



Teaching Schools: Working in Partnership

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Foreword

As you will be aware the University of Chichester's commitment to Initial Teacher Training and the Continuing Professional Development of teachers has a long history.

In keeping with this, we welcome the Teaching School initiative as an opportunity to work with schools in a more focused way as befits the alliance of schools serving a particular area. Supporting the development and delivery of professional learning is at the heart of the University.

The University of Chichester's Department of Education comprises a team of very experienced professionals. Staff have built upon very successful careers in school and beyond and are keen to engage with schools, departments and individuals to enhance the pupil experience. Bringing new trainees into the profession will continue to be a major focus but the success of our CPD strategies has meant the engagement with trainees extends far beyond the Initial Teacher Training Stage.

The partnership with schools has never been stronger and is recognised by Ofsted as a particularly effective component in our 'outstanding' status. Developing a network of Teaching School alliances enables those partnerships to flourish still further with colleagues engaging in school based projects and school staff joining us in the university to enhance their own and others' professional lives.

To this end the information contained within is intended to be illustrative and not exhaustive. You will see that several initiatives have developed as a result of school colleagues identifying a particular need and discussing potential solutions with us. It is our aim to build upon these to enhance the professional lives of teachers and in turn make a difference to those in school. We look forward to the professional dialogue and working with you to that end.

Tony Weaden
(Head of Education)

Designing, delivering and managing ITT programmes

With longstanding experience in the management and leadership of an outstanding, (Ofsted 2010) ITT partnership along with the design and delivery of a range of ITT programmes, the University of Chichester has the expertise to work with Teaching Schools to devise and contribute to the delivery of effective, high quality ITT provision.

This quality of provision was noted by Ofsted (2010) who commented upon:

'the very strong leadership team which provides a clear framework, a vision for continuing improvement and close integration of all teacher education across the phases of provision'

'the high quality of centre-based training which is creative and innovative' and 'high quality training which is carefully personalised to meet the needs of each individual trainee.'

Collaborative working in this area would draw upon the university's extensive knowledge of the statutory requirements for ITT provision.

There are exciting opportunities to enhance creative partnership working between teaching schools and the university. In devising ITT programmes, models of delivery drawing upon proven practice could include:

- teaching schools hosting university based student teachers for individual, paired or group placements;
- groups of university based student teachers visiting a teaching school to observe good practice;
- staff from a teaching school leading subject or professional study sessions either in school or at university;
- school based trainees attending programmes of university sessions.

‘Teaching school alliances will take responsibility for: working strategically with an accredited provider on the management and leadership of the ITT partnership to ensure joint planning so that schools and universities maximise the integration of school and centre-based training and determine which partner is best placed to provide key aspects of the training programme’

(National teaching schools handbook, 2011)



ITT Recruitment and Selection

The University of Chichester has longstanding experience of recruitment and selection strategies for a range of ITT provision.

The University has the expertise to work with Teaching Schools to devise an effective, rigorous recruitment and selection strategy as noted by Ofsted (2010): *'procedures for recruitment and selection are rigorous'*.

In devising recruitment and selection strategies the excellent partnership models already employed would be further developed and would include:

- teaching school staff and university tutors forming an interview team;
- interviewees engaged in teaching/supporting pupils in a school setting observed by school and university staff;
- interview tasks devised and delivered jointly by the school and university;
- joint recruitment events.

'Teaching school alliances will take responsibility for: working with an accredited provider on the selection and recruitment of high-quality trainee teachers'

(National teaching schools handbook, 2011)

Quality Assurance of school led programmes

The University of Chichester has long standing, successful experience of working in compliance with rigorous external quality frameworks, including Ofsted.

The University's Education Department has well established, externally verified quality assurance procedures which operate at programme, department and institution level.

Ofsted (2010) noted a key strength of the university's outstanding ITT provision to be *'monitoring and quality assurance procedures that are meticulously applied'*.

This success was achieved through rigorous Quality Assurance of the following:

- Mentorship across each school and across the Partnership;
- The role of the Professional Tutor;
- Recruitment and selection;
- Observation and assessment of student teachers;
- Student teacher experience and entitlement across the Partnership;
- Taught provision;
- Auditing existing quality assurance practice;
- Setting up and monitoring an outstanding ITT partnership.

These processes can be tailored to meet the needs of emerging Teaching School ITT and CPD provision.

'Teaching Schools will also be responsible for assuring the quality of the work that they, their strategic partners and SLEs undertake'

(National teaching schools prospectus, 2011)

Mentoring and Coaching

For many years the University of Chichester has trained mentors to support its student teachers on their school placements.

The mentorship programme introduces generic skills of mentoring, including listening skills, conflict management and effective target setting. It has been used by school colleagues as a preparation for supporting student teachers but also for working with NQTs and experienced teachers or managing department teams. A teaching School may also wish to explore a programme to promote peer coaching; a process of collaborative professional learning.

‘Teaching schools will work with alliance schools to build capacity and develop the culture required for effective coaching and mentoring. This includes developing both the skills required by the different forms of coaching and mentoring and the understanding of when to use them.’

(National teaching schools handbook, 2011)

Case study

Some schools in the partnership aim to mentor train all their teachers, so that they are able to fully support teacher training and can thus understand its importance in school improvement.

A partner school approached the university with a request for 12 teachers to attend the mentor training course. The difficulties of releasing a large number of staff at one time are evident and the school asked whether the training could be delivered other than in the regular locations. In discussion with the school a suitable time was identified (in this case when one year group was on work experience and one year group engaged with exams) and two tutors from the university spent three consecutive days in the school leading the training.

The school colleagues were able to fulfil some commitments, such as registration of their tutor group, but were also able to experience a concentrated mentor training course working collaboratively with colleagues from a number of departments. This enabled the teachers to work together and to follow up initiatives in school after the course. Evaluations prove this to be a high impact training model which teaching schools may wish to follow.



Practitioner Enquiry and Research

As part of the national Postgraduate Professional Development programme, the University of Chichester reports annually the impact of teachers' school-based/practitioner research and cites examples of the influence that it is making in schools.

Hundreds of teachers that have studied at Masters level with the University of Chichester have their own story to tell regarding the difference it has made to them and their pupils.

Case Study

Portsmouth Primary School, Portsmouth

Teachers from Portsmouth Primary School developed a school-based transition project, which had been identified from school improvement targets.

The University of Chichester was invited to work with the school to co-design the content of a postgraduate certificate in professional practice that would enable successful participants to acquire 60-masters level credits. Drawing on the expertise of colleagues from school and university, a joint programme was developed to meet school needs and was delivered over one academic year.

As a result teachers undertook a piece of action research, which investigated an aspect of transition. Senior management embraced the initiative wholeheartedly and allocated time in school to carry out the research; they have since set up a research library in the school. From the five successful participants, two of the teachers have transferred their credits to the MA(Education) and are now studying to gain a full MA award.

'We believe that engagement in R&D will be a feature of the most effective teaching school alliances'

(National teaching schools handbook, 2011)

Access to Professional and Academic Awards

The University of Chichester has a long and distinguished history in primary and secondary teacher training at both undergraduate and postgraduate level, plus a wide range of Masters level programmes and a Foundation Degree in Teaching and Learning Support.

The mutual trust and high regard that exists within the school: university partnership is widely acknowledged and leads to many opportunities for collaborative work in support of school-based projects.

Case Study

Binstead Primary School, Isle of Wight

Staff from the University's Mathematics Centre worked in partnership with Binstead Primary School to further develop an existing CPD collaboration with local primary schools into an accredited module from the MA(Mathematics Education) degree programme.

The potential of taught post-graduate study to enhance standards in mathematics was recognised and the head teacher subsequently initiated and coordinated the project as part of the school's wider CPD offer.

The participating teachers work towards modules that support independent school-based work around projects that respond to identified school needs.

The teaching approach minimises the costs to individual schools by replacing more traditional face-to-face meetings with virtual on-line seminars held in the evenings at mutually agreed times.

‘Teaching schools will work with alliance schools to increase access and reduce costs for appropriate professional and academic awards and qualifications’

(The National teaching schools handbook, 2011)



Developing and Delivering Professional Learning

The Department of Education is the largest in the University of Chichester and benefits from having a breadth of expertise and experience amongst its staff, most of whom have held senior teaching and management posts in schools.

Continued research in their field has enabled many colleagues to earn eminent reputations. These combined effects enable us to be able to respond to national agendas and to work with teachers and support school-based projects in a bespoke way.

We are always pleased to work in partnership and/or provide short course/consultancy in areas that help schools to raise standards and support school improvement plans.

'Teaching schools will ensure that their alliance is able to draw upon specialist expertise from beyond the alliance schools'

(National teaching schools handbook, 2011)

Case Study

The Government's White Paper *The Importance of Teaching* (Oct 2010) clearly stated their intention to address priority areas: Behaviour management and improving early reading by promoting systemic synthetic phonics and assessing reading at age six.

The University of Chichester Education Department has a proven track record of developing and delivering high quality, effective and relevant experiences for trainees and teachers in both of these areas:

Systemic synthetic phonics:

One highly effective delivery model involves University tutors working with schools over a dedicated period of time, during which the trainee develops their understanding and theory of systemic synthetic phonics; plans sessions; observes best practice; and teaches in a school-setting.

This has proved to be a successful professional learning experience for the school-based teacher/mentor as well, who in addition to engaging in the complete learning exercise, also shares their resources and contributes to a question and answer plenary event.

Behaviour:

The Education Department at the University of Chichester has dedicated time and expertise to this area, and has established an innovative project that aims to explore how ITT students can learn and improve their own behaviour management techniques through the observation of others.

This project focuses on behaviour management and builds on existing links between partnership schools and current work within a TDA Partnership Project and a schools' locality behaviour strategy group . A Special Interest Group aims to bring all current discussion within one forum (incl. colleagues from schools and the university).



Strategic Leadership of People Development

In December 2010 the University bid successfully to become a member of the National Leadership and Training Framework, which is managed by the National College for School Leadership.

The Framework is formed of 41 national providers, of which the University of Chichester is the sole Higher Education Institution in the south east region. This is a prestigious and advantageous position; we benefit from strong working relationships with partners and key stakeholders, which enable us to bid for Government Leadership and Training contracts until 2014. For instance, in 2011 the University led a successful £6.6m consortium bid to manage and deliver the Early Years Professional Status programme in the south of England.

'Teaching schools will support alliance schools in developing their strategic leadership of staff development that leads to school improvement'

(The National teaching schools handbook, 2011)

Case Study

The University is committed to all aspects of leadership and management development, from the smallest team of mentor and trainee teacher to the large team that is a whole school.

Many of the techniques used in initial teacher training also apply to professional learning and development. For example, a partner school wanted to ensure that their SEF evidence (that the school was able to identify good and outstanding teaching) was suitably rigorous; they approached the University with a request for university tutors to visit the school to observe Heads of Department/ Heads of Faculty carry out their regular observations of members of their teams.

This initiative drew on the requirements of the University's initial teacher education programmes, which include joint observation of student teachers to quality assure mentor judgements. The university tutor watched the lesson observation; discussed the judgements with the observer; witnessed the feedback to the teacher and debriefed the observer.

The process assured the rigour of the manager's observation; it required managers to refer to the criteria on which their judgements were based and,

on occasion, to challenge their colleagues. The discussion process made all parties interrogate existing practice.

The whole process enabled managers to become acutely aware of their role in monitoring and improving the quality of teaching and learning in their department/faculty.



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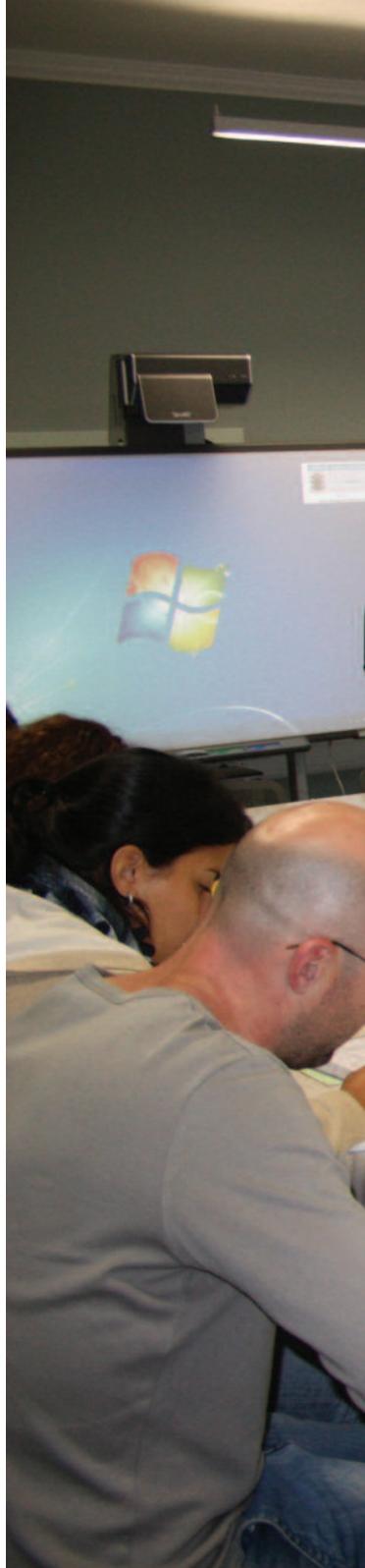
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