

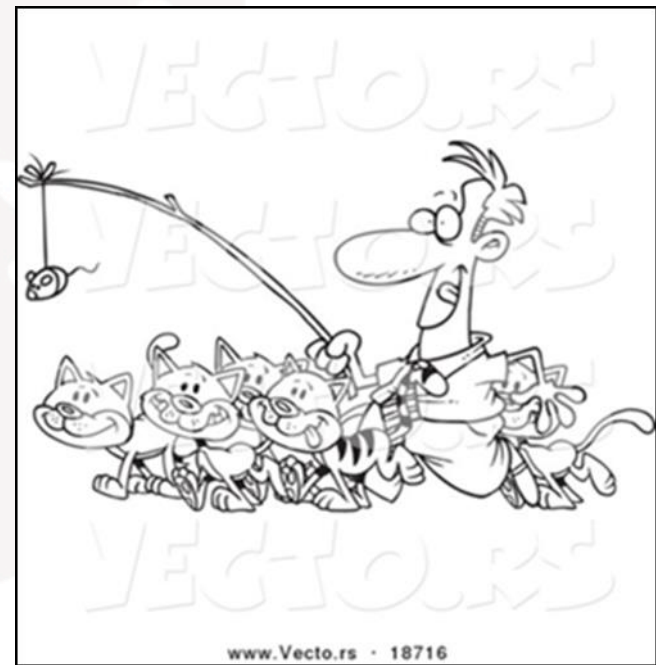
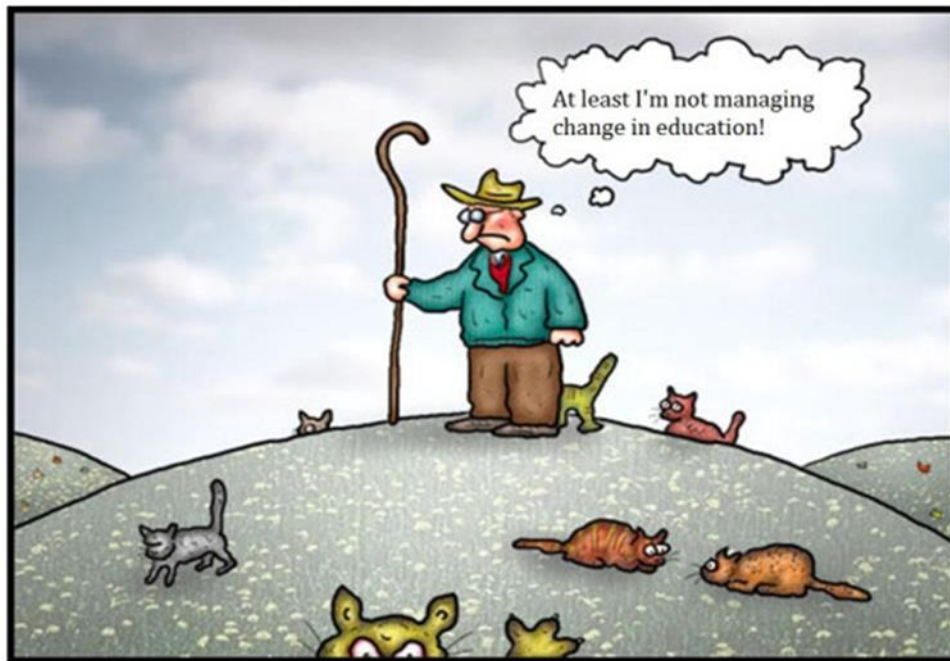


West Partnership

The challenge in preparing for and facilitating cultural change in teacher education: The West Partnership Experience.



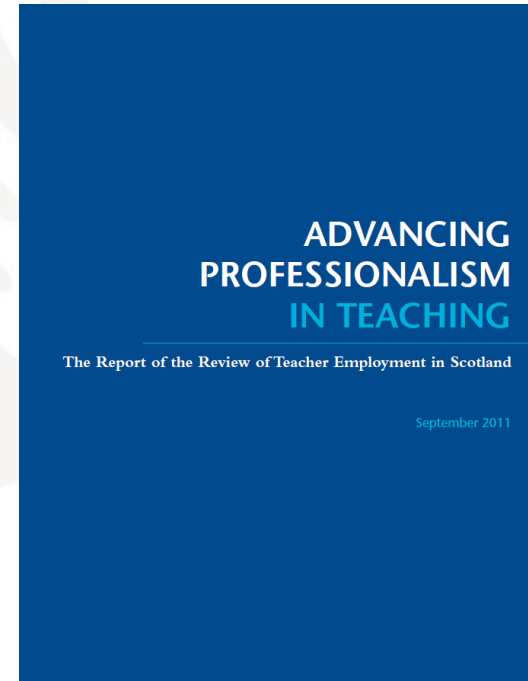
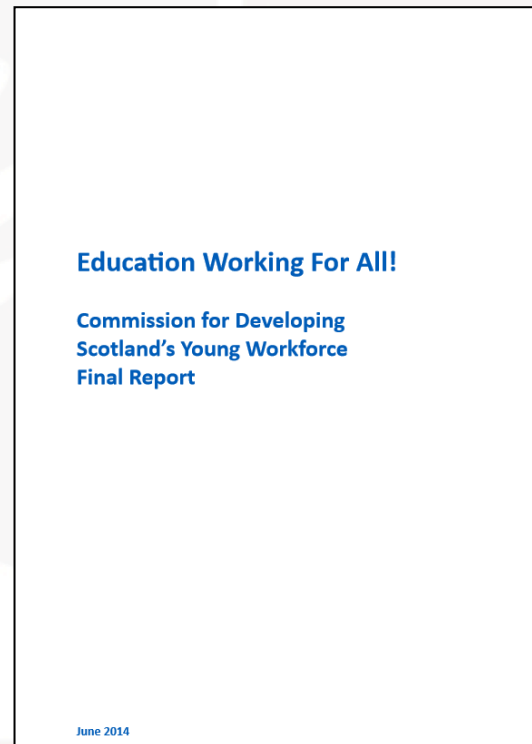
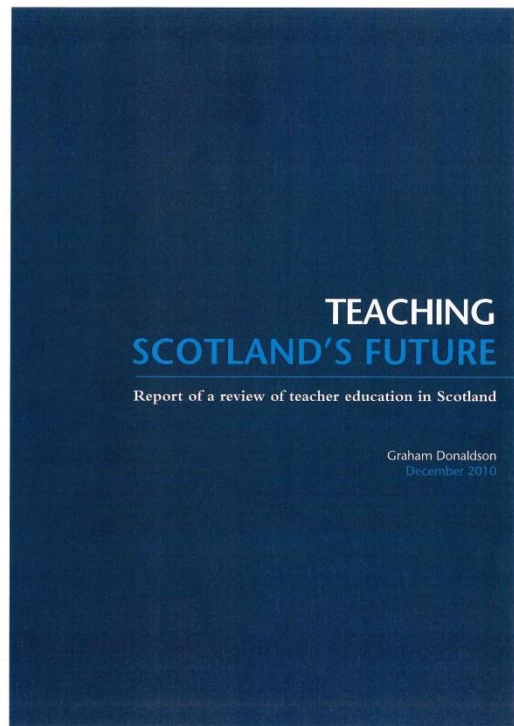
The challenge in preparing for and facilitating cultural change in Teacher Education



Joanna Holmes & Dr Tom Greene
West Partnership

Main policy drivers in teaching and teacher education in Scotland

curriculum for excellence





West Partnership



In 2014 Partnerships were invited to apply for extra funding to strengthen their work. The West Partnership planned to appoint a Project Team working across all 11 establishments. The Project Team report to an operational Group.

West Partnership

University of Glasgow, University of Strathclyde, East Renfrewshire, Renfrewshire, North Ayrshire, South Lanarkshire, North Lanarkshire, East Dunbartonshire, West Dunbartonshire, Glasgow City, Inverclyde

However both Universities do not work exclusively with these Authorities and these Authorities do not work exclusively with these Universities

So how do we facilitate change without creating even more disparity?

West Partnership

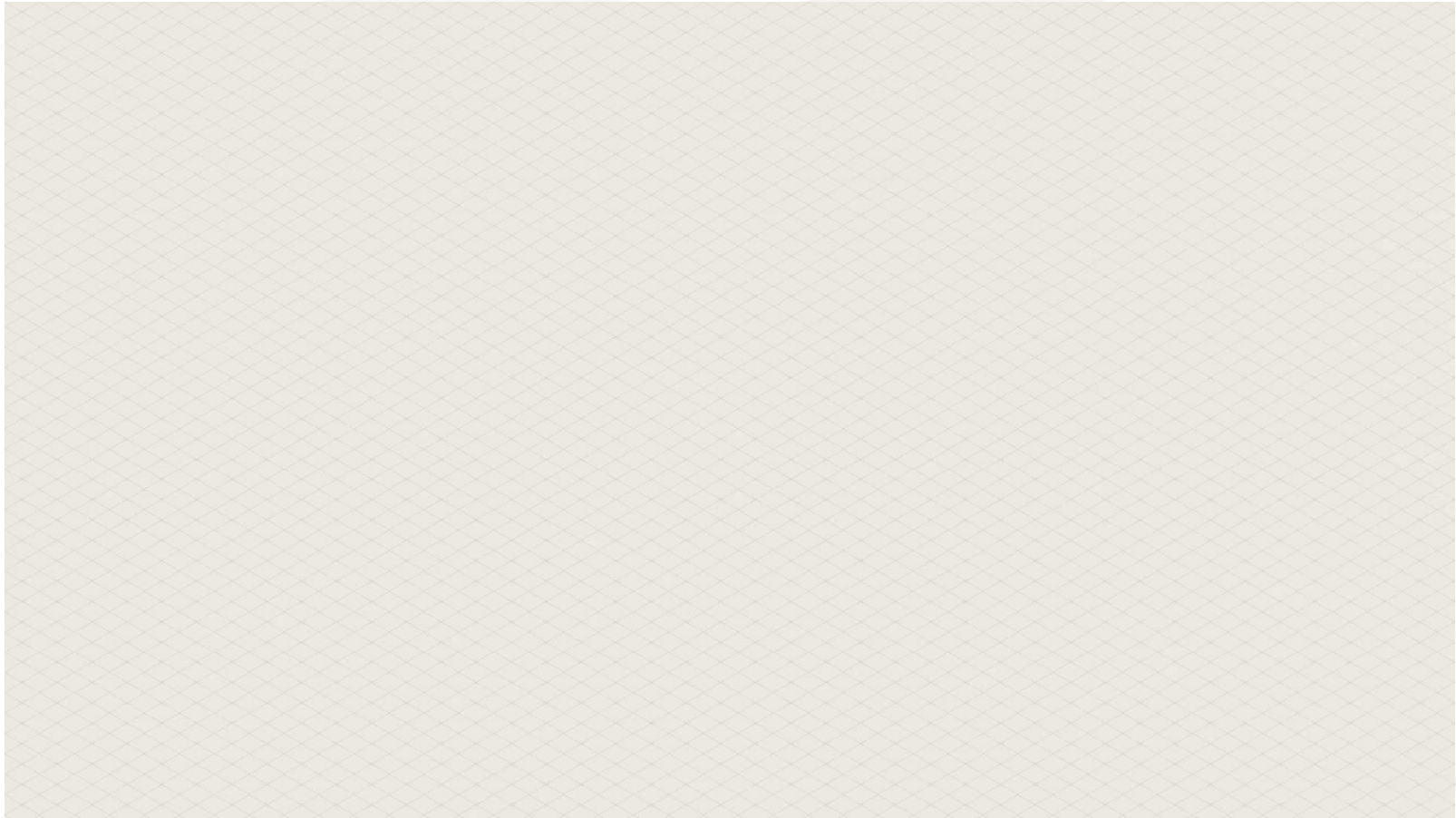
Partnership working prior to appointment of project team

- Clinical Approach-Glasgow University 2010-2011
- Evaluations of the new practice by Menter et al (2011 and 2012) positive
- Strathclyde Enhanced Partnership Initiative (2013)
- Evaluations by McIlroy and Blake (2013 and 2014) positive

Focused on ITE only, particularly around placements

However digging deeper.....Masters qualifications, Coaching and Mentoring, Professional Enquiry (Masters level), Changes to courses.....“tests of change” were occurring

National Picture



Project team appointed to;

- Progress the work already begun by the institutions and authorities involved
- Facilitate any further developments agreed by the partnership
- Be pro-active in researching and investigating new initiatives and developments ourselves
- To network and communicate with colleagues around the country to build relationships designed to ensure that West Partnership is acting in the best interests of the recommendations of TSF and hence the students, NQTs, teachers, and school pupils it was established to support

Planning for and facilitating cultural change in the context on the West Partnership

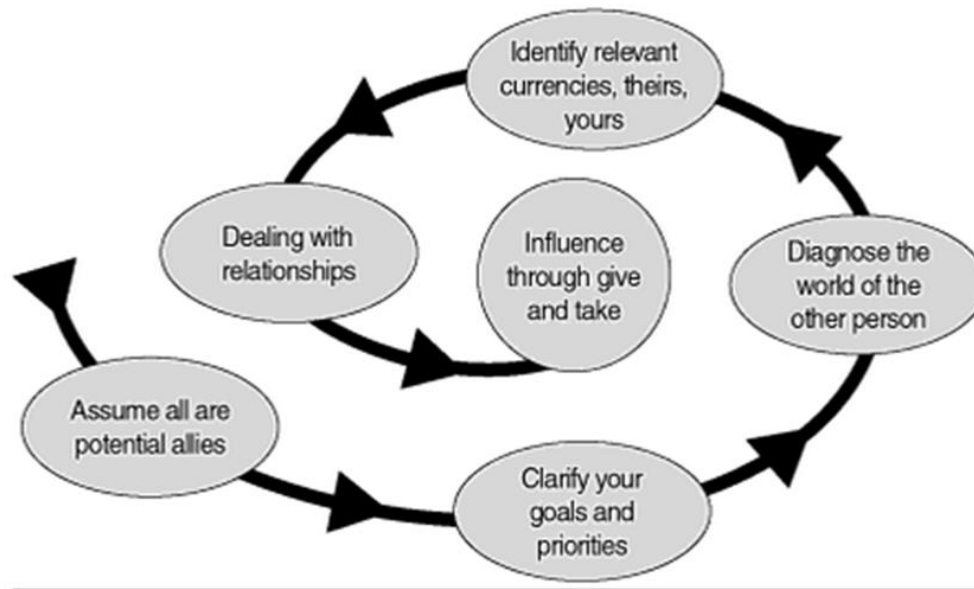
- Culture- *'the system of shared values, assumptions, beliefs, norms and dispositions (our addition) that unite the members of an organisation'* (Gomez-Mejia and Balkin 2012)
- Lewin's model of organisation change, unfreeze-change-re-freeze

Influencing without Authority?

Table 1.2 Barriers to Influence

<i>External</i>	<i>Internal</i>
Power differential too big	Lack of knowledge about how to influence
Different goals and objectives, priorities	Blinding attitudes
Incompatible measures and rewards	Fear of reactions
Rivalry, competitiveness, jealousy	Inability to focus on own needs and benefits to others

Summary of the Cohen-Bradford Model of Influence without Authority



Cohen A.R., David L. Bradford, D.L. (2005). *Influence Without Authority, 2nd Edition*. New Jersey : John Wiley & Sons

Vision: In response to Teaching Scotland's Future;

The Partnership will give the highest priority to further strengthening the quality of its teachers and educational leadership.



Aims: Through use of our partnership approach we will;

ensure a consistently high level of quality and content of experience for students undertaking ITE

develop a coherent supported career pathway for early career teachers

build on early career experiences and ensure all teachers have access to a wide range of Masters level qualifications/professional learning



Strategic Themes

Studies

Structures

Staffing

Systems

Standards

Sustainability



West Partnership – Work Streams

Both universities continue to strengthen their work on placement experiences for students using partnership models.

Work streams have been developed reflecting the stakeholders views operational group guidance and conference these include;

- Consistency of experience on school placements
- NQT - induction year consistency of experience and partnership approach
- Coaching and mentoring, further PL and sustainable models developed
- Professional Enquiry for all – developing models for all school staff to access, sustainable support developed
- Awareness raising/engagement activities – conferences (organising and presenting at), roadshow, working groups
- Knowledge exchange (GTCS, Scottish Government, Education Scotland, TERG, Other partnerships).

Challenges

- Institutional work cultures
- Lack of vision
- Personalities/relationships/colleagues concerns
- Complexities inherent in the system/vested interests
- Time-Resources
- Size of the partnership; two universities, nine authorities
- Professional disagreement as to nature of the mechanics of partnership working
- Further Policies leading to overlapping/competition with project
- Short terms gains versus long term vision commitment and introduction of sustainable practices
- Lack of interest or knowledge about the founding policies at operational level
- Procedures/structures which inhibit progress
- Ensuring sustainability
- Evaluating success of the project

Way forward

People

- Inform people about the change
- Continuous dialogue; address ongoing questions, concerns and needs
- Be sensitive to colleagues and other concerns
- Be open and honest in dialogue and communication
- Involve as many as people as possible in discussion reach out to others
- Be mindful we are dealing with professional people who may have different ideas

Benefits

- Communicate the benefits, opportunities and the “what’s in it for me” question
- Target short term gains as well as long term vision
- Develop Quality Assurance mechanism
- Develop sustainable practices
- Learn from such as London Challenge & other initiatives
- Partnerships to work together on common themes

Way forward (cont...)

Develop

- Long term political commitment, time, resourcing
- Provide the skills, knowledge and tools to succeed
- Collaborative approach to developments
- Develop leadership (SCEL)
- Use experienced people to develop matters
- Embed innovative approaches
- More discussion dialogue across partnerships, better links between them
- Appoint Director of Partnership = Define national strategic objectives = Nationwide joined up strategy
- Main players, GTCS, STEC, COSLA, SCEL, ADES
- Rigorous evaluation

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