

Chapter 5: (Disturbing) new School-University partnerships

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There's no going back. Partnerships as we have known them between schools and universities are changing. In England the current Secretary of State for Education in the Conservative-Liberal Democrat Coalition Government, Michael Gove, has instigated the repositioning of teacher education away from Universities into schools. This has resulted in a myriad of initiatives; including the establishment of Teaching Schools as part of the Coalition Government's stated drive to give schools more freedom and to enable schools to take increasing responsibility for managing the system of teacher training¹. The National College of School Leadership was asked to develop a new national network of Teaching Schools modelled on teaching hospitals. The new designation offers outstanding schools a leading role in the training and professional development of teachers, support staff and school Heads, with the intention of contributing to the raising of standards through school-to-school support. As part of these plans, HEIs have been asked to develop and quality-assure the designation of teaching schools. For the first time, teaching schools bring together provision for training and development from initial teacher training (ITT) through to headship under a single, school designation².

At a cursory glance this proposed move to take teacher training into schools might not seem such a silly idea. Expecting schools in clusters to take responsibility for new entrants into the profession, as well as providing continuity between initial 'training' and early induction into the profession sounds reasonable. But take a closer look – what sort of "profession" is this neo-liberal government envisaging? What assumptions have been made about professional knowledge for teaching for example? What of the impact of these new initiatives for extant school-university partnerships?

The majority of teachers in schools today have been introduced to the profession via campus-based study in HEIs that traditionally demanded a critical, reflective engagement with different bodies of knowledge informed by research, including practitioner research. These were usually based within Faculties or Schools of Education within universities, and there has always been a school experience element in the form of school placements or practicum. Now from September 2013, these centrally driven Coalition Government policies, enable new 'teachers' in *some* schools³ to not require a teaching qualification or evidence that they have met the stipulated Teaching Standards⁴. Other available routes *will* require new 'teachers' to have met these teaching standards, while other routes will, in addition to the standards, offer post-graduate qualifications which include up to 60 credits at Master level.

Therefore in this chapter, the term 'teachers' is put in parenthesis because soon it will not mean the same as it once did. All these different routes into teaching will no longer be said

to draw from a body of recognised and agreed research-informed professional knowledge. This, after all, is one of the defining characteristics of the teaching profession. Significantly, views about knowledge are also at the heart of school-university partnerships. Teachers and university tutors bring different ways of seeing the nitty-gritty of teaching; they are both coming with different perspectives and even if both may not claim to bring theoretical insights, we know that practice, whether in schools or HEIs, is guided by theory of some description⁵. Indeed, this has been at the heart of the challenge of school-university 'partnership'. However the new routes into teaching such as School Direct and Teacher First⁶, support partnerships driven by market forces, directives from government ministers, and the threat of compliance from Ofsted⁷ inspections.

So what of the impact for school-university partnerships? How might this most recent attempt to relocate initial teacher numbers away from university sites into schools, disturb what has always been collegial and professional - the hallmark of teacher preparation in England at the turn of the twenty-first century⁸. Could this be a strategic move to actually disturb the development of theoretical contributions to teaching and teacher education, privilege practice, and diminish teaching to a 'craft'? If so, this could result in a loss of identity for teaching as a profession. This has consequences for the relational interactions of those involved in partnership development work. The challenge then becomes how might partnerships evolve to support and sustain 'the profession' in these changing times.

This chapter will firstly critically discuss the way 'School Direct' legislation and other policy directives for new partnerships impact on the way schools and universities operationalize their engagements with each other, and consider how this engagement is being conceptualised. Secondly, it will examine two different models of partnerships; on the one hand the partnership suggested by 'Schools Direct' and the other the Professional Learning School (PLS). Thirdly, the chapter engages in crystal ball gazing to ascertain how partnerships for the future might be framed, given the dichotomies that arise on this current partnership landscape. Could a new space be created that offered a 'both/and' space where the strengths from each educational domain (school and university) might be liberated from their context and woven into sound pedagogical ways of operating? Finally links will be made back to partnership understandings and actions championed by Winifred Mercier who in her time as Principal at Whiteland's College⁹ now part of Roehampton University, was similarly calling for a new positioning, identity and action for both university and school partners in the face of seeking to enhance teaching as a profession.

Spot the anomalies

The 'Schools Direct' model as the name implies, involves schools leading the initial preparation of the teaching workforce. Yet when we look more closely at recent legislation on Schools Direct there are conflicting views. To say that initial preparation

for teaching needs to be more school-based and school-led because teachers are more in touch with what the 'profession' needs, implies that somehow university staff are not. Ironically, this same legislation invites universities to set up 'University Teaching schools' that will have three core functions: teaching pupils; training and development of trainees/teachers; pedagogical research¹⁰.

Policy moves to more school-based and school-focused initial teacher 'training' via a 'School Direct' model were made in the 2010 Schools White paper entitled 'The Importance of Teaching' 2010¹¹. Simultaneously in November 2010, the annual report from Ofsted concluded that university courses provided a higher-quality preparation for the classroom in comparison with other routes¹². The rationale for the growing proliferation of routes into teaching is not just about meeting teacher shortages in the cheapest way possible, apropos the public funding cut-backs. The variety of routes also offers 'a choice' to anyone wishing to enter teaching, which is in keeping with the Coalition Government's commitment to neo-liberalism¹³. The language of 'choice' can be associated with that of a consumer operating in a market place, rather than a profession¹⁴.

To further support school-based teacher training, the Coalition also introduced the 'Teaching School' initiative in 2010. This built on the former 'Training Schools'¹⁵ which were a successful part of the former New Labour Government's teacher education policy. While teachers and teacher educators may agree that schools improve most when they challenge and support each other¹⁶ there is also recognition that supportive partnerships and alliances between schools rely on infrastructures that take time to build. What a pity therefore that these most recent initiatives have not built on the successful school partnership of former years, given Specialist Schools Networks, Creative Partnerships and City Challenges areas have now all been surpassed. Instead these new Teaching Schools, who themselves need to be judged 'outstanding' by Ofsted, now carry huge responsibility as beacons for School-based initial teacher 'training'. A closer look is warranted, not least because of the way these new initiatives have been operationalised.

Heart of the disturbances

It might be imagined that account would be taken of 'existing partnership practices' between schools and universities to ensure sound practices can be extended. How have the quasi non-government organisations (quangos) such as the National College of School Leadership (NCSL) and the Teaching Agency (TA) supported these new centrally driven initiatives? Over the past two years (2011-13) there have been numerous NCSL conferences across England, to which schools have been the priority guest. Noticeably, university colleagues have only been invited as the accompanying partner with the school. Everything from local meetings of Alliance Head Teachers, with their NCSL 'Regional Lead', a term borrowed from the former Teacher Development Agency (TDA), to regular Teaching School

Bulletins, have foregrounded schools. A university colleague was heard to say, “Gosh it was hard having a meeting with X school today because they were talking about a new aspect that hadn’t been flagged up to us in the University”¹⁷; an uncomfortable position indeed. By such experiences and organisational processes there is now a sense that academic expertise appears almost surplus to requirements.

This disturbance is ideologically driven, given the market orientation that is being imposed. Experienced colleagues from the NCSL, [itself funded by public-private finance], who are themselves Head teachers rather than teacher educators, are offering guidance to schools on how to engage with other schools, so as to ‘grow their alliances’. Data is being collected about how university partners are/are not moving forward with their contractual and financial arrangements. And most recently, with School Direct, there has been interest in ascertaining how university partners have offered support to schools doing their own interviewing, and selecting of potential candidates for the coming year.

Universities are not oblivious to the threat posed by this monitoring of their engagement with these new initiatives. They are also cognisant of the need to secure an ‘outstanding’ grade from Ofsted to ensure the guarantee of initial teacher training (ITT) allocations, as the central policy drive is to expand all school-based models of teacher preparation. Indeed, university allocations of numbers for ITT courses will be gradually relocated to these other routes into teaching. This has left publically-funded HEI providers vulnerable, making strategic forecasting more difficult for Faculties and Schools of Education¹⁸.

Additionally over the past two years, many colleagues who would normally be ‘working’ in school-university partnerships have found themselves in awkward positions within former collegial collaborations. As schools have begun to realise the complexity of what they must do to secure ITT, more support from their university partners has been sought. The dilemma for academic colleagues is whether they should ‘give’ and/or ‘share’ their valuable skills and experience, knowing their professional status and their livelihoods are at stake. What was once a respectful professional sharing of ideas and information is at risk of becoming commodified, costed and charged. It also follows that deeper concerns arise in relation to the complexities of practice. Some schools are happy to sign up for QTS-only routes¹⁹ with University providers, while others have sought providers who offer a version of the recognised PGCE qualification. For the School Direct route, some schools initially saw the Salaried route as a way to ‘train’ their Teaching Assistant, but opted out when they realised either the funding was less than the former GTP scheme and/or that the candidate they wanted to put forward needed to compete with other applicants for a place in the school, or indeed was not successful in the selection process. That said, there are schools that are offering salaried places and in association with other schools in a Teaching Alliance, are working with a university provider to develop a teacher education programme of study.

It appears that these alternative routes are not always about a candidate preparing for the general teaching 'profession'. These routes enable schools to be selective and 'train' the person they see as being able to fit in with the school ethos and community. Beyond specific criteria stipulated by the Department of Education²⁰ the selected "trainee" (especially on the School Direct Salaried route) may be chosen to potentially resolve an anticipated staffing issue in a particular school context. The process described here has been termed 'growing one's own'²¹. With this rationalised view of the recruitment process, the focus is less about who may be right for the profession, and risks being more about who is right for a particular school.

With neo-liberal ideology coupled with that of neo conservative ideology at the heart of the disturbance, Gove and the Coalition Government, along with professionals located in schools and universities, need to be aware of the ramifications not only for the teaching profession as a whole but also for society at large. In these times of economic challenge, universities may decide to withdraw from engaging in teacher preparation altogether if it is no longer viable. With that, there may well be the demise of subject departments and specialist centres of research in education. This could leave student teachers as well as children and young people eventually being taught by 'crafts people' – not teachers - who may have little or no engagement with sources of knowledge about how children learn and develop thinking skills²². Likewise crafts people may not engage with particular approaches to subject knowledge or more general 'principles of procedure' for example, since they will be most likely engaging with 'practical teacher knowledge' as it occurs in particular contexts without regard to its theoretical dimensions²³.

Contestation at the borders

For those who work at the interface of school-university partnerships these changes have an impact on personal relationships. New identities are being offered by this School Direct model. Teachers' practical knowledge is being privileged at the expense of theoretical principles, together with academic expertise. Ways of working together are therefore challenged. With these shifting identities come new invitations to adopt power positions that impact on traditional practices between teachers and university tutors. The matter is not just about different types of knowledge. With School Direct Salaried candidates, there are tensions around the formal contractual matters. (See Fig 1)

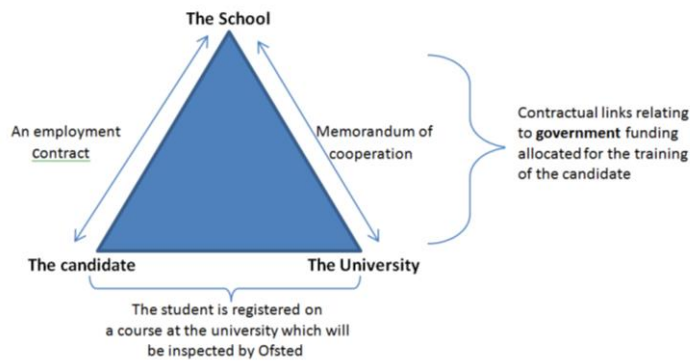


Fig 1. Representation of the contractual factors

These formalised contracts are not only linked to roles and responsibilities, but also to funding mechanisms and regimes of accountability; such differences generate different tensions. One involves employment law, another to legal contracts between essentially two ‘companies’ (the school and the university as financial organisations), while another is bound up with University statutes. These include layers of finance, quality assurance, duty of care, and equal opportunity. In this way each stakeholder has something to lose. To work a way out of the quagmire, collaborative partnerships would seem the most logical and effective way to approach ITT, especially if there is a shared sense of purpose. But imagine an interview situation - tensions arise when a HEI provider is considering a candidate as a potential teacher for the profession and a school is considering them as a future teacher on their staff. Fig 2

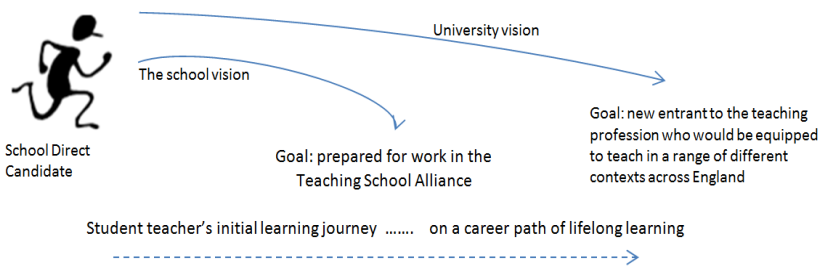


Fig 2. Visual representation of the potentially differing intentions for new routes into teaching

In this instance the candidate may have scored highly in every category, but the school colleagues are just not sure this person will fit into their school staff team in a year’s time. It must be asked at this point; did the candidate know that they were actually being interviewed for a potential job – not simply for entry into the teaching profession?

In terms of partnership – this is a most serious disturbance. Going by previous engagements between the school and the university staff, there has been a shared understanding of a common goal to which each party was contributing. For the most part, each respected the other’s strengths, different locations and pressures, with a mutual respect and trust²⁴. Current initiatives however in England, mean school staff are actively being encouraged by governmental drives, to step up to ‘lead’ on teacher preparation, while university staff are being told to engage more school partners at all levels in their programmes. The new Ofsted inspection framework²⁵ is being used as an additional enforcement of this new ‘partnership’ arrangement.

At a managerial level, in both schools and universities, this realignment might seem simple to organise especially if funding were adequate, and goals were shared. However, given the present economic climate has put severe limits on funding, and challenged explicit shared beliefs for some, the reorganisation is putting colleagues in competition with each other at a time when the need for collaboration is ever more justifiable. It is interesting to speculate on what is the end point. Rather than a government directive encouraging partnership dialogue with stakeholders from schools and university providers, the tone of the 2010 Schools White paper has been about teachers and schools having more autonomy. The focus is on “Raising the status of teachers and giving them renewed freedom and authority [that] will make a significant contribution to improving schools”. There is no governmental talk about how such management of partnership might encourage the interactions between theory and practice, or enhance the knowledge base for the profession. The focus appears only to be on the locus of control shifting to schools. As David Cameron and Nick Clegg state in the Foreword, “...[The need is to] create a new national network of Teaching Schools, on the model of teaching-hospitals, giving outstanding schools the role of leading the training and professional development of teachers and head teachers”²⁶.

Now more than ever, the profession needs to engage intellectually with these developments; especially when we note that critical discussions about the very idea of Teaching Schools were being rehearsed in the late 1980s!²⁷ At that time the conservative neoliberal Thatcher government was in power and the radical right of the party even then viewed teacher training as both “expensive and dangerous”.²⁸ So more recently, and after much contestation²⁹, by 2011 at least we see an expectation that Teaching School Alliances need to include an academic partner. But wording used hardly implies a collaborative partner, more a partner that has some use³⁰.

Professional Learning Schools – the way forward?

This chapter has already hinted that “collaborative partnerships” might be one way to articulate a social democratic alternative a solution to the challenges we face in these austere times.

The *Professional Learning School* model³¹, still under the umbrella term 'HEI-led', was instigated at Roehampton University from 2005³². As Schools Partnership Manager, I needed to solve the growing challenge of competition for places, and the seeming reluctance of teachers to work with year 1 undergraduate student teachers. This was a collaborative model to support the Learning and Teaching module undertaken in year one of the undergraduate ITT programme in which both teachers and university tutors worked alongside each other. It was driven not by managerial considerations but more by a partnership that strove for the student teachers' heightened sense of teacher learning and meaning making or pedagogical engagement.

As I began to explore the implications for a partnership between the two different cultures of school and university, it became evident that just as a strong sense of community existed in both, so too did the boundaries which both the student teachers and tutors crossed³³. But this PLS model also offered something for teacher partners too. Teachers involved were able to step away from their former identities as classroom practitioners and teacher-mentors, to become identified with facilitating the adult learning of the student teachers in collaboration with the university tutors. The tutors too, in turn, were able to choose to step out from under the protective cover of the university academic mantle, potentially adopting a new position of the collaborating tutor/colleague, shifting the perspective of knowledge producer, expert or presenter to that of the knowledge broker... working at the boundaries of both teacher and student teacher experiences.

Significantly, as the class teacher and the university tutor entered into the different kind of professional conversation, new voices could be heard; that of the professional practitioner articulating the sense they were making of their practice as they understood it, in relation to the heightened theoretical and critical knowledge being shared with the tutor. This resonates with evolving notions of professional development which sees teachers themselves more actively engaged in the shape of their own learning, as well as being active creators of new knowledge and understanding³⁴. For the university tutor, traditionally responsible for addressing the module requirements for an undergraduate degree, the adoption of new roles the PLS model offered were sometimes challenging. Conversations were opened up between themselves and the teachers that offered opportunities to reflect on ideas and see them from lots of different points of view at once. Successfully run for three years in 15 schools, this model represents an example of what happens when partnerships invoke progressive possibilities for those involved to take up new roles and identities, as well as further building and developing relationships of trust through the co-teaching elements.

Coincidentally, with Gove now also directing teachers to take more responsibility and control of their own professional development, the findings from this doctoral research

support a growing appreciation of how collaborative partnerships³⁵ are indeed far more likely to offer opportunities to enhance professional development for all stake holders. This challenges us to re-think our views about knowledge. In other words, when teachers and university tutors recognise that they traffic in different types of discussions about knowledge (let us call this theory and practice) they can work in ways that support student teachers, who need to engage with both. Further, as teachers engage with different and often new ways of seeing the taken-for-granted in their practice contexts, new meanings are generated, which can impact in a reflective manner on their own practices. This is the powerful link that is being promoted as essential for the continuing professional engagement of a teacher.

Partnerships of the Future

With governmental policy determining the shape of school-university partnerships, how can teachers and university staff step into roles that in partnership (ideally collaborative partnerships) will both legitimise present strengths and differences each stake holder brings, while enabling new knowledge engagements and professional reflections to be possible? Some suggestions are offered:

Both teachers and tutors need to be asking –

- ‘What assumptions have I made about the knowledge base I operate from, and how relevant is this for contexts of pupils, teachers and schools today?’
- ‘Can I analyse the practices I engaged with (in schools or at the university) and make connections with theoretical constructs?’
- Am I listening to how practice is described so I can draw out key themes and principles of procedure for myself and with the student teachers?
- What structures need to be negotiated in the partnership for more dialogic conversations about learning and teaching to occur?
- How does my practice reflect the cultural needs of the pupils so as to ensure more socially just and equitable learning opportunities?

Ultimately, for more collaborative partnerships, there needs to be a change to the centre of gravity so connections between HEIs, schools and communities are stronger and less hierarchical; where the focus is not merely on control, but on pupil learning opportunities and possibilities. As in the collaborative PLS model, the partnership between teacher-mentor and university tutor to support the student teacher, it generates an inventive new discussion space that gets to the core of belonging to a profession – engagement with unique theoretical constructs and specific types of action.

Taking guidance from a wise woman

Winifred Mercier herself was familiar with such debates. As Principal of Whiteland’s College her concern to offer opportunities for such discourse in the college was greatly admired by others. She expanded the teacher training course from the traditional two years to a three year programme and instigated “refresher courses” for teachers”.

In the 1921 Annual, she wrote suggesting the rationale for such courses to past students:

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“Modern education makes great demands on teachers. Neither knowledge alone nor devotion alone can meet them, but only love and the spirit of wisdom and understanding. The desire for knowledge is a great part of wisdom for those whose vocation is it to teach and it is always one of the gifts after which we teacher must more earnestly strive”. (1921)

The tradition of conferences with the heads of practice schools, continued with one in 1932 recording the attendance of 245 teachers from both senior and infant schools to discuss the transfer between one type of school to another. In 1933 there was a resident conference at Whiteland’s on the teaching of scripture, mainly for teachers in practice schools, but also for ex-students who cared to come. Mercier was a strong advocate that teachers should be engaging with bodies of knowledge in ways that celebrated that the teacher themselves was also a learner. She was very clear that attendance at a course should not have a mere instrumental value or credit. Engaging with and being inspired by the ideas of others, (as she writes in a chapter of a book about Women’s Training Colleges)³⁶ was essential for the ‘life-long learners’ she envisioned teachers should be. Her words are prescient for today’s professionals:

Neither learning alone, nor social service alone, can make a teacher. Thus while the connection with the universities should foster sound learning, the training colleges may yet gradually prove to be the natural centre of training schemes for all those who in various ways seek to serve the child and find in the school the natural focus of their work. The practical bent of the colleges may also result in the development of new types of degree work in which courses of study and practical experience are pursued not wholly in the university, but also in the school, or in the workshop, or in the place of business, so that the teacher may reach graduation through a combination of academic study with well-proven experience of life and professional work³⁷.

[5804 words](#)

¹ The vision for Teaching Schools is to have established a network of around 500 outstanding Teaching School Alliances by 2014 that will drive significant improvement in the quality of professional practice, in the hope of improving the attainment of every child.

² Based on notes taken from Government website

<http://www.education.gov.uk/nationalcollege/index/support-for-schools/teachingschools/teachingschools-background.htm> (accessed February 2013)

³ Reported in The Guardian 27 July 2012: Academies will be allowed to employ people with no formal teaching qualifications; a move that could side-line both the unions and the established teacher training colleges.

Education secretary Michael Gove decided to bring academies into line with private schools and the government’s flagship free schools, which can hire professionals such as scientists, engineers, musicians and linguists to teach even if they do not have not have qualified teaching status (QTS).

⁴ Revised in 2012.

⁵ Campbell, A., & Groundwater-Smith, S. (Eds.). (2010). *Connecting Inquiry and Professional Learning in Education*. London: Routledge.

Zwozdiak-Myers, P., Cameron, K., Mustard, C., Leask, M., & Green, A. (2010). Literature review: analysis of current research, theory and practice in partnership working to identify constituent components of effective ITT partnerships. *Teacher Development Agency: London, available on-line at: <http://www.ttrb.ac.uk/viewArticle2.aspx>.*

⁶ School Direct⁶ is a new teacher training programme, introduced in September 2013. The training is school based with trainees spending all of their time in schools. Generally on successful completion of the training Qualified Teacher Status (QTS) will be awarded. In some instances, in partnership with a university a PGCE may be awarded. ‘Teach First’ is a charity that addresses educational disadvantage in England and Wales. It

coordinates an employment-based teacher training programme whereby participants achieve Qualified Teacher Status through the participation in a two year training programme that involves the completion of a PGCE along with wider leadership skills training.

⁷The Office for Standards in Education, Children's Services and Skills (Ofsted) is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England (HMCI).

⁸ In the notes from Parliament dated 1st May 2012 there is reference to that fact that "no other country in the world has training which is as school-based as England"; indeed, international comparison studies have hailed England's reputation in this regard. Barber, M., and M. Mourshed. (2007) "How the world's best-performing schools come out on top. London: McKinsey & Company, p. 28

⁹Whitelands College is one of the four constituent colleges of the University of Roehampton.

One of the oldest higher education institutions in England (predating every university except Oxford, Cambridge, London and Durham), Whiteland's College was founded by the Church of England's National Society in 1841 as a teacher training college for women.

¹⁰ Taken from Graham Holley's letter to all university Vice chancellors 29 November 2010 (Chief Executive of the Training and Development Agency for Schools (TDA))

¹¹This was to replace the employment based route known as the graduate teacher programme (GTP) which had been running since 2001 in England. This former route was now after almost 12 years, beginning to be supported by schools as school-university partnerships had evolved to maintain quality entrants to the profession.

¹² The comparison was made with school based routes such as the Graduate Teacher Programme (GTP) scheme and the School Centred Initial Teacher Training (SCITT) schemes. SCITT programmes are designed and delivered by groups of neighbouring schools and colleges, in association with an accredited HEI provider.

¹³It is no accident that this Coalition Government also was responsible for the disbanding of the General Teaching Council; England (GTCE) in 2010, once considered the professional body of the 'teaching profession'. Its axing came as part of the government's attempts to reduce public spending to address national debt so we were led to believe. [Iain, please cross reference with other chapters in the book](#)

¹⁴Ball, S. J. (2010). New Voices, New Knowledges and the New Politics of Education Research: the gathering of a perfect storm? *European Educational Research Journal*, 9(2), 124-137.

Wilkins, C., & Wood, P. (2009). Initial teacher education in the panopticon. *Journal of Education for Teaching*, 35(3), 283-297.

¹⁵ As a New Labour Government initiative in 2002, a **training school** was the official designation, awarded by the [Department for Children, Schools and Families](#), to [schools in England](#) that provided exceptional facilities for in-service and [work experience](#) training of [teachers](#). They used to be described "As centres of excellence for training, Training Schools act as experts in adult learning and the transfer of skills, and provide a venue for high quality professional development."

Campbell, A., McNamara, O., Furlong, J., Lewis, S. F., & Howson, J. (2007). The evaluation of the National Partnership Project in England: processes, issues and dilemmas in commissioned evaluation research. *Journal of Education for Teaching*, 33(4), 471-483.

¹⁶Hargreaves, D. H. (1999). The Knowledge-Creating School. *British Journal of Educational Studies*, 47(2), 122-144. doi: 10.1111/1467-8527.00107

Hargreaves, D. H. (2010). *Creating a self-improving school system*. NCSL.

West, M. (2010). School-to-school cooperation as a strategy for improving student outcomes in challenging contexts. *School Effectiveness and School Improvement*, 21(1), 93-112.

¹⁷Taken from unpublished notes by a Roehampton University Senior Lecturer, after a visit to a Teaching School.

¹⁸ This direction of travel is not new since it is possible to trace that way the Conservative party has, over time, been keen to diminish the 'control', as they see it, of teacher training. This control can also be marked by the increasing centralist policies that have been introduced which claim more control of the teaching workforce.

¹⁹ QTS Qualified to Teach status is usually awarded when someone has passed an accredited course that has involved working towards showing proficiency against the government's Teaching Standards.

²⁰ Entry requirements to a teacher training course include...

²¹Ganchorre, A., & Tomanek, D. (2012). Commitment to Teach in Under-Resourced Schools: Prospective Science and Mathematics Teachers' Dispositions. *Journal of Science Teacher Education*, 23(1), 87-110. doi: 10.1007/s10972-011-9263-y

²² Zeichner identifies three political agendas for education. Professionalization, deregulation and social justice. The Coalition agenda would appear to be that of deregulation with the proffering of numerous pathways into

teaching that minimise or exclude professional education. Zeichner, K. M. (2009). *Teacher Education and the Struggle for Social Justice*. New York: Routledge.

²³Connelly, F. M., Clandinin, D. J., & He, M. F. (1997). Teachers' personal practical knowledge on the professional knowledge landscape. *Teaching and Teacher Education*, 13(7), 665-674.

Van Driel, J. H., & Berry, A. (2012). Teacher professional development focusing on pedagogical content knowledge. *Educational Researcher*, 41(1), 26-28.

²⁴Over the previous three decades following large scale research conducted under Modes I and II projects, John Furlong and colleagues have conceptualised partnership as aligning to four different models – collegial, complementary HEI-Led, and market driven. Furlong, J., Barton, L., Miles, S., Whiting, C., & Whitty, G. (2000). *Teacher Education in Transition: Re-forming professionalism?* Buckingham: Open University Press.

²⁵The new Ofsted Inspection framework for Teacher education 2013 emphasises the role of teachers contributing to programmes at every level from teaching to planning, interviewing to assessing.

²⁶This Importance of Teaching White Paper 2010

²⁷In an article entitled "Out of Bed and into practice" published in the TES Sept 8th 1989, David Hargreaves refers to the 'Teaching Schools' advocated by Mary Warnock, that would be like teaching hospitals. In it he further suggests that the PGCE route and teaching schools are incompatible. "A teaching hospital functions as a normal hospital but in addition provides the clinical training for medical students. Some of the consultants are lecturers and professors in the university; they are both practitioners and educators. The PGCE approach to initial teacher training creates a divide between the practitioner (the school teachers) and the educators (the lecturers) this divide remains even when as in the Articled teacher scheme initial training becomes more school based".

²⁸Ibid

²⁹James Nobel Rogers reported in a speech to UCU (University and College Union) Nov 2012 the actions taken by UCET (University Council for Education and Training) to secure assurances of the role for universities <http://www.ucet.ac.uk/4370>

³¹Struthers, d. (2009). *Towards a pedagogical partnership with teachers: Professional Learning Schools and the challenges for a Schools Partnership Manager*. Education Doctorate, Roehampton University, London.

The PLS model drew on my previous professional experiences both in the UK and New Zealand, and offered a collaborative partnership, which drew on social constructivist pedagogies to engage teacher-mentors, university tutors and students in processes of professional learning and development. Central to the PLS pilot was the opportunity to explore and develop pedagogies that offered the teachers and university tutors a different way to engage with the learning opportunities available within the school for student teachers.

³²It was developed initially in two and then four schools and was then expanded and maintained in fifteen schools for another three years, in total 2005-2010.

³³The student teachers crossed boundaries as they moved between both school and university, but so too did the university tutors. They moved across into the schools, sometimes supervising students, sometimes facilitating professional development for teachers, or moderating internal assessments made by teacher-mentors.

³⁴Evans, L. (2011). The 'shape' of teacher professionalism in England: Professional standards, performance management, professional development and the changes proposed in the 2010 White Paper. *British Educational Research Journal*, 37(5), 851-870.

³⁵McIntyre, D. (1993, 17th March). *The Partnership between university and schools*. Paper presented at the Oxford University/NUT/'Education' Conference on: 'Teacher Education today and tomorrow'.

Furlong, J., Barton, L., Miles, S., Whiting, C., & Whitty, G. (2000). *Teacher Education in Transition: Re-forming professionalism?* Buckingham: Open University Press.

³⁶Mercier, W. (1929). The Women's Training College for Elementary Teachers In J. Dover Wilson (Ed.), *The schools in England: A study in Renaissance* (Vol.

http://archive.org/stream/schoolsofengland008513mbp/schoolsofengland008513mbp_djvu.txt). Great Britain: Sidgwick & Jackson, Ltd

³⁷Ibid