

## Key Principles of Partnership

Agreed by Moray House School of Education and its Partner Authorities (City of Edinburgh, East Lothian, Fife, Midlothian, Scottish Borders, West Lothian) October 2013

The key principles are as follows:

- *Quality of Student Learning Experience.* All partnership arrangements should be aimed at enhancing the quality of the learning experiences of teachers in the early phase of their professional learning and arrangements should include a clear commitment to the evaluation of the impact of these arrangements not only on the learning of student teachers and newly qualified teachers, but also, importantly, on enhanced pupil learning.
- *Clarity.* All partnership arrangements should ensure that the roles to be adopted by the different parties are clearly stated and understood by all concerned.
- *Reciprocity.* The arrangements made for partnership should be based on the principle of reciprocity and care should be taken to ensure that there are clear reciprocal benefits to the schools/local authorities and the universities.
- *University Academic Standards.* All partnership arrangements must ensure that the resultant student learning can be assessed by processes that meet the universities' quality assurance standards.
- *Professional Standards.* All partnership initiatives must have due regard to the professional standards and guidelines set out by the General Teaching Council for Scotland (GTCS), in order to ensure that programmes may be fully accredited by the GTCS.
- *Continuity.* Partnership arrangements should be designed in such a way as to enhance the continuity between Initial Teacher Education (whether through an undergraduate Degree programme or a PGDE programme) and Induction. This will entail collaborative working on all aspects of the student and probationer experience from initial recruitment to meeting the Standards for Registration.

- *Collaborative engagement.* Partnership arrangements should be developed and implemented through the fullest possible collaborative engagement of all parties including teachers' representative organisations, or where appropriate LNCTs, taking account of local circumstances, workload and the need for consistency of approach at a local level. Partnership arrangements should foster collaboration not only in supporting the professional learning of student teachers and newly qualified teachers during initial teacher education and induction, for example, through mentoring, peer observation, learning conversations and joint seminar discussions, but also in relation to creating opportunities for teachers' career long professional learning, such as, professional enquiry and joint research activity in relation to curriculum development, the enhancement of pupil learning and school improvement initiatives and processes, with or without Masters level accreditation under the Scottish Masters in Education framework.
- *Joint assessment.* The assessment of student teachers during placement and, where appropriate, of probationers during induction should be a shared responsibility carried out in the school in such a way as to reflect the broad principle of collaborative engagement. Local discussions will determine who is best placed to take on the shared role of assessing student teachers and probationers.
- *Training and support.* Partnership arrangements should be designed in such a way as to take account of the professional support, development and learning needs of those who take on the role of mentoring, supporting and/or assessing professional learning across the early phase.
- *Need for clear and consistent documentation.* All initial teacher education and induction programmes must provide a clearly documented account of the partnership arrangements in place to ensure that student teachers and probationers to meet both academic standards and professional Standards for Registration. A common format for such documentation should be established among the universities in partnership with local authorities.
- *Career-long professional learning, including leadership development.* Through the principle of collaborative engagement the Partnership will undertake a number of developments in relation to career-long professional learning, including leadership development, to support the development of capacity and capability of the teaching workforce.