

## WARWICK TEACHER CHARACTERISTICS.

### Introduction

'What is distinctive about the Warwick teacher?'

The [University of Warwick Institutional Teaching and Learning Review \(ITLR\)](#) and other external reviews of our Teacher Education provision have asked us to be precise and highly ambitious in what is distinctive about the 'Warwick Teacher'.

The 'Warwick Teacher Characteristics' are a set of values and principles which we seek to embed in every element of our PGCE course and beyond.

These comprise **social justice, creativity, inclusion and the international dimension**.

We propose that these elements are written into the course aims and learning outcomes as well as the Warwick Assessment Descriptors.

### Rationale

In the last three years we have been challenged to articulate and evidence the distinctiveness of Warwick trainee teachers. Whilst we are incredibly proud of the achievements of [our](#) trainee teachers and partner school, we felt that we should challenge the current status quo to go beyond compliance with national and local statute to fully embrace the values and practices [by](#) which we characterize the Warwick Teacher.

We aspire to excellence in our provision. Compliance in national and local statute are essential, but this can also be achieved with a clear commitment to knowing who we are, what we value and how we work. We want to go beyond compliance.

Marilyn Cochran-Smith (2018) argues that we can reclaim accountability and go beyond compliance by articulating those values and characteristics of a teacher to which we hold ourselves accountable.

Reflecting on the Warwick Teacher Characteristics has been a long process. We have challenged ourselves through discussion, scholarship and reflection on the Warwick Education Strategy (2019). These ideas are synthesized from that professional and scholarly dialogue.

### Definition

The Warwick Teacher Characteristics are a set of values and principles which we seek to embed in every element of our PGCE course and beyond.

These comprise for instance: **social justice, creativity, inclusion and the international dimension**.

### Role

Teacher Standards Part 1 and 2 are statutory requirements for the achievement of Qualified Teacher Status. The Warwick Teacher Characteristics become a Part 3 of the Warwick Assessment Descriptors. They are of equal importance in passing the Professional Practice module Learning Outcomes.

We propose that these elements are written into the course aims and learning outcomes as well as the Warwick Assessment Descriptors.

### Impact

Trainees and staff will focus on the embedding of the Warwick Teacher Characteristics in all elements of the Warwick Teacher Education curriculum in University and school: including curriculum design, teaching and assessment of student outcomes. They will also form an important starting point for staff and student scholarship, school research networks and course evaluation.

Cochran-Smith, M., Carney, M.C., Keefe, E.S., Burton, S., Chang, W.C., Fernández, M.B., Miller, A.F., Sánchez, J.G. and Baker, M., 2018. *Reclaiming accountability in teacher education*. Teachers College Press.

