



## Institution-based and school-based teacher educators – Further Reading

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## Developing partnerships universities – schools

**Akkerman, S., & Bruining, T. (2016) Multilevel Boundary Crossing in a Professional Development School Partnership. *Journal of the Learning Sciences, 25*(2)**

<http://dx.doi.org/10.1080/10508406.2016.1147448>

This study aims to understand the recurrent challenges of professional development school (PDS) partnerships experienced by many countries. It does so by conceptualizing PDS partnerships as endeavors to cross institutionally and epistemologically developed boundaries between teacher education, schooling, and academic research. After introducing what we call a multilevel boundary crossing approach, we look at the startup years of one academic PDS partnership, scrutinizing the successive learning mechanisms that were evoked at the institutional, interpersonal, and intrapersonal levels. The case study narrative illustrates the multilevel nature of boundary crossing and reveals different learning mechanisms in different phases and at different levels. For example, whereas coordination initially occurred at all levels, transformation occurred in later years mainly at the intrapersonal level. The study sheds specific light on the intrapersonal level by showing the significant and challenging role of various brokers in establishing both horizontal and vertical connections across and within the organizations involved. Despite being important leaders of the partnerships' activities, we observed how brokers prevented others from becoming more involved. We propose that partnerships should carefully consider the sort of learning processes they aspire to and can realistically expect at different levels and moments in time and accordingly consider how they want to position the various actors.

**Bartholomew, S.S., & Sandholtz, J.H. (2009). Competing views of teaching in a school– university partnership. *Teaching and Teacher Education, 25*(2009), 155-165.**

<http://dx.doi.org/10.1016/j.tate.2008.07.001>

This case study examines how differing views on the teacher's role in school reform affected the work of a school–university partnership. The school district and the university had a history of partnerships and shared common general goals. Yet, as the partnership progressed, conflicting perspectives about teaching and the purpose of professional development became evident and created dilemmas that influenced the nature of the work. We provide background information about each partner, describe the two views, and examine how the differing perspectives influenced the goals and activities of the partnership. This study highlights the complex issues embedded in school–university collaboration.

*Keywords: Professional development Educational partnerships School–university partnerships Collaboration In-service teachers*

**Breault, D.A. (2013). The challenges of scaling-up and sustaining professional development school partnerships. *Teaching and Teacher Education, 36*(2013), 92-100.**

<http://dx.doi.org/10.1016/j.tate.2013.07.007>

This article addresses the challenges PDS partnerships face as they go to scale. Based on Coburn's (2005) notions of scale, the article uses organizational theory to analyze data from a ten-year qualitative metasynthesis of PDS partnership research. Based upon the analysis, the article offers four recommendations: PDS partnerships should sustain strong trajectories of research regarding their work; Stakeholders in PDS partnerships need to ensure that faculty and staff have adequate support to thrive; PDS partnerships need to be based upon enabling bureaucratic structures; and PDS partners need to create opportunities to engage with each other in positive, normative spaces

*Keywords: Professional development schools (PDS) Organizational theory Reform Change Sustainability*

**Breault, R. (2014). Power and perspective: the discourse of professional development school literature. *Asia-Pacific Journal of Teacher Education*, 42(1), 22-35.**

<http://dx.doi.org/10.1080/1359866X.2013.869547>

This paper reports on the results of a study in which the discourse within 75 professional development school (PDS)-related publications was examined to determine where the power, influence, and representation lies in PDS partnerships, as indicated by how those partnerships are described in writing. The results found that while university faculty overwhelmingly wrote the articles, their perspectives and experiences were underrepresented in the literature and, moreover, their influence within the partnerships appeared to be negligible. School and university administrators were similarly absent in PDS writing. Significantly, university authors and researchers represented themselves in a way that was highly deferential to practitioners and denigrated the role of theory and research in PDS work. In contrast to the traditional image of university dominance of partnerships, this research suggests that the real power and influence in PDS partnerships are the classroom teachers. The paper concludes with suggestions for creating a new, shared PDS discourse that tries to blur the artificial lines between theory and practice.

**Bullough, R. V., Draper, R. J., Smith, L. & Birrell, J. R. (2004). Moving beyond collusion: Clinical faculty and university/public school partnership. *Teaching and Teacher Education*, 20(5), 505-521.**

<http://dx.doi.org/10.1016/j.tate.2004.04.007>

Drawing on interviews with clinical and university-based teacher educators and administrators, the authors explore the challenges of building and sustaining collaborative university/school partnerships. Using the concept of “communities of practice” (Communities of practice: learning, meaning, and identity, Cambridge University Press, Cambridge, UK, 1998), the authors describe how clinical and university-based teacher educators share a set of assumptions about their respective roles—described as a form of “collusion”—that confirms status differences as well as the value of transmissive models of teaching. These assumptions undermine the goal of collaboration. The authors argue that the process involved in forming university/school partnerships needs to be understood less as an administrative and motivational problem than a question of identity formation and of relationship building.

**Callahan, J.L., Martin, D. (2007). The spectrum of school–university partnerships: A typology of organizational learning systems. *Teaching and Teacher Education*, 23(2007), 136-145.**

<http://dx.doi.org/10.1016/j.tate.2006.04.038>

School–university partnerships are not uni-dimensional projects. Success in these partnerships can be found in loosely-coupled Systems such as client–server partnerships and in more tightly-coupled systems such as collaborative development centers. Using a comparative case study approach, we explore two school–university partnership case studies and propose a framework for identifying and evaluating partnerships as learning systems. The structure of the partnership has implications for the focus of organizational learning initiatives that can form the foundation of sustained, systemic internal evaluation

**Elstad, E. (2010) University-based teacher education in the field of tension between the academic world and practical experience in school: a Norwegian case. *European Journal of Teacher Education*, 33(4), 361-374.**

<http://dx.doi.org/10.1080/02619768.2010.504948>

Teacher education at the university has to relate both to the school and to academia. Since these two worlds have values that to some extent diverge, teacher education is placed in a field of tension between the requirement to adapt to academic standards, norms, and values and the requirement to maintain a close professional relationship with the practice of teaching in schools. This article gives an account of a Norwegian experience of this field of tension. The purpose of this article is to discuss, interrogate, and identify problems inherent in the tensions between academia and the proximity to the field and the need for robust knowledge production through research and the ‘tips for teachers’ approach. Teacher education has shown adaptation to the structures of the university but also developments that point in another direction; this divided culture requires a sharper focus on the complexity of the inherent issues involved.

*Keywords: academic staff; attitudes; teacher education; teacher educators; theory practice relationship; educational practices*

**Fancourt, N., Edwards, A. & Menter, I. (2015). Reimagining a School – University Partnership: The Development of the Oxford Education Deanery Narrative. *Education Inquiry*, 6(3), 353-373.**

<http://dx.doi.org/10.3402/edui.v6.27724>

We trace the recent development of the Oxford Education Deanery as an expansion of an initial teacher education partnership to include wider school-university collaboration in professional development, and in research. The current policy pressures in England are described on both school-university partnerships for initial teacher education, and on schools and universities generally. Then, using cultural historical theory, we show the recent development of a complex alliance through shared understandings of motives, which created common knowledge expressed within a common narrative. We argue that such reimagined school-university partnerships offer an optimistic future for teacher education.

*Keywords: common knowledge, motives, narrative, school-university partnership, teacher education*

**Hobbs, L., Campbell, C., & Jones, M. (Eds) (2018). *School-based Partnerships in Teacher Education. A Research Informed Model for Universities, Schools and Beyond*. Singapore: Springer Nature ISBN 978-981-13-1794-1 ISBN 978-981-13-1795-8 (eBook)**

<https://doi.org/10.1007/978-981-13-1795-8>

*Part I Framing the STEPS Project: Partnership Theory and Practice*

1 Theory and Practice: The Context of Partnerships in Teacher Education - John Kenny, Mellita Jones and Christopher Speldewinde

2 Science Teacher Education Partnerships with Schools (STEPS) - Andrew Gilbert and Sandra Herbert

3 Models of School-Based Practice: Partnerships in Practice - Coral Campbell, Gail Chittleborough, Andrew Gilbert, Linda Hobbs,

Mellita Jones, John Kenny and Christine Redman

*Part II STEPS Interpretive Framework as a Partnership Model*

4 Linking Theory and Practice Through Partnerships - Gail Chittleborough and Mellita Jones

5 Representing Partnerships Practices - Christine Redman and Coral Campbell

6 Growing University–School Partnerships - Mellita Jones and Gail Chittleborough

7 A Partnership Journey Narrative: The Case of Damtru, Science Teacher Educator - Mellita Jones

8 Growing Through Partnerships - Linda Hobbs and Coral Campbell

9 Sustaining School–University Partnerships: Threats, Challenges

and Critical Success Factors - Sandra Herbert, Christine Redman and Christopher Speldewinde

*Part III Application of the Partnership Model in Other Contexts*

10 Teacher Education at Trinity University Meets the STEPS Interpretive Framework - Shari Albright, Angela Breidenstein and Josephine Ryan

11 A New Zealand Collaborative University–School Partnership: Applying the STEPS Framework - Beverley Cooper, Bronwen Cowie and Coral Campbell

12 The Case of the Catholic Teacher Education Consortium: Using the STEPS Framework to Analyse a School–University

Partnership - Sarah Nailer and Josephine Ryan

13 Negotiating Partnerships in a STEM Teacher Professional Development Program: Applying the STEPS Interpretive

Framework - Linda Hobbs, John Cripps Clark and Barry Plant

14 Scientists and Mathematicians in Schools: CSIRO, Australia - Coral Campbell and Russell Tytler

15 Case Studies Exploring the Applicability of the STEPS Interpretive Framework in Other Professions - John Kenny, Christopher Speldewinde, Annette Marlow and Ian Parsons

16 Visionary Practice - Linda Hobbs and John Kenny

**Jackson, A., & Burch, J. (2019). New directions for teacher education: investigating school/university partnership in an increasingly school-based context. *Professional Development in Education*, 45(1), 138-150.**

<https://doi.org/10.1080/19415257.2018.1449002>

As school-led teacher education becomes more prevalent in England and elsewhere, new challenges arise for university and school-based teacher educators (SBTEs). Against this policy backdrop we discuss the challenges faced by universities and schools. We draw on findings from our smallscale case study which looked at the practice of a group of SBTEs working in a Third Space with a boundary broker from the university sector. From these findings, we suggest a form of teacher education that synthesises school and university expertise in ways which have the potential to develop new directions for partnership from both sides of a supposed boundary. We discovered that Third-Space activity has the potential to bring about a shift in SBTEs' practices, both with student-teachers and in their everyday teaching. There was some evidence that there could be benefits to schools and universities. In particular, it seemed that the skilful use of boundary brokering, aimed at the fostering of the second-order teaching skills of teaching others to teach, was significant. We propose a series of ideas for how boundary brokering within Third-Space activity has the potential to suggest new directions for the role of both school-based and university teacher educators.

*Keywords: third space; boundary broker; school-led teacher education; second-order teaching skills*

**Jones, M., Hobbs, L., Kenny, J., Campbell, C., Chittleborough, G., Gilbert, A., Herbert, S., & Redman, C. (2016). Successful university-school partnerships: An interpretive framework to inform partnership practice. *Teaching and Teacher Education*, 60, 108–120.**

<https://doi.org/10.1016/j.tate.2016.08.006>

This paper presents an Interpretive Framework stemming from a longitudinal and iterative multiple case study of five Australian universities examining the cogent and unique practices underpinning their established and successful school-based science teacher education programs. Results from interviews with teacher educators, school staff and pre-service teachers, show four components that guide the successful and sustainable use of university-school partnerships. These components: Guiding Pedagogical Principles; Growing University-School Partnerships; Representations of Partnership; and Growth Model provide a scaffold for initiating, growing and sustaining partnerships that maximise the benefits for all. The essential role of both university and school staff is also highlighted.

**Lefever-Davis, S., Johnson, C. & Pearman, C. (2007). Two Sides of a Partnership: Egalitarianism and Empowerment in School-University Partnerships. *The Journal of Educational Research*, 100(4), 204-210.**

<https://doi.org/10.3200/JOER.100.4.204-210>

Partnerships between universities and public schools that recognize the interdependence and mutual benefits derived from an alliance have become a cornerstone of educational restructuring (C. Dean, P. Lauer, & V. Urquhart, 2005; J. L. Goodlad, 1991; Holmes Group, 1990). Although interrelated, these partners exist in distinctive milieus in which roles and expectations differ. Effective partnerships honor the distinct characteristics of each while ensuring egalitarianism between the 2 partners. Mutually beneficial goals, valuing each party's unique contributions, and receipt of benefits based on involvement are critical for the egalitarianism that is realized between the partners. Those ideas are achieved on the basis of relationships developed between the participants. Histories of affiliation have implications for the type of partnership relationship that is developed and its effectiveness in being mutually beneficial. The authors describe relationships that were formed between a university and 2 elementary schools. They also illustrate unique historical relationships between the university and the schools, contextual factors of the schools that influenced these relationships, implications of these relationships for the degree of egalitarianism realized, and the way that this is reflected in the communicative stances taken by the partners. The impact of these factors on conditions that contribute to successful partnerships, such as a shared vision of simultaneous renewal, active and open communication between all partners, and ensured true egalitarianism and empowerment is explored. Key words: egalitarianism and empowerment, partnerships, public elementary- and university-level schools

**Maandag, D., Deinum, J., Hofman, A., & Buitink, J. (2007). Teacher education in schools: An international comparison, *European Journal of Teacher Education*, 30(2), 151-173.**

<http://dx.doi.org/10.1080/02619760701275552>

Learning at the workplace is an important development in teacher education in secondary education. In this study we look at the school-linked models for teacher education that exist in England, France, Germany, the Netherlands and Sweden. The characteristics of these models and their possible consequences for the quality of teachers are investigated. We observed among others a substantial variation between countries on matters of integration between the institution and the school, the emphasis on academic or practical training, embedding of teacher education and duration of teacher education.

**Escalié, G., & Chaliès, S. (2016). Supporting the work arrangements of cooperating teachers and university supervisors to better train preservice teachers: a new theoretical contribution. *European Journal of Teacher Education*, 39(3), 302-319.**

<https://doi.org/10.1080/02619768.2016.1185098>

This longitudinal case study examines whether a school-based training scheme that brings together different categories of teacher educators (university supervisors and cooperating teachers) engenders true collective training activity and, if so, whether this collective work contributes to pre-service teacher education. The scheme grew out of a recent French reform policy. The study is based on an original theoretical conception of teacher education that borrows postulates from a theory of learning and collective action (Wittgenstein 1996). Illustrated by excerpts from post-lesson meetings and selfconfrontation interviews, the results suggest that the training scheme does not always lead to collective training activity. The difficulties are notably due to disagreement between the educators about attributing meaning to the pre-service teacher's classroom activity, which hampers professional development. On this basis, proposals are made to contribute to an effective and authentically shared supervision process and to reposition training activity at the heart of the processes of pre-service teacher professional development.

*Keywords Professional training; schoolbased teacher education; preservice teacher education*

**Waitoller, F.R., & Kozleski, E.B. (2013). Working in boundary practices: Identity development and learning in partnerships for inclusive education. *Teaching and Teacher Education, 31*(2013), 35-45. <http://dx.doi.org/10.1016/j.tate.2012.11.006>**

There has been an increasing trend to promote partnerships for inclusive education that share responsibility for teachers' and students' learning. Yet, the complexities of collaborating across institutions and professions as well as the identity work that goes with it has been under theorized in inclusive education partnerships. Drawing from Cultural Historical Activity Theory (CHAT) and the literature on boundary practices, this paper advances theoretical tools to examine and further understand the work of inclusive education partnerships. We conceptualize partnerships as a fertile ground for learning and identity development as professionals work across institutional boundaries and face tensions and contradictions created by the overlap of different communities of practice and their respective policies and mediating tools. We illustrate theory with examples from our own work in a professional learning school for inclusive education and provide recommendations for teacher learning in teacher education programs.

*Keywords: Inclusive education Professional development Boundary practices Partnerships Teacher learning Teacher identity Cultural historical activity theory*

**White, S. (2019). An Insider Look at the Implications of 'Partnership' Policy for Teacher Educators' Professional Learning: An Australian Perspective. In: J. Murray, A. Swennen, & C. Kosnik (eds.), *International Research, Policy and Practice in Teacher Education*. (pp 31-45). Singapore: Springer Nature. [https://doi.org/10.1007/978-3-030-01612-8\\_3](https://doi.org/10.1007/978-3-030-01612-8_3)**

Encouraging, strengthening and in some countries mandating, school- university partnerships is a policy strategy used by governments globally to drive teacher education reform. The past decade has seen a rapid move by the Australian federal government from initially fostering partnerships to now mandating partnership agreements with schools. Shortly, all initial teacher education providers will need to demonstrate their formal partnership agreements in writing, tied to accreditation purposes. Within this policy environment, teacher educators (particularly university-based) are instrumental in what the design, development and implementation of these mandated partnership models might look like. Many teacher educators however appear ill-equipped for such work and are reluctant to step into these boundary spaces between universities, schools and their communities. This chapter reports on one component of a broader study conducted to better understand the current 'partnership' policy implications for teacher education, the possible reasons for resistance in partnership work by university-based teacher educators and the professional learning needs to facilitate such partnerships.

## Cooperation university-based and school-based teacher educators

Cooperative roles of teacher educators – third space

**Bullough, R & Draper, R.J. (2004). Making sense of a failed triad. Mentors, University supervisors, and positioning Theory. *Journal of Teacher Education, 55*(5), 407-420. <https://doi.org/10.1177/0022487104269804>**

Mentoring is often portrayed as an unqualified good. Teacher educators claim that mentoring holds promise for beginning teacher development, increased retention of novice teachers, and mentor teacher improvement. Drawing on positioning theory, this study describes negotiation of power and position in a failed triad composed of a public school mentor, a university mathematics supervisor, and an intern teacher. Data reveal how each member of the triad sought to make sense of his or her experience and to accomplish desired aims. The activity of positioning and being positioned within the triad profoundly shaped each participant's experience and ultimately interfered with the intern's induction into teaching.

*Keywords: mentoring; beginning teacher development; university supervision; positioning theory*

**Chan, C., & Clarke, M. (2014) The politics of collaboration: discourse, identities, and power in a school–university partnership in Hong Kong. *Asia-Pacific Journal of Teacher Education*, 42(3), 291-304.**

<https://doi.org/10.1080/1359866X.2014.902425>

This article reports on how teacher educators from a university, acting as facilitators, supported teachers in conducting a school-based action research project as a practice of professional development in the context of reform in language assessment in Hong Kong. In particular, the article problematises how the facilitators and teachers negotiated and managed identities whilst being engaged in a collaborative action research project. Data were collected from semi-structured interviews. Critical discourse analysis was used to examine the textual data. A key finding was that identities were neither fixed nor finite in the context of collaboration, but were negotiated within and against a range of contextually salient discourses. A major contribution of the article lies in its examination of the complexities of negotiating identities when educators from two different institutional cultures collaborate. The article suggests that collaboration has to be understood within broader sociocultural contexts to identify the interplay of forces that shape relations, identities, and practices constructed.

*Keywords: collaborative action research; continuing professional development practices; critical discourse analysis; identities; school–university partnership*

**Firestone, W.A. & Fidler, J.L. (2002). Politics, Community, and Leadership in a School-University Partnership. *Educational Administration Quarterly*, 38(4), 449-493.**

<https://doi.org/10.1177/001316102237669>

A review of 8 years of the history of one school-university partnership and detailed field work for 3 years offers some new insights into this undertheorized organizational arrangement. Although much attention has been given to the advantages and disadvantages of working across the cultural boundaries between schools and universities, this work points to divergent interests and resources within each participating organization and several points of intersection between the two. Therefore, the authors suggest that a micropolitical perspective be used to analyze such partnerships. They speculate that partnerships sharing elements of the professional community may promote more improvement but that only subunits within partnerships are likely to become professional communities. Finally, they suggest that although people in a number of positions may be able to offer leadership for such partnerships, those in boundary-spanning roles are especially well placed to do so.

**Ikpeze, C.H., Broikou, K.A., Hildenbrand, S., & Gladstone-Brown, W. (2012). Collaboration as Third Space: An analysis of the quality of learning experiences in a PDS partnership. *Studying Teacher Education*, 8(3), 275-288.**

<https://doi.org/10.1080/17425964.2012.719125>



This article documents the self-study processes and findings of a collaborative research group that examined a professional development school (PDS) partnership. Drawing on the scholarship of self-study of teacher education practices and theoretical perspectives consistent with third space, we conceived our collaborative study group as a learning community aimed at uncovering the complexities of school–university partnerships while seeking new directions for an effective partnership. Data were collected from a variety of sources. Themes were developed based on some identified areas of focus consistent with the group's objectives, which included deciphering the state of our PDS collaboration, our preservice teachers' learning experiences, and insight into faculty as learners in professional relationship. The study revealed that experiential disparity existed within and among faculty and students in various PDS sites as a result of poor communication as well as divergent models of collaboration and philosophical goals between faculty and mentor teachers. Disparity in the learning experiences among the preservice teachers was attributed to the quality and scope of the partnership. This study resulted in better understanding of our roles as hybrid educators and recognition of mentor teachers as critical bridges in a PDS partnership.

**Lillejord, S. & Børte, K. (2016). Partnership in teacher education – a research mapping. *European Journal of Teacher Education*, 39(5), 550-563.**

<https://doi.org/10.1080/02619768.2016.1252911>

This mapping of research on partnership in teacher education provides an overview of themes and analyses problems identified in the studies that were included. The mapping gives a status of research in the field; identifies knowledge gaps and suggests improvements in partnership models. Studies included describe partnerships as complex and resourceintensive cross-institutional infrastructures for knowledge sharing, with the ambition to enhance the practice-relevance of teacher education, bridge theory and practice and support mentoring and professional learning. How well partnerships function depends on how they are structured, responsibilities defined and work divided. The studies reveal tensions at all levels, and argue for the need for competent academic leadership in the establishment, running and renewal of partnerships. A major challenge is how to establish and maintain productive learning relations between the partners. As some current models appear to be dysfunctional, there is an obvious need for innovative thinking in teacher education partnerships.

*Keywords: Research mapping; partnership in teacher education; third space; professional learning; academic leadership*

**Martin, S. D., Snow, J. L. & Torrez, C. A. F. (2011). Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnerships. *Journal of Teacher Education*, 62(3), 299-311.**

<https://doi.org/10.1177/0022487110396096>

Using theoretical conceptions of third space and hybrid teacher education, the authors engaged in a collaborative self-study of their practices as university-based teacher educators working in student teaching partnership settings. The authors sought to understand ways in which hybrid teacher educators foster and mediate relationships to work toward a collective third space. In this article, the authors describe the nature of relationships in their work, the tensions wrought by complexities of these relationships, and ways they negotiated tensions to foster relationships that productively mediated processes of teacher education. The authors also propose a framework for moving beyond traditional notions of oppositional triadic relationships of student teacher, mentor teacher, and supervisor in recognition of complex social interactions in the third space. Keywords supervision, teacher education, student teaching partnerships, student teaching contexts

**Postholm, M.B. (2016). Collaboration between teacher educators and schools to enhance development. *European Journal of Teacher Education*, 39(4), 452-470.**

<http://dx.doi.org/10.1080/02619768.2016.1225717>

The article focuses on school-based development and how collaboration between teacher educators and leaders and teachers can promote development in teacher education, in school and in the collaboration site in school where both parties meet. The data were collected in Norway through qualitative interviews with groups of teachers and leaders at three schools, and with a group of teacher educators. With the Cultural Historical Activity Theory as the framework, central concepts within this theory have been key elements in the study. The findings reveal that collective collaborative learning is a positive form of enhancing the professional development of teachers and that both structure and culture should interact when fostering development in school. The study also shows that the development of teacher educators' research competence can enhance development and learning both in teacher education and in school, and also improve the developmental transfer between these two arenas.

**Reynolds, R., Ferguson-Patrick, K., & McCormack, A. (2013). Dancing in the ditches: reflecting on the capacity of a university/school partnership to clarify the role of a teacher educator. *European Journal of Teacher Education*, 36(3), 307-319.**

<https://doi.org/10.1080/02619768.2012.755514>

This paper used the data collected from reflective diaries, semi-structured interviews and surveys to identify and examine common themes identified in the roles required and/or perceived for teacher educators by both teachers and teacher educators. Collaboration, discussion and critique enabled personal reflection as teacher educators worked as partners to schools in a state-sponsored teaching and learning skills project. We have termed the collaboration in such an interactive project as one of 'dancing in the ditches', often requiring both groups to get out of their comfortable spaces and engage with each other in constantly moving situations. The teacher educators were required to be change agents at the interface of theory and practice and their experiences reflected individual journeys, but their reflections have ongoing implications for clarifying and professionalising the role of teacher educators

**Taylor, M., Klein, E.J. & Abrams, L. (2014). Tensions of Reimagining Our Roles as Teacher Educators in a Third Space: Revisiting a Co/autoethnography Through a Faculty Lens. *Studying Teacher Education*, 10(1), 3-19.**

<http://dx.doi.org/10.1080/17425964.2013.866549>

This co/autoethnography uses our lens as university faculty to examine how engaging in a year-long self-study with mentors nurtured a complicated third space where we could together begin to reimagine our roles as teacher educators. Two secondary faculty members and a doctoral assistant used co/autoethnography to revisit a collaborative self-study with mentors to better identify both the individual and programmatic complexities that arise when a third space is opened and we are invited to reinvent our perspectives and responsibilities as co-teacher educators. We ask two questions: What happens when faculty facilitate a third-space teacher education program with mentor teachers? How does this third space influence the teacher education practices in an urban teacher residency program? We present a series of tensions about our work together as teacher educators in the third space. They include professional into authentic relationships, authority into collaboration, collaborative agency into individual agency, and apprenticing to master teacher into apprenticing within a collective. Following findings about each tension, we discuss how we as faculty

navigated each tension. Finally, we consider the implications of our work for all field-based teacher education programs.

### Collaborative development of pedagogies for student teachers/novice teachers

**MacDougall, L., Mtika, P., Reid, I., & Weir, D. (2013). Enhancing feedback in studentteacher field experience in Scotland: the role of school–university partnership. *Professional Development in Education*, 39(3), 420-437.**

<http://dx.doi.org/10.1080/19415257.2012.762633>

This article examines school–university partnership and formative feedback within studentteacher field experience. It utilises data from university tutors, student-teachers and supporter teachers to evaluate how these three partners engaged in formative feedback. The qualities of a three-way dialogue about student-teacher progress, and the issues that militate against feedback being used to maximise professional development, are examined. The findings are discussed both in terms of the theory and practice of field experience but more in terms of the policy issues that arise for the Scottish educational system, which is currently engaged in reviewing the continuum of teacher education.

**Mtika, P., Robson, D., & Fitzpatrick, R. (2014). Joint observation of student teaching and related tripartite dialogue during field experience: Partner perspectives. *Teaching and Teacher Education*, 39, 66–76.**

<http://dx.doi.org/10.1016/j.tate.2013.12.006>

This article explores joint observation implemented as part of a partnership between schools and a teacher education institution during field experience (practicum) from the perspectives of student teachers, supporter (cooperating) teachers and tutors (university teacher educators). Joint observation comprising the viewing of student teacher practice in the classroom context by supporter teacher and tutor, and related tripartite dialogue, were implemented with a view to strengthening such collaborative partnership. In this exploratory study, qualitative and quantitative data were collected using semi-structured interviews and questionnaires. Findings identified the benefits and challenges of joint observation. Implications of the study are discussed.

### Collaborative development of pedagogies for continuous professional development

**Herbert, S., & Rainford, M. (2014). Developing a model for continuous professional development by action research. *Professional Development in Education*, 40(2), 234-264.**

<http://dx.doi.org/10.1080/19415257.2013.794748>

This paper presents a case study of the work of two teacher educators with an in-service science teacher. This case study forms one cycle of a larger action research study that will eventually lead to a model of how the third-space concept for teacher professional development can be realized in natural school settings. The case study took place in a Grade Eight integrated science class and was designed to facilitate collaborations at multiple levels – between teacher educators within a university setting, among practitioners within a school setting and between university teacher educators and school practitioners. Among the issues emerging as the research evolved were the various roles we assumed, such as coach, critical observer, decision-maker and advisor. Issues related

to developing trust, teacher confidence, teacher tacit knowledge, time for reflection and classroom realities were significant findings. The research facilitated our personal and professional growth as we gained insights into the inside working of the curriculum and our responses to situations that emerged. This first phase of the research provided the experiences and theoretical insights that, with further research, can contribute toward developing a model of continuous professional development within a Caribbean context.

## Being a university based and a school based teacher educator

**McDonough, S. (2014). Rewriting the Script of Mentoring Pre-Service Teachers in Third Space: Exploring Tensions of Loyalty, Obligation and Advocacy. *Studying Teacher Education*, 10(3), 210-221.**

<https://doi.org/10.1080/17425964.2014.949658>

Supporting pre-service teachers as they develop their understandings of teaching, learning and their identities as teachers is complex and multi-faceted work. I draw on self-study to explore my work in a new partnership model between a school in Victoria, Australia and a regional university. During 2013, I worked in both contexts and carried out the dual roles of teacher educator and secondary teacher. In this partnership, I set out to create a third space for mentoring and supporting pre-service teachers, making connections between their on-campus work and their developing practice in schools. Throughout the self-study, I kept field notes and a reflective journal. In analysing these, I identified the tensions and challenges of working in this space and in articulating my pedagogy as a university mentor. I experienced uncomfortable moments of learning, where I faced tensions related to issues of obligation, loyalty and advocacy. I argue that engaging in processes of translation and mediation enables university mentors to articulate a pedagogy of mentoring and, in so doing, to rewrite the script of mentoring for pre-service and supervising teachers.

**Russell, B. & Chapman, J. (2001). Working as Partners: School teachers' experiences as university-based teacher educators. *Asia-Pacific Journal of Teacher Education*, 29(3), 235- 248.**

<https://doi.org/10.1080/13598660120091847>

A qualitative study was undertaken of 25 teachers who have taken time away from schools or early childhood centres to work on short-term contracts in a university college of education preservice teacher education programme. The study considers their perceptions of the experience and how this might impact on the partnerships between colleges and schools or early childhood centres. Findings suggest that there are benefits and difficulties associated with short-term contracts. However, overall participants found that teaching in a preservice teacher education programme was a very valuable professional experience and that it enhanced their ability to support student teachers more effectively

**Williams, J. (2013). Boundary Crossing and Working in the Third Space: Implications for a teacher educator's identity and practice. *Studying Teacher Education*, 9(2), 118-129.**

<https://doi.org/10.1080/17425964.2013.808046>

In this article, I examine my evolving practice and identity as a teacher educator in the context of supervision of student teachers on practicum in schools. As a classroom teacher with approximately 25 years' experience, including mentoring student teachers in my own classroom, I had assumed that when I began working as a teacher educator in the area of school-based professional experience programs it would be a relatively easy and unproblematic transition. This was not to be the case. As I

became increasingly involved in practicum supervision, I encountered many situations that challenged my understanding of my work as a teacher educator compared to my work as a classroom teacher. This self-study documents my practice in the so-called third space between schools and universities, for the period of one academic year. I analyzed my journal entries of visits to student teachers on practicum using a theoretical framework of the learning that takes place within boundary spaces between different communities of practice. Results of the study suggested that, in this boundary space, I experienced dynamic and shifting identity construction and reconstruction in relation to my former professional identity as a classroom teacher and my relatively new professional identity as a teacher educator. The study also highlighted my changing perspectives on what learning to be a teacher is all about and on the delicate negotiation of relationships that is central to this work.

## University based teacher educators supporting learning in and of practices

### Roles in supporting learning in and of practices

**Burns, R.W., Jacobs, J., & Yendol-Hoppey, D. (2016). The Changing Nature of the Role of the University Supervisor and Function of Preservice Teacher Supervision in an Era of Clinically-Rich Practice. *Action in Teacher Education*, 38(4), 410-425.**

<https://doi.org/10.1080/01626620.2016.1226203>

Given the movement to enhanced clinical experiences and school–university collaboration emphasized in the NCATE Blue Ribbon Report, the field of teacher preparation would benefit from an understanding of the research related to preservice teacher (PST) supervision. This article uses qualitative meta-analysis to generate new knowledge about PST supervision using research published from 2001 to 2013. Using a search of three different databases, the findings of 32 studies became the data to address the research question: What are the core PST supervisory tasks and practices that support the developmental nature of PST learning within the clinical context? Through the meta-analysis, the authors identified five tasks and twelve practices of PST supervision. The tasks include (1) targeted assistance, (2) individual support, (3) collaboration and community, (4) curriculum support, and (5) research for innovation. These results indicate that PST supervision and the role of the PST supervisor is changing as the field moves towards strengthening clinical practice.

*Keywords: clinically rich teacher education; meta-analysis, preservice teachers; PST supervision tasks; supervision; university supervisor*

**Ellis, V., McNicholl, J. & Pendry, A. (2012). Institutional conceptualisations of teacher education as academic work in England. *Teaching and Teacher Education*, 28(5), 685-693.**

<https://doi.org/10.1016/j.tate.2012.02.004>

Through an analysis of job recruitment texts, and interviews with academic leaders, this article shows how the university-based teacher educator is produced as a category of academic worker in England. Focussing on the discursive processes of categorisation provides insights into how English universities conceptualise teacher education. Variations in conceptualisations are noted within and between institutions, with the teacher educator produced as a hybrid or exceptional category. Often, variations are produced around a practitioner/researcher contradiction. The article concludes by asking whether such variations and potential lack of coherence matter, in the context of national policy and funding constraints, and internationally.

*Keywords: Teacher education Work Higher education Institutions Conceptual distinctions*

**levers, M., Wylie, K., Gray, C., Ní Áingléis, B., & Cummins, B. (2013). The role of the university tutor in school-based work in primary schools in Northern Ireland and the Republic of Ireland. *European Journal of Teacher Education*, 36(2), 183-199.**

<https://doi.org/10.1080/02619768.2012.687718>

There has been much international debate on the role of the university tutor in the supervision of student teachers during school-based work. This study focuses upon the Irish context, where there has been little research. It involves a comparative study of the views and attitudes of university staff, student teachers and class teachers from the Irish Republic and Northern Ireland. Data collection methods comprised questionnaires to university tutors, class teachers and students (n = 150), focus groups and one-to-one interviews. This project reveals a reservoir of goodwill between tutors, teachers and students, along with a willingness to engage in dialogue and collaboration. Importantly, this study concludes that it is the university tutor who should have the lead role in collaborative models of school-based work partnership, with significant consultation and input from the class teacher and consultation with the student in the evaluation process.

**McDonough, S., & Brandenburg, R. (2012). Examining Assumptions About Teacher Educator Identities by Self-study of the Role of Mentor of Pre-service Teachers. *Studying Teacher Education*, 8(2), 169-182.**

<https://doi.org/10.1080/17425964.2012.692990>

The role of university-based mentors providing support for pre-service teachers (PSTs) on professional experience placements has long been an element of teacher education programs. These mentors often face challenging situations as they confront their own assumptions about teaching and learning, while also supporting PSTs who may be experiencing stressful placements in classrooms. In this article, we examine the learning undertaken by two teacher educators participating in a professional experience mentor program in a regional university in Australia. The research was conducted as a self-study in two phases. The first phase involved gathering data (email correspondence, mentor entry and exit surveys, meetings) and discussions throughout 2010; the second phase was a retrospective analysis of 10 critical emails. Identification and analysis of our assumptions revealed both the dominant categories of assumptions that underpinned our beliefs and practices, and the tensions and challenges we faced in our roles as mentors. Data analysis generated five themes that characterized our experiences as mentors: (1) ideals and reality; (2) emotions and assumptions; (3) transition to new leadership roles; (4) transitions as transformative experiences; and (5) tunnel vision. By systematically examining our practice, we developed a deeper understanding of the powerful ways that taken-for-granted assumptions influence our practice; we have also exposed the crucial influence of emotions and transitions on the growth of our professional identities.

**Perry, C., Komesaroff, L. & Kavanagh, M. (2002). Providing Space for Teacher Renewal: the role of the facilitator in school–university partnerships. *Asia-Pacific Journal of Teacher Education*, 30(3), 243-257.**

<http://dx.doi.org/10.1080/1359866022000048402>

This article uses the process of a teacher renewal partnership programme to explore the role of the university academic as a facilitator of change. Responses to a series of interview questions relating to change were used to explore and examine the dimensions of the facilitator's role. Facilitators report that the role is complex, often uncertain and requires an understanding of the school and its culture and schools' and teachers' previous experiences in professional development programmes. The findings from this article suggest that an effective facilitator creates, for the teachers involved, a

space for discussion, reflection and challenge and that this space provides for and legitimates teacher renewal.

**Zeichner, K. (2006). Reflections of a university-based teacher educator on the future of college- and University-based teacher education. *Journal of Teacher Education*, 57(3), 326-340.**

<http://dx.doi.org/10.1177/0022487105285893>

Drawing on his nearly 30 years as a university teacher educator, the author reflects about the future of college- and university-based teacher education in the United States in light of recent attacks on education schools. The author argues that university and college teacher educators should do four things: (a) work to redefine the debate about the relative merits of alternative and traditional certification programs, (b) work to broaden the goals of teacher education beyond raising scores on standardized achievement tests, (c) change the centre of gravity in teacher education to provide a stronger role for schools and communities in the education of teachers, and (d) take teacher education seriously as an institutional responsibility or do not do it.

### Pedagogies to support learning in and of practices

**Grossman, O, Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching*, 15(2), 273-289.**

<http://dx.doi.org/10.1080/13540600902875340>

In this article, the authors provide an argument for future directions for teacher education, based on a re-conceptualization of teaching. The authors argue that teacher educators need to attend to the clinical aspects of practice and experiment with how best to help novices develop skilled practice. Taking clinical practice seriously will require teacher educators to add pedagogies of enactment to an existing repertoire of pedagogies of reflection and investigation. In order to make this shift, the authors contend that teacher educators will need to undo a number of historical divisions that underlie the education of teachers. These include the curricular divide between foundations and methods courses, as well as the separation between the university and schools. Finally, the authors propose that teacher education be organized around a core set of practices in which knowledge, skill, and professional identity are developed in the process of learning to practice during professional education.

**Kazemi, E., Ghouseini, H., Cunard, A., & Chan Turrou, A. (2016). Getting Inside Rehearsals: Insights From Teacher Educators to Support Work on Complex Practice. *Journal of Teacher Education*, 67, 18-31.**

<http://dx.doi.org/10.1177/0022487115615191>

In recent years, work in practice-based teacher education has focused on identifying and elaborating how teacher educators (TEs) use pedagogies of enactment to learn in and from practice. However, research on these pedagogies is still in its early development. Building on prior analyses, this article elaborates a particular pedagogy of enactment, rehearsal, developed through a collaboration of elementary mathematics TEs across three institutions. Rehearsals are embedded within learning cycles that provide repeated opportunities for novice teachers (NTs) to investigate, reflect on, and enact teaching through coached feedback. This article shares a set of insights gained from 5 years of developing, studying, and learning how to support NTs' enactment in rehearsal. The insights we share in this article contribute to building a knowledge base for pedagogies of teacher education.

## Professional development

**Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education*, 65(4), 271-283.**

<https://doi.org/10.1177/0022487114533386>

There is growing interest in the professional development of teacher educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny. The manner in which teacher educators learn to traverse their world of work in the development of their knowledge, skills, and ability is important. This article outlines some of the crucial shaping factors in that development, including the transition associated with becoming a teacher educator, the nature of teacher education itself, and the importance of researching teacher education practices. Through a careful analysis of these features, a framework for better understanding what it might mean to professionally develop as a teacher educator is proposed. The framework is designed to draw serious attention to the major aspects of teaching and learning about teaching that are central to shaping scholarship in teacher education and offer insights into the ways in which teacher educators' professional development might be better understood and interpreted

**Willegems, V., Consuegra, E., Struyven, K., & Engels, N. (2016). How to become a broker: the role of teacher educators in developing collaborative teacher research teams. *Educational Research and Evaluation*, 22(3-4), 173-193.**

<https://doi.org/10.1080/13803611.2016.1247721>

This study explores how teacher educators involved in developing collaborative teacher research teams of pre-service and in-service teachers perceive their new role. Ten teacher educators in 9 teams were involved in a 1-year teacher research cycle. Thematic analysis was performed on the transcriptions of audio-taped group sessions, video diaries of the teacher educators, and field notes of the researcher. Three recurrent sub-roles of teacher educators as brokers between theory and practice were confirmed: researcher, coach, and mentor. A 4th sub-role as "learner" emerged from the data, stressing the preoccupation of teacher educators with their own professional development. The dynamics of teacher research teams shape the way teacher educators grow into their role as brokers: Teams with a high research disposition and self-regulation provide a better learning environment for teacher educators. We argue for the development of a systematic support programme for teacher educators who take on the role of broker.

*Keywords Collaborative teacher research; teacher educator; professional development; partnerships; teacher teams; video diaries*

## School-based teacher educators / mentors

### Status of the profession

**Fives, H., Mills, T.M. & Dacey, C.M. (2016). Cooperating Teacher Compensation and Benefits: Comparing 1957-1958 and 2012-2013. *Journal of Teacher Education*, 67, 105-119.**

<https://doi.org/10.1177/0022487115626428>



We offer a comparative investigation of the compensation and benefits afforded to cooperating teachers (CTs) by teacher education programs (TEPs) in 1957-1958 and 2012- 2013. This investigation replicates and extends a description of the compensation practices of 20 U.S. TEPs published by VanWinkle in 1959. Data for the present investigation came from 18 of those TEPs. Descriptive statistics and qualitative analyses were used to identify trends and make comparisons across the two time periods. Findings indicate that compensation for CTs continues to fall into five categories: (a) monetary compensation, (b) professional learning opportunities, (c) CT role-focused resources, (d) engaging CTs in the college/university community, and (e) professional recognition. Changes in the nature and quality of benefits indicate that in many instances, the programs in our sample offer less to their CTs than they did in 1957-1958 while expectations for CTs have historically increased.

**White, W., Dickerson, C. & Weston, K (2015). Developing an appreciation of what it means to be a school-based teacher educator. *European Journal of Teacher Education*, 38(4), 445-459.**

<http://dx.doi.org/10.1080/02619768.2015.1077514>

The nature of partnership between schools and higher education institutions is changing in many countries, with experienced teachers taking on more responsibility for teacher education whilst remaining in their school as teachers, rather than entering the higher education sector to become teacher educators. This research considers the perspectives of these school-based teacher educators (SBTEs) in England, exploring the impact that this role has on them, their student-teachers and their schools. Some benefits and challenges that they face in the dual role of teacher and teacher educator are revealed. The research takes an interpretive perspective, listening to the meanings being constructed by the participants through use of a questionnaire, semi-structured interviews and a focus group of studentteachers who learned from these SBTEs. Possible impacts on student-teachers' learning and implications for the development of high-quality teacher education are examined.

## Roles

**Clarke, A., Triggs, V., & Nielsen, W. (2014). Cooperating Teacher participation in Teacher Education: A Review of the Literature. *Review of Educational research*, 84(2), 163-202.**

<http://dx.doi.org/10.3102/0034654313499618>

Student teachers consider cooperating teachers to be one of the most important contributors to their teacher preparation program. Therefore, the ways in which cooperating teachers participate in teacher education are significant. This review seeks to move conceptions of that participation beyond commonly held beliefs to empirically supported claims. The analysis draws on Brodie, Cowling, and Nissen's notion of categories of participation to generate 11 different ways that cooperating teachers participate in teacher education: as Providers of Feedback, Gatekeepers of the Profession, Modelers of Practice, Supporters of Reflection, Gleaners of Knowledge, Purveyors of Context, Conveners of Relation, Agents of Socialization, Advocates of the Practical, Abiders of Change, and Teachers of Children. When set against Gaventa's typology of participation, the resultant grid highlights the importance of negotiated or invited spaces for cooperating teacher participation and provides a new way of thinking about, planning professional development for, and working with cooperating teachers.

*Keywords: cooperating teacher, the practicum, teacher education, supervision, student teacher*

**Desimone, L.M., Hochberg, E.D., Porter, A.C., Polikoff, M.S., Schwartz, R. & Johnson, L.J. (2014). Formal and Informal Mentoring: Complementary, Compensatory, or Consistent? *Journal of Teacher Education*, 65, 88-110.**

<http://dx.doi.org/10.1177/0022487113511643>

Informal mentors likely play a substantial role in novice teacher learning, yet we know little about them, especially in relation to formal mentoring, which is the cornerstone to most induction programs. This study analyzes survey and interview data from 57 first-year mathematics teachers from 11 districts to investigate differences in the characteristics of formal and informal mentoring that can inform improvements in mentoring policy. Our findings suggest that informal and formal mentors sometimes serve similar functions but often provide compensatory and complementary support. Based on these findings, we identify a set of policy recommendations to improve new teacher supports.

**Koç, M. M. (2012). Idiographic roles of cooperating teachers as mentors in pre-service distance teacher education. *Teaching and Teacher Education*, 28(6), 818–826.**

<http://dx.doi.org/10.1016/j.tate.2012.03.007>

This study aims to define the roles of cooperating teachers as mentors in the context of distance-learning teacher education. The participants included 358 cooperating teachers who mentored 4th-year student teachers in a Distance English Language Teacher Training Program in Turkey. To determine the roles that were perceived as mentoring roles by the cooperating teachers in the distance practicum, an inventory of 10 primary mentoring functions was constructed. These functions included five primary mentoring roles: 'selftrainer', 'networker', 'social supporter', 'academic supporter', and 'psychological supporter'. The results will contribute to an increased understanding of how cooperating teachers perceive their mentoring roles during distance practicums.

**O'Dwyer, J.B. & Handan Atli, H. (2015). A study of in-service teacher educator roles, with implications for a curriculum for their professional development. *European Journal of Teacher Education*, 38(1), 4-20.**

<http://dx.doi.org/10.1080/02619768.2014.902438>

In-service educators have a crucial role to play in meeting the professional learning needs of teachers of the future, according to the Council of Europe's 'ET 2020', although it is less clear what that role entails. This empirical study, undertaken in a university school of English language in Turkey, explores the everyday experience of a team of wholly school-based inservice educators and develops a model of their role based on an analysis of questionnaire, interview and focus group data. The results attest to the complexities of the in-service educator's role, revealing them to be more than simply effective teachers. Catering for affective needs, coaching a broad range of clients, interpreting contextual variables and providing appropriate feedback represent some of the challenges in-service educators are facing in the research context, which set them apart and suggest important lessons for the development of an in-service educator training curriculum

**Ponte, E., & Twomey, S. (2014). Veteran teachers mentoring in training: negotiating issues of power, vulnerability and professional development. *Journal of Education for Teaching*, 40(1), 20-33.**

<http://dx.doi.org/10.1080/02607476.2013.864015>

The purpose of this paper is to examine the ways in which a school–university mentorship programme promotes a range of growth experiences, both negative and positive, for the

participating mentor teachers. The paper presents a brief description of a school–university partnership, discusses the ways in which this partnership operates, summarises the literature on mentoring and explores the concepts of power and vulnerability as related to how the veteran teacher participants in the study perceive the benefits and challenges of mentoring. The authors argue that the nature of the Master of Education in Teaching programme, with its heavily based clinical component and expanded student-teaching experience, provides a distinctive magnifying lens of mentoring issues that is highly relevant for other professional teaching units who are considering using mentoring as a form of professional development for teachers. This study gives insight into the experiences of five mentor teachers so as to deepen understanding about mentoring as a complex and challenging form of professional growth and leadership for teachers.

## Pedagogies

**Waitoller, F.R., & Artiles, A.J. (2016). Teacher learning as curating: Becoming inclusive educators in school/university partnerships. *Teaching and Teacher Education, 59*, 360–371.**

<http://dx.doi.org/10.1016/j.tate.2016.07.007>

The purpose of the study was to answer the following questions: (a) What contradictions emerge in the context of a school/university partnership for inclusive education? And (b) How do resident teachers resolve these contradictions as they learned to be inclusive education teachers?

Contradictions emerged as teacher residents were required to use in their classrooms pedagogical artifacts taught in the masters' program that were in conflict with the school district's curricular policies and mandated practices. We use the notion of curating to explain how resident teachers resolved contradictions in situated practice. We provide recommendations for research and teacher learning efforts for inclusive education.

**Van Velzen, C., Volman, M., Brekelmans, M., White, S. (2012). Guided work-based learning: Sharing practical teaching knowledge with student teachers. *Teaching and Teacher Education, 28*(2), 229–239.**

<http://dx.doi.org/10.1016/j.tate.2011.09.011>

Building quality work-based learning opportunities for student teachers is a challenge for schools in school–university partnerships. This study focused on the guidance of student teachers by means of a mentoring approach aimed at sharing practical knowledge, with student teachers' learning needs as an emphasis. The approach was built on collaborative lesson planning, enactment, and evaluation. The study followed three triads (student teacher, mentor, school-based teacher educator) and examined participants' appreciation of the effectiveness of the approach and their perception of relevant conditions. The approach was considered effective: deeper conversations appeared and new issues emerged earlier than in regular mentoring conversations.

## Becoming a school-based teacher educator

**Bullough, R. (2005). Being and becoming a mentor: School based teacher educators and teacher educator identity. *Teaching and Teacher Education, 21*, 143-155.**

<http://dx.doi.org/10.1016/j.tate.2004.12.002>

Drawing on Gee's (1996) article "Social linguistics and literacies: ideology in discourses", categories of "ways" to view identity, a case study is constructed of a secondary school teacher's struggle to move beyond her identity as a teacher to assume a mentor's identity in her year-long work with two English-teaching interns. Data of various kinds were gathered: from the interns, weekly e-mails and a paired peer interview, and from the teacher, interview, a peer interview, a mentoring log, and transcripts of a mentoring seminar. Based on these data, the author argues for the importance of attending to identity in teacher education and mentoring and describes conditions that would facilitate mentor identity formation.

### Professional development and training

**Gareis, C.R., & Grant, L.W. (2014). The efficacy of training cooperating. *Teaching and Teacher Education, 39*, 77–88.**

<http://dx.doi.org/10.1016/j.tate.2013.12.007>

This study investigated outcomes of a clinical faculty training program designed to prepare cooperating teachers for supervising pre-service teachers. Drawing on multiple data sources from more than a decade of implementation, researchers investigated initial outcomes of the program for cooperating teachers, student teachers, and new teachers. Findings suggest that the training resulted in a greater sense of efficacy for aspects of the role and may lead to more effective evaluation practices by clinical faculty and to stronger performances by student teachers. The lack of other significant results may have implications for policies related to the evaluation of teacher preparation programs.

**Helleve, I, & Ulvik, M. (2019). Tutors seen through the eyes of mentors assumptions for participation in third space in teacher education. *European Journal of Teacher Education, 42*(2), 228-242.**

<http://dx.doi.org/10.1080/02619768.2019.1570495>

The aim of this Norwegian study is to get a deeper understanding of the assumptions for building third spaces in teacher education. Learning in different contexts may open for development of new knowledge in the third space through intersubjectivity based on confidence, respectful disagreement and a common aim. This is the backdrop for the current study where a group of mentors with and without mentor education are interviewed focusing on tutors' competences and responsibilities. Findings show that mentors have an unclear understanding of who the tutors are. Experiences from teaching are essential for mentors' understanding of tutors as respectful collaborators. Educated mentors value theoretical knowledge and research higher than non-educated. The conclusion is that tutors and mentors should have knowledge about and respect for each-others' competence and responsibilities and that mentor education is a promising assumption for building third spaces and developing a pedagogy for teacher education.

*Keywords: Tutors; mentors; third space; competences; responsibility; intersubjectivity*

### Relation with student teacher development

**Anderson, L.M. & Stillman, J.A. (2013). Student Teaching's Contribution to Preservice Teacher Development: A Review of Research Focused on the Preparation of Teachers for Urban and High-Needs Contexts. *Review of Educational Research, 83*(1), 3-69.**

<http://dx.doi.org/10.3102/0034654312468619>

Despite increasing emphasis on preparing more and better teachers and despite the near universal presence of student teaching across teacher education programs (TEPs), numerous questions about what and how student teaching experiences contribute to preservice teachers' development remain unanswered. Indeed, much of the attention focused on student teaching in reform and policy discourses emphasizes student teaching's structural and logistical dimensions—for example, its location, duration, and division of labor—but not its contributions to learning among preservice teachers, nor K–12 students. This article reviews empirical articles published over the past two decades to determine what and how student teaching experiences contribute to preservice teachers' development as future teachers of students in urban and/or high-needs schools specifically. While keeping this central focus, the article also considers the implications of student teaching for the schools that play host to it and for the students who attend those schools. Anchored by sociocultural perspectives on learning and learning to teach, the review highlights a disproportionate emphasis on belief and attitude change, a relatively slim evidence base concerning the development of actual teaching practice, a tendency toward reductive views of culture and context, and a need for more longitudinal analyses that address the situated and mediated nature of preservice teachers' learning in the field. Based on these findings, authors offer direction for future research that will extend and deepen the knowledge base.

**Douglas, S. (2015). *Learning in school based teacher education*. The BERA Blog: Research Matters.**  
<https://www.bera.ac.uk/blog/learning-in-school-based-teacher-education>

This interesting blog from Scott Douglas and is a summary of his research exploring the learning opportunities available to student teachers in school settings. He worked as a researcher in a large secondary school for a year and observed the work of 15 student teachers on a postgraduate certificate of education course. He also observed their mentors and the teachers whose classes were used in the school teaching practices. His research findings indicate that the learning opportunities were greatly affected by the subject department environments and by the social and cultural practices evident within them. The collaborative ethos on teacher learning, often developed through shared work of the school practitioners and university lecturers, impacted on how learning opportunities were created and viewed. Departments where learning opportunities were simply viewed in terms of exposing student teachers to effective practices with them then expected to adopt these once an understanding of their effectiveness was appreciated, offered learning by imitation and enculturation. This type of learning sometimes appeared successful within the learning context but with few alternative viewpoints expressed or choices as to how teaching and learning practices could be varied, the learning context was not fully interpreted or its complexity fully acknowledged. Using the university's teacher education resources, understanding of teacher learning was opened up for analysis. This ensured that student teacher learning was not simply about induction into current school practices but was the kind of learning that could help them work in different contexts.

**Maskit, D. & Orland-Barak, L. (2015) University–school partnerships: student teachers' evaluations across nine partnerships in Israel. *Journal of Education for Teaching: International research and pedagogy*, 41(3), 285-306.**  
<http://dx.doi.org/10.1080/02607476.2015.1046265>

This article presents and discusses the findings of a study which focused on student teachers' evaluation of their practice teaching in the context of a university–school partnership model integrated for the first time into the academic programme of a university teacher education department in Israel. A questionnaire was developed to examine the contribution of the major curricular components of the partnership for student teachers' experience of learning to teach, as

evaluated by the student teachers themselves. The questionnaire was delivered to 119 student teachers placed in 9 selected school–university partnerships. The findings of the study underscore the added value of supporting different kinds of mentoring frameworks within university–school partnerships. The international significance of the study is discussed with a focus on implications for emergent tensions, dilemmas and connections between local and global forms of university–school partnerships.

*Keywords: school–university partnerships; pre-service education; practice teaching*

**Sela, H., & Chazan, D. (2015). “You Are Learning Well My Dear”: Shifts in Novice Teachers’ Talk About Teaching During Their Internship. *Journal of Teacher Education*, 66, 150-69.**

<http://dx.doi.org/10.1177/0022487114560645>

Against the backdrop of mentor teachers’ reasoning about practice, we seek to understand shifts in intern teachers’ reasoning about practice during a year in which they take their final methods course in the fall and then do intern teaching in the spring. The data we analyze consist of intern and mentor teacher study group discussions of repeated viewings of an animation representing mathematics classroom practice around the solving of linear equations. Our analysis utilizes Toulmin’s framework of argumentation and the construct of professional obligations from the practical rationality of mathematics teaching. The analysis suggests that, in reasoning about practice, in the fall, intern teachers emphasized teachers’ obligations to mathematics as a discipline and to students as individuals, but as they moved into teaching, their arguments about practice include greater attention to obligations to the institutional goals of schools and to their class as a whole.