

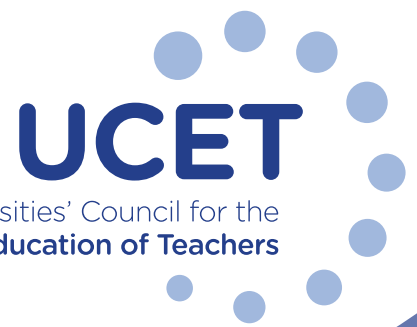


Our vision

All teachers are confident, competent and independent professionals able to draw upon and contextualise a shared base of professional knowledge built on high quality research.

Our mission

To advocate for and support high quality teacher education by supporting our membership and working in professional collaborations with other organisations, drawing on relevant research and acting in accordance with the principles we believe should underpin effective teacher education.



Strategic Plan 2020 – 2025

We will pursue our mission and make progress towards our vision by advocating for and supporting teacher education that equips teachers and educators in all sectors of education to be:

- **competent and confident professionals** who recognise and understand that educating is a professional, thoughtful and intellectual endeavour. They learn from research, direct experience, their peers and other sources of knowledge.
- **epistemic agents**, who act as independent thinkers, recognising that knowledge, policy and practice are contestable, provisional and contingent. As such, teachers search for theories and research that can underpin, challenge or illuminate their practice. They are able to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.
- **able to engage in enquiry-rich practice** and have a predisposition to be continually intellectually curious about their work with the capacity to be innovative, creative and receptive to new ideas emerging from their individual or collaborative practitioner enquiries.
- **responsible professionals** who embody high standards of professional ethics. They act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world.

We will achieve
our mission by:

- Influencing and shaping, in collaboration with others, the development and implementation of teacher education policy across the UK and providing constructive criticism and evidence-informed challenge when required.
- Supporting UCET members, and those they work with, to design and provide teacher education programmes that have a positive impact on learners, in a way that is consistent with UCET's values and principles, through the sharing of information, promulgating and championing relevant research and providing networking opportunities.
- Defending and championing the position of universities as providers of teacher education and the strength contributed by the HE sector to the standing of teaching as a profession.
- Pro-actively monitoring the changing social, political and economic environment and helping our members plan and adapt appropriately.
- Supporting the ongoing development of a confident, dynamic and pro-active teacher education sector.
- Encouraging professional collaboration between universities, schools, colleges, early years settings and other organisations and supporting UCET members in their role as custodians of the intellectual capital of teacher education.
- Advising and enabling individual member institutions in the development and implementation of their own strategic aims and objectives.
- Supporting and encouraging dialogue about teacher education between universities in different parts of the world.

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Core values

**Everything we do is
underpinned by these caveats:**

- Teacher education should have an academic, intellectual basis alongside a practical focus and should meet the needs of all pupils and students, particularly those facing disadvantage.
- The teacher education sector should be receptive to challenge and debate and to a diverse range of approaches and structures.
- The design and provision of teacher education should be informed by high quality research of regional, national and international significance.
- The HE teacher education sector should work collaboratively in a constructively critical way with policy makers and others and be open and receptive to challenge in return.

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.