



IOE's vision for Initial Teacher Education

This vision builds on and connects to IOE's Teacher Education Strategy.

We are recognised as a leading centre for university-led initial teacher education – in terms of scale, quality and innovation. Our work is distinctive in the extent to which we, together with our partners, develop student teachers' phase- and subject-specific expertise in line with our programme values and core principles.

Our values

We are committed to:

- Professional and academic curiosity, rooted in subject and phase expertise
- Recognising, and capitalising on, the wealth of knowledge and diverse experiences of our student teachers and mentors
- Serving all of London's communities and challenging inequities that affect opportunities for learners, including our own student teachers, to succeed
- A collegial approach to partnership working, through which the expertise and affordances of each partner setting enrich student teachers' learning and the partners themselves
- Teaching being a sustainable profession that has teacher fulfilment and well-being at its core

Our core principles of programme design

- i. Teaching is **intellectual and professional** practice. At IOE, the content and teaching of our ITE programmes are informed by **deep understanding of evidence and practice** and focused on developing student teachers' **subject- and phase-specific expertise**. By joining IOE, student teachers become part of a **world-leading academic community** whose research and thinking infuses our courses. Student teachers learn to **engage critically** with robust research, and to **embed enquiry** into their practice, so they are equipped to **make values-led and evidence-informed decisions** as **autonomous professionals** throughout their career.
- ii. **Student teachers and mentors are already knowledgeable**. They come to our programmes with a wide range of experiences and expertise that should be valued. At IOE, we **capitalise on this prior learning** in the way we construct and conceptualise curriculum and in how we explicitly encourage our student teachers and mentors to **share and reflect on what they know, and how they know it**.
- iii. Student teachers need to be **equipped to teach in a range of settings**. Our programmes are designed so that student teachers learn within **diverse placements** which prepare them to make a **positive difference** to the lives of children, young people and adult learners, wherever they choose to teach. **Our commitment to serving all of London's communities and challenging inequities** means that we place **social justice at the heart of our programmes**.
- iv. Teacher education is a **shared responsibility** between colleagues in IOE and partner schools, colleges and early years settings. High-quality partnerships and mentoring **drive coherence** across university and placement boundaries, ensure **programme relevance** and make a **distinctive contribution** to student teacher learning. Through partnership, **all partners are enriched**.
- v. **Learning to teach is challenging**; it is an **ongoing endeavour** that shapes new teachers' identity as well as their practice. At IOE, our **pastoral commitment** to our student teachers means that we foster an **inclusive and caring community** in which there is space and expert support to **think, discuss, reflect and grow**, as a teacher and as an individual.