



Leading education
and social research
Institute of Education
University of London

Making a reality of University Training Schools

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Principles



- That the UTS should be a community school and reflect the social diversity of that community
- That boundaries between theory and practice become even more blurred (all staff engaged in knowledge creation and transfer)
- That specialist knowledge is recognised and rewarded
- That the UTS will have an inward and an outward focus
- That the quality of career long teacher education is of the highest standard and contributes significantly to school improvement

Practical issues



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STAFFING

GOVERNANCE

SCOPE OF
ENGAGEMENT

Initial Teacher Education



- Conventional placements
- Virtual placements
- Intensive 'master-class' placements (drawing on medical model)
- Curriculum enhancement and enrichment opportunities
- Test bed for new delivery models
- Cluster models; networking across UTSs nationally
- Underpinned by shared philosophy and practice driven by shared staffing and close involvement of school staff from recruitment onwards.

Full scope of engagement

- CPD/leadership
 - Conventional CPD offer internally;
 - Outreach work
 - Most teachers working towards masters-level qualifications
- Research and development
 - Every member of staff to have contractual entitlement to engage in curriculum development and research
 - An R & D hub
 - Joint research bids, seminars, conferences