Strategic Plan
2015 – 2020

UCET
Universities' Council for the
Education of Teachers

Our vision

High educational and personal achievement for all learners through excellence in teacher education.

Our mission

To act as an independent and authoritative voice on teacher education while supporting the quality, sustainability and professionalism of teacher education by encouraging cohesive partnerships, engaging constructively with stakeholders and drawing on research from across the UK and internationally.

Strategic priorities:

Engage

Engage with policy and practice, collaborating with partners from schools, children's centres, colleges, the research community and from government and other organisations to secure effective initial teacher education and continuing professional development.

Collaborate

Collaborate to secure a cohesive and sustainable teacher education infrastructure that meets the needs of all learners by promoting the distinctive contribution of the HE sector to teacher education and the importance of a qualified workforce.

Work

Work to develop coherent pathways of career-long professional development for all teachers that are informed by research and models of effective partnership.

To achieve these priorities we will:

- **Advocate:**
  We will represent and support professional teacher educators and promote the skills, expertise and knowledge base of higher education and its access to research from across the UK and overseas.

- **Support our membership:**
  Offer information, advice and other services and support a cohesive professional community that reflects changing and differing policy contexts and is based on relevant research and evidence.

- **Develop our organisational effectiveness:**
  Be a responsive, efficient and effective organisation, meeting the needs of all our members.

This strategy derives from our

Core principles

- The overarching purpose of teacher education is to enhance the experience of learners and to enable them to develop their best potential, both for their personal fulfilment and for the benefit of wider society.
- Teacher educators, whether they are working in universities, schools, colleges or other settings, have a distinctive professionalism that must be acknowledged in order to bring about effective system change.
- All members of the education workforce should have appropriate professional qualifications.
- Teacher education should have an intellectual as well as a practical basis and be linked with national and internationally recognised academic awards.
- All teachers and teacher educators should have a commitment and entitlement to ongoing professional development.
- Cohesive partnerships in which schools, colleges and universities work as equals provide the infrastructure for effective initial teacher education and ongoing professional development.
- Teacher education should be informed by regional, national and international research evidence.
- There should be a diverse and intellectually robust system of teacher education that meets the needs of all: learners; schools; colleges; and prospective and serving teachers.
- The education workforce should be diverse and reflective of modern British society.

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About UCET

UCET is a registered charity formed in 1968 (reg: 275082). Membership is open to universities and other organisations working in partnership with universities providing initial and ongoing teacher education at accredited higher education level. It has 98 member institutions from all countries of the United Kingdom.

It is an independent, professional organisation funded by members. It acts as a national forum for all matters relating to the education of teachers and the study of education and education research.

It provides a network for the exchange and dissemination of information, research findings and ideas. It promotes high standards in the education and professional development of teachers and supports policy developments designed to enhance the quality and status of the teaching profession.

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