



A partnership journey between HEI and Teaching School

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Who are we?

About Plymouth Teaching School Alliance (PTSA)...

- A 'family' of 69 Primary schools, 16 Secondary Schools and 7 Special Schools working together
- Close relationships with HEIs
- Unique blended approach to school development and improvement with the slimmed down LA
- Delegated funding from Schools forum
- Teamwork covers the Big Six and school support services around buildings, supply, finance, and HR

'Plymouth Teaching School Alliance is one of the most mature versions of a school-led system that I have seen.'

Charlie Taylor, CEO NCTL (2015)

Who are we?



- With 175 years of heritage, the University of St Mark & St John is one of the most experienced teacher training institutions in the country
- We work with a wide range of partnerships across the South West in all phases for PGCE and QTS routes into teaching
- 100% of all trainee teachers achieved an 'Outstanding' or 'Good' grade in 2014
- 98% of trainee teachers secured teaching posts in 2014
- Ofsted (2014) judged the University's Teacher Education Partnership as 'Good with Outstanding features'

'The partnership is strongly committed to its wider involvement with schools both locally and within the south-west region.'

Ofsted (2014)

1. School-Led Initial teacher training
2. Continuing professional development and leadership development
3. School-to-school support
4. Identifying and developing leadership potential
5. Specialist leaders of education
6. Research and development





School-Led Initial teacher training



'School Direct is a major motivator for almost all the teaching school alliances...'

Qing et al (2014:6)

We have worked together since 2013 developing a PGCE School Direct route for both primary and secondary:

2013-2014

3 primary trainees

10 secondary trainees (*8 MFL, 1 history, 1 Music*)

2014-2015

30 primary trainees

10 secondary trainees (*5 PE, 7 MFL*)

2015-2016

28 primary trainees (*16 primary, 3 EY, 8 primary PE, 1 primary with maths*)

7 secondary trainees (*3 PE, 2 MFL, 2 English*)

2016-2017



Continuing professional development and leadership development



‘Working with their strategic partners, teaching schools will offer a range of professional development opportunities for teachers and support staff that work in schools. It will be important that this is linked and builds on provision for ITT and induction, as part of an integrated continuum of support.’
National College (2011:10)

- We work together to develop CPD opportunities for all staff across the ‘family’ of Plymouth schools
- Building programmes to ensure trainees continue on the journey of Master’s level work
- SKE support from HEI
- Coaching and mentoring PGCert



School-to-School support



‘Teaching schools are convinced that their wider engagement as system-leading schools is of mutual benefit, essential to sustaining excellence in providing for their own students as well as helping improve the learning of others.’

Berwick and Matthews (2007:2)

- PTSA work in 18 schools across Plymouth in partnership with the LA
- Work undertaken is with NLEs, LLEs, SLEs and PLEs
- Middle leadership team work strengthened through accredited courses (HEI)



Identifying and developing leadership potential



‘Alliances see leadership development, succession planning and talent management as one inter-connected block of work.’

Qing et al (2014:47)

- NQT tracking
- Identification of potential leaders
- Provision of CPD



Specialist Leaders of Education



‘The local challenge is to be exemplars of how to co-develop professional practice that raises standards across an alliance.’

Hargreaves (2011:29)

- 4 NLEs
- 12 LLEs
- 40 SLEs
- 42 PLEs

- Designation of titles undertaken in collaboration with PTSA and HEI

- Use of subject hubs



Research and development



‘Enabling Teaching School alliances to engage in research and development activities, both working with their individual HEI partners and working in regional and national networks.’

Stephens (2014)

- We are developing a number of projects that underpin the other ‘BIG 6’ strands
- As a partnership we consider research to be ‘discrete’
- Working groups developing opportunities for practitioner led and evidence based research in schools



Success stories



- High level of SD trainees securing employment
- High level of SD trainees achieving at least 'good'
- Collaborative CPD opportunities
- SKE maths project
- Tracking of Plymouth NQTs
- Research Projects



Challenges...!

What is next....?

- Continue to develop our School Direct programme to ensure high quality outcomes
- Build on the CPD opportunities that are currently developing
- Develop and embed teacher led and evidence based research across the schools in Plymouth
- Support the accreditation of more Secondary Specialist Leaders of Education

‘The teaching school is not the positional top-dog type of leader, but rather the leader who has the right knowledge and skills (competence) to engage in the right kind of processes that produce the intended results of the partnership.’

Hargreaves (2011:5)

‘Coming together is a beginning; keeping together is progress; working together is success’.

Henry Ford

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