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Developing Great Partnership in an Ever Changing Landscape – Reflections from 13 years of Teach First partnership

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We are working towards a day that no child's educational success is limited by their socio-economic background

By the end of primary education, only around half (58%) of disadvantaged pupils have achieved the expected level of attainment (Level 4), compared with over three quarters (78%) of other pupils (Ofsted, 2013).

A child on free school meals (FSM) has only half the chance of getting good grades as their wealthier peers – and in some parts of the country their chances are even worse. In 2012 only 35% of poorer pupils (those eligible for FSM) achieved 5 good GCSEs including English & Maths, compared to 63% for their wealthier peers (Ofsted, 2013).

In 2012, less than a quarter (24%) of A-Level students from state school got into the most selective Universities, whilst nearly two thirds (64%) of students from independent schools secured places. This gap is growing (DBIS, 2013).

TeachFirst Collaboration

- What does this really mean?

Recent History

- 2003 - Teach First in London with Canterbury Christ Church University (College)

- First expansion out of London with University of Manchester

- Expansion to Midlands, Yorkshire, North East, South East, South Coast, South West, East of England

History of the training provision

2003

1 region

1 university

45 partner schools
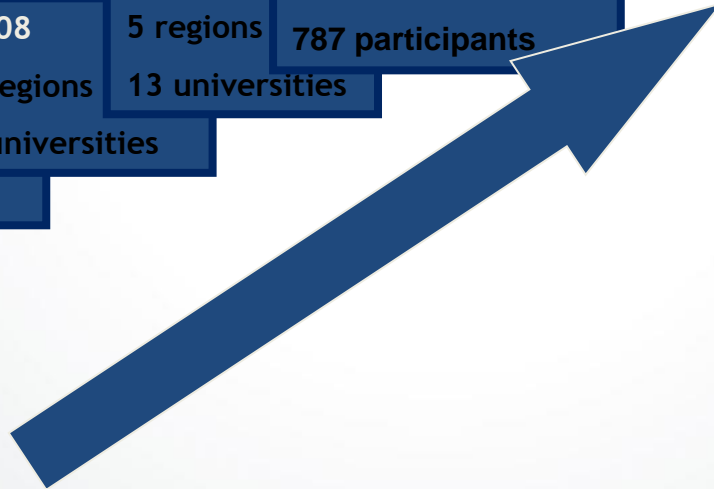
186 participants

2006

2 regions

3 universities

2008

3 regions

5 universities

2010

5 regions

13 universities

2011

6 regions

14 universities

300+ partner schools

787 participants

2013

9 regions

2 countries

11 universities

400+ partner schools

1262 participants

2015

11 local areas

2 countries

11 universities

500+ partner schools

1700 participants

Purpose of Partnership

- An end in itself

- A means to a better end - Synergy

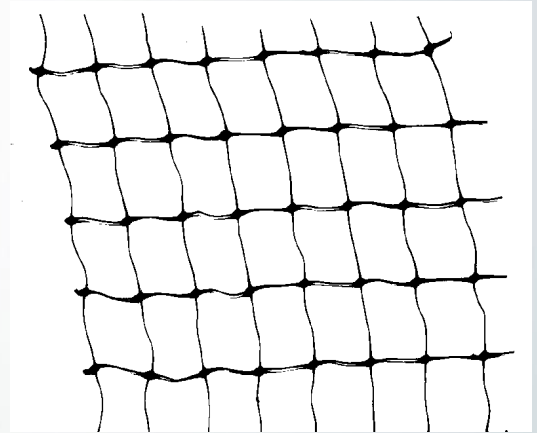- Tied together and work it out together

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When things go wrong

- Return to the vision
- Return to the benefits of the partnership
- Have systems to discuss and resolve issues
- Autopsy without blame
- Solutions focused
- Ask what can we learn from this
- 'Tie' yourselves together with concrete work

Threads, Knots and Nets

- Threads – The work we do
- Knots - the work we do together that binds
- Creating nets - which is far more useful than we could have created on our own

It took 150 years after the steam engine was invented before they decided to fit it into a boat

Building Transformational Partnerships

Transactional Partnership	Transformational Partnership
Getting the job done to make meet the Key performance indiccators	Hitting the indicator but focused on the vision or goal
Focused on power and position	Focused on purpose and values
Focused on the daily issues	Can get beyond the day to day to see how things are working to reach the goal quicker
Short term and hard data focused	Focused on long term goals without compromising on values and principles
Focuses on tactical issues	Focuses on strategy
Needs good relations to ensure good interactions	Trust is built through institutions and not linked to individuals. Everyone knows they are better together
Fulfils expectations to work effectively within current systems	Considers how to create new systems to have even greater impact
Supports structures and systems that reinforce the bottom line and short term	Aligns structures and systems to reinforce overarching values and goals
The agreement says….	How can we solve this in the best way to achieve the goal?
No space for mistakes	Ability to make mistakes quickly to be more successful in medium term

How Could That Be Achieved?

- Develop a challenging and attractive vision, which binds the two organizations together.
- Think of a goal that is equally inspiring but will also drive behaviour and collaboration
- Tie the vision and goal to a strategy for its achievement.
- Identify measures and indicators which are held jointly to know if you are making progress
- Identify activities to achieve it and who is best to do it including building capacity by using full strengths of both organizations
- Think how the various activities come together for the achievement of the strategy
- Express confidence, decisiveness and optimism about the vision and its implementation.
- Realize the vision through small planned steps and celebrate small successes along the way towards full implementation.
- Keep looking up to see if you are getting closer

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Implications of the School Led system

- Partnership even more significant
- Smarter and more ambitious partnership
- Development of leaders who value the power of partnership to enhance school performance
- Leadership that knows how to build and maintain partnership

"The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals, institutions and countries that are swift to adapt, slow to complain and open to change"

Andreas Schleicher

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Building A Movement

- We are working to end educational inequality by building a community of exceptional leaders who create change within class, school and across society

How Are Movements Created

- See a problem up close
- People galvanised towards ending the problem
- People invest in a vision
- Different groups come together to provide momentum
- Focus maintained even in difficult times

Fair Education Impact Goals

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| Early Years | Primary School | Secondary School | Further + Higher Education | Beyond |

Fair Education Impact Goals

1. Narrow the gap in literacy and numeracy at primary school.

**2. Narrow the gap in GCSE attainment at secondary school.**

4. Narrow the gap in the proportion of pupils in education, employment or training one year after compulsory education.

5. Narrow the gap in university graduation, including from the 25 % most selective universities.

3. Ensure pupils develop key strengths, including resilience and wellbeing, to support high aspirations.

- The gaps in IG 1, 2 , 4 and 5 refer to the difference between schools where the majority of pupils live in the 30% most income deprived postcodes and schools where the majority of pupils live in the 30% least income deprived postcodes
- IG 3 will be measured using a survey of 20,000+ pupils in Teach First schools
- We will also monitor whether these gaps are closing at a pupil level within target schools.
- We aim to narrow these gaps whilst ensuring high standards across the board.
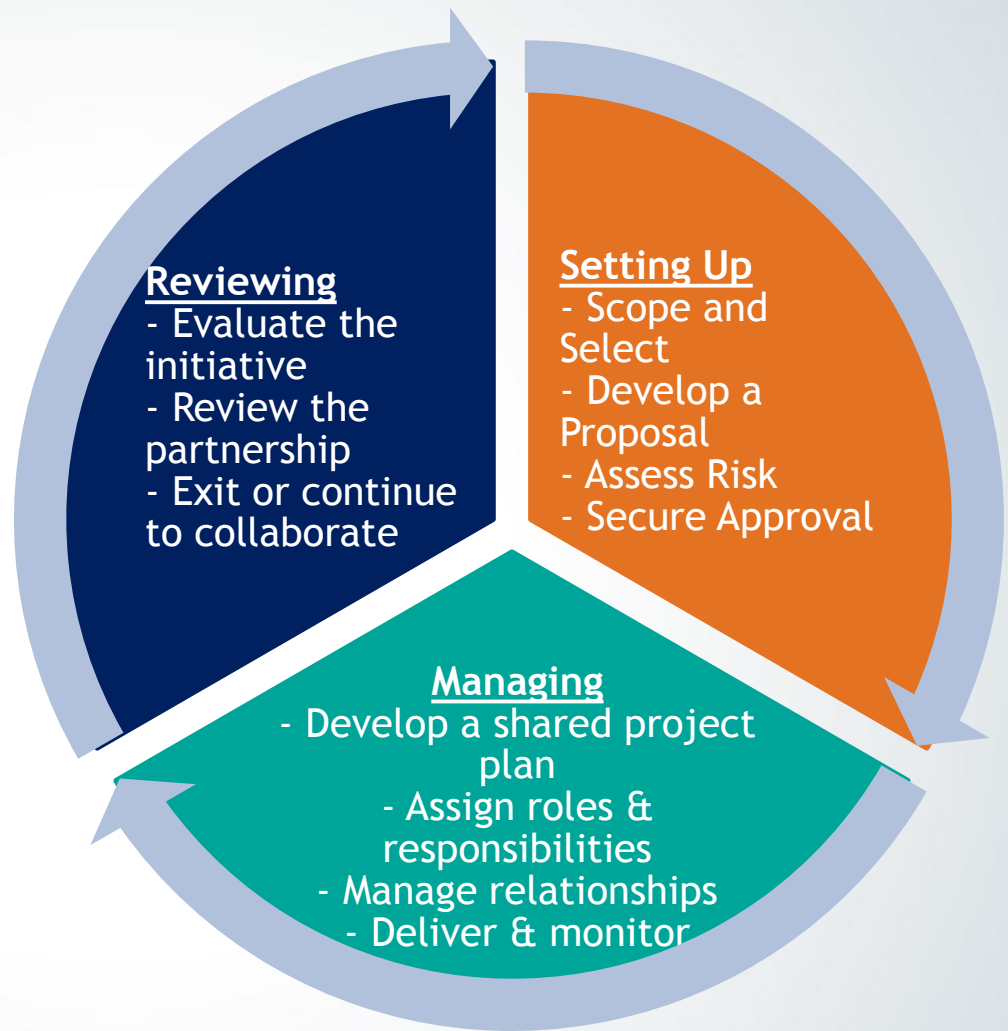
"Do the 'Simple' Things Well and Kick for the corners. " D Wells (all the time!)

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What is it all about?

- Can we have 'simple' and creative?

- Are they that opposed?

- If we can what does it look like?

Or

- Does the pressure of the 'big game' inhibit us?