback, including written feedback on an agreed number of occasions;
- contributing the assessment of trainees' progress;
- providing tutorial meetings with trainees to include a review of their progress and to agree with them plans for future action and targets for development;
- co-ordinating the contribution of other staff where appropriate;
- participating in agreed monitoring and evaluation procedures;
- involving trainees in whole school activities eg staff meetings, and inset programmes, as appropriate.

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The School-Based Tutor is usually the Class Teacher. The school needs to allocate a 'home' class in which the trainee will spend a large proportion of their time. This class teacher has responsibility for:

- providing opportunities for the trainee to observe and work with pupils in the class as specified in the Professional Practice Handbook
- helping the trainee to plan and evaluate their work with pupils in the class
- observing the trainee working with pupils and providing constructive oral and written feedback as specified in the Professional Practice Handbook
- undertaking a weekly review of the trainee's day-to-day progress against the standards required for the placement, and agreeing appropriate targets for development
- monitoring the trainee's Teaching File and associated documentation, and ensuring they have appropriate written evidence of their achievements in relation to the standards required for the placement
- liaising with the School Based Mentor and UWE Visiting Tutors in relation to the training, support and assessment of the trainee
- participating in the monitoring and evaluation procedures for ITE agreed in partnership with the University.

3. ITE Provider Roles and Responsibilities

- Main responsibilities will include:
- managing the liaison with partnership schools;
- recruiting new schools to the ITE partnership;
- overseeing trainee school-based placements;
- liaising with the Professional Tutors/ITE Coordinators in partnership schools in relation to the school's capacity for participation in ITE and the quality of its training provision;
- working with partnership schools in developing their ITE policies and practice;
- coordinating initial training for school-based tutors and on-going support for all those involved in the school's ITE provision;
- managing the assessment and moderation procedures for trainees' school-based work;
- managing the distribution of partnership funding to schools;
- monitoring and evaluating the quality of partnership schools' provision in order to meet the requirements of OfSTED inspections and the provider's own quality assurance and/or accreditation procedures;
- managing liaison with external agencies such as the Training and Development Agency and OfSTED on behalf of the partnership;
- preparing trainees to undertake their professional roles and responsibilities in schools (including conduct and dress).

UWE

Administrative services

Advertising, recruitment and liaison with Universities and Colleges Admissions Service (UCAS) and the Graduate Teacher Training Registry (GTTR)

Admissions, registration (inc. entrants' medicals and criminal convictions)

Trainee finance (inc. the administration of grants, loans, financial support, travel claims)

Accommodation

Validation and accreditation arrangements

Administration, including the servicing of examination boards and secretarial support

Timetabling

Appeals procedure

Liaison with partnership schools by the Academic Secretary

Student Services

Counselling

Careers advice

Staff and Resources including Accommodation and Equipment

Staff development and research to underpin programme delivery

Staff and trainee travel costs between schools and the University

Library services

ICT facilities

Audio-visual support unit

Specialist subject facilities

Teaching, Learning and the Assessment of Trainees against the Standards

Production of trainee handbooks and distance learning materials

Teaching on University based elements

Assessment of some taught modules and joint examination of others

Profiling of trainees for first appointments

Personal tutoring, writing references and contributing to Career Entry and Development Profiles

Training of new mentors

Programme Management, Monitoring and Evaluation

Programme Advisory Committee

Quality control through monitoring and evaluation at Faculty and University level under partnership arrangements

Production of documentation for and liaison with DCSF, TDA and OfSTED

The University Group Tutor

The University Group Tutor has responsibility for:

- meeting the trainees on a regular basis at the faculty
- helping trainees to make links between Faculty-based and school-based training
- in conjunction with the programme/year leader, ensuring that the trainees are clear about the requirements for each professional practice, including the structure of the Teaching File and other associated documentation.

The University Visiting Tutor

The Department of Education designates a University Visiting Tutor to each trainee on placement in a school. Where possible and where staffing allows, the number of tutors visiting trainees in any one school will be kept to a minimum. The Visiting Tutor has responsibility for:

- observing the trainee working with pupils and scrutinising evidence of their school-based work
- providing the trainee with appropriate oral and written feedback relating to their progress in the standards required for the placement
- discussing the progress of the trainee with the Class Teacher and/or School Based Mentor and moderating the school's assessment of the trainee's level of attainment
- clarifying, where necessary, the requirements of the placement as listed in the relevant Professional Practice Handbook.

4. Documentation and Information

Information to be available (or an indication made as to where this can be found) by Partnership Schools

Partnership schools should notify the ITE provider of any relevant changes in their circumstances.

- School Prospectus (updated as appropriate)
- School ITE policy (to be in place after the first year of partnership)
- School OfSTED Report
- Staff and/or student handbook, if available

Information to be provided by ITE Provider

- School experience handbooks
- Partnership documentation relating to training, assessment and evaluation and quality assurance procedures
- Updates on policy changes to ITE and OfSTED
- Equal opportunities and Race equality policies (or link to website where this information can be found)

UWE

UWE can provide our partner schools, on request, a summary of the latest OfSTED inspector report about the work of the Department of Education in Primary ITE.

5. Staff Preparation and Support

All appropriate staff, both within schools and the ITE provider, will be fully prepared for their roles in selecting and assessing trainees, and planning and delivering training.

This will be achieved as follows:

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All schools new to partnership will be required to allow the School Based Mentor to attend a mentor training session. Supplementary training will be provided for School Based Mentors and Class Teachers by the University as deemed necessary. All Visiting Tutors will be trained for their work by UWE. All Visiting Tutors will be required to attend a briefing session at the start of each professional practice.

6. Resources

Resources for initial teacher education will be allocated as follows by the ITE provider:

UWE will continue to provide:

Administrative services (as set out in section 3)

Student services (as set out in section 3)

Staff and resources including accommodation and equipment (as set out in section 3)

Programme Management, Monitoring and Evaluation (as set out in section 3)

University Visiting Tutors and Subject Specialist Tutors (as set out in section 3)

Financial resources: payment to the school for each trainee will be as set out in the Partnership pack.

The partnership school may at any time require UWE to withdraw a trainee from the school if in the opinion of the Headteacher, after consultation with the Head of Department of Education, the continuation of the placement is not in the best interests of the school or its pupils. UWE will pay the school a proportion of the fee based on the actual number of completed school-based days.

If a trainee withdraws from the programme, UWE will pay the school a proportion of the fee based upon the actual number of completed school-based days. If a trainee fails to commence the programme, the school will bear any planned costs and UWE will not pay a fee.

If, due to ill health, a trainee defers participation in the school-based element of the programme, the payment will be retained by the school, which will provide the trainee with an opportunity to return at a later date in order to complete the school experience.

UWE may at any time withdraw a trainee if, in the opinion of the Head of the Department of Education and after consultation with the Headteacher, the continuation of the placement is not in the best interests of the trainee or UWE. UWE will normally pay the school a proportion of the fee based on the actual number of completed school-based days.

7. School's Inclusion in ITE Partnership

The following are the central principles regulating the selection and deselection of schools/departments.

Selection of schools for ITE partnership

It is the ITE provider's responsibility to secure appropriate placements of quality for trainees' school experience. This will be done through each provider's own mechanisms for inviting schools to join or continue in ITE partnership.

Trainees will be placed in schools or departments which:

- ensure that procedures are in place to guarantee high quality training;
- provide a suitable setting and models of best practice for trainees;
- have effective policies for ensuring equal opportunities;
- are committed to continuing professional development and improvement in the provision of ITE.

Deselection or discontinuation of schools for ITE partnership

Should the quality of training provision at a school or within a department fall below the expected standards and the school has been unable to respond to support and guidance offered, the ITE provider will take the necessary steps to deselect or discontinue partnership with the school or department concerned.

Trainees will not be placed in schools or departments:

- identified by OfSTED inspectors as requiring special measures;
- where monitoring and evaluation has established that high quality initial training is no longer being provided;
- where the school or department has consistently failed over a period of at least a term to comply with the partnership procedures and practices.

UWE

At UWE, the ITE Management Team will meet regularly to plan for the continuing improvement of school-based training. Only in cases where it has been agreed that this strategy has not been successful would a decision be made, by the specially designated panel, to discontinue partnership arrangements with a school.



8. Joining or Continuing the Partnership

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Schools are asked each Spring to complete an offer form specifying the placements that they can offer for the subsequent year. The signature on the offer form indicates acceptance of the Partnership Agreement.

The Partnership Agreement is valid from 1 September each year, but may be terminated:

- a) by the school or the University on three months written notice expiring at the end of a term if the school or the University has failed within a reasonable time to put right any breach or non-performance of a principal term of this agreement after notice in writing
- b) by the University on one month's written notice expiring at the end of a term if, in the opinion of the Head of the University's Department of Education, the continuance of the partnership is likely to result in suspension or withdrawal of accreditation of the programme or of the University for Initial Teacher Education, or if the University is informed that the school is not or is no longer considered suitable.

In the case of UWE all notices referring to placements should be sent to the Head of Department of Education, UWE, Frenchay Campus, Coldharbour Lane, Frenchay, Bristol, BS16 1QY.

Contact us

Department of Education
University of the West of England
Frenchay Campus
Coldharbour Lane
Bristol BS16 1QY

Telephone 0117 32 84143

E-mail partnership@uwe.ac.uk

Fax 0117 32 84032