**Appendix B**  
**Partnership agreement template**

The following template outlines the sections of a partnership agreement and provides advice about the intended content of each section.

**Note:** These guidelines and the template provided are not intended to be, nor do they constitute, legal advice. Partnership agreements may be developed in a range of ways and not all partnerships need to be legally constituted partnerships. Providers wanting to take a legal approach to their partnership arrangements should seek legal or other professional advice before acting or relying on this guidance or the partnership template.

Schedules

It is suggested that the preceding, main body of each partnership be generic to all partnerships to which a provider is party. It is then suggested that those features that individualise and differentiate a particular partnership with a partner(s) be attached as schedules, annexes, or attachments to the template.

There is a range of topics for possible inclusion in annexes, such as numbers of placements agreed to in a year, names of a school’s team of supervising teachers, arrangements for training and development of supervising teachers and supervising lecturers, financial arrangements, and commitments (if any).

Please include schedules, annexes or attachments as required.

This partnership is agreed in writing on [date] between:

| 1. **[Name of provider] and** | 1. **[Name(s) of other partners]** |
| --- | --- |
|  |  |
| Date | Date |

| 1. Background |
| --- |
| This section provides information about the role and importance of professional experience in the initial preparation of teachers and the place of partnership in its delivery. It may also provide a summary of the philosophical and theoretical bases on which the provider’s programs have been developed. |
| [Insert background information here] |

| 1. Definitions |
| --- |
| The language of professional experience, and of school/site-provider partnerships more generally, is used differently across institutions and contexts. In this section, key terminology is defined in the context of each particular partnership for the purpose of clarity and conciseness as well as to provide emphasis. These terms are likely to refer to specific personnel such as pre-service teachers, school coordinators, provider professional experience coordinators, supervising lecturers, and so on. They may also refer to activities, such as observation lessons, practicum, internships, extended experience, and demonstration lessons. |
| [Insert definitions here] |

| 1. Purposes |
| --- |
| In this section, the purposes of the formal partnership will be identified and spelt out. It is not intended that this section describe the purpose of professional experience itself. |
| [Insert purposes here] |

| 1. Scope |
| --- |
| Here the partners should clearly state all aspects of their partnership that are covered by the formal partnership.  Partners should also make specific reference to aspects of their partnership that are not within its scope as deemed relevant, including aspects covered by other arrangements/agreements. |
| [Insert purposes here] |

| 1. Implementation / conditions |
| --- |
| There are a wide range of activities undertaken in effecting professional experience partnerships, and these are guided by key agreed protocols, processes, and procedures. This section of the document should list these and provide some detail of their significance and execution. Note that the later “Roles and responsibilities” section will include many of these with details about responsibility for them.  Headings within this section should include, but are not limited to:  Overview of the components of placements and planned experiences.  (Note: The specific details of each individual placement are likely to be outlined in any schedules developed as part of the formal partnership). |
| [Insert purposes here] |

| 1. Term of the formal partnership |
| --- |
| The anticipated timeframe of the formal partnership is included here, with starting and finishing dates and any special milestone events. |
| [Insert term here] |

| 1. Review |
| --- |
| In this section, the parties agree to arrangements for the evaluation, review, and revision of the partnership, including such components as frequency, initiation, and responsibilities. Many partners will wish to conduct annual reviews of their partnerships considering institutional developments, placements required or changes in personnel. Others may prefer to link review arrangements with the timeframe specified in Section F. |
| [Insert term here] |

| 1. Signatures of representatives | |
| --- | --- |
| There needs to be evidence that the formal partnership is agreed by the parties to it, and this is usually indicated by the signing of the partnership arrangement by representatives of each partner. | |
| **[Provider] signature** |  |
| **[Partner(s)] signature** |  |
|  |
|  |