

Teaching Schools Initiative

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Faculty of Education

Cambridge Faculty of Education—Background

Course/Programme Profile:

UG: Tripos

ITT: Primary & Early Years and Secondary PGCE**

PGR: MPhil, MEd and MEdRes**

PhD & EdD

PPD**

** = Courses/Programmes with Partnerships



Cambridge Faculty of Education Teaching School Initiative—1

The purposes of the project are to:

- enable Cambridge Faculty of Education and its partner schools to respond appropriately to the school-based provision of training and development through Teaching Schools
- provide a leading edge model for school-HEI collaboration that builds on the strength of existing partnerships
- facilitate the building of system-wide capacity in ITT, PPD, SI & LD.



Cambridge Faculty of Education Teaching School Initiative—2

What a new model of partnering should do: [For ITT, PPD, SI & LD]

- Clarify expectations and roles of schools and Cambridge Education Faculty
- Audit the needs of schools and Cambridge Education Faculty, in respect of capability requirements
- Facilitate the determination of potential service-level agreements for capacity-building
- Identify any implications for, and their impact, on existing partnership governance.

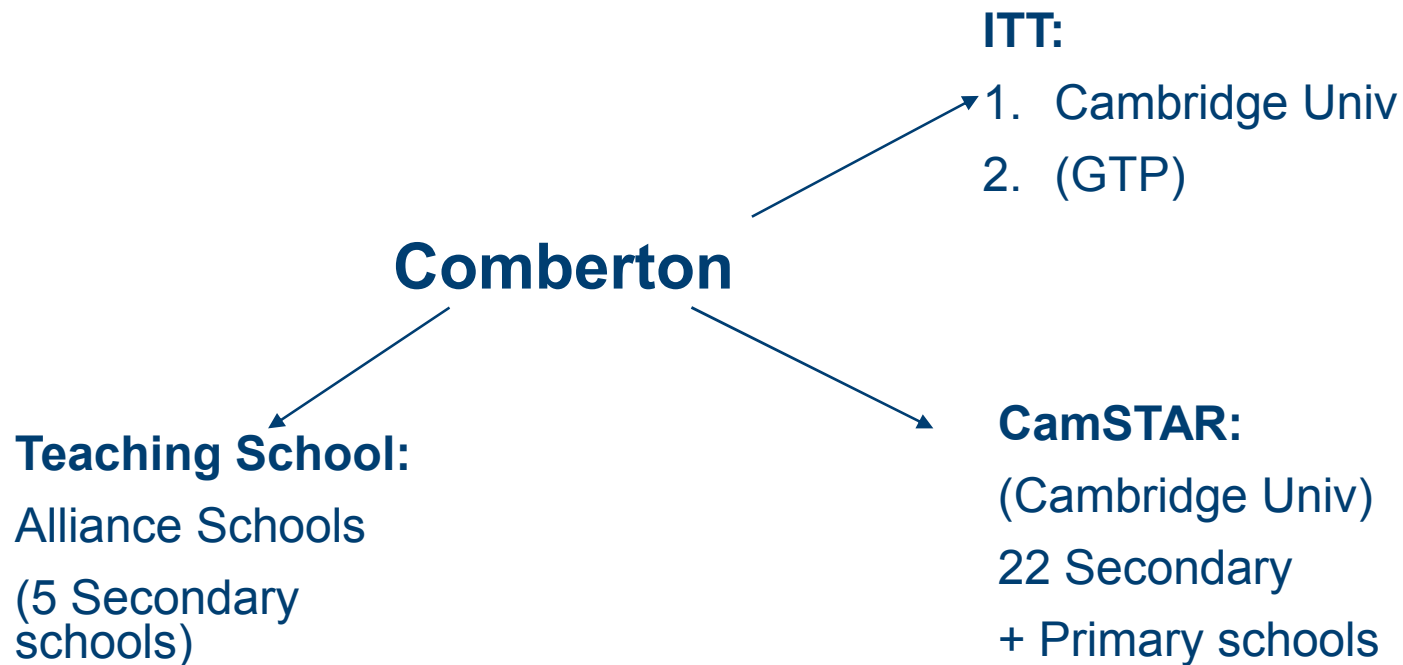
Cambridge Faculty of Education Teaching School Initiative—3

Anticipated Project Outcomes:

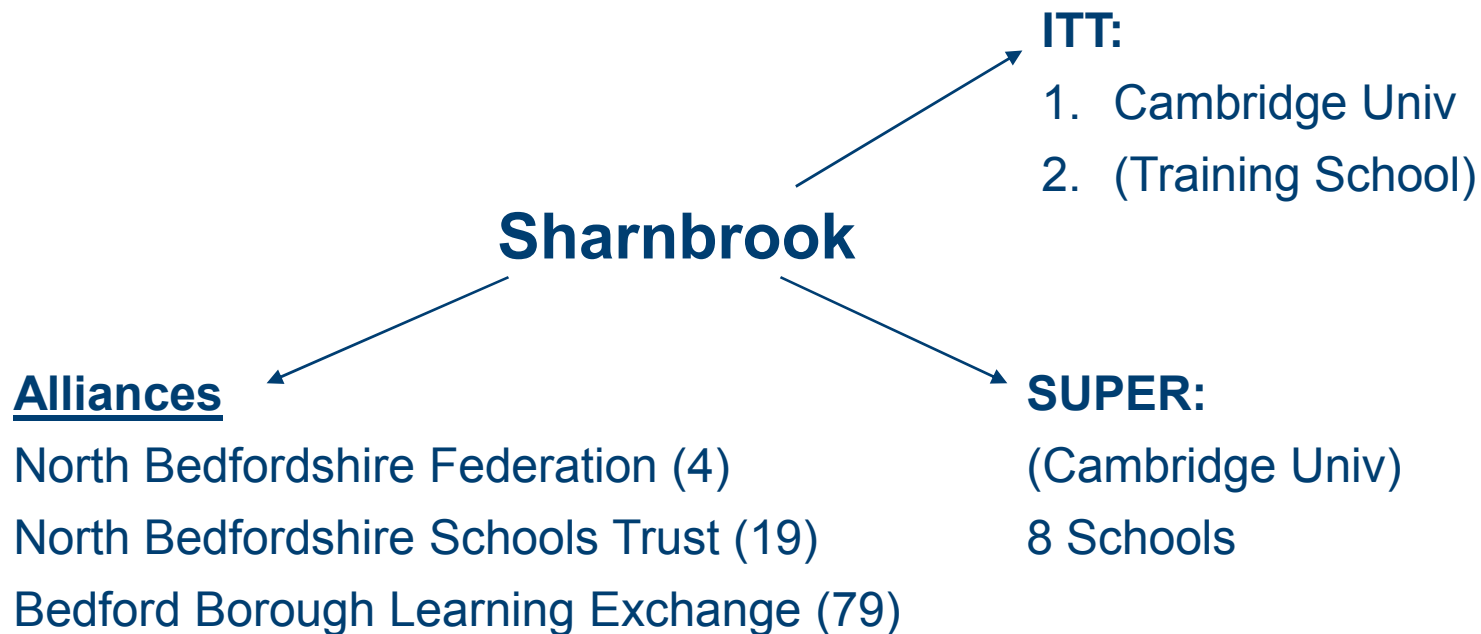
- a model, encompassing the four Teaching School strands; an accompanying report to the partner school; the partnership standing committees; the Head of Faculty
- a series of workshops and information sessions (within the Faculty and partner schools) leading (potentially) to a review and potential re-alignment of activities in ITT, PPD, SI & LD
- a report to the trustee
- a presentation by headteachers and Faculty colleagues to the trustee.



Cambridge Faculty of Education—Partnership Example 1



Cambridge Faculty of Education—Partnership Example 2



Issues

- 1. The challenge of developing reciprocity of mindset and approach, particularly given the range of resource and research imperatives which constrain the HEI sector. There may be differences of perspectives on the part of schools and HEIs, when mutuality is called for.**
- 2. Variability in the intensiveness of the school-HEI engagement, given that some schools will be more closely working HEIs, while others in the hubs and spokes networks will be less directly involved. Network positioning may bestow different advantages and perspectives.**
- 3. As there will be a strong need to better integrate, bridge or align the provision of ITT and PPD, there will be significant implications for HEIs in programme planning and resourcing, and for schools to be able to target their development needs.**