Working in partnership with primary and secondary schools during the COVID-19 pandemic

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The Challenges for Teacher Educators

• Questions without answers!
  • Information on key decisions very slow from the policy makers
  • Not able to predict the future
  • Making partnership decisions before policy guidelines

• Anxiety
  • Students
  • School-based teacher educators
  • University-based teacher educators

• Copious information and confusion

• Working conditions
  • From home, whilst home teaching own children
  • Shift to on-line live and pre-recorded teaching, meetings, interviews....
Resilience

• A positive response to conditions of significant adversity
• Can be learned and acquired, rather than being innate or fixed
• Is more complex than can be accounted for by specific personal internal traits
• Can be built through personal characteristics, competences and positive influences of the social environment in which the individual works and lives
• A dynamic process which is influenced by individual circumstance, situation and environment

Gu & Day 2013; Luthar et al. 2000
Principles for Partnerships – core purposes and values

1. Have a shared view of what the desired outcomes should be
In partnership we work together to develop teachers with the confidence to:

<table>
<thead>
<tr>
<th>Agency</th>
<th>make professional judgements to enable the development and learning of all</th>
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<tbody>
<tr>
<td>Professional Voice</td>
<td>articulate how research has informed their practice and contribute to new thinking and new ways of working</td>
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<tr>
<td>Resilience</td>
<td>respond innovatively to a changing educational landscape</td>
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<tr>
<td>Social Justice</td>
<td>strive to ensure a child's learning and life chances are not limited by social or economic factors</td>
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</tbody>
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Principles for Partnerships – core purposes and values

1. Have a shared view of what the desired outcomes should be
2. Clearly defined learning programme to enable student teachers to get the most from their school-based experiences
3. Consider when and how student teachers will develop adaptability needed for a career

Mutton, et al. 2018
Principles for Partnerships – core purposes and values

1. Have a shared view of what the desired outcomes should be
2. Clearly defined learning programme to enable student teachers to get the most from their school-based experiences
3. Consider when and how student teachers will develop adaptability needed for a career in teaching
4. Clearly defined roles and responsibilities within the partnership
5. High levels of quality assurance to ensure consistency, equity and compliance

Mutton, et al. 2018
Collaboration is a complex, sophisticated process. It requires competence, confidence and commitment on the part of all parties involved. Respect and trust, both for oneself and others, is key to collaboration. As such, patience, nurturance and time are required to build a relationship to the point where collaboration can occur’ (p.108).

Henneman, Lee and Cohen 1995
References


