****

11th February 2019

**PARTNERSHIP WORKING**

**Given the emphasis that is now placed on partnership working across various facets of Education, it is now timely that USCET Cymru considers what partnership working means to this representative body. It is important that USCET takes a lead on this in order that it plays a central and integral role in informing national initiatives in Education in Wales.**

**Consequently, I am asking each member of USCET to complete the following task and return your opinions to me (**[**mlt@aber.ac.uk**](mailto:mlt@aber.ac.uk)**) with a copy sent to James (**[**J.Noble-Rogers@ucet.ac.uk**](mailto:J.Noble-Rogers@ucet.ac.uk)**) by Friday 22nd February 2019. Once received we will then draft a discussion paper based on the opinions received. In due course, the agreed position with regards partnership working could then inform our current terms of reference.**

**GWEITHIO MEWN PARTNERIAETH**

**O gofio'r pwyslais sydd bellach ar waith partneriaeth ar draws gwahanol agweddau Addysg, erbyn hyn mae'n amserol bod USCET Cymru yn ystyried beth mae gweithio mewn partneriaeth yn ei olygu i'r corff cynrychioliadol hwn. Mae'n bwysig bod USCET yn arwain ar hyn er mwyn iddo chwarae rhan ganolog ac annatod o ran hysbysu mentrau cenedlaethol mewn Addysg yng Nghymru.**

**O ganlyniad, yr wyf yn gofyn i bob aelod o USCET gwblhau'r dasg ganlynol a dychwelyd eich barn ataf (**[**mlt@aber.ac.uk**](mailto:mlt@aber.ac.uk)) **gyda chopi wedi'i anfon at James (**[**J.Noble-Rogers@ucet.ac.uk**](mailto:J.Noble-Rogers@ucet.ac.uk)**) erbyn dydd Gwener 22 Chwefror 2019. Unwaith y derbynnir, byddwn wedyn yn drafftio papur trafod yn seiliedig ar y farn a dderbyniwyd. Maes o law, gallai'r sefyllfa a gytunwyd gyda'r gwaith o ran partneriaeth wedyn llywio ein cylch gorchwyl presennol.**

Yr Athro/Professor Malcolm Thomas

Chair, USCET Cymru

**RESPONSES RECEIVED**

|  |  |
| --- | --- |
| **PARTNERSHIP WORKING / GWEITHIO MEWN PARTNERIAETH** | |
| **In order to consider what partnership working means to USCET Cymru, please indicate up to three key principles of partnership working that you feel are important.**  **Er mwyn ystyried beth mae gweithio mewn partneriaeth yn ei olygu i USCET Cymru, nodwch hyd at dair egwyddor allweddol o weithio mewn partneriaeth rydych chi'n teimlo'n bwysig.** | PRINCIPLES / EGWYDDORION   * Committed to a collaboratively agreed shared purpose. * Upholding and ensuring delivery of the highest possible quality. * Honesty.   ---------------------------------------------------------------------------   * Partnership should be authentic, reciprocal and mutually beneficial to the organisations it represents to improve outcomes for all partnership stakeholders. Ultimately the partnership improves capacity and creates greater economies of scale in terms of pooling experience, knowledge, expertise and skills. * Consider an all Wales research strategy for ITE (ITE specific research). * Continued joint working to address the transformational education that is happening in Wales so that we ensure practice is aligned as it develops and the National Mission is realised.  Partnership will help to ensure continuity and progression between ITE and schools in the transformation agenda. Collaborative groups with stakeholders working together towards common smart targets can help to achieve this.   ---------------------------------------------------------------------------   * Transparency in discussions and open, frank conversations about both issues and successes. * United voice to communicate with outside agencies including WG, EWC and HEFCW and to lobby for action. * Collaboration not competition between accredited providers.   ---------------------------------------------------------------------------   * Transparency * Clear communication. * Shared understanding of expectations and terms of engagement. * Co-constructed vision and goals. * Effective Planning of Time and Resources * Time and resource to build relationships and collaborative ways of working. * Joint accountability * Mutually supportive processes. * Consistency of approach.   ---------------------------------------------------------------------------   * The equality of all the partners. * The ability to affect change in real issues impacting the partners. * That competitive elements between partners need to be honestly and clearly acknowledged, and where possible, placed to one side.   --------------------------------------------------------------------------   * Working with our franchise partner to develop and deliver high-quality ITE programmes for both undergraduate and postgraduate QTS awards. * Working closely with partner schools to develop high-quality and sustained development of robust mentoring systems. These are supported in collaboration with effective QA processes assured by our franchise partner. * Working with the eight Welsh HEIs and the Open University, in collaboration with Welsh Government to develop sustainable and quality assured professional learning opportunities for all partners in education in Wales and the Marches.   -------------------------------------------------------------------------   * That there should be no hierarchy of knowledge – intellectual and experiential knowledge is equally valued. * That meaningful relationships are built on integrity and openness – no hidden agendas. * That partners work for the common good of education in Wales and are not in any way self-serving.   -------------------------------------------------------------------------   * To work collaboratively within an open and trustworthy approach, with USCET partners and other professional bodies (Welsh Government, Estyn, EWC, etc), to support the developmental work pertaining to teacher education in Wales. * To be proactive in leading on projects and initiatives that would assist in supporting and sustaining the high quality of initial teacher education in Wales. * To ensure capacity working within the ITE sector there is the need to share the collaborative work with professional bodies within the sub-groups facility of USCET and to seek views and disseminate outcomes emerging from the work to members and institutions who are not part of the sub-group. * To implement activities that would promote and disseminate the contribution that the collective ITE sector is making to education research in Wales. |
|  |  |
| **Suggest one area where USCET members can work in partnership.**  **Awgrymwch un maes lle gall aelodau USCET weithio mewn partneriaeth.** | EXAMPLE / ENGHRAIFFT   * The relationship between ITE and the developing professional learning framework. * Develop and support an all Wales literacy/numeracy/DCF and equivalency testing system. * We feel as the development of Welsh Language towards Cymraeg 2050 is so crucial at a National level we would benefit on working collaboratively with all partners to produce standardised materials and provision for Wales. Ideally this would also be supported by central funding. * Developing a shared understanding and approach to Estyn’s new inspection arrangements for ITE provision (building on and consolidating discussions taking place in Estyn ITE stakeholder meetings). * Informing / advising WG on issues impacting ITE in Wales eg Grants and bursaries, WM provision, etc * USCET can engage a range of stakeholders in setting local and national priorities as assessed by education providers. These priorities may differ from government and middle tier organisations and USCET has an opportunity to highlight where short-term priorities may need to be addressed in order to enable the successful implementation of longer-term goals. * To broker working relationships with Welsh Government and with colleagues UCET more widely. * To ensure high quality of initial teacher education in Wales, there is the need for USCET members to act as peer mentors to monitor and support the self-evaluation procedures of other ITE providers. This has mutual benefits. * With the emphasis now placed on student teachers attaining the professional standards, there is the immediate need to define the evidence and frequency of evidence that equates to the QTS threshold. Without this being done there is the increasing likelihood that variability will exist between providers that will lead to inconsistency across Wales. |