

***Finding ways to work with new routes into teaching***

The logo for the Teacher Education Advancement Network features a stylized white graphic of a hand or a fan of rays on the left, followed by the text "Teacher Education Advancement Network" in a white sans-serif font.

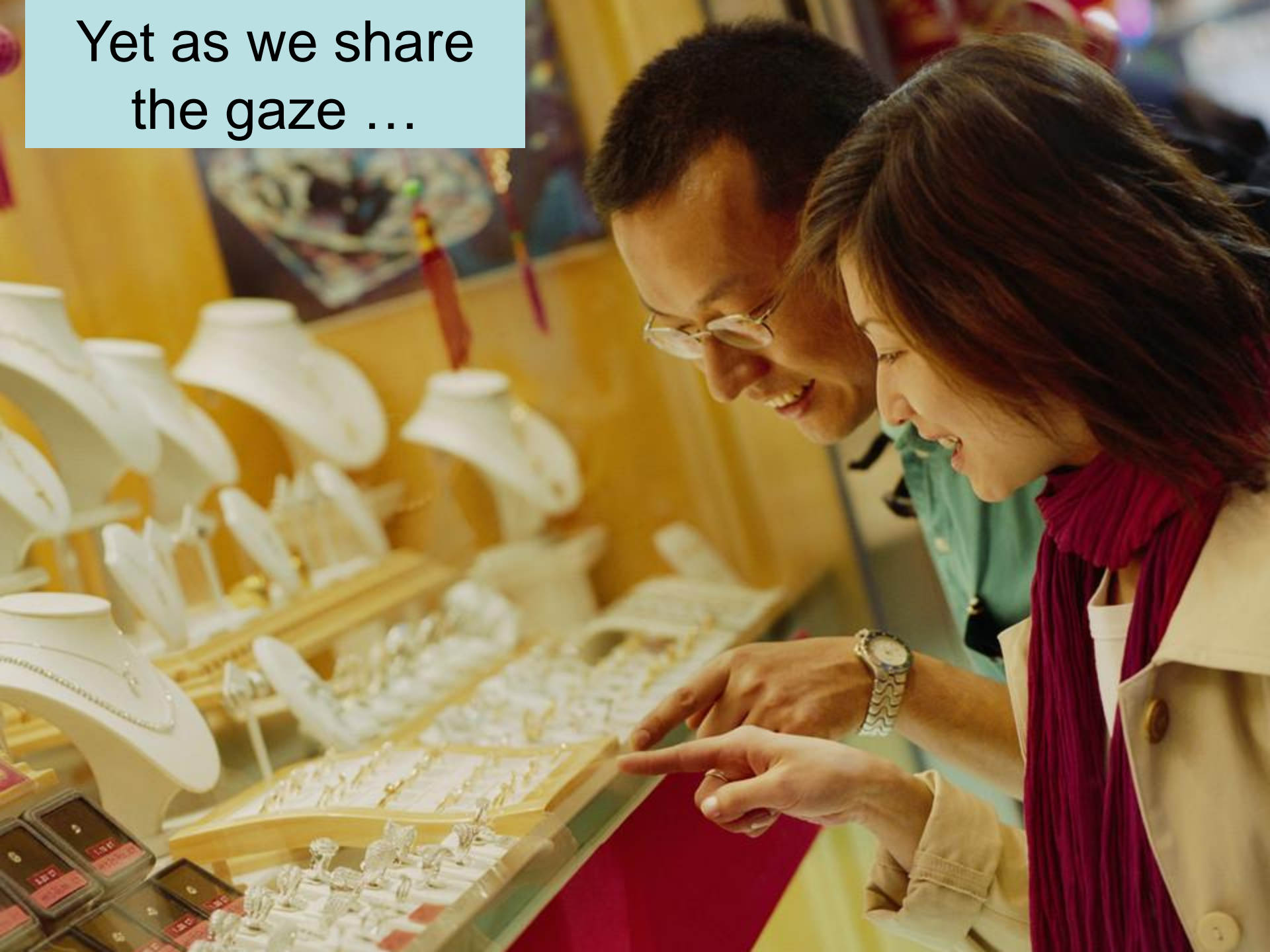
Teacher  
Education  
Advancement  
Network



## **Relational tensions in Partnerships; the impact of recent policy changes**

Dr d'Reen Struthers

Yet as we share  
the gaze ...





# What are the unspoken agendas?





SCITTs

University  
(HEI)

Teaching  
School

Academies  
(chains)

Local  
schools

Local  
Authority

Parents

Who are we talking about?  
(the partners)



And who are we?

How do we define ourselves?

What of our own sense-making of the landscape?





# A landscape of others

Friendship, power, mistrust, interpretation

# The policy landscape –



## *Do we accept or challenge?*

- Education framed as an economical transaction presupposes that ends are given; as such, the negotiation of ends, which is of significance for any educational process, is also made insignificant. ...

Frelin, A. (2013).

# But what do we share in common?

**Values**

Meanings about  
power and  
democracy?

Shared  
language

Complexities of managing  
behaviour v's managing learning

Beliefs about  
purposes/aims  
of education

Understandings  
about what adult  
learning is about?

What is involved in  
conceptualising a  
teacher education  
pathway?





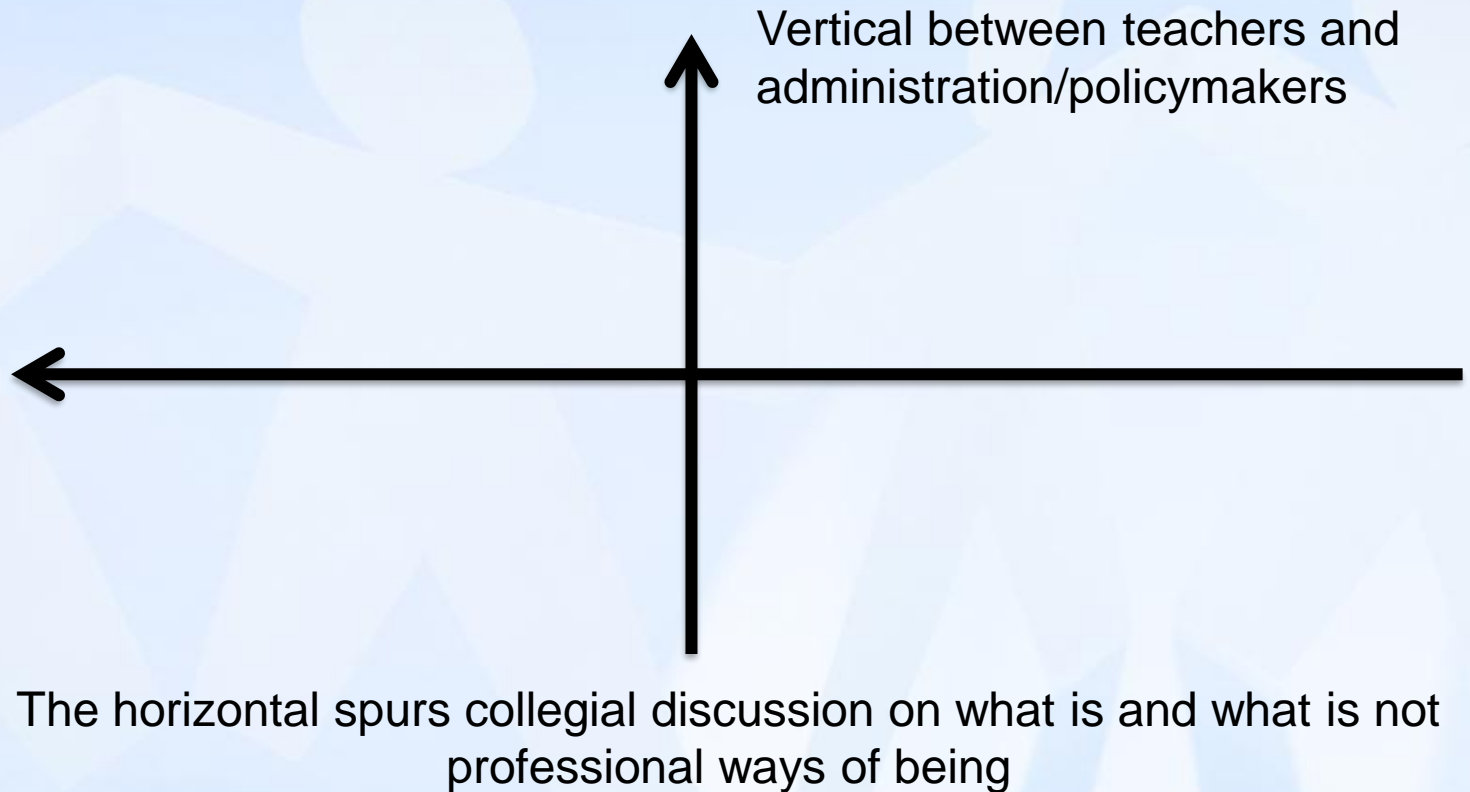
- *Educational* language rather than a language of *schooling*
- *Goodson (2005) argues that when context is left out of the discussion on teacher professionalism\* education risks being reduced to a technical fulfilment of external demands*

*Professionalism includes the ability to exert educational judgement ; being well trained or knowledgeable is not enough!*

# The language of relational Professionalism



An alternative to managerial discourse used in two different ways





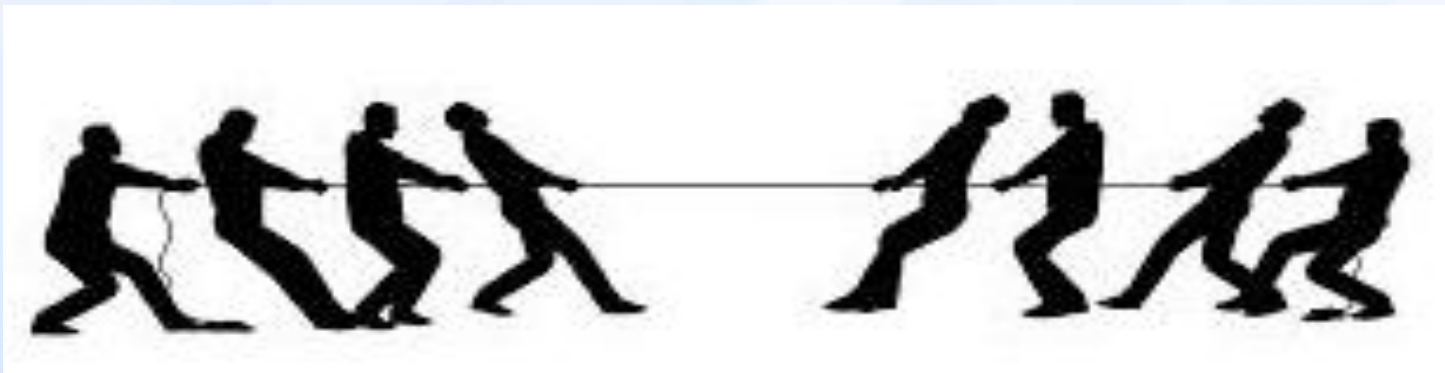
- Andy Hargreaves (1994) talked about different kinds of teacher culture from *individualistic to collaborative*.
- *Contrived collegiality* – where teachers simply ‘meet and work to implement the curricula and instructional strategies developed by others’ – (can create inflexibility and inefficiency)





In a world of uncertainty they [universities] do retain one vitally important principle that marks them out from any other institution in contemporary society and that is their commitment to what we might call ‘the contestability of knowledge’.

(Furlong 2013)



# The value of contradiction



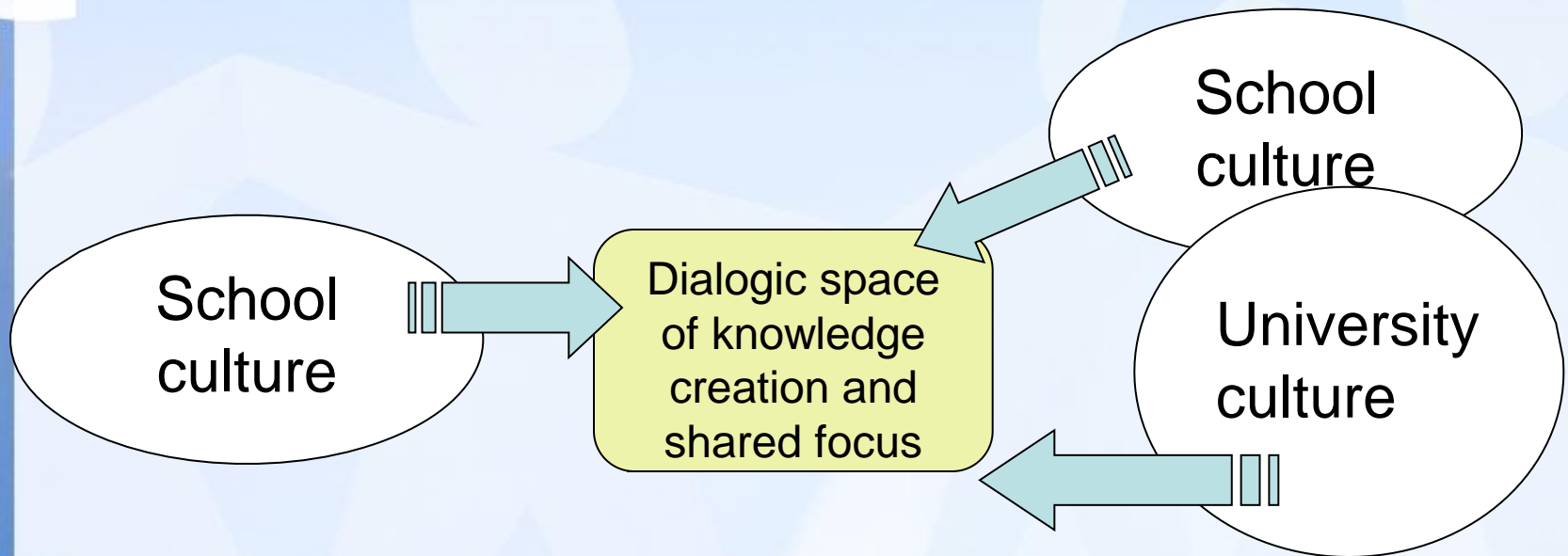
- Contradiction reminds us that resolution is fragile, temporary and, very often, incomplete – that disorder always looms. But perhaps these are the very qualities that fuel an inquiring mind. Perhaps we need contradiction to keep us alert to the responsibility of acting on our imaginations.

(Peseta and Grant 2011: 1)

# Boundary spanners – into the spaces



- K Zeichner 2008 – Third spaces



Debates over the meaning of 'Third Space' (e.g. Bridging vs. integration)





## ***What are the relational tensions in partnership?***

**Deconstruct** – tease apart the topic

**Confront** – consider the issues relevant to future

## ***What has been the impact of recent policy changes on partnerships? (Positive and negative)***

**Theorise** – making the links between theory & practice

## ***What suggestions do you have for constructive ways forward with partnerships?***

**Think otherwise** – rethink practice and identify multiple ways of working with the issues.