

# Placement Partnership Project (PPP)

Report on a University of Aberdeen Project working with partner Local Authorities, Schools, Teachers, Student Teachers and University Tutors to implement and evaluate the development of an Enhanced Partnership Approach to support Professional Learning and Development across the Continuum of Teacher Education.

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May 2012

Working in Partnership with the following Local Authority Partners



School of  
Education

## Acknowledgements

The Project Coordinators would like to thank the following colleagues for their support and engagement in the planning, implementation and evaluation of the Project:

### **1 Local Authority Student Placement Coordinators:**

- Aberdeen City Davina Symons
- Aberdeenshire Sheila Marr
- Angus Lisa Heald
- Highland Moira McCarrell
- Moray Alex Ross
- Orkney Christine Sinclair
- Shetland Jerry Edwards

### **2 Promoting Partnership Team Members (PPT) – which consists of local authority and school based representatives from all partner authorities**

### **3 Supporter Teachers and Head Teachers for BEd3 and BEd4 placements schools in the following Local Authorities:**

- Aberdeen City
- Aberdeenshire
- Angus
- Highland
- Moray
- Shetland

### **4 BEd3 and BEd4 University Tutor Team**

- Pauline Brown Catriona MacDonald
- Liz Curtis Lindsay MacDougall
- Catriona McDonald Sandra Nicol
- Alison Nicol Irene Reid
- Sheila Nutkins Jackie Stewart
- Alan Paterson Carol Strang
- Yvonne Yule Alison Swanson  
Anne Valyo

### **5 School of Education Partnership Unit**

- Project Secretary Wendy Laing

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# 1. Introduction

This report is focussed on the implementation and evaluation of a Placement Partnership Project (PPP) funded by the Scottish Government, and investigated by the School of Education at the University of Aberdeen. The project piloted a collaborative working approach involving partnership with supporter teachers, university tutors and other associated professionals to support the professional learning of student teachers (and other partners) during and beyond placement.

The PPP emerged from successful partnership working models previously developed by the School of Education, local education authorities and schools. These models include: the Promoting Partnership Team and Northern Partnership Forum; Scottish Teachers for a New Era (STNE) development events involving all stakeholders from STNE partner local education authorities; the provision of CPD events for supporter teachers; and the introduction during BEd4 field experience of joint formative observations of student teachers by university tutor and supporter teacher.

The Report *Teaching Scotland's Future - Report of a review of teacher education in Scotland* (Donaldson, 2011) has clearly pointed to the potential significance of this project (and the sister Glasgow project) in relation to the future of the organisation of Initial Teacher Education (ITE) in Scotland.

The report recommends (Recommendation 3) that:

Teacher education should be seen as and should operate as a continuum, spanning a career and requiring much better alignment across and much closer working amongst schools, authorities, universities and national organisations. (Donaldson, 2011:85)

More specifically, Recommendation 15 states:

New and strengthened models of partnership among universities, local authorities, schools and individual teachers need to be developed. These partnerships should be based on jointly agreed principles and involve shared responsibility for key areas of teacher education. (Donaldson, 2011:91)

Donaldson (ibid) also suggests that every teacher should be a teacher educator. In a number of recommendations the significance of the school placement and of quality support during the placement are strongly emphasised. Some of these recommendations will be revisited, in light of the findings presented, in Section 7.4.

This report is structured as follows: section 2 overviews the University of Aberdeen PPP, while the Research and Evaluation strand is developed in Section 3. Summary findings are presented in Section 4, and the constraints and barriers experienced during project implementation are outlined in Section 5. Outcomes relating to the six PPP aims are discussed in Section 6. Future developments are discussed in Section 7. The project is summarised, and the main lessons emerging are highlighted, in Section 8.

A report on the detailed research findings emerging from the project is available on request from the authors.

## **2. The University of Aberdeen Approach**

### **2.1 Aims**

The overarching project aims of the University of Aberdeen PPP, as stated in the original proposal, were:

1. To co-construct and implement a new collaborative school (and community) based partnership approach to supporting the professional learning and development of student teachers, teachers and tutors;
2. To establish closer communication, shared understanding and relationships;
3. To build capacity in the profession to engage with effective practice-based and evidence - informed models of professional learning and development and support the development of professional learning communities across the continuum of teacher education;
4. To identify and evaluate the particular benefits for partnership, for learning and professional development and ITE/CPD policy which emerge from an integrated and structured approach to student placement and support;
5. To identify and evaluate the benefits of the co-construction, co-learning and co-inquiry approach from the point of view of the professional and scholarly development of the tutors and teachers, as well as from the point of view of student learning;
6. To identify the methods by which scholarly output and learning opportunities (for teachers, tutors and other education partners) about teacher education policy and practice can be increased, and with what impact.

The full project proposal was developed early in 2010 and funding was agreed by Scottish Government during the summer. In late 2010 a number of planning meetings and CPD events, involving a range of project partners/stakeholders, were held which helped to shape the nature and detail of all aspects of this pilot development and research project, including the research and evaluation strand.

### **2.2 Project Context & Landscape**

The University of Aberdeen pilot project proposed a collaborative working approach involving tutors and supporter teachers and other associated professionals, in supporting the professional learning of student teachers on placement. The hope was that this would maximise the combined expertise of all partners in this process (Zeichner, 2010). This would, in addition, promote a 'collaborative culture' whereby university tutors and supporter teachers regard each other as colleagues and are able to co-construct knowledge and learn from each other (Bullough Jnr. et al, 2004).

In particular, the model aimed to work collaboratively with partners at local authority level, and with network groups of schools and their communities, to:

- enhance existing practice in teacher education and professional learning;
- build upon existing partnership and collaboration to ensure that an effective professional learning and development continuum is established;
- work to overcome structural boundaries between university and schools;

- recognise and further enhance the experience and expertise of all professional partners;
- support the development of an integrated model of theory and practice in teacher learning and development;
- support further collegial working between student teachers at different stages in their learning and enhanced collaboration between supporter teachers, tutors and associated professionals in the school and wider community;
- reflect and respond to the local context in which the development is taking place.

In practice, the project was focused on BEd (P) Year 3 (120 student teachers) and BEd (P) Year 4 (80 student teachers) during field experience placement, which for 2010-2011 was aligned in terms of placement dates. Also involved in the study were 15 Professional Studies tutors (5 tutors working with BEd (P) Year 4 students only; 7 tutors working with BEd (P) Year 3 students only, and 3 tutors working with both BEd (P) Year 3 and Year 4 students), 2 research tutors, and 115 schools in 6 partner local authorities.

To facilitate project activities, a number of new or redefined ways of working were adopted including:

- student teacher (where possible) allocation in cross-year group pairs to cluster schools;
- professional studies tutors matched to schools (where possible) to enable them to more closely connect to cluster schools and supporter teachers;
- opportunities to enable supporter teachers and tutors to meet and work together to engage in more collaborative support of student teachers;
- opportunities for student teachers to engage in enhanced peer mentoring;
- GLOW technology used to support on-line meetings between tutors, student teachers and supporter teachers, and act as a vehicle to share best practice in terms of the outcomes and impact of their classroom based practice, research projects and professional projects.

Table 1 below illustrates the range of enhanced partnership working activities investigated.

Activities
<ul style="list-style-type: none"> <li>• Informal visits to host schools</li> </ul>
<ul style="list-style-type: none"> <li>• Formative and summative joint observations</li> </ul>
<ul style="list-style-type: none"> <li>• Formal formative or summative assessment</li> </ul>
<ul style="list-style-type: none"> <li>• Peer support and engagement</li> </ul>
<ul style="list-style-type: none"> <li>• Use of GLOW Meet and GLOW group area</li> </ul>
<ul style="list-style-type: none"> <li>• Additional face to face (f2f) contact sessions for students</li> </ul>
<ul style="list-style-type: none"> <li>• Supporting evidence informed practice</li> </ul>
<ul style="list-style-type: none"> <li>• Analysis of digital evidence of practice</li> </ul>

Table 1: Partnership Activities

These activities were underpinned by a range of enhanced communication and engagement strategies involving tutors, student teachers and supporter teachers (**Appendix 1**). Project progression was overviewed by a number of management layers as outlined in Section 2.4.

A schematic of the complex learning community encompassing the activities of the PPP highlights the range of bipartite and tripartite partnership activities and approaches explored (**Appendix 2**).

## 2.3 Project Timeline

The project comprised five main operational elements, as shown in *Table 2*.

Element	
1. Development events in partner authorities	June to September 2010
2. Development events in-house	September 2010 – May 2011
3. CPD events for supporter teachers	November 2010 to February 2011
4. Fieldwork period	January to April 2011
5. Research and evaluation	November 2010 to December 2011

**Table 2: Operational Elements**

To identify and promote ownership of enhanced partnership activities, a number of development events took place in partner local authorities. Participants at these events included head teachers and deputy head teachers (HTs/DHTs); class teachers; probationers and early career teachers; Local Authority (LA) officers; student teachers; university tutors. The events provided opportunities for participants to share their views on particular aspects of partnership such as *social conventions*, *developing relationships* and *communication*. The outcomes of these development events helped the partnership teams to co-construct shared support for a range of ideas to be piloted during the implementation phase of the project and to agree that the proposed approaches be discussed more fully with the supporter teachers once they had been identified (i.e. via a series of CPD events later in the year). It was agreed that as many of these approaches as possible would be piloted across the tutor, student teacher and supporter teacher teams.

A series of development and review events with the tutor team and project researchers took place during the project. The project rationale and associated approach to development to date was shared with BEd3 and BEd4 student teachers during semester 1. In line with the partnership ethos of the project, a number of the BEd4 cohort had participated in the June development events to provide an opportunity for student teacher voice.

In addition, 13 CPD events for supporter teachers took place across all partner LAs to enable teachers to meet with university tutors to develop a shared understanding of field experience expectations, discuss formative and summative assessment requirements, discuss the enhanced partnership working activities to be piloted, clarify the role of mentoring to support professional dialogue, and to introduce the research and evaluation strand of the project. Events took part prior to, and during the fieldwork period, in two series.

During series 1 events the project rationale and aims (in the context of developments in education) were shared with supporter teachers outlining the background to the project and the earlier discussions with LA



partners to help co-construct the range of enhanced partnership working approaches which were to be trialled during the implementation phase. At these events opportunities were provided for supporter teachers to feedback their ideas/views on these planned enhanced partnership working approaches. In the main, all the ideas proposed were supported by the teachers from the host placement schools.

Members of the BEd3 and BEd4 tutor team organised the series 2 CPD events which provided an opportunity for university tutors to meet with and build relationships with supporter teachers as well as to share initial experiences of the enhanced partnership working approaches being piloted during the project implementation phase. In addition to discussion about the project itself, these CPD events also included time (as per the CPD events offered in previous years) to discuss BEd3 and BEd4 placement aims; placement connections with on-campus academic study; approaches to formative and summative assessment; report writing etc.

## ***2.4 Project Management***

In the initial project bid it had been identified that management of the project would be multi-layered, whilst reinforcing the strong partnership ethos characterising the project. Layers and associated roles are summarised in ***Appendix 3***.

## 3. Research and Evaluation

### 3.1 Objectives

The research and evaluation strand of the project, to some extent, built on activities piloted in the Scottish Teachers for a New Era (STNE) project (Robson et al, 2009) founded on Teachers for New Era (TNE) principles, especially that of developing best-practice approaches through *decisions driven by evidence*.

The specific objectives for the research and evaluation strand were:

1. To provide a critical account of the development of the project;
2. To undertake a critical evaluation of the models of engagement piloted;
3. To undertake a critical evaluation of the professional learning and development of all partners/stakeholders;
4. To evaluate the extent to which the project aims are achieved;
5. To make recommendations for future development.

Objectives 1-3 are addressed in Sections 4 and 5 of this report. The latter two objectives are explicitly addressed in Sections 6-8.

### 3.2 Methodology

The complex 'real world' developmental nature of this pilot project required the implementation of a mixed methodology (Mertens, 2005). This approach enabled the collection of a range of data from a number of partners/stakeholders. Quantitative and qualitative data sets were collected using a range of tools, including on-line questionnaires, interviews and focus groups. In addition, partnership activity data was collated from recording documentation (e.g. Collaboration conversation logs, observation records, and key engagement templates) used by the actors, to provide supporting contextual information. The Activity Timeline (**Appendix 4**) provides an insight into the data collection approaches adopted at various stages of the project.

All stages of the research and evaluation were carried out in line with published ethical guidelines (BERA, 2011). Ethical approval for the research was granted by the School of Education. All participants were provided with information regarding the purpose and nature of the project, and gave 'informed consent' for their involvement in the project. Student teachers involved in the study were assured that taking part in the different strands of the research would not affect their assessment grades. Anonymity and confidentiality were also assured for all individuals who provided data during the research and evaluation phase (Lankshear & Knobel, 2004).

**Appendix 5** details the scope of the data collection. Questionnaire data was collected from student teachers and supporter teachers working in all six partner local authorities. Respondent data was broadly representative of the actual numbers of student and supporter teachers working in each authority. Tutor respondents were supporting groups of students across all six authorities.

The quantitative data collected was analysed using statistical methods while the qualitative data was mainly subjected to a thematic analytical approach with a view to providing in depth insights into all aspects of the

development and implementation of the project. Summary findings from the analysis are presented in **Section 4**. The associated research report provides detailed findings.

## 4. Findings

### 4.1 Introduction

This section summarises the findings emerging from the research and evaluation strand of the project. The findings have been grouped under three broad themes. In section 4.2, findings relating to specific enhanced partnership activities implemented during the project are presented. Section 4.3 focuses on the professional learning and development opportunities for all participants as a result of their involvement in enhanced partnership activities. Section 4.4 considers more general participant views on partnership activity in ITE.

### 4.2 Partnership Activities

#### 4.2.1 Continuing Professional Development (CPD) Events for Supporter Teachers

- Attendance at events (both face-to-face and via Glow Meet) valued by supporter teachers, particularly the opportunity to meet tutors and peer group. Tutors viewed events as an important element in developing partnership.
- On-line information/resources valued by attendees and non-attendees (i.e. field experience related documentation; materials shared at the CPD events; podcasts of CPD event presentations).
- Supporter teachers and tutors positively viewed collaboration opportunities during the CPD events to: develop clearer understanding of the BEd programme; clarify roles, responsibilities and expectations; develop enhanced skills in conducting effective classroom observations (including data collection strategies); discuss approaches and tools to support professional dialogue and report writing; model and enhance mentoring and coaching skills.
- Supporter teachers and tutors strongly supported maintaining CPD events in the future. Supporter teachers indicated that face-to-face CPD would be preferred as a means of building stronger relationships with tutor(s), but recognised that CPD via on-line facilities (such as GLOW meet) may gain importance.
- Supporter teachers suggested that student teachers might be effectively involved in these events, and indicated that specific topics perceived as areas for development such as mentoring skills, supporting learning conversations and effective observation, could form foci for elements of future events involving student teachers.

#### 4.2.2 Joint Observation

- Joint observations during informal and formal visits highly valued. The vast majority of respondents found the process effective in supporting personal-professional development and in developing a shared understanding and shared approach to conducting observations and post-observation dialogue/discussion.
- Supporter teachers highly valued the opportunity to be involved in joint activities with tutors during informal 'dry-run' visits – e.g. informal observations of student teacher classroom practice; dialogue about expectations of approaches to planning, learning and teaching and assessment; theory-practice connections; priorities for programme specific academic course content.

- Tutors highlighted the role of joint observation in promoting genuine three-way partnership. Supporter teachers and tutors pointed to joint observation as a means of developing good practice in terms of the moderation of student assessment.
- Joint observation provided an opportunity to observe and evaluate practice through different lenses, promoted theoretical discussion, and enabled contextualisation of observed classroom practice.
- Whilst informal visits for joint observation provided an excellent professional development activity, and supported subsequent formal visits and observations by tutors, practical limitations did not always allow these to take place. Future partnership would need to explore ways to resolve these logistical limitations.

#### **4.2.3 Tutor-Led Meetings**

Findings in this sub-section relate to meetings organised by tutors (either virtually via the GLOW meet environment or face-to-face twilight sessions) for groups of student teachers and supporter teachers to promote discussions as part of the partnership support frame, or cluster events (recall days) for the entire student teacher cohort arranged at an early point in the fieldwork period and supported by the tutor team.

- Level of engagement with GLOW meets between tutor and student teacher groups varied due to timing issues and an inability to access GLOW. Supporter teacher engagement very low (<10%), possibly due to the twilight timing of many of the virtual activities arranged, and distrust of technology.
- Face-to-face meetings were viewed as being more effective than GLOW meets in providing support for student teachers, but may not always be logistically possible. Geographical considerations may encourage further investigation of the use of communication technologies as part of future ITE partnership activity.
- Mixed views on GLOW meet from all respondent groups. Some respondents were critical of GLOW meet technology, whilst others were able to see the potential of such technology for supporting partnership activities/dialogue.
- The year 3 student teacher group found the cluster events more useful than their year 4 colleagues. Year 3 student teachers generally welcomed the opportunity to share experiences with their peer group. Whilst Year 4 student teachers recognised the importance and potential value of the event in terms of sharing experiences etc, a number of students pointed to feeling stressed at the event as the experiences of others were uncovered. They suggested that opportunities to work more directly with their visiting tutor may have been more beneficial as well as the cluster events happening at an earlier point in the main block placement.

#### **4.2.4 Associated School & Informal Student Teacher Groups**

Findings in this sub-section relate to collaboration activities between student teacher peer groups beyond the support provided by tutors and supporter teachers. Associated School Groups (ASG) comprising a small number of years 3 and 4 student teachers were formed with a view to providing a small supportive learning community. Each 'community' was able to develop its own way of working to suit participants. In addition, a number of 'informal' groupings of activity emerged.

- A broad range of peer working activities were reported, most commonly peer observation, professional dialogue (including peer mentoring), and the sharing of resources. Within-year and between-year activities were reported.
- Peer mentoring and peer observation, in particular, were highly valued.
- Groupings 'created positive spaces' for many forms of student learning, emphasising the importance of promoting flexibility within formal structures, and informal partnership activities.
- Student teacher peer support groups allowed opportunities for 'scaffolding' (Vygotsky, 1978) and sharing of resources for learning.
- Some students pointed to the need to clarify expectations of the roles and responsibilities of ASG members.

#### **4.2.5 Bipartite and Tripartite Professional Dialogue**

##### **4.2.5.1 Supporter Teacher and Tutor**

- Supporter teachers and tutors indicated that they engaged in a broad range of focussed discussions, and generally viewed these as effective in relation to supporting student teacher progress, and in enhancing relationships, particularly in relation to developing shared understandings of context and University provision.
- Supporter teachers viewed dialogue concerning the development of mentoring skills, language and tools as more effective than some of the tutor group.
- Joint assessment and professional dialogue about grading promoted confidence and trust. The vast majority of supporter teachers and tutors agreed that they '*found it easy to agree on a final grade for school placement*'. Supporter teachers felt their views were valued in an equal partnership setting, and indicated that involvement in post-observation conversations with tutor and student teacher promoted a stronger evidence base to support student teachers' further development needs.
- Evidence suggests that greater clarification on the roles and responsibilities of all partners would have been helpful in occasional situations where issues emerged regarding student progress.

##### **4.2.5.2 Dialogue involving Student Teachers**

- Three-way dialogue was considered particularly important for building enhanced partnership between schools and the university. Such dialogue ensured that messages for student teachers from the tutor and their supporter teacher were consistent and reinforced one other, and could be used flexibly but sensitively to suit purpose.
- Co-planning and co-teaching activities reliant upon dialogue were viewed as highly effective by student teachers in supporting their development. Discussions focussed on digital evidence of practice were also highly rated but low engagement may suggest a need for focussed CPD in this area. In cases where student teachers had the opportunity to digitally capture evidence of their professional practice (e.g. use of flip cameras) and used this evidence to support reflection on their practice with either their supporter teacher or tutor the benefits of this type of evidence base was highly regarded.

##### **4.2.5.3 Partnership Activity Focus**

- A wide range of topics formed a main focus for many of the partnership activities with which student teachers were involved. The year group topic profiles share a number of common features, with the four topics *planning, behaviour management, formative assessment* and *sharing practice and resources* forming the main focus for activities in both student groups.
- The biggest differences between the groups were in relation to the topics, *analysis of children's work* and *mentoring*. The lower values for the year 3 student teacher group may reflect, to some extent, the relatively limited experience of classroom practice afforded to student teachers prior to the year 3 field experience period.

#### 4.2.5.4 Recording of Activity

Findings in this sub-section relate specifically to the ways in which participants recorded, and reflected on their experiences of partnership activity. Participants were encouraged to consider trialling a Collaborative Conversation Log (CCL) adapted from one developed by the University of Santa Cruz (**Appendix 6**) for this purpose, in addition to using existing approaches e.g. Professional Review of Progress (PROP form). In addition, a Key Engagement Template (KET) was developed and trialled by tutors where possible (**Appendix 7**)

- The vast majority of student teachers used the PROP forms for the recording/reflection process. This was not surprising since PROP forms are required to be included in the students' portfolio during placement for every week on placement. Less than half of student teacher respondents indicated using the CCL.
- Focus group interviews indicated that, for some of student teachers, the CCL had helped them with setting targets for their teaching activities. Other student teachers indicated that the CCL was useful in promoting dialogue between them and supporter teacher or as a tool for supporter teacher or peer observation. However, it was noted that the CCL was not positively received by all supporter teachers or student teachers, given that some of its elements seemed to duplicate PROP form.
- Tutors had mixed views of the value of the KET. Some found the KET a useful vehicle for recording activity during visits to be reviewed when report writing, or to summarise collected evidence during reflection on activity. However a majority either did not use the KET, or did not see the value of it in use, viewing it as an unnecessary additional administrative burden.

#### 4.2.6 General Reflections on Partnership Activity

- The response to the PPP activity was generally positive, however there were some conflicting views on particular aspects which may point to the need for rethinking and/or augmentation of CPD activity in future implementation:
  - Whilst the vast majority of all respondent groups '*felt part of a supportive learning community during placement activities*', there was some evidence to suggest that around 30% of student teachers did not feel '*part of a genuine three-way partnership between myself, tutor and supporter teacher*'.
  - Similarly supporter teachers and tutors were broadly in agreement (70%) with the statement '*The school-University partnership enabled all parties to better understand their roles and responsibilities*', but almost 20% of student teacher respondents disagreed. Around 25% of student teacher respondents disagreed that their '*supporter teacher was well-informed about their placement roles and responsibilities*'.

- The nature/detail of optimal partnership activity is not clear-cut: there is a requirement for flexibility in approach in different settings, within a broad framework. Clearly, no *'one size fits all'* solution exists.
- In general, the following aspects were viewed as particularly positive: early contact by university/tutor with partner school and supporter teacher; formative informal visits; joint observation; two-way and three-way discussion opportunities; peer working (for students); CPD events for supporter teachers.
- Respondents identified the following as aspects for further improvement: scale of documentation; more informal and earlier contact by tutor with partner school and supporter teacher; greater clarification of roles and responsibilities; equity in experience for student teacher; more peer working for student teachers; opportunity to make GLOW technology readily accessible and extend its use; enhancing CPD opportunities (attendance and contact); direct communication lines to supporter teacher rather than via the HT or school administrator e-mail route.

### ***4.3 Professional Learning and Development (PLD)***

Findings in this sub-section provide insights into the broad range of PLD identified for all partners. Although the findings are presented by participant groups, there are clearly interconnections between the PLD of these groups emergent from specific activities.

- A number of key partnership activities impacted student teachers' PLD, including informal tutor visits, joint observations and GLOW meet activity. Particular aspects of the partnership between tutor and supporter teacher impacted positively on student teachers' learning, such as the relevance and depth of feedback, feedback arising from joint observations by tutor/supporter teacher, support for effective target setting and the shared responsibility for assessment.
- Partnership activity underpinned supporter teacher PLD by providing opportunities for self evaluation and reflection on own practice, learning about new ideas/methods, enhancement of mentoring skills, enhanced engagement with theory-practice connections when supporting student teacher reflection on practice and an enhanced sense of professional responsibility.
- Partnership activity underpinned tutor PLD by providing opportunities for enhancement of professional relationships, deeper understanding of school contexts and roles of partners, informal formative activity. Partnership activity enhanced evidence base to inform tutor reflection and feedback on student teachers' classroom practice and enhanced evidence base to inform tutor practice-theory connections.

### ***4.4 Views of the 'Bigger Picture' Partnership Scene***

Findings in this section provide insights into views on partnership in ITE in general.

- Supporter teachers and tutors generally supported the idea of schools having more involvement in the design and delivery of the academic components of ITE, citing the complementary expertise of different partners, the promotion of a shared vision and understanding about standards and expectations, and the idea of an equal partnership, in this connection.
- Respondents pointed to building on existing good practice by further extending opportunities for class teacher involvement in programme and course review and development groups, whilst recognising increased workloads implications for individuals.



- There were mixed views regarding schools having a greater involvement in assessment of student teachers during placement. The issue of individual workload was again viewed as a potential limitation to progress. Many respondents indicated that the joint assessment role was one which they valued and wished to continue.

## ***4.5 Summarising***

The research and evaluation strand has broadly led to a range of important findings relating to the future development of partnership in ITE. In summary, the findings have highlighted:

- the essential nature of collaborative CPD events for supporter teachers;
- the significance of early communication and informal tutor visits to schools as part of enhancing dialogue and relationships;
- the wide range of PLD opportunities for all participants (student teachers, supporter teachers, tutors) arising from enhanced partnership working;
- positive views on the value of formal and informal joint observations and feedback;
- the importance of creating spaces for peer working for student teachers;
- the need for deeper exploration of the potential of GLOW, and other virtual technologies;
- the need for further consideration of modes of communication with supporter teachers;
- the need for sensitivity to equity issues for all student teachers during field placement;
- the need for further clarifications of roles, responsibilities and expectations for all partners during field placement;
- the need to consider all logistical and other challenges faced during field placement and their possible solutions.
- Some of the challenges emerging from the project are highlighted in **Section 5**.

## **5. Challenges to Collaborative Partnership Working**

It would be inconceivable to expect that a project underpinned by partnership between different individuals with varying professional roles and responsibilities within a complex setting would be without difficulties. With a view to anticipating and minimising any potential challenges that might arise, early project stages focussed on mutual discussion and co-development of a range of approaches to enhanced partnership working. All local authorities involved in the PPP were very supportive of the project's principles as were HTs and supporter teachers, who were part of the development phase of the Project.

However, a number of operational constraints/barriers emerged during the project, which influenced the extent to which project activities were able to be trialled in all partner schools and have also impacted on the identification of those activities which currently appear most sustainable for the future. These constraints/barriers (considered by partner groupings) included:

### ***5.1 University tutors***

Due to a significant reduction in staffing base in the School of Education at the start of academic year 2010-2011, there were competing demands for some visiting tutors, restricting their full engagement in some of the enhanced partnership activities planned (e.g. attendance at CPD events for schools for which they would be the visiting tutor; informal visits to partner schools; provision of early evening GLOW meets for students).

The time available for all members of the visiting team to commit to relationship building activities was variable due to other workload commitments. Not all visiting tutors were able to take time to build relationships with students, partner schools, HTs and supporter teachers in the early part of the placement experience, even though this was viewed as an integral component of the process of relationship building.

### ***5.2 Local Authority Level***

At the time of the project the requirements from Local Authorities for school developments/initiatives were such that, in some instances, they were very much supported and valued. The project team were requested to promote and encourage engagement by partner schools and supporter teachers with the enhanced partnership activities but some of these were flagged up as optional engagement.

### ***5.3 Schools and Supporter Teachers***

Initial email contact with schools is normally through a system called Practicum and therefore emails go directly to the school administration or HT email address. Sometimes project correspondence sent directly to schools did not reach the supporter teacher in time, e.g. information about planned CPD events; introductory email from student to host school; introductory email from visiting tutor to host school; information on web links to access field experience handbooks etc.

There were a number of supporter teachers who did not attend the day-time or GLOW meet CPD events on offer through the project. Some teachers were unable to be released to attend these geographically located CPD events although funding to attend was available. Reasons for non attendance included - lack of local supply teachers; decision in some LAs that supply cover would only be provided in winter months to cover staff illness situations; lack of desire of supporter teacher to attend; practical limitations for the release of class teachers to attend due to other school based priorities. This militated against opportunities for sharing practices that were central to the partnership activities.

One of the enhanced partnership activities was that of joint observation of a student teacher's professional practice by both the visiting tutor and the supporter teacher. Feedback from piloting of joint observation opportunities in the year prior to the project had been very positive. However, not all student teachers were

co-observed by the supporter teacher and tutor due to a number of reasons such as supporter teacher illness, supporter teacher being used to cover for other staff, or engagement in other school based developments.

Supporter teacher time for professional dialogue with students and observations of their practice varied considerably. Although most supporter teachers committed a significant amount of time to engage in formal and informal professional dialogue with students during placement, this did vary considerably across schools and also depended on individual student teacher needs. In some schools supporter teachers, particularly those supporting a BEd4 student teacher were used extensively by their senior management teams for school based curriculum development work etc so that the time available for sufficient and on-going dialogue with and observation of student practice was less than ideal.

One additional important aspect for schools and supporter teachers (and other partners) emerging from the data relates to a perceived lack of confidence in ICT based solutions (such as GLOW meet), resulting in a reluctance to engage with such technology to support partnership working.

## ***5.4 Students***

The enhanced partnership activity of student teachers working in associated school and informal groupings during placement was integral to the project. However, due to the number of students being placed across the BEd3 and BEd4 cohorts a few student teachers were geographically placed distant from one another to allow meaningful and sustained networking activities to take place. For example, student teachers who found themselves in such situations were unable to peer observe and feedback or co-plan. In these instances virtual networking was encouraged but those involved indicated that opportunities for face-to-face networking would have been preferred.

Some concerns about the equity of experiences for all student teachers were raised. Whilst all students received an equitable and sufficient core of support, not all tutors and supporter teachers were able to enact all of the agreed-upon partnership activities for a number of reasons as outlined above. In short, whilst the project framework provided many opportunities for partnership activities, not all student teachers had similar experiences and range of support enabling extended professional learning during placement. This point emphasises a need to build on the most effective and sustainable aspects of partnership investigated in the project to ensure equity for all partners.

## ***5.5 Addressing the Challenges***

A number of recommendations for future partnership to address some of the challenges highlighted above are presented in Section 7.2.

## 6. Outcomes

In this section, the six aims of the University of Aberdeen PPP project are revisited to consider the extent to which these have been engaged with and/or achieved. A balanced overview emerging from the totality of evidence collected is presented. This overview is based on evidence presented in Section 4 Summary Findings as well as from more detailed evidence presented in the more in depth Project Research Findings Report.

1. *To co-construct and implement a new collaborative school (and community) based partnership approach to supporting the professional learning and development of student teachers, teachers and tutors;*

The final range of partnership activities piloted during the project was co-constructed by a team of University tutors (BEd3 and BEd4 professional studies and research tutors) working with a representative group of colleagues from 6 local authority partners (i.e. QIOs, HTs, DHTs, principal teachers, class teachers) and student teachers from the previous BEd4 cohort. The range of activities identified through collaborative partnership working was able to be implemented during the main teaching block for BEd3/4 students (i.e. January-April 2011). Some of the activities/approaches were able to be implemented by all tutors with partner schools, supporter teachers and student teachers and others were only able to be implemented by some tutors.

2. *To establish closer communication, shared understanding and relationships;*

A number of the enhanced partnership activities developed through the project focussed particularly on enhanced communication and relationship building between all stakeholders as well as opportunities to develop a greater shared understanding of the expectations of student teachers on placement and to enhance the connections between on-campus student learning and professional development experiences with field based experience. Specifically these included:

- strengthening of the critical friend role of the Promoting Partnership Team and its ongoing engagement with project activities as they were rolled out in partner local authorities;
  - introductory letter from student teachers to host school;
  - introductory e-mail and telephone or face-to-face contact by tutors with host school;
  - enhanced CPD events (face-to-face and via glow meet) – both in terms of time available and content - for supporter teachers working collaboratively with the visiting tutor team;
  - informal tutor visits, additional formative student observations and professional discussions between visiting tutors, supporter teachers and school senior managers (e.g. HTs, DHTs) in host schools;
  - joint formal observations of student teachers by tutor/supporter teacher;
  - development of an enhanced placement web site co-constructed by project partners;
3. *To build capacity in the profession to engage with effective practice-based and evidence-informed models of professional learning and development and support the development of professional learning communities across the continuum of teacher education;*

In terms of supporter teacher and tutor experiences the project supported enhanced opportunities for professional dialogue about the importance of a sound evidence base to underpin decisions about student teacher progression towards achieving the SITE through use of data collection tools/techniques to gather non-judgemental evidence during observations; the importance of students' linking theory, policy and principles to their initial planning and also to their evaluations.

As part of both the year 3 and year 4 field placement courses student teachers are expected to engage in action research. Early dialogue with partner schools allows the focus for research projects (evidence informed and evidence based) to be jointly agreed between school and student teachers and to allow, where possible, linkage between the research project theme and school improvement planning, for example. Student teachers are also required to share their research rationale, implementation plan and findings with their host schools. Furthermore student teachers work in student learning communities when on campus and take turns to take a lead in student-led workshops. This networking approach was then extended during placement where student teachers worked in network learning groups within their ASG and engaged in a range of professional learning and development activities – e.g. peer observation and feedback; implementation of cross school interdisciplinary learning experiences for children; peer development and implementation of glow and other emerging technology learning experiences for children.

4. *To identify and evaluate the particular benefits for partnership, for learning and professional development and ITE/CPD policy which emerge from an integrated and structured approach to student placement and support;*

The more integrated approach to placements as a result of project activity resulted in a number of specific benefits. These included: promotion of a teacher learning community model through the student teacher learning community (STLC) or network learning group (NLG) approach to working both during on campus and when on field experience especially in terms of networking across geographically close area school groupings (i.e. ASGs); promotion of a shared approach by supporter teachers and tutors to mentoring student teachers, conducting observations and providing feedback using mentoring language and data collection techniques; and promotion of the benefits of the analysis of digital evidence of professional practice to support effective self evaluation process against the SITE.

5. *To identify and evaluate the benefits of the co-construction, co-learning and co-inquiry approach from the point of view of the professional and scholarly development of the tutors and teachers, as well as from the point of view of student learning;*

A number of project partnership activities promoted opportunities for and discussion on the benefits and challenges of co-construction, co-learning and co-inquiry. These included: focus for year 4 research project – encouraged co-construction of project focus area between student teachers and host schools and where possible co-learning from the project for student teacher and other wider host school colleagues; sharing by student teachers of professional project 'products' with colleagues in host schools and where possible classroom based implementation and reflection on impact on children's or colleagues' learning; student teachers' network learning groups facilitating opportunities for co-learning and co-construction; and supporter teachers and tutors engaging in deeper and more evidence based professional dialogue and joint formal observation allowing opportunity for co-construction of feedback to student teachers.

6. *To identify the methods by which scholarly output and learning opportunities (for teachers, tutors and other education partners) about teacher education policy and practice can be increased, and with what impact.*

Since the completion of the project a number of opportunities have been undertaken to share the project rationale and implementation plan and some of the findings. Some of these opportunities are described in **Appendix 8**.

## 7. Future Development

This section highlights potential future developments arising directly from the project findings and other associated on-going partnership work. In particular, Section 7.4 makes links to the recommendations outlined in the *Review of Teacher Education in Scotland* report (Donaldson, 2011).

### 7.1 Building on the Pilot Activities

Findings from the pilot study have provided guidance to potentially support the future development of partnership practice in Initial Teacher Education. A summary of this information is presented in Table 3.

PPP activity/approach/idea/strategy	Recommendation for 2011/12 session.
<p><b>CPD Events and Support for Supporter Teachers</b></p> <ul style="list-style-type: none"> <li>• Face-to-face CPD events in partner LA venues and glow meet (CPD event Camtasia voiceover powerpoint also provided for non attendees – web based access)</li> <li>• Glow group area established for supporter teachers to facilitate glow meets; discussion areas etc</li> <li>• All field experience guidance and support materials are accessible via the web and structure of web based resources made more user friendly through PPP</li> </ul>	<p>Recommended that this be retained in UoA BEd (P) Programme.</p>
<p><b>Initial communication and dialogue with supporter school and supporter teacher</b></p> <ul style="list-style-type: none"> <li>• Email/letter from student to host school/teacher</li> <li>• Early contact by tutor with supporter teacher – email introduction + telephone or f2f contact</li> <li>• Enquiry week feedback form returned to tutor by student teacher providing contextual information about placement school and class as well as direct contact details for supporter teacher</li> <li>• Database established for supporter teachers to enable ease of direct contact with supporter teachers by visiting tutors</li> </ul>	<p>Recommended that this be retained in UoA BEd (P) Programme.</p> <p>Recommendation of roll out across all UoA ITE Programmes</p>
<p><b>Formative observations by University tutors <i>in situ</i> with supporter teacher co-observing</b></p> <ul style="list-style-type: none"> <li>• Joint observations (formative)/feedback with class teachers</li> </ul>	<p>Highly valued, but not currently sustainable without additional funding</p>
<p><b>Formal formative or summative assessment</b></p> <ul style="list-style-type: none"> <li>• Joint observations by tutors and supporter teachers</li> <li>• Three-way post-observation discussion/feedback (student teacher-supporter teacher-tutor)</li> <li>• Professional dialogue between supporter teachers and</li> </ul>	<p>Recommended that this be retained in UoA BEd (P) Programme and discussed for possible roll out across all SofE ITE Programmes.</p>

tutors about summative reporting and grade agreement discussion (co-constructed)	
<b>Planning together (supporter teacher and student teachers)</b> <ul style="list-style-type: none"> <li>Co-planning – supporter teacher with student teacher; student teacher with peers</li> </ul>	Recommended that this be retained in UoA BEd (P) Programme
<b>Teaching together (supporter teacher and student teacher(s))</b> <ul style="list-style-type: none"> <li>Team teaching – supporter teacher with student teacher; student teachers with peers</li> </ul>	Recommended that this be retained in UoA BEd (P) Programme.
<b>Digital recording of student teacher’s classroom based professional practice (video and/or voice recording) to support effective self evaluation of practice</b> <ul style="list-style-type: none"> <li>Digital recording of aspects of professional practice on ‘video clip’ e.g. flip camera or voice recorder</li> <li>Analysis of practice – self evaluation by student teacher; peer discussion with supporter teacher, other student teacher or tutor</li> </ul>	Evidence from pilot limited in scope, but positive. Recommended that this is further explored with a view to retaining in future activity (assuming protocols in place to record practice for analysis/evaluation in this way) and discussed for possible roll out across all SofE ITE Programmes, as a mandatory component of field experience, where all student teachers capture, analyse and reflect on (in partnership) digital evidence of their practice.
<b>Use of GLOW Meet</b> <ul style="list-style-type: none"> <li>Organisation of Glow Meets so that tutors can maintain links with student teacher groups during long placement block – one-to-one glow meets and group glow meets</li> <li>Access to glow meet opportunities for student teacher/student professional dialogue and sharing of practice during placement blocks</li> </ul>	Evidence from pilot mixed. Recommended that this approach be further explored with a view to piloting again in particular for student teachers working a significant distance off campus during 11-12 .
<b>Use of student teacher and tutor GLOW group area</b> <ul style="list-style-type: none"> <li>Space for student teachers to share best practice ideas from professional practice placements and justify selection – i.e. planning; evaluations; resources; assessment of pupil learning; research and professional project products</li> </ul>	<p>Recommended that this be retained in UoA BEd (P) Programme and discussed for possible roll out across all SofE ITE Programmes.</p> <p>Recommend further development of this area to be accessed and added to during placement to build exemplars of emerging good practice and shared with supporter teachers.</p>
<b>Student Peer Support and Engagement across ASGs</b>	



<ul style="list-style-type: none"> <li>• Peer observation and feedback by student teachers within an ASG grouping</li> <li>• Co-planning and team teaching by student teachers within an ASG grouping</li> </ul>	<p>Recommended that this be retained in UoA BEd (P) Programme and discussed for possible roll out across all SofE ITE Programmes.</p> <p>Recommended that opportunities for development of peer mentoring and observation skills be embedded more systematically within programme academic courses</p>
<p><b>Field Professionals contribution to on campus experiences</b></p>	<p>Recommend that more opportunities are identified through professional dialogue for local authority field professionals to contribute to on-campus experiences both f2f and virtually including the engagement of children in these processes</p>
<p><b>Planning, Development &amp; Evaluation in Partnership</b></p> <ul style="list-style-type: none"> <li>• Annual review and development meeting, involving range of partners</li> <li>• Promoting Partnership Team (quarterly meetings with key local authority personnel)</li> </ul>	<p>Recommended that this be retained in UoA BEd (P) Programme and discussed for possible roll out across all SofE ITE Programmes</p>

**Table3: Future Practice Opportunities**

The recommendations presented above regarding the specific activities that might be retained or further explored were agreed and implemented at UoA during academic session 2011/12. On-going evaluation of these activities will be carried out. The only activities viewed as unsustainable (based on current funding models) are the formative joint observations. However, further exploration of *digital analysis of practice* approaches may lead to an alternative means for achieving this, as a preparation for all parties. All of these activities have the potential to contribute to the development of enhanced partnership practice in ITE and will form a focus of further discussion in the School of Education as we plan for a full review and re-accreditation of all our ITE provision during Session 2012-2013.

## **7.2 Overcoming Operational Barriers/Constraints**

The following recommendations for the future are presented as potential approaches to addressing the constraints and barriers to some of the enhanced partnership activities/collaboration identified through the project.

1. Further dialogue with LA personnel and school representatives regarding benefits of and approaches to:
  - formalising supporter teacher affiliation with Schools of Education or affiliation of one teacher per ASG acting in the capacity of student placement coordinator;

- formalising a requirement for supporter teachers to engage in University provided CPD events/experiences, either face-to-face, via GLOW meet or through engagement in on-line CPD resources;
- providing enhanced opportunities for specific mentor training for supporter teachers though face-to-face or provision of on-line materials;
- development of a strategy for the selection and recruitment of supporter teachers/mentors;
- accrediting supporter teachers/mentors, e.g. through GTCS Professional recognition; engagement in Masters level courses;
- extending the range of specific approaches to providing supporter teachers with opportunities to find out about field experience expectations, assessment procedures, academic-field experience connections (theory-practice connections). For example, a field based task requirement for students to view and discuss with their supporter teacher on-line CPD materials;
- providing greater clarity regarding recommendations for the number of formal observations of student teachers during field placement blocks (programme specific) and protocols for formal observation, and enhanced clarity regarding good practice in engaging in and recording discussion during supporter teacher/student meetings (e.g. agreed agenda; record of discussions; agreed next steps with timeline);
- capturing digital evidence of student teacher practice to support student's self evaluation and to support professional dialogue with supporter teacher/tutor.

2. Enhancing communication routes, information provided, opportunities for sharing practice and placement arrangements through the:

- development of a visiting tutor on-line profile (including video clip) which supporter teachers can access;
- establishment of a database of direct email and contact details for supporter teachers and, where they exist, school based student placement coordinators;
- encouragement for all students to digitally record aspects of their practice to support peer observation and feedback, even when students are geographically remote from their peers;
- extending the existing GLOW group area for supporter teachers to include a GLOW blog/discussion area to support on-going discussion/sharing by tutors and supporter teachers of key placement related issues/concerns/questions.

### ***7.3 Exploration of Other Partnership-related Activities***

Experiences from the pilot project, and other programme developments, have led to the identification of other activities/areas for exploration that may further support, facilitate or promote partnership in ITE or *Early Phase Teacher Education* in the future. Some of these areas are directly linked to specific aspects of activities highlighted in Table 3. Others are focussing on 'bigger picture' partnership activity. Some of these key activities or areas for further exploration are outlined below.

During on-campus weeks, students become part of a student teacher learning community, and continue to work in these groups during placement weeks (where placement allocation allows). Given the generally positive views about working in these student teacher learning community (STLC) networks, it is recommended that these STLCs are continued and extended in future years, and that benefits and challenges of operating in this way continues to be evaluated.

The current BEd3 and BEd4 courses require students to engage in small scale action research integrated with their placement experience. The BEd3 project is undertaken as a group project based on an identified theme. To further enhance collaboration and partnership, it could be recommended that the findings of these joint investigations are shared with host school and that feedback is sought on their research approach and implications of findings. The BEd4 research project already recommends that students agree their focus theme in collaboration with their host school and then share initial findings and seek feedback at the end of their placement. To further enhance partnership working and collaboration it could be recommended that a summary of findings arising from their school based research is formally shared with host school. The process of developing such summary documentation needs to be sensitively and ethically navigated, and findings from student teacher research presented in cognisance of the small-scale nature of the research undertaken.

During the Year 4 programme students work in professional project groups to design and develop a curriculum project. Where possible, it is encouraged that they implement and share aspects of this work during the placement block. To promote enhanced partnership working and collaboration, it could be recommended that students discuss their project during their pre-placement Enquiry Week so that school based professional dialogue can more meaningfully inform the next steps in project development.

As with all placement experiences student teachers are expected to maintain a field experience file which contains, amongst other things, evidence of on-going self-evaluation of their emerging practice. In order to promote enhanced engagement in this aspect it would be helpful to further develop e-portfolio models which can be used by students, and accessed for formative assessment and feedback purposes by both tutor and supporter teacher.

#### ***7.4 Links to the Recent Review of Teacher Education in Scotland***

Finally, the findings presented in this report can be closely connected to a number of the recommendations in the recent Review of Teacher Education in Scotland (Donaldson, 2011), and may provide some guidance on the future directions for partnership and related aspects in ITE, currently under discussion by the National Partnership Group. A summary of the connections between the Teacher Scotland's Future Report and Project findings are summarised in **Appendix 9**.

## 8. Conclusions

### 8.1 Key Messages

A number of key messages have emerged from the PPP. These messages link with:

- Relationship building for effective partnership and collaborative working models;
- Professional dialogue opportunities between student teacher, supporter teacher, tutor;
- Student teacher learning communities and peer networking;
- Enhancing theory-practice connections and evidence based practice;
- Mentoring models;
- Communication routes and information provision;
- Using digital technology to support partnership and collaboration.

### 8.2 Evaluative Insights

Based on the PPP, some evaluative insights on collaborative working identified are:

- Most participants viewed **enhanced opportunities for relationship building in the placement partnership**, as a positive opportunity to help provide a more valuable and appropriately pitched field experience for student teachers
- Most participants viewed engagement in some specific partnership activities as very helpful to their own **professional development**. These included joint observation of students by tutor/supporter teacher; professional dialogue at CPD events for supporter teachers working with tutors; informal visits by tutors to partner schools; engagement in Glow meets;
- Collaborative **discussions** at CPD events and during informal and formal tutor visits permitted the development **of a greater shared knowledge and understanding** about field placement expectations, such as:
  - enabled the development of **shared approaches to the use of mentoring language and the use of observation techniques and tools** to support more evidence based formative assessment of student professional practice;
  - enabled the opportunity for a number of students to be able to **digitally record examples of their practice** and to engage in self evaluation of their practice as well as co-analysis of their practice with both supporter teacher and tutor
  - provided opportunities for greater engagement by schools/supporter teachers in supporting the on-campus component of ITE programmes and **academic-placement (theory-practice)** connections;
- Some degree of disappointment that the project was **time limited** and that the time for informal visits by tutors into schools was unlikely to be able to continue.

### ***8.3 Maximising the Benefits***

A number of conclusions have been drawn regarding ways to maximise the benefits of enhanced partnership working for student teacher initial (early phase) education (learning)

- **A coherent and sustained partnership infrastructure between Schools-Local Authorities-Universities** to support an enhanced early phase teacher education experience for beginning teachers. The NPG sub-group for the Early Phase will hopefully address many of these issues eg principles of effective partnership models; roles and responsibilities of partners.
- Sustained and coherent infrastructure to provide opportunities for **relationship building and professional dialogue** between key partners in the early phase of teacher education – ie supporter teachers, schools, students, university tutors
- Sustained and coherent infrastructure to support the enhancement of **support models for student teachers in the early phase** including mentor recruitment, selection and training, accreditation; use of digital technologies; development of early phase teacher learning communities
- A continuum framework between ITE and Induction Year to build, sustain and extend models to enhance the **theory-practice connections** which underpin effective learning, teaching and assessment
- Sustained and coherent infrastructure to support the **enhancement and moderation of student assessment during placement.**
- These infrastructures to be informed by initial findings of Placement Partnership Project and other current partnership projects and research on effective professional learning eg recognition of **heterogeneity**, opportunities for **meaningful dialogue** in a **safe space** to tackle **mutually agreed challenges**

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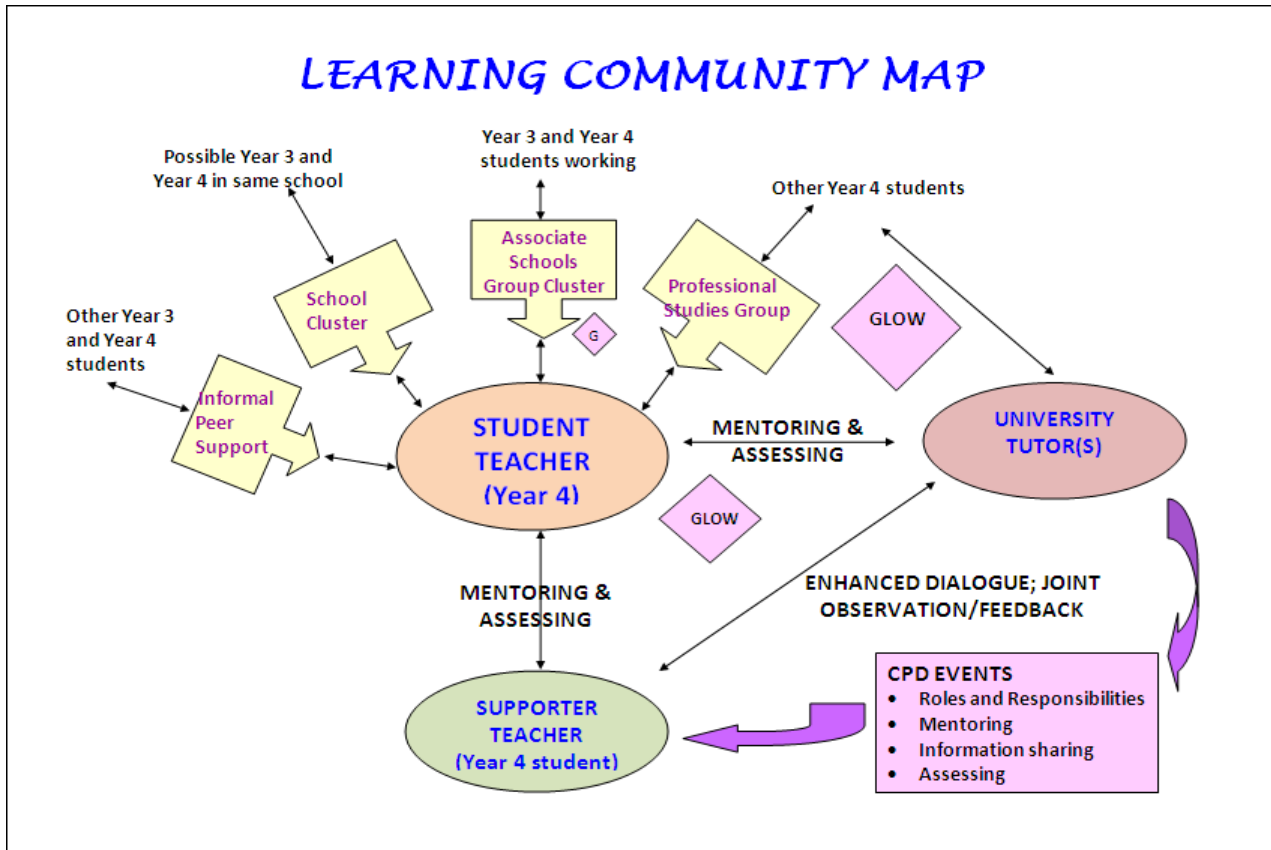
## Appendices

### *Appendix 1: Communication and engagement strategies*

Communication and engagement strategies to help enhance the 3-way relationship between students; university tutors and supporter teachers before, during and after the placement experiences:

- Introductory letter/email from student to host school and supporter teacher(s)
- Introductory email from Tutor team to host schools and supporter teachers
- Direct early contact by email; telephone call by main tutor to host school, HT and supporter teacher
- Enquiry week feedback form completed by student – used to provide visiting tutors with overview of placement context and to provide direct contact details with supporter teacher
- CPD events for supporter teachers
- Co-observation by tutor and supporter teacher during placement visits
- Glow meets and/or additional f2f twilight sessions organized by tutors on behalf of their main tutor group during main placement block
- Cluster event recall day for students
- ASG networking – peer support; peer observation and feedback
- Invitation to supporter teachers to join in glow meets organized by main tutor with their main tutor group of students during placement
- Professional dialogue at end of placement f2f or by phone to agree placement grade
- Thank you email to host schools and supporter teacher at end of placement by student and tutor team
- Survey to supporter teachers and opportunities for focus group interviews to gauge feedback on enhanced partnership working approaches
- Survey to students and opportunities for focus group interviews to gauge feedback on enhanced partnership working approaches
- Survey to tutors and opportunities for focus group interviews to gauge feedback on enhanced partnership working approaches

**Appendix 2: Project Landscape**





***Appendix 3: Management Layers***

<b>Role</b>	<b>Description</b>
<b><i>Overall Strategic and Operational Management Roles</i></b>	The overall strategic and operational management was undertaken by the project coordinator and research team working with the Year 3 and Year 4 Course Coordinators.
<b><i>Strategic Management and Advisory Roles</i></b>	The Project Coordination Team reported monthly to the School Executive throughout the development and implementation phase.
<b><i>Advisory Roles</i></b>	<p>3 groupings:</p> <ul style="list-style-type: none"> <li>• Project Advisory Board</li> <li>• Promoting Partnership Team</li> <li>• Partnership Forum</li> </ul> <p>All School Placement Coordinators for local authorities which hosted BEd3 and BEd4 students for the duration of the project were members of the above groups.</p>
<b><i>Developmental and Implementation Roles</i></b>	The BEd3 and BEd4 professional studies tutor team working with the 2 project researchers met through a series of development and implementation meetings across the duration of the project. At these meetings opportunities were taken to share, discuss and refine the proposed enhanced partnership working models to be piloted, and agree approaches to data collection linked to tutor role
<b><i>Communication Role with Schools and Supporter Teachers</i></b>	The existing Partnership Unit was used as the conduit to support direct email communication with host schools, HTs and supporter teachers throughout the duration of the project. In addition, a database of direct email addresses and telephone contact details for supporter teachers was created to ease communication and on-going dialogue between tutors and supporter teachers.

**Appendix 4: Activity Timeline**

<b>Activity</b>	<b>Date (Oct 10 to Dec 11)</b>	<b>Additional Information</b>
Develop research and evaluation plan	Oct – Dec	Focus on mixed methods - data collection from all key stakeholders.
Collection of baseline data	Oct – Jan	Data to underpin engagement models implemented: <ul style="list-style-type: none"> <li>• Supporter school information (Enquiry week)</li> <li>• CPD event discussions</li> <li>• Supporter teacher engagement model ranking</li> <li>• Allocation data</li> <li>• Engagement model options</li> </ul>
Agree research and evaluation plan	Dec	Presented at partners / stakeholders meetings.
Seek ethical approval	Dec	SoE approval gained with minor amendments.
Development of data collection tools	Dec - Feb	Collaborative development with partners / stakeholders.
Ethical consent	Jan	Consent forms and participant information sheet.
Supporter teacher survey	Jan	Electronic distribution – prior experiences of partnership in ITE, development and learning opportunities.
Tutor survey	Jan	As above
Student teacher collaborative logs	Jan - Apr	Recording of on-going student teacher learning conversations between ‘key engagement’ activities
Tutor key engagement reports	Jan - Apr	Tutor reflection on all ‘key engagement’ activities – standardised template
Tutor activity ‘diaries’	Jan - Apr	On-going tutor reflections on process
Tutor end-point survey	Apr	Electronic distribution
Student teacher end-point survey	Apr	As above
Supporter teacher end-point survey	Apr	As above

Collect sample of student teacher collaborative logs	Apr	Representative sample spanning range of engagement models
Tutor focus groups / interviews	May	Appropriate sample
Student teacher interviews / focus groups	May	As above
Interviews/focus groups with supporter teachers	May	As above
Data analysis and report writing	May→	Quantitative and qualitative analyses. Reporting
Write conference papers	20 April; 07 Sept; 24 Nov	STEC BERA SERA
Other Dissemination	Dec →	

***Appendix 5: Data Collection Details***

<b>Data Collection Instrument</b>	<b>Details</b>
Questionnaire: BEd(P) Year 3 student teachers	51 responses (43% response rate)
Questionnaire: BEd(P) Year 4 student teachers	49 responses (61% response rate)
Questionnaire: tutors	13 responses (87% response rate)
Questionnaire : supporter teachers	116 responses (54 % response rate)
Focus Groups : BEd(P) student teachers	BEd(P) Year 3 : 3 focus groups BEd(P) Year 4 : 3 focus groups
Interviews : tutors	14 interviews
Interviews : supporter teachers	16 interviews

## Appendix 6 - Collaborative Conversation Log



### COLLABORATIVE CONVERSATION LOG (for use by Student Teacher working with Mentor/Supporter Teacher and/or Tutor)

(Adapted from Collaborative Assessment Log – New Teacher Center @ UCSC, 2006)

Student Name		Supporter/Mentor/Tutor																									
Class/Subject Area		Date																									
<p><b>Tick (✓) all that apply:</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Analysing children's work</td> <td><input type="checkbox"/> Dev/Reviewing Targets</td> <td><input type="checkbox"/> Modelling Lesson</td> <td><input type="checkbox"/> Planning Lesson</td> <td><input type="checkbox"/> Selecting AifL strategies</td> <td><input type="checkbox"/> Observing other teacher(s)</td> </tr> <tr> <td><input type="checkbox"/> Parental communication</td> <td><input type="checkbox"/> Discussing Case Study Child/ren</td> <td><input type="checkbox"/> Class/beh management</td> <td><input type="checkbox"/> Identifying LIs and SC</td> <td><input type="checkbox"/> Recording and reporting</td> <td><input type="checkbox"/> Reflection/Self Evaluation</td> </tr> <tr> <td><input type="checkbox"/> Discussing focus areas</td> <td><input type="checkbox"/> Working with other professionals</td> <td><input type="checkbox"/> Learning/teaching strategies</td> <td><input type="checkbox"/> Problem Solving</td> <td><input type="checkbox"/> Pre-Observation Discussion</td> <td><input type="checkbox"/> Using Technology</td> </tr> <tr> <td><input type="checkbox"/> Discussing field based study tasks</td> <td><input type="checkbox"/> Wider school/community links</td> <td><input type="checkbox"/> Pace of learning</td> <td><input type="checkbox"/> Providing Resources</td> <td><input type="checkbox"/> Post-Observation Discussion</td> <td><input type="checkbox"/> Curriculum/cross curricular issues</td> </tr> </table>				<input type="checkbox"/> Analysing children's work	<input type="checkbox"/> Dev/Reviewing Targets	<input type="checkbox"/> Modelling Lesson	<input type="checkbox"/> Planning Lesson	<input type="checkbox"/> Selecting AifL strategies	<input type="checkbox"/> Observing other teacher(s)	<input type="checkbox"/> Parental communication	<input type="checkbox"/> Discussing Case Study Child/ren	<input type="checkbox"/> Class/beh management	<input type="checkbox"/> Identifying LIs and SC	<input type="checkbox"/> Recording and reporting	<input type="checkbox"/> Reflection/Self Evaluation	<input type="checkbox"/> Discussing focus areas	<input type="checkbox"/> Working with other professionals	<input type="checkbox"/> Learning/teaching strategies	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Pre-Observation Discussion	<input type="checkbox"/> Using Technology	<input type="checkbox"/> Discussing field based study tasks	<input type="checkbox"/> Wider school/community links	<input type="checkbox"/> Pace of learning	<input type="checkbox"/> Providing Resources	<input type="checkbox"/> Post-Observation Discussion	<input type="checkbox"/> Curriculum/cross curricular issues
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<b>What's Working</b>		<b>Current Focus-Challenges-Concerns:</b>																									
<b>Student Teacher's Next Steps:</b>		<b>Supporter Teacher's/Tutor's Next Steps:</b>																									
<b>Follow up meeting/observation date</b>		<b>Focus</b>																									

#### STANDARD FOR INITIAL TEACHER EDUCATION

Key Focus: Professional Knowledge and Understanding

1.1.1 Curriculum knowledge and understanding	1.2.1 Principal features of the education system, educational policy and practice.	1.3.1 Draw on relevant principles, perspectives and theories to inform professional values and practices
1.1.2 Cross curricular knowledge and understanding	1.2.2 Knowledge of the sector in which they teach and their professional responsibilities within it	1.3.2 Understanding of research and its contribution to education
1.1.3 Coherent and progressive teaching programmes		
1.1.4 Nature of the curriculum and its development		

Key Focus: Professional Skills and Abilities

2.1.1 Short/medium and long term planning including justification for plans	2.2.1 Organising and Managing Resources for individuals, groups, class	2.4.1 Professional and research Literature accessed and evaluated
2.1.2 Communication with Pupils – variety of media, stimulating, engaging	2.2.2 Managing Pupil Behaviour	2.4.2 Reasoned and coherent arguments about educational matters and professional practices
2.1.3 Teaching and Learning Strategies and Resources including justification	2.3.1 Assessment, Recording and Reporting	2.4.3 Self-reflection and improvement of own professional practice; contribution to curriculum development and SIP
2.1.4 Expectations and Pace of Work – appropriate demands	2.3.2 Use assessment results to evaluate and improve L&T and improve attainment standards	
2.1.5 Working with Other Adults to promote learning		

Key Focus: Professional Knowledge and Understanding

3.1 Commitment to social justice, inclusion and protection of children	3.2 Responsibility for professional learning and development	3.3 Value, respect, show commitment to communities where they work
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**Appendix 7: Key Engagement Template (for Tutors' use)**

<b>Tutor Name</b>		<b>School Name</b>						
<b>Student Teacher Name(s)/Initial(s)</b>		<b>Date</b>						
<b>Class Teacher Name</b>								
<b>Nature of engagement</b>	Face to face		Virtual		Please specify nature of Virtual engagement :			
<b>Participants in the key engagement</b> (Place a circle around <u>all</u> that apply)	Student /s	Enter number of students :	Teacher/s	Enter number of teachers	Tutor/s	Enter number of tutors :	Others	Please specify 'Others' :
<b>Focus of key engagement</b>	(Place a cross in space provided)	<b>Focus of key engagement</b>			(Place a cross in space provided)	<b>Focus of key engagement</b>		(Place a cross in space provided)
1. Stakeholder roles/responsibilities		7. Action research implementation				13. Professional portfolio, self evaluation & reflection		
2. Planning		8. Supporting curriculum development				14. Policy impacts e.g. CfE		
3. Mentoring		9. Sharing practice and resources				15. Reporting and recording		
4. Evidence informed practice		10. Video practice analysis				16. Field Based Student Tasks		
5. Formative observation		11. Theory-practice connections				17. Classroom behaviour management		
6. Summative observation		12. Analysis of children's work				18. Others (please specify) AifL		
<b>Details about the specific themes, topics or contents of the engagement</b>								

<b><i>In relation to the student teacher(s)</i></b> (to be completed by the tutor)					
What's working		Key challenges			
Next steps for student teacher		Next steps for tutor/supporter teacher			
<b><i>Tutor reflections on key engagement</i></b>					
1. Quality of the engagement	Rate the general effectiveness of engagement <i>(Place a circle around the engagement level that applies)</i>	Very effective	Effective	Slightly effective	Not effective
	Identify any particularly effective or ineffective elements of the engagement				
2. Perceived benefits for participants	(a) Student Teachers				
	(b) Teachers				
	(c) Tutors				
	(d) Others				
3. Suggestions for future enhancement of this type of engagement					
4. Other comments <i>(You may wish to elaborate on any of your responses above).</i>					

## ***Appendix 8: Sharing Project Progress***

Throughout the duration of the project, a number of internal and external opportunities have arisen to share project progress and findings. These include:

### **STEC Conference – Stirling - April 2011**

The report authors provided an overview of the project via oral presentation.

### **Graham Donaldson – Aberdeen - May 2011**

Graham Donaldson met with the project team to discuss the overall project approach and initial findings.

### **BERA Conference – London- September 2011**

The report authors presented selected project findings via oral presentation.

### **Programme Teams in School of Education – Aberdeen - September 2011**

Meeting with other ITE Programme Directors to discuss and share initial findings from the enhanced partnership approaches with a view to identification of effective and sustainable approaches which might be rolled out across other programmes.

### **SERA Conference – Perth- November 2011**

The report authors presented project findings via oral presentation, as part of a joint seminar focussed on the Aberdeen and Glasgow partnership projects.



## ***Appendix 9: Connections between Project Findings and ‘Teaching Scotland’s Future’ Recommendations***

<b>Recommendation</b>	<b>Related Project Findings (by subsections of Section 4)</b>
<p>Recommendation 2</p> <p>Education policy should support the creation of a reinvigorated approach to 21st century teacher professionalism. Teacher education should, as an integral part of that endeavour, address the need to build the capacity of teachers, irrespective of career stage, to have high levels of pedagogical expertise, including deep knowledge of what they are teaching; to be self-evaluative; to be able to work in partnership with other professionals; and to engage directly with well-researched innovation.</p>	All sections
<p>Recommendation 3</p> <p>Teacher education should be seen as and should operate as a continuum, spanning a career and requiring much better alignment across and much closer working amongst schools, authorities, universities and national organisations.</p>	All sections
<p>Recommendation 10</p> <p>Initial teacher education and induction should be planned as one overall experience. This will require strengthened partnership to underpin joint delivery. It should include the possibility of Masters credits, where appropriate.</p>	All sections
<p>Recommendation 15</p> <p>New and strengthened models of partnership among universities, local authorities, schools and individual teachers need to be developed. These partnerships should be based on jointly agreed principles and involve shared responsibility for key areas of teacher education</p>	All sections
<p>Recommendation 16</p> <p>Exploration of theory through practice should be central to all placement experiences - emphasising effective professional practice, reflection, critical analysis and evidence-based decision making.</p>	4.2.2, 4.2.4, 4.2.5, 4.3
<p>Recommendation 17</p> <p>School-based placements should be in schools which meet quality standards. They should provide an effective professional learning environment and the capacity to mentor and assess student teachers.</p>	4.2.2, 4.2.3, 4.2.5, 4.3, 4.4
<p>Recommendation 20</p> <p>Suitably trained school staff should have the prime role in the assessment of students whilst on placement. New models of joint staffing should be developed to enhance the quality and impact of the placement experience</p>	4.2.1, 4.2.2, 4.2.5, 4.4
<p>Recommendation 23</p> <p>Through any reaccreditation arrangements, the GTCS should ensure that those involved in the front line of teacher education in universities and schools are fully ready for that task. University-based teacher educators should have a responsibility to undertake an agreed programme of CPD each year.</p>	4.2.3, 4.2.5
<p>Recommendation 24</p> <p>Flexible staffing models for initial teacher education, induction and CPD should be developed by local authorities and the universities to allow movement of staff and dual appointments. As well as potentially improving coherence, this will help to achieve the aspiration of teaching being a research-informed profession.</p>	4.4
<p>Recommendation 27</p> <p>Local authorities and national bodies should develop approaches to quality assure and</p>	4.2.1, 4.2.2, 4.2.5, 4.2.6, 4.3

improve mentoring.	
<p>Recommendation 28</p> <p>Mentors should be selected carefully and undertake training based on a recognition of the skills and capacities required for this role.</p>	4.2.1
<p>Recommendation 33</p> <p>The balance of CPD activities should continue to shift from set-piece events to more local, team-based approaches which centre around self evaluation and professional collaboration, and achieve an appropriate blend of tailored individual development and school improvement.</p>	4.2.1, 4.2.2, 4.2.3, 4.2.5, 4.3
<p>Recommendation 39</p> <p>All teachers should see themselves as teacher educators and be trained in mentoring.</p>	4.2.1, 4.2.2, 4.2.5
<p>Recommendation 40</p> <p>Online CPD should be part of the blended, tailored approach to CPD for all teachers.</p>	4.2.1, 4.2.3
<p>Recommendation 42</p> <p>Teachers should have access to high quality CPD for their subject and other specialist responsibilities.</p>	4.2.1



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