

**The Conceptual Understanding of a
Primary Initial Teacher Training (ITT) Partnership
within a School-led ITT system:
Pulling together or pulling apart?**

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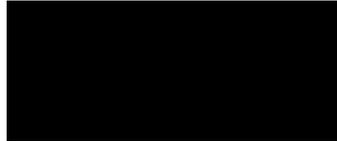
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Declaration

I, Joy Carroll, confirm that the work presented in this thesis is my own.

Where information has been derived from other sources,

I confirm that this has been indicated in the thesis.



Joy Carroll

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Acknowledgements

Throughout my Doctoral studies I have received guidance and encouragement from so many people.

Firstly, I would like to extend my grateful thanks to my supervisors Dr. Bryan Cunningham and Dr. Susan Taylor. Dr. Cunningham has offered a calmness in stormy times and a reassurance when there has been turbulence. I have greatly valued his experience and wisdom. I have continually felt that I was in safe hands under Dr. Cunningham's supervision. I would also like to extend my thanks to Dr. Taylor for her focussed feedback, guidance and helpful support.

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During my doctoral studies I have had a gorgeous grandson, Max Cole Davis, and a beautiful granddaughter, Eva Grace Holman, who were both born in the last two years. My work is a legacy to them, the future trailblazers.

Finally, this work is dedicated to my late father, Andrew Bury, who would have been so proud of my achievements. He encouraged me to reach for the stars.

Abstract

This study aims to develop an understanding of the conceptual agreement of a primary Initial Teacher Training (ITT) partnership, through exploring contributions within procedural and structural practices. As ITT has become more school-led, the partnership between schools and universities has been disrupted and continues to evolve. Within this policy background I examine views of teacher educators within one partnership who support school-led and university-led ITT.

I draw on the findings from a small scale case study which explores views on the conceptual understanding of a partnership. A qualitative approach is adopted for data collection: documentary analysis of the university's partnership handbook and focus group (FG) interviews. Five FG interviews are conducted with participants from three schools and a university who have experience of partnership working. Participants work within procedural and/or structural practices in the partnership. Thematic analysis on the social and cultural aspects of each setting is used to analyse FG interviews and documents.

Findings reveal a difference in the way that trainee teachers from each ITT route become established into the teaching community. There is a connection between values and their impact upon relationships. Furthermore, the findings reveal the importance of the lead mentor role in liaising between the structural and procedural aspects of partnership.

The general outcome of this study emphasises that relationships and communities within settings underpin and shape ITT partnerships. In particular, it appears that the structural aspects are Higher Education Institutes (HEI) led whilst ownership of the procedural aspects oscillates between settings, this is true for both ITT routes.

Recommendations are presented for teacher educators in school and university to develop a space within an ITT community to explore their conceptual understanding of ITT pedagogy. Another recommendation is to address the critical role of a lead mentor within extant government policies.

Impact Statement

Within a professional doctorate, impact has been associated with benefits for the researcher along with some contribution to the professional practice (Kumar and Dawson, 2013). In agreement, McSherry et al. (2019) added that there are short term outcomes as well as longitudinal impact. Drawing upon these views, I review how my knowledge and research can be linked to both short-term outcomes and long-term impact. This is discussed in relation within academia for the benefit of ITT partnerships. Outside of academia there could be an impact for the teaching community, teacher educators and for my professional practice.

There is potential to aid the development of ITT partnerships through exploring the alignment of structural and procedural practices to develop a partnership model, such as Arnstein's model (1969) on participation. In the longer term this has the potential to be used as a frame for participation and could support critical engagement between managers and practitioners to align practices. The wider impact of such alignment could impact upon all new teachers to provide equity as they enter the teaching profession, no matter which route they take. This is especially important if the government presents more routes into teaching.

Within the teaching community, if teacher educators in schools and universities formalise opportunities to critically engage in discussions, there could be benefits for all new teachers. In the longer term, the support from government could aid this cultural change so that all teachers assume responsibility to support the next generation of teachers. This could have an impact upon how teachers perceive their responsibilities towards training new teachers and ultimately upon raising standards. This is because there would be professional development opportunities for all teachers. Such a change in culture could result in more places for trainee teachers within schools, as opposed to the current situation where a teacher may decide they simply do not want the responsibility of supporting ITT.

This research demonstrated the importance of the lead mentor role which has not been fully addressed in government legislation. Through developing

consistency in practice across the teaching community, there could be greater equity in the responsibilities of the role. The biggest impact of this will be evident over the long term. Following discussion with colleagues in the School of Education, in our future work with schools there will be a focus on the lead mentor role. An intention is to organise a conference for lead mentors and head teachers, where the role and responsibilities will be addressed and outcomes may contribute to the wider-scale government debates through offering practical examples of how the role can support ITT and raising achievement.

Finally, an advantage of this research has been the natural link to my professional practice. I have taken a lead role within the partnership team to support lead mentors. I have co-written a book on mentoring new teachers and it is expected that further publications will be written with my colleagues, on the role of the lead mentor in an ITT partnership.

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List of Acronyms and Abbreviations

BERA	British Educational Research Association
DES	Department of Education and Science
DfE	Department for Education
EdD	Education Doctorate
FG	Focus Group
HEI	Higher Education Institute
IFS	Institution Focused Study
ITT	Initial Teacher Training
MAT	Multi-Agency Trust
NSS	National Student Survey
OECD	Office for Economic Co-operation and Development
Ofsted	Office for Standards in education
PDS	Professional Development School
PGCE	Post Graduate Certificate in Education
SCITT	School Centred Initial Teacher Training
SD	School Direct
TC	Teacher Candidate
TSC	Teaching Schools Council
UCL	University College London
UG	Undergraduate

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Appendix A: Information Sheet for Potential Participants

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Appendix E: Discussion Mind Map

Reflective Statement

This reflective statement is an overview of my thoughts and feelings over the course of the Education Doctorate (EdD) programme. I have provided a rationale for undertaking the qualification then discussed the impact of the three taught modules and the Institution Focussed Study (IFS). Next, I reflected upon my professional and personal journey throughout the thesis stage and finally presented the influence of this experience.

An Educational Journey

From a very early age I have wanted to be a teacher and the desire to help learners to achieve their best has always been there. Equally as a learner I have always aimed for high standards and believe in being a life-long learner. Having achieved a first degree and a master's degree the intention was to continue on a trajectory to achieve the final accolade; the qualification of a doctorate. The route was defined although the time scale to achieve this was not. Raising a family alongside developing a busy professional career in teaching, never deterred me from achieving my ambition and finally fifteen years after gaining a Masters in Science in Educational Leadership, I started on an EdD course. Although I always had the goal to engage in a doctoral programme, the reality of it became possible as a consequence of a career move into higher education and with support from my current employers. The change from teaching in a primary school to teaching in ITT sparked a curiosity in how schools and HE settings worked together to support trainee teachers. In my teaching career in the classroom I had supported many trainee teachers, but never reflected on how the school worked with the local university or the influence of government policy for ITT providers. However, once my interest was roused I became keen to explore this phenomenon and realised I could do so at doctoral level. This addressed both the personal ambition of achieving a doctorate and professional aspirations of making a valuable contribution to the ITT partnership, where I work.

The EdD Journey begins: Three Taught Modules

Throughout the taught elements of the course I benefitted from collaborating with my peers and tutors, to discuss current discourses and to reflect upon new learning. The practice of reflection was a natural, innate one developed from years of teaching and thinking about my classroom practice. However, the process of reflection within the modules on this course was not easy for me. I had doubts about my research, such as whether others would understand it, would I be able to articulate my ideas clearly enough as they were still in an embryonic state and were my ideas even worthy enough to be considered at doctoral level? Over time, my confidence grew in these areas due to the many opportunities that arose where I could discuss my views through formative and summative assessments. As well as questioning others about their research, I was open to receiving feedback about my work. As a result, I developed wider perspectives about my area of research and considered how this aligned with other models such as health. This supported me to develop my own research ideas through metacognitive processes. The opportunities to share my research informally through group activities and formally through course requirements resulted in valuable learning, where I developed emergent ideas further.

I found the time frame of an EdD helpful as it provided a structure and enabled me to juggle my work, social life and study. Although I had good organisational skills and mainly managed a careful work –life balance, the level of research and requirements to write more critically demanded time. Therefore, completing this study alongside holding a busy professional role was a particular challenge as both required time and drive. At times this created conflict, but the long term calendars and planners which I set up enabled me to stay on track and not lose focus. This was helpful in defining boundaries and maintaining energy whilst realising that there were similarities with the act of juggling. Rather than juggling balls I kept work, life and study all in balance and the realisation that each took priority at different times, helped me to remain calm about the enormous task ahead. Importantly, I maintained a positive belief that the level of study required was possible to fit into my busy life and kept a realistic understanding of what was feasible.

The EdD route provided rigour through the taught elements alongside allowing flexibility in researching an area of interest to develop original ideas which could contribute to current debates. The first module on Professionalism ignited an interest in me, on how teachers were perceived in society. Through the second taught module I explored initial assessments made of trainee teachers to track their progress. As part of this module I was encouraged to use data collection tools that I had not previously had experience of. I have always used an interpretive paradigm, with qualitative data being collected so I decided to draw on a positivist paradigm to collect quantitative data. Upon reflection, I had evidenced how I was willing to try different methods and my openness to new ideas. This was a valuable exercise for the statistical analysis on entry grades and progress of a cohort of trainee teachers. It answered questions about what was happening and raised my curiosity about why this was happening. This was the starting point for research I carried out on the third taught module where I returned to using an interpretive paradigm which drew on qualitative data.

I identified three key areas of development that were important during the taught modules. These included skills such as organisation, thinking critically and questioning. These skills were not only used within my doctoral research but I transferred them into other academic writing and into my teaching, where I adopted a more critical stance in my reflections of my practice and in the questions I asked of my learners for example in a research methods module. Another key skill I was aware of was an increased knowledge base, as a consequence of personal research and joint discussions within groups of peers on my course. I was encouraged to share my research with colleagues at my work place through team meetings. This allowed me to demonstrate to others how I had engaged with my area of research. I articulated the value of my research to my colleagues in the primary team. The positive feedback was encouraging.

Finally, I had an appreciation of the characteristics that were needed to study at doctoral level. By this I mean the tenacity to keep going, the resilience to bounce back from both personal problems and constructive feedback which I

will discuss in relation to the IFS and the motivation to stay engaged and achieve my best.

The Next Stage: IFS

The next two years were focussed upon a piece of research, the IFS, which was carried out within my professional practice. The idea for this research evolved as a natural development from the taught modules, where I was especially interested in following up ideas on professionalism and how teacher educators worked together to support new teachers. I realised how relevant this was within my professional work context, where my role involved working within the school-university partnership. Following this, I used a qualitative design to explore the challenges and opportunities of working in partnership for teacher educators in a school and the university. The process of reviewing literature was very interesting and seemed to grow exponentially. I developed a systematic framework which was a helpful exercise that I used in my thesis literature review too. Not only was this a key skill to develop but it allowed for identification of the current literature including the quality of it, its limitations and potential. Alongside the need for careful searching I kept well organised records. Although I considered software such as Endnote, I rejected this for a manual method. I devised a record keeping sheet which once set up was easy to populate. Upon reflection it would have been beneficial to use a software program for record keeping as I could have developed useful IT skills. However, I felt more confident in doing this manually and thought it may have been more time consuming to use software.

A recurring challenge for me was to dedicate time to my research alongside holding a full time job. Unlike the taught elements of the course the timeframe was now quite fluid. Upon reflection I appreciated how useful this was as I had to draw on my time management skills and keep a sense of urgency despite the longer time span to complete the research. I did not like leaving writing to the last minute but despite this and having two years to complete the IFS, I found myself rushing to reach the deadline. This resulted in many minor typing errors. I was very unhappy with the feedback from my

research which included reference to the errors and resulted in a lower grade being awarded than I was happy with. This was a salutary lesson, for whilst I was very frustrated and my pride was dented it confirmed that I needed to ensure this did not happen at thesis stage. I appreciated how critical it was to present high academic standards throughout my work.

And Finally... The Thesis Stage

I was especially interested in an opinion that arose out of the IFS. A head teacher who was a participant in the research, spoke about not knowing what the university's values were. This became the starting point for thinking about my thesis research as I began to explore the conceptual understanding of partnerships and how they were understood within the context of school-led and university-led ITT routes. Another point of interest that arose from literature within the IFS, was the proposed disruption caused to partnerships from the different ITT routes. Set within a changing culture in my place of work, I realised that these points contributed to a very interesting and apt area to research.

Someone asked me what I had learned from carrying out the thesis and I have attempted to summarise this throughout my reflections. The impact upon my personal and professional development has been recognised. I understand more about an ITT partnership and my findings could benefit the next generation of teachers. I aim to have work published so that my findings can contribute to the wider field of ITT partnerships. My personal journey has been arduous at times but I have developed resilience and to achieve the end goal has been very rewarding.

The taught modules and IFS were important pieces within a jigsaw. Not only did they help me to discover new knowledge but from what was in place I was able to see what was missing. I identified an area of further research that was highly relevant and my thesis became the final piece that helped to answer a question about ITT partnerships. The organisation of the EdD was one that I personally found very helpful. It offered a structure, a step by step approach where I could jump off and get back on so that personal challenges and work commitments could be managed. I appreciated the opportunity to engage with

others on the course. This gave me a chance to consolidate thinking, rehearse ideas and develop new knowledge through social constructivism, an approach that I particularly valued. Throughout this reflection, I captured the benefits of the structural arrangements of an EdD as well as the overall impact for me of carrying out a professional doctorate.

I have been very grateful to tutors at University College London (UCL) for giving me the opportunity to undertake the EdD. No matter what stage of education learners engage in, having external validation is motivating. The belief in me from my tutors and their support throughout was very much valued.

Chapter 1: Introduction

1.1. Rationale

School-university partnerships are at the heart of Initial Teacher Training (ITT). My research explored this phenomenon within the educational context of school-led and university-led primary ITT.

The underlying motivation for this thesis stemmed from my personal and professional curiosity in government directives, regarding the development of different routes into teaching. I was interested in how universities could maintain a presence within primary ITT. This included an understanding of the role of each setting within the union of a partnership. On a personal level as a doctoral student, I was keen to engage in current debates about ITT. Throughout my doctoral studies, my increased interest lay within the field of ITT where policy drives practice and where government initiatives continue to shape the ITT context (Department for Education (DfE), 2018).

I explored the interactions between teacher educators from a university and schools. This involved examining the procedural aspects of the partnership and how the participants worked in their day-to-day interactions within the classroom. The interactions were defined as the experiences and relationships between class teachers, lead mentors and school experience (SE) tutors. Activities within *procedural* practices included how SE tutors, class teachers and lead mentors worked together on supervision, observation and grading of trainee teachers to ensure expectations of the school practice were met. Additionally, I examined the *structural* aspects which included the management and organisation of the partnership. This involved head teachers in schools and senior leaders of the university partnership team and the School of Education who worked together on accountability and quality assurance aspects of the partnership, such as writing a partnership agreement and ensuring compliancy with ITT criteria as defined by the DfE (2020).

The views I developed throughout my experience in education as a teacher and as a teacher educator were highly influential throughout the exploration of the phenomenon of Primary ITT partnerships. In my professional capacity I

worked for ten years as a senior lecturer in primary education. I wanted to understand the present and future development of primary ITT partnerships. This had the potential to influence my role and the way I worked including how the university, where I worked, engaged in ITT partnerships. These issues were integral to my role within a university Primary Partnership Team in a School of Education. In this role, I worked with colleagues at a middle management level reviewing and developing the procedures of the school partnership. Part of my role was to manage school placements for the final year undergraduates on a Bachelor of Arts (BA) (Hons) Primary Initial Teacher Education course. I worked closely with schools on ITT including school placements, the grading and assessment of trainee teachers as well as addressing any issues that arose. Additionally, I supervised undergraduate trainee teachers on their school placements and I supported School Direct (SD) trainee teachers throughout their course, which lasted for a year. In these roles I liaised with head teachers, school mentors and class teachers, on trainee teachers' practices. I also worked closely with university school experience tutors and the course leaders. Through these roles I developed knowledge and experience in pedagogical aspects of supporting trainee teachers on both ITT routes. I was not biased towards one specific route, but I believed that people should have a choice about which route suits their particular circumstances.

The university had a good reputation for ITT locally and nationally with many trainee teachers securing employment in local schools. The long history of training teachers dates back to 1946, when the university was established as an emergency teacher training college after World War II. Since that time there has always been teacher training on this site.

Since joining the university in 2010 I experienced a change in my role from a more peripheral relationship with schools, to one where I worked closely with teachers in schools on different aspects of the course, from recruitment to retention. This experience raised my curiosity about how to achieve and sustain a more holistic approach to partnership on both school-led and university-led routes.

Within an educational discourse, ITT partnerships have been a long standing topic of discussion which Jones et al. (2016, p.108) noted as being on the agenda, 'since the inception of initial teacher preparation programmes.' Partnership working continues to be debated and scrutinised (Jackson and Burch, 2019; Clarke and Winslade, 2019; Brown, 2018). I explored this debate within my research in the literature review in chapter 2. This provided an opportunity to understand how policy has influenced ITT and to examine ongoing areas of concern. I offered a timeframe looking at the embryonic stages of partnership and its potential path of direction. Over ten years ago, Kruger et al. (2009) highlighted the important aspects of developing trust, mutuality and reciprocity in partnerships. In agreement, other theories on effective partnerships highlighted the importance of these concepts (Walsh and Backe, 2013; Bain et al., 2017; Mutton et al., 2018). I returned to these themes in the literature review and through the research questions for clarity on the values and perceptions held by stakeholders. From my professional practice it appeared that the university partnership team had trusting relationships with schools, but my IFS research revealed that some schools did not have knowledge of the university's values. Equally I was not sure that the university partnership team were always clear what a school's values were in relation to preparing new teachers. As tutors we became aware if a problem occurred on a trainee teacher's practice, such as relationship difficulties between a class teacher and trainee, otherwise there was an assumption that values between the two settings aligned. The opportunity to probe people's experiences introduced a chance to look at shared values and discordance. However, the notion of what constituted an effective partnership had not been systematically articulated and Jones et al. (2016, p.110) suggested there was, 'a paucity of research to guide universities and/or schools.' The gap in literature presented an opportunity to explore how all partners understood the partnership (William, 2010) and how this contributed to the government's underlying goal of raising educational standards through building strong ITT partnerships (DfE, 2016). As a valuable topic to examine, my research had the potential to contribute to ongoing discussions about how schools and a university work in partnership.

1.2 Partnerships in ITT

The two ITT pathways of school-led and university-led, resulted in changes to the way in which schools and universities worked together on ITT programmes. The consequences impacted upon teachers in schools, teacher educators in universities and how they worked in partnership (Brown, 2018). On school-led routes the schools had responsibility for training the student who spent the majority of their time in school. The school worked with a university which quality assured the procedures of ITT, alongside offering further training (DfE, 2016). On university-led routes the university trained students on an undergraduate or post-graduate pathway and worked with schools to place trainees with them for their school practices. Depending on the pathway, changes occurred in the control and ownership of ITT as it oscillated between one setting and the other (Struthers, 2017). This raised my curiosity about mutuality in partnerships as highlighted in the literature (Walsh and Backe, 2013; Bain et al., 2017; Mutton et al., 2018) especially within the two ITT routes and within the perceived ebb and flow of responsibility (Struthers, 2017).

The conceptual understanding of a partnership role continued to evolve as the roles and responsibilities of teachers and teacher educators changed and developed (Struthers, 2017). Mutton et al. (2018) noted how over the past thirty years partnership had been at the very core of ITT policies and how there had been a consistent message about the importance of working in partnership. Yet, ITT policies were not negotiated but offered schools and HEIs a non-participatory involvement. Government legislation set out the requirement to form partnerships and those in power did not encourage engagement in the decisions. This was an example of central control over HEIs in a drive to remove control over ITT from them.

Past policy stressed a change in direction with schools taking greater responsibility and suggested that genuine partnerships were those where schools took ownership of aspects of ITT (Carter, 2015).

The government's vision for one partner to have control did not sit comfortably with the idea that a partnership is based on joint ownership. In agreement,

Jones et al. (2016) argued that all stakeholders need to have a shared interest and a collaborative approach for a partnership to be effective.

The disparity between views, alongside the changing nature of partnerships, provided an opportunity to seek greater clarity regarding the role of stakeholders in a school-university partnership. In addition to contributing to the knowledge that currently existed, my research examined the current and potential future role of a school-university partnership. This had local as well as national implications for the way that school-university partnerships could develop and for those working within ITT. Possible local consequences could result in changes to the roles of those in schools and in universities. These evolving areas within ITT made this research relevant.

Understanding how the partnership worked was an integral aspect of my day-to-day work. Changes to the way that schools and the university worked together influenced my role within the primary department and that of my colleagues. I observed a shift in practice from one where the university solely looked for places from schools for trainee teachers to carry out their practice, to one where there were opportunities to work together including on professional development, joint recruiting of new students to the course and teachers and tutors co-teaching in university and school. Similarly, schools had gone through huge changes in their practice from one where their priority was solely the development of their pupils to one that now included responsibility for ITT. This change in practice stemmed from policies on school-led routes into ITT (DfE, 2010a; DfE, 2016; Mutton et al., 2018). Given the different context there could be an expectation of a change in the way that a partnership operated, yet within my setting the HEI-led model dominated. Furlong et al. (1996) observed that an HEI-led model was more common and posed a question about whether it mattered if there were different models of partnership. I returned to this question in the literature review, where it was considered within the context of views on partnership models (William, 2010; Burroughs et al., 2020). Contributing to this further, I considered what it meant to work in partnership within a school-led culture. An exploration of how colleagues perceived partnership had the potential to clarify effective

practices, which could support the next generation of teachers in primary schools.

Struthers (2017) noted that there appeared to be a state of flux, which continued as colleagues in school and in university worked out the principles of an effective and sustainable partnership. This was complex given the uniqueness of schools (Lillejord and Børte, 2016), the structure of university courses and the directive of government policies (Carter, 2015). Added to this, Greany and Brown (2015) noted a certain instability and Kennedy (2018) highlighted the extremely political campaigns within ITT. There was an ongoing point of disparity in how theory and practice were perceived. The political stance set out that teaching was a craft (DfE, 2010b) which Brown et al. (2015) suggested led to different interpretations of the synthesis of theory and practice. This resulted in the theoretical underpinning of practice losing its value as noted by Brown et al. (2015, p.5), 'many re-conceptualisations of teacher education have privileged practical components to the detriment of theory and analysis.' Set within a highly charged ITT context this research explored how perspectives held by schools and universities informed a shared view of how a partnership could support theoretical and practical aspects of a trainee teacher's development.

1.3 Research Aims and Objectives

Through my IFS, carried out as part of my Education Doctorate, I explored the perceptions of collaboration and partnership. Findings suggested that there was disparity between schools and the university due to a lack of understanding about each other's values. At that time, ITT provision at the university where I worked was predominantly university-led.

Building on the IFS, my research probed more deeply by exploring the stakeholder's conceptual understanding of working in partnership on day-to-day and managerial aspects, on the two ITT routes. There had been a shift in practice in my workplace, from one that supported just a university-led route to one that now included a school-led route. Within this evolving context it was important to develop an understanding of ITT partnerships. Within this context I explored the interrelationship between the formal agreements and daily

practices to clarify how schools and the university worked in partnership within a growing culture of school-led ITT. The main research question was,

'What were the features of a school-university partnership in primary ITT within school-led and university-led routes and within the procedural and structural practices?'

This was informed by several sub questions:

- How were teacher educators in school and university involved in the school-led programme from course design to final assessment of trainee teachers?
- How were teacher educators in school and university involved in the university-led programme from course design to final assessment of trainee teachers?
- How were teacher educators in school and university involved in the partnership on a procedural and/or structural basis?
- How was senior management involved in the partnership within the structural and/or procedural practices on university-led and school-led routes?
- Can any links between the structural and procedural practices be identified as contributing to the role of a partnership?

These questions formed the structure and foundations for exploring the values held by participants. They set out a stage for investigating descriptive accounts more reflectively through constructivism. This was considered with a full explanation within the methodology chapter.

My research offered an opportunity for colleagues to engage with an educational issue that was not straightforward and through debate around aspects of ITT, determine the conceptual understanding of a partnership. Future trainee teachers should benefit from a high quality programme, whatever the ITT route (Jackson and Burch, 2019). A potential characteristic of a strong partnership could be an environment where the philosophy and

values were shared and there was coherence between both settings. Ultimately, I explored how the government's vision of developing strong partnerships had the potential to raise standards of primary education (DfE, 2016).

1.4 The Structural and Procedural Practices of a Partnership

The social conventions and cultural context of schools provided a starting point towards understanding the complex issues of how partnerships worked structurally and procedurally. The structural practice concerned the managerial and organisational aspects of a partnership, defined in seminal work by Alexander (1990) and later defined by Jackson and Burch (2016) as institutional. Such practices were evidenced as the committees that the Partnership Manager and head teachers engaged in, to consider the organisational aspects of placements. The procedural practice was understood as the daily activities within the settings, noted as the daily interactions between university tutors and school staff by Alexander (*ibid*) and day- to-day practices by Jackson and Burch (*ibid*). Procedural activities included the SE tutor and class teacher jointly observing a trainee teacher's lesson and reaching a decision about their future targets. However, I noted a void in literature and in government policies in the relationship between structural and procedural practices. To be sustainable Jackson and Burch (2016) stated that it was important to consider the two aspects of practice. Lillejord and Børte (2016) added that there needed to be consideration of strategic leadership at an institutional level.

The gap in discussion presented an opening to explore how a partnership operated structurally and procedurally (Jackson and Burch, 2016). Until now discussions and policies have had a general focus upon a need to work in partnership (DfE, 2016) rather than defining its impact. However, there had been some attempt to define the features of an effective partnership in order to provide a summary of the foundations of an effective ITT programme (Jackson and Burch, 2019; Mutton et al., 2018). This presented a valuable platform on which to expound further knowledge on the wider aspects of ITT

partnership structures and procedures. This was discussed in the Literature Review in chapter 2.

Exploring the interconnectedness between the structural and procedural practices was critical to understand how a partnership worked. This included possible challenges or tensions that may have inhibited the way that colleagues worked. The intrinsic nature of a partnership may suggest that it was effective when the people involved drove it and when relationships were at the core of defining the role of this union (Burroughs et al., 2020). The extrinsic factors of a contract may equally have defined the nature of how teacher educators worked within a partnership. A dichotomy was evident in government policies: Whilst there was freedom within the daily practices and structure of ITT programmes (DfE, 2016; Carter, 2015) this was restricted at an organisational level through inspection regimes and through the alignment of governance, power and control within ITT (Maguire, 2014).

The ideas in my research explored the role of a school-university partnership beyond the contractual agreement. I captured the views of those involved, in order to develop a deeper understanding of an ITT partnership, which had the potential to impact upon teacher educators and ultimately upon trainee teachers.

1.5 The National and Local Context

Since 2012 I have observed changes to practices in schools and in the university where I work. Confronted with uncertainty teacher educators in universities have been unsure of their place within ITT. Despite government pledges of a continued role for universities, the nature of this role was not confirmed, beyond one of quality assurance (DfE, 2016). This raised questions about the future role of ITT in universities and consequently it raised a question for me about the role of a school-university ITT partnership. Set within this educational climate, I witnessed the closure of some university ITT programmes and some universities did not reach their target for recruitment. Bucking the national trend ITT numbers at the university where I worked increased on the university-led routes along with a rise in the number of applications for school-led routes. Although the number of SD applications was not as high as the government had hoped for, there continued to be an upward trajectory on this route (Office for Standards in Education (Ofsted), 2017). In response to this my colleagues were involved in discussions about how we could remain involved in ITT and develop innovative practices. We worked closely with partnership schools and teachers in shaping the course, as well as being invited into schools to deliver professional development.

Simultaneously, schools took on greater responsibility and ownership for training new teachers with little or no training in how to carry out this role. They were required to work with universities who had a different culture to schools and to quickly become familiar with the requirements of ITT. The culture of a school and a university is defined by the values shared between those who work in each setting. Whilst these settings may share the same values, such as mutual respect the key difference is in their priorities to their learners. Schools have their principal focus on a child's progress while for universities theirs is on the progress of trainee teachers.

Set within this rapidly changing climate, evolutionary shifts brought a transformation in school-university partnerships. Battling to secure a foothold within ITT took precedence for universities, whilst schools had ever more autonomy for ITT (Struthers, 2017). I was concerned about losing sight of the

role of pedagogy and the role that universities had in supporting the next generation of teachers. An opportunity existed to define and develop the role of a partnership through exploring the conceptual understanding of its structures and procedures.

Alexander (1990) noted how partnership had been a focus between schools and HEI settings since at least 1944.¹ Over time it remained at the centre of government policies, albeit sporadically. For nearly thirty years the policies had demonstrated a predilection for partnerships to develop based on procedures (DfE, 1993; DfE, 2010a). The Carter Review (2015) recognised the structural procedures of partnerships when discussing effective practice. However, a void was evident in the policies on how the levels of partnership aligned. Mutton et al. (2018) noted how a vacuity on the role of partnership continued to exist. A contributory factor to the ongoing debate may have been due to the evolving nature of ITT based on educational policy changes. A partnership that was once fit for purpose may not have been suitable within a new context of school-led ITT. Although some principles had been defined for effective ITT partnerships (Mutton et al., 2018), there remained an opportunity to explore the school-led and university-led routes in relation to the evolving nature of a partnership. This included exploring the conceptual understanding of a partnership when the ownership of ITT oscillated between school and HEI settings.

At the heart of government legislation lay a premise that schools and universities should align their activities to ensure a good supply of high quality teachers for the future; the foundations for this sat within ITT (Office for Economic Co-operation and Development (OECD), 2005). Herein was a disparity in the current policies as the government focus was upon recruitment and having a high calibre workforce. This negated the importance of defining the alignment of activities. The conceptual agreement about the role of this union was not fully addressed within extant policies (Greany and Backe, 2015). What appeared to be missing from the debate was an agreement about how

¹ 1944 marked the formation of the 1944 Education Act. The aim of the Act was to address the country's educational needs that had been an issue before the Second World War began.

schools and universities could come to a mutual understanding of procedural practices (Mutton et al., 2018). Rather than new arguments, these were ongoing issues that had not been fully addressed and were set within a school-led ITT system. Whilst the issues remained the same the context had changed which resulted in an opportunity to explore the role of a partnership within the new culture of ITT. The alignment of provision, alongside a continued drive for partnership working was clearly stated in legislation (DfE, 2016); providing a rationale for achieving this appeared to be more elusive.

1.6 Thesis Structure

In this chapter I set out the rationale for my personal and professional interests in ITT. I explained how the exploration of primary ITT was set within the context of two ITT routes, within a university-school partnership. I introduced the structural and procedural aspects within which a partnership worked, along with an overview of the policies that underpinned ITT practices.

In chapter 2 I engaged critically with relevant literature in the Literature Review to examine the evolution of university-school partnerships. This included an examination of how government policies influenced the nature of a partnership. In relation to models of ITT partnership I explained how these related to a university-led and school-led culture. Against this backdrop, I shared views on theory and practice. I discussed the importance of sociocultural aspects of partnership and traced the debate on raising educational achievement through ITT partnerships and teacher training.

Within chapter 3, the Methodology, I offered the conceptual framework and the methodological rationale for my research. I outlined the research tools and explained the rationale for a single case study approach. Along with the justification for choosing participants known to me, I critically examined the views of being an insider researcher. Then I set out the importance of ethical considerations.

In chapter 4, the Findings, I provided the data from the FG interviews to explain views on partnerships within a university-school partnership. Documentary evidence included two partnership agreements which I analysed to support

triangulation. I used thematic analysis as an approach to analyse and code data and following on from the analysis, I presented the emergence of key themes.

Chapter 5 set out the discussion on the findings and I explored the key themes within the structural and procedural practices of the two ITT routes. I offered new knowledge to the field of ITT partnerships and consolidated understanding of themes that arose from the literature. I presented an answer to the research question through synthesis of the key points.

Chapter 6 was the concluding chapter. On reflection of this research I presented an overview of the effectiveness of the conceptual framework, the methodology and approach to my research. I acknowledged the opportunities and limitations of the study and made recommendations for future research. Finally, I summarised how my research contributed to the field of ITT partnerships.

Chapter 2: Literature Review

2.1 Introduction

I explored school-university partnerships within an educational, theoretical and political context. To appreciate the trajectory of ITT partnerships I investigated past and present perceptions of them. In turn this had the potential to shape the way that schools and HEIs worked together on ITT. The social and cultural aspects of a school-led and university-led ITT system were influential in examining what constituted a partnership and how this could support the next generation of teachers. Although there has been an evolving promotion of partnerships, evident over time through government policy (Department of Education and Science (DES), 1983; DES, 1984; DfE, 1992; DfE, 2010a; DfE, 2019), there was little evidence of what constituted an effective partnership (Corbin et al., 2017). I reflected upon the notion that ITT partnerships were at the core of raising educational achievement (DfE, 2010b; DfE, 2011; Corbin et al., 2017; Ofsted, 2019; Jackson and Burch, 2019), to understand how effective partnerships could contribute to raising standards in education.

I examined practices and policies which included documentation, government directives and literature to critically review the conceptual understanding of partnerships. The following theoretical concepts were considered in this chapter:

- Partnerships in education;
- Models of partnership;
- Sociocultural aspects of partnership;
- ITT partnerships and raising educational achievement; and
- Theoretical and practical practices within ITT partnerships.

These key themes were central to this qualitative research and were explored critically to inform the conceptual framework as well as having an influence upon the methodological approach of social constructivism.

2.2 Partnerships in Education

A feature of an ITT partnership has been recognised as, ‘an experience between two environments joined by the students’ (Taylor, 2008, p.78). Another perception included teachers and teacher educators working towards a shared goal where Jones et al. (2016) suggested partners need to work as a team. A partnership was further defined as one where trust and reciprocity existed between partners (Zeichner, 2010) which Jones et al. (2016) added formed the foundations of a successful partnership. Whilst these views were convincing, it was also acknowledged how reaching a shared understanding was not easy due to the different perspectives on teaching and learning that each setting held (Waitoller and Artiles, 2016).

Partnerships between HEIs and schools have been evident for some time and have remained a contested debate, despite schools and universities working together for over 70 years (Alexander, 1990). They were not new to the field of education (Walsh and Backe, 2013) and have been on the political agenda for many years, (DES, 1983; DES, 1984; DfE, 2010a; DfE, 2011; DfE, 2019). Despite partnerships being accepted within educational policy (DfE, 2016), the dynamics changed. There was a shift in power from HEIs to schools with the introduction of a school-led ITT system in 2012 (DfE, 2016). Partners had previously found a way to co-exist, but the change to previous agreements resulted in a change in the working relationships for those in ITT. This was not helpful and raised suspicion about roles, job security and workload. At a time when there should have been unity, the policies created division. This had to be addressed for schools and universities to find and maintain a foothold in ITT.

Consequently, school-university partnerships have been at the heart of discussion and debate within ITT (Hayes and Lynch, 2013; Maskit and Orland-Barak, 2015; Quesenberry et al., 2018; Clarke and Winslade, 2019). However, reaching an agreement upon what constituted an effective partnership remained an elusive concept. This may have been due to deliberations being centred upon the need to work in partnership (DfE, 2019a) and *what* needs to happen as opposed to *how* this can happen (DfE, 2010a; Walsh and Backe,

2013; Jackson and Burch, 2019). Research on partnerships sometimes had a focus upon links to an aspect of practice, such as leadership (Miller, 2015) or professional development schools and internships (Breault, 2013; Teitel, 2008). Another familiar concern was the divide between theory and practice, especially within a school-led ITT system, where each concept appeared to be assigned to a setting (Jones et al., 2016; Darling-Hammond, 2014). Whilst the different perspectives were valid, the matter of what constituted an effective partnership remained complex. There was a need to go beyond defining characteristics and to consider its conceptual understanding. Further research to include the contribution of different perspectives to developing a strong partnership would be beneficial as noted by Corbin et al. (2017, p.35);

Insufficient research exists that examines relational dynamics within school- university partnerships or draws upon participants' multiple perspectives.

When partnerships were effective there were many benefits, although reaching an understanding of what these were may have been more problematic. Clarke and Winslade (2019) exemplified the challenges of this through arguing that the different cultures of each setting created difficulties in the conceptual understanding of a partnership, based on its organisational and relational features. Different end goals for each setting define the difference in cultures of a school and a university. Schools need to demonstrate they can reach national targets to show pupil progress and attainment. For universities, their goals are to ensure retention is high and to support trainee teachers to become outstanding practitioners. Recognising the statutory requirement for HEIs to enter into formal partnership arrangements with schools led to an expectation that there would be, 'a joint responsibility for the planning and management of courses and the selection, training and assessment of students' (DfE, 1992, p.4). This definition recognised the need for each partner to take responsibility from recruitment to assessment on an ITT course. Another proposed definition recognised a mutual understanding where a joint consensus was reached, which involved 'a shared understanding of a common goal to which each party was contributing' (Struthers, 2013, p.632). This relied upon having a climate within the partnership where there was a shared vision for working together on ITT. In addition, Walsh and Backe (2013)

added that the development of a mutual relationship was important in enabling all parties to feel involved. Effective partnerships included engagement by everyone, in a thoughtful process to define a shared vision and clear goals which included understanding and recognition of each other's expertise (Youens et al., 2014). In agreement, The Carter Review (DfE, 2015, p.42) stated that, 'effective partnerships are built on mutual respect and a shared vision as well as clearly defined and agreed roles.' This was a recognised perspective and effective partnerships already acknowledged these values. The Carter Review (ibid) simply offered confirmation and reinforced the view of mutuality but this was set within the discordance of mutuality on one side and a promotion of hierarchy on the other.

Dunne and Lock (1996) posited that partnerships were enforced following the 1988 Education Reform Act, where government directives resulted in changes to the education system. In agreement, due to the change of roles for schools and universities within a school-led ITT system, Maguire (2014) proposed that power dynamics were prevalent and were being used to define a partnership. Adding to this view, Brown (2018) stated that the development of partnerships gave rise to a certain hierarchy between schools and universities where, far from a sense of unanimity being reached, regulations were being imposed by one of the partners. Concurring with this stance and in light of more recent changes to policy, the view of partnership appeared to be more aligned to governance, power and control (Maguire, 2014; Gilroy, 2014). This sat in tension with views that effective relationships were, 'based on co-construction rather than power' (Walsh and Backe, 2013, p.600). The perspectives sat on a spectrum where at one end partnerships seemed to be pulling together and at the other end they were pulling apart.

Over time, the definition of partnership had been interpreted in different ways and in response to political agendas. An on-going opinion proposed by Furlong et al. (2008, p. 309) explained partnership as, 'an epistemological and pedagogical concept.' This stance recognised and valued the unique contribution each partner offered within the context of teaching and education. Within such a partnership the aspects of joint responsibility, shared vision,

hierarchy, trust and mutual respect were valued (Burroughs et al., 2020); these concepts are explored in subsequent chapters.

Within the culture of school-led and university-led ITT provision, was a further view that HEIs were the best place to train future teachers. This could have implied that the partnership with schools was not equitable and HEIs should have been leading the way on teacher training (Jackson and Burch, 2016). The findings from Ofsted (2012), stated how there was twice as much outstanding practice (47%) in university-led provision than school centred provision (23%) (Jackson and Burch, 2016). In addition, the value of research had been highlighted in the Carter Review (DfE, 2015) as an area that HEIs could support school with. Research was clearly located as a valued aspect of a new teacher's practice. However, the review did not provide any guidance on how this could be achieved through partnerships (Mutton et al., 2017). This was a missed opportunity for policies to raise the profile of HEIs. The notion of their supporting role merely reinforced the view of ITT being aligned to governance and power rather than the government's projected view of mutual respect and reciprocity. Subsequently, in agreement, the House of Commons Education Committee (House of Commons, 2019) concluded that the best outcomes were achieved through school-university partnerships that were grounded in theory and research.

School-university partnerships were not only widely promoted in England but they were also of national and international concern. Gilroy (2014) highlighted how the reform of ITT was focussed upon proposed links between teacher education and the economy of the country. This resulted in a loss of the core concern; an ITT framework that was founded upon partnerships which were based on agreement and mutual respect (Gilroy, 2014, p.631). It was further suggested that England could learn from other countries such as Scotland. In Scotland, Bain et al. (2016) asserted how people within a partnership were the critical force and noted how one university and its partner schools responded to the national agenda on improving teacher training. They stated that whilst policies shift and change, key people involved in the partnerships were the drivers to a partnership being sustainable. Teitel (2008, p.79) claimed that some Professional Development Schools (PDSs), promoted in America in the

1980s, became transformative partnerships and were able to develop a, 'common vision of shared outcomes.' Teitel (ibid) also noted how any imbalance was managed in such partnerships through the trusting relationships developed by identified people. Furthermore, in response to policy initiatives, Bach (2019) noted how a partnership model (School Adoption) developed in Norway was implemented in some European countries as well as in South America (Chile). The aim was to develop stronger school-university partnerships. It was interesting to note how value was placed upon each partner having a defined and complementary role, as opposed to a shared role, which was associated more with practices in England. Working in separate roles was set within a wider policy context and recognised within a culture where collaboration between schools and university settings was uncommon.

The different perspectives on what constituted a partnership and the discontinuity of the conceptual agreement of a school-university partnership (Passey et al., 2018) provided a reminder that there was not a straightforward definition of the term. The complexity along with the different routes into teaching may have unsettled the landscape in England (Maguire, 2014; Struthers, 2017; Jackson and Burch, 2019). To engage with the Daedalian aspects of partnership with its many layers of working, the range of people involved and diverse ITT routes, made this a complex issue (Zeichner, 2010).

2.2.1 The Language of Partnerships

There was a wide range of interchangeable words used in relation to partnership working. Labels used included collaboration, Multi-Agency Trust (MAT), federation, academies, network and co-operative. The diversity within ITT in England was noted by Whiting et al. (2018, p. 69) as a 'complex set of arrangements.' Different terms have been employed to describe the ways that some schools worked together or with outside partners. Working in collaboration was mostly linked to inter-school activities, either formally or informally and celebrated varying degrees of success (Armstrong, 2015). More formal arrangements included models where schools operated a shared leadership style of management, such as in a MAT, Academy chain or

Federation. The language used to describe how partners worked collaboratively did not sit in tension with the way that a partnership operated. What was of interest was the way that concepts used to define effective collaboration were synonymous with those used to highlight effective partnerships. These included strong leadership; well-defined structures and processes; clear communication and a sensitivity to context (Armstrong, 2015). The concept of leadership was considered within this chapter when examining the structural and procedural practices of a partnership. Corbin (2017) made an interesting point about how the actions of those in a leadership role, contributed positively or negatively to collaborative practices. The suggestion of a synergy between structural and procedural practices was helpful in considering the conceptual understanding of an effective partnership. Importantly, communication was considered as a central theme within the research questions and I returned to the value of context later in this chapter through linking to the socio-cultural aspects of an ITT partnership.

2.2.2 The Evolving Nature of ITT Partnerships

The history of partnerships between primary schools and universities continued to evolve, as ITT in England oscillated between school-based and university-based ITT routes. The introduction of an apprenticeship model to train teachers in 1902 (National Archives, ND), changed the dynamics of ITT partnerships and could be considered as the first revolutionary shift towards school-led provision. It was stressed that schools and HEIs have long had agreements in place, going back to when teacher training began, as trainee teachers needed schools in which to practise (Mutton et al., 2018). Partnership working was advocated nearly forty years ago in past government policies (DES, 1983; DES 1984). Following on from the casual arrangements that existed at that time, successive government policies stressed the requirement for HEIs to take the lead and develop partnerships with schools (DfE, 1993). Bryan and Carpenter (2008) noted how partnerships became more formalised after 1987. Such partnerships continued to be mostly HEI-led and universities maintained authority in this relationship (Zeichner, 2010). A change in direction then came through a new policy directive in 2011, where schools were assigned to take a greater role in ITT (DfE, 2011). These policies continued to

influence how schools and universities worked together on ITT, setting out requirements for the training programmes (Department for Education (DfE, 2010a; Ofsted, 2015; DfE, 2016). The quality of their partnership was judged on how well new teachers were prepared to become good or better teachers (Ofsted, 2019). These judgements were based upon three aspects of a school-university partnership; 'outcomes for trainees, the quality of training across the partnership and leadership and management of the partnership,' (Ofsted, 2019. p.28). It was argued that the notion of a partnership in this context, involved both settings having a recognised role in the process of training teachers who were at least good in their practice. However, rather than having a focus on how partners demonstrated effective pedagogy within ITT, there was an emphasis upon accountability. Whilst it is not disputed that each partner has a responsibility, it seems that there needs to be a greater focus upon pedagogy. If new teachers understand why they make choices and assume ownership over their practices, then they will develop a firm understanding of pedagogy whilst remaining accountable, rather than the other way around.

There existed a disparity between the views on partnership held by policy makers and the practices of partnership held by schools and HEIs (Mutton et al., 2018). Elaborating on the impact of this legislation, especially between 2010 and 2016, Struthers (2017) noted a disruption to the partnerships. In response, the roles and responsibilities of teacher educators and teachers changed dependent upon who was leading the training and this was a consequence of whether ITT was school-led or university-led. In particular, the initiative of school-led routes into teaching, introduced in 2012, resulted in further upheaval which Struthers (2017) suggested led to a disorder, as schools and universities worked out their roles and responsibilities within a partnership. Brown (2018, p.88) posited that a disarray continued and the governmental directives on partnership working may not have brought about the government's desired ideals of 'conformity and precision.' Instead, some school-university partnerships may have developed an antithesis with concerns raised over control and responsibilities. In an attempt to ameliorate any negative views of partnerships, the focus needed to shift from where

trainee teachers train to how schools and universities worked together to prepare the next generation of teachers. To do this, those involved in the partnership needed to strengthen the unique features that made the partnership strong or challenge the tensions that made the partnership vulnerable (Mutton et al., 2018). In addition, the historical and political context of a school-led ITT system shaped the foundations of a partnership and this could not be ignored (Jackson and Burch, 2019). Walsh and Backe (2013, p.599) emphasised how strong partnerships identified the importance of the historical context of their partnership and the 'nature of change itself.' This recognition demonstrated a need to address different views and prioritised a commitment to the shared values of the partnership, to produce high quality trainee teachers which ultimately impacted upon raising educational standards (Whiting et al., 2018).

A disparity continued to exist: on one hand the government ideology was weighted towards formal structures of partnership working (Mutton et al., 2018) and on the other hand schools and universities were focussed upon practices and procedures. Set within an educational landscape based on accountability, the government's response was to produce a framework for ITT inspection in which the partnership, as opposed to individual settings, were inspected (Ofsted, 2015; Ofsted, 2019). With an emphasis upon compliancy this was a way to ensure all partners conformed whilst the government retained a strong presence in ITT (Mutton et al., 2018).

Government directives may not have helped to support successful partnerships, as policy debates did not align with partnership practices where a question remained over the power balance between settings (Mutton et al., 2018). With an increased growth of the school-led route, schools were encouraged through government policies (DfE, 2010) to take ownership of ITT and this implied less control for universities. The policies reflected the government's aim to have more control over ITT, a stance which Gilroy, (2014, p. 630) commented on as an approach which, 'seems to be ideology heavy and evidence light.' Supporting this claim, Maguire (2014) added that the role of university based teacher educators was being eroded with concerns over the impact of this. In their place, Maguire (2014) stated, was a plethora of

different providers which raised questions about how schools would manage teacher training programmes and who would gain from this.

Alongside a drive for schools to assume responsibility, a positive message was delivered where both schools and HEIs were strongly encouraged to make their partnership arrangements formal. This presented the view that a partnership was not bound within ITT but stated that a formal agreement would ensure the partnership was, 'sustainable and reciprocal,' (DfE, 2019, p.1). This stance aligned with other previous views about the critical need to ensure close partnerships between schools and universities, which could be realised through links to research informed teachers (Mutton et al., 2017; Carter, 2015). These recommendations offered meaningful opportunities for both settings to create genuine and authentic collaborations. In turn, this was a chance to address the notion of reciprocity between both parties which Burroughs et al. (2020) claimed was an integral aspect of an effective partnership. Alternatively, as noted by Maguire (2014) it highlighted how some schools may have been engaged in training teachers to meet the school's needs as opposed to preparing new teachers for the wider teaching community.

2.3 Models of Partnership

In exploring the phenomenon of ITT partnerships it was necessary to reach an understanding of how a partnership worked. This was complex as there were different ways that schools and HEI settings operated, which was dependent upon the culture and the people within these settings (Booth et al., 1990) and the conceptualisation of a partnership (Jones et al., 2016). Over time, there had been a move away from the traditional HEI based model which was based upon a complementary partnership (Bain et al., 2017). The philosophy was to work separately with each setting taking responsibility for specific aspects of a trainee teacher's practice. Current models aligned more to a philosophy of collaborative working (Jackson and Burch, 2019) and were more holistic in their nature as they worked beyond aspects of ITT to enable growth and change to occur (Jones et al., 2016). In this landscape of collaborative working there was a drive to formalise partnerships and to share resources, knowledge and expertise (DfE, 2019). Within partnership models, the dominant paradigm

was to improve a trainee teacher's practice within a set of shared goals. A number of models were presented which further explored the typology of ITT partnerships.

2.3.1 Practices of Partnership: Structural and Procedural

Reaching an understanding of how a partnership works is complex. In seminal work, Alexander (1990) posited this was due to the two ways in which a partnership worked. On one side was the structural practice which Alexander termed as enabling (Furlong et al., 1996). This involved colleagues with a managerial responsibility who had a focus upon formal arrangements of how the partnership worked. Involvement at this level included the head teacher and members of senior leadership within school, along with the Head of Partnership, Head of School and Head of the Primary Team. In contrast, was the procedural practice and Alexander (1990) referred to this as a level of action (Furlong et al., 1996). This included the daily interactions and relationships between university and school colleagues. Within this group were class teachers, university tutors and students. In this context the definition of partnership could be viewed as one of hierarchy, where the two practices worked as separate aspects. However, Alexander (1990) noted how these practices needed to co-exist as the structures needed to facilitate people to work together and not be so formal that the level of action in the classroom became restrictive. Alexander (1990) promoted formal structures that enabled and empowered people working within the classroom although this came with a caveat; to ensure the enabling level of partnership working did not, 'stifle creative initiative at the action level, or lead to mindless rule-following' (Booth et al., 1990, p.63).

As previously discussed the disparity between theory and practice, with theoretical aspects linked to HEIs and practice linked to the school setting, led to partnerships that were HEI-led (Alexander, 1990). The divide between policy and practice and between structures and procedures, may have been later fuelled by the directive from government policy to restrict the authority of HEIs (DfE, 2016). This could have resulted in a polarised view of the partnership with a lack of understanding between those who worked within

each level. It was suggested that empirical studies demonstrated that, 'there was often a gap and sometimes a gulf between what was intended at the enabling level and what actually happened at the level of action' (Brooks and Barker, 1997, p.163). Although this point had been acknowledged, it was noted how there was a dearth of literature on it with the critique focussed on the divide between theory and practice (Lillejord and Børte, 2016). Little was written of how the two practices within a partnership worked together or of the challenges. My research contributed to this suggested void. Alexander (1990) proposed that other concepts were involved such as the people, their attitudes and the different cultures of schools and universities. These aspects cut across structures and procedures, which made the discussion on partnership uncomfortable as it had the potential to cause disharmony between the school and university. The disparity between the perceptions of management and class teachers was highlighted by Milton et al. (2020) in the mentoring of new teachers. They acknowledged that those working within the structural aspects of partnership held responsibility for mentoring, whereas class teachers who were not lead mentors did not consider themselves accountable for mentoring new teachers. Put succinctly Milton et al. (ibid) stated, 'it takes a school to grow a teacher.' The claim was that within ITT everyone was accountable for new teachers. It was aligned to the cultural and social practices and applied to those working within both procedural and structural practices of a partnership.

To understand each other's perspective, Alexander (ibid) suggested that each setting needed to set out not just how they organised the partnership but why they did it in that particular way. This line of argument was valid and continued to be debated over the years. In agreement, Jackson and Burch (2019, p.139) stated that shared values and purpose were not always evident between the two settings, 'even when schools and universities are aware of each other's world, they do not necessarily share a vision of quality teaching and teacher preparation.' Reaching a common purpose and shared understandings is made even more challenging when roles and responsibilities change. This, stated Lillejord and Børte (2016, p.558) was due to partnerships changing and not being static entities, 'partnerships are dynamic and participants continuously change roles and responsibilities.'

As a result of discussing perspectives and views it became evident that conflicts could be avoided and there was the potential to develop shared values which were not just a token gesture (Alexander, 1990). Additionally, the concept of how a partnership operated within the two different practices was an interesting and important phenomenon to explore which resonated within partnerships in England and within my research.

2.3.2 From Complementary to Collaborative Partnerships

The concept of partnership has changed over time in response to political agendas. A constant view was the notion that a partnership developed through the contributions made by the people involved in ITT (Furlong et al., 2008, p.309). Yet, in light of recent changes to policy, the view of partnership appeared to be more aligned to governance, power and control (Maguire, 2014). The perceived gap between the ideological assumptions and policy rhetoric added to the complexity of defining a partnership. Many school-university partnerships sat somewhere along the continuum of HEI-driven models (Furlong, 1996), reciprocal models (Cochran-Smith, 1991), complementary models, (Brooks, 2006), collaborative models (Furlong et al., 1996; Furlong et al., 2000) and School-led models (Jackson and Burch, 2019).

The traditional hierarchical HEI-led model could be defined as one in which the university, 'assumed the lead, determined what students should learn in school and then adopted a quality assurance role' (Brooks, 2006, p.5). In this model there was little need for agreement as schools offered places for the students to practise in and universities set out the expectations for the practice. The schools did not want the responsibility for training future teachers and took a pragmatic approach (Furlong et al., 1996). This remained the dominant model of ITT until the early 1990s.

Cochran-Smith (1991) referred to a reciprocal model of partnership which involved some responsibilities being devolved to schools. Building on this, Furlong et al. (1996, p.47) called this a, 'separatist' model in which the school and HEI setting were considered to have both separate and complementary accountabilities. This model was also defined as a complementary model in which Brooks (2006) highlighted the lack of amalgamation of provision, which

led to the trainees bridging the gap between theory and practice. This was because the HEI provided the theory and the school offered a setting to practice in, so it was the trainee teacher who connected them together (Brooks, 2006). Mutton et al. (2018) highlighted the complexity of partnerships and noted that within the current educational climate there was a move towards complementary rather than collaborative working. Yet in opposition to this idea, Jackson and Burch (2015, p.516) posited that partnership, 'requires a deeper interpretation of working together rather than working with'.

The model that Jackson and Burch (2015) advocated, provided a contrast in the form of a collaborative model. This offered greater fluency in the support provided to a trainee teacher, as noted by Furlong et al. (2000, p.80) who stated that, 'teachers are seen as having an equally legitimate but perhaps a different body of professional knowledge from those in higher education.' The suggestion was that when staff in both settings worked closely together to develop a collaborative partnership, there were benefits for all involved and 'they open up new spaces to prepare teachers for career entry' (Jackson and Burch, 2019, p.139). Struthers (2017) added that this model of working recognised how school and university colleagues worked together as co-workers. At the core of such a model was a true commitment by all stakeholders, to create a training programme that encouraged trainee teachers to synthesise theoretical and practical aspects of their practice and for schools and universities to value each other's role (Jones et al., 2016). Burroughs et al. (2020, p.129) termed this philosophy as, 'Co-constructed partnership.' There were shared beliefs about teaching and learning with a, 'shared understanding of principles and practices between the university and schools that guide the preparation of Teacher Candidates (TCs) in coursework and the field. This required building common definitions, goals, and language' (ibid, 2000, p.129). It had been argued that these elements were needed to build strong relationships that could impact upon ITT (Darling-Hammond, 2014).

On the other end of the spectrum was the school-led model. The intention was that schools took responsibility for the ITT programme and the recruitment and training of trainee teachers (Struthers, 2017). Childs (2013) put forward a view

that the government decision to offer a greater choice of routes into ITT, helped to reduce the power of HEIs and passed the control over to schools. The routes on a school-led model included School Direct, Troops to Teachers which was an employment based ITT route and was replaced with a bursary for those who served in the armed forces, School Centred Initial Teacher Training (SCITT) and Teach First which DfE (2015, p.20) defined as;

An education charity that runs a two-year course, where trainees learn to teach by working in a challenging school in a low-income community. The course is a Leadership Development Programme designed to give trainees leadership skills.

As the name suggested the school-led model implied a hierarchy where schools took the reins as the power shifted from HEIs to schools, (Struthers, 2017). ITT operated within a school-led ITT system, yet partnerships continued to evolve within school-led and university-led ITT routes. Navigating a way through the systems to sustain an effective partnership continued to be a Daedalian challenge; securing an effective model of partnership may provide the vehicle to achieve it. Adding to this view Burroughs et al. (2020) reinforced the need for a mutual agreement from both settings with a shared aim to support the next generation of teachers.

2.3.3 Citizen Participation Model

The citizen participation model had its roots in exploring engagement in social programmes and incorporated eight different levels of engagement based upon social reform (Figure 2.1). Originating from Arnstein (1969), the model arose as a way to explain the economic and political context of power redistribution. The ideas were similar to government ITT legislation and corresponded to how participants and power holders could impact upon a programme. Arnstein's model (1969) was suitable to reflect upon as this was the foreground to the concept of having varying levels of engagement in a process. In particular this was helpful in exploring the discord between the rhetoric of working in partnership and the concept of who held the power within a school or university led ITT system (Struthers, 2017). Developing this idea

further, Hart (1992) drew upon the citizen participation model (Arnstein, 1969) to highlight the significance of power and ownership. The notion rested on the claim that there were degrees of participation.

The model was helpful in applying it to the partnerships in my research for two reasons: it provided a way for me to reflect upon my understanding of the partnership and the levels of engagement between the university and different schools. Furthermore the visual model supported me to critically engage with the spectrum of levels of engagement. Although that may have appeared simplistic it illustrated the degrees of engagement which could be easy to overlook (Arnstein, 1969).

The varying levels of engagement resonated with levels of activity within a school-university partnership to consider whether the partnership was initiated by the university or school with decisions shared between the settings; or whether the partnership was initiated and directed by one setting. It also raised awareness of the possibility of partners who acted within a vacuous ritual of engagement. In agreement, Hart (1992) added the idea that it may be difficult to achieve a high level of participation if both parties were not attuned and responsive.

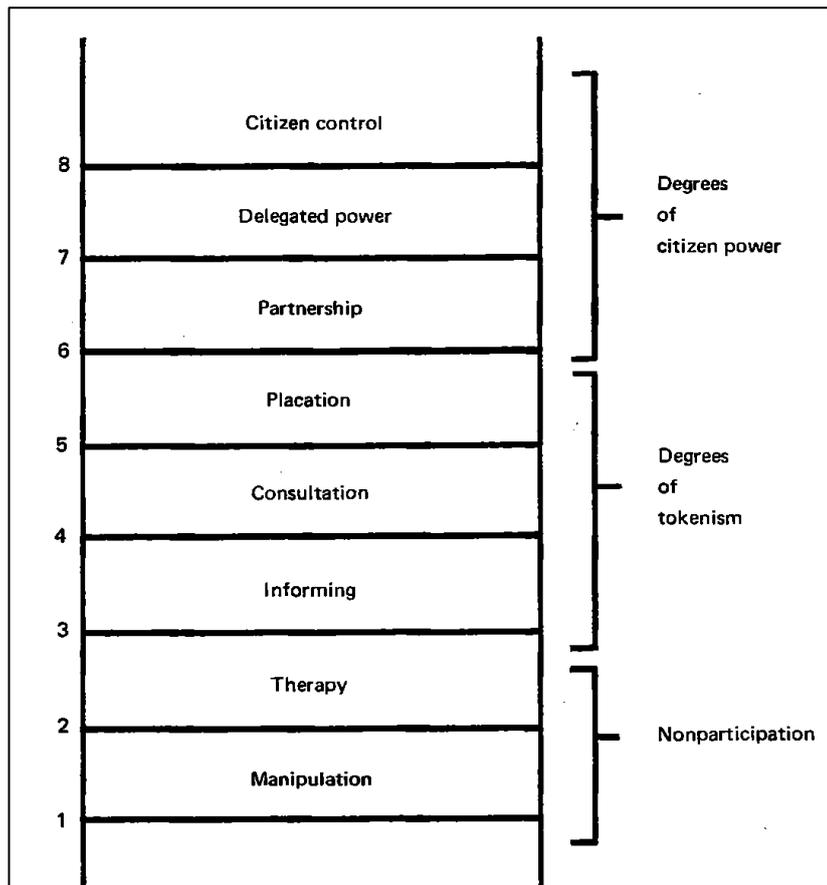


Figure 2.1: Eight rungs on a ladder of citizen participation: Arnstein (1969)

At a non-participation level, which Arnstein (1969) referred to as ‘manipulation’ and ‘therapy’ was a view that those in power did not encourage participation but had control and their role was to ensure participants complied. Although the notion of therapy did not apply within the ITT context, the Government ITT legislation could have been seen as one that encouraged a non-participating role for HEIs. This stance was evident in the early days of partnership when the Government wanted to bring universities in line with their views. This, stated Furlong et al. (1996, p.41) would weaken HEI’s role in ITT and was considered part of the ‘New Right’ revolution to ensure their conformity.

The next three levels on the rung, ‘informing’, ‘consultation’ and ‘placation’ referred to varying degrees of tokenism. At one end were participants who had a view but these were not acted upon by the people in power, so nothing changed. Universities set out the expectations of a trainee teacher’s practice and schools offered places for their school experience, which could be considered as ‘informing.’ If schools did not follow the university’s procedures

they could be withdrawn from the partnership. At the other end was placation where participants had a say and after deliberation by the power holders they made the final decision. In relation to ITT this happened when School Direct was introduced as a route into teaching. Schools were empowered and became the power holders who could decide whether or not to act upon government directives and take responsibility for training teachers.

The final rungs on Arnstein's (1969) model considered the influence of those in control. This ranged from 'partnership' which assumed engagement, 'delegated power' and finally 'citizen control' where the participants had authority. These aspects were evident in a school-led ITT system where far from HEIs losing their place in ITT, there was a commitment from school and universities to work in partnership to support the next generation of teachers. The simple model did not take into account the varying degrees of participation with a partnership from collaborative to complementary. Within this rung further divisions could be considered, rather than view partnership as a homogenous group. The idea of 'delegated power' resonated at different levels within ITT, for example when head teachers assigned lead mentors to manage ITT programmes or when a university handed the reins to schools to plan a training programme for school direct trainee teachers. The idea of 'citizen control' and its application to ITT was a concern as it did not sit comfortably within a school-led ITT system. Control was evident in government directives (DES, 1983; DES, 1984) and it was seen between HEIs and schools when universities held the reins for ITT and possibly within a school-led ITT system if schools chose not to engage with their local HEI for anything other than accreditation procedures. Rather than one partner taking control ITT partnerships moved to one of collaboration where it was necessary for control to oscillate between partners

Whilst Arnstein's (1969) model could not be applied directly to ITT, it reinforced the complexity of power distribution and levels of engagement. These aspects resonated with this research as schools and the university within the partnership each had their own priorities and within this context they encountered differences. For schools the focus was upon pupil progress, whilst for universities it was trainee teacher progress. Yet for both settings

raising educational attainment was ultimately a key concern. This was set within a politicised and school-led ITT system which had an historical and cultural context. Arnstein's (1969) model highlighted how the participants and power holders can be interchangeable within ITT with either government, schools or HEIs holding either position. This underlined the need for everyone to pull together and support new teachers.

2.4 Socio-cultural Aspects of Partnership

Educational settings and their partnerships are part of a wider social world, therefore it was necessary to consider their cultural and historical development, rather than view them as isolated entities. The development of school-university partnerships continued to evolve to meet the social circumstances of both settings (Bain et al., 2017), consequently trying to understand this through a sociocultural lens was a valid approach. Sociocultural approaches were based on social constructivism, which considered that knowledge was constructed socially through interaction between either individuals or between members within a group of people (Vygotsky, 1978). Vygotsky coined the term, 'sociocultural,' which became influential in the 1950s to explain the relationship between human actions, the cultural context and the historical context (Steiner and Mahn, 1996, p.192). The value of this approach was that learning was shared within a collaborative environment where the historical, cultural and social context was integral (Wang et al., 2011). Setting the role of a school-university partnership within a sociocultural approach supported a deeper understanding of how each setting operated within their educational community, as well as within a partnership. Education had long been set within a changing political context, linked to social and economic development (Gilroy, 2014). A changing political stance resulted in the emergence of different routes into teaching. This continued to evolve and set within an educational system its deep and historical roots could not be disregarded. Consequently, partnerships have also needed to evolve so that they could support the local needs of the communities they served. This stated Bain et al. (2017) developed from the historical development of policies and from the unique culture of each setting.

A sociocultural lens was used to navigate a course through the school-led and university-led ITT routes. Both routes sat within the historical, cultural and sociological dimensions of education and they were an integral aspect of the holistic evaluation of partnerships (Gilroy, 2014). Within this context the use of language was integral when discussing conceptual understanding within sociocultural research. It supported understanding and meaning to become internalised so that knowledge became 'transformative rather than transmissive' (Steiner and Mahn, 1969, p.194). The power of this approach to develop such knowledge was in the way that understanding existed socially through interactions between people, (interpsychological) and on the individual level (intrapsychological) (Vygotsky, 1978). Consequently, drawing upon a sociocultural approach was helpful in exploring each partner's views on a concept with which they were familiar and had experience of. The idea was that participants actively developed meaning and this was grounded in an epistemological perspective as knowledge was formed based on the participant's social and cultural background (Quesenberry et al., 2018). The approach resonated within my research as an opportunity to develop an understanding of partnerships, through FG group interviews where meaning was conveyed and constructed between participants. The active engagement of individuals within a community was recognised as being individual yet socially bound. The goal to use one lens to co-construct knowledge was bound to the culture that the individual existed in (Cohen et al., 2018). Participants built upon their culturally shaped knowledge and language to influence further development. This offered a way to make sense of how schools and universities communicated their conceptual understanding of partnership.

The sociocultural theory was aligned to the domain of communities of practice which Wang et al. (2011) recognised as a particular group who had knowledge and shared a common interest within a cultural practice. This paradigm emphasised that, 'reality is socially constructed through interaction and shared by individuals; the research object and the researcher therefore become inseparable' (Wang et al., 2011, p. 299). This relied on the people drawing on their experiences, sharing their knowledge of this as well as actively listening to the views of others.

However, there were limitations to the sociocultural paradigm. For example, as knowledge was co-constructed there was a reliance upon the participants within this community to share and generate new knowledge. Wang et al. (2011) provided a reminder of the importance of choosing suitable people to take part in the discussions. In agreement Stake (2004) claimed how it was through the experiences people gained and their involvement that made them able to speak knowledgeably about a specific situation. In this example the lived experience was a central feature of social constructivism, in building an understanding of a social phenomenon. ITT partnerships required an empirical understanding of how both the historical and cultural practices shaped their practices.

2.5 ITT Partnerships and Raising Educational Achievement.

The importance of the quality of teacher preparation through ITT has long been valued (DES, 1983; Cochran-Smith, 1991; DfE, 1992;) and views on this were widely acknowledged as constantly changing through the way that schools and universities worked on ITT (DfE, 1993; DfE, 2010a; DfE, 2015). A significant shift in 1992 saw autonomy for universities replaced with greater direction and control over ITT from central government (Moore, 2004). The reformation of ITT was a critical feature of New Labour's public service reform which built upon the previous Conservative party ideals for education (McNicholl and Blake, 2013). If the aspiration for a Utopian education system does not give attention to how the individuals within ITT work with each other, then the legislation is merely an ideological policy.

As part of a drive to raise educational achievement, the reform of ITT was under review through the introduction of different routes into teaching, the recruitment of a diverse range of high calibre recruits (DfE, 2011) and through a shift of power between schools and universities, in the ownership of aspects of ITT (DfE, 2015, DfE, 2016; Struthers, 2017). Added to this debate Wiliam (2010) recognised how governments had acknowledged the value of raising educational achievement through raising the quality of trainee teachers. However, Wiliam (2010) posited that although this was a valid recommendation it was just a small aspect of raising standards. He argued

that government initiatives had little impact and there needed to be a refocus. The shift needed to consider how to achieve a high quality workforce for all teachers especially those who were already in the profession (ibid).

Throughout successive government policies came a drive for greater collaboration between partners (DfE, 2011). It was claimed that strong partnerships helped to raise standards in education. The suggestion was that partnerships would be stronger due to schools having assumed greater control of ITT. This was due to partnerships that had evolved from universities being encouraged to work in partnership with schools to schools that took ownership of ITT (DfE, 2015, p. 48).

School Direct has led to schools taking increased ownership over ITT, which has facilitated deeper and more effective partnership.

It could be concluded that raising standards of education through ITT was complex as there were many concepts involved. Improvement in educational standards included an understanding of what it means to be an effective teacher. Moore (2004, p.98) posited the view that effectiveness was;

... a fluid concept that is socially, culturally and historically situated and that it inevitably reflects how current social and power relations are constructed and distributed.

This definition resonated with partnerships that were socially constructed within a rich cultural and historical background. The development of these partnerships (DfE, 2011; DfE, 2019) was one vehicle that supported the ambition of raising standards through producing effective teachers. However, the government's view of training high calibre teachers through a school-led route was not a quick fix solution, which Wiliam (2010) noted would have little impact. The appreciation of meeting the professional development needs of a wider range of practising teachers could help to address the aim of raising standards (Wiliam, 2010). There was relatively little research carried out on the links between ITT partnerships and raising educational achievement, which Maguire (2014) noted as an unresolved query and an area which required further investigation.

2.6 Theoretical and Practical Concepts within ITT Partnerships

An ongoing debate within school-university partnerships concerns the theoretical and practical aspects of ITT. This is because teaching required theoretical underpinning and competency in practice. This concern was set amongst the context of a policy led form of governance (DfE, 2016).

For over thirty years there was a simplistic view that these two aspects sat within the realm of either a university or a school, which Alexander (1990, p.70) explained as,

The traditional analysis is that theory and practice are two totally different entities or worlds, and that in teacher education this is reinforced by their physically occupying different buildings.

In agreement Eraut (1994, p.73) explained how the institutional separation was unhelpful as it reinforced that,

Theorizing becomes what one does in university for the lecturers, not what one does in school.

This disconnection resulted in partnerships that were predominantly HEI-led and over time the debate over a suggested disparity evolved. It was further fuelled with the introduction of a school-led route to reinforce Alexander's (1990) views with each aspect linked to a route; theory in universities and practice in schools.

The overarching problem that theory and practice were seen as separate from each other presented a perceived gap, which Zeichner, (2010) also noted as an enduring challenge. In an attempt to respond to the gap, Darling-Hammond (2014) suggested the importance of developing strong school-university partnerships to ensure theory and practice were strengthened and shared. However, to be truly transformative Jones et al. (2016, p. 110) added that these aspects needed to be, 'tightly entwined.' The concern persisted with reflection on the gap between theory and practice considered troublesome (Jackson and Burch, 2019) and a continued agreement that there needed to be greater synthesis of the two aspects (Burroughs et al., 2020). The collective responses highlighted the need for schools and universities to merge their expertise. It further proposed how strong partnerships had the potential power

to underpin practice with theoretical knowledge as well as how the theories could be seen in practice.

This void spilled over into the areas of academic and practitioner knowledge, which needed to be given a shared space to enable pedagogy and practice to become a joint responsibility for all teacher educators (Burroughs et al., 2020). The nature of relationships as identified in the conceptual framework of this research, was important in the development of understanding how teacher educators could work in collaboration to ensure a partnership was effective. Burroughs et al. (2020) noted how there would not be any meaningful benefit for each setting if there was a disconnection in relationships and claimed that the partnership needed to have a mutual benefit for both settings. This was a common theme that had been regularly highlighted over time (Struthers, 2013; Gilroy, 2014; DfE, 2015).

The key principles of the theory and practice divide may have evolved from the Victorian era. At this time teaching as an occupation had commonality with a craft rather than any connection to a profession, university or academia (Childs, 2013; Maguire, 2014). This view was further fuelled when Michael Gove, Secretary of State for Education, referred to teaching as a craft (DfE, 2010b). The proposition presented a simplicity and acceptance that practice alone would produce the knowledge that a new teacher needed, which Maguire (2014, p.780) termed as a, 'normative assumption.' There was a further suggestion that traditional practices may not be helpful within a new climate of school-led ITT.

In addition, Burroughs et al. (2020, p.132) stated how universities may need to be, 'more intentional in aligning coursework and fieldwork.' Running alongside the debate about theory and practice was the question about how schools and universities could work in partnership on these aspects. It was suggested that schools and universities needed to redefine their partnership to enable boundaries between the two settings to be broken down (Burroughs et al., 2020). This included discussion between schools and HEIs about the pedagogy of ITT to agree a shared vision of this (Mutton et al., 2017; Jackson and Burch, 2019).

2.7 Summary

This chapter considered school-university ITT partnerships through an exploration of their development over time and through the changing landscape of government policy. The literature examined different models of partnership which linked to the conceptual framework of this research, where the procedural and structural practices within a partnership and relationships within a school-led and university-led ITT system were central themes. The views on the theory and practice divide highlighted the need to consider the role of a teacher educator in aligning these two aspects of a trainee teacher's practice. This was considered ever more urgent set within an ITT system which consisted of different routes into teaching, where school-led could be mistakenly interpreted as a route which was heavily weighted towards the practice of teaching, where theory and pedagogy had little to do with the professional role of teaching. The sociocultural aspects of partnership were included to raise awareness of the historical, cultural and social context of my research. Returning to government policy and legislation, the chapter concluded with a reminder that ITT partnerships were important in reflecting upon how they supported the ongoing political aims of raising educational achievement, which remained an unanswered concern.

Chapter 3: Methodology

3.1 Introduction

The previous chapter examined the evolving nature of school-university ITT partnerships and argued that partnerships continued to evolve. This chapter introduced the research methodology for this qualitative single case study regarding an ITT partnership. This design allowed for a deeper understanding of participant's views and experiences. It also provided a way for theory to emerge from the data and develop an understanding of the partnership within school-led and university-led ITT. The research design was discussed which included the conceptual framework, methodology, participants, data collection tools, data analysis and the role of being an insider researcher. The chapter concluded with the ethical considerations of this research.

Returning to a point made by Jackson and Burch (2015) in chapter 2 about the need for schools and universities to work together, I interpreted working together as collaborative and used an exploratory lens to seek a deeper understanding. This perspective was prevalent throughout the examination of the structural and procedural practices of a partnership, within the two ITT routes. In reaching a current understanding of partnership, I drew upon the seminal work of Alexander (1990) which helped to develop my perspective on the evolving structures and practices within an ITT partnership.

The significance of engaging in professional discussions through a focus group interview, to reach a shared understanding of partnership, was integral to supporting the effective training of future teachers whatever the ITT route. The importance of such debates was recognised by Mutton et al. (2018) who advocated that teacher educators needed to engage with the issues surrounding partnerships.

Examining the transfer of effective practices from one route built on the findings of Mutton et al. (2018) who stated that there were strengths of working within ITT partnerships on both routes and strengths that applied to just one route although they acknowledged that their findings were limited to one specific Academy. By addressing the points that I outlined, the ambition was

that a single case study could offer a basis for further clarification on how one partnership worked together to support ITT. This had the potential to help draw conclusions on possible links between different aspects of a school-university partnership and understand how to maintain a high quality ITT programme.

3.2 Conceptual Framework

The conceptual framework (Figure 3.1) evolved from experiential knowledge, which included both research and my experience in education. This supported me to identify and reflect upon the key aspects of a school-led and university-led ITT programme. Integral to this system was the way that people acted within the bounded systems which evolved out of the social and cultural practices of each setting. The behaviours and actions of participants were influenced by their practice, which was true whether they worked on the structural or practical aspects of the partnership. By investigating the structures, systems and rules, as well as the daily processes and praxis, that formed the foundation of a partnership, it became possible to understand the nature of interactions. These shaped the spirit of the partnership. This ultimately supported the identification of concepts valued by practitioners within the ITT partnership. This research was an opportunity for the application of new thinking about partnerships within the known educational context of ITT.

The introduction of a school-led ITT route caused unsettlement as schools and universities worked out how this affected their roles and settings (Struthers, 2013). Consequently, for my colleagues this opened up discussion about the role of ITT set within an educational world of policy change. This involved how the different routes could secure an effective ITT system and support trainee teachers to become high quality teachers (DfE, 2015). Recognising a need for alignment of structures, Mutton et al. (2018) raised a particular concern about management structures and the lack of connection with the needs of trainee teachers. In consideration of this, my research enabled further exploration of the interrelationship between procedures and structures to build on the existing knowledge of how ITT partnerships work. It became evident that whether the programme was school-led or university-led, the procedural and structural aspects influenced the way that a partnership operated (Murray and Passey,

2014; Jackson and Burch, 2016). In recognition of their value these aspects became influential in developing my conceptual framework. This evolved out of the literature and in response to it, which helped to provide focus and clarity to my thinking and to define the concepts within my research. The conceptual framework summarised the theoretical assumptions from literature and experiences. These concepts were not used to hypothesise but to guide inductive reasoning to answer my research questions. Hennink et al. (2011, p.45) recognised how literature can frame the conceptual understanding whilst allowing data to emerge from the perspectives of the participants;

The deductive conceptual framework guided the research, while the inductive conceptual framework helps to answer the research questions.

The conceptual framework was formed at an early stage of my research and developed from my previous IFS study. Consequently, a structure of hierarchy emerged which helped to identify themes, questions and to make connections which shaped the methodology. I determined that a logical structure had to start with the two clearly defined ITT routes which led to consideration of the structural and procedural aspects of a partnership. This ultimately had the potential to influence how a partnership worked. However, it started as an unambiguous structure which did not show the complexities of human interaction and the social world of the research which were later labelled as social and cultural themes.

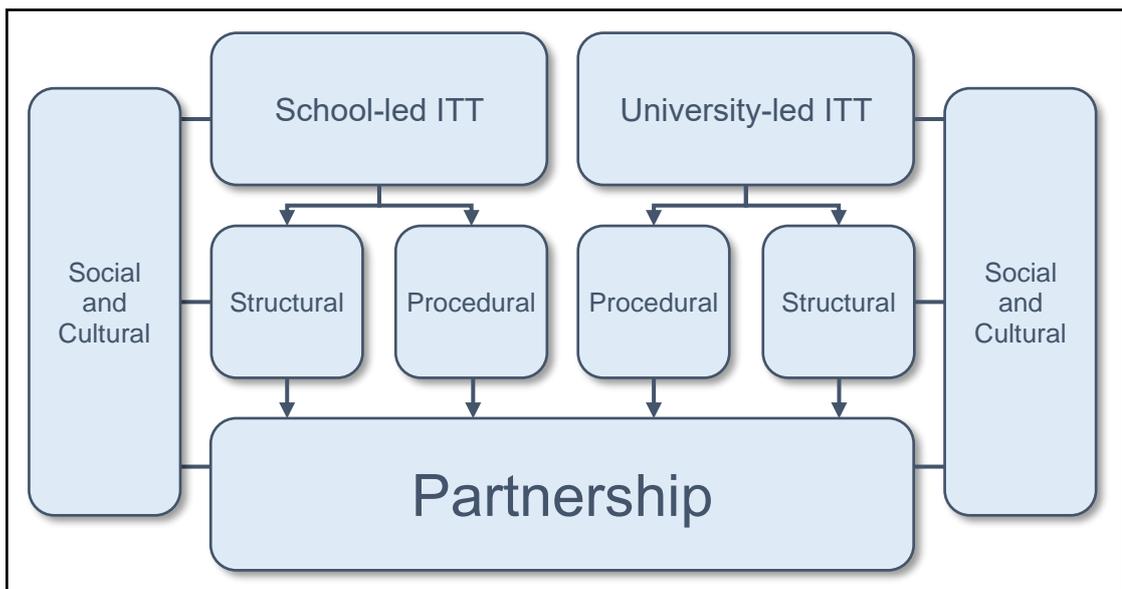


Figure 3.1: Conceptual Framework Model

The inclusion of social and cultural themes recognised social constructivism as a construct (Robson and McCartan, 2015) which was important in this research as a lens through which to understand how the participants defined the partnership. Ultimately the concept of relationships between people underpinned and permeated throughout all elements of the conceptual framework. The framework was helpful in making sense of the relationship between different concepts such as exploring links between the structures and procedures or between social and cultural practices within the two ITT routes.

The perceived hierarchy within partnerships was dependent on who was holding the reins (Maguire, 2014) and this raised questions about control. Yet, by definition a partnership had shared values, was co-constructed and stakeholders had a shared vision (Haynes and Lynch, 2013) but as Mutton et al. (2018, p.9) outlined a shift in, 'the balance of power' had led to a partnership that was based on complementary rather than collaborative working. This led me to consider equity and power and how it related to the social practices and culture of settings. Consequently, including the social and cultural concepts within the conceptual framework became a way to understand the power dynamics. Through drawing upon a sociocultural approach, I hoped that it would enable a deeper understanding of the establishment of collaborative partnerships between a university and schools. Subsequently, this was an opportunity to contribute new thinking to satisfy the problems that existed in the conceptual understanding of the role of a school university partnership within a school-led ITT culture (Jackson and Burch, 2019).

3.3 Research Questions

Once defined the concepts provided a road map and structure for the development of a theory on the conceptual understanding of a partnership. The following research questions explored the practices and relationships between teacher educators and between managers of the ITT programmes, in schools and a university:

- How were teacher educators in school and university involved in the school-led programme from course design to final assessment of trainee teachers, impacting upon the role of a partnership?

- How were teacher educators in school and university involved in the university-led programme from course design to final assessment of trainee teachers, impacting upon the role of a partnership?
- How were senior management involved in the partnership within its structural practices?
- How were senior management involved in the partnership within its procedural practices?
- How were practitioners involved in the partnership within its procedural practices?
- How were practitioners involved in the partnership within its structural practices?

Examining structural and procedural practices helped to understand their interrelationship on ITT routes and whether there were common features or anomalies peculiar to a specific route. Through exploring the relationships, it was possible to consider peoples' perceptions of partnership within the context of a school and university, with the aim of developing a shared understanding. The context was important because within the culture of education and ITT, participants within each setting spoke about the values that were the foundations of their social world. The work of Gee (2014) on how language is used to sustain social groups and cultures resonated. Put succinctly Gee (2014, p.31) explained that language was used to, 'engage in world building, and to keep the social world going.' This perspective was integral in considering how current practices could shape the future world of ITT partnerships.

3.4 Research Methodology

The epistemological orientation of this research recognised the need for a greater exploration of partnership practices. I drew upon an interpretive perspective where knowledge was co-constructed (Punch, 2014) and defined this as the meaning that people brought to a situation in order to understand it. The qualitative paradigm supported a social constructivist approach to be

used, based on a Vygotskian theory that stated knowledge was co-constructed and that individuals learn from one another (Vygotsky, 1978). This was pertinent as the purpose of my research was to understand a situation through the way participants spoke about the phenomenon. This was opposed to measuring it through collecting quantitative data (Cohen et al., 2018).

Building an understanding of how partnerships were defined supported the exploration of how people worked together and how their roles complemented one another. It helped to identify potential disparate views about the partnership. Therefore the use of social constructivism was appropriate and recognised how people's reality was constructed from their experiences of the social and cultural world which they shared. For example, a lead mentor spoke about the experience of supporting a new teacher within the culture of their specific school. This paradigm Hennink et al. (2011, p15) claimed was often set within, 'the wider social context.' This was acknowledged in my research where views about one partnership sat within the wider context of primary ITT. Their ideas were 'socially and experientially based and depended on the individuals or groups holding them' (Punch, 2014, p.17). Their truth was shaped through their experiences in their setting, their experience within the partnership and based upon their 'cultural knowledge' (Cohen et al., 2018, p. 294).

A central understanding of using an interpretive lens was acceptance that there may be many versions of a truth as opposed to a single truth (Hennink et al., 2011). An outcome of my research was to encourage participants to share their understanding of their lived experience in order to develop a shared conceptual understanding. The method for understanding socially constructed reality through focus group interviews supported participants to communicate their experiences with each other and to build new knowledge (Tracy, 2013).

Previously I highlighted how past government directives had outlined how schools should be engaged in all aspects of the partnership, from course design through to assessment of trainee teachers. As a phenomenon emerged linked to such partnership procedures and structures, patterns

and dispositions were explored which considered the participant's social-cultural context. The interaction between people who were bound in their culture (Cohen et al., 2018) was used to explore how people viewed the partnership in relation to:

- How participants defined the term partnership in their context and to what extent it was reflected in their partnership with the university/or school;
- Who was involved, their motive and what their involvement was at different stages of the course from recruitment to final assessment;
- Understanding how senior leaders were involved and any potential links between the procedures and structures; and
- The benefits and challenges of the partnership.

The cultural and social context were important as highlighted by Cohen et al. (2018, p.288) who stressed how a deeper understanding can be gained through considering the social world and the culture as, 'data are socially situated, context-related, context dependent and context rich.' A more holistic view of the social and cultural world could help to reify the phenomenon of partnerships. Punch (2014, p.160) added that for the qualitative researcher, to achieve the full picture through capturing, 'thick data,' the researcher must acknowledge the importance of the research context. Within this research, the rich data arose from the distinctiveness of the partnership, made unique by the people and their experiences within it. Whilst the rich data that arose from participants' view of the reality was valued and added to theory building, it came with a realisation that a different perspective may have been gained from a different set of participants. However, this research was an opportunity to expand on knowledge of a unique partnership, as opposed to making an analysis of all partnerships. The significance of drawing on perspectives that show everyday life, as opposed to a more scientific generalisation was recognised by Gomm et al. (2004, p.22) who stated;

And frequently that every day-life perspective will be superior for discourse among scholars for they too, often share among themselves more of ordinary experience than of special conceptualisation.

In agreement with Gomm et al. (2004) and due to my experiences within the field of ITT and partnerships, I could empathise with participants. I valued the participants' personal views and direct experiences rather than abstract conceptualisations.

3.5 Research Study Design

A qualitative single case study design was used to explore a bounded system of an ITT partnership which involved three primary schools and a university. Hammersley and Gomm, (Gomm et al., 2004) noted how a case study had been regarded as a method and sometimes as a paradigm. Within my research the case study used a distinct research design which drew on social constructivism, with the anticipation that new knowledge would emerge from the participants' experiences which shaped their truth. My perception resonated with the views of Eckstein (Gomm et al., 2004, p.122) who claimed;

Case study and theory are at polar opposites, linked only by the fortuitous operation of serendipity.

The aim of seeking authenticity sat amidst the serendipitous operation of the chance engagement of each participant. However, the nature of such a design had been contested by Eckstein (Gomm et al., 2004) who posited that a true representation was challenging to achieve due to the role of the researcher who spoke on behalf of others. This was a valid point which I addressed early in the research process through interpreting answers with honesty, actively listening to participants and acting ethically (Yin, 2014). This was of great importance to me and in acknowledgement of seeking the truth I addressed my role as an insider researcher later in this chapter.

The case, an ITT partnership, was bounded temporally through considering how participants were involved from recruitment to final grading of a trainee teacher. Gomm et al. (2004, p.110) reinforced the importance of taking account of the temporal organisation within a case study and warned that inaccurate

inferences could be made if timings were not considered. The case was also bounded through the selection of participants who were considered important to this case. Different perspectives from a range of relevant participants were captured (Cohen et al., 2018). This was an important aspect of my research as it enabled me to probe below the surface of how participants viewed the partnership, within school-led and university-led ITT. A single-case study design was preferred as my research involved one university partnership. The traditional case study, Yin (2014) explained, had a focus upon an individual or single event. A benefit of the single-case study was that it allowed for a more exploratory viewpoint to be followed within a bounded system of university and school-led practices (Johnson and Christensen, 2008) which Yin (2014) suggested was fitting when using an interpretive lens. The Daedalian nature of partnerships was due to the many ITT routes, the different social and cultural practices of settings and the range of roles and responsibilities held by people in the partnership. Therefore, through using a case study design the different layers could be explored.

Through the use of a single case I hoped to capture similar results, which Yin (2004, p.57) called a 'literal replication.' The replication reflected the theoretical interest that participants held views about the conceptual understanding of a partnership. This included how it worked within the two ITT routes and how it operated structurally and procedurally. Therefore, five focus groups were included with each group chosen for its unique contribution to the partnership. This was dependent upon which ITT route they were engaged in or their role within the partnership. Each group merited being studied in its own right as a separate entity (Punch, 2014). Then I looked across the groups for similar or contrasting features which I reported on to indicate the extent of replication within the two ITT routes. Importantly I did not try to make a generalisation about partnerships through using a case study design. The aim of the case study aligned with views from Merriam and Tisdell (2016), who stated that it was the unit of analysis that characterised a case study. In agreement, the aim was to seek understanding through the views of participants who were involved in the partnership.

I set up several hierarchical steps of operation in the design of my research up to the point of analysis. There was bi-directionality between the analysis and knowledge exchange which allowed me to check for accuracy and truthfulness (see Figure 3.2). This supported reliability and accountability in how I organised the case and it allowed for the case to be replicated. This analysis of individual entities enabled an in-depth appreciation of the phenomenon of partnerships, through drawing on a range of schools and a university to provide a natural real-life context.

The arrangement of schools working with a university was representative of ITT partnerships, but the case study was unique because of the people involved. Generalisations were not made as the purpose was to gain an in depth understanding of how schools could work in collaboration with a university within the climate of school-led ITT. This had the potential to further explore how the schools and the university in the case study, worked on the procedural and structural practices within the partnership. This was significant as it provided an opportunity to make a valuable contribution to the current disputed views of partnerships (Brown, 2018; Jones et al., 2016; Bain et al., 2016).

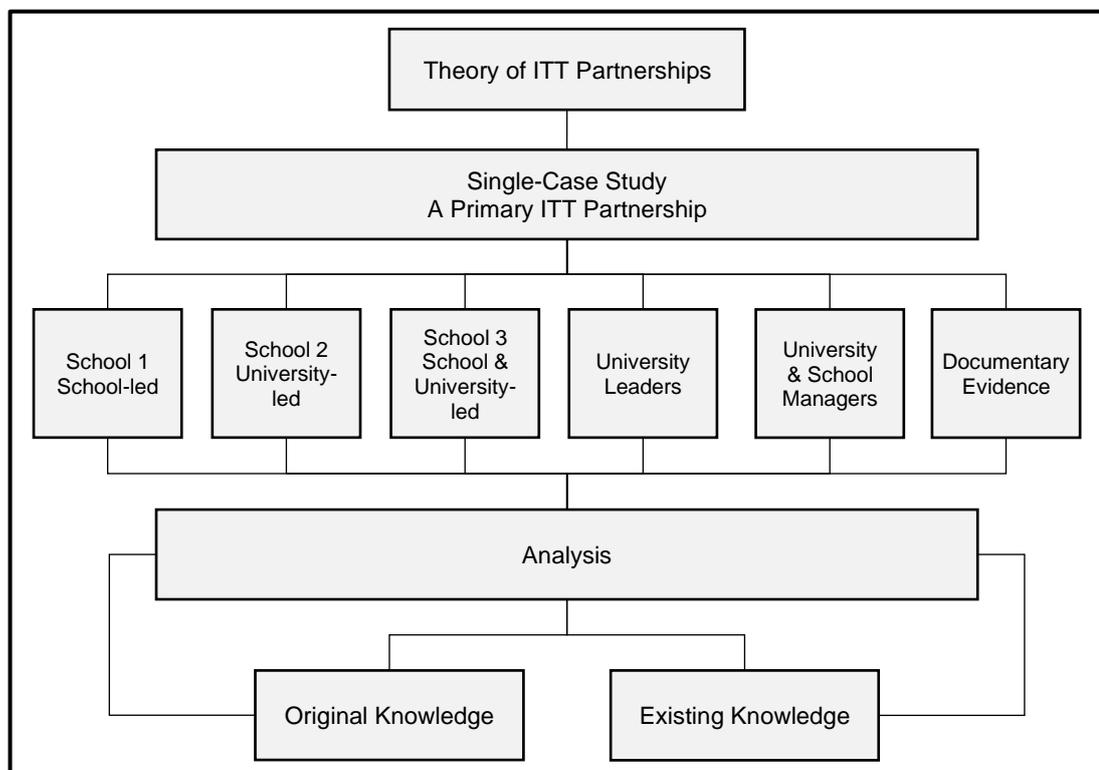


Figure 3.2: The Process of Constructing a Single-Case Study

3.6 Participants

Participants were purposively selected from three schools and a university who worked together on an ITT partnership. This included schools who were within a geographical radius of the university for practical reasons and who were part of my professional network. The aim was to seek their views on the partnership in relation to the school-led and university-led routes. As I was exploring how the partnership worked procedurally and structurally, participants were chosen who had a specific role within one of these practices. To gain a shared vision of partnership and to include a representative group from schools and the university, participants were invited to participate (Appendix A). Although the selection of participants reflected my aim of clarifying the conceptual ideas, it was important to acknowledge that this group could not truly be considered to be the same as the 'population of like-cases,' (Yin, 2014). This is because within my experience I found that the relationships between teachers and teacher educators were unique and bound by social and cultural aspects of the settings in which they worked.

As a researcher I had access to the university and school settings which resulted in data being collected in a familiar context so time was not used to gain an awareness of the places (Cohen et al., 2018). As I had a strong working relationship with the school colleagues it made the likelihood of gaining honest and open views more viable. However, that came with a caveat as there was a possibility that participants may have responded in a way they thought would please me. In recognition of this I asked open questions which were not leading and which presented an impartial view. Before any data was collected I clearly stated that I was trying to seek an honest view of how the partnership was understood and that all data would remain anonymous. This reassured participants that they were not being judged and they would not be identified within my research. It was advantageous to work with a small group of people, to develop a deeper understanding of their ideas (Yin, 2014).

Three groups of participants were included in the case study, see Table 1. Group One represented those working on the procedural practices within the partnership and involved three different schools. This included participants from

each school and the university who worked together on the ITT routes. The second group of participants was made up of senior leaders from the university from each ITT course. I had originally planned for each FG interview to include a senior leader from each course, along with the other participants. However, this was not possible due to the senior leaders' work schedules which meant that they were not available when other participants were able to meet for the FG interview. So I held a separate FG interview for this group at the university where they worked, to accommodate their work agendas. To ensure anonymity their role was not disclosed but they were referred to as university leaders. This challenge was recognised by Yin (2014, p.88) who noted the difficulties of interviewing through using a case study approach with key people and stated the need to;

Cater to the interviewees' schedules and availability, not your own.

A third group represented managers from schools and a university who worked structurally within partnership. All participants were known to me within my professional capacity as a member of the university partnership team.

Participants	Setting
<p>School 1</p> <p>The participants included a class teacher and a lead mentor from the school and a university school experience tutor who supervised trainee teachers in the school.</p>	<p>A large urban primary school within a federation of academies consisting of nine schools. The school worked with the university on university-led routes supporting undergraduate and postgraduate trainee teachers and on the school-led route supporting school direct trainee teachers.</p>
<p>School 2</p> <p>The participants included a class teacher and a lead mentor from the school and a university school experience tutor who supervised trainee teachers in the school.</p>	<p>A small village school who worked with the university on the university-led route, supporting undergraduate and postgraduate trainee teachers.</p>
<p>School 3</p> <p>The participants included a class teacher and a lead mentor from the school and a university school experience tutor who supervised trainee teachers in the school.</p>	<p>A large urban primary school. This was a multi-academy school with a federated head teacher. The school worked with the university on the school-led route supporting school direct trainee teachers.</p>

University Leaders	Three senior leaders participated from each ITT course; School Direct, Post Graduate Certificate in Education (PGCE) and Undergraduate BA (Hons). These participants held a leadership role and engaged within both the procedural and structural practices.
University and School Managers	This group was made up of two head teachers, from the case study schools, a senior manager of the university partnership team and a senior manager of the School of Education.

Table 1: Participant Groups

3.7 Data Collection

My starting point for collecting data in this qualitative research arose from my conceptual framework. This influenced my thinking about a setting's social and cultural context so I included a range of settings and participants in the sample who supported school-led and university-led ITT. The participants held a range of roles that were important within an ITT partnership. This included class teachers, lead mentors, head teachers and university tutors and managers. This range of roles captured those who worked procedurally in the classroom, structurally as a manager and those who worked within both practices. My ideas developed from the seminal work of Alexander (1990) on how structures and procedures should co-exist within a partnership. These concepts became my building blocks for collecting data on the practices within a partnership's structures and procedures.

In this case study I used Focus Group (FG) Interviews where participants could share their experiences of partnership within the context of their setting. Prior to the FG interview I explained to the participants how the purpose was to seek their views, that there were no 'right' answers but all of their ideas were valid. I reinforced that the value of participants talking together would support the development of a shared perspective. I started the FG interviews with an open-ended question which I asked all participants to discuss together (Appendix B). FG Interviews were held face to face with four of the groups but the fifth group met through a virtual online platform, this was due to Covid-19 restrictions. Each FG interview lasted for an hour and they were recorded

using a voice recorder. I had written consent from all participants prior to starting the FG interviews (Appendix A). The first two questions focussed on how participants defined the term partnership and how they were involved in this specific partnership. Questions 3 and 4 focussed upon the levels that a partnership operated on and questions 5 and 6 explored the benefits, challenges and impact of the partnership. Each transcript was transcribed by a professional transcriptionist.

Documentary analysis was used within my data collection tools. This included two partnership handbooks, one for the school-led route and one for the university-led route. I used key questions to explore the documents. In particular I was keen to examine the purpose of the partnership handbook and how it was represented within the discourse of ITT. Therefore, I asked *what* reality was being constructed about the partnership and *how* it made sense within the cultural and social practices of the settings. The questions aligned with the FG interview questions and enabled me to examine the data from both sources for disparity or alignment of views on the partnership.

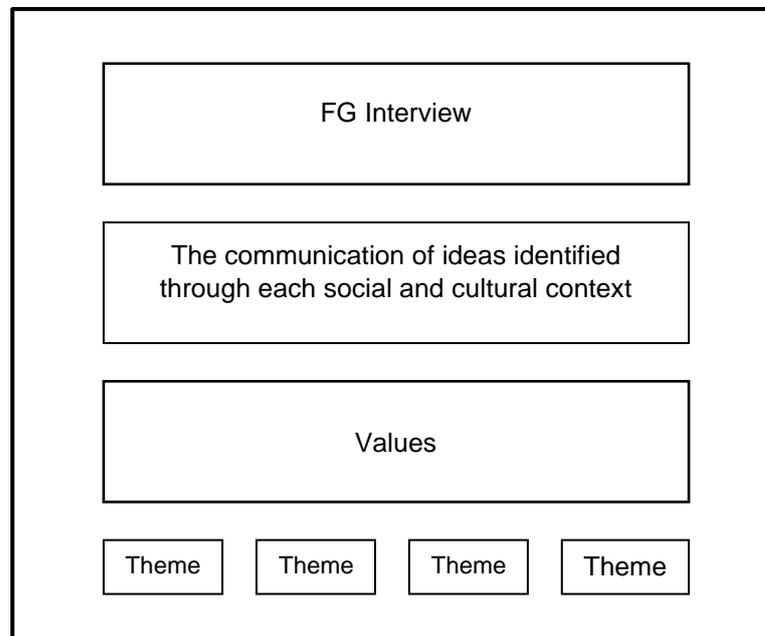


Figure 3.7: Building Blocks for analysing units of study

3.7.1 Focus Group Interviews

Semi-structured FG interviews were favoured because multiple perspectives could be acquired as shared and contrasting understandings were explored. Through using this method there was a possibility of capturing viewpoints as well as drawing upon the words from each participant. This can be described as, 'the processes through which social realities are constructed and sustained,' (Silverman, 2013, p.107) which were features of social constructivism. Importantly the participants had all engaged in the partnership, so they had an inside perspective. Hennink et al. (2011, p. 14) referred to this as an *emic* perspective and succinctly explained an interpretive approach as one that tried to 'understand people's lived experience from the perspective of people themselves.'

FG interviews have been defined as, 'a form of group interview in which reliance is placed on the interaction within the group, which discusses a topic supplied by the researcher, yielding a collective rather than an individual view' (Morgan, 1988, p.9 cited in Cohen et al., 2018). Within this research I valued the opportunity for participants to share their views with each other. Even if views were disparate this was considered helpful in reaching an understanding of different perspectives.

My role was to listen, facilitate and provide the topic of school-university partnership for discussion. The involved using prompts that had a clear focus upon how a partnership worked so that the participants could draw upon their own experiences. I was aware throughout the interview process of keeping the emphasis upon roles and to support each person to tell their story.

Within my research the FG interview was appropriate as the participants could stimulate further discussion between each other, which led to rich data being gathered. This aligned with the purpose of the FG interview, which relied upon the participants having strong knowledge of the topic (Merriam, 2014). The method proved useful as the conversation was situational between current practitioners who were able to share their experiences of the partnership. The FG interview was semi-structured and this supported prompts and probes to be used as the discussion evolved, which Punch (2014) noted as useful at different

stages throughout the FG interview process. This resulted in participants being able to expand on their view and they justified points made, which led to a more realistic representation of what the participants believed. The probes offered reassurance that I was following the discussion, such as using a nod of the head through to asking for further clarification by saying, 'so what you are saying is...?' The following probe was used to encourage participants to expand on their views of how things may have changed over time, 'Can you explain that in terms of how that's changed?' This came with a caveat to ensure the participants were not being guided and that bias did not creep in. To do this I ensured I was non-judgemental through having an objective stance and actively listening to the discussion.

Building a positive rapport with the participants was important in developing trust (Cohen et al., 2018) and provided a safe space in which to share views. It was additionally reinforced that the participants would be anonymous. A potential drawback was that participants may have simply agreed with each other and not felt confident within the group to share their views. Yet in all of the FG interviews although there appeared to be agreement within the group, which demonstrated shared values, participants justified their beliefs through my further probing, when necessary. Appendix C provided an example of a transcript and showed some of the probes that were used.

I was committed to the interaction between participants that could come through FG interviews as opposed to individual interviews. The challenge of using individual interviews is that they would not support the collaboration that was needed for shared understandings or disparity to emerge. The underlying social constructivist nature of this research relied upon the data being constructed socially, with neither a need to agree or disagree but for participants to reflect upon their views in relation to others (Merriam, 2014). The participants were bound to each other through the underpinning partnership, which was discussed throughout. Merriam (2014) asserted that an advantage of the FG interview was that it provided an appropriate forum for dialogue.

Due to the Covid-19 pandemic the final FG interview between university and school managers had to take place using a virtual platform which participants

consented to. Unfortunately, the two head teachers had technical issues which ultimately led to them completing a questionnaire which used the same questions as in the FG interview so that I could gain their responses. Whilst this was not in the spirit of capturing data through facilitating dialogue with each other, it enabled their views to be included.

Each FG interview was recorded on a digital recorder. The virtual FG interview was recorded on the virtual platform.

3.7.2 Documentation

Documentation was included as a secondary source of evidence which aimed to triangulate data from the FG interviews. This was the university partnership handbook for schools which provided a framework and set out the expectations for the school-university partnership. There were two handbooks, one for each ITT route. Each school that worked on ITT with the university was required to sign a partnership agreement in agreement of the processes and procedures. This was guided by the partnership handbook which set out the expectations. I analysed the handbooks to look for meaning about how the partnership was presented to schools.

I included the Partnership Handbook to address the identification of any potential bias which included any different interpretations between the documentation and participants' responses. This was important when I explored how practices were understood and carried out within the structural and procedural practices of partnership. It also allowed for insights into practices of specific roles held by participants and how these aligned to the data from FG interviews. The constructivist nature of my research, supported me to explore potential themes through their inter relationship with data from participants. Yin (2014) claimed that documentation had an explicit role to play in case studies, due to their value. In relation to the school-university partnership the documentation provided explicit information about how this was understood from a structural and procedural perspective within the case study of an ITT partnership. There was a potential to look at disparity and/or alignment between the two ITT routes. Documentation had the benefit of providing data that was unobtrusive as the partnership agreement had been

created prior to this case study. There was a possibility for a hierarchical position to be held by the university because the expectations had been set out by the university, with schools signing the agreement if they wanted to work in partnership, as opposed to working collaboratively on an agreement. I was able to gain access to documents through my professional role and as a member of the Partnership Team at the university.

3.8 Data Analysis

Thematic analysis was used to analyse data. It was a method used which allowed ideas to emerge through a process of identification, organisation and reporting on themes that arose from the data (Cohen et al., 2018). This approach to data analysis was used as a way of explaining how partnerships were defined. Through this approach it was possible to focus upon the way that knowledge was evidenced from the interaction in the FG interviews, through reading the transcripts to fully understand them. This was an important step in analysis which took into account the context and social interactions within each setting's community. I looked for patterns, disparity or consistency between participants within a group and between different groups (Ritchie et al., 2014). In addition, I examined what was in the documentation and what happened in practice. Keeping an open mind allowed familiarity with the text to develop, so that consideration of each unit of analysis and its relationship to the bigger picture of an ITT partnership could be made. Following the analysis of data an opportunity arose for a cross analysis to be made between the units of analysis and to explore similarities and differences in conceptual understanding (Yin, 2014).

Before starting the process of data analysis, I had to decide whether I would use a 'whole group' or 'participant-based group' analysis approach (Ritchie et al., 2014, p. 340). The focus of the research was to seek an understanding of how participants viewed the partnership within a context of sharing their views with others. Therefore, a participant-based group analysis approach was used as it allowed for greater opportunity to explore the way that discussion was used to convince, agree with, or oppose and to capture the interaction between

participants. It was an appropriate approach to use which captured the nature of an FG interview and aligned with the interpretive nature of my research.

The audio recordings of the FG interviews were transcribed verbatim and the first stage of data analysis involved listening to the audio recordings. I read each transcript as a whole FG interview, several times, to identify any patterns in what was being said, for example when different participants spoke about relationships (see Figure 3.7). Reading the whole transcript was important so I could maintain a synergy of the whole FG interview and retain the holistic nature of the FG interview. This supported an understanding of participant's views on partnership. This process allowed me to become deeply engaged and familiar with the raw data. It supported concerns about ensuring analysis was reliable and not taken out of the context in which the words were spoken.

I continued to read and re-read the transcripts and had several attempts at interpreting the data. The iterative nature of this process ensured that I was confident I had an honest understanding of the data. By this I mean I had an awareness of where my ideas came from as highlighted by Barbour (2007) who stated the need to question our disciplinary assumptions. I had reached a point where no new ideas emerged, although I accepted a point raised by Barbour (2007) that it may always be possible to return to a data set and find different themes. I identified ideas from chunks of text which took into account the context that the words were spoken in, such as a class teacher drawing on the culture of her school to express her views on relationships and roles. The socially constructed ideas from the FG interviews provided data to emerge which evidenced the values participants held, such as the importance of their role or empathy they had towards a colleague or a situation.

The next stage of analysis began. I used a coding frame to organise the data. Barbour (2007, p.141) defined a coding frame as;

A system for organising the content of transcripts into themes.

The coding was a time consuming and messy process with a mass of data to wade through. A framework was used to code the data which started with the conceptual framework and FG interview questions (Appendix D). The method

involved analysis of the words in context and considered how the context affected the meaning (Cohen et al., 2018). It was important to develop a secure understanding of the main ideas that emerged from the data. Coding underpinned a way to make sense of views and collective responses from the FG interviews (Barbour, 2007). I used open codes for this level of analysis to create a core category, such as email, response, talk, which I called values. I looked for connections and patterns which arose rather than being forced into place through any pre conceived thoughts I may have held (Merriam and Grenier, 2019). I then grouped the values that went together (Table 4.1) and organised them into themes for analytical coding within each unit of analysis (Cohen et al., 2018). The themes were used to explore participant's views of the structural and procedural practices within the partnership. This supported me to answer the research question and explain the participants' conceptual understanding of partnership within school-led and university-led ITT routes.

A third level of analysis involved finding relationships between the categories. To do this I looked for connections between the different units of analysis and between the data from documentation and FG interviews. During this stage I examined potential links between the processes and structures of the partnership and between the school-led and university-led routes. These were discussed as key findings to answer the research question on the conceptual understanding of an ITT partnership within the context of a school-led ITT system.

3.9 Role of the Researcher

My research was set within an area of professional interest where I had knowledge and experience of ITT partnerships. The investigative nature of my research favoured an ethnographic method. Gomm et al. (2004, p. 81) succinctly captured the essence of this approach as,

an intensive, ongoing involvement with individuals functioning in their everyday settings.

Additionally, an advantage of being known to the participants was the easy access to schools and to colleagues. When I carried out the research gaining permission from participants was straightforward. We shared an

understanding of the local partnership, which facilitated a deeper knowledge of some of the issues (Mercer, 2007). Conversely, the familiarity with the context could make researchers more likely to take things for granted and assume their own perspective was more widespread than it actually was. Consequently, there was a potential for certain questions and sensitive areas of practice not to be raised, leading to the potential of data being thinner. Therefore, it was necessary to hold a neutral stance to ensure participants were not influenced and to maintain an awareness of any potential influence I may have unknowingly had over the participants. However, I noted that participants were at ease and spoke openly, which was facilitated through my open stance as I reinforced my views that data would be anonymised. I reiterated that I was seeking views on how the partnership worked between the settings, as opposed to the attention being upon an individual. The focus was directed at understanding how the partnership was working within the different ITT routes.

3.9.1 Insider Researcher

My research, defined as insider research, was characterised as a researcher carrying out research on a topic with which they were familiar and who was known to the participants (Mercer, 2007). My professional role involved me as part of the educational setting as a university tutor visiting the schools. As a member of the primary partnership team I was also a colleague of the university tutors and senior managers from the university, who participated in the FG interviews. This placed me as an insider researcher, noted as someone who was familiar (Ross, 2017).

My position did not appear to be a concern to the participants. I noted that within the FG interviews participants all appeared very relaxed, shared views openly and I was not aware of any worrying power dynamics. Additionally, Mercer (2007) highlighted that an insider researcher could have a greater impact on the research than an outsider consultant. This was due to the researcher being able to integrate more coherently into the social context, which was true within this research as I was accepted as a researcher and participants were easily recruited. This resonated with me as it was important

to capture the authentic, lived experiences of participants who were immersed in their culture.

Whilst this position had the benefit of my knowledge being used as a foundation on which to build a deeper understanding, it came with challenges too. My position resulted in easy access to the settings and participants although cooperation was never taken for granted. This was appreciated along with an opportunity to develop a deeper rapport with participants (Mercer, 2007). A particular strength of my position was the ability to understand the social practices and culture of the settings, which Ross (2017, p.327) viewed as an advantage as it linked to the data collected and created;

A richness in the interpretation of the data in light of deep knowledge of the social, political, and historical context.

Taking into consideration the context as outlined by Ross (2017) was especially pertinent as this was integral to the social constructivist nature of my research. Acknowledging the role of positionality came with a potential for a power dilemma, although this was not evident. This may have been due to the strong rapport as noted by Mercer (2007) which was a result of the way that university tutors and school staff already worked. Over the past few years the university had developed a more collaborative approach, where tutors and teachers worked alongside each other, as opposed to the tutor going into the school to make a judgement about practices. Such visits were based on discussion where joint decisions were made. I believe this supported an acceptance of my role as a researcher, along with our commonality of interest in ITT. These were deemed a privilege by Ross (2017) who highlighted the need to be reflexive and to be accountable. This suggested how critical it was to have an awareness of any potential power in the relationships. Ross (2017) argued that a further challenge could arise from assumptions being made. In agreement and to ensure I was not making an assumption, I asked each participant to outline their role and responsibilities, prior to starting the FG interview questions.

Within the ethical considerations of my research, I considered the benefits of being an insider researcher. I claimed that there was a stronger rapport with

participants and good access to the settings. My contextual knowledge was helpful in demonstrating empathy with the participants. As a consequence of these advantages I asserted that the potential challenge of power relationships between researcher and participants did not emerge. In conclusion, the benefits outweighed any challenges of being an insider researcher.

3.10 Ethical Considerations

The nature of this research involved drawing upon colleagues, from school and university who were known to me. This could have resulted in participants responding in a certain way to please me. Hennink et al. (2011, p. 164) termed this as the, 'deference effect,' where people did not voice their own opinion. This research was set within my own practice which may have offered some credibility, whilst it also provided a potential challenge due to the familiarity between the interviewer and interviewees (Yin, 2014). Awareness and empathy towards the situation were needed to address issues that could have come from being an insider researcher, which Vygotsky (1962) termed as situatedness (Costley et al., 2010). My experience offered a significant level of knowledge of the issues within the field of partnership. Consequently, whilst being acknowledged as a reputable practitioner, it was necessary to ensure good practice as a researcher. This included having an awareness of the following points summarised below:

- Sensitivity to colleagues;
- Adopting a professional stance rooted in trust;
- Aware of my positioning as a researcher and practitioner;
- Respect for the values of the people included in my research; and
- Being impartial and aware of insider bias and validity.

(Costley et al., 2010).

To address the identified points above I clearly communicated the rationale and wider value of this research. I explained how my study had the potential to contribute to the knowledge of partnerships and reinforced how valuable the

participants were. This was achieved through my knowledge of their individual roles. Through the initial letter of introduction to each participant I stated how in their role they could contribute to my research. Following up on this in the FG interviews I again reinforced the value of their role. Through focussing on the roles, as opposed to individual characters, it was possible to move away from the responses being personal. It gave an opportunity for each participant to offer their professional opinion based on the social and cultural practices within their settings.

I clarified my position as a researcher and I maintained an open stance throughout, to ensure participants felt appreciated and data was valid (Robson, 2011). There was already a sense of trust and mutual respect developed over many years and through being known to the participants. Data was collected from participants in their professional environment with the aim that it would be easier to achieve a relaxed environment where participants could speak freely. Participants were guaranteed anonymity and confidentiality, so names were changed for the purpose of this research and no one could be identified. This also offered participants an opening to talk unreservedly. Additionally, as a member of their community of practice (Wenger, 1998) I had established some credibility and trust with the participants. This allowed empathy and trust to be embedded rather than viewed as superficial. Through my body language I maintained an open stance and at times nodded in agreement, smiled as a way of being encouraging and regularly thanked them for their responses. I did not contribute my own views or disagree with points made and stressed that I was not looking for right answers. In contrast, I explained that I was seeking authenticity through using an exploratory approach to the research. Careful attention was paid to the feedback from participants and open questioning addressed insider bias and my position. As an insider researcher the social and cultural influences were very important when gathering multiple perspectives.

Participants were able to withdraw from the process at any stage. Ethical approval was gained from the Institute of Education, University College London and followed the British Education Research Association (2011) guidelines (Appendix E). Data was stored securely in a locked filing cabinet.

Chapter 4: Findings

4.1 Introduction

This chapter presented the findings from a case study using data from documentary analysis and FG interviews from a university and three separate partnership schools. Three school groups and two university groups were analysed as units within a single case study design, which examined one ITT partnership. The use of a single case study design was an opportunity to, 'shed some empirical light,' (Yin, 2014, p.40) upon the role of partnership so that a conceptual understanding could be explored. The design of a case study enabled the participants to share their views with others in the partnership. This supported the research questions to be answered as participants discussed their involvement procedurally and structurally on school-led and university-led ITT routes. This design helped to build a theory about the concepts of an ITT partnership through exploring the findings. It was important to exam each unit of analysis in order to present potential links between them, on the structural and procedural aspects and between the two ITT routes. This had the potential to be applied to other school-university partnerships locally and within the wider discourse of ITT partnerships.

Examination of findings through the lens of thematic analysis involved an appreciation of the social and cultural aspects of each setting. This included a recognition of the way that participants related to each other and how they responded to comments from members of the group. The homogenous group shared the social setting, each with their own defined role within it. The connections between each of the participants, within a unit of analysis, created cohesion where meaning came from their knowledge of the social conventions within the setting. This stance followed the tenets of social constructivism and appreciated that understanding was shaped through our interactions with others cognitively and socially, within a cultural context.

The findings from each unit of analysis was presented separately. All names were changed and pseudonyms were used.

4.2 School 1: A large, urban primary school within a Federation

In this first unit of analysis the school worked in partnership with the university, through supporting school-led and university-led ITT. Analysis was made of data from the school's lead mentor (Lorna), a class teacher (Cate) and a university tutor (Olivia). I grouped the values that arose from the dialogue, into three themes; relationships, community and communication, see Table 2.

Values	Themes
Empathy, identifying mutual respect, trust, honesty, commitment, unity	Relationships
Roles, responsibilities, reciprocity	Community
Communicate (email/ talk/ listen/ attend training/ feedback), consistency, responsive	Communication

Table 2: Themes from School 1

4.3.1 Participant Relationships

Throughout the FG interview, there were many examples of a positive working relationship between all participants, which was discussed under three focus areas:

- 1) the relationship between participants;
- 2) their relationship to the university-led and school-led route; and
- 3) their relationship with the procedural and structural aspects of the partnership.

The values of unity, mutual respect, trust and empathy came over strongly throughout the FG interview. Participants regularly aligned in their views, often in agreement and at times identified with or developed the argument. Cate, the class teacher, was the first person to offer a response to the first question:

What is your understanding of the term partnership? To what extent is this reflected in the partnership between your school and the university?

The term partnership kind of means that we work together, working alongside each other.

In agreement Olivia added:

I would echo that, I'm returning to schools that I know well. We have an understanding about how we might support the student.

There was an acknowledgment to affirm how their views aligned on their shared understanding of the term partnership. Cate responded to Olivia with comments of affirmation to develop Olivia's, stating utterances like:

And also in that vein. Yeah.

The exchange between the Cate and Olivia was equally reciprocal and focussed upon how they worked together on the procedural practices of supporting trainee teachers. They identified with each other, developing and confirming a shared understanding. Cate spoke about having trainee teachers who were on different routes but the school and university followed the same expectations, which helped the partnership:

Although the students are different, we still have the same expectations.

To which Lorna added:

...and the same incidences, the same expectations.

Olivia later reminded the Cate and Lorna that they had experienced challenging trainee teachers. This was due to their practice not being strong. Participants were aligned in the way they worked together as Cate affirmed:

...and generally we are all saying the same things, we were mirroring each other in our comments weren't we? You're both observing and then you look collaboratively and you can see.

The unity between the participants continued throughout the FG interview and when a comment was made, someone else would support or develop the idea. Later on Lorna spoke about the importance of having good communication:

Yeah, communication is key.

There were times when all three participants agreed and this was when they were defining the way they worked together to support trainee teachers. Cate said:

...and generally we are all saying the same things.

There were many examples of participants identifying with each other. There were no tensions or differing points of view. This suggested an open and honest relationship where participants trusted each other.

Mutual respect and appreciation were evident between the Cate and Olivia. They recognised each other's individual roles whilst acknowledging how they complemented each other. Cate explained that:

We'll do some parts together, unitedly, but other parts we'll do kind of separately and then share with each other, it's kind of working alongside each other and I like working with the same key people.

Olivia confirmed:

...and there is that trust there and that common understanding of what we're trying to do from our different perspectives for the student.

Building on this comment Cate said:

And also, different schools have different kind of ways, they manage them in ways. I think you understand our approach.

Olivia agreed:

I've got to know people well, we have an understanding about how together we might support the student.

Olivia, Lorna and Cate spoke about the trust between them. Olivia stated:

I'm returning to schools that I've got to know well, and there is that trust there, and that common understanding.

Lorna replied:

Partnerships that work based on trust and then the longer you know someone or work with someone the trust then develops even more.

Finally, Cate added:

Mmm, I think the word is confidence, trust, instead of talking to essentially a stranger walking in, you have a relationship.

Olivia and Cate demonstrated empathy in how they have both had the same experiences of supporting challenging trainee teachers. All participants

showed empathy, which related to the challenging role of the lead mentor. In her relationship with the School Direct trainee teachers, Lorna demonstrated empathy with other class teachers and with the SD trainee teachers:

...but obviously they (class teachers) have to hand over their class. I think it also stems back to when you remember when you were a student and that experience, you personalise it don't you? I think you know it's your student, you feel that you've got to look after that student and you remember that feeling, being that person.

The value of empathy was evident when Lorna spoke about school direct (SD) trainee teachers, not those on the university-led route.

4.3.2 Relationship with the School-led and University-led ITT Routes

There was a more positive view of school-led ITT than there was of university-led ITT. A preference for supporting the SD route was because of being involved in recruitment, which meant that Lorna got to know the applicant and this resulted in her matching the trainee to a particular teacher. Lorna spoke of her priority to the SD trainee teachers over those on the university-led route.

For School Direct that is very carefully considered because that's my role, whereas PGCE, we do facilitate placements, but that's on the next level of my priority list. I will ask teachers whether they would like a PGCE student and lots of teachers do for various reasons so they can have an undergraduate that doesn't need to take over all the classwork, can be utilised to booster groups, so it's an extra person, it's a support network.

The suggestion was that for those on the university-led route placements were facilitated and trainee teachers were able to contribute as an additional adult, which Cate concurred with:

I'm able to have that extra pair of hands for the support, for teachers and children.

The trainee teacher on a SD route was joining the school community as a potential future teacher within the federation, whereas the trainee teacher on a university-led route was as an additional adult to support the teachers. Lorna valued SD because of being able to mould the trainee teacher to the way that the school operated, which they could not do for the university-led trainee

teachers due to the expectations of the school placement and the short time they were in school. Lorna added:

With the School Direct it's got a very different approach, the PGCE route, you don't know what you're going to get through that door, that's the difference. With SD you're moulding them to who we want them to be... they've had that time to understand how we teach, whereas with PGCE students, they've got to come in and teach straight away, they aren't necessarily able to model our behaviour because they haven't seen enough of it.

There is a suggestion that an ITT route needs to align with a school's view of best practice. This appears divisive and suggests that it is the ITT route that is defining and constraining a school's commitment to ITT. In agreement with the idea of shaping a trainee teacher, Olivia said:

... and they've also been schooled in your way, in procedures and so on.

A further reason for showing a preference for SD trainee teachers was due to the maturity and commitment of a more experienced applicant. Olivia raised the point that the school does not often support placements for undergraduates, to which Lorna responded:

I definitely think the maturity of the School Direct route, they've chosen to do it. It can often imply that they've had more experiences and more time to consider what they want to do.

Lorna had linked to her own experiences of being an undergraduate trainee teacher on a university-led route and the historical culture of ITT.

4.3.3 Relationship with the Procedures and Structures of a partnership

When exploring relationships within the procedures and structures of partnership, the day to day practices were discussed more frequently than the structural practices. Cate and Lorna explained how their focus was upon having high expectations and standards. Cate recognised this:

We're very supportive, we've got to have high standards for the student teachers to then keep the high standards for the children, so while the children are the priority, we've got to make sure the students are working where we want them to be.

Lorna agreed and added:

Guidance is quite clear isn't it, as to the expectations, we've had the SE1/SE2/SE3 expectations and I think we're very clear on them, and being a strong department we'll work very closely together to discuss examples.²

Cate and Olivia spoke of how they worked together through professional dialogue about grading, review of progress, making judgements, joint observations and solving issues together. There was clarity over roles which Olivia expressed:

Class teachers have got in-depth knowledge of the year group and the curriculum they are teaching and of that student's day-to-day performance. Mine is a snapshot. I bring years of experience, I know what a passing, a good, and an outstanding student looks like elsewhere in different contexts. I can moderate ...that's a key part of my role as a supervisor.

The collaboration and agreement between participants about the procedural practices was further evidence of the clear communication between them and their strong relationships. Cate and Olivia were not involved in any structural practices. As a member of the school's senior management team Lorna was heavily involved with the structural practices. This included interviewing alongside a colleague from university, she facilitated trainee teacher placements and designed a programme of training for SD trainee teachers. She only worked with the head teacher when information was requested about the SD route, to discuss finances or the advertising of this route within their federation. Lorna and Olivia were aware of a partnership agreement between the university and school but did not expand on their response.

4.3.4 Community

This group of people in school 1 were joined through the social aspects of partnership and made up a community. This included university colleagues, all trainee teachers, children, class teachers and the head teacher of this federation. All participants talked about these members of the community in their discussion. They were all clear about their individual roles and equally

² SE1/SE2/SE3 are the three practices that trainee teachers undertake in school, during their course.

recognised how they worked collaboratively, on procedural aspects of the partnership. Cate outlined her role as:

...supporting them on a daily basis and mainly doing an observation once a week... weekly reviews, working through the meeting standards document to see where they're going next and working alongside these two (Lorna and Olivia).

To which Lorna responded:

I facilitate placements, I'm the first port of call if students have any needs that they need addressing, any questions or any support that they may need.... the class role, my lead mentor, mentoring of my student, those are my key roles.

Olivia reinforced how well she knew the school:

I visit this school very frequently. I observe students teaching with their class teacher, assess, agree grades together and have a professional dialogue with the student and we set targets.

The cultural community was one that university tutors and potential trainee teachers were invited to join. However, Cate reinforced a need to follow the school policies:

...if somebody came in and they were too assertive, or they didn't agree with the policies of the school, then it could be different.

Olivia agreed:

It's important for a tutor not to come with any baggage. We have to work with the policies. A tutor might have their private views but we have to support the student in teaching the school's scheme.

There was a clear sense of the cultural identity within the community with Cate and Lorna about Olivia understanding their approach. Olivia talked about, 'coming to a school like this' with reference to her positive relationships with welcoming school staff.

The sense of joining this community with its own cultural identity was evident through the procedural aspects of practice. Lorna expressed a difference in how potential trainee teachers joined the community and this was dependent on the ITT route. School Direct trainee teachers started their training at the school on the same day as children and teachers started the school term.

Lorna reinforced how this enabled trainee teachers to engage straight away in the culture of the school and as a member of the community:

They establish themselves, so if we all start on the same foot they're very integral to the classroom. Their professional status to the children is definitely more elite because they've had that progression from the first day.

The view that SD trainee teachers are an elite group could imply that there is a hierarchy with less priority given to those on a university-led route. This is a worry as new teachers are being treated differently with too much precedence being placed on the route rather than the trainee teacher's needs. Lorna and Olivia had different identities within the community. Lorna was a senior member of management, a class teacher, lead mentor and mentored her own SD trainee teacher. These were her key roles so she was not able to engage in a wider cultural ITT community, due to lack of time and spreading herself too thinly which she said:

I don't feel like I can do that.

When Olivia spoke about the course design she mentioned belonging to the university community, although she identified that she was not always fully engaged in decisions:

Look how often we're changing and improving what we do, colleagues at the university, that's what they do, that's their principle role.

Cate recognised individual responsibilities within this community:

Drawing on the expertise of different people at the university that design the course and have got previous experience in similar settings, and they're really up to date with research and stuff, whereas we're class teachers, we only see what's in front of us.

A sense of cultural community was evident between each of the participants and between them and the wider university community. There was a difference in perspective at times when the university's expectations did not align with the culture of the school. That was concerned with structural practices. A disparity was evident in how trainee teachers were not always given support in school, as defined in the university expectations, due to teachers having multiple responsibilities within the school. This was managed within the school,

which resulted in a different experience for those on the two different ITT routes.

4.3.5 Communication

The value of having regular communication between each other and having clear lines of communication was a shared and common feature. All participants supported trainee teachers on both school-led and university-led routes. Clear communication within procedural and structural practices included emailing, phoning each other and talking face to face. Cate spoke to both Olivia and Lorna about procedures and Lorna spoke to university colleagues or the head teacher about structural activities. All participants were in regular communication as Cate noted:

We were just literally talking yesterday, we were talking about the student.... If there are issues we know who we can come and talk to and get it solved.

In agreement Lorna said:

We communicate, most weeks we'll communicate about something.

Olivia concurred:

Yeah, we're emailing one another quite often, about one thing or another... communication is key.

The importance of communication was raised by Cate and Olivia who both made the same comment at different points that communication was key. The conventions of social interactions were flexible and related to how they worked together. Lorna added that being open was also valued to ensure that everyone acknowledged different perspectives:

I think that keeping the communication as open as possible, for everyone to be able to reflect.

The participants were not involved in any communication with the university related to the design of the course or recruitment on the university-led route. Lorna raised this point and stated that she was not involved in the university-led route:

I do the school-led (training programme) but there's also university-led. Communication was highlighted as a strength between the university and the school but there were some challenges for Lorna when she communicated with other schools in the federation about university-led trainee teachers. This was because the university had communicated directly with the school and the school had not passed on information about the placement to the Lorna. She claimed:

I'll communicate with the other schools, for School Direct, I know everything that's going on, but the university might email a school in the Federation directly and I wouldn't know anything about it. That's happened lots of times, but that's because my main role is School Direct.

Channels of communication worked effectively between all participants. This group had common goals and ways of communicating to achieve these goals. This linked the participants together within the procedural practices. However, when there were challenges or questions about a trainee teacher's practice they all knew who to communicate with. Lorna expressed clarity and commitment to her leadership and moderation roles.

4.3.6 Summary

Unity in relationships and communication were both important because they demonstrated how participants engaged in this cultural community. The values held within the community, communicated to others through modelling, helped to develop a shared understanding of the social and cultural aspects of the partnership. The strong communication between participants facilitated the transmission of their cultural knowledge which included things that were pertinent to the partnership.

A difference existed between how trainee teachers on each of the two ITT routes became part of the community. For trainee teachers who worked within the community on the school-led route, there was a familiarity and acceptance as a member of that community. Trainee teachers on the university-led route received a more reserved approach to how they were viewed within this community.

Although participants held different social identities there was clarity about individual and shared roles and responsibilities. The different roles enacted by all participants complemented each other with transparency in communication channels and evidence of mutual respect. There was a shared understanding and clear expectations within this partnership. This was true within the procedural and structural practices of this community.

Alongside the joint responsibilities, was an understanding of the individual roles of others, where decisions were made and set within the cultural norms of ITT. Individual and shared values enacted by the participants through their relationships, formed their understanding about the social processes within the partnership.

4.4 School 2: A rural primary school

The school worked in partnership with the university through supporting university-led ITT. The analysis drew on FG interview data from Lizzie, the school's lead mentor, Carol a class teacher and Taylor a university tutor. It was organised in the following three areas of focus:

- 1) Community;
- 2) Relationships; and
- 3) Communication.

The values identified from the FG interview were organised into themes, see Table 3.

Values	Themes
Common goal, consistency, commitment, connections, reciprocity, responsibility, work together, rewarding	Community
Supporting, rapport, appreciation, trust, honesty, agreement.	Relationships
Communicate (email/talk/discuss/listen/ attend training/feedback)	Communication

Table 3: Themes from School 2

4.4.1 Community

A priority upon developing a warm, supportive culture was evident through the social activities in the community. The community included class teachers, university staff, students and children. A shared understanding existed between Lizzy and Taylor who both defined a partnership as everyone working towards a common goal. Lizzy said:

My view of partnerships is the ability to work together towards a common goal, so the common goal for us as a school, but also for universities... we're all heading the same way.

Following on from this comment Taylor replied:

Strength in partnership is when you have made those connections with colleagues in school, because you really can work together for that common goal... we are all driving for the same common goal and that it's actually really working.

The shared vision was a strong feature of the dialogue and on several occasions all participants talked about having common goals. This was the first time that the participants had discussed their shared understanding with each other. They all appreciated the opportunity to talk together and to openly share their thoughts. This was positively expressed by Taylor:

What a lovely experience it has been to share some of these ideas together, we're often whizzing around, we never get to have a conversation like this. I've felt that it's going really well so it's lovely to have that.

Lizzy agreed:

I always knew what I thought, but it's nice to know that two other people think very similar.

Similarly Carol said:

I feel the same.

It was more by chance than structured that the participants discovered their views aligned. With no formal opportunities to discuss their vision of partnership, it seems that individual interpretations drive the partnership as opposed to a shared agreement between schools and the HEI. An aspect of

the common goal was to provide the right support for trainee teachers, within a supportive culture, so that they could reach their potential. This idea was shared many times throughout the discussion. There was a culture of providing personalised and bespoke interventions which Taylor spoke about, recognising how Lizzy demonstrated a, 'real care for the student.' It was noted that interventions enabled a trainee teacher to achieve their best, no matter what grade they were working at. The cultural community included creating a warm environment in which all were welcomed. This was evident in the way that the school showed their commitment to a trainee teacher which Taylor expressed how the school wanted to:

...get it right, to shape that practice so that it worked for the student, to get the very best for them.

Taylor acknowledged how this demonstrated a commitment to the partnership and how the school were willing to adapt and change to ensure the trainee teacher could develop their practice and achieve. Lizzie presented the view that the day to day procedures within the school were not fixed:

I think we do adapt and try and make the day-to-day do what it needs to do for students and staff.

Lizzie stated how the ultimate goal was to prepare them to join the wider teaching community and secure a job which all participants agreed with:

You get to know students and you want the best for them to try and make sure they can move on, pass everything and get a job at the end of it.

Taylor concurred:

As soon as you take a student there's a duty of care to ensure that you get the very best for them.

In agreement Carol added:

I remember how great it was when I had a supportive class teacher, so for me, I think it's really important to help that next generation of teachers, because they helped me, so I feel I should help back.

Value was placed upon the school being involved and part of a trainee teacher's journey to becoming fully qualified. Their practice within the school

was considered as just one part of their holistic development. Taylor noted how school culture impacted upon the activities at a procedural and structural level:

I think it depends on the infrastructure of the school. The lead mentor trusted to do this job here in this school and does it exceptionally well, in other schools it could be that there's more link between the lead mentor and the Head perhaps.

Lizzie added:

I am expected to run with it and go to the head teacher if there's any issues. The head teacher does agree any of the student placements before I send them off and likewise any concerns that I feel might be having an impact on any children get fed back to the head teacher so that she is aware of what's going on, but with regard to the day-to-day running of the partnership, that's left to me.

Decisions were discussed about the structural aspects of placements between Lizzie and the head teacher but the procedures of the partnership were Lizzie's responsibility. Acknowledging challenges Lizzie spoke about how some colleagues in other schools in the federation did not want to support a trainee teacher placement, but were still 'given' one which Carol commented on:

I do know quite a few people that wouldn't want to have a student and they still get given students, so whether they are getting the same level of support from those teachers... so that's something we wouldn't really think about at our school, but I've also got friends at different schools that don't have that ethos at their school.

The idea that it is not every teacher's responsibility to support the next generation of teachers implies that there is a choice for the profession. The demands of being a classroom teacher may have resulted in a view that the commitment to training new teachers is merely an extra responsibility within an already busy role. Unless there is a change in culture this attitude will pass on through generations of teachers. The impact for trainee teachers is highly likely to be that they will receive different levels of support. Lizzie explained how mentoring of trainee teachers was a strength and teachers in the school were encouraged to talk about their thoughts. The challenges for teachers in supporting placements were related to time to support a trainee teacher, marking not carried out thoroughly and a teacher being new to an age group.

These were acknowledged structurally and supported by senior management, Lizzie explained that the class teacher will not be judged for that. She appreciated that there were pressures for class teachers when supporting trainee teacher placements.

Lizzie and Taylor discussed whether those on a school-led route would receive a wider understanding of a teacher's role, if they only experienced one cultural community. Taylor raised a challenge of the school-led route:

... and if you don't move around schools very much, you're getting a very limited picture of what's going on.

In agreement with Lizzie:

... if it's one school for the whole year you get to know the routines and the procedures and so on at that one school, but you might then struggle when you get another job at a different school.

The suggestion was that the trainee teacher would not be prepared to enter the teaching profession and there was a concern that their understanding would be limited as they would be just following a model. Carol expressed a further concern about the trainee teacher starting their practice with limited knowledge and the additional pressure this would cause teachers:

If all of that was in our hands it would add a big pressure, it would be a harder job having a student without that university support, because I think they do know a lot before they come, what's expected of them day-to-day, that's really helpful that they come armed with all of that knowledge.

Lizzie added that the students come with new ideas which Carol agreed with:

Yes, particularly the subject knowledge because you can't possibly learn all the subject knowledge you need to know on one placement. I think that's important at university. Like you said, fresh ideas, that's really nice for us to see as well, they give us fresh ideas too.

The mutually beneficial relationship between Carol, Lizzie and trainee teacher was an accepted value within the culture of this community. Taylor confirmed that reciprocity occurred in the way that class teachers offered support for the trainee teachers but also received, 'something back from them as well.' This

was seen in the positive working relationships between those in this community.

4.4.2 Relationships

Teachers in the school worked with trainee teachers in a culture of facilitating learning and Carol spoke about how she would 'assist, help them, support, encourage.' This was recognised by Taylor who expressed how important it was to know about the school's expectations and to work with the school. Similar words were used to express how she mentored trainee teachers through, 'encouraging, building rapport, building confidence.' Having the same university tutor who worked in the school offered consistency which enabled stronger relationships to develop between Lizzie, Carol and Taylor. This was important to all participants who spoke about how this helped to strengthen their relationships with each other. Taylor said this was through feeling, 'more open' and 'confident' with each other commenting:

I'm really enjoying being able to come back and get to know the team, I think that makes a huge difference in partnership, to know the team that you're working with, and hopefully the teachers are more confident to speak to me.

Lizzie agreed adding that being, 'approachable and understanding' were important values in developing the connection:

I think it works quite well, the fact that you get to know the same tutors and you get that link, you know the people you're talking to, you can be more honest, and you can have more professional dialogue than you probably would have with somebody who you don't know quite so well.

Carol also agreed and said:

I agree, I've had really nice experiences.

Taylor explained how their close working relationship supported the trainee teachers as it instilled a confidence that the support they receive is, 'concise and strategic.' This, she said, had an impact upon the whole partnership:

We're all speaking the same language. It's very important that the student doesn't feel they can get in between the truth, because there can be an element of that, if we've got difficult students there can be this thing going on where you don't always get the whole truth, but

they're less likely to do that if they know the rapport between us is strong.

This was confirmed by Carol and she raised the importance of this relationship on several occasions:

Definitely you can mention a few key strengths and a couple of things that you've been picking up on, so the tutor is then able to say... The student does then feel like, actually, they are working together and that can be really positive for the student, they've both picked up my strengths.

Alongside the importance of developing a good relationship between colleagues, Lizzie demonstrated a strong sense of commitment towards the trainee teachers. This was evident through developing a positive working relationship with them where she spoke of feeling, 'proud,' and 'wanting the best for them.' Carol added that the strong relationship with the trainee teacher was strengthened when there was also a strong relationship with Taylor:

When you've got a fabulous student it's such a benefit, and when you've got a good relationship with the university as well, and you can move that student along, and I do think that it can be amazing, it can be time-saving, it can reduce some of your workload, I mean you've got two capable teachers in the classroom and that is amazing.

Everyone benefited when there was a sense of community. Integral to getting this was the need for Lizzie to match a trainee teacher to the most appropriate teacher. Taylor agreed that Lizzie was very good at this and how the way they collaborated on this had an impact upon the partnership:

I can echo that, because I know that Lizzie is very skilful, and we often have conversations about what's best for the student and where the best place for the student is, so it's a real strength of this partnership.

An additional benefit was for the children. Lizzie thought it was good for the children to develop a relationship with another adult in the classroom and learn how to respect them. Having two adults to support children enabled further teaching to occur, such as through intervention groups and was helpful as the class teacher had more time with specific children which could lead to greater pupil progress, she said:

First of all, it's another adult in the classroom who may then have an impact on pupil progress and accelerated progress in their learning.

Lizzie had previously presented a talk at the university to other lead mentors. She enjoyed this and stressed that she would be interested in working on further joint activities.

4.4.3 Communication

The strong relationships relied upon the communication between the school and university being effective. Lizzie and Carol felt comfortable speaking to Taylor to clarify the procedural aspects of practice as well as to raise any concerns they may have about a trainee teacher. Carol appreciated how the open communication enabled her to talk to Taylor early on in a trainee's practice, which resulted in providing personalised support. Lizzie spoke of how the joint observations carried out by Carol and Taylor were valued, as it gave them an opportunity to discuss the progress of a trainee teacher, in a more holistic manner. Carol said that it supported them to be:

...on the same page, to agree and pick up on the same things. The tutor would ask me a lot about how they'd got on over the term...not just how they've done in that observation on that day, but how they've done over the whole practice, so we'd have quite a detailed conversation about how the student's got on.

Taylor was in agreement about how useful the dialogue was:

...we're both singing from the same hymn sheet, and then ultimately the student feels a little bit more that they can trust the judgement, and it's not to say that they can't trust the judgement, but it just backs up what the class teacher's saying, really.

The opportunity to have on-going discussions, as opposed to just communicating when Taylor visited the school, meant that there was mutual support especially when there were challenges. This resulted in a belief that being open and contactable, benefitted the students as there was transparency. The communication referred to the procedural aspects of a practice and extended to the trainee teachers. Carol concluded by saying that the trainee teachers:

...always arrive very much aware of what's going to be expected of them in the practice, how much they should be teaching. I think they do know a lot before they come, even on a procedural level, what's expected of them day-to-day.

At a structural level Lizzie communicated about the trainee teacher placements with the head teacher but stated that it was her responsibility as lead mentor to:

run the university partnership.

4.4.4 Summary

It was noticeable how much value the participants placed upon being able to talk together and share their ideas. The supportive, warm ethos remained a feature throughout the FG interview. As well as evidence of this between each other, they presented many examples of how this aspect of practice was part of the school's culture. Strong relationships between each partner along with clear lines of communication, resulted in everyone knowing what their role was and this led to a shared responsibility for new teachers.

4.5 School 3: A large, urban primary school in a multi-academy trust

This case involved a school who worked in partnership with the university, supporting school-led ITT through the School Direct route. The school is one of four schools within a Multi-Academy Trust. Analysis of data from Lily, the school's lead mentor, Cole the class teacher and Grace the university tutor showed a commitment to the wider teaching community, to the links between the practice and theory and to developing a culture of open working relationships. The data was organised into the following themes:

- 1) Teaching community;
- 2) Practice and theory in school and university; and
- 3) Relationships within the school-led route and university-led route.

Values	Themes
Involvement, investment, vision, the future, mentoring	Teaching Community
Complement, linking, practice, training, research	Practice and theory
Shared goal, working together, rapport, responsibility, support	Relationships

Table 4: Themes from School 3

4.5.1 Teaching Community

The school's involvement in ITT was set within the context of supporting the wider teaching community and the next generation of teachers. Although the school appreciated that they may be recruiting the trainee teachers to their own school workforce, this was not a priority. There was a genuine commitment to addressing issues of teacher retention, through offering training that supported personal development set within the pedagogy and practice of teaching.

The stance taken was that the role of the partnership was for the good of all, including university and school staff and trainee teachers. This provided professional development for class teachers as they developed mentoring skills. Lily commented on how such opportunities helped class teachers to develop greater confidence through being involved. This supported a culture of continual improvement as class teachers reflected on their own practice in order to model to trainee teachers. The aim, said Lily, was to raise educational achievement:

I think it's upped our game, because ultimately you want to improve education for all, and that means improving Cole, improving myself, improving the trainee.

Cole concurred:

I'd agree ... and I think having that role of modelling best practice, it does make you up your game and want to show the best of what you can do, it pushes you forwards.

Lily and Cole's comments about improving their game demonstrated a commitment to improve educational standards. Whilst this aligns with the government policies on raising educational achievement, it is not clear what their notion of best practice is. The investment in trainee teachers on the school-led route was discussed as the school's chance to contribute to a future workforce. Lily commented that it also supported the school's recruitment of teachers;

I think we're invested more in our School Direct students, because we see it as growing teachers for the future for our collaboration as well, that's right from the start.

Grace agreed and added that she had experienced this within other schools:

They invest in the school-led route, the partnership is there. Trainee teachers had also invested in the school because they have chosen to attend there.

The school community was committed to developing future high quality teachers.

They had considered this within the context of raising standards in education through their contribution of moving the teaching profession forward, Lily posited:

I do think the student has to feel that we're both investing in them, and that we're not just in this for them, we're doing it to create better teachers across.

When asked about whether those on the school-led route were being trained for the school's benefit Lily was aware of how this could be a consideration. However, she stressed how the priority was on considering the school's cultural community within the wider educational community to ensure a supply of teachers in the future:

Yes, I know it's like growing your own, but ultimately you look at the bigger picture, we need these teachers in education, whether they're at (name of school) or not. I take a wider view...this year we've employed half of the students that we've taken on, but the others have found their own way in their own time, it's a bigger picture, a much bigger picture.

Lily added how the school culture embraced a vision of supporting trainee teachers:

We've got a culture of that here.

Tensions at a partnership structural level were recognised. It was suggested that there was a lack of cohesion at the university structural level of working and this had an impact on how responsive the university was to the school's needs. Within the culture of the school Lily was a decision maker and she updated the head teacher to keep her informed about decisions that had been made. Although the head teacher did not get involved at a procedural level, she would ask about the progress of trainee teachers with an interest in whether any would be suited to working at the school in the future. Lily believed that senior managers were not as involved at the university:

That cohesion is not quite there, the senior managers are the decision makers which is very different to schools. And I think if they (the university) had a rep from senior management, queries would be dealt with very quickly, and the partnership could move forward quickly.

Within the school Lily was the link between the procedural and structural practices, whereas in university those who oversee the structural aspects of partnership were not involved procedurally.

Although finances had not been previously mentioned, Lily stated that other influences had an impact on the partnership:

Let's be honest, it is about money as well, it is about funding, time, money.

A common value shared by Lily and Cole was their commitment to a trainee teacher, evidenced through the individualised and bespoke training package that they created. This was a unique feature of the partnership and not common within all partnerships. Grace raised a question about inconsistency for those on the school-led route compared to those on a university-led route who all received the same training package. Lily reinforced that through meeting the individual needs of trainee teachers they were preparing them for their future career. This started at the interview stage by finding out what support a trainee teacher may need to be successful on the programme, then

ensuring the school can support them effectively. Lily stressed the importance of, 'cementing the partnership,' through joint effort between the school and university for a trainee teacher's practice:

I've found this year there's very little we don't know about what's going on, and I think that's perfect for the partnership to move forward. We can respond to things that you're finding perhaps the trainees need in the partnership.... so we do listen, we do respond, and I will give details to the uni and say, look, this is something you might want to think about, and (name of tutor) will always do that with me as well, it doesn't just help the students, it helps the whole teaching community.

The investment in trainee teachers was dependent upon a teacher's perception of supporting ITT, claimed Cole. This was perceived as whether the class teacher supported a trainee with a view of, 'just there to take the class,' or whether they supported the school culture of commitment to the next generation of teachers:

Do you see them as a student or do you think actually, they are an added member of our team who is here to bring things to the team that perhaps you in isolation can't, but together, they might have ideas that you haven't thought of ... you do get to know them as the year goes on and highlight their strengths and areas that they still need to work on. I think it's definitely about the teacher's perception of that student and whether they are just there to take the class.

The impact of personalised training resulted in the school feeling more engaged in the partnership. The engagement in being able to make joint decisions about a trainee teacher, supported the school to feel fully involved and empowered. Having an equal balance rather than one partner taking a lead led to an understanding of each partner's contribution which included the university, school and trainee teacher. Overall, they all agreed that the aim was to create better teachers.

4.5.2 Practice and Theory

Reference made to how the partnership valued the synthesis of practice and theory was a unified response from all participants. It was stated that sometimes research may be associated solely with the university, so the school appreciated the opportunity to be able to make the links between theory and practice. The importance of the school 'complementing' the university

resulted in fluidity within the partnership, which was a way of moving the partnership on. The university tutors and school staff often shared practical and theoretical ideas and resources to support training needs. This reciprocity meant that not only did the trainee teachers benefit but so did the 'whole teaching community.' There was a suggestion to develop this further through discussing a focus and creating an action plan together, rather than this happen on an ad hoc basis. The university appeared to have a lead role over the course content which the school supported. The divide between theory and practice with each happening in one identified place was recognised but Lily supported through synthesis of the two:

We wouldn't have taken on something like that if we weren't going to have someone who could make sure the training was complementing the uni.

There was 'purpose' and Lily spoke about how the synthesis also happened when they had seen something in practice, in school, then considered the pedagogy in university. Although there were certain aspects of training that Lily thought occurred more easily in the school or the university:

I think that is why it's important for school training to happen as well, because, with respect, at university it's harder for you to command a class than it is for me..... Some of the little worries they've got, you can answer, from a uni point of view, if it's about assignments, things we wouldn't know as much about.

Cole agreed:

How those children are responding has a massive impact on behaviour management. That's not something we can teach, how a teacher's use of body language, voice, can impact on that, that can't be taught in a university session that needs to be seen in practise.

The challenge for the school was concerning communication about when certain topics would occur within the training programme. Lily commented on how this could be improved:

Your processes are going online, so I'll be able to see exactly not just what you're covering, but the content, I'll be able to have access and I think that will help with connecting research to school rather than seeing it as a separate thing.

Ultimately, Lily valued the link between theory and practice and wanted trainee teachers to understand this too:

Some of the students thought since they'd done the session they didn't need to do the uni session, so from my point of view I need to make sure it's absolutely explicit that whatever I do complements what they do there. They've got to attend both to get the best from both sides.

Discussion about theory and practice related to the school-led route. The short block university-led placements meant that there was not the same investment in developing relationships with trainee teachers, or the opportunity to understand the UG/PGCE programme. On the school-led route there was a cohesion between the procedural and structural levels of practice, due to Lily having a pivotal role in both and being able to make decisions about practices in both. This cohesion was not evident on the university-led route as the course leaders did not have the same level of autonomy at a structural level.

4.5.3 Relationships within the school-led route and university-led route

When considering how the school and university worked together the relationship varied, depending upon whether the trainee teachers were on the school-led or the university-led route.

There was a belief from all participants that relationships take time to develop and this was easier to achieve within a school-led route rather than on a university-led route. The university-led route supported school placements that were in short blocks and these did not start at the beginning of term. This did not give enough time to build a rapport with the class teacher and children. This had an impact on the behaviour of the children in the class, which led to a reluctance from class teachers to support university-led placements. Lily said they received the name of a potential student with little communication about a trainee teacher's needs:

I don't get the strong feeling of partnership through the PGCE course, probably because of the lack of contact. It does seem like have you got a Year 3 class? Yes we have. Her name's Amy and she's starting Monday.

The short amount of time these trainee teachers were in school was also raised by Cole:

And placements are so blocked and short. Relationships take time to develop and those links that are made between things that happen at the start of the year, middle of the year, end of the year, I think doing such a short block placement doesn't give them that bigger picture of the children.

Grace agreed and stated:

I do find sometimes we've just had to find a place for somebody. If they just were looking for a Key Stage 1 placement and a school has said okay, we'll have that student but that partnership isn't there. They don't understand what we're doing and we don't understand necessarily what's going on in their school.

Grace noted how the relationship was, 'not there,' due to a lack of understanding which Lily agreed with. The school had agreed to the placement but the same investment was not there, which impacted on the strength of the partnership.

However, on the school-led route the partnership was said to be stronger due to regular communication between the university tutors and the school's lead mentor. Additionally, there was an opportunity to develop a relationship with the school direct trainee teacher because they were in school from the beginning of term and the school had been involved in the interview process. Lily attended meetings, was in regular communication with the university's course leader and was aware of the course content. Both Lily and the School Direct Course Leader knew the trainee teachers well. The idea of investment in the school-led route and developing future teachers was again raised by Lily:

I think we're invested more in our School Direct students, because we see it as growing teachers for the future for our collaboration as well, so that's right from the start... it's almost like you see them as a member of staff.

Additionally, Cole returned to her previous point about the length of the placement:

... with School Direct, knowing that they're going to be there more long term, from day one they are building those relationships and they have more time to let that evolve, and it is an evolution of building that rapport that they need.

Lily valued the balance in the partnership rather than one setting in control and leading the other:

I think the partnership focus has empowered schools, so we don't feel done to, we feel involved and empowered. I've been in some meetings before where I've felt that sometimes some alliances have forgotten the balance of the partnership, and perhaps want to take more of a lead, and actually forgetting the uni are incredibly important in that process. We've never done that, we've always realised that.

The strength of the school-university partnership was evident and relied on the development of equal relationships between people in the two settings.

4.5.4 Summary

Although a concern had been noted in the literature that schools may be training new teachers to meet the needs of their own school, it was not evident within this case. The culture was to support the next generation of teachers to join the wider teaching community. In line with views about all teachers being supported through continual development, the view was supported in this case. The commitment to developing high quality teachers could potentially be addressing the government's vision of raising educational achievement. The disparity between structural practices at the school and university is worthy of further discussion. Despite this, there were many examples of how the two settings were aligned in their thinking and shared similar values.

4.6 Case 4: Structural and Procedural Aspects of Partnership

This group consisted of three members of the university senior management team who worked within the School of Education. All participants had a managerial role on the university or school-led course, within the primary partnership team. They also supervised trainee teachers on school practice. To ensure anonymity, participants were referred to as Usain, Peta and Sadie.

From the FG interview, the following themes were identified.

Values	Themes
Leadership, responsibility, accountability, consistency, involvement, compliant	Policy and Practice
Connection, working together, understanding, involvement	Community

Table 5: Themes from University Leaders

There was a strong sense of the need to be compliant and accountable. This came from government directives leading to a view of a top down approach as a response to policies.

4.6.1 Policy and Practice

Two of the participants defined partnership as being collaborative, having shared understandings, reciprocity and association. In agreement, Peta added that partnerships are also political due to the increased government directive that partnerships need to show ‘evidence’ of a school’s involvement and the, ‘agenda’ that ITT needs to be school-led. Educational policy included directives from the Office for Standards in Education (Ofsted). Peta also noted how the language used in government directives clearly set out the expectation for both schools and university providers, that policy was driving practice:

The government’s voice is very dominant and the schools and teacher training providers are very aware of the need to be compliant and the vocabulary used, they talk about fidelity to agendas and compliance, and so I think schools and providers know what’s expected.

Sadie added:

... and schools are having to adapt as well, aren’t they? They’re very clear in the new Ofsted pilot it’s very much the partnership that will be inspected. I think the Ofsted criteria has always been very much with the leadership and management, so the leadership and management being senior leaders, but to have that overview. So I do think there is a demand for senior leaders to be part of that, to lead that process.

Usain had also noticed a change in policy direction:

In the last wave of Ofsted inspections for ITT, there was a definite shift, where they seemed to want to have a more corporate approach to management more formalised and corporate, Ofsted reports say they wanted formal structures in place.

Usain and Peta spoke about accountability and who was accountable. Usain said at a procedural level that:

Ofsted would be having triangulated conversations, with trainee teachers, school staff and university colleagues.

However, Usain added that it would be senior members of the partnership who worked at a structural level, who would be the people held responsible in an Ofsted inspection. Peta and Sadie noted tensions within the structural aspects of practice between schools and the university because they have to respond to government directives and because they were expected to fulfil the requirements set out by Ofsted. A disparity arose due to a lack of alignment in what the school expected, what Ofsted required and how the university could respond to both. Peta said data and assessment driven targets puts 'accountability on the agenda' and explained that it is difficult to have autonomy if 'you're expected to be accountable.'

Compliancy and accountability were highlighted many times and raised by all participants. Peta spoke of the 'need' to be compliant, Sadie added 'ensure you are compliant' and Usain included people were, 'keen to be compliant,' because they were 'fearful of using initiative' as they wanted to be seen to be 'right.' This caused some tension which Sadie articulated as: 'just accept it and do what you do.'

The perception from Sadie was that there was a difference between the university-led and school-led School Direct route:

I think it's easier on an undergraduate programme because it's much more...almost like a shared approach, because there's a tension with School Direct there's much more work that you have to do in order to ensure that's a smooth, compliant experience for students.

This opinion alluded to previously expressed ideas of tensions between schools and the university.

4.6.2 Community

All participants understood the government directive of taking joint responsibility for a school-university partnership. However, there was uncertainty about some aspects of who did what within the partnership. This concern related to the values of leadership and involvement, within the roles and responsibilities of schools and the university, especially within the school-led route as Peta spoke about:

I think with School Direct it's been quite difficult, because ... where the schools do their training and we do our training, who is responsible? As a university provider I see that we are responsible for organising that, although schools are responsible for their own training, if you've both got different agendas, it's trying to pull those together so there's cohesiveness across the partnership, and that's really quite tricky to do because priorities are different in school settings as they are in university settings. I think that's where there's a mix-up.

As a senior manager, Peta took responsibility for aligning the school and university's expectations for the school-led training programme, the agenda for the lead mentor meetings and for the interviewing process because she said:

Someone has to take the lead.

Peta set the timetable for the university based training ready to share with mentors, so that they could design their school-based training around the university-based training to complement and enhance what the university did.

The leadership role aligned to holding a responsibility for quality assurance. All participants spoke of the university's role in quality assuring the course to ensure there was parity across the partnership, for trainee teachers. There was a suggestion that the school and university had different priorities on each of the different ITT routes, which all participants noted. The key priority was linked to perspective and whether ITT was viewed as training or educating, which Sadie raised:

... are we training teachers or are we educating teachers to be able to go and teach children?

Usain contributed:

I think that's where School Direct is quite complicated, because students are in school, the divide I think is huge, yet they are still a learner aren't they? I think sometimes schools can very much focus on life in the school and teaching children, and almost ignoring – that's too strong a word – but that very essential learning process of the students to become crafted into.

Sadie commented on the time SD trainee teachers were in school:

The proportion of time they're in school, they're in school more than they're actually here. On university-led, they are here more than they're in school, so it's almost as though that proportionate view can make people look at it differently.

The suggestion was that there was a spectrum of support. This ranged from schools offering bespoke support for trainee teachers to schools who took as many trainee teachers as possible. At this end of the scale schools were under pressure due to financial pressures and school budgets which Peta observed, led to strategic moves from schools:

I think there's now a more strategic move, that some schools are taking to address teacher shortage, address the fact they've had to get rid of TAs, address the fact there are more complex needs presented by some of the children in class so in a sense the more adults available the more that helps.

Peta suggested that schools had not changed their values but were being responsive and trying to survive. In these cases the rationale for schools supporting ITT was driven by a financial implication and staffing. With an awareness of the range of support for trainee teachers, Peta said that partnerships with schools remained strong. A concern was raised by Peta over the lack of student involvement within the partnership:

...but I don't think the students are in the partnership. I think the students are seen very much as here and gone and don't appreciate that we work very, very closely together, the trainees don't see that, and I think that's an area we need to work on.

Sadie agreed and added evidence of this:

That is backed up by some of the qualitative comments from the National Student Survey (NSS). They want more time in schools, getting into school area, they want more activities they can use in school, they don't always see that joined-up approach.

To address the divide between theory and practice in future, Sadie suggested that the university tutors could do some teaching in school and 'bring some children into the university.' However, it was noted that reciprocity within the partnership already existed. Sadie said that schools were able to input into the course to ensure the university was able to address local needs. The university was able to share their expertise and research.

A lack of consistency between the ITT routes was noted and Sadie stressed the importance of parity of provision. This was in relation to the grading of a trainee teacher's practice. Usain confirmed that at times some schools had different expectations to the university. Sadie developed this to add that the trainee teachers also perceived inconsistencies in relation to the support they were given. The inconsistencies were evident on both routes and within government policies. Usain suggested that a lack of stability in government had arisen from different education ministers implementing different policies. She said that the rapid changes to agendas had led to

Colouring the way that partnerships work, the possibilities and expectations.

The comment regarding changes in government was apt and valid. Each change of education minister brings different ideas, resulting in more change for schools and universities rather than stability and development of an ITT system.

4.6.3 Summary

There was an emphasis upon the cultural community on how the university worked with schools and students within government policies. This involved the need to include trainee teachers in the partnership. The university was taking the lead on both university-led and school-led routes but believed there could be greater involvement for schools and university to work in each other's settings. There was a lack of clarity on the school-led route, over roles especially with regard to training. Maintaining consistency and involvement were important aspects of the relationships within the partnership.

4.7 Case 5: Structural Aspects of Partnership

Originally I had planned for this case to follow the structure of the FG interview. Due to the Covid-19 pandemic I had to adapt and hold this through a virtual platform. The internet connection worked well for university participants, but the head teachers involved in the FG interview lost connection in the warm up questions and were not as familiar with the system. As they were unable to continue with the interview, the head teachers completed a questionnaire to enable their ideas to be included. All names have been changed to offer anonymity. The case consisted of the following participants; two members of senior management from a university School of Education, referred to as Nicola and Elle and two head teachers from two partnership schools referred to as Ros and Matt. The responses from the questionnaires were analysed alongside the FG interview. Social and cultural aspects of the partnership were reflected upon when exploring the values and to group them into themes.

From the FG interview and questionnaires, the following themes were identified, see Table 6.

Values	Themes
Working together, co-operate, collaborate, shared delegation, mutual, roles and responsibility, negotiate, discuss, communicate, consistency, compliant, accountability, equality, genuine, fairness, understanding, values of trust, respect, integrity.	Relationships
Stakeholders, involvement, consistency enabling others, historical culture, quality assurance, social context, expertise, difference, adaptability, values.	Community

Table 6: Themes from University and School Managers

The senior leaders working structurally were always in agreement and presented a positive image. Throughout the FG interview the participants developed each other's points, which resulted in a flow and ease of conversation despite the technical challenges. Matt offered the fewest comments through completing a questionnaire.

4.7.1 Relationships

The values of individuals were influential in explaining how relationships worked, with importance placed upon how these formed the basis of a partnership. Ros referred to this as being the foundations of a genuine partnership. The enacting of values gave meaning and helped construct the nature of the partnership so it became owned by groups within it. This was evidenced by Nicola, Elle and Ros. Matt commented on the collaborative aspect of the partnership:

Partnership is the collaboration between two organisations to achieve an outcome- in this case training effective teachers.

Ros spoke about how the partnership:

...works as a triangle-school/Uni/student.

Then Nicola stressed how:

Our partnership reflects the values where students are part of that partnership, schools are part of that partnership, we're part of that partnership.

Having a strong interest in the values, Elle spoke proudly about having the right tutors in place procedurally to develop strong relationships with the schools:

The strength in partnership is getting the right tutor in the right school and them taking that time to build trust and professional respect and getting to know each other, and I know that through being a tutor myself, I've started to build up really good relationships with particular schools, and I think that helps the wider partnership, so although I think all the things we've spoken about already are really important from a strategic perspective, I think also we need to recognise that it's that day-to-day building relationships, building trust between people, having that professional integrity and mutual respect.

Elle and Nicola spoke about how they worked together to ensure the values were demonstrated within the School of Education, which ultimately spread to the partnership schools. Elle developed a point raised by Nicola to sum up the importance of their values being shared, which also linked to the comment from Ros about the partnership being genuine and having a shared vision:

This is what our values are, but unless people are living them out and it's seen in action then it doesn't have any meaning, it doesn't have any authenticity, so I suppose it's as Nicola picked up earlier, it's that interlink, that relationship ensuring that people understand that vision and it becomes part of their motivation when they're working with schools, and similarly when the schools are working with us.

In this example from practice values were enacted and transmitted from the HEI to the partner schools and vice-versa and this was dependent upon the people involved in the partnership. The sharing of values cannot be left to chance. Partners need to discuss and reach an agreement about this to ensure it is the values that drive the partnership as people enter and leave the partnership. All participants recognised working together as important and this included co-operating with each other and working collaboratively which Elle spoke about as:

...that togetherness.

Clearly defined roles and responsibilities were valued so that all had an understanding of how they worked in partnership to achieve the shared aim. The head teacher Ros, said that they are all in the partnership together because:

We all want the same things for future teachers.

The shared aim was also acknowledged by Elle who spoke about the vision and its link to people's relationships as they worked together which involved 'shared judgements and shared responsibilities,' structurally and procedurally. Elle positioned herself as a tutor working within procedural practices and a manager working strategically, she noted that:

Strategically, I support with the School (of Education) vision, but then in the same day I can be working with a student or with one of my members of staff dealing with something that's very specific and very day-to-day and very particular to a circumstance, so it's how you make sure that those things are always aligning, that we're always being guided by the vision.

Nicola and Ros expressed their strategic responsibilities. Ros responded that she would not have the time to attend to work within day to day procedural practices and Matt and Nicola reinforced how their role was also more strategic than operational. They both pointed out how they were very much in touch with

what happened on a day to day basis through their close relationship and discussions with their staff. Nicola referred back to how the structures drove the procedures:

‘You sort of have to have the structures in place and then the procedures are the things that facilitate to make that structure be effective.’

Challenges in the relationship were only recognised by Elle which she said were due to the different priorities that each setting had:

Although they’re supportive in everything that we’re doing, our core business, the thing that drives us, is all about quality of what we’re giving to our trainee teachers, whereas although that’s a really high priority for our partners and they support us very well, they have competing priorities too.

Nicola, Elle and Ros spoke about equality within the partnership and Nicola recognised this first when she said this involved all stakeholders having equal status in the group. Ros spoke about how the university used to be ‘top dog’ but the school’s involvement in school-led ITT, resulted in the school being ‘an equal partner in it now.’ Developing this point, Elle was concerned that the term equal was not taken out of context and how this may look different in different settings and commented that:

It might look different with different partners, so it’s something around delivery, delegation of tasks, to get to that shared aim, or to that shared sort of responsibility, I suppose mutually beneficial.

Raising the idea of working together Matt said that:

The key benefit is that the students feel part of the schools and are frequently employed by them at the end of training. This is of great benefit to both parties.

In relation to reciprocity, Elle expressed that:

Each partner gains something from that relationship.

This reinforced the point made by Ros that she feels involved in the partnership. Elle strongly expressed her thoughts and used the word, ‘shared’ many times. She referred to the relationship within structural practices with shared accountability, values, aims and vision and procedurally with shared

expertise, judgements, ideas, understanding and responsibilities. She acknowledged that sometimes this would look different due to the culture of the settings.

4.7.2 Community

All participants presented the view that students, schools and university were a part of the community. They each identified strongly with this and stated that all groups should be involved. Stakeholders appeared especially important to Nicola and she mentioned this several times:

Students are part of that partnership, schools are part of that partnership, we're part of that partnership, and I think that's where I come back to the stakeholders, I would hope that everybody in the partnership will have their role to play as a stakeholder.

If all stakeholders are to play a role then consideration must be given to their degree of participation because it is difficult to conceptualise participation within every day practices.

Within strategic practices Elle spoke about the spirit of the community and this guided her involvement and role which ultimately impacted upon the primary department procedurally:

I see my role as enabling those other people in the team. Strategic dialogue enables the department to adapt to the different partnership requirements, so we might have things in the partnership agreement that's very clear, for example, the financial arrangement, but similarly we might be working with a school in a particular situation with a particular student on that day-to-day level, so we're able to take those guiding principles and values in the spirit of how we view our partnership, so that we can adapt to those individual day-to-day situations. That's where there's that interconnection. I really do have to see that bigger picture and think strategically but also deal with the day-to-day situations.

The social practices meant that everyone was a valued member of the community and whether they worked within structural or procedural practices, made no difference to this. The idea of involvement and having designated roles was raised by Ros, who spoke about the historical context and how recent procedural changes, supported clarity for all:

We all know our roles and responsibilities, and I think that's a true partnership, historically it's always just been top down from the uni. But this way I think is much clearer for all of us.

The historical context was raised by Elle who said that previously accountability was perceived negatively but now schools and university were jointly responsible:

Historically, working in partnership there has been a sense of who is the accountable body', and maybe that's why sometimes the university perhaps may be perceived in a certain way, as it felt like it sat there in terms of who's inspected and who gains that grading, I do feel that's changed and evolved. It's that shared accountability now, it's an investment from the schools as well.

This highlighted the adaptability within the partnership and suggested that the community valued openness. Several comments related to this idea, which included recognising expertise and embracing difference. Nicola said that due to courses being different there were 'cultural differences' but saw this as a positive aspect of the way everyone worked within the community to create the culture:

There are occasions when actually difference is important in the partnership. You don't want too much difference because you want people to be aligned, it does come back to the core values and the right people, how we live those values every day, but there are strengths sometimes in different perspectives and different ways of looking at it, and I think the partnership with schools, there is the opportunity for that to be done in a really positive way.

Developing this point Elle spoke about difference being connected to new ideas:

It supports the idea that Nicola's presented around widening perspectives, widening those horizons, and I think we really have that in abundance with our wider partnership.

Ultimately, Nicola believed that the teaching community needs new teachers who have had different experiences and are individual:

We don't want to turn out hundreds of trainees with identical experiences in identical settings, so I think one of the benefits of such a large and complex partnership is that there is that difference.

The word complex was an interesting choice, possibly associated with the partnership involving many schools and different ITT routes. Challenges had been raised about how values could be upheld within such a diverse range of settings, due to competing priorities. However, within structural practices this was seen as offering a richness to the community. Whilst Matt noted that a potential challenge had been about training needs and who is responsible for those on the school-led route:

...the balance of time in school and pedagogical input and who delivers it.

This point appeared to be pertinent to just the one case within this case study.

4.7.3 Summary

The social practices within the community were underpinned by the values that drove the partnership. The values were evident throughout the discussions about relationships and the spirit of the community. This aligned with views from schools in the previous cases about the importance of developing strong relationships. Clear links were made between the practices that the partnership worked on, with strong emphasis placed upon ensuring the structural aspects of partnership were in place so that the procedural aspects could operate.

4.8 Partnership Documentation

The university had two separate partnership handbooks, one for each of the two routes. These were identical apart from a difference noted in how the two partners worked on recruitment and financial aspects of the course. When recruiting potential trainee teachers there was an expectation that both partners would be active and work collaboratively. The financial arrangements were set out by the university. Established SD partners received 50% of the total suggesting an equally shared responsibility. Less established SD alliances received 40% which could suggest that the university were assuming more responsibility. Government policy (DfE, 2020) stated that providers of accredited ITT must make sure that partners;

Establish a partnership agreement setting out the roles and responsibilities of each partner. Provision that is not school-led must assure the significant role of schools in recruiting, selecting, training and assessing trainee teachers.

In accordance with the legislation the university set up annual partnership agreements. These set out the principles of the partnership, in 28 page documents, through 11 sections.

4.8.1 What is the intent of the Partnership Handbook?

The language used in the handbooks, for both ITT routes, set out facts about how the partnership operated. There were specific roles and responsibilities for school and university colleagues and trainee teachers, with an outline of their designated activities. There was clarity in the expectations for the different roles. Those working structurally, head teachers and the head of the university primary department, were deemed responsible for identifying and providing opportunities. The language used was direct and authoritative, with the university demonstrating control of the partnership. Following the same stance the roles for those working procedurally were presented, using verbs to command how collaborative practice should occur. This language identified expectations for each role, which were values based and were similar to those from the FG interviews (Table 7). The list of roles was in order of a suggested hierarchy, which started with the university's head of department through to the school's roles.

Role	Values
Lead Mentor in school	Maintain communication with the university, liaise, support.
Class teacher	Support trainees, model, share, enable access, day to day supervision, contribute, guide.
Course Leader	In conjunction with partner representatives, shared understanding, collaborate.
Partnership Lead	In conjunction with partner representatives, shared understanding, work in collaboration.
University Tutor	Work collaboratively, work with them, liaising.

Table 7: Roles and values within the partnership handbook.

The list of roles was in order of a suggested hierarchy, which started with the university's head of department through to the school's roles.

Within the roles the university took a lead on compliancy and accountability, directing schools to government guidance and formal university procedures. The university explained its commitment to deliver continuing professional development opportunities and stated that they had intellectual property rights over materials used. Compliancy was also explicit to determine everyone's responsibility in following government policies, including ITT criteria (DfE, 2020). The responsibilities of a steering committee set out their contribution to the programme, to review the partnership agreement and roles within the partnership. Additionally they were involved in an advisory capacity. The course management committee included colleagues from school, university and trainee teachers. Their main role was to review and offer advice on course development.

The measures on QA explained that the university and school worked together on recruitment, following statutory guidance. There was a difference in the expectations of this within the two routes. On the school-led route, both partners, 'actively advertised and recruited trainee teachers' and on the

university-led route the partners, ‘worked closely together to recruit and select trainee teachers.’

The sections on quality relating to the assessment of trainee teachers and the selection of schools described the structural procedures and processes. The university led the QA process with language that clearly demanded a school’s compliancy. This included phrases such as:

The university has the right to de-select the school... staff must receive new mentor training...the university will conduct a risk assessment.

The QA processes aligned with government compliancy.

The partnership handbook provided detailed information on the university and school’s role within its structural and procedural practices. It demonstrated a commitment to working in partnership with schools and a certain ownership in the language used. This was consistent across the documentation for both ITT routes.

4.8.2 How the Partnership Handbook was presented within the discourse of Primary ITT

The university presented an authoritative stance to give clear information on how the partnership would work. It stated how the handbook ‘should’ be read in conjunction with other documents, the expectations for the behaviour of trainee teachers and explained the procedure for potential issues. Taking a lead on aspects of partnership was set within a recognition of the way that each partner had a unique part to play through making ‘distinctive contributions’ and through their roles and responsibilities. The involvement recognised that all partners had:

A shared commitment to pursue high quality Initial Teacher Education.

There was clarity about the roles and responsibilities for everyone working on both practices within the partnership. As well as working independently there was acknowledgement of the value of collaborative practice. Within the roles, partners were able to ‘collaborate,’ ‘liaise,’ ‘discuss’ and work ‘in conjunction.’

There were discrete sections entitled, compliance with legislation and quality assurance procedures. The university directed schools to government policies and university procedures, which set out the need to conform to legislation. The university defined its role in quality assuring the processes and practices. It stated the rigour of its systems to ensure 'high quality ITE' and claimed that schools who were identified as not meeting the DfE Criteria for ITT or the responsibilities outlined in this partnership agreement would be de-selected.

4.9 Summary

Socially situated identities were mutually co-constructed in the FG interviews as participants responded to each other. Within each case participants consistently aligned in their views whether working procedurally or structurally. The same level of mutual agreement was evident for those who worked together on each of the routes.

The data enabled me to explore how participants shared their views to create an argument. I examined how this fitted into their wider social practice within ITT. This was established through the way they responded to each other to establish their truth, within the culture of the setting. They valued the opportunity to discuss their understanding together and to share their social practices. This supported them to establish the appropriate values influenced by the school and university culture, through the discourse of ITT. Drawing on a constructivist approach enabled the alignment of language and social interaction; one influenced the other. The language worked as a lens through which sense was made of the social and physical settings and this was shared through the discourse of ITT. The reality was one that was created through the contributions of those within the settings, to establish their views of the community.

Chapter 5: Discussion

5.1 Introduction

This chapter captured the key findings from data in the previous chapter in an attempt to answer my research question about the conceptual agreement of an ITT partnership. Exploring this within one primary ITT partnership to understand it more fully amongst a school-led, policy driven culture, reinforced the unique values held by different groups. The theory on how an ITT partnership was conceptualised was multi-layered and I explored themes that had emerged from the data to identify points of interest and ideas that were connected. From this, I considered what original knowledge could be discovered and how the emergent themes could help to answer the research question (Appendix F). The themes that were of interest were community, relationships, the lead mentor role and policy.

The opportunity to talk and to share ideas supported the development of strong relationships. These relationships underpinned the foundations of the partnership. The structures and procedures of the partnership were aligned in many ways especially in the values that were held within these practices. There were differences between the two ITT routes, especially in the way that trainee teachers became part of the school community. This is a worrying observation which is divisive. There needs to be an opportunity for all new teachers to feel part of the school staff but this is currently dependent upon the route through which they joined the teaching profession. It was highlighted that the lead mentor role was pivotal in liaising between the procedural and structural aspects of a partnership. Consequently, the findings invited discussion of the fostering of procedures and structures of a partnership and the way these are understood within the context of school-led and university-led primary ITT. Some factors related to one setting, some related to links between settings and some realised the links between participants' views and documentation.

5.2 A Community pulling together or apart?

The school-university ITT Partnership in this study offered new teachers an opportunity to join the school and teaching communities. This concept resonated with views from Jackson and Burch (2019) who noted the need to build new ways of working in partnership to enable professionals to share their expertise as school-led ITT became more established. Aligned to this view the FG interviews provided a starting point for discussing ways to work in partnership and offered an opportunity for practitioners to share and develop their perspectives. For all participants, working together was valued and of importance. This provided a platform for developing a community where there was a common purpose and where knowledge could be co-constructed and shared. This idea was echoed by Jackson and Burch (2019) who recognised that working together can support the sharing of expertise. There existed a plethora of literature on the subject of creating a space for individuals to co-construct knowledge. This included *communities of practice* (Wenger, 1998); *Third space* (Zeichner, 2010) and professional boundary crossing (Whitchurch, 2008). These were all valuable opportunities for sharing practitioner and academic knowledge. Although the chance to create spaces and co-construct knowledge can be caught up in tensions of not having enough time and not having sufficient authority. However, practitioners from schools and the university tutors all spoke of how much they valued being able to share their ideas. The most viable options for this were the ad hoc opportunities that presented themselves during a tutor's visit to school. This was through a tutor and class teacher working together on finding a solution to a problem or working together to support a trainee teacher. A possible option to create more formal opportunities to work together, worthy of further discussion, may be to engage in professional hubs or communities. This could include the key people in each school, the trainee teachers, the university tutor and a member of the partnership team so that both the procedural and structural aspects of the partnership could be represented. Within such a community a sense of belonging to a specific ITT hub may help to promote the sharing of knowledge and expertise. This may have the benefit of taking the social and cultural aspects of the school and university settings into

consideration. This could support each setting to gain a deeper understanding of each other's practices and values. Despite valid intentions there is a troubling disquiet that partners may be pulling apart, because there has not been an opportunity to talk to each other and reach a shared understanding.

The terms school-led and university-led were perhaps not helpful in trying to find common ground between the settings. It offered notions of ownership and hierarchy yet it has been debated that partnerships should be jointly owned (Burroughs et al., 2020) and they were more effective when working together rather than, 'in parallel' (Jackson and Burch, 2019, p.139). Rather than a polarised perspective there needed to be a shift of focus from *where* partnership occurs, to *how* teacher educators were working in partnership. A glimpse of this stance was suggested by Carter (DfE, 2015), yet there remained a lack of guidance on how this could be achieved. It seemed that working together on the design and delivery of a programme had some success (Mutton et al., 2017). There was more work to do on developing a shared understanding of pedagogy within ITT. An example of the settings working in a comparable way but not necessarily together was highlighted when the university structures did not align with school systems. This included the ability to make joint decisions and sometimes it could take a long time for the university to reach a decision compared to how quickly decisions were made in school. The disparity lay within the structural aspects of working within each setting, with fewer levels of management in schools than in the university. Within the daily procedures there were many examples of how class teachers, lead mentors and university tutors worked closely together rather than in parallel. Their values aligned, which added to the sense of community, a point made by Bryan and Carpenter was that values were at the heart of community (2008). In order to address greater alignment about decision making, more autonomy could be offered to university tutors. Alternatively, greater clarity in lines of communication between the school and decision makers in university, may prove helpful in giving schools greater confidence in university structures.

On joining the school community there were differences for those on school-led and university-led routes. There was a more seamless acceptance into the school community for SD trainee teachers than there was for UG/PGCE

trainee teachers, within settings that supported school-led or both routes. This was due to three key reasons: recruitment, placement pattern and the time spent in one school. Firstly, when interviewing potential applicants, the university carried out quality and compliancy checks, whilst for the school it was an opportunity to see if this person would fit into their school community. From this early stage of recruitment, the school identified with the applicant, they had a name and started to build rapport with this new member of staff. Secondly, because SD trainees were in school at the very start of term they became familiar with children and with staff. This meant that they were able to develop relationships quickly, consequently they felt more involved in school life and were familiar faces in school. That resulted in being seen as a member of the school staff as opposed to a visitor in school. Finally, trainee teachers were in school for the whole year with a short practice in another setting. There was a familiarity when they returned to the school and engaged with the school community again. An advantage of this route meant that it was likely they would be recruited to the school team once qualified. It could be seen as the school's opportunity to see if this trainee would fit into their community. This perspective was evident within structural practices where the head teacher saw the trainee as a potential member of staff and procedurally the class teachers and lead mentors could mould the trainee, enabling them to fit into the community. The school's drive to shape the trainees could be their response to a problem noted by Burroughs et al. (2020) who referred to the gap between how trainee teachers were prepared and what the schools were looking for. The perceived gap was concerned with theory and practice which was an on-going debate (Jackson and Burch, 2019). It was noted how there needed to be a mutual benefit for both partners. This was valued by the university and schools and by those who worked in the classroom and as managers. If the gap between what happens in theory and practice can be agreed between partners and implemented, it may address the perceived gap. Mutual benefit was a shared value yet the lack of alignment between participants was evident when class teachers spoke of university tutors being up to date with research. The implication that class teachers do not need to keep up to date presented a narrow view of the class teacher's responsibility for maintaining a current understanding of educational policies. This was a

challenge because the lack of mutual benefit resulted in some class teachers not assuming responsibility for trainee teachers.

Within this case study those on a university-led route had a different experience to the SD trainee teachers. These trainees were placed in specific schools where schools had offered a placement and the trainee's name was sent to the school. The first time the school staff met the trainee was on their first day of school practice. The concern is that some schools who support both routes may give priority to SD trainees and the UG/PGCE trainee could just be regarded as an extra pair of hands in the classroom. This reinforced a point made in chapter 2, where Maguire (2014) highlighted that some schools may support trainee teachers as it meets the needs of the school. There existed a spectrum of different support for trainee teachers and this was dependent upon the school's expectations, for example a class teacher who had not 'agreed' to have a trainee teacher in the classroom may not provide the level of support that another trainee may have in a different school. This was more likely to happen on the university-led route. In the school that supported both routes, the lead mentor stated that her priority was towards SD trainees as this was her main role. Yet the partnership handbook clearly set out the role of the lead mentor in supporting all trainee teachers.

At recruitment those pursuing a UG/PGCE route were considered for their potential to become an outstanding teacher. Those on the SD route were additionally considered for their potential to fit into the school. A difference was that SD are shaped to fit the school community and the UG/PGCE found their own shape to fit into the school and wider teaching community. This could mean greater autonomy for those on the university-led route, able to build their practice based on their experiences of working with different teachers. There were key differences between the routes. Firstly, the UG/PGCE trainee teachers had less time in school than SD trainee teachers. Secondly, the schools followed the university's expectations on how much the UG/PGCE should be teaching each week. Finally, the UG/PGCEs were sent to a school which they have not selected unlike the SD trainee teachers. A perceived concern over differences in stakeholders' opinions was voiced by Struthers (2013) who suggested that their different priorities could create a disturbance

within their partnership. In response to this view there was no evidence in the findings to suggest this. It was not the case for the schools and university in this study where teachers and head teachers spoke of a shared aim to help the next generation of teachers. It was clear from management that they looked for potential to shape a trainee to fit into their school, whilst recognising that they were also supporting the next generation of teachers to fit into a wider teaching community.

Through addressing the differences, it was possible that a more equitable model could be achieved for all trainees, no matter which route they were on. There was much to be developed from the findings of Gorard (2017), who noted that a difference existed between routes in how prepared new teachers felt upon joining the teaching community. Finding equity between how trainee teachers were supported to establish themselves within the teaching community, may go some way to addressing the preparation of new teachers. Within structural practices, on school-led ITT there was a sense of an equal partnership, which the head teacher had not experienced prior to supporting the SD route. The school's greater involvement, decision making and flexibility in how they delivered training may have contributed to this. It was encouraging that practices had developed so positively within the structural aspects of partnership, as commented on by the head teacher. A challenge now existed in communicating this with each other and within the partnership handbook to reflect the shared value of equity, as seen in practice. It was more complex to share the value of equity within daily practices. One teacher commented on the support that she had been given as a trainee teacher and in response wanted to do the same to help a new teacher. Yet, this was not always the case and procedurally there existed a spectrum of practices for engaging trainee teachers into the school community. Some participants spoke of how their colleagues did not have an equal understanding or aspiration to support all new teachers. The disarray of views from across the teaching profession can only result in a variation of experiences for those joining the teaching profession.

Creating equity within a partnership could include thinking about reciprocal arrangements between the settings. This could be effective if schools were

able to contribute to the course and so address their local needs and the university were able to share their expertise and research in school. There would be a mutual benefit for both settings. Within the partnership in this study, some schools 'took' trainee teachers as a favour for the university who were keen to get all of their students placed. But this was gradually changing and there was a move towards developing a more mutually beneficial partnership. This, as recognised by Jones et al. (2016), could support a shift towards creating an understanding between partners of the joint benefits for all which has the potential to lead to reciprocity.

The DfE (2019, p.1) recognised the benefit of having partnerships that were reciprocal, suggesting they were more likely to be sustainable. In agreement Burroughs et al. (2020) noted how a lack of reciprocity resulted in a lack of meaningful benefit for each setting. There appeared to be some way to go to ensure this was the same for all partnerships, so all new teachers benefitted from the liaison. Clarke and Winslade (2019) proffered the idea that the benefits for class teachers and academics was in the way they can each draw on the other's knowledge. The ITT partnership in this case study did not have any formal arrangements in place to discuss the sharing of knowledge, within its structures or procedures. Despite the differences between routes, partnerships can be a vehicle to foster those new to the teaching community and can support discussion about issues of equality between the two ITT routes.

5.2.1 Academic Knowledge and Practitioner knowledge

'The functional relevance of a piece of theoretical knowledge depends less on its presumed validity than on the ability and willingness of people to use it.' (Eraut, 1994, p.71)

Eraut (1994) proposed that in order for theory and practice to co-exist there needed to be relevance to a trainee teacher's professional development and an intention to use the knowledge within a context. This would be more effective when class teachers and university tutors both supported a trainee teacher to theorise on their practice (Eraut, 1994). Yet the more recent use of the terms school-led and university-led could imply that practice only

happened in school and theory only happened in university, which could result in an unhelpful hierarchical tension.

Earlier, I introduced views from schools about moulding new teachers to fit in with their school community. This was linked to a concept that schools may be, 'growing their own,' (Mutton et al., 2018, p.16) in response to a gap between what schools want and what ITT programmes provide. The perceived gap could be related to the synthesis of theory and practice which resonated with views from Zeichner, (2010) who called for there to be less of a hierarchical system of aligning these aspects. The divide between theory and practice was acknowledged by participants in school, who viewed university tutors as being more up to date with research than the teachers in school. This was recognised by Zeichner (2010, p.92) who referred to an 'outside-inside model' where the university tutors are seen to be the ones with the expertise. In the case study schools there was a suggestion of hierarchy but there was also acknowledgement of the importance of the school complementing the university, although not the other way around. This is a troubling finding. Class teachers need to feel confident that they are at the cutting edge of education. This is critical within an ITT culture that is school-led. It raises questions for the government on how they are supporting teachers as research informed practitioners who are influencing the next generation of teachers.

The partnership handbook used a tone of authority with expectations set out that schools needed to adhere to. However, in practice, rather than any obvious tension there was a fluidity within the partnership with reciprocity in sharing practical and theoretical ideas. This meant that not only did the trainee teachers benefit but so did the whole teaching community. Currently this was on more of an ad hoc basis but there could be a benefit in creating opportunities together which focussed upon an aspect of teaching so that theory and practice aligned. This may support greater equity between knowledge held by those in school and those in university (Zeichner, 2010) as well as provide a relevant context for the synthesis of theory and practice (Eraut, 1994). Burroughs et al. (2020) built upon the work of Zeichner (ibid) to map the impact of partnerships upon aligning coursework and practice. In agreement Burroughs et al. (2020) stressed the value of co-constructing

knowledge which can transform the preparation of new teachers. This had the potential to support schools and universities to pull together rather than apart.

For SD trainee teachers, knowledge was co-constructed structurally through the course leader and lead mentor working together on a bespoke training programme. This resulted in the sharing of expertise and a deeper understanding by each partner of what happened in each setting. Consequently the lead mentor was keen to stress the value of theoretical underpinning, to the SD trainee teachers in her school. Within the procedural practices class teachers had flexibility to work at a pace that suited their trainee's needs, rather than work to a university prescribed programme. This model partly addressed the disjuncture between theoretical and practical aspects. Whilst the synthesis of theory and practice on the school-led course developed from joint planning, on the university-led route the school adapted practices to meet the needs of the trainee teacher but partners did not share their theoretical and practical knowledge of the programme. Essentially on both routes trainees were well supported but there was less of a connection between stakeholders and less opportunity to connect theory and practice whilst in school, on the university-led route. Further collaborative work between the school experience tutor and class teachers, could support the synthesis of theory and practice. Through working together a more equitable partnership may be possible, negating a less hierarchical system which Struthers (2017) noted as being evident between those working procedurally.

There may be value in reviewing the partnership handbook to consider how it could portray less of a hierarchical stance. It set out an authoritative stance as opposed to indicating how settings worked together. This was a further example of working in parallel and did not align to the conceptual understanding from head teachers who valued equality. Rather than having a tone of equity, the handbook set out roles and responsibilities which had a tone of ownership of the partnership. The school-led handbook was worded in the same way as the university-led ITT handbook. Not only may it be confusing for a school who supported both routes to have two separate handbooks but it could imply a difference in the way the university worked in partnership. Yet, to strengthen a partnership the values that underpin it, should be the same for

both routes. Agreeing shared values makes a solid base on which to develop a single community to support all trainee teachers.

5.3 The foundation of an ITT Partnership: Relationships

The people involved in the case study were key to the partnership's success and their relationships drove the partnership. In agreement with the importance of developing strong relationships, Jones et al. (2016) noted how in these circumstances, active engagement increased too. One example that was representative of this, was the way that lead mentors and university tutors worked together on the SD training programme. The aim was to ensure the university programme complemented what happened in school and vice versa. An example from the UG/PGCE route was evident when the university tutor supported the class teacher, by visiting the school if there were challenges with a trainee teacher who was on placement there. The relationships in this study were underpinned by shared values and participants were aligned in their understanding of what made their partnership work. This was true for structural and procedural practices which demonstrated cohesion between how the partnership was managed and how it worked in practice. Walsh and Backe (2013) reinforced the need for the institutions to be supportive of practitioners as this enabled greater commitment from people. In this case the commitment was evidenced through the values held by each partner. Although participants had not explicitly discussed their values, there may have been key factors that were influential in this particular partnership between the schools and university. Firstly, all of the schools had worked with the university for many years, liaising with the same key people. Consequently, authentic relationships had developed over time which enabled participants to co-construct a conceptual understanding of the partnership, built on mutuality rather than hierarchy. The importance of mutuality within partnerships was highlighted in chapter 2 when Walshe and Backe (2013) explained that it enabled everyone to feel involved. Mutuality was evident when a head teacher spoke of the equality in the relationship and when people working procedurally spoke of support for each other's individual roles whilst acknowledging how they complemented each other too. As well as working alongside each other, working with the same key people was an integral element of the success of

this relationship. Although there was a wealth of literature pertaining to mutuality in relationships (Walshe and Backe, 2013; Miller, 2015; Jones et al., 2016) within this study the concept of mutuality provided original knowledge. This was because the data revealed an important concept for this partnership. There existed an opportunity to build on the mutuality that was evident and through discussions with stakeholders, to develop greater collaborative practices. I discuss the foundations of partnership through examining the following concepts: values, communication and partnership model.

5.3.1 Values

Working in partnership can facilitate shared values between each partner. However, in the partnership in this case study not all values were explicitly shared or voiced and perhaps an intrinsic understanding had been assumed from the social and cultural practices within the settings. This can be a common assumption which Newberry and Richardson (2015) claimed was made because both partners have a shared goal. In agreement, I believe this was the case in this study where schools and university shared a common aim to support the next generation of teachers. The head teachers asserted that training effective teachers was a shared aim and said 'we all want the same things for future teachers.' This was acknowledged by the university management who agreed with the shared vision but then added to this by introducing the idea that what happened within procedural practices contributed to the success of the shared aim. The additional perspective from some participants highlighted a discrepancy. Without the opportunity to talk about and agree a definition of the term effective teachers, there could exist very good intentions and with many different versions of the shared values.

Participants who worked procedurally spoke of how much they had appreciated the time to share their ideas in the FG interviews, noting that they never had the chance to do this before. This revealed that having time to talk was important to them, in enabling the development of a partnership where there were shared values. The lack of collaboration on defining shared values was acknowledged in chapter 2, as a factor in deterring successful partnerships as noted by Newberry and Richardson (2015). The lack of

opportunity to discuss and share ideas did not appear to have impacted negatively upon the partnerships in this case study. Although it was noted that a deterrent could arise as there was a disparity in expectations. This was evident when a lower priority was awarded to the university-led route than the school-led route. This happened in one school where they supported both routes. A lack of opportunity to discuss values may have led to this apparent divergence from the university's expectations for trainee teachers on the university-led route. This may have been due to a confusion over institutional goals with separate functions focussed upon individual outcomes rather than the larger teaching community. Ultimately participants found it reassuring to be able to share their understanding and discuss their beliefs. Newberry and Richardson (2015) stated that if values were not shared there could be a lack of commitment as opposed to fostering new and shared understanding. A concern remains over communication of values and there needs to be reassurance that partners will commit to finding time to collaborate on this. If a goal of partnership was to reach a consensus then values needed to be shared explicitly, with time given to professional discussion to promote convergence of beliefs.

Along with having a shared vision, effective partnerships were built on mutual respect and trust. In chapter 2, I argued that relationships take time to form but the consequence was that trust and respect can be developed (Jones et al., 2016). Overwhelmingly participants appeared to show mutual respect within all practices. FG Interviews with participants revealed the ways in which relationships and trust evolved through their sustained partnership. Where partnerships were stable confidence in each other to follow procedures, address issues and reach agreements, led to trust. As a result, this can enable mutual respect which Burroughs et al. (2020) reminded us should be afforded time to develop. A few years ago, a decision was made within the university partnership team, for university tutors to work in geographical areas. The aim was to enable tutors to develop relationships with their local schools. The impact of this was evident in the case studies where participants from schools spoke about how much they valued having the same university tutor visiting the school. It supported the school because it provided consistency and

continuity as the tutor was familiar with the setting and how everyone worked within it. Equally, the tutor commented on how she felt part of the school community which helped her to work within the school's expectations. This arrangement helped participants to be open and honest because they had confidence in each other. The trust and confidence developed from the same key people working together over a substantial amount of time. There was an openness in their relationships with each other with an understanding of the benefits of conjoint outcomes of working in partnership. There was some evidence to suggest that relationships were a critical aspect of building partnerships and whilst this was not necessarily a revolutionary finding, this research endorsed the value of tutors working within their local community. This could provide a platform to further develop relationships with other stakeholders and to share expertise within the wider ITT community. A challenge would be if there was a high turnover of staff and changing roles.

Effective partnerships that utilise expertise from both school partners and universities as Carter (DfE, 2015) noted, resonated with this case study. I discovered the mutual respect that was evident throughout the FG interviews, was based upon the participants' understanding of how they each contributed to the partnership. There was a reciprocal exchange in the way that teachers from school were able to input into the course and university tutors were able to share their expertise. A class teacher said the lead mentor and university tutor recognised each other's individual roles whilst acknowledging how they complemented each other. They worked together on some aspects and separately on other aspects. As described here schools and universities have found ways to embed trust and mutuality through their day to day practices. This was important because it may further support the partnership to develop, based on a collaborative model and diminish aspects of any potential hierarchy.

5.3.2 Communication

It was apparent from the FG interviews that clear communication between participants contributed to developing strong relationships. An example was seen in the way participants confidently developed or agreed with each other's

views. In defining the conceptual understanding of partnership, there were a number of common features that aligned with the literature on clear communication (Armstrong, 2015) and developing strong relationships (Burroughs et al., 2020; Jones et al., 2016). Within this study good communication aided both partners to meet their shared goal of supporting the next generation of teachers. Ultimately this resulted in a positive experience for trainee teachers. Importantly it served as a reminder that teachers in school and university tutors were all part of the wider teaching community, charged with the important job of supporting the next generation of teachers. Both partners were teacher educators although it may take time to change the influences of the historical context of this. As noted by Carter (DfE, 2015), the collective responsibility of the task of teacher training was more effective than any one partner alone can achieve.

My research identified that communication was problematic when there was a delay in responding to schools. This happened when a decision was needed from a senior manager in the university. This was problematic because it relied on settings having an understanding of the difference in school and university cultures. However, there seemed to be a clear and authentic acceptance that difference was celebrated and through having shared goals and clear roles there was flexibility for some things to work differently. An example was expressed in the way that sometimes university expectations did not match a trainee teacher's needs and so the school would adapt the trainee teacher's practice. The confidence of the lead mentor and class teacher to make these changes demonstrated the openness of the relationship they had with the university tutor. The clear communication not only strengthened their relationship but had a big impact upon the trainee teacher and possibly upon raising standards in education. Senior managers appreciated that having different perspectives and different ways of looking at things presented an opportunity to develop new ideas, in a positive way. It was evident that there were good channels of communication and these provided positive opportunities for partners. As a challenge emerged, such as the pace and culture of the university in being able to respond swiftly, it was addressed through having good channels of communication. Drawing on the work of

Walsh and Backe (2013) it was highlighted how conflict can be addressed if partners were open to understanding one another's context. Good communication within this partnership led to the development of strong relationships. Consequently the openness and honesty that existed within the relationships made it easier to talk about any discordance that arose.

5.3.3 The Partnership model

The literature on partnership models outlined a spectrum of practices from HEI-led to school-led (Furlong et al., 1996; Brooks, 2006; Jackson and Burch, 2019). A question that had not been addressed was how the different models may have impacted upon relationships within the partnership. A finding from this study identified that values underpinned the model of partnership, which influenced how relationships within it developed. In contrast to some of the views about disturbances to partnerships (Struthers, 2017), the findings pointed to a move away from power struggles and hierarchy towards schools and universities building stronger, more equitable relationships. This was evidenced by a head teacher who spoke of the school's relationship with the university being equal. In the past she noted how the school had felt there was a, 'top down' approach and they viewed the university to be the 'top dog.' The changes within ITT from university-led to school-led provision led to greater clarity for schools about the structures and procedures within the partnership resulting in equity within the relationship. However, this was not evident within the partnership handbook where a commanding stance was presented.

Previously I highlighted, in chapter 2, how effective partnerships were based on working together as opposed to power struggles (Walsh and Backe, 2013). In agreement, this was evident within the single case study in my research where effective relationships had developed as the partnership model changed from HEI-led to collaborative. An example of collaborative working was recognised by a lead mentor in the way structures were negotiated on the SD route and the impact upon procedural practices. The equity of status could suggest that school partners may have had greater confidence in their views being listened to. The collaboration between people rather than a power struggle resulted in time being focussed on how best to support trainee

teachers. This was evidenced within relationships between people on both routes, where partners negotiated training plans for SD trainee teachers and bespoke support for UG/PGCE trainee teachers. A point raised by Zeichner (2010, p. 92) was that a collaborative model enabled the amalgamation of academic, practitioner and community-based knowledge. Currently within the partnership collaborative practices were associated more with structural processes, than the sharing of academic and practitioner expertise. Whilst this had impacted positively upon developing strong relationships between the schools and university, I suspected that this partnership was on a trajectory towards a collaborative model of working and that takes time to develop fully. In the same way that it takes time to grow strong relationships. Here lies a challenge when there are changes to staffing as this can lead to movement within a partnership. It is not static and needs time to adjust to changes within it, otherwise it may not be fit for purpose or meet the needs of those within it.

5.4 The Cornerstone of a Partnership: The Lead Mentor

Over time the lead mentor role had developed from one of liaison between settings to one that played a key role within ITT (Howard et al., 2020). Adding to this view Bryan et al. (2010) reinforced the significant role of a lead mentor in a partnership with HEIs. A further development was the acknowledgement that mentoring involved having a clear stance on what high-quality teaching looked like (DfE, 2019a). Additionally Daly and Milton (2017) reiterated the importance of the social and cultural aspects of the mentor role to bring about change. As the partnership evolved the role of a lead mentor needed to be intentionally recognised within the school community. I discovered that lead mentors did not always have the time to share their expertise within their community, especially for those who supported the university-led route.

A key finding from my research revealed just how critical the lead mentor role was and how schools had very different views on mentoring as reinforced by Langdon et al. (2019). Adding to this stance Milton et al. (2020, p. 2) stated that often the mentor's expertise was not 'harnessed' which was recognised within this study. There were differences between settings, structurally, in how the role was managed within schools. In some schools the role was full time,

in others the role was carried out alongside being a class teacher. This resulted in a conflict of interests and a lack of time to carry out the role at times. My findings suggested that although there was a commitment to the role, the way that lead mentors were supported to carry this out was variable. Therefore, this opened up an opportunity for the existence of a range of interpretations on the lead mentor's role.

There was an aspiration that inconsistencies in mentoring would have been addressed through the introduction of national standards for school-based mentors (Teaching Schools Council, (TSC) 2016). This set of standards aimed to raise the profile of lead mentors, raise the quality of mentoring and address the challenge of variable levels of quality that existed in mentoring new teachers. However Mutton et al. (2018) noted how the mentor standards (TSC, 2016) set out the minimum level of support required and it could be left to chance as to how much schools engaged with the role. In agreement with this position I added that because the mentor standards were non-statutory guidance, the role had not become formally acknowledged on a wider scale. Positing a critical view Langdon et al. (2019, p.13) called for mandatory professional development for all mentors:

Essentially, there is a case for policy to focus on measures that de-privatise induction and mentoring practices within schools and build a collective investment among staff and leaders in the learning of new teachers.

This could address the current inconsistency in practices of mentoring new teachers alongside setting the expectation for all teachers to be engaged in a learning community that supported trainee teachers and newly qualified teachers. The lack of a community of mentoring practice was raised by Bryan and Carpenter (2008) who stated how values at the centre of such a discourse, could drive practice. Building on this perspective, the possibility of a mentor community with shared values that drove standards in ITT could contribute to the government's aim of raising standards in education.

As discovered in chapter four and noted by Cunningham (2012) there were many different interpretations of the mentor role, which was apparent in this case study. Although each school provided a high level of support, there was

a difference noted in the time awarded to the role. Priority was given to those on the school-led route and this was evident in two distinct ways: firstly in one school the lead mentor's role was a full time post where the school supported a school-led route. In the second instance the lead mentor was also a class teacher and supported a trainee teacher in her own class. The school supported both ITT routes. This was the same context in another school who supported just the university-led route. I return to the point made earlier and in chapter one that if standards in education are to be improved through developing strong ITT partnerships, there must be more attention given to *how* people in the partnership work together (Carter, DfE, 2015). Despite such laudable mentor standards guidance, one critical element still needed to be addressed: how schools and universities developed a shared understanding of this role. The different possible interpretations added complexity and finding a solution may not be straightforward. A greater recognition from government policies may go some way to developing a shared understanding of the lead mentor role. This included raising the profile of the role, which was an intention of the introduction of the mentor standards (TSC, 2016). Yet, I would argue that rather than raise the profile it merely highlighted the potential of the role. To add gravitas and offer consistency, there needed to be a commitment from the government to support schools to develop the role further. Besides the obvious need for more time to carry out the role, the message about being a teacher educator was put forward by Estyn (2018) who stated the importance of mentors being involved in ITT pedagogy. In line with the intentions of the mentor standards (TSC, 2016) lead mentors needed to be involved in ITT partnerships. Bryan and Carpenter (2008) highlighted the significant role mentors have within an ITT system that was school-led. Building on this, the creation of a new paradigm for the lead mentor role included consideration of how the role could promote a link between teaching and research to support awareness of an educational philosophy. This was despite the opposing views of Flynn (2019), who highlighted tensions between a class teacher's responsibilities to the children and their commitment to the dissemination of research findings. Further challenges were noted in the findings where different priorities including lack of time to carry out all roles resulted in tension. As evidenced earlier, lead mentors recognised the impact of tensions with a

lack of time to carry out their role. They stated how it slipped down in order of priority within the list of what needed to be carried out within a day and these inherent tensions of a lead mentor's role were noted by Bryan and Carpenter (2008). Although the Mentor Standards (TSC, 2016) was an attempt to offer a sense of identity, there needed to be further support for the lead mentor as they grappled with their different professional identities. In effect, many trainee teachers may not receive the high quality expertise of their mentor. This was observed within one school who supported both ITT routes but the lead mentor considered her priority was to those on the school-led route. There was a significant message here, about the way that lead mentors perceived their role and an underlying assumption of bias towards those on the school-led route. Issues around equality for all trainee teachers no matter which route they were on, lay within the structural aspects of the partnership. This could have a knock on effect upon the procedural practices that the lead mentor worked within. Lead mentors recognised that building rapport, being encouraging and building confidence were key skills. In one school the lead mentor spoke of how she 'ran the ITT partnership.' The recognition of these skills and a commitment to supporting new teachers was evident within all schools. Yet if a lead mentor was not given the resources to fully carry out their role, then potentially a whole group of new teachers could miss out on the valuable expertise of those teachers who have been designated to support them.

A further tension was noted within the university where senior managers were the decision makers. Tension was not evident within schools where the lead mentor often made key decisions or gained a quick response from the head teacher. This resulted in decisions being made quickly in schools, whilst it appeared that in university decisions were not always made as quickly as schools would have liked. With five levels of management in the School of Education from the Head of School, Head of Primary, Head of Partnership, Course Leaders and Year Co-ordinators, it could appear to schools that decision making can be multi-layered. Yet sometimes a decision had to be ratified by someone holding a more senior position in the university. However, this appeared as a disconnection between the two settings, as noted by Bryan and Carpenter (2008) who highlighted tensions between mentors and HEIs.

Being aware of each other's context and the way that people worked within it could support effective partnerships to develop (Howard et al., 2020).

Effective mentoring can help in raising the quality of trainee teachers which was just one aspect of the role (Howard et al., 2020). However, lead mentors did not acknowledge how their role improved their own practice or how this supported the school community. Yet a lead mentor role could offer professional development opportunities through supporting reflection upon practice, developing skills and explaining pedagogical practices to new teachers. This could be strengthened through their engagement with research. The importance of teachers engaging with research was strongly emphasised within a report from British Educational Research Association (2014) who linked the impact of this to raising achievement in schools. The work of a lead mentor had the capacity to span across the whole school staff to motivate and encourage others and to create a culture of life-long learning. Within the case study schools this happened within the school culture, where class teachers were encouraged and assumed responsibility for training the next generation of teachers. The suggestion for a continuum of learning was noted by William (2010). He argued that achieving a high quality workforce was not just about supporting trainee teachers but needed to involve all teachers who were currently in the profession. The case study emphasised how the lead mentor role had the potential to support the government's vision of raising educational standards.

The partnership handbook clearly set out a requirement for the lead mentor to attend training although in reality this was not always possible. Due to other priorities in school the uptake had often been very low. This is very worrying as it implies that lead mentors do not have the time to address their responsibilities fully. It also suggests that school and university expectations may not be aligned, resulting in differences in the level of support trainee teachers receive from the lead mentor. Yet the opportunity for schools and universities to collaborate and reflect upon the training and support for lead mentors may go some way to raising the profile of a lead mentor's role. In turn this could have a wider influence upon other members of the school staff and impact upon raising educational standards. The government recognised the

importance of training for mentors and made a pledge to fully fund mentor training (DfE, 2019b). If this came to fruition it could help schools and universities to develop consistency in mentoring all trainee teachers.

5.5 Policy and Practice: Driving the Partnership

Nationally, ITT was on the political agenda and considered as a route through which to raise standards in education (DfE, 2016a). The political ideology was to recruit high calibre students to become teachers, then educational standards would improve which can lead to economic success (Hanushek, 2011). Much of this debate stated that the conduit to link ITT and standards was through developing strong ITT partnerships (DfE, 2010). The bias in this argument, stemmed from top down government policy and was evident within the context of a school-led ITT system. Not only did this suggest inequity for new teachers but it was divisive in proposing that the best route for producing high quality teachers was through a school-led system and the best teachers emerged through spending more time in school. This stance negated suggestions that university-based ITT was valued (Swain, 2014; DfE, 2015). The lack of inclusion of university-led routes was confirmation of the government's stance that teaching was a craft, created a disconnection between theory and practice and further overlooked the important concept of pedagogy.

Within the schools in the case studies the concept of spending more time in school resulted in becoming more fully integrated into the school community. This was evident on the school-led route. The debate about raising standards needed to extend beyond thinking about the time trainee teachers spend in school to thinking about how the teaching community supported a high quality ITT programme. This had been a source of debate for some time, recognised by Hammerness, (2006) in Mutton et al. (2017) who called for greater alignment and Ellis (2010) who advocated that the social context should be taken into account. However I noticed an alignment between the university and schools within the SD context, with training plans developed by the school in accordance with the university training. This was also evident on the university-led routes where, despite university expectations for the block

teaching practice, the lead mentor felt confident enough to adapt training to meet the needs of the student and the school. These examples of alignment and consideration of the social context suggested that conjoined attempts to prepare trainee teachers created opportunities for professional growth. Yet, this was not driven by policy or evidenced in the partnership handbook but led by teacher educators in school and university who collaborated to provide greater opportunities that one setting alone could not deliver. This example of how values aligned to support trainee teachers is worthy of reflecting upon to consider how practice may guide policy. Collaboration was inconsistent within the partnership and until all teachers assume responsibility for training new teachers I fear it will remain so.

Within the structural practices of partnership there was an alignment between schools and university in recruiting high calibre new teachers to the school-led route. This demonstrated support for the government's vision and policies to work in partnership. There was recognition from senior leaders of the need for high calibre students who would fit into the school and wider teaching communities. Although there was some disparity on how this happened on the two ITT routes. Whilst the formal arrangements for recruiting SD trainee teachers focussed upon whether they would fit into the school community, on the university led route the focus was upon recruitment to courses. This raised an interesting question on how new teachers perceived a school community within the wider teaching community.

The structural and procedural aspects of the partnership did not always align. Structurally the need for equality was acknowledged with all stakeholders having equal status. Yet procedurally, as discussed previously, there was a difference in how the SD and UG/PGCE trainee teachers were inducted into the school community within the school that supported both ITT routes. In this conception the vision of teacher educators went beyond modelling the craft of teaching (DfE, 2010) and emphasised the social and cultural aspects of being a teacher. This was evident within all of the case study schools, where lead mentors and teachers spoke of the importance of the cultural aspects of practice. The socialization process within their school communities enabled new teachers to develop professionally through understanding how a teacher

behaved within their culture. There was an expectation that the new teacher would model their behaviour based on observations of experienced members of the teaching staff. This was evident within schools supporting all routes. Within these school communities the day to day practices of new teachers was shaped by and in response to what was happening in the school. This included the wider contexts and Wenger (2006) provided a reminder of the importance of these including the historical, social and cultural practices. They shaped what happened within a community although this was not always explicit. Within schools and the university the different cultures had their own rich historical roots which were embedded within the wider social practices of their communities. Traversing the different cultures was not easy but in order to create strong partnerships there needed to be a mutual respect for each other's practices within the ethos of each setting. Mutual respect was evident within all of the practices within the case study.

The university and schools in this case study shared the aim of supporting trainee teachers to become great teachers. This was evident within structural and procedural practices within the partnership. Government policies biased towards a school-led route may fail to acknowledge that great teachers are needed to join the profession, no matter which route they train through. There could be further benefit for school and university teacher educators to consider how the less formal practices of ITT influence the knowledge and perspective of new teachers. In particular the induction of new teachers into a school community could be set within the broader cultural expectations of the teaching profession. This may address some of the concerns that school-led ITT produces 'home grown' teachers (Mutton et al., 2018) which may have developed out of government directives for schools to have greater autonomy of ITT (DfE, 2010).

The need for regularity in training programmes irrespective of the context, was implied in government policies which highlighted the need for consistency (DfE, 2015). Although to reify this concept required moving away from who is in control towards schools and universities working together to create one community within a collaborative partnership. Yet, since the Carter review (DfE, 2015) little has changed in the government's vision to promote greater

consistency. This required the government to support an ITT culture where all teachers take responsibility to support the next generation of teachers. This was not the case in England where a range of views were held about where this responsibility sat. In my experience of working in partnership with a wide range of schools I have seen a variety of responses to supporting ITT. The spectrum has ranged from schools supporting ITT every other year, to schools who always tried to squeeze one more trainee teacher into their setting because they wanted to support as many new teachers as possible. The variety in practices in school, when offering places for trainee teachers is very worrying and has the potential to create apprehension for both partners. The inconsistency in practice may continue without the government's support for a teaching profession that enabled every teacher to take responsibility to train the next generation of teachers. The school-led route could have proved pivotal to this evolutionary shift as ownership and responsibility for new teachers shifted to school. More recently there has been a recognition from government of the importance of universities being involved in ITT, with a suggestion that this stance will be continued (Ward, 2017). Perhaps in the near future, we may see a growth in this acknowledgement, alongside a recognition that all teachers need to be active within ITT.

5.6 Summary

Despite the different challenges of working in partnership, the participants in this study shared many of the same views and were often aligned in their thinking. This was especially evident in the articulation of their values such as working together, mutual trust and strong relationships. New teachers became part of the school community and in doing so gained a wider perspective of the cultural and social practices of the teaching profession. As noted the development of community ITT hubs between schools and a university may be beneficial and the lead mentor role had the potential to be pivotal in this. However, government policies needed to provide more support for this development. Schools needed resources to engage in supporting new teachers, so that the dichotomy of school and university practices in ITT can be firmly addressed.

University-school partnerships had the potential to create opportunities for teacher educators, to work together in the preparation of new teachers. With clear differences between school communities and university communities there needed to be a willingness on both sides to create a joint community where values for the preparation of new teachers were discussed, shared and agreed. Values have an integral role to play within ITT. They provide the foundations for a system that is understood by all stakeholders to ensure equity for new teachers joining the profession. Yet, agreement on values is complex with assumptions made about how a value is understood. A further challenge exists in clarifying which values are important because if the values are too complicated they are unlikely to be upheld by all parties. This research recommended that partners must create opportunities to talk about the values that are important within their communities and within their partnership.

Literature stated how there was hierarchy and ownership dependent on whether a trainee teacher was on the school-led or university-led route (Maguire, 2014; Struthers, 2017). In a drive to work together there was a sense of pulling apart if one partner was in charge and owned the ITT programme. Yet the schools and university in my research demonstrated a commitment to each other and to the preparation of new teachers. Although the difference in how new teachers joined the teaching community was highlighted, there was an appreciation of how schools and the university were pulling together within the partnership.

Chapter 6: Conclusion

6.1 Responding to the Aims of the Research

This research was concerned with how key stakeholders understood the concept of a university-school partnership within a culture of school-led ITT. This was important for the setting in which I work for two reasons. Firstly, the meaning of the partnership had not previously been explicitly discussed between schools and the university. Although its purpose had been implied through documentation and through the relationships of those involved in the partnership. Therefore, this research provided a platform to open up debate between partners so that concepts could be explored. This positive experience revealed how much it was valued by participants, which in turn sparked an idea to create more opportunities for further professional discussions between partners about how they worked together. Secondly, this research was important to the university in understanding the role of the partnership as ownership of ITT oscillated between settings with the growth of school-led provision. There were many claims from government policies, (DfE, 2011; DfE, 2015; DfE, 2016) that school-led provision meant schools would be taking ownership of ITT. Whilst this seemed divisive it was evident that schools were not seeking power but they valued the relationship with an HEI setting. What such policies failed to communicate was that ownership did not mean control. What had evolved was a situation where schools were assuming more responsibility and universities were retaining a foothold within ITT. There was an appreciation of how both settings worked in a mutually beneficial partnership, with a shared aim of training effective teachers. The key message was clear, the discussion needed to move away from ITT being led by schools or universities to debate how teacher educators in schools and universities worked in a reciprocal way to support future teachers.

6.2 Summary of Influences

Examining an ITT partnership through a case study of one university and three partnership schools, resulted in a deeper investigation of the roles and relationships of those involved in the partnership. Participants were genuinely interested in working together and presented an authentic confidence, due to

the experience within their role. The FG interviews supported participants to share their ideas and this was more effective than I had hoped. The conceptual framework provided a reminder of how the structures and procedures were influenced through the social and cultural practices of a setting. These concepts were not exclusive of each other.

In response to exploring a conceptual understanding of a school-university partnership, there were many views and beliefs that arose. Significantly, the link between values and relationships was confirmed and whilst this underpinned the partnership, it was accepted that relationships took time to develop and this was complex.

The complexity of the lead mentor role as noted by Cunningham (2012) and Bryan and Carpenter (2008) was evidenced through the relationship between the lead mentor and university tutor, where they had to cross each other's cultural boundaries. The lead mentor followed university expectations but adapted practices to meet the needs of a trainee teacher. At the same time the university tutor understood how important it was to fit in with the school's social practices to ensure a supportive, respectful relationship was maintained. This was consistent with literature (Teitel, 2008; Walsh and Backe, 2013; Burroughs et al., 2020) that identified relationships should be socially co-constructed. The issue raised through literature resonated with the findings to stress how this important aspect of ITT cannot be undervalued. This case study raised the point that teacher educators valued the opportunity to talk to each other. My research supported the assumption that schools and universities must find time and space to discuss their conceptual understanding and then to mutually agree the nature of their partnership. A key person in such discussions would be the lead mentor. Yet, the lack of consistency in how this role was carried out as noted by Bryan and Carpenter (2008), resulted in trainee teachers receiving different levels of support. This was especially true when there were SD and UG/PGCE in a school, where the lead mentor gave priority to those on the SD route.

Successful partnerships evolved from strong relationships where there was some mutual benefit for partners, as defined in the literature (Burroughs et al.,

2020). Adding to this point the findings concluded this was important within the structural and procedural practices and this served two purposes. Firstly, when schools and university had a reciprocal relationship both partners felt involved which resulted in a relationship that was focussed on finding ways to work together rather than on power struggles. The other rationale was concerned with the ways that a partnership worked. Unlike the proposed gulf between these practices which can result in the structures stifling daily practices (Booth et al., 1990; Brooks and Barker, 1997), my findings demonstrated how the structures supported daily practices. In line with Alexander's (1990) seminal work, on how the people and the culture of a setting were integral influences that cut across partnership practices, this study determined that the values held by those working structurally were evident in those who worked on procedures too. For example, in the school that supported SD trainee teachers the head teacher's vision of clearly defined roles was seen in the autonomy that the school's lead mentor had. In the university's management structures, the guiding principles of valuing the unique culture of a school was evidenced in the spirit of how tutors worked in geographical areas to develop a personalised approach.

6.3 Limitations and Opportunities

Even with the convincing arguments that this research revealed about key concepts within ITT partnerships, several vulnerabilities were acknowledged. A possible limitation was the small sample size with just three schools included. The perspectives from a range of people within each school may have mitigated some concern, along with the inclusion of people in the same roles within each school which offered consistency because of being in a similar situation. However, just four senior leaders offered their views. This was a much smaller sample size than I had anticipated and was due to the Covid-19 pandemic. As the planned FG group interview could not go ahead an online platform was used. As it would be difficult to manage a larger number I had to reduce the number of participants within this group. Even so, there were technical problems and the two head teachers were unable to maintain a connection, resulting in them completing a questionnaire instead. This may

have led to them contributing fewer comments than they would have if they had been able to voice their ideas.

A further question could be raised over my role and the possibility of bias towards interpretations due to being part of the culture. The participants were all known to me but despite setting out the rationale for this, it could be argued that there was potential for them to present just a positive perspective. There could have been a lack of balance with fewer unconstructive aspects being raised. I was aware of the way that participants were largely aligned in their views both in schools and within the structural practices of partnership. However, I was not convinced whether a different set of participants would have contributed more knowledge as opposed to presenting expected responses.

Alongside the limitations there were clear opportunities that arose from the research. Participants appreciated sharing their own views and listening to others. This led to an awareness that there was value in creating opportunities for stakeholders to talk about their views on partnership. An opportunity was presented to build new ways of working in partnership, which Jackson and Burch (2019) claimed was pivotal to ensure teacher educators shared their expertise through working together rather than in parallel. This was needed within a school-led ITT culture, in supporting the two settings to work together within an evolving and dynamic educational context. The purpose was to move the dialogue towards how teacher educators could work collaboratively and away from discussions about control and ownership.

The acknowledgement of varying levels of quality in mentoring new teachers (TSC, 2016) and concerns raised by Mutton et al. (2018) about the inconsistent levels of a school's engagement in mentoring were addressed. Through highlighting the pivotal role of a lead mentor, schools and the university can work together to aid further development of the lead mentor role.

6.4 Implications for Policy and Practice

There were several areas that arose from this research which provided an organic development for future research and to address wider implications. This included identifying the integral role that a lead mentor can play. In relation to policies, the indication from government was that they recognised the value of a lead mentor's role. In addition, they stated the importance of training for mentors (DfE, 2019b). The pledge to fully fund mentor training could provide a channel for schools and universities to share their expertise. A consequence could be its impact upon the development of greater consistency on a wider scale in the mentoring of all trainee teachers.

A further development was concerned with the university policies; the documentation that was shared with schools would benefit from a review. The Partnership handbook for schools was the same for university-led and school-led routes, yet a school would receive two booklets if they supported both routes. Not only was this confusing but it was suggestive of differences in the university's expectations for trainee teachers dependent on the route they were on. There was benefit in reviewing the information sent to schools and how it could be aligned for those schools supporting both routes, to provide clarity over the university's stance.

A consideration for schools and universities was how they could reach a mutual decision over the conceptual understanding of an ITT partnership. The opportunity for both partners to discuss their values with each other could be facilitated through establishing ITT community hubs. This could include key stakeholders within the partnership who meet to discuss their values and expectations for ITT. This could create the missing yet valued aspect of current practice; a time to talk together. Within the case study in my research the values shaped the practices and fundamentally they were evident within the structures that both settings had in place. The two concepts of structures and procedures were found to be mutually connected and provided the foundations for practice within the daily support of trainee teachers.

6.5 Contribution to the field of ITT Partnerships

Through working within the area of ITT partnerships I have been immersed in working with colleagues to support the university so that it can remain involved in ITT. Through developing positive working relationships with schools the university is in a good position to build upon existing work and engage in deeper discussions about ITT pedagogy. An appropriate place to start would be to consider the relationship between ITT routes and how new teachers fit into the cultural and social practices of a school. This debate is needed to address tensions as noted by Burroughs et al. (2020) about a gap between how trainee teachers are prepared and what the schools are looking for.

My research revealed three areas of contribution to professional practice. This consisted of *confirmation* of fundamental issues within ITT partnerships, *addition* of ideas that build upon existing knowledge and the *creation* of new knowledge.

Confirmation of fundamental issues included the existence of key concepts that were raised through literature and it was possible to relate them to this ITT partnership. This included mutual respect (DfE, 2015), mutual relationships (Walshe and Backe, 2013) and joint responsibility (Burroughs et al., 2020). Whilst this was not new knowledge within the holistic understanding of partnerships, it was new knowledge for the partnership in this study as the research had demonstrated how views on the partnership aligned with the wider context.

Adding to the field of ITT partnerships involved developing seminal work by Alexander (1990) who claimed that the procedural and structural aspects of partnership needed to co-exist. In addition, the view from Jackson and Burch (2019) that partners do not always share their values was valid. In contrast to the literature (Alexander, 1990; Jackson and Burch, 2016) which stated that structures can be so formal that the level of action in the classroom becomes restrictive, the daily practices of the schools in this case study were responsive to a trainee teacher's needs. Whilst the structural and procedural practices were evident they had never been explicitly referred to within our partnership. Developing the idea further could involve discussions about how these

practices co-exist. This is especially important as there was evidence that within each practice there was little communication between partners about their values. To develop this further there needs to be a process for senior leaders from settings to discuss their values more explicitly with each other. Additionally, those working in the classroom, procedurally, also need an opportunity to talk together.

The creation of new knowledge takes me back to the importance of the lead mentor role. There existed an assumption that anyone can be a mentor, yet it required specific skills (Cunningham, 2012; Howard et al., 2020). This research argued for the significance of the role to be promoted through government policies and for the provision of training opportunities. Time must be given for the lead mentor to carry out their role, to place priority upon it and so offer a more consistent approach nationally to the mentoring of new teachers. The highly variable practice that existed alongside the view that mentoring was straightforward added to a lack of support for some new teachers.

A new phenomenon was evident through this research where there was a perceived division between the two ITT routes. The link between the procedural aspects of practice and the social and cultural norms was convincing. For example, in the variation between how SD and UG/PGCE trainee teachers joined the school community. It was claimed that the amount of time they spent in school had an impact: the longer they were in school the deeper the relationship they had with teachers because they became part of the school team. This resulted in those on the school-led route becoming more naturally accepted as part of the school community than those on the university-led route.

The link between the amount of time spent in school and raising educational standards was tenuous and was difficult to establish due to other influences, such as a school's cultural and social aspects. However, more time spent in school could result in greater consistency of practice and continuity of learning for pupils which could impact on pupil progress. It could also signal more contact with the lead mentor and class teachers. If that is the case, this study

has provided an opportunity to build upon the work of Milton et al (2020, p.12) who acknowledged the importance of a 'cultural shift,' which recognised the significant role of all teachers in the development of new teachers and for schools to develop a culture that would support this.

Finally, I conclude that until there is recognition that it is the responsibility of all teachers to support new teachers then a division will exist between teacher educators. This is because currently there is a choice for class teachers and for schools about whether they want to engage with ITT. Even then they have a choice about which route to support. We need to reach a more equitable system where ITT is based on shared values so that the support for all new teachers is the same, no matter which route they are on. Values underpin a partnership yet a complexity exists when assumptions are made about the values that form the partnership. As partnerships evolve within the changing face of ITT, it is timely for schools and HEIs to explore their values. To do this, partners must find an opportunity to talk to each other and enable a partnership to grow based on a shared understanding rather than invite challenges due to differences in interpretation. Values that are discussed and shared provide clarity for stakeholders, define the partnership and ensure greater equity for new teachers. ITT partnerships provide an opportune vessel through which to achieve this equity and to realise the government's ambition of raising educational achievement through ITT.

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Appendices

Appendix A: Information Sheet for Potential Participants

Strength in Partnership?

The Role of a School-University Partnership in Primary Initial Teacher

Education in England: A Case study analysis of one Primary ITE

Partnership

Dear ***,

I am currently studying for an Education Doctorate at The Institute of Education, University College London. I am interested in the current political stance of supporting trainee teachers through offering different routes into teaching and in exploring how teacher educators in university and teacher educators in school work together to support trainee teachers.

My research will seek to understand the challenges and opportunities for collaborative practice between teacher educators in each setting. In particular I am exploring the role of the partnership between three local schools and the university, drawing upon a school-led route and the university-led routes including Post Graduate Certificate in Education (PGCE) and Undergraduate (UG).

You are important to this research in your role as *****.

I am inviting you to take part in this research and if you choose to do so it will involve you taking part in a semi-structured focus group interview between me as a researcher, you in your role, three Primary school head teachers and a senior manager from the Primary Education Department.

You do not have to answer any questions that you do not wish to. The focus group interview will take place in MONTH 2019 and will last for up to an hour and will be held at the University of Worcester. The date I would like to meet the group is DAY at 4:00 – 5:00 pm.

You will be asked about how you currently work in collaboration with colleagues on Initial Teacher Training programmes and what some of the perceived opportunities and challenges are of working in partnership. The semi-structured focus group interview will be recorded and transcribed to identify themes. The recording will only be heard by me as the researcher. Data from the in-depth focus group interview will be anonymised, transcribed and captured as a verbatim transcript.

Following the analysis of the data you will be invited to read the findings from the research. Within the scope of this research is the potential to discover how collaborative practice is defined by colleagues in a local school and in the university and to explore potential outcomes of the partnership. The initial findings may be helpful in developing a framework for sustainable partnerships with other schools. It is intended that the research will be presented at the University of *** Teaching and Learning Conference 2021. It will also be shared at a Primary Team Meeting as an on-going research project.

You are under no obligation to participate in the research and there will be no negative consequences if you withdraw or do not participate. If you participate

you can withdraw at any point. Although all data will be anonymised it is understood that your identity may be recognised from your role but names will not be used. Data will be stored safely on an encrypted memory stick.

I would be happy to answer any questions you have about the research. You may contact me at joy.carroll@worc.ac.uk if you have study related questions.

Thank you for your consideration. If you would like to participate and you are happy to be involved, please sign the attached consent form and return it to me at ADDRESS or email me. Thank you

Yours sincerely,

Joy Carroll.

Strength in Partnership?

The Role of a School-University Partnership in Primary Initial Teacher Education in England: A Case study analysis on one Primary ITE Partnership

I have read the information contained in the letter above, which describes what I will be asked to do if I decide to participate. I have been told that the decision is up to me, and that I do not have to participate. I have been told that I can stop participating at any time I choose, and there will be no repercussions. I understand that participation will be treated confidentially and all information will be stored anonymously and securely. All information appearing in the final report will be anonymous.

I am happy to participate

I do not wish to participate

Please tick one of the above boxes.

NameSignedDate

Appendix B: Interview Guide

Prompts and Probes for Focussed Group Interviews: University and school-led

- Introductory opening and warm-up questions
- Thank participants for taking part in the research.
- Rationale for the study. I am very interested in primary initial teacher education, in particular the way that schools and my university work together. My interest lies in exploring ways that these two different settings can work together given that there are now different routes into teaching. In particular I want to explore the way that teacher educators in university and teachers in schools work together on the UG, PGCE and School Direct routes to support trainee teachers. It is relevant to my place of work where we support each of these routes, because the routes offer trainees a choice about where they carry out their training yet it is unclear locally and nationally what the role of a partnership is and how this can impact upon supporting the government's agenda of raising standards in education, through ITT.
- Build Rapport. In your role as *** you are important to this research. To appreciate how staff in each setting can work together your ideas and opinions matter as this will shape how collaborative practice is understood within your context and through the everyday activities within your setting. There are no right or wrong answers as I am seeking your views to construct meaning. Some questions may be difficult to answer and you have the right not to answer or to ask for further clarification. You will be asked to respond to some open-ended questions. I will make notes and may follow up on points of interest. The focus group interview is semi-structured and I may use probes and prompts to gain a deeper understanding about your opinions. I am interested in your shared views which is why I have asked you to all join me today to discuss your shared ideas. The focus group interview will last for approximately 45 minutes. The focus group interview will be taped using a recorder and the tape will be transcribed verbatim. The data will be analysed and used to examine the role of the school and university partnership. **Ethics.** You will be anonymous and referred to as a senior member /member within the setting who has significant/ management responsibility. All data will be treated in confidence and stored securely in my office.

Warm up questions

- Can you state your job role and how long you have worked in this capacity?
- Can you tell me about your role in relation to ITE?
- What are your current links with schools/university in this role?
- How would you define partnership?

Probes for Focussed Group Interviews: School and University-led

The main research question is,

'What is the role of a school-university partnership in primary ITE on school-led and university-led routes?'

I explain the terms procedural as the day to day practices in the setting and structural as the managerial and organisational aspects of a partnership.

In the first question I want to know how participants define the term partnership in their context. In the second question I am examining who is involved and what their involvement is at different stages of the course. The third question has a focus on participant's understanding of how SMT is involved and the following question has a focus on links between the procedural and structural practices. The final questions explore current benefits and challenges of the partnership and identification of differences of the two routes.

Q1

What is your understanding of the term partnership?

Q2

In your role how are you involved in the school and university-led programme;

- Course design
- Recruitment of students
- In the school practice
- In the university programme
- Final assessment of trainee teachers?

Q3

How are senior management, in your setting, involved in the partnership within the procedural practices and structural practice?

Q4

Can any links be identified between the structural and procedural practices as contributing to the role of a partnership?

Q5

What are the benefits and challenges of working in partnership on school-led ITE?

Q6

Are there any differences in the way the partnership works on each ITE route?

Closing Comments

That concludes the questions in this focus group interview.

Is there anything that you would like to contribute but may not have been given an opportunity to yet?

Have your views of the partnership changed or been influenced following this focus group interview? If so, in what way?

Defining a school- university partnership is complex. Your ideas, comments and views are valuable in supporting me to make sense of this concept and to consider what an effective partnership looks like within different practices. It is especially of value to listen to your shared understanding.

Thank you for your time and commitment and taking part in this focus group interview. I appreciate the way you have shared your views and opinions. If you would like to contact me you can do so by email or telephone (provide contact details).

Again, let me reassure you that your responses will be anonymised and confidential. The data will be analysed and used to explore school – university partnerships in ITE. Data will be used to inform my thesis.

Appendix C: Sample of Transcript

FG Interview 1

File A16

Joy: So, what I'd like to start with is if you could state your job role and how long you've worked in that capacity? I don't mind who starts.

Participant A (henceforth **A**): Well my job role is school experience and supervisory tutor, and I've been doing it for - well since 2001, that's... 17, 18 years, and I did it before but I was also lecturing then so it was part of my role, you know I was lecturing and all of it, so I've also done it in Wales.

Joy: So, lots of experience.

A: Lots of experience, yes!

S: I'm lead student mentor since January 2018 and I am also class teacher for Year 1.

B: I'm class teacher in Year 1 and I've been here since... for 3 years.

Joy: Thank you.

File A17

A: Do you want me to go first?

Joy: Yes thank you.

A: So, I'm school experience supervisory tutor. Do you know, I've just realised I don't think I've got a job description... I don't think I have! I don't think I have got a job description, I have a contract but not a job description... What do I do? Um, well obviously I go into schools, I observe students teaching - usually, most of the time - with their class teacher, assess the quality of their teaching against the teacher's standards, agree mid-point and final grades with the class teacher and then plan after the lesson, having professional dialogue with the student about the good points in their lesson and points for improvement, and then overall progress since the last time that I observed, and we set targets for things that they should, um, you know... Targets that they can best be working on to improve their performance.

Joy: Thank you.

S: So I work within primary education in the capacity of my job as class teacher in the capacity of being a lead student mentor, so I facilitate placements, I'm the first port of call if students have any needs that they need addressing or any questions that they have or any support that they may need, with or within their role as the student in the classroom. But I'm also, I have to do with School Direct as well as PGCE and undergraduate, but my main role is School Direct, and so it's also my role to understand the curriculum and understand what the expectations are for the year groups, where the students are, and being brought into observations, but also I have a student myself, so as well as overseeing it all I genuinely have a student myself, so I'm supporting the student as well as supporting all the students.

Joy: Thank you.

B: So I'm a class teacher and the class teacher mentor, whatever the label is for that, so I'm supporting them on a daily basis and mainly doing an observation once a week...but then they're informal observations and we're talking throughout the week. And then weekly reviews and working through the meeting standards document to see where they're going next, and working alongside these two and doing observations as well.

Joy: Thank you very much.

File A18

Joy: So, what are your current links with the school and the university?

A: Well I visit particularly this school very frequently, because it's a large school with... You usually have lots of students, I'm actually here, three times, or one of the associate schools, three times this week. So I have got to know the teachers in this school, many of them very well, many of them are former students of mine which is, which is lovely, I was working with a student this morning, who's with a former School Direct student of mine who's now a teacher in this federation, so I get to know the schools very well, so the class teachers and I in particular I've got to know for a little while... We sort of understand one another and we know what's expected of one another, so that's really helpful. With the university of course, university colleagues, we have regular training to make sure we're all singing from the same hymn sheet, and various supervisory tutors that go out in very many schools to make sure we have consistency in approach, and understanding of what we're actually doing in the classroom, and how we're interpreting the teacher's standards.

Joy: Thank you.

S: Okay so I have strong links with the University in my role as lead mentor, I'll interview the students alongside either Joy or Julie, who's head of School Direct, and we will...generally together we will decide upon whether a candidate is suitable to be able to do the university side as well as the placement side... I'm obviously a strong member of the school because I've been here for 11 years, so I have connections with both.

Joy: Thank you.

B: My main connection is with the school, and then any information from the university that as a class teacher I require gets passed on from S.

Joy: Thank you very much.

File A19

Joy: So the first question is about your understanding of the term partnership, and I want to know: what is your understanding of that term 'partnership', and to what extent is your understanding reflected in this partnership between your school and the university?

B: So I think the term 'partnership' kind of means that we work together, so we'll do some parts together, unitedly, but other parts we'll do kind of separately and then share with each other, it's kind of working alongside each other, and I do like that I work with the same key people, so generally you, S, will come to Scudamore and the other federation schools, but also work with Julie and work with yourself, and I think if the partnerships are familiar they're much more secure and much more cohesive.

A: I would echo that...from my long experience, there was a time when as a tutor we could have been sent to, you know this school, this student, that school, but the university has improved its procedures so that tutors tend to work with the same small group of schools...well, occasionally one that I don't know so well, but mostly I'm returning to schools that I've got to know well, and there is that trust there, and that common understanding of what we're trying to do from our different perspectives for the student.

B: And also, different schools have different kind of ways, they manage them in different ways I think, you understand our approach.

A: Yes. I mean for me, I know this sounds very cosy, but I feel this is a second home for me. I'm here far more than I'm in the university, I feel as if I'm part of the furniture, people say hello to me wherever I am in the school, including the poor staff in the staff room, so I feel in a funny kind of way I'm also part of this school because I'm here so much, so often, and I've got to know people well, so it's really nice, it's pleasant for me, it's much more rewarding for me, coming to a school like this where I know so many people, than going to a school just,

you know, this one this year, another one next year, so I do feel... Equally, I feel with that trust we can tackle difficult issues that sometimes arise, they have this year. So it sounds all nicey-nicey, but it actually means when we've got students who have issues of one sort or another, and they come in all sorts of varieties, we have an understanding about how together we might support the student.

S: Partnerships that work based on trust, and then the longer you know someone or work with someone the trust then develops even more, which will then...

B: It's also because, S you've had two different students this year so it's kind of... helps both sides doesn't it, the partnership, if you have still got although the students are different, we still have the same expectations.

S: And the same incidences, the same expectations.

A: I've also noticed – now this is an impression, you can tell me if this impression is right – when I first meet a class teacher who's not had a student before, sometimes they're rather wary of me, you know, there's this person from the university, "Ooh, she's a tutor", maybe, especially if it's a young class teacher who's not very long into his or her career, two or three years, but their memory is, "Oh, this person who comes in and judges me", but I think I find, it's my impression that the more that I work with that teacher that they start to relax and they know I'm not judging them, it's very much the student.

S: And I think it also stems back to when you remember when you were a student and that whole experience, you kind of personalise it don't you? And I think, you know it's your student, but you still feel that you've got to look after that student and you remember that feeling, being that person. So I think it kind of brings all of that back as well.

Joy: I think trust comes in quite a lot here, can you just unpick that in terms of how that's changed perhaps your behaviour as a class teacher, or as an SE tutor or lead mentor, that you've built up this trust over the years because you know each other, has it changed your behaviours or the way you interact?

B: I would say, with exactly what S's just said, when you first came in with whenever my first student was, I didn't really know what to expect, but now because we've spoken about so many students I trust that what I say is going to be taken professionally, and we have professional dialogue and it's-

A: And you did have a challenging one – you know, a student who had a few challenges-

B: If there are issues, we know who we can come and talk to and get it solved.

A: If we think of the one student, back in the Autumn term, was quite a difficult issue, a student who was upsetting you and another student, and even one or two teachers, and I had to take the bull by the horns and talk to that student, she was totally unaware of how she was coming across to other people, so it was one of those very, very delicate ones- she was in tears ... it was upsetting for her, it was upsetting, but I'm so glad we did that, and that was you telling me... You having the confidence to say, "This, and look, I don't think this is acceptable"... Right, okay, I think we have to tackle this.

Joy: Does it mean- is there any impact on how open you are with each other?

B: I think the word is confidence, trust, instead of talking to essentially a stranger walking in, you have a relationship.

A: The irony of it is I've just come from that student, who is doing extremely well on her final placement, and really took it on the chin, took it professionally and listened, and is succeeding professionally, the other schools that she went after that, they had no knowledge of any of this, and we were getting positive feedback straight away weren't we?

S: We were.

Joy: And in terms of how you're defining a partnership, with this idea of trust and getting to know somebody and a common understanding, to what extent is that reflected in this partnership? How confident do you feel that your understanding of how partnerships should be is reflected in this actual partnership?

B: I also think doing collaborative observations, so whenever S comes in- you'll look from the general perspective and the class teacher will look from the class teacher perspective, and generally we are all saying the same things, we were mirroring each other in our comments weren't we, when we were doing it, and I'm sure you do the same thing... and it's quite good, you're not sat looking at each other's, you're both observing and then you look collaboratively and you can see-

A: I see my role actually very much as a moderating role, as a moderator, because obviously class teachers have got in-depth knowledge, both of the year group and the curriculum that they are teaching, and of that student's day-to-day performance. I feel mine is a snapshot, and I bring not just years of experience, but experience across the board in lots of different schools, so I know what a passing, a good, and an outstanding student looks like elsewhere in different contexts and I can bring that to it, so I can moderate where the class teacher may be too generous or too hard and discuss... I think that's a key part of my role as a supervisor.

B: And also, in that vein, we were just literally talking yesterday, was it yesterday or the day before? But we were talking about the student that I had before and the student I have now and how their qualities are completely different, but they both, they couldn't be more opposite in their approach, but working together, knowing that we'd both had those experiences, it was really helpful as a partnership to be able to make those judgements.

A: Good teachers come in many, many forms.

Joy: So, thinking about your partnership and where it is now and what you expect from it, have there been changes over time? Or has it always been this way?

A: From my- from a university perspective I think the university has improved what it does enormously over the years that I've been with it.

Joy: In what way?

A: Clarity of expectations, both for us as tutors... I know you haven't... would you agree? It's much clearer, the paperwork, the expectations are clearer...

S: They've not changed a lot which is good, because we were working for Cambridge as a partnership for some time, obviously that name's not allowed to be used, but the communication there was just unbelievable, they were changing things weekly, so between Cambridge, the lead mentor, the class teacher, it was just so confusing because they would change something and then it would get echoed and then they would change again, and it was just... the partnership didn't work.

B: And that didn't help the students because then they were worrying about a bit of paperwork, "Should I be doing it that way, should I be doing it that way?", when the bigger picture is their teaching, not whether they've got the most up to date form or not in their folder, so having that consistency does definitely help, which Worcester is much better [at].

S: The only downside I find is, being class teacher, being lead mentor, there's lots of hub meetings, and they're kind of in Ledbury- well geographically, with everything else going on, that makes my life really difficult to attend a lot of the other things that I would like to attend, but I feel like I can't spread myself too thinly where I need to be, and I do feel that geographically that has an impact.

A: I think you lot are unusual in the number of students you have oversight of, I mean it's an enormous number, and also keeping up... School Direct, undergraduate, SE1, SE2, PG... That's enough for me, I have my sort of masterplan of which student's where, and it's

enough for me but you know I'm not also looking after a class of children at the same time, so that must be quite a challenge.

S: Yeah it is, but that's why attending all of those meetings, which would be really good for keeping the partnership broader, I don't feel that I can commit to many of those things because I just have to do all of my things here, I feel like that's... I find that difficult... And I don't want to spread myself – the class role, my lead mentor, mentoring of my student, those are my key roles, and I don't feel that attending those workshops, as lovely as they'd be, which are all about partnership, I don't feel like I can do that.

Joy: So, something that's coming up, what I'm hearing is that the quality assurance is important, the grading of the training, making sure there's consistency. Is there anything beyond that that you would say defines this particular partnership?

S: I think being familiar, as we all keep saying, that really sustains the strong partnership, and we communicate, most weeks we'll communicate about something...so it does work well.

A: Yeah, we're emailing one another quite often, aren't we, when students are in, about one thing or another... communication is key.

Joy: Okay, so what I'd like to move onto is question 2, and I'd like to ask what the school's motive is for being involved in initial teacher education?

S: Okay, so I think as a model we would like to share our expertise because we have, as a school, we've got kind of (...), we've got talk for writing, we've got...what else can we think of that we use...

B: (...) writes phonics.

S: We've got quite a strong model to share with students, and I feel that our model is so secure that when students come in we're immediately, straight away able to say, "This is how we do this, this is how we-"... So we're very secure, we've had the training, we've had the support and we know what we're doing, so to be able to share that... And within my role I try to tailor the student with the class teacher, so if they're interested in something, or personalities, I will try to keep that partnership in some-

Joy: That was one of my questions, how staff are selected to work with trainee teachers-

S: Yeah, as I'm interviewing I'm always thinking, "So who, which teacher do I think, which school?" because obviously although they all have the same syllabus and we all have the same (...) talk for writing and approaches, different schools have different likes and different schools have different ethos's and are managed slightly differently, and little schools... Scudamore is such a big school, it's very different to Kings Caple, where there's 35 children, so it's just bearing all that in mind to making sure that they get experience of all of those, but with the support that they need.

Joy: And is that the same for those on school-led and university-led routes?

S: Well more for the school-led because that is my main role. The PGCE, generally, teachers will request a PGCE, or I'll get an emergency email and then I'll kind of ask people directly, but for School Direct that is very carefully considered because that's my role, whereas PGCE, we do facilitate placements, but that's on the next level of my priority list because that is my main...

Joy: So then how would staff be selected to work with trainees on a university-led route?

S: So that would be, generally I will email and ask teachers checking whether they would like a PGCE student, and lots of teachers do for various reasons so that they can kind of- it might be pre-SATs so that they can have an undergraduate that doesn't need to take over all the classwork, can be utilised to booster groups, or the teacher could then be used for

booster groups, it might need a (...) small schools, they like it for lots of sports so it's an extra person... they don't have as many staff, so it's a real support network.

Joy: Is that, from your point of view as a class teacher, why you got involved?

B: I'd say coming from Key Stage 1, Year 1 class, a massive point to having an extra pair of hands in the class is listening to readers and being able to do those intervention groups, whether it's myself leading them when the student's teaching or vice versa, it's to be able to have that extra pair of hands for the support for teachers and children.

S: The more people that you have is just... And obviously, at Key Stage 2, the children will read on their own, we have to read with each child individually, well that takes 5-10 minutes per child per day, if you think you've got six hours in a school day, it's quite hard to facilitate that... The more people that you can kind of train up to understand the importance of that and get involved in that, the better.

Joy: So, just to check my understanding, there's a difference between the trainees that you work with on school-led, you select those and you tailor them to the school's needs, whereas the undergrads it's slightly different, that you are almost doing the university a favour by taking them on-

S: Slightly, but not necessarily the university a favour, it would also be the teacher for whatever reason, but some teachers don't let the- school-led and with the PGCE-led, but obviously they have to hand over their class and some teachers are afraid of doing that, whereas with the School Direct route I've interviewed them, I've assessed them, you kind of know what you're taking on, but with the PGCE you don't know who's going to walk through that door, it's a very different kettle of fish because you agree to it before you're given a name, whereas I've had their name and they've done some writing, so you really know what you're taking on, so it's just very different, and with an undergraduate you just get literally a name... You don't get that portfolio that you would have with School Direct.

B: And I would say from year to year, depending on what your class behaviour is like, I'm gonna go with your class last year, if they're a hard class to manage from an experienced teacher point of view, it's gonna make it a lot more difficult to then support a training teacher.

A: Actually, that's something we haven't mentioned, speaking from the school's point of view, how many teachers are there in this school who are former students of ours? Lots! You think you know what you're getting from the School Direct route, but the school absolutely knows what they're getting from former students so that's...I couldn't count... There are lots who are here, including the former lead mentor, there are former students of mine here, and no doubt a lot of tutors who have had students here who have got jobs here... you know what you're getting, don't you? And they've also been schooled in your way then, in procedures and so on.

Joy: Thank you. So, linked to this, I wonder, in your role, how you're involved in the design of the course, whether it's university-led or school-led, so the undergraduate programme or the PGCE programme

S: I am with School Direct in that I initiate all of the training, and I reflect from the previous year what training worked well, what I think would be better for next time, or any subsequent training opportunities, but not from the PGCE route and not from the undergraduate route, and also with the PGCE route it's very different, within the first week they've got to sit down and teach a lesson, whereas with the School Direct it's got a very different approach – they are very different, it's so intense, the PGCE route and it's, it is very intense, the School Direct route, but... we can be flexible when they're ready to teach the lesson, whereas PGCE it's by the end of the first week they've got to have done a whole... Which is alright if you've got a strong student, but you don't necessarily know what you're going to get through that door, and that's the difference... We would like to know a little bit about the students before we're given them, so portfolio or on their application form, just something so that they could say... these are former students, so we could kind of tailor those needs to-

Joy: A profile of the student?

S: Yeah, that would be really good.

Joy: So, you designed the course programme, the training programme for school-led-

S: I do the school-led but there's also university-led.

Joy: Are you involved in that at all?

S: No.

Joy: Okay.

A: I'm not either, except that we have regular training days where tutors are asked to feedback on their experiences and suggest improvements, so from that point of view, we are.

Joy: And what about the recruitment of students, either university-led or school-led, are you involved in that?

A: I'm not involved in that.

S: Generally, if there's any vacancies they will be shared within (...) or the other ways that we legally have to do it, but I will also have a conversation with Peter and he would ask me for references for the students, and it's really interesting, they will be aware of the talk for maths, talk for writing, (...) maths, so if they are a good student and they know all of those things they are kind of on the ground walking before they walk into that classroom, so all of those things, you're kind of moulding them to who we want them to be.

Joy: And from the class teacher's perspective, are you involved at all in recruitment of students?

B: Is that the students becoming a class teacher?

Joy: Yes, recruiting before they come on the course.

B: No.

Joy: Okay. And then in terms of therefore practice, thinking about the stages, the course design before they start on the course, and now once they're in school, how are you involved? What's your role, anything you haven't discussed in terms of your role and involvement? Or do you feel you covered that in the first question?

S: I think that that is more done with the university, and I do feel that if I attended more of these training sessions which I'm invited to then I'd be more aware of that, but again it's really hard to do everything properly, so I'd rather do my main roles properly than kind of dip out of that and not kind of be fully aware of what's going on here.

Joy: So, are there any other ways that you're involved in the university programme that we haven't talked about?

S: It would be nice if some of the training was in Hereford, that would make life a lot easier-

Joy: We can organise that.

S: There you go, that would be good... But it's just geographically, especially living where I do, in Wales again, it's just geographically all the training seems to be over there, so even if it's after school it just makes it really hard.

Joy: We try to put it in Ledbury as well as that's kind of easier for a lot of people to get to, but I think from what you're saying you need one in Hereford as well as Ledbury.

A: There are a lot of schools in Hereford.

S: I mean we'd happily host it here, I can organise that that wouldn't be an issue, though we're deviating completely, but... We've got that on tape!

Joy: So finally, on question 2 I just want to ask how you're involved in the final assessment of trainee teachers, their final report?

A: In SE3? Well, I've been discussing it with them actually these last couple of days, with the School Direct students, talking about the (...) review about what that involves, and making sure the teachers know what to expect and the student knows what to expect, and that that's a longer visit from me, where the class teacher and I will sit down and agree final grades based on the student's overall performance and the evidence that they've produced from their reflective portfolio.

Joy: So, is that a joint decision made by the school and the university?

A: Oh, very much so, yeah.

Joy: On school-led and university-led routes?

A: Yes, that is consistent, that happens across the board, I've done that with undergraduate third years, will be doing it this term with PGCEs and School Direct.

Joy: Okay, thank you. So moving onto question 3 now, and I want to think about how senior management are involved in your setting, how they're involved in the partnership, so we're talking about the head teacher really, deputy head teachers, how are those people involved on the day to day what I'm calling the procedural, and then the structural level, the management level?

S: Well, Peter always says within my role that I am senior management, within this role, so generally every half term we'll go through things, if there's anything I need clarification on that I will talk to him about, but he's very happy for me to manage it, even regarding up to the research, there's lots of students that have their SSR, and he's happy for me to read proposals and agree with them, so within that I'll talk to him with whatever I need to talk to him, but he's very happy for me to be the front person with that.

Joy: So, he's not really involved on a day-to-day basis?

S: No, but any questions he'll always answer them straight away, in an email or a phone call or a meeting, he's always there if I need him but he's very happy for me to-

Joy: Are you able to give an example of when you say he can clarify things?

S: So, let me think... So we'd been trying to do a bit of advertising for School Direct, and I wanted to get some stationery, so it was just financial, just to talk to him about what he thought we should do, and Pete said we could get some banners up to put around the schools, we have (...) a logo for School Direct, our own logo, so that we can kind of get it out there, we're putting it on Facebook, we're on @Teach, we've just been working on the marketing side of it, that's the last conversation we've been having.

Joy: So, it's more about the over-arching image of the school really, rather than day-to-day practise?

S: Yes, designing the logo...

A: You display your certificate from the University of Worcester very proudly in your foyer, about being a partnership with the university, don't you? So the parents know that you are part of that.

Joy: So, in terms of at the structural level, so not the day-to-day stuff, how do you see the senior management team fitting into that level?

S: I think it's very different here because we are such a big school that everyone has their own hat, whereas in a smaller school it would be the head of school would be responsible for four or five things, so that's the difference between us and different schools-

B: It's delegated out to other people-

S: And whatever the role is it's a very big one, like your art project one because you have all of the stock...and my role is really big, but it's also manageable, because I'll communicate with all the other schools, and that's the other thing with the partnership for School Direct, I know everything that's going on, but often the university might email Kings Caple school directly, and they could have a student and I wouldn't know anything about it. That's happened lots of times.

A: It's actually part of the same federation.

S: Yeah, that's happened lots of times, and Marsden, they've had a couple of students and I didn't even know that they'd had them, it was only when she'd emailed me saying, because we have another student...and I didn't know anything about it, but that's because my main role is School Direct, I will have something to do with PGCE if I'm contacted or if the teacher asks for one, but it's not in the same-

A: You don't often have undergraduates actually-

S: But that's because a lot of the teachers would prefer the guarantee of having a postgraduate, that experience, that maturity, that's the difference.

Joy: And so from the SE tutor's point of view, how do you see the senior management structural level, or those working at that structural level? How do you see their role? Are you aware of their role?

A: Oh yes, Peter and I waved at one another the other day, but then in the smaller schools, necessarily, you know, I tend to get to know them better because they're often class teachers as well. Case in point today, I've just been talking to the head of school about a student in his class, so he's the head of school, and I did the former head of school there, because the students are so.... It depends on the size of the school, how remote or close the head teacher is, in a smaller school that's not part of this federation but elsewhere, a small school, often the lead mentor is the head teacher. I can think of a small school not far from me where the head teacher is the lead mentor.

S: It was here, wasn't it? The previous head of school here was this role, and then I was working alongside them, and then I took on the role.

A: So, I think that absolutely depends on the size of the school; the smaller the school, the more likely the head is to be involved.

Joy: I'm quite interested in this day-to-day practise, and then the structural level and things that have to happen, like say the advertising and the finances that go around it, and whether there's any connection between the two or if they sit separately?

S: So definitely together, but it's just, there's different points of the year where you have time to do different things, whereas this point of the year now I'm trying to get ready for September students, organising a day when we'll get together so that they can get used to the school, and I'm already really thinking about who's going to be on what placement.

Joy: So that leads us into the next question, about that structural vs procedural level, and are there any links that can be identified between the two that contribute to an effective partnership?

A: Links between the university?

Joy: Between the structures, and the frameworks, and then the day-to-day practise of getting on with supporting ITE.

A: Are we talking about between the university and schools?

Joy: It's within school really, so, it could be the structure of the university or the structure within the school, and how that fits with the day-to-day practise, so it could be perhaps university structures and how it impacts upon your relationship with school, in your role, but for the class teacher it could be some of the structures and the things that have to be done, but actually on a day-to-day basis, does that support you in your role? Or are there any tensions?

S: Guidance is quite clear isn't it, as to the expectations, we've had the SE1/SE2/SE3 expectations and I think we're very clear on them, and being a strong department we'll work very closely together to discuss examples of each teaching standard, and head up if they've been met, or if there's any queries then we'll talk about it.

B: Yeah, and I'd definitely say in Year 1 we're in a strong position because we're working alongside you, who's close with the partnership, you know, and more information about stuff.

A: I don't know if this is part of that, but one of the key features of the federation I think, you know it in theory but I see it in practise, the very different experience that students have if they're here and if they're in one of the village schools, they learn very quickly what a very different experience it is and they learn which sort of school they feel happiest in. Some students actually like the small family feel of a school and are happy to have a mixed-age class and have to do all the planning themselves, others absolutely love working with you as part of a large team and sharing it, so I guess that's a structural-

B: From my experience of training, I think it's really important that you see both experiences because it is working in completely different settings, so having the opportunity to send students to both, and it's also different staff, different professionals, because I only did placements in small, mixed-ability classes, so when I got the job here I was like, "Ooh, okay, it's very different", but I wouldn't change it. I wouldn't want to work elsewhere now, so it's good that the students get the opportunity to see those very different styles of how a school runs.

Joy: So, I think what we're saying is that from the structural offering, a range of different settings is effective because it supports the trainees. How does that support you in your role as part of the partnership?

S: I think that, from the experiences that I've had of students being without the federation's support, I'm talking PGCE, a previous student I had, they'd been in a school and they'd had quite a tough time, because he said that within that school they felt that students were brought in so that they could literally walk out of that class, so they didn't feel the support, whereas because there's so many of us, if I'm not here for whatever reason my student knows exactly where to go, and the support is really tight here because we're such a big school and we work so closely together, whereas in the smaller schools, if that teacher's wandered off they wouldn't necessarily have the support to know where to go, and so I think that works really well as well.

A: There's also the fact that a student's never alone here, there are student colleagues... Whereas in small schools, sometimes they are the only student which makes it tough, but quite often it's nice for them to have at least another student to offload with.

Joy: And I think the other thing that came out was the documentation, that support for the partnership-

A: That was key, that really supports us because that is key to the consistency of it, no matter which school, which teachers, students are, wherever they are, anywhere, those expectations are clear and they are the same, and hopefully we can interpret them consistently.

Joy: Thank you. So, moving onto the last two questions then. So, question five, what are the benefits and challenges of working in partnership on the school-led ITE for students? So, we might want to talk about the benefits first and then the challenges?

S: So, the benefits of the initial teacher training against the School Direct route?

Joy: Yes.

S: So, I did my training as initial teacher training, and it's really beneficial in that you kind of have your cohort, and you go from the beginning all together to the end all together, and you kind of have that support going through, but I definitely think the maturity of the School Direct route, they've kind of chosen to do it, it's not... A lot of students within my cohort just kind of floated along from school to college to that course without really thinking what to do, and they've had the experiences of teaching because that's all the experience they've had, so they've gone into that rather than wanting to do it, and I think the School Direct route, or even the PGCE route, can often imply that they've had more experiences and more time to consider what they want to do.

Joy: So, do you think the partnership has made any difference to that? Without working with the University of Worcester, would that support you give them still be as effective? What's the difference working with a university? How has that benefitted?

B: I think it's the knowledge and the expertise, and it only takes an email for me to get clarification on something straight away, but the contact at the university is really good at immediately replying to any questions, and I'll always email S if there's any questions internally... So I think that having that communication is key.

Joy: Because initially the government I think were very keen for schools to take over ITE, and for universities to really not have a role at all in that... How would you feel about that?

B: If they're less willing to be involved in the interview process, so that we'd be able to tailor who we could pick, that would be the only way that would work... And would that still be a three-year programme then? Do they have three years in a school? I don't understand how that programme would work...

A: Looking at the big picture, if they were to do that nationally I think that could be disastrous because (...) on the quality of one school.

Joy: They've scrapped the idea now of a three-year school-led route, like an apprenticeship in-school really – I have my views on that – but I just wonder, from your perspective, how you would feel if your squad had to take on all of the responsibility for training the next generation of students when universities were not involved.

S: I think that that would have to be a very different capacity, I don't think you could be a class teacher within that role, I think you'd have to be able to... It would take a lot more time, you'd kind of be making your own guidance wouldn't you, effectively?

A: It takes...years to design a good course, look how often we're changing and improving what we do, colleagues at the university, that's what they do, that's their principle role... Would you want to be thinking about the design of a-

B: ...Drawing on the expertise of different people at the university that design the course and have got previous experience in similar settings, and they're really up to date with research and stuff, whereas we're class teachers, we only see what's in front of us.

A: The children are your main focus, are they?

B: Yeah.

S: I think that makes it really supportive towards the students, because you want that person to (...) your objectives, you have been there, you've sat in that chair-

A: You have students, you happily have students, but your main focus is always the children... Actually, for me, my main focus is the student... How well that student's doing, but also equally how well supported they are, that they're getting what they're entitled to from a university point of view, another thing about knowing a school very well, I know absolutely that they will get it from this school, but I also know other places where I've had to do a lot of negotiation, intermediary work, to make sure that all the groups that I have in any one year are getting something close to equality of experience, and they don't, I have to say, they don't always... The other thing I've learned is that this is a very different job in different schools... In terms of socio-economic placements... And again, in terms of grading students, I really have to take that into account as part of my moderating role. With a student in a tough, a socially challenging school, socio and economically challenging, it's a totally different job, but in a school where children come from a more secure, predictable background, it's a different job, where a student is having to contend with all sorts of behavioural issues and certainly emotional difficulties, as is the class teacher, is it fair to grade a student less because they're having to cope with those challenges? Or another student who's doing very well with a class that's nicely behaved in another school somewhere? That's difficult... Or even, as you said, S's class last year, you had a difficult class, it could be within your three classes, I've been looking at it school ways but you know about that, maybe it's not the student with your class last year, it's actually the nature of the class that throws up all sorts of challenges that your class isn't this year. And that's again part of my job, squaring that circle, and in discussion with you we're saying, "Actually, yes I know they're still not perfect, but he or she is still employing strategies", all the strategies that we approve in a behaviour management toolkit, that's a university structure, procedure, going back to that, she's employing all of that, but starting on a six-week placement she's not going to turn around one or two children's behaviour that is causing a lot of difficulty-

S: But again I think being a bigger school we have more opportunity, that's what I'm saying, when I'm trying to facilitate placement with a person I will make sure that the personalities match, and so it's much easier when you have a broad spectrum of people that you can go to, but in the smaller schools that just want someone, it is very difficult to make sure that that partnership is going to work.

Joy: I just want to go back to that point as well, that, for schools, your responsibility and focus is the children, and attainment and raising standards in terms of people, achievement, why on earth would you take on ITE, why take trainee teachers as well? Is that a pressure for you?

S: It would be a huge pressure, yes, and I think again, initial teacher training, some students don't necessarily understand what it is like to be that teacher, whereas postgraduate, although they've changed the legislation, they don't have to have any experience, they generally have, or they'll try and advocate that during interview, to get some experience, because being in front of the class and sitting in the classroom are very different things, so for the government to say that they don't need that experience, to me just seems crazy, because you're just setting them up to fail and they have not sat in that chair and had some experience, it's just... It's difficult.

Joy: So, in your role as a class teacher or lead mentor, what responsibility do you feel you've got towards the trainees, when really your focus is the children?

B: I think that we're very supportive, we've got to have high standards for the student teachers to then keep the high standards for the children, because if we let them slip as a teacher then that will show with our children, so while the children are the priority, we've got to make sure the students are working where we want them to be.

A: One of the questions I often like to ask (...) around standard 2: is the student getting work of the same quality, the amount, standard of work that you do? If senior management do a book trawl, can they tell which children's work the student's been responsible for? I think it might have been your current student actually, you said they couldn't tell that it was your student who had set and marked that work.

S: I also think that's got lots to do with the School Direct route, because they've had that time to understand how we teach, whereas with PGCE students, they've got to come in and teach straight away, they aren't necessarily able to model our behaviour because they haven't seen enough of it-

B: They can't observe it, they can't just sit back and take in the daily routines and the policies-

S: And also, at the beginning of term the children are very different, they kind of establish themselves, so if we all start on the same foot they're very integral to the classroom, so I think their professional status to the children is definitely more elite because they've had that progression from the first day.

A: We haven't talked about the weak student, where your first concern is the children, and...targeted support... and again, I suppose this is where trust comes into it, you have to say... "Yes, I want my student to do as well as possible", but ultimately if they aren't hacking it and the children are actually being harmed, really, not progressing as they should, well then we have to come to that point where we step in to support you... Because it's hard, you don't want to fail a student, but that's also our role in supporting that process, I think.

Joy: Are there any other challenges of working in partnership that we haven't already discussed?

B: I think if the relationship didn't work for whatever reason then that would be really difficult, but we've never ever had a situation like that, but if somebody came in and they were too assertive, or they didn't agree with the policies of the school, then it could be different, but we haven't had that situation.

Joy: And I guess also if they weren't clear about the expectations, they couldn't clarify that to you, would that be another...?

A: I think, from the school tutor point of view, it's important for a tutor not to come with any baggage... We have to work with the policies... A tutor might have their private views of how maths should be taught, but actually, you know, we have to support the student in teaching the school's scheme as closely as possible.

Joy: Okay, so last question, I think this probably won't take as long, thank you very much for your patience, and that's about, how is the impact of the partnership evaluated?

S: There's different perspectives to that, there's also the students, to make sure they're supported from the partnership, there's the mentor perspective and there's also the university's perspective, they're all quite different aren't they, but all the feedback I've always had, I try to make sure that I get feedback from the students and from the teachers and try and work on that as much as we can, and it's all really positive so far.

A: Well, obviously part of the university's procedures are, at the end of every placement tutors are invited to send in their evaluations of the placement from their point of view, the quality of the placement for the student from the tutor's point of view, and the students do it themselves, don't they? Everybody evaluates everybody else.

Joy: When you say different perspectives, do you want to expand on that?

S: I just mean the student perspective could be very different from the university's, I just think that there's different points to people's opinions, so I think that keeping the communication as open as possible, for everyone to be able to reflect.

Joy: Thank you. That's the end of my questions, is there anything else that you'd like to contribute that you haven't been given an opportunity to say yet?

B: No, I don't think so.

Joy: And have your views of the partnership changed in any way or been influenced by each other?

B: No.

Joy: Okay, so defining a school-university partnership is quite complex and your ideas, your contributions have been really valuable, so thank you very much, I'll interpret all of those now and make some sense of it. I find it fascinating listening to what you've said and to discuss your ideas, and it seems to be that your thinking is very in line with each other.

S: That's because the partnership works, I think if it didn't then you'd get all kinds of different perspectives coming out, but we're all coming at it from the same (...)

Joy: So, finally, are you aware of the partnership agreement, and have you read that from cover to cover?

A: We use it from time to time, I know that the schools have to sign up for it-

S: We have one, but I've never seen that front cover, I've seen everything inside.

Joy: Okay, thank you.

Appendix D: Example of Manual Coding of Transcript

FG Interview 1: File A19 RELATIONSHIPS

B: so we'll do some parts together, unitedly, but other parts we'll do kind of separately and then share with each other, it's kind of working alongside each other, **Mutual Respect**

they're much more secure **Trust**

and there is that trust there, **Trust**

and that common understanding of what we're trying to do from our different perspectives for the student. **Mutual Respect**

B: And also, different schools have different kind of ways, they manage them in different ways I think, you understand our approach. **Mutual Respect**

A and I've got to know people well, so it's really nice, it's pleasant for me, it's much more rewarding for me, coming to a school like this where I know so many people, than going to a school just, you know, this one this year, another one next year, so I do feel...

Relationships

Equally, I feel with that trust we can tackle difficult issues that sometimes arise, they have this year. So it sounds all nicey-nicey, but it actually means when we've got students who have issues of one sort or another, and they come in all sorts of varieties, we have an understanding about how together we might support the student. **Mutual respect**

S: Partnerships that work based on trust, **Trust** and then the longer you know someone or work with someone the trust then develops even more, which will then... .. **Relationships**

A: I've also noticed – now this is an impression, you can tell me if this impression is right – when I first meet a class teacher who's not had a student before, sometimes they're rather wary of me, you know, there's this person from the university, "Ooh, she's a tutor", maybe, especially if it's a young class teacher who's not very long into his or her career, two or three years, but their memory is, "Oh, this person who comes in and judges me", but I think I find, it's my impression that the more that I work with that teacher that they start to relax and they know I'm not judging them, it's very much the student. **Relationships**

S: And I think it also stems back to when you remember when you were a student and that whole experience, you kind of personalise it don't you? And I think, you know it's your student, **Relationships**

B: when you first came in with whenever my first student was, I didn't really know what to expect, but now because we've spoken about so many students I trust that what I say is going to be taken professionally, and we have professional dialogue and it's- **Trust**

it was upsetting for her, it was upsetting, but I'm so glad we did that, and that was you telling me... You having the confidence to say, "This, and look, I don't think this is acceptable"... Right, okay, I think we have to tackle this. **Honesty**

Joy: Does it mean- is there any impact on how open you are with each other?

B: Mmm, I think the word is confidence, trust, instead of talking to essentially a stranger walking in, you have a relationship. – **Trust Relationships**

B: I also think doing collaborative observations, so whenever S comes in- you'll look from the general perspective and the class teacher will look from the class teacher perspective, **Mutual respect**

A: I see my role actually very much as a moderating role, as a moderator, because obviously class teachers have got in-depth knowledge, both of the year group and the curriculum that they are teaching, and of that student's day-to-day performance. I feel mine is a snapshot, and I bring not just years of experience, but experience across the board in lots of different schools, so I know what a passing, a good, and an outstanding student looks like elsewhere in different contexts and I can bring that to it, so I can moderate where the class teacher may be too generous or too hard and discuss... I think that's a key part of my role as a supervisor. **Mutual respect**

B: But we were talking about the student that I had before and the student I have now and how their qualities are completely different, but they both, they couldn't be more opposite in their approach, but working together, knowing that we'd both had those experiences, it was really helpful as a partnership to be able to make those judgements. **Relationships**

A: and it's enough for me but you know I'm not also looking after a class of children at the same time, so that must be quite a challenge. **Empathy** we're emailing one another quite often, aren't we, when students are in, about one thing or another... communication is key. **Communication**

S: Slightly, but not necessarily the university a favour, **Reciprocity**

it would also be the teacher for whatever reason, but some teachers don't let the- school- led and with the PGCE-led, but obviously they have to hand over their class and some teachers are afraid **identifying** of doing that, **Relationships**

whereas with the School Direct route I've interviewed them, I've assessed them, you kind of know what you're taking on, but with the PGCE you don't know who's going to walk through that door, it's a very different kettle of fish because you agree to it before you're given a name, whereas I've had their name and they've done some writing, so you really know what you're taking on, so it's just very different, and with an undergraduate you just get literally a name... You don't get that portfolio that you would have with School Direct. **Relationships**

B: And I would say from year to year, depending on what your class behaviour is like, I'm gonna go with your class last year, if they're a hard class to manage from an experienced teacher point of view, it's gonna make it a lot more difficult to then support a training teacher. **Commitment**

Joy: A profile of the student?

S: Yeah, that would be really good.

A: and that that's a longer visit from me, where the class teacher and I will sit down and agree final grades **Mutual respect**

A: Oh yes, Peter and I waved at one another the other day, but then in the smaller schools, necessarily, you know, I tend to get to know them better because they're often class teachers as well. Case in point today, I've just been talking to the head of school about a student in his class, so he's the head of school, and I did the former head of school there,

because the students are so.... It depends on the size of the school, how remote or close the head teacher is, in a smaller school that's not part of this federation but elsewhere, a small school, often the lead mentor is the head teacher. I can think of a small school not far from me where the head teacher is the lead mentor. Relationships

S: I think that, from the experiences that I've had of students being without the federation's support, Relationships

B: ...Drawing on the expertise of different people at the university that design the course and have got previous experience in similar settings, and they're really up to date with research and stuff, whereas we're class teachers, we only see what's in front of us. Mutual respect

A: The children are your main focus, aren't they? Relationships

S: I think that makes it really supportive towards the students, because you want that person to (...) your objectives, you have been there, you've sat in that chair- Empathy

A: another thing about knowing a school very well Relationships

I know absolutely that they will get it from this school, Trust

S: But again I think being a bigger school we have more opportunity, that's what I'm saying, when I'm trying to facilitate placement with a person I will make sure that the personalities match, and so it's much easier when you have a broad spectrum of people that you can go to, but in the smaller schools that just want someone, it is very difficult to make sure that that partnership is going to work. Relationships

B: I think that we're very supportive, we've got to have high standards for the student teachers to then keep the high standards for the children, because if we let them slip as a teacher then that will show with our children, so while the children are the priority, we've got to make sure the students are working where we want them to be. Relationships

S: And also, at the beginning of term the children are very different, they kind of establish themselves, so if we all start on the same foot they're very integral to the classroom, so I think their professional status to the children is definitely more elite because they've had that progression from the first day Relationships

A: We haven't talked about the weak student, where your first concern is the children, and...targeted support... and again, I suppose this is where trust comes into it, you have to say... "Yes, I want my student to do as well as possible", Trust

B: I think if the relationship didn't work for whatever reason then that would be really difficult, but we've never ever had a situation like that, but if somebody came in and they were too assertive, or they didn't agree with the policies of the school, then it could be different, but we haven't had that situation. Relationships

S: There's different perspectives to that, there's also the students, to make sure they're supported from the partnership, there's the mentor perspective and there's also the university's perspective, they're all quite different aren't they, but all the feedback I've always had, I try to make sure that I get feedback from the students and from the teachers and try and work on that as much as we can, and it's all really positive so far. Mutual respect

Appendix E: Ethics Checklist

Doctoral Student Ethics Application Form

Anyone conducting research under the auspices of the Institute (staff, students or visitors) where the research involves human participants or the use of data collected from human participants, is required to gain ethical approval before starting. This includes preliminary and pilot studies. Please answer all relevant questions in simple terms that can be understood by a lay person and note that your form may be returned if incomplete.

***Registering your study with the UCL Data Protection Officer as part of the UCL Research Ethics Review Process**

If you are proposing to collect personal data i.e. data from which a living individual can be identified **you must be registered with the UCL Data Protection Office before you submit your ethics application for review.**

If the Data Protection Office advises you to make changes to the way in which you propose to collect and store the data this should be reflected in your ethics application form.

For further information see Steps 1 and 2 of our Procedures page at:

<https://ethics.grad.ucl.ac.uk/procedures.php>

Section 1 Project details

a.	Project title	The Role of a School-University Partnership on School-led and University-led Routes in Primary Initial Teacher Education.
b.	Student name and ID number (e.g. ABC12345678)	Joy Carroll CAR13117114
c.	*UCL Data Protection Registration Number	Submitted and told by DP that this is not

		required as no personal data is being collected. See email attachment
c.	Supervisor/Personal Tutor	Dr. Bryan Cunningham and Dr. Susan Taylor
d.	Department	Institute of Education
e.	Course category (Tick one)	PhD <input type="checkbox"/>
		EdD <input checked="" type="checkbox"/>
		DEdPsy <input type="checkbox"/>
f.	If applicable , state who the funder is and if funding has been confirmed.	N/A
g.	Intended research start date	February 2019
h.	Intended research end date	January 2020
i.	Country fieldwork will be conducted in <i>If research to be conducted abroad please check www.fco.gov.uk and submit a completed travel risk assessment form (see guidelines). If the FCO advice is against travel this will be required before ethical approval can be granted: http://ioe-net.inst.ioe.ac.uk/about/profservices/international/Pages/default.aspx</i>	England
j.	Has this project been considered by another (external) Research Ethics Committee?	
	Yes <input type="checkbox"/>	External Committee Name:
	No <input checked="" type="checkbox"/> ⇒ go to Section 2	Date of Approval:
<p>If yes:</p> <ul style="list-style-type: none"> - Submit a copy of the approval letter with this application. - Proceed to Section 10 Attachments. 		
<p>Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the National Research Ethics Service (NRES) or Social Care Research Ethics Committee (SCREC). In addition, if your research is based in another institution then you may be required to apply to their research ethics committee.</p>		

Section 2 Research methods summary (tick all that apply)

- Interviews
- Focus groups
- Questionnaires
- Action research
- Observation
- Literature review

- Controlled trial/other intervention study
- Use of personal records
- Systematic review ⇒ *if only method used go to Section 5.*
- Secondary data analysis ⇒ *if secondary analysis used go to Section 6.*
- Advisory/consultation/collaborative groups
- Other, give details:

Please provide an overview of the project, focusing on your methodology. This should include some or all of the following: purpose of the research, aims, main research questions, research design, participants, sampling, data collection (including justifications for methods chosen and description of topics/questions to be asked), reporting and dissemination. Please focus on your methodology; the theory, policy, or literary background of your work can be provided in an attached document (i.e. a full research proposal or case for support document). *Minimum 150 words required.*

The implementation and continued drive forward to present a school-led route into teaching, alongside a university-led route has resulted in changes to practice for teacher educators in universities and teachers in school. Whilst some schools have assumed responsibility for training future teachers, universities have wrestled with how to maintain their presence as an active partner in school-led routes into teaching. Consequently, the focus of this research lies in exploring the role of a school-university partnership through seeking the views of teacher educators in both settings. The aim is to understand roles and responsibilities of teacher educators within the partnership, within both the structural and procedural practices. The research seeks to define the key role that a school – university partnership has within the changing landscape of ITE. The key question asked in this research is,

What is the role of a school-university partnership in Primary ITE?

A focus will be placed upon the practices and relationships between teacher educators and between managers of the ITE programmes. Therefore, the following additional questions are explored:

- How are teacher educators in school and university involved in the school-led programme from course design to final assessment of trainee teachers, impacting upon the role of a partnership?
- How are teacher educators in school and university involved in the university-led programme from course design to final assessment of trainee teachers, impacting upon the role of a partnership?

- How are senior management involved in the partnership within the structural practices and procedural practices?
- How are practitioners involved in the partnership within the procedural practices and structural practices?

School settings and a university will be purposively selected because they support the different IT routes which includes schools who are within a geographical radius of the university, for practical reasons. The sample includes participants who work within the structural practices and participants who work within the procedural practices in terms of partnership. The principle is to include participants who are interested in the research and who have experience of working in partnership.

A case study approach is used to examine a university-school partnership, with local schools who support trainee teachers on the school-led and university-led routes. A conceptual lens of Social Constructivism is used which makes it valid to include a multiple case study where different views are discussed and ideas shared. The case study involves the following practitioners;

Structural Practice – one focus group interview

- a senior manager of the university Primary Partnership team,
- a senior manager of the university Primary School of Education,
- three School head teachers representing the three case study schools

Structural and Procedural Practice – one focus group interview

- three leaders from the university Primary ITT team

Procedural Practice– three focus group interviews

- Focus Group 1 - a school who supports university-led routes only, a class teacher, a school lead mentor and a school experience university tutor who work with trainee teachers on the UG university-led course,
- Focus Group 2 - a school who supports school-led routes only a class teacher, a school lead mentor and a school experience university tutor who work with trainee teachers on the PGCE university-led course,
- Focus Group 3- a school who supports both university and school-led routes. a class teacher, a school lead mentor and a school experience university tutor who work with trainee teachers on the school-led university-led course

Qualitative data from the FG interviews will capture the views, ideas and thoughts of participants and be used to answer the research questions. Topic areas will explore how values and perspectives influence decisions about the partnership, including how senior management are

involved in the partnership structurally and procedurally and how practitioners are involved in the partnership procedurally and structurally?

Interview data from the focus groups will provide a description of the way that the values and perspectives impact upon the challenges and opportunities for working in partnership. This includes exploration of how the structural practices of working influence and shape the procedural interactions of practitioners and the interconnectedness between these. Further exploration is made of how each school and university work together on each ITE route, over an ITE course. This includes how teacher educators in school and university are involved in the partnership, from course design to final assessment of trainee teachers, on a school-led programme. Additionally I explore how teacher educators in school and university are involved in the partnership, from course design to final assessment of trainee teachers, on a university-led programme. Focus group interview data will capture current practices for both the structural and procedural practices. Documentation will be used to corroborate data from the FG interviews. The data will be analysed to explore how structures and practices have supported the school and university to work in partnership.

The FG interviews will be audio-recorded and transcribed verbatim, to enable explanatory frameworks to be developed.

Documentation will be reviewed which is relevant to this case study as it can provide specific information on the partnership arrangements within the structural practices and day to day procedural practices. This includes the university-school partnership agreement which sets out the expectations and details of the practices for each ITE route as well as handbooks and guidance for lead mentors and class teachers.

The information from the documentation will be used to corroborate practices both structurally and procedurally. It will also offer the triangulation of data, from what is said by participants and what is documented in the policies.

An intention is to share findings with senior colleagues in the university, with local schools and to contribute more widely to the debate on the role of school-university partnerships. Sharing findings at a national level will be of interest. An intention of this research is to promote the good practice that exists whilst considering the future of a school- university partnership, set within the climate of school-led ITE, with a focus upon empirical, first hand experiences, rather than the dictate of government agendas. This is an opportunity to discuss innovative practice more widely, to support other teacher educators and to further consider the role of partnerships, within primary ITE, on the school-led and university-led routes.

Section 3 Research Participants (tick all that apply)

- Early years/pre-school
- Ages 5-11
- Ages 12-16
- Young people aged 17-18

- Adults *please specify below*
- Unknown – specify below
- No participants

Primary school head teachers and Class teachers, Senior leaders and school experience tutors within a university partnership team.

NB: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the National Research Ethics Service (NRES) or Social Care Research Ethics Committee (SCREC).

Section 4 Security-sensitive material (only complete if applicable)

Security sensitive research includes: commissioned by the military; commissioned under an EU security call; involves the acquisition of security clearances; concerns terrorist or extreme groups.

a.	Will your project consider or encounter security-sensitive material?	Yes <input type="checkbox"/> *
b.	Will you be visiting websites associated with extreme or terrorist organisations?	Yes <input type="checkbox"/> *
c.	Will you be storing or transmitting any materials that could be interpreted as promoting or endorsing terrorist acts?	Yes <input type="checkbox"/> *

* Give further details in **Section 8 Ethical Issues**

Section 5 Systematic reviews of research (only complete if applicable)

a.	Will you be collecting any new data from participants?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>
b.	Will you be analysing any secondary data?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>

* Give further details in **Section 8 Ethical Issues**

*If your methods do not involve engagement with participants (e.g. systematic review, literature review) and if you have answered **No** to both questions, please go to **Section 8 Attachments**.*

Section 6 Secondary data analysis (only complete if applicable)

a.	Name of dataset/s	School Partnership Agreement and Handbook
----	-------------------	---

b.	Owner of dataset/s	University of Worcester, Institute of Education, Primary Partnership.	
c.	Are the data in the public domain?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
		<i>If no, do you have the owner's permission/license?</i> Yes <input type="checkbox"/> No* <input type="checkbox"/>	
d.	Are the data anonymised?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
		<i>Do you plan to anonymise the data?</i> Yes <input type="checkbox"/> No* <input type="checkbox"/>	
		<i>Do you plan to use individual level data?</i> Yes* <input type="checkbox"/> No <input type="checkbox"/>	
		<i>Will you be linking data to individuals?</i> Yes* <input type="checkbox"/> No <input type="checkbox"/>	
e.	Are the data sensitive (<u>DPA 1998 definition</u>)?	Yes* <input type="checkbox"/>	No <input type="checkbox"/>
f.	Will you be conducting analysis within the remit it was originally collected for?	Yes <input type="checkbox"/>	No* <input type="checkbox"/>
g.	If no , was consent gained from participants for subsequent/future analysis?	Yes <input type="checkbox"/>	No* <input type="checkbox"/>
h.	If no , was data collected prior to ethics approval process?	Yes <input type="checkbox"/>	No* <input type="checkbox"/>

* Give further details in **Section 8 Ethical Issues**

*If secondary analysis is only method used **and** no answers with asterisks are ticked, go to **Section 9 Attachments**.*

Section 7 Data Storage and Security

Please ensure that you include all hard and electronic data when completing this section.

a.	Data subjects - Who will the data be collected from?	3 head teachers and 3 class teachers in 3 Primary Schools. 3 Lead Mentors and 3 senior management staff at a university.
b.	What data will be collected? Please provide details of the type of personal data to be collected	Qualitative data will include responses and words from participants which capture their views. All data will be anonymized so the participant cannot be identified. No contact details will be collected including a participant's name or the name of the setting.
c.	Disclosure – Who will the results of your project be disclosed to?	The research will be shared within the academic world, with the schools involved in the research and with the partnership team within a university.
d.	Data storage – Please provide details on how and where the data will be stored i.e. UCL network, encrypted USB stick*, encrypted laptop* etc.	The data will be stored on an encrypted laptop and USB stick.

	*Advanced Encryption Standard 256 bit encryption which has been made a security standard within the NHS	
e.	Data Safe Haven (Identifiable Data Handling Solution) – Will the personal identifiable data collected and processed as part of this research be stored in the UCL Data Safe Haven (mainly used by SLMS divisions, institutes and departments)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
f.	<p>How long will the data and records be kept for and in what format? It will be disposed of following collation of the data, writing the findings up and passing the Viva.</p> <p>Will personal data be processed or be sent outside the European Economic Area? (If yes, please confirm that there are adequate levels of protections in compliance with the DPA 1998 and state what these arrangements are: No</p> <p>Will data be archived for use by other researchers? (If yes, please provide details.) No</p>	

Section 8 Ethical issues

Please state clearly the ethical issues which may arise in the course of this research and how will they be addressed.

All issues that may apply should be addressed. Some examples are given below, further information can be found in the guidelines. *Minimum 150 words required.*

- | | |
|---|--|
| <ul style="list-style-type: none"> - Methods - Sampling - Recruitment - Gatekeepers - Informed consent - Potentially vulnerable participants - Safeguarding/child protection - Sensitive topics | <ul style="list-style-type: none"> - International research - Risks to participants and/or researchers - Confidentiality/Anonymity - Disclosures/limits to confidentiality - Data storage and security both during and after the research (including transfer, sharing, encryption, protection) - Reporting - Dissemination and use of findings |
|---|--|

The nature of this research involves drawing upon colleagues, from school and university who are known to me. This could result in participants responding in a way that they think will please me. Additionally, this research is set within my own practice which may offer some credibility, whilst also providing a potential challenge due to the familiarity of the interviewer and interviewees. An awareness and empathy towards the situation will be needed to address issues that could arise from being an insider researcher. My expertise offers a significant level of knowledge of the issues within

the area of partnership. Consequently, whilst being acknowledged as a reputable practitioner, I need to ensure good practice as a researcher so an awareness of the following will be helpful:

- Sensitivity to colleagues. To do this I will actively listen and not make a judgement but show empathy;
- Adopting a professional stance rooted in trust. I will maintain a focus upon the research and the key questions;
- Being aware of my positioning as a researcher and practitioner;
- Respecting the values of the participants;
- Being impartial and have an awareness of insider bias and validity; and
- Anonymity

To address the identified points above, there will be clear communication to participants about the rationale and value of this research. Triangulation of data will be included to ensure validity. Careful attention will be paid to the feedback from participants and open questioning will address insider bias and my position. As an insider researcher the social and cultural influences are important when gathering multiple perspectives.

My position and the rationale for the research will be clarified and an open stance used throughout, to address validity. (Robson, 2011). Some participants are colleagues at my workplace and could potentially be identified. To address this I will not use the colleague's job title but they will be referred to as a senior member of the Primary Team or Partnership Team. As it may be possible to find out which university I work in, it could potentially lead to the specific university being identified. Therefore, colleagues who are potential participants will be informed in the consent letter about this possibility. School names will not be used but a generic description will be included such as, a small, rural primary school, therefore it will not be possible to identify a particular school. Participants will be able to withdraw from the process at any stage. They will be able to read through the findings before these are shared more widely. Ethics approval will be gained from the Institute of Education, University of London and follow the British Education Research Association (2011) guidelines.

Section 9 Attachments Please attach the following items to this form, or explain if not attached

a.	Information sheets, consent forms and other materials to be used to inform potential participants about the research (<i>List attachments below</i>)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information about the research to participants with an invitation to participate.			
Consent forms.			
	<i>If applicable/appropriate:</i>		
b.	Approval letter from external Research Ethics Committee		Yes <input type="checkbox"/>
c.	The proposal ('case for support') for the project		Yes <input type="checkbox"/>

d.	Full risk assessment	Yes <input type="checkbox"/>
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Section 10 Declaration

I confirm that to the best of my knowledge the information in this form is correct and that this is a full description of the ethical issues that may arise in the course of this project.

I have discussed the ethical issues relating to my research with my supervisor.

I have attended the appropriate ethics training provided by my course.

I confirm that to the best of my knowledge:

The above information is correct and that this is a full description of the ethics issues that may arise in the course of this project.

Name	
Date	31/12/19

Please submit your completed ethics forms to your supervisor for review.

Appendix F: Discussion Mind map

What was of interest?

What themes emerged and were connected?

What was original knowledge?

