

Sustaining effective university/school partnerships to deliver high quality teacher education

- Effective university/school partnerships are critical in the delivery of effective initial teacher education programmes
 - Part of regulating compliance criteria
 - Student experience
 - Employment (teacher recruitment and retention)

Challenges

- National
 - Policy context
 - Department for Education Market Review of Teacher Education
 - Somewhat ‘lopsided’ nature of partnership
- Local
 - Crowded London market with local and national providers competing to partner with schools

What we've done at King's College

- *Partnership Management Committee*: steering group consisting of key staff from university and partner schools
 - Oversees/monitors quality of provision
 - Key role in course and curriculum development
- School involvement in recruitment of students
- Feedback from schools (as partners in the course and as employers) informing developments and enhancements
- Partner involvement in delivery of curriculum and critical role in assessment
- Partner involvement in relevant research
- Negotiated partnership agreement

Intent

- Partners have direct input to course, ensuring that new teachers have the relevant knowledge and skills to take up post
- Partners are reassured of quality of programme and the cohort
- Trust and loyalty