

**Situated Learning in a School–University Partnership: Integrating Partnership-Based
Teacher Education With School-Based Educational Change**

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A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy
in Education
Victoria University
August 2021

Abstract

The author investigates how a school–university partnership involving pre-service teachers (PSTs), mentors, teacher educators and students impacts the learning and engagement of participant stakeholders. The examination considers the purpose of an educational partnership in the context of a school’s transformation and improvement.

The study is premised on an assumption that an effective partnership between a school and university in site-based teacher education, has the potential to improve the learning of students; enhance the quality of the practicum experience for PSTs; and promote opportunities in professional learning and growth for practising teachers, school leaders and teacher educators.

The partnership raises questions about what learning looks like in a contemporary school setting; by enhancing a culture of continuous learning and new knowledge, through sustained collaboration, practitioner research and inquiry, innovation, and change.

The author demonstrates that a school–university partnership can enable all stakeholders who participate to learn: primarily, the students through the developing contributions of PSTs; the PSTs as they work in authentically demanding practice; school leaders and teacher educators as they work together to achieve common goals; and the teachers, whose professional understandings and practices are developed through taking on the primary responsibility of mentoring the PSTs.

The research draws on Jean Lave and Etienne Wenger’s (1991) theory of *situated learning* and Etienne Wenger’s (1998) theory of *communities of practice*. The study acknowledges the social nature of schools and a view of knowledge being socially generated through participant engagement in communities of practice. An exploration of the social and situated dimensions of learning offers insights into those elements of partnership-based teacher education that enhance PST professional knowledge, practice, and agency through ongoing contact with students and their learning.

The selection of a case study methodology is a means through which to explore *situated learning* within *communities of practice*. This methodology provides an exploration of the way in which the culture, structures, and processes within the school–university partnership facilitated professional agency—creating the conditions for effective teaching and learning. The research uses quantitative and qualitative methods of data collection and analysis to obtain a rich spectrum of views. The case study methodology combining quantitative and qualitative data collection and analysis allows concepts to be wholly explored, ensuring all

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aspects of the phenomenon (school–university partnership) are reflected on and understood.

The research explores the potential for a school–university partnership to create an alternative discourse and pathway to raise school and student outcomes. The study reveals how a school–university partnership can produce adaptive and discursive practices, countering the normalising influence of a system regime’s focus on compliance, performance, and accountability. This study explores how a partnership with a university provides the school with a vehicle to create a unique school culture, catering for local challenges within Departmental accountabilities.

Keywords: site-based teacher education, performance and development culture, school leadership / transformation, partnership-based practice, situated learning, communities of practice, professional learning, mentoring, collaboration, feedback, inquiry, practitioner research, reflective practice

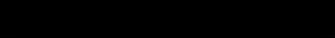
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Student Declaration

Doctor of Philosophy Declaration “I, *Brett I. Moore*, declare that the PhD thesis entitled *Situated Learning in a School–University Partnership: Integrating Partnership-Based Teacher Education With School-Based Educational Change* is no more than 100,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work”.

“I have conducted my research in alignment with the Australian Code for the Responsible Conduct of Research and Victoria University’s Higher Degree by Research Policy and Procedures”. **HRETH 11/151**

Full name: Brett I. Moore

Signature 

Date: 18 August 2021

This dissertation prepared by Brett I. Moore in partial fulfilment of the requirements for the Doctor of Philosophy degree in the College of Arts and Education within the Institute for Sustainable Industries & Liveable Cities (ISILC) has been approved and accepted by:

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Date: 18 August 2021

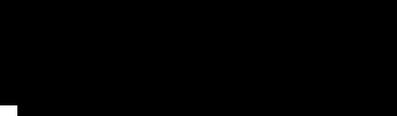
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An Abstract of the Dissertation of Brett I. Moore for the degree of Doctor of Philosophy in the Institute for Sustainable Industries & Liveable Cities (ISILC) (formerly the Department of Arts, Education, Health and Human Development) to be taken August 2021.

Title: Situated learning in a school–university partnership: Integrating partnership-based education with school-based educational change.

Approved:

Dr William R. Eckersley: 

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Acknowledgements

The research undertaken for thesis was supported by the Department of Education and Early Childhood Development (DEECD) and the university (de-identified). The research involved many people, including employees of the DEECD, members of School Council who endorsed the study; more particularly to the staff, students, parents, PSTs, and teacher educators who participated in the partnership and / or consented for the study. I would like to warmly thank all people who assisted in bringing the research project to fruition.

I would like to express my appreciation to the participants who provided their time and perspectives that formed such a vital part of this thesis. It was the open and transparent nature of our conversations that inspired the nature of this work; for which I am truly grateful.

To my supervisors Bill Eckersley and Tony Kruger for their support, guidance and bearing. Our discussions highlighted the requirements of inquiry and discipline, enhancing my approach to this research. I am sincerely grateful for the generosity they showed me throughout my candidature, during the period I was principal of the partnering school, but more particularly after. Their efforts to support and encourage me throughout the period of my research is a testament to their commitment to privileging the voice of practitioner knowledge and expertise in academic research.

The support of Bill Eckersley and Tony Kruger during the final stages of candidature, when I was managing the coronavirus (COVID-19) pandemic in my school as an Executive Principal, demonstrated their sincerity and understanding of the challenges presented, assisting me to complete the thesis under difficult circumstances.

I acknowledge the contribution of all the participants in this research project for their input and support. I am appreciative of the teachers, students, parents / carers, PSTs, and teacher educators who shared their experiences and perspectives on this site-based model of teacher education (SBMTE). Participants demonstrated generosity of time and spirit to the vision and objectives of the study and to the success of the school–university partnership. Their perspectives provided me with a lens through which to examine the impact of this SBMTE on the learning and engagement of all participant stakeholders. I appreciate the editorial expertise provided by Jacqueline Moore and Valina Rainer in assisting me to complete this thesis.

Finally, I would like to thank my family; my wife Jacqueline for her love, patience, and support and my three sons Lewis, Ambrose, and Wesley, who have all been part of this journey; one which has included conference presentations and travels abroad, carrying fond and bonding memories.

Statement of Editorial Assistance

Dr Valina Rainer has provided editorial assistance in accordance with the Institute of Professional Editors Ltd's *Australian Standards for Editorial Practice* (2nd edition, 2013), Standards D (Language and illustrations) and E (Completeness and consistency) and the Institute of Professional Editors Ltd's *Guidelines for editing research theses* (revised, 25 February 2019).

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Conference Presentations and Publications

During the course of the study, two international conference presentations were made including: The 19th International Conference for Learning, 14–16 August 2012 at the University of London (Common Ground Publishing) and 17th Annual International Conference on Education, 18–21 May 2015 at the Athens Institute for Education and Research (ATINER), Athens, Greece.

During the course of the study, one national conference presentation was made at the 2017 Australian Teacher Education Association (ATEA) Conference Wednesday 5 July 2017, Brisbane, Australia.

Components of the thesis have been published during the period its development. A journal article entitled "Situated Learning and the Integration of Theory and Practice through a School / University Partnership Project: Improving PST Education through a Site-Based Partnership Model" was published in *The International Journal of Learning in Higher Education*, Common Ground Publishing, Volume 20, Issue 4, pages 9-30, November 2014.

Dedication

To Jacqueline, Lewis, Ambrose, and Wesley

Acronym Glossary

ACP	Applied Curriculum Project
AEU	Australian Education Union
AITSL	Australian Institute of Teaching and School Leadership
CPR	Collaborative Practitioner Research
CoP	Communities of Practice
DEECD	Department of Education and Early Childhood Development
DET	Department of Education and Training
EP	Educational Partnership (referring to this school–university partnership)
FISO	Framework for Improved Student Outcomes
GDSE	Graduate Diploma of Secondary Education
HITS	High Impact Teaching Strategies
KLA	Key Learning Area
OECD	Organisation for Economic Cooperation and Development
NCATE	National Council for the Accreditation of Teacher Education
P&DC	Performance and Development Culture
PDP	Performance and Development Plan
PDS	Professional Development School
PLC	Professional Learning Community
PLT	Professional Learning Teams (Teaching Team)
PST	Pre-service teacher
RPP	Research–practice partnership
SBMTE	Site-based model of teacher education
SES	Socio-economic status
SFO	Student Family Occupation
TE	Teacher educator
TM	Teacher mentor (mentor teacher/mentor)
UK	United Kingdom
USA	United States of America
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VELs	Victorian Essential Learning Standards
VET	Vocational Education and Training

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VIT Victorian Institute of Teaching

ZoPD Zone of Proximal Development

Chapter 1: Introduction–School-Based Educational Change in a School–University Partnership

School–university partnerships have served as possible solutions for many contemporary educational challenges (Chan, 2019). Extensive research has been undertaken on school–university partnerships and the practicum experience (Green et al, 2020). Despite a rich body of research, there is still a gap in our understanding of how collaborations between schools and universities for the purpose of teacher education are manifested.

School–university partnerships have been slow to evolve in Australia for *structural* reasons (Brady, 2005, p. 660). The ideology of school–university partnerships in teacher education is of relatively long-standing duration (Eckersley et al., 2008). In Australia, the school–university partnership entered the formal discourse of teacher education in the early 1990s, prompted by the then Federal Government’s *National Program for the Quality of Teaching and Learning*. Later, *Top of the Class*, the 2007 report of an inquiry into teacher education by the House of Representatives Standing Committee on Education and Vocational Training (2007), recommended extensive financial investment for initiatives in teacher education. One of the more thought-provoking proposals was for the Commonwealth to offer support for partnerships in teacher education, through the establishment of a National Teacher Education Partnership Fund.

It is unsurprising that most school–university partnership initiatives in Australia have involved schools working with teacher education faculties or colleges within universities. *Top of the Class* defines school–university partnerships as a shared commitment and responsibility on behalf of the respective stakeholders for teacher education; and *a willingness to work in partnership with other parties to fulfil that responsibility* (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 79). The report recognises that existing partnerships in teacher education were the consequence of *determined efforts by inspired individuals in universities, schools and systems* (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 79); in so doing, the report pursued and encouraged the implementation of school–university partnerships as a condition for teacher education in Australia (Kruger et al., 2009, p. 7).

In recent times in the state of Victoria, the inception of *Teaching Academies for Professional Practice* (Department of Education and Early Childhood Development, 2013) reflects the Department commitment to working with schools and universities in support of improvements in the quality of teacher education. The Victorian Government’s *From New Directions to Action: World class teaching and school leadership* (Department of Education

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and Early Childhood Development, 2014) states that pre-service teacher (PST) education provides the groundwork for major improvements in lifting teacher performance, leading to improved student learning outcomes. It also notes that in preparation for teaching, PSTs should have extensive exposure to school environments and quality teaching supported by effective partnerships.¹

This study is based on the assumption that collaboration between schools and universities in the area of teacher education has the potential to improve the learning outcomes of students; enhance the quality of the practicum experience for PSTs; and promote professional learning and growth opportunities for both practising teachers and teacher educators.

There is a need to generate new knowledge to establish more robust school–university practices that will increase learning for PSTs, transcending the boundaries of the teaching practicum. This new knowledge is intended for the various stakeholders, including schools, school systems, principals, schoolteachers, universities, and teacher educators and premised on the importance of learning from experience.

Professional education is about developing pedagogies to link ideas, practices, and values under conditions of inherent uncertainty that necessitate not only judgement in order to act, but also cognizance of the consequences of one's action. In the presence of uncertainty, one is obligated to learn from experience (Shulman, 2005, p. 18).

One way to develop more robust practices that sustain successful school–university partnerships is to conduct studies in different local contexts to gain a deeper understanding of the tensions and dilemmas associated with establishing and sustaining school–university partnerships. This will provide new knowledge to support researchers and practitioners to determine why school–university partnerships work or do not work, and how their success varies between specific socio-cultural and educational contexts (Maskit & Orland-Barak, 2015). This case study of a specific school–university partnership is informed by the literature context (presented in Chapter 3). This research gathers and examines the perceptions of partnership participants to identify factors impacting their learning and engagement and the success of the partnership.

This research seeks to achieve four objectives, including an examination of four specific areas of study:

¹ Teaching academies were established to explore options for the delivery of PST education with a school-based focus and the ways in which PSTs are immersed in effective professional practice.

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- the way in which a school–university partnership in teacher education could be effectively integrated into the culture, structures and practices of a school
- the strategic intent of an educational partnership to challenge and improve a school’s performance and development culture, build the teaching and leadership capacity of staff and improve the educational aspirations and outcomes of students
- the role of school leadership in an effective school–university partnership; including the way in which a school could integrate and capitalise on the use of a university’s human and financial resources for the purpose of school transformation and improvement
- the way in which a school and university could work together to create the conditions for authentic practice; enhancing pre-service teachers’ sense of belonging, self-efficacy, and professional agency through a focus on school student learning and engagement.

The objectives of this research project are realised through finding answers to the research questions, including one overarching question and three supporting questions as outlined in the Section 1.1 of Chapter 1.

1.1 Research Questions of the PhD Study

This research acknowledges the importance of school–university partnerships in enhancing the quality of PST professional experience. The research seeks to explore how a site-based model of teacher education (SBMTE) can improve the learning and engagement of all participant stakeholders and is guided by one overarching research question and three additional supporting questions.

The overarching research question is: How can a secondary school integrate a school–university partnership? It is the focus of Chapter 8.

The major focus of the study is to investigate how a secondary school can effectively integrate a school–university partnership that contributes to cultural, structural, and pedagogical change and improvement. This area of the study examines the way in which an educational partnership is integrated within the school, contributing to improvement, innovation, and change.

The three supporting questions respectively form the basis of the three analysis chapters on the subjects of school transformation, school leadership, and partnership-based practice. The three supporting questions are:

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- (i) How can a school–university partnership contribute to school transformation and improvement? This aspect of the study examines the impact of the partnership on the quality of the school learning environment, the Performance and Development Culture (P&DC) of the school and the teaching and leadership capacity of participants, particularly staff.
- (ii) What is the role of school leadership in an effective school–university partnership? This aspect of the study examines the practices of school leadership that are critical to the learning and engagement of participants and success of the educational partnership.
- (iii) What are the elements of partnership-based practice that constitute a successful school–university partnership in teacher education? This aspect of the study examines how the teaching and learning practices of the educational partnership can be best described as authentic. It examines how the dimensions and elements of partnership-based practice enhance PST knowledge, dispositions, and skills through a commitment to student learning.

The overarching research question and three supporting questions direct the inquiry to the activities of the SBMTE / school–university partnership referred to as the partnership. The activities of the partnership do not occur in isolation but in the social context of the school setting. To examine the interactions of PSTs, mentors, teacher educators and students in the context of the school structures and practices, the research draws on Jean Lave and Etienne Wenger’s (1991) theoretical construct of “situated learning” and Etienne Wenger’s (1998) theoretical construct of “communities of practice”. The two theoretical constructs enable the examination of participant stakeholder interactions and the impact of these interactions on learning, engagement, and professional agency. The theoretical framework drawn from these two theoretical constructs assists in identifying how PSTs, mentors and teacher educators collaborate and reflect on their professional practice to improve student learning; their capacity to do so can be enhanced or curtailed by factors that operate within the setting for this partnership. The point of the study is to identify those factors that ultimately impact the learning and engagement of participant stakeholders and the success of the partnership, contributing to school transformation and improvement.

1.2 Significance and Intended Audience of the Study

In their influential report on various high performing school systems around the world, McKinsey & Company commented: “The quality of an education system cannot exceed the quality of its teachers” (McKinsey, 2007, p. 16). Studies have been completed on the quality and success of teacher education programs and their relative impact on teacher preparation and effectiveness (House of Representatives Standing Committee on Education and Vocational Training, 2007). This research considers a number of specific questions relating to the impact of a school–university partnership on the learning and engagement of the various participant stakeholders—PSTs, schoolteachers, mentors, school leaders, teacher educators and students. An aspect of the study examines the way in which members of the education system can work together to enhance the professional knowledge and practice of educators to improve student learning. An objective of this study is to examine the extent to which a school–university partnership can improve the practices of PSTs, working alongside mentors and teacher educators to increase student engagement.

This research seeks to establish a more productive and beneficial form of PST education that has positive benefits for the education system. Through an examination of a specific school–university partnership, recommendations are developed on how a SBMTE can enhance the quality of teacher preparation.

It is intended that these recommendations will provide educators and government bureaucrats with professional knowledge on how a school–university partnership can be pursued, investigated, and analysed, positioning the narratives of participant stakeholders at the centre of a cycle of continuous improvement.

1.3 Origins of the School–University Partnership

The school–university partnership began in October 2008 with a meeting that occurred at the school, involving representatives of the school and university. A memorandum of understanding was developed and a SBMTE was implemented at the school in February 2009.

Built in 1988, the school involved in this educational partnership is a co-educational secondary college for students from Years 7–12. The school is located 37 kilometres north-west of the Melbourne Central Business District, in a semi-rural community, commonly referred to as a ‘dormitory suburb’. Most students are of Anglo-European origin and twelve percent of students are from homes with a language background other than English (LBOTE). The school has a Student Family Occupation (SFO) Index of 0.53, with 31.5% of students receiving the Educational Maintenance Allowance (EMA) or Youth Allowance. The school is

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defined as moderately disadvantaged in respect of its socio-economic status. The school offers a comprehensive curriculum in relation to the Victorian Curriculum F-10 (formerly known as Victorian Essential Learning Standards [AusVELs]), the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Workforce planning is based on ensuring the provision of a guaranteed and viable curriculum.

At the commencement of the school–university partnership there was an imbalance in the school staffing profile which carried a significant ‘Student Resource Package’ (global budget) deficit. The school staffing profile included 47.2 equivalent full time teaching staff (including the Principal and Assistant Principal). There were 13.6 non-teaching staff members including Integration Aides in the school’s Program for Students with Disability, language aides, literacy support staff, Careers and Managed Individual Pathways officers, a Library Technician, Science Laboratory Technician, and Facilities Manager. Of the teaching staff, 2.6 were Graduate Teachers (in the first two years of their teaching experience), 2.3 were Accomplished Teachers (three to eight years of teaching) and 30.5 were Expert Class (experience of nine years and above), 10 Leading Teachers, one Acting Leading Teacher, an Assistant Principal and a Principal. It was anticipated that the presence of 25 PSTs operating within the school, with a strong presence in both classrooms and the staff room, would significantly energise the teaching and learning program at the school.

A total of 25 PSTs participated in the school–university partnership each year. Typically, in the first four years of the partnership (2009–2012), the PSTs were third-year tertiary students enrolled in a four-year Bachelor of Education (BEd) P–12 and reflected a range of specialist teaching areas. In the fifth year of the partnership (2013), PSTs were Graduate Diploma of Secondary Education (GDSE) students typically completing their fourth year of tertiary study in education, having previously completed a Bachelor’s degree in a discipline of choice. During the period of the partnership between 2011 and 2013 (the period concerning this study), eight graduate teachers were employed at the school through the partnership.

The university has a demonstrated track record of working with schools to foster learning communities in low socio-economic status (SES) disadvantaged suburbs in the west / north-west of Melbourne. The university “Vision Statement” (2011–2013) exemplifies its strong commitment to fostering positive professional learning communities and enhancing the educational opportunities provided to students from diverse countries, cultures, socio-economic and educational backgrounds.

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Our vision is to be **excellent, engaged, and accessible**. We aim to be internationally recognised for our leadership in:

- empowering our students to grow their capabilities and transform their lives
- engaging with industry and community to make the world a better place, through the creation, sharing and use of new knowledge.

We will achieve our goals through our distinctive approach to curriculum, the student experience, research and knowledge exchange, and engagement with industry and the community (de-identified university) (2014).

This school–university partnership was one of a number of partnerships that were formed between the university and consenting secondary schools in the north-west of Melbourne between 2008 and 2009. These school–university partnerships are documented in various publications (Arnold et al., 2012a).

The school and university were committed to addressing many of the educational challenges facing less privileged communities through creating conditions for a successful partnership. Within these communities of poverty with varying challenges, the structural conditions for these effective school–university partnerships affected “the ability of students to learn” (Amrein-Beardsley & Barnett, 2012, p. 103).

The partnership was entered into on the premise that when education institutes in universities and State government schools work together, each of them can improve the quality of their own work in building a stronger profession and community of learners.

As the school principal and research student of the university, it is necessary for this introduction to include an accurate representation of teacher education from the standpoint of the university. For the university, the power of school–university partnerships was the possibility that collaboration could support the work of schools and teachers, in particular the learning of school students. This was the ever-present theme of the university partnerships since the early 1990s. The university partnership documentation and academics’ various in-person communications with school colleagues, always included references to the outcomes for the school and the student-centred nature of teacher education partnerships.

1.4 The Site-Based Model of Teacher Education (SBMTE)

An overall objective of this school–university partnership is to design and implement a teacher education program that includes performance-based assessment of PST authentic practice within an integrated field experience.

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The following information provides an overview of the school–university partnership, referred to by the university as a “project partnership”. This overview provides details on the following:

- the PST cohort, the project timeframes, activities, and requirements
- roles and responsibilities of PSTs
- roles and responsibilities of mentors
- roles and responsibilities of teacher educators
- the school expectations of PSTs (i.e., non-negotiables)
- the four-week block placement in semester one
- the final six-week block placement in semester two
- communication as a key to an effective professional placement experience
- Applied Curriculum Projects (ACPs)
- assessment of PSTs
- resources for PSTs.

The PST Cohort—Timeframes, Activities and Requirements

Between 2009 and 2012 the school–university partnership involved 25 BEd PSTs working at the school throughout the year. In 2013 this changed to a cohort of 25 GDSE PSTs. The PSTs participated in this partnership by being on site two days a week, in addition to a four-week full-time block in semester one and a six-week full-time block in semester two. This meant that every week there were up to an additional 25 educators in the school, along with the main teacher educator (liaison/academic), plus additional teacher educators / academics assisting with the program and/or undertaking academic research.

The partnership included an extended and intensive timeframe for PST involvement in the school. It was considered that this intensive timeframe would allow PSTs to develop an understanding of the role of school culture in fostering student engagement and wellbeing; the importance of building strong community partnerships, through working collaboratively with colleagues and students. The program enabled PSTs to spend more time in the school and its classrooms throughout the duration of their course, allowing them to work alongside practising teachers and students.

This educational partnership distinguishes between a Site-Based Model of Teacher Education (SBMTE) and the long-standing PST ‘block placement’ model as the basis of professional practice experience in schools. Emphasising this distinction is important to recognising the context and novelty of this research.

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Whilst on placement, PSTs needed access to classes for observation, team teaching and teaching demonstrations and to individual or groups of students for interviews and data workshops. PSTs needed assistance with inquiries regarding knowledge and understandings about the school, its staff, and students.

Mentors were free to invite PSTs into their classes and seek their assistance in supervising students at co-curricular events. In addition to the assigned mentors, teachers at the school were encouraged to involve PSTs in assisting in classes across the school, be involved in activities like group work or practical work in science laboratories or arts/technology spaces. PSTs were an additional resource for teachers across the school. PSTs were encouraged to look for opportunities to assist in the school, if unsure, they were encouraged to ask for support from their assigned mentor, other teaching staff in the school or the main teacher educator.

Teacher educators drew on the support of teachers through the use of empathy. A teacher educator wrote:

Mentors please think back to what it was like being the new person at a school, especially on teaching rounds and as a PST. At times it can be scary, over-whelming, intimidating and an information overload. Please welcome and be patient with our newest colleagues and endeavour to make them feel part of our team during their time at [X] (name of the school) (Burrige et al., 2013).

PST professional experience was composed of supervised classroom teaching practice and an Applied Curriculum Project (ACP). PSTs completed their core academic units of study at the school. They were taught by teacher educators and mentors and were involved in the classroom and worked on their ACPs.

PSTs were expected to be at the school two days per week (Tuesday and Thursday), 8:30 a.m. – 4:30 p.m., working with their mentors, other school staff and the students. They also had a four-week teaching round placement in semester one (for example, week beginning 15 April 2013 until 6 May 2013) and a six-week round in semester two (for example, week beginning 12 August 2013 until 14 October 2013). The focus of these block placements was teaching practice. During block placements, PSTs were expected to be on site at the school, Monday to Friday 8:30 a.m. – 4:30 p.m.

During their practicum, PSTs in the BEd and GDSE courses were required to fulfil the following course requirements:

- seek explanations of classroom and schooling experience for change and improvement

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- develop ideas regarding teaching and learning throughout the year through participation in a community of inquiry, leading to an informed and defensible viewpoint
- establish partnerships between the school and the university and work with mentors on an investigation of teaching and learning that was aligned with the goals and priorities of the school
- take on some of the responsibilities of a graduate teacher and develop a responsibility for their own learning
- demonstrate capacity to engage in professional discourse with both mentors and other teachers to discuss various aspects of the education program as a whole and the teaching and learning of students (Victoria University, 2013).

PSTs were required to investigate and participate in the classroom and school experience, the teaching and learning program, and the partnership activities more generally.

Please refer to Appendix 1 for details of the course requirements of the partnership.

Appendix 1 contains a further 15 appendices providing comprehensive information regarding the distinguishing characteristics of the SBMTE including: the roles and responsibilities of PSTs, mentors and teacher educators, school expectations of PSTs, the four-week block placement in semester one, the six-week block placement in semester two, communication as a key to an effective professional placement experience, Applied Curriculum Projects (ACPs), resources for PSTs and assessment of PSTs.

1.5 Background of the Researcher

While undertaking the PhD research project, the student was the principal of the school involved in the school–university partnership (July 2006 to April 2015). Background information about the PhD researcher is pertinent to the credibility of this embedded research design (Lincoln & Guba, 1985; Merriam, 1998). As principal of the school, the PhD student was not a neutral party. The researcher/principal brought his own ideas, values and prior knowledge to the partnership and the PhD study respectively (Patton, 2002).

As an instructional leader in the school, the principal played a visible role in the classroom, taking an active part in teaching and learning instruction, observation, reflective practice, coaching and mentoring. Prior to the partnership, the principal established pre-conditions for effective teaching and learning; this involved developing and maintaining a safe and orderly learning environment. Having established strong pre-conditions for teaching and learning, it was anticipated that the partnership would enhance the principal's

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active participation in teacher professional learning (Printy & Marks, 2006; Robinson et al., 2008).

As principal of the school, the PhD researcher was in the privileged position of participant (principal) and observer/investigator (researcher). As the school leader, the principal had a vested interest in the outcomes of the partnership for the school community. The position and experience as principal provided the PhD researcher with an understanding of the factors impacting the school Performance and Development Culture (P&DC), a close understanding of staff, students, parents, and members of the extended school community, including the accountabilities and requirements of the Department of Education and Early Childhood Development (DEECD).

As a PhD student of the partnering university, the principal of the school was involved as an investigator of the partnership. The principal / researcher has first-hand experience of the university program. As a result of role duality, the researcher was involved in a number of the university programs relating to program review including, curriculum design and provision, providing the researcher with an extensive understanding of the university overarching mission, goals and priorities guiding its programs, initiatives, and practices.

The dual position of participant (school principal) and observer/investigator (university PhD researcher) served to hone the research student skills in objectively collecting data. The dual roles of participant and investigator informed the ongoing evaluation and development of the partnership. As a PhD student, the researcher collected and reflected on the data. As principal and participant (McMillan, 2000; Patton, 2002; Yin, 2003), the research student developed an insider's view of the partnership. As principal of the school and participant in the partnership, it was possible to appreciate the program to "an extent not entirely possible using only the insights of others obtained through interviews" (Patton, 1980, p. 23).² Authentic relationships between the principal/researcher and partnership participants assisted in crosschecking the validity of the findings and assumptions being drawn from the completed questionnaires, survey responses and conversations with participants.

As a leading participant who was immersed in the school culture, operations and relationships, the researcher was able to develop insights into the educational partnership

² Please refer to Section 3: Case Study Methodology for an account of different research strategies used by the researcher to obtain, qualify and validate qualitative data.

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that may not be developed by other researchers from outside the school context. This privileged position and background of the research student (as principal) needed to be addressed in respect of the potential for bias, ensuring relative impartiality regarding the findings and assumptions drawn from the research. Researcher bias recognises that someone else looking at the same data sets may sort and interpret them differently (Miles & Huberman, 1994). This PhD study reflects an attempt on behalf of the author to show an awareness of the dual positions of school principal and research student and the potentially contrasting imperatives associated with these two roles.

This thesis introduction accounts for why the principal went to the effort of establishing the educational partnership. The partnership was an enormous pledge for the principal and his colleagues. The following commitments associated with this decision, provide both a rationale for the critical role of leadership engagement and foreshadow some of the insights outlined in the thesis' concluding chapter. In addition, the introduction attempts to provide a clear justification of why the principal decided to locate his own work towards the partnership in a doctoral study.

The partnership was built on an assumption that collaboration between the school and university had the potential to improve the learning outcomes of students; enhance the quality of the practicum experience for PSTs; promote professional learning and growth opportunities for practising teachers; and provide an avenue to attract quality graduates to the school and retain them, where the values of the graduates aligned with those of the school.

The foremost and, ultimately, most important impetus leading to the principal's decision to locate his work with the partnership in a doctoral study concerned the notion of impact. There was a clear determination to undertake research that centred on factors that impact improved outcomes. These outcomes include student learning results, improved preparation of PSTs, administrators, and other educators, and improved professional learning for all school and university practitioners who work in the partnership (Teitel, 2003). The principal's decision to establish the partnership and parallel decision to locate this work in a doctoral study were both centred on a determination to position the school–university partnership as a school and system improvement initiative.

Research on educational leadership is plentiful (Robinson et al., 2008; York-Barr & Duke, 2004). Chapter 6 of this study examines the impact of school leadership on the learning and engagement of participants and success of the educational partnership. It is anticipated that an examination of what the researcher brings to the research setting (as

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school principal) will impact constructively on research processes, outcomes, and recommendations (Locke et al., 2000).

Through experience as a principal class officer, the researcher acknowledges the gaps that exist in teacher preparation regarding graduate teacher knowledge and skills on entry to the workforce. This partnership and study are an attempt on the part of the research student to work with participant stakeholders to create the conditions for improved teacher preparation whilst at the same time improving school and student outcomes.

1.6 Outline of the Thesis

PSTs, practising teachers and teacher educators collaborate, develop, and implement practices that are focused on enhancing the achievement, wellbeing, and engagement of students. An effective school–university partnership dedicated to enhancing the quality of PST preparation is focused on the learning of all participant stakeholders. The interactions and practices of PSTs, teachers, and teacher educators within the context of a school learning environment are influenced by school policy, the school interpretation and implementation of Departmental initiatives, the school curriculum, the school leaders, and its students. The research is set within one school in Melbourne, Victoria, Australia—the setting for this school–university partnership. The perceptions of PSTs, mentors, teacher educators and students are collected to identify those factors within the partnership that impact the learning and engagement of participants and the success of the partnership.

The following sections of this introduction outline the structure and contents of the nine chapters contained within the thesis, followed by a chapter summary.

Chapter 2: Literature Context

The review of the literature explores the current national and international research to place this research into context. The literature review of school–university partnerships in teacher education (professional practice experience) examines several factors impacting the effectiveness of partnerships, including:

- origins and studies of school–university partnerships in teacher education
- partner alignment and goal congruence
- key aspects of Australian government policy in respect of the place of the teaching practicum enabling the integration of theoretical knowledge and professional practice
- the practices of teacher education and teacher educators and the pedagogy of praxis inquiry

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- authentic practice in enhancing PST belonging, professional knowledge, identity, practice, and self-efficacy
- student voice and participation in school–university partnerships
- school leadership and the role of the principal in partnerships
- school reform, renewal, transformation, and improvement through school–university partnerships
- the role, responsibilities, and practices of effective mentoring in partnership-based teacher education.

A review of existing literature identifies gaps in the literature context and positions the need for new knowledge generated by this research.

Chapter 3: Theoretical Framework

An important part of this research is to be able to identify specific elements within the social and cultural fabric of the school that impact participant learning and engagement. The research intends to explain how the cultural and structural conditions of the school (as the setting for this SBMTE) impact the success of the school–university partnership. This research informed by Lave and Wenger’s (1991) theory of situated learning and Wenger’s (1998) theory of communities of practice, acknowledges the social nature of schools and a view of knowledge being socially generated through participant engagement in communities of practice.

The theories of Lave and Wenger enable an analysis of the complex nature of human interactions situated within the structures and processes of the school. The two theories are based on a view of knowledge being socially generated through participant immersion in a field of practice. The theoretical framework enables an analysis inclusive of the complex nature of social interactions which occur in the school.

The theories allow an examination of participant perceptions on those factors that facilitate their learning and engagement through conditions that support participant interactions and relationships based on trust, mutuality, and reciprocity (Kruger et al., 2009). Lave and Wenger’s theory of situated learning and Wenger’s theory of communities of practice enable an investigation of those elements of partnership-based practice that facilitate people’s participation through genuine collaboration. The two theories frame the investigation of practice, prioritising the informal and incidental nature of PST situated learning experiences that generate knowledge, skills, and dispositions. Lave and Wenger’s (1991) theory of situated learning and Wenger’s (1998) theory of communities of practice are explained and drawn together into a theoretical framework that informs the data

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collection and analysis and how the research is conducted within the communities of practice.

Chapter 4: Research Methodology

A case study methodology involving both quantitative and qualitative data collection and analysis has been selected for the research, as it aligns with the theoretical framework that has been developed. The researcher's direct engagement with participants enables an understanding of the complex nature of human interactions within the school setting—participant situated learning experiences in the community of practice. A case study methodology requires the research to be conducted in the research setting to ensure that the data being collected and analysed are being considered within the context of the phenomena being examined. The specifics of the case study setting are described along with the data collection and analysis processes undertaken.

The three phases of data collection and analysis are described and explained in relation to their relevance to the study's one overarching research question and three supporting questions. The integrity of the quantitative and qualitative data collection processes is outlined and measured. The ethical dimensions of the research methodology are considered along with the limitations of the study.

Chapter 5: Analysis—School Transformation and Improvement

School principals, particularly those of at-risk students, are turning to school–university partnerships to renew the efforts, practices, and strategies of teachers in the education of their students (Karwin, 1992; Sheridan, 2000). Chapter 5 examines the impact of the partnership on the school transformation and improvement. The analysis addresses supporting question (i): *How can a school–university partnership contribute to school transformation and improvement?*

Chapter 6: Analysis—School Leadership

The role of the principal as the site administrator is widely regarded as critical in the overall effectiveness of school–university partnerships. Regarded as a “partnership lynchpin” (Kruger et al., 2009, p. 9), this chapter examines the impact of the school principal on the success of the partnership. It is acknowledged that increasing the knowledge base on the role of school leadership will be important for the overall success of educational partnerships (Tilford & Yendol-Hoppey, 2011, p. 287). The analysis addresses supporting question (ii): *What is the role of school leadership in an effective school–university partnership?*

Chapter 7: Analysis—Partnership-Based Practice

The question of how PSTs engage with mentors and students in the context of authentic practice is paramount to this educational partnership (B. Eckersley et al., 2011, p. 59). The study examines PST engagement with the activities of the classroom, curriculum and its teachers which are referred to as authentic. Chapter 7 addresses supporting research question (iii): *What are the elements of partnership-based practice that constitute a successful school–university partnership in teacher education?* The development of a SBMTE is predicated on the value of PSTs learning in parallel with teachers and students.

Chapter 8: Discussion

The chapter summarises the findings of the research, returning to the literature on school–university partnerships. It focuses on how the new knowledge has added to an understanding of how a secondary school can effectively integrate a school–university partnership in teacher education, contributing to the school transformation and improvement through innovation and change. Chapter 8 addresses the overarching research question: *How can a secondary school integrate a school–university partnership?*

Chapter 9: Conclusion and Recommendations

Finally, the questions raised by the research for further study and implementation at a school level are presented in the form of recommendations. The conclusion and recommendations chapter comprise of the following parts:

9.1 Conclusion

Main claims of the research which includes a summary of the thesis, including a reinstatement of the objectives, overarching research question, supporting questions, important (and / or equivalent) literature ideas, methodology and main findings.

9.2 Recommendations

The research recommendations include theoretical and research recommendations—implications for further research; and applied recommendations—implications for further practice. The theoretical and applied recommendations are combined and centre on the main provocations raised by the research.

The recommendations reflect a stance towards teacher education and are directed at the study's four intended audience groups: the Department of Education, school principals, schools (teachers, support staff, students, parents, and members of the broader school community) and universities. The responsibility for preparing and delivering high-quality graduates must be shared by governments, universities, teacher registration authorities and schools.

Chapter 1 Summary

The literature context on school–university partnerships in teacher education clearly indicates that if the needs of PSTs are to be met, schools and universities must work together. The research proposes that genuine collaboration between a school and university will lead to practice and learning conditions that take account of the interests and needs of all participant stakeholders. The factors that impact effective school–university partnerships identified in the literature are centred on PSTs learning alongside mentors, teacher educators and students. For the school, its leaders, staff, students and community, the challenge is to implement a large-scale innovation program that fulfils the school’s strategic goals, contributing to the school’s transformation and improved student learning.

Novelty areas of this research include:

- (i) the SBMTE: a distinguishing characteristic of this educational partnership in contrast to conventional PST professional practice experience
- (ii) school leader perspective: university/school partnerships are invariably researched and written from a university perspective
- (iii) inclusion of student voice: a focus on the impact of the educational partnership on school and student outcomes inclusive of a school student perspective.

The research aims to identify factors within the SBMTE that impact the learning and engagement of participants. It is the complex nature of human interaction within the school culture, structures and processes that facilitates participant engagement in genuine collaboration, research, inquiry, reflective practice, innovation, and change. Using a theoretical framework developed from a social theory of learning, the analysis and discussion intends to outline how a secondary school can effectively integrate an educational partnership for the purpose of school transformation and improvement.³

³ The research is informed by a view of knowledge being socially generated through participant *situated learning* experiences within *communities of practice*.

Chapter 2: Literature Context

There is a growing consensus that much of what teachers need to learn must be learned in and from practice rather than preparing for practice (Zeichner, 2010b, p. 91).

This chapter examines the current research and literature on school–university partnerships in teacher education, including site-based teacher education. It begins with an explanation of the origins and studies of school–university partnerships in teacher education both nationally and internationally. To help frame the research, an understanding of the Victorian education context is provided.

Site-based (or school-based) teacher education defines an explicit place for teachers and PSTs, if not students. Almost all the accounts of teacher education practice referred to in this literature review have been written by university academics. The possibility exists that the literature on school–university partnerships in teacher education presents an interpretation of events that is written exclusively from a university perspective. This literature review demonstrates that there is an absence of principal, teacher, PST, and student voices; and that the evidence and conclusions drawn may be one-sided and unrepresentative. There is a distinct possibility that benefits may arise from academic research written from the perspective of a school principal, which draws on the perspectives of a cross-section of participant stakeholders to define the phenomenon.

Key elements emerge from the literature on school–university partnerships. This literature review begins with a review of the origins and studies of school–university partnerships (Section 2.1). An extensive review of the site-based and partnership literature was published by Gore (1995). Nine distinct areas influencing the success of educational partnerships emerged from his literature review. In designing a partnership, consideration of these areas assists in addressing the needs of stakeholders (Tushnet, 1993). Chapter 2 presents a literature review of partnerships and examines the following nine areas:

- origins and studies of school–university partnerships
- partner alignment
- the integration of theory and practice
- practices in teacher education
- authentic practice
- student voice and participation in school–university partnerships
- school leadership

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- school renewal, reform, transformation, and improvement through school–university partnerships
- mentoring in school–university partnerships.

In the first instance, this literature review considers the origins of school–university partnerships and the studies that have been undertaken in the area of teacher education. Following this, the literature review considers the other aspects of school–university partnerships that emerged from the literature context and their relative impact upon the success of school–university partnerships.

2.1 Origins and Studies of School–University Partnerships

Collaboration between schools and teacher education institutions has the potential to improve learning outcomes for students; enhance the education of prospective teachers; and promote professional development for both practising teachers and academics (Brady, 2005, p. 659).

This study considers and is built on existing research and a body of knowledge on school–university partnerships in teacher education (Baird, 2008; Brady, 2006; Bullough, Jr., 2012; Burton, 2007; Chan, 2019; Clark, 1988; Day, 1999b; Eckersley et al., 2011; Edwards & Mutton, 2007; Furlong et al., 1996; Gifford, 1986; Goodlad, 1987; Green et al., 2020; Hobson & Malderez, 2013; Hudson, 2013a; Ingvarson et al., 2007; Ingvarson et al., 2004; Karwin, 1992; Kruger et al., 2009; Neal & Eckersley, 2014; Owens-Leatherwood et al., 2011; Sandholtz & Finan, 1998; Stein & Spillane, 2005; Zeichner, 2010b, 2021). It looks at partnerships in Australia, Professional Development Schools (PDSs) in the United States of America (USA), the United Kingdom (UK), and, to a lesser extent, Europe.

My research was conducted in a secondary school in Melbourne, Victoria, a state that has a particular and active history of education reform. In Victoria’s highly devolved government school system, school councils and school leaders have been provided with autonomy to develop and implement educational programs that best reflect the needs and priorities of the school and its community. To help frame this research, an understanding of the Victorian education context is required. In addition, the literature context examines school–university partnerships more broadly.

The Australian House of Representatives afforded significant standing to the advancement of school–university partnerships in teacher education. In approving the expansion of educational partnerships, *Top of the Class* (House of Representatives Standing Committee on Education and Vocational Training, 2007) noted evidence of:

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outstanding partnerships ... particularly around the provision of the practicum.

These partnerships are often the result of determined efforts by inspired individuals in universities, schools, and systems. Key ingredients in these partnerships are the awareness that teacher education is a shared responsibility and willingness to work in partnership with other parties to fulfil that responsibility (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 79).

Top of the Class made little attempt to define school–university partnerships, other than to collect the evidence presented to the Standing Committee in an Appendix. On the other hand, an earlier report, from the Victoria Parliament entitled *Step Up, Step In and Step Out / Education and Training Committee of the Victorian Parliament Report* (Education and Training Committee of the Victorian Parliament, 2005) was more definite in terms of the characteristics and importance of school–university partnerships, in which teacher education programs:

have been successful in forging stronger links with schools, generating increased involvement of schools in (the) university programs, enhancing the reflective engagement of PSTs in the learning and teaching process, and increasing the satisfaction of PSTs and their commitment to the course (Education and Training Committee of the Victorian Parliament, 2005).

The TEMAG report (Teacher Education Ministerial Advisory Group, 2014) is considered vital to driving improvements in teacher quality (Australian Institute of Teaching and School Leadership, 2018). The report endorses a range of approaches to enhance PST education, including an emphasis on the role of school–university partnerships in raising the quality and value of the PST professional practice experience. As indicated in this literature review, reinforcement of the worth of school–university partnerships has been prevalent in previous governmental reports (Education and Training Committee of the Victorian Parliament, 2005; House of Representatives Standing Committee on Education and Vocational Training, 2007). During the latter period of the researcher's involvement in this educational partnership and tenure as the school's principal, there had been an "immense change within Australian teacher education and the implementation of school–university partnerships" (Green et al., 2020, p. 407). This case study of a school–university partnership was established with a different focus than those later partnerships impacted by government initiatives during the period of 2012–2017 (Ledger et al., 2020).

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From a policy perspective, school–university partnerships act as a distinctive feature of those teacher education programs, with activities and practices that link school leaders, schoolteachers, PSTs, teacher educators and students in more direct and ongoing ways than the “block placement” in conventional teacher education practicums (Kruger et al., 2009).

The research concerns itself with the nature of a school–university partnership and its impact on the learning and engagement of participant stakeholders. The enhanced relationship between the school and university needs to be organised at the level of the institutions (Kruger et al., 2009). Obviously, that is the purpose of *Top of the Class*, which recommends funding for innovation in site-based teacher education and partnerships comprising schools, universities, and education systems.

Internationally, school–university partnerships in education have existed for at least three decades and the research has focused primarily on what collaborations have looked like and how they have worked (Allum, 1991; Amrein-Beardsley & Barnett, 2012; Boyer, 2000; Brown & Jackson, 1983; Ravid & Handler, 2001; What Works Clearinghouse, 2014). Partnerships between schools and universities are widely recognised as essential to the successful education and training of PSTs in many countries (Brady, 2005). In the 1990s, this increasing emphasis of universities to work collaboratively with schools is a trend that “is likely to accelerate with the growing impact of globalisation, and demands for more efficient schooling” (Brady, 2005, p. 659).

An increasing number of school–university partnerships have been initiated based on proponents’ claims that partnerships have the ability to transform education. Studies have examined the impact of partnerships on school and system improvement such as advances in student learning outcomes (Teitel, 2003, p. 11), student access and inclusion (Jackson, 2009), teacher graduation and retention rates (Imanta & Tillema, 1995; Yost, 2006), teacher effectiveness (Auton et al., 1998), teacher collaboration (Boyer, 2000), principal leadership capabilities (Criner, 2013), school operations, climate, culture (Basile, 2011; Goodlad, 1993) and parent/community engagement / strengths (Noel, 2013; Powell, 2001), amongst other measures of success (Brady, 2005, 2006; Brookhart & Loadman, 1992; Goodlad, 1987; Ravid & Handler, 2001; Sandholtz & Finan, 1998; Schepens, 2005; Trubowitz & Longo, 1997; Zeichner, 2010b; Zetlin et al., 1992).

Over the past 30 years, research has been undertaken on Professional Development Schools (PDSs) in the United States of America (USA) in respect of the growing interest in teacher education programs and their impact upon various measures of success. In 2003, the National Council for Accreditation of Teacher Education (NCATE) provided evidence of

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this impact upon measures of success from a number of sources (Cibulka & National Council for Accreditation of Teacher Education, 2009; Levine & National Council for Accreditation of Teacher Education, 1998).

There have been extensive studies undertaken in the USA on the impact of PDS settings on participant learning and engagement; including PSTs (Burley et al., 2001); schoolteachers, particularly those studies that have focused on leadership development and empowerment (Gonzales & Lambert, 2001; Lecos et al., 2000; Walling & Lewis, 2000); principals (Foster et al., 2000); teacher educators (Tom, 1999) and students (Pine, 2000; Sandholtz & Dadlez, 2000; Zenkov et al., 2013).

The evidence asserts that student achievement in PDSs exceeded expectations, and students in PDSs showed higher gain scores when compared to students in non-PDS schools (Pine, 2000). In respect of the quality of teacher graduates, the literature asserts that PDS candidates perform better than PSTs from other non-PDS settings (Beyers et al., 2001; Gill & Hove, 1999; Hove & Gill, 2003; Ramey-Gassert et al., 1996). Evidence of the impact of PDS settings on student access and inclusion, principal leadership and capacity development, school climatic factors and parent/community engagement were not addressed, reflecting a gap in the research field (Teitel, 2003).

In the United Kingdom (UK) and parts of the USA, education policy has been created to mandate partnerships in an effort to improve the success of the practicum element of the teaching degree (Edwards & Mutton, 2007). In the UK relationships between schools and universities have been driven by enforced government policy and structural change. For example, the 1987 Education Reform Bill prompted the restructuring of teacher education and promoted partnerships between schools and universities in both PST and in-service teacher education. School-based teacher education has been UK government policy since 1984 and enforced since 1992.

Schools have been given more autonomy in site-based management and in determining priorities and the allocation of resources. More significantly, they have been given a voice in determining teacher education programs, and the power to recruit universities to assist in implementing their own programs (Brady, 2005, p. 600).

The literature on teacher education in Europe has few examples of site-based teacher education. This literature review can only provide a general overview of the available European accounts of change in teacher education. In contrast, the literature contains many reports of the PDS initiative in the USA and is reflected in this review.

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Difficulties were encountered in reading and interpreting the literature from three international sources. Each set of accounts of change in teacher education is contextualised by national history and politics. Thus, in Britain, the imposition of school-based teacher education by its national government has given rise to a literature which is concerned with researching the effects of the policy on practising teachers and schools, PSTs, academics, and universities. In the USA, where responsibility for education is decentralised and the federal government is unable to impose policy, the growth of partnerships in teacher education has resulted from concerted action from the nation's educational leadership, in particular “The Holmes Group” (Holmes Group, 1990). A good deal of the literature is directed to pushing the teaching and teacher education profession, through argument and evidence, to take on partnership-based teacher education. The accessible literature on European teacher education is exclusively policy related and contains little about school-based practice (Eckersley et al., 2008).

In the USA, the focus on building effective partnerships between universities and schools has remained with PDSs (Basile, 2009; Darling-Hammond, 1994; Teitel, 2003). While there have been numerous models of PDSs in the USA, the California University model is regarded as typical in respect of its governance, operational structures, and processes (Glass & Wong, 2009; Maxson & Schwartz, 2001). In California, for example, a number of PDSs have existed within a network through their affiliation with one university. A management team that oversees each school–university partnership as manifested in and through the PDS, comprised of schoolteachers and university personnel, has collaborated to develop and implement curriculum programs relevant to the needs of participant stakeholders.

Inclusive and accessible strategies in such PDSs have included team teaching between teachers and teacher educators; structured in-house and on-site professional development programs; university courses taught by university lecturers and school-accredited “expert” teachers / teaching and learning coaches; and resident university supervisors in each of the PDSs and/or network of schools (depending on scale) (Sandholtz & Finan, 1998; Zenkov et al., 2013). Essentially, the creation of PDSs in the USA was premised on re-thinking the standards of teacher preparation courses (Griffin, 2002).

According to the NCATE (Cibulka & National Council for Accreditation of Teacher Education, 2009; Levine & National Council for Accreditation of Teacher Education, 1998) PDSs have been regarded as innovative institutions formed through partnerships between professional educational programs at universities and P–12 schools. PDSs were designed to improve both the quality of teaching and student learning by creating settings that provided

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support for professional learning in “real-world” settings. PDSs have had a fourfold mission, including the education of PSTs in the preparation of highly capable graduate teachers, faculty development (both in the P–12 school and the university), including inquiry directed at the improvement of practice and enhanced student achievement.

In 2006, the NCATE identified seven characteristics of PDSs, namely: (i) shared responsibility for learning by all partners; (ii) a focus on meeting student needs; (iii) professional learning for both pre-service and in-service teachers within the context of practice; (iv) boundary-spanning roles undertaken by both school and university faculty staff; (v) the use of inquiry to guide learning; (vi) the public sharing of teaching practice; and (vii) the entire focus of the school geared toward the learning of all students, teachers, and faculty (Darling-Hammond, 1994; Ramsy et al., 2011; Teitel, 2001).

Carefully constructed field experiences in PST education that are well coordinated between schools and university programs of study are more influential and effective in supporting PST learning (Darling-Hammond, 2006; Tatto, 1996). Effective educational partnerships between schools and universities are in contrast to the “unguided and disconnected field experiences that have historically been dominant in American teacher education” (Zeichner, 2010b, p. 91).

In relation to the UK and USA contexts, school–university partnerships in Australia have come about for similar reasons, that is, the need to work together to educate, mentor and assess PSTs during the compulsory practicum element of their teacher education studies.

In Australia, how these partnerships have been formed (including the philosophies and administrative requirements that influenced them), have been vastly different (Green et al., 2020; Ingvarson et al., 2007; Ingvarson et al., 2004). The individual variance of characteristics across educational partnerships in Australia (particularly in Victoria), has been largely due to the way in which the education system has evolved; with emphasis on autonomy that has been bestowed to Victorian schools and their principals as part of *Self-Governing Schools* (Department of Education and Early Childhood Development, 2003).

The significant increase in school governance in Australia over the past decade involving more autonomy for schools in management, professional development, and staff appointments, supplemented by more government support, has not involved intervention or support for teacher education that exists in the UK (Brady, 2005, p. 659).

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In Victorian schools, relationships between schools and universities in teacher education have not been driven by enforced policy and structural changes that occurred in the UK and USA.

In Australia, for structural reasons, partnerships between schools and universities have been slow to evolve, de-centralised and varied in rationale, governance, design, and implementation (Green et al., 2020). Partnerships currently rely on donated time and the goodwill of teachers and academics and may disintegrate when working roles are redefined or school leadership changes (Brady, 2006). In the context of Victoria’s highly devolved government school system, the principal has authority to make localised decisions that best reflect the needs and priorities of the school and its community.

Throughout the evolution of school–university partnerships in Victoria, some institutions have had great success in embedding their collaborations and have created sustainable, mutually beneficial arrangements that have led to improved learning outcomes for all participant stakeholders, from students, school principals to university administrators (Kruger et al., 2009).⁴ Other partnerships have not been as rigorous; barely more than an administrative link to include payment for individual mentors for taking on PSTs in non-strategic and disconnected ways (Ingvarson et al., 2007; Ingvarson et al., 2004; Kruger et al., 2009).

Variables that focus on the factors that determine the success of school–university partnerships have been cited extensively in research literature (Allum, 1991; Arnold et al., 2011; Arnold et al., 2012b; Barab & Duffy, 2000; Borthwick et al., 2001; Boyer, 1987; Brookhart & Loadman, 1992; Clark, 1988; Darling-Hammond, 1994; Fidler, 1994; Goodlad, 1988; Karwin, 1992; Maeroff, 1983; Mattessich & Monsey, 1992; Starlings & Dybdahl, 1994; Trubowitz & Longo, 1997; Wiske, 1989; Zetlin et al., 1992).

Top of the Class (House of Representatives Standing Committee on Education and Vocational Training, 2007) lists the “problems with the provision of the practicum” as the

⁴ In 2011 a university-based report and publication was produced on the subject of site-based teacher education, featuring specific details of three educational partnerships (Eckersley et al., 2011). The Department of Education and Early Childhood Development (DEECD) expressed an interest in formalising school collaborations with tertiary institutions in 2010 through a program entitled *School Centres for Excellence*. This program was followed by a program entitled *Teaching Academies for Professional Practice* (Department of Education and Early Childhood Development, 2013) which was launched in December 2013 and commenced in January 2015 to focus on exemplary modelling of school–university partnerships in teacher education (Department of Education and Early Childhood Development, 2014).

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shortage of placements, the weak connection between practice and theory, the quality of supervisors and inadequate funding to sustain high quality placements. Geographical location was also a factor for the House of Representatives Committee which identified rural and remote settings as problematic environments for high quality teacher education (House of Representatives Standing Committee on Education and Vocational Training, 2007).

As previously acknowledged, an extensive review of literature on school–university partnerships in teacher education, including site-based models, has been presented by Gore (1995). Gore generated a summary of the main arguments associated with attempts to reform teacher education (Gore, 1995). Following this introduction on the review of studies and the origins of educational partnerships, the literature context reviews the relative impact of nine key factors on the success of school–university partnerships, in site-based teacher education, including:

1. Partner Alignment
2. Integration of Theory and Practice
3. Practices in Teacher Education
4. Authentic Practice
5. “Student Voice”—Student participation in school–university partnerships
6. School Leadership
7. School Renewal, Reform, Transformation, and Improvement through School–university Partnerships
8. Mentoring in School–university Partnerships.

2.2 Partner Alignment

Maintaining sufficient flexibility within the university and the schools provides opportunities to engage in collaborative work that meets the needs of all involved (Kruger et al., 2009, p. 57).

This part of the literature context examines the impact of shared goals, clear roles, responsibilities, and communication on the success of school–university partnerships. The literature supports the need for a shared vision based on an alignment of philosophies, objectives, and practices, enabling the cultures of the school and university to come together. The research proposes that a SBMTE forging stronger working relationships between school and university staff, has the capacity to improve the quality of teacher education by narrowing the gap between schools and universities (Broekkamp & van Hout-Wolters, 2007).

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Cultural factors within schools and universities impact upon the success of school–university partnerships (Borthwick et al., 2001). Each setting and collaboration is different and the unique factors ought to be understood and appreciated by each of the stakeholders as part of the *Ecology of Renewal* (Goodlad, 1988, p. X; Huden, 1988, p. 318). When embarking on a school–university partnership, there is no recipe to follow or checklist to achieve success (Clark, 1988).

One pervasive theme in the literature is related to the different cultures of schools and universities and the need for a shared vision, common goals, clear communication, and work practices embraced by all parties (Gifford, 1986; Goodlad, 1994b; Rudduck, 1995; Zeichner, 2010b). The literature context supports the contention that alignment of values, educational philosophies and structural intent across both institutions is central to an effective school–university partnership.

Importantly, the institutional and structural arrangements of these partnerships were ones that met the needs and intent of both the university and the schools (Kruger et al., 2009, p. 57).

Zeichner's (2010b) notion of the "third space" is important to developing an understanding of the elusive nature of effective school–university partnerships. "Collaborative school–university partnerships operate in what has been labelled the "third space" (Green et al., 2020, p. 28). Researchers refer to the construct of the "third space" to describe various situations within partnerships in which established boundaries are crossed. Identifying and cultivating a "third space" in school–university partnerships supports the integration of theory and practice; creating a joint space where the various perspectives of curriculum implementation can be critiqued.

The effectiveness of the PDS model in the USA has been dependent upon the ability to bridge two distinct cultures, by developing good relationships at the expense of "efficient resolutions" (Sandoltz & Finan, 1998). The contrasting cultures of schools and universities by their very uniqueness breed suspicion and mistrust. In particular, the traditional role of the university as the fount of knowledge about teaching and learning has added to the mutual suspicion. *Boundary spanners* (Brady, 2006; Fulmer & Basile, 2006) can act as change agents and work towards the removal of these feelings by fostering positive relationships. Teacher educators' allegiance to their partnerships and emphasis on relationships assist in bridging the two distinct cultures of the school and university. For example, the Victorian report *Step Up, Step In, Step Out* (Education and Training Committee of the Victorian Parliament, 2005, p. 112) notes that two of the "greatest barriers to achieving a better balance between

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theory and practice in teacher education and thus to improving the suitability of current courses” are connected to partner alignment: first, that teacher educators are out-of-touch with school classroom practices; and second, that teachers are not asked to contribute to teacher education course design.

The practice and discourse separations between universities and schools, and most significantly between schoolteachers, PSTs, and academics, are the impediments to improvements in teacher education: not only to PST learning, but to teacher professional learning in general (Eckersley et al., 2008). For the committee of *Top of the Class* (House of Representatives Standing Committee on Education and Vocational Training, 2007), the “establishment of strong authentic partnerships between all parties” would be an effective antidote for the “division of responsibilities for delivering teacher education and the lack of a sense of shared responsibility between the major parties” (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 75), which is the principal cause of the practicum’s problems.

The literature context on school–university partnerships is abundant with references to the different cultures of the partners, and their potential clash (Peters, 2002; Smedley, 2001). Conflicts between schoolteachers and university academics relate to differences between the curriculum of the school and the curriculum of teacher education and developed through misunderstandings about learning how to teach (McCullick, 2001). Alignment of perspectives across school and university partners is achieved through mobilising the intellectual energy around “strengthening the connections between what our student teachers do in their school and community placements and the rest of their teacher education program” (Zeichner, 2010b, p. 90).

Alignment of educational philosophies and practices across schoolteachers and university academics is critical in creating curriculum coherence.

Through this medium of collaboration, each institution can benefit from the unique offerings of the other with the goal of developing practice-sensitive researchers at the university and research-sensitive practitioners at the school site (Gifford, 1986, p. 77).

A SBMTE founded on a shared philosophy among partners has the potential to create an “equal and more dialectical relationship between academic and practitioner knowledge in support of student teacher learning” (Zeichner, 2010b, p. 92). A key to successful school–university partnerships in respect of alignment, has been the ability of participants to bring academic and practitioner knowledge together in a more synergistic

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way in support of PST learning. “Crossing the theory–practice divide in teacher preparation remains an elusive ideal” (Henning & Gravett, 2011, p. S29). Elliott (1993) in arguing for teacher education to become a “practical social science”, proposed the need for the boundaries between school and university to be “more permeable”.

A SBMTE reflects a shift in the epistemology of teacher education from a situation where academic knowledge is seen as the authoritative source of knowledge about teaching to one where different aspects of expertise that exist in schools and communities are brought into teacher education and co-exist on a more equal plane with academic knowledge (Zeichner, 2010b, p. 142).

Printy’s (2008) research points to the importance of partner alignment achieved through a commitment to communities of practice and the development of shared practices and resources.

In schools, as in other organisations, communities of practice consist of members who share values and interests, who engage in shared activity, and who produce shared resources in the process (Wenger, 1988, cited in Printy, 2008, p. 190).

This literature review reveals that in site-based models of teacher education, there is a significant shift away from a university-centric staffing and authority model. According to Zeichner (1996), in most conventional models of teacher education, the supervision of practicums and the delivery of tutorials and teaching modules occurs through doctoral students, providing a main source of financial support for these academic students. Historically, university academics have envisaged their work in school–university partnerships as potentially disruptive of their focus on academic research. In his investigation of the impact of PDSs on teacher educators, Tom (1999) investigated the destabilising effects of partnerships on academics. The type of involvement required of academics in school–university partnerships, has not been formally recognised as teaching or research, and therefore, has not carried status in workload allocation (Brady, 2005, p. 167).

This study examines the practices of teacher education, “praxis inquiry” (Kruger & Cherednichenko, 2006), and “praxis” (Kemmis & Smith, 2008) as part of re-envisaging teacher education practices in schools and connecting this important field work with academic research.

Schools are complex organisations. The factors and variables impacting the success of educational partnerships are multifaceted, highly integrated, and hence, difficult to separate. The literature context reveals the significance of partner alignment in establishing

and sustaining effective school–university partnerships. This literature review helps to frame the research and its investigation of the roles and responsibilities of partners, shared goals and work practices, strategic allocation of resources, governance structures and communication processes in enabling alignment across school and university partners.

2.3 Integration of Theory and Practice

It is argued that the old paradigm of university-based teacher education where academic knowledge is viewed as the authoritative source of knowledge about teaching needs to change to one where there is a non-hierarchical interplay between academic, practitioner and community expertise. It is argued that this new epistemology for teacher education will create expanded learning opportunities for prospective teachers that will better prepare them to be successful in enacting complex teaching practices (Zeichner, 2010b, p. 1).

This literature review examines Australian government policy that positions the integration of theoretical knowledge and professional practice as central to the purpose of the teacher education practicum in school settings. To help frame the research, this literature review provides an understanding of the Australian context. It outlines key components of government policy that highlight the purpose of the practicum in providing PSTs with opportunities to effectively integrate theoretical knowledge with professional experience. The national and international activity that surrounds Australian government policy will also be considered; all of which have informed current initiatives in site-based teacher education currently occurring in Victorian government schools.

The critical importance of the practicum in teacher education has been noted in the *Top of the Class* report (House of Representatives Standing Committee on Education and Vocational Training, 2007). The integration of theory and practice is central to Australian government policy on teacher education which informs this research.

The Australian Government (2007) report on Teacher Education outlined some key elements of a high-quality practicum, firstly, that it integrates theoretical knowledge and professional practice across the three domains of a PST education program: content knowledge gained through a liberal education, professional knowledge, pedagogical skills, and insights (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 106).

Australian government policy's focus on the integration of theory and practice across the three domains of PST education compares to Goodlad's reference to three essential ingredients of teacher education. Goodlad referred to the school field experience

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as a “setting that brings together and blends harmoniously and coherently the 3 essential ingredients of a teacher’s education: general, liberal education, the study of educational practice and the guided exercise of the art, science and skill of teaching” (Goodlad, 1994b, pp. 632–633).

Scholars have framed the problems facing the practices of teacher education in terms of the divide between theory and practice (Broekkamp & van Hout-Wolters, 2007; Burkhardt & Schoenfeld, 2003; Kennedy, 1997; Robinson, 1998). For example, Featherstone (2007, p. 210) contends that “ideas and money are rarely spent on coordinating what is learned on campus with what goes on in schools”. Green et al. (2020, p. 403) state “The impact of the theory–practice divide on pre-service teachers (PSTs) and the teaching workforce is ... widely acknowledged”. Structural impediments have caused a disconnect between the theoretical curriculum of teacher education in universities and the professional field experience in schools.

Often the clinical side of teacher education has been fairly haphazard, depending on the idiosyncrasies of loosely selected placements with little guidance about what happens in them and little connection to universities’ (Darling-Hammond, 2009, p. 11).

Under these conditions, the two sites for teacher education that of the university and the school are equated with “theory” and “practice” and “retain their separate guises” (Smedley, 2001, p. 189).

Schools value practical solutions to immediate problems. “This critical or reflective orientation of academics, and practical or action orientation of teachers is often characterised as a theory-practice dichotomy” (Brady, 2005, p. 666). While these different working orientations may not produce mistrust, as some commentators claim, they may be a potential barrier to understanding. University personnel have often held negative and uninformed assumptions about the types of teaching and learning activities that occur in schools, prior to their involvement in school–university partnerships (Day, 1999b). In these cases, when academics arrive at their partner schools for the first time, they discover that the practices occurring inside their schools look very different to what they are expecting (Bullough, 1989).

We have to recognise that what teachers as partners in the enterprise of training can offer is practice-based knowledge rooted in sustained experience of a particular setting. What higher education tutors can offer is an analytic perspective that is fed

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by observation in a range of classrooms and sharpened by the evidence of research (Rudduck, 1995, p. 160).

The potential divide between theory and practice has been defined as a significant constraint affecting the operation of school–university partnerships; a divide that resides in the different working cultures of the respective partners.

A recognition of the interests and characteristics of each partner affects the integration of academic knowledge of the university with the practitioner knowledge of the school (Whitehead, 1994). Non-hierarchical approaches in teacher education deliver the effective integration of theory and practice. The need for democratic partnership and the avoidance of relationships that favour one source of expertise over another has created conditions for the effective integration of theory and practice that has been the subject of previous research (Beauchamp, 2015; Gore, 1995; McCullough & Fidler, 1994; Parmaksiz & AvŞAroĖLu, 2012; Ryan, 1996).

Cultural differences between schools and universities have been acknowledged, identified, and taken into account during the planning phase of school–university partnerships with ongoing monitoring and review of practices. Planning and design consider the different values associated with theory and practice, and how they can be best integrated in the context of the school setting (Brady, 2005, p. 665).

Historically universities have valued scholarship and research manifested in the publication of books and refereed journal articles. In contrast, schools have historically valued solutions to immediate problems of practice. In more recent times, universities have placed increased importance on research projects on site-based teacher education in schools, including positions of responsibility, giving esteem to this type of research (Arnold et al., 2011; J. Arnold et al., 2012a; Eckersley et al., 2011; Kruger et al., 2009). A commitment to school-based practitioner research allows for evidence-based practice and reflection. The integration of theory and practice is focused on the learning needs of students and is a viable source of teacher knowledge; a force within the movement toward increased professionalism of teachers (Hollingsworth & Sockett, 1994).

An empathic approach to the learning needs and aspirations of students lies at the heart of authentic practice in transformative teacher education programs (Schelfhout et al., 2006). These important connections of theory and practice with a concern for student learning have historically, not been explicit components of course design (Pfeiler-Wunder & Tomel, 2014). “Linking theory and practice with a specific concern for student learning is thus often left to student teachers themselves” (Swinkels et al., 2013, p. 27). A shortcoming

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of dominant mainstream forms of teacher education has been a lack of concern for those important connections between theory and practice that inform the practices of PSTs to improve student learning.

Theory and practice are not considered as being separate but are brought together through an active theorising of experience that generates new knowledge and new thinking. Undertaking such theorising “on-site” is a major new undertaking for PST education (Eckersley et al., 2011, p. 1).

The emergence of new learning environments within the space of site-based teacher education is part of provoking a focus on student learning as the principal focus of an effective partnership. Important links are drawn between theory and practice in support of student learning (Kruger et al., 2009). Swinkels et al.’s (2013) research on newly designed learning environments demonstrate the importance of authentic contexts, authentic tasks and reflective dialogues on theory and practice.

Horn and Wilburn (2005) describe these shifts in teacher education in heightening PST critical and reflexive thinking skills in the field of practice as a move towards an “eco-epistemology”.

Such a conception of knowledge becomes an eco-epistemology of active knowing, of learning, that is predicated on an embodied merging of mind and body that remains embedded, as an autonomous system, within an environment that constitutes the learning ecology (Horn & Wilburn, 2005, pp. 748–749).

The emergence of new learning environments within the space of site-based teacher education enables the effective integration of theory and practice, interconnecting learning across a range of disciplines, what Earl and Temperley (2016, p. 13) describes as “knowledge transfer”.

The literature on teacher education practicums consistently demonstrates that academics provide the theory from their own research, based on knowledge of the literature integrated with their own classroom experiences; and schoolteachers coordinate the practice in schools (Dunne et al., 1996). Recent evidence suggests that universities and teacher educators have developed reconstructed leadership in teacher education, for example through a new division of labour in which schools are responsible for practice and universities for theory.

The two settings have increasingly been drawn together to enable the effective integration of theory and practice.

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There is growing recognition that student [/ PST] experience in schools is richer and more complex than allowed for in traditional accounts which tend towards fragmentation, separately emphasising knowledge, motivation, and identity, and often setting up polarities when dealing with them (Linehan & McCarthy, 2000, p. 437).

Site-based teacher education is underpinned by a shared vision for learning where theory and practice respectfully inform each other in support of student learning (Grisham et al., 1999). As PST time in the school dramatically increases in site-based teacher education, there is a resultant concern about the “technical” orientation of schools as opposed to the “critical” orientation of universities (Brady, 2005, p. 668). The study examines the role of “praxis inquiry” (inquiry in practice) in enabling PSTs to conceptualise practice as a form of inquiry, contributing to the breadth of their learning and the requisite integration of theory and practice.

2.4 Practices in Teacher Education

The broadest and most vibrant context for the development of knowledge in higher education is its social mission to empower individuals and to serve the public good. Everything we call valuable knowledge in the university somehow relates to that (Gould, 2004, p. 453).

This literature review examines the changing role of teacher educators in school–university partnerships. Practices in teacher education have the potential to influence the practices of PSTs and practising teachers in schools. This literature review identifies distinctive characteristics of teacher education practices in site-based teacher education. An examination of the practices of teacher educators has major relevance to the study, addressing supporting question (iii) and an examination of the work of teacher educators in partnership-based practice that contributes to a successful partnership.

There remains intense interest in evidence-based teacher education research in an “intentional and systematic effort to unlock the black box of teacher education, turn the lights on inside it and shine spotlights into its corners, rafters and floorboards” (Cochran-Smith, 2005, p. 8). This literature review reveals that historically, there has been minimal attention given to what teacher educators should know and be able to do (Buchberger et al., 2000; Cochran-Smith & Lytle, 2009, 1999; Goodwin & Kosnik, 2013; Goodwin et al., 2014; Loughran, 2008; Martinez, 2008).

A pedagogy of teacher education has the potential to influence the practices of PSTs and practising teachers in schools (Brouwer & Korthagen, 2005; Day, 1999b); including

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increasing teacher effectiveness and developing among teachers a repertoire of useful mentoring strategies (Carroll, 2006; Ridley et al., 2005). Site-based teacher education “has come to mean different things in different courses” (Furlong et al., 1996, p. 42) as partnerships between schools and universities are defined and practised. The literature context has affirmed the multi-faceted nature of the teacher educator role in site-based teacher education programs and school–university partnerships (Franklin et al., 2008).

This area of the literature context examines the changing role of teacher educators in site-based teacher education and school–university partnerships, working collaboratively to create school conditions that make it possible for PSTs to “take advantage of the resources available to them” (Cochran-Smith, 2005, p. 9). This literature review identifies distinctive characteristics of teacher education practices in site-based teacher education. The personalisation of teacher education practices in school–university partnerships has altered the roles and expectations of teacher educators in these settings.

The success of school–university partnerships depends on particular features of teacher educators’ understandings and practice. The literature provides a coherent picture of the changing dimension of teacher educators roles and responsibilities in site-based teacher education. The literature provides an account of the following features of teacher educators work in school-based settings, including: a liaison role with a focus on building relationships; skills to facilitate genuine collaboration; an acceptance of unpredictable time demands; skills in leadership; a focus on intrinsic rewards; engagement in participative decision making that encourages inclusivity and equity; the role of inquiry linked to reflective practice and collaborative practitioner research; a demonstrated commitment to school renewal and structural reform (Le Cornu & Ewing, 2008).

The literature reflects the different demands placed on teacher educators when working in site-based teacher education. Accounts of the evolution of school–university partnerships highlight the importance of creating specific liaison positions for people who have the knowledge and skills which will enable them to move freely from one site to another, from the school to the university, from one school to another school. These “boundary spanners” are able to “interpret the language, understand the reward systems, and translate the ideas of those in one culture to those in another” (Sandoltz & Finan, 1998, p. 13).

Boundary spanning has been a prominent subject of scholarly research, particularly in educational contexts (Wegemer & Renick, 2021). Boundary spanning has been particularly prevalent in research–practice partnerships (RPPs), which represent a promising strategy for

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improving educational systems (Coburn et al., 2013). Similar to the function of boundary spanning, RPPs are oriented towards solving problems of practice through collaboration and the intentional cultivation of relationships (Coburn et al., 2013).

In the context of RPPs and school–university partnerships more generally, the role of boundary spanning can involve mediating, bridging, and brokering knowledge. The literature context reflects on the professional experience of boundary spanners to bring deeper meaning and understanding of how to build greater support while capturing key challenges in the field. It is argued that greater acknowledgement and professionalisation of boundary spanning will improve the breadth of knowledge and practice. In practice, a range of challenges limits both the capacity and number of individuals who are able to serve, and serve effectively, in these roles. The literature synthesises these and characterises ‘who’ boundary spanners are and what they do.

Despite growing interest in the outcomes of boundary spanning, the role that boundary spanners themselves play is often not fully understood or legitimised. Working across disciplines, as well as spanning other boundaries (e.g. organisational, cultural, geographic), has its advantages for the boundary spanners and for those whom boundary spanners work with (Goodrich et al., 2020).

Sociocultural differences in partnerships “can cause discontinuity in the sense that the [participants] experience role or perspective changes between sites as challenging” (Akkerman & Bakker, 2011, p. 133). This experience of challenge and tension associated with disjointedness is an indicator of a “boundary” that is being approached or crossed. Boundaries are inherent in the work of school–university partnerships, because the different organisations involved have different cultures, norms, values, and routines. The point of dissimilarity between tasks in each setting is reflective of the boundary “strength” (Daniels, 2011, p. 50). The action of boundary crossing “entails stepping into unfamiliar domains” (Engeström et al., 1995, p. 333), and “encountering difference, entering onto territory in which we are unfamiliar and, to some significant extent therefore unqualified” (Suchman, 1994, p. 25). In this sense, tensions (the uneasiness resulting from unaccustomedness, incongruity, or subjugation in unfamiliar social interactions or organisational structures) “can be used to locate boundaries and guide crossing routines” (Wegemer & Renick, 2021, p. 2).

By definition, boundary work is contested, requiring spanners to “face the challenge of negotiating and combining ingredients from different contexts to achieve hybrid situations” (Engeström et al., 1995, p. 319). Boundary spanners may be conceived as the epitome of the disunion between the two partner organisations or settings (Akkerman &

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Bakker, 2011). The role has the potential to cause conflict, tension or personal frustration. A boundary spanner's efficacy is dependent on situational and interpersonal factors, content knowledge relevant to the specific partnership, and boundary crossing competence and skills (Walker & Nocon, 2007; Weerts & Sandmann, 2010). Boundary spanning work is inherently complex, ambiguous, and intrinsically situational; and therefore, the prerequisite attributes for success may not be known prior to a crossing encounter (Wegemer & Renick, 2021).

The literature attempts to articulate the unique attributes and functions of boundary spanners, exploring opportunities for cultivating and legitimising these roles, along with recognition and formalisation of the profession. The research acknowledges the role and attributes of boundary spanners in facilitating successful collaboration; focusing on learning to address specific inquiries in addressing stakeholder and contextual problems. The ethics of such work requires that boundary spanners account for power differentials to ensure genuine partnership; reconciling, mediating, and protecting interests, different motivations, and cultures at the boundary and attending to issues of equity, unequal power, inclusivity, and trust building. Successful boundary spanners must also know how to understand and activate issues of identity (e.g., core values or beliefs concerning fit into social and organisational systems) in their role, while also being expected to exhibit the technical or domain expertise to establish legitimacy and credibility. Moreover, developing relationships, building and facilitating efforts across school and university networks and co-producing knowledge requires extensive time commitment, resources, leadership, management, and communication skills to bridge institutional cultures, policies, and procedures.

Research has also found that some boundary spanners are highly skilled at listening and communicating and exhibit cross-cultural competencies (Walker & Nocon, 2007). They also possess social capital and social knowledge and tend towards entrepreneurship. Self-monitoring, proactive personality, personality-related values, and empathy are frequently mentioned in the literature as traits and other individual characteristics displayed by boundary spanners (Coburn et al., 2013). Moreover, boundary spanners have perspective-taking capabilities and emotional intelligence with an ability to go beyond one's own personal view by simultaneously valuing other perspectives on different issues (Goodrich et al., 2020).

Boundary spanning is noted as being critical to the effectiveness of school–university partnerships, bridging research and practice to support and nurture communities of

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practice, building social capital. This PhD research examines the role of the school principal in playing the primary role of boundary spanner. The research acknowledges the range of contributors to boundary spanning, a feature of the school's distributed leadership model impacting the effectiveness of the partnership.

The practices of teacher educators in school–university partnerships work to reconcile the potential for conflict between the academic culture of the university and the ideology of collaboration in schools (McLaughlin & Black-Hawkins, 2007; Sandoltz & Finan, 1998, p. 13); removing impediments for an effective partnership (Smedley, 2001).

In genuine partnerships, teacher educators treat schoolteachers as equals, a difficult assignment for some academics (Kruger et al., 1996). Teacher educators need to be able to take account of various structural constraints that impact the ideology of collaborative egalitarianism, the conflict between academic culture and the culture of genuine collaboration (Duffy, 1994). The need for academics to collaborate with teachers and students in site-based teacher education sits uncomfortably with the traditional notion of academic freedom.

[To] teach in one's own way and to conduct one's own research is a hard-won and dearly held value in the academy. To collaborate means to accept strictures from others. University professors do not like strictures imposed on them, even if they have had a say in the process (Duffy, 1994, p. 596).

Practices in site-based teacher educator reflect flexibility and adaptability on the part of the stakeholders, adapting their campus teaching to allow opportunities for PSTs to develop their practice with students (Brady, 2005). The practices of teacher education in a SBMTE are underpinned by a vision for learning where theory and practice respectively inform each other (Grisham et al., 1999). The focus on inquiry in authentic teacher education settings enables PSTS to develop thoughts of their own, through interpreting ideas and experiences in light of their current interests, understandings, and school context (Dewey, 1916).

Teacher educators play a role in ensuring partnership practices are *authentic and sustainable* (Kruger et al., 2009). Practices in teacher education in school–university partnerships require teacher educators to demonstrate an “acceptance of unpredictable time demands” (Kruger et al., 1996, p. 96). Genuine collaboration and the development of authentic relationships can take a considerable amount of time (Sandoltz & Finan, 1998).

The localisation and personalisation of teacher education practices in site-based teacher education is highlighted by the role of the teacher educator as a liaison person

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between the university and the school. The uneven power relationship in the process of establishing school–university collaborations is evidenced by the fact that it is the teacher educator who goes out to the school to work with the PSTs and teachers to help them improve their practice. It is rarely the reverse (Kruger et al., 1996).

A teacher educator plays a key role in facilitating learning, partnership, and relationship development within each school [/ university partnership] (Eckersley et al., 2011, p. 81).

The placement of tenured university academics in schools as teacher educators, reflects the significant commitment of universities to partnerships and the considerable challenge to develop scalable and sustainable partnerships (Kruger et al., 1996). The presence and active role of teacher educators in partnership schools, increases flexibility, personalisation, but is a considerable financial burden to universities (Fullan et al., 1998). The amount of time needed to establish and sustain partnerships has been “grossly underestimated” (Sandoltz & Finan, 1998).

The personalisation of teacher education results from teacher educators’ active participation in schools. Personalised practices in teacher education connect the specific demands of each teacher’s practice with their commitment to students and their learning (Kruger et al., 1996). The practices of teacher education became localised on account of a new focus on the ways that teachers and PSTs interpret their own shared interests in relation to the interests of students.

The practices of teacher educators in site-based teacher education have required university academics to re-conceptualise their role as teacher educators (not as university lecturers or academics). The exponential rise in site-based teacher preparation programs has resulted in a concomitant increase in individuals who have come to hold the title “teacher educator” (Goodwin et al., 2014, p. 300).

The success of school–university partnerships rests on this important distinction that reflects the changing nature of teacher educators work in schools (Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2006b). Teacher educators as opposed to university lecturers/academics are more empathic and understanding of the practices of schools and the learning of teachers and students (Smagorinsky et al., 2003).

The understandings and practices of teacher educators in site-based teacher education demonstrate and recognise that working together with school administrators, teachers, students, and PSTs does lead to benefits that “each partner esteems” (Kruger et al., 2009, p. 8). The potentially delicate terrain of school–university partnerships requires

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teacher educators to value what the other “party brings to the partnership” (Martin et al., 2011, p. 264; Walkington, 2007). The success of these partnerships depends on participant capacity to focus on “intrinsic rather than extrinsic rewards” (Sandholtz & Finan, 1998, p. 21).

Teacher educators play an important role in establishing positive relationships with and gaining support from school principals (Martin et al., 2011, p. 264). Practices in site-based teacher education involve teacher educators showing a commitment to the school strategic goals and priorities (Kruger et al., 2009). The practices of teacher educators in site-based settings are carefully interwoven with school renewal and school structural reform; simultaneously re-structuring schools and teacher education programs; and “redefining teaching and learning for all members of the profession and the school community” (Darling-Hammond, 1994, p. 1).

This re-definition of teacher education in site-based settings, enables PSTs to engage in reflective inquiry (Jones & Jones, 2013). Teacher educators play a significant role in facilitating reflective inquiry through the effective integration of theory and practice (Kubler LaBoskey & Hamilton, 2010; Lyons, 2010). A commitment to practitioner research and teacher professional learning develops practitioners’ awareness of ways to use new knowledge to improve student learning (Bransford et al., 1999; Reis-Jorge, 2007; Sealey et al., 1997).

“Praxis inquiry” (Arnold et al., 2012a; Eckersley et al., 2008; Kruger & Cherednichenko, 2006; Kruger et al., 2009) and “praxis” (Cochran-Smith & Lytle, 2009; Edwards-Groves & Gray, 2008; Kemmis, & Smith, 2008), in the context of site-based teacher education, combine academic and field studies, encouraging a life of learning for educators and quality learning opportunities for students.

Praxis inquiry re-positions site-based teacher education combining the technical orientation of schools with the critical orientation and discourse of universities, focused on teaching, and learning for understanding.

We understand praxis as not only human activity combining practice and theory, but as action that is morally committed and oriented and informed by traditions in the field (Kemmis & Smith, 2008, p. 4) in its original emphasis (Arnold et al., 2012b, p. 66).

Through praxis inquiry, teacher educators theorise professional practice as it occurs in the school, connecting it with key aspects of the literature (Arnold et al., 2012b, p. 63; Hooley, 2012). Praxis inquiry enables the practices of teacher education to foster *inclusivity*.

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Praxis inquiry fosters PST involvement in participative decision making, encouraging informed professional judgements; focusing reflection on the way that decisions have been constructed and enacted in schools. The “Praxis Inquiry Protocol” (Eckersley et al., 2011) was based on Schön’s (1987) concern for the development of reflective practice integrated within the learning systems of an organisation.

The literature context on the practices of teacher education informs the research in addressing supporting question (iii) of the study, and the multi-faceted role of teacher educators in partnership-based practice contributing to the success of the school–university partnership.

2.5 Authentic Practice

The activities of a domain are framed by its culture. Their meaning and purpose are socially constructed through negotiations among present and past members. Activities thus cohere in a way that is, in theory, if not always in practice, accessible to members who move within the social framework. These coherent, meaningful, and purposeful activities are authentic, according to the definition of the term we use here. Authentic activities then, are most simply defined as the ordinary practices of the culture (Brown et al., 1989, p. 34).

This literature review identifies distinctive features of site-based teacher education that can be best described as authentic practice. It will inform the analysis in relation to supporting question (iii)—*What are the elements of partnership-based practice that constitute a successful school–university partnership?* It examines the implications of authentic practice on PST sense of belonging, professional identity, and self-efficacy.

This literature review considers the impact of a personalised and localised form of teacher education on PST behavioural and emotional engagement. “Behavioural engagement” refers to PST immersion in the curricular and co-curricular programs of the school, from which they gain their understandings, skills, and sense of competence. Emotional engagement refers to PST sense of belonging to the school and their responsibility to students.

Authentic practice in site-based teacher education connects the specific demands of each PST and teacher’s practice with their commitment to students and their learning. An examination of authentic practice focuses on the ways in which PSTs and teachers interpret their own shared interests in relation to the interests of students.

If knowing and doing are separated from context and purpose, then so too is the production of thought from engagement with social experience. However, when this

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relationship can be explored on-site involving teams of pre-service and mentor teachers where the reality of school life must be confronted on an hourly basis and the impact of actions can be experienced immediately, then teaching has an authentic character for all concerned (Eckersley et al., 2011, p. 62).

In order to find success, site-based teacher education must discover its purpose and being in the practices of PSTs, teachers and teacher educators and the learning of students. Site-based teacher education becomes intelligible to and implicated in the interests of participant stakeholders when it is mounted on the wellbeing, engagement, and learning needs of students (Kruger et al., 1996).

Site-based teacher education is a fragile construction when externally imposed. The sustainability of site-based teacher education rests in its authenticity and is influenced by the contributions of participant stakeholders in participative decision making, “bottom-up” change and improvement. An examination of the literature context on authentic practice is informed by a view of knowledge being socially generated through participant *situated learning* experiences within *communities of practice*. In favour of a more broadly social and contextual definition of learning, Lave and Wenger reject ‘individualistic’ and ‘psychologistic’ theories of learning. “They observe that all learning is situated not only in space and time, but also inextricably in relation to social practice. Learning, in their view, is ‘legitimate peripheral participation in a community of practice’” (Lave & Wenger, 1991, cited in Heaney, 1995, p. 2).

In the area of formal education, there is always a tension between the concept of knowledge as being self-evident, innate, or intuitive, in comparison to knowledge being generated from social experience (Eckersley et al., 2011, p. 73).

The literature context examines the nature of newly designed learning environments that maximise elements of authentic practice and learning in-situ (Horn & Wilburn, 2005).

These elements include:

- structures and processes that are flexible and malleable—heightening PST sense of control over the learning environment, their actions and professional agency
- PST ongoing contact with students
- support and feedback loops within the immediate working context that are connected to professional identity and self-efficacy
- professional interactions and genuine collaborations with a range of participants.

This study proposes that authentic practice in site-based teacher education provides PSTs with situated learning experiences that are an *‘integral part of generative social*

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practices in the live-in-world' (Lave & Wenger, 1991, p. 35); experiences that focus on the holistic development of PSTs within communities of practice. Authentic practice recognises the social, interactive, and collaborative aspects of PST learning and development (Cobb & Bowers, 1999; Meltzoff et al., 2009).

The literature context reveals that site-based teacher education environments emphasise the importance of authentic contexts, authentic tasks, authentic assessments, and reflective dialogues. Knowledge is generated through participant social experiences in the school setting (Swackhamer et al., 2009). Studies have examined participant ongoing negotiation with their communities of practice defining cultural and pedagogical practice (Carlsen, 1991; Doyle, 1983; Emirbayer & Mische, 1998; Green et al., 1988; Heaney, 1995; Knight, 2002; Printy, 2008).

A number of studies have examined the correlation between authentic practice and PST professional knowledge, identity, self-efficacy and personal agency (Balon, 2014; Beijaard et al., 2004, 2013; Clandinin, 2006; Coldron & Smith, 1999; Deng, 2004; Dillabough, 2004; Gee, 2000, p. 100; Geijsel & Meijers, 2005; Graham & Thornley, 2000; Latham et al., 1994; Leithwood & Jantzi, 2008; McCarthey, 2001; Mezirow, 2000; Newman, 2000; Palmer, 2006; Parkison, 2009; Pervin, 1992; Smeby, 2007; Sutherland et al., 2010; Swinkels et al., 2013; Tschannen-Moran & Hoy, 2001; Tschannen-Moran, Hoy, & Hoy, 1998; van Huizen et al., 2005; van Oers, 1998; Walkington, 2005; Zukas, 2006). The body of research on newly designed learning environments (Swinkels et al., 2013) demonstrates the importance of authentic contexts, authentic tasks and reflective dialogues, allowing PSTs to connect theory and practice. In site-based teacher education settings, authentic assessments are more easily designed, instituted and formalised (Owens-Leatherwood et al., 2011, p. 120). It has been noted that a commitment to developing new learning environments in teacher education reflects a futures focused perspective to learning and knowledge construction (Graham & Thornley, 2000), rather than an approach to learning that favours a traditional view of 'knowledge as a commodity' (Deng, 2004, p. 144). Authentic practice in newly designed learning environments accepts that learning is embedded in experiences that provide emergent opportunities for self-directed, self-produced, and constructive learning experiences. In authentic practice the role of the learner is respected as the essential component in the phenomenon of learning (Parkison, 2009).

Creating contexts in which individuals can participate in authentic learning experiences that support identity formation and knowledge consolidation become essential (van Huizen et al., 2005, cited in Parkison, 2009, p. 802).

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The literature research on teacher wellbeing, connectedness and resilience demonstrates a lack of account for the positive and, arguably, more important aspects of teachers' successful and healthy functioning at work, such as positive affect and pro-social relationships (Renshaw et al., 2015; van Horn et al., 2004).

There has been an increased volume of published research on the relationship of mentoring, teacher identity, perceptions of increased self-efficacy and the quality of PST experiences in authentic learning contexts (Austin et al., 2012; Bouij, 1998; Haston & Hourigan, 2007; Haston & Russell, 2012; Kruse, 2011; Miksza & Berg, 2013; Paul et al., 2001; Robbins, 1993; Schmidt, 2013; Woodford, 2002).

Situated identity, which has been central to the creation of these newly designed learning environments in site-based teacher education, is according to Day et al. (2007), located in authentic practice within a specific school setting and is "affected by pupils, support and feedback loops from a teacher's immediate working context which is connected to long-term identity" (Day et al., 2007, p. 107).

The literature context cites examples of authentic practice in site-based teacher education, providing PSTs with opportunities to engage in "transformative educational discourse" (Eckersley et al., 2011, p. 4). The focus of transformative educational discourse is informed by Freire's account of learning, which involves acting on the world to transform it and in so doing, humans transform their own understandings in the process (Freire et al., 2018).

The literature on site-based teacher education reveals that being part of a professional community, provides PSTs with an understanding of the system, including engagement in the wider community in which they are being prepared to teach (Koerner & Abdul-Tawwab, 2006). The social, cultural, and structural factors within communities of practice impact what is learned and how learning takes place (Korthagen, 2010; Ovens & Tinning, 2009; Warner & Hallman, 2017); contextualising the way in which members of the communities of practice work and act together (Linehan & McCarthy, 2000; Stephens & Boldt, 2004).

PSTs "need to continue interrogating practice through immersion in the school—learning about teaching and themselves as teachers, as well as learning to teach" (Walkington, 2005, pp. 56–57); influencing PST preparedness to employ student centred pedagogical practices (Newman, 2000). Creating space for informal interactions within site-based teacher education settings, prioritises pro-social relationships, impacting participant

psychological functioning, personal wellbeing, and engagement (Renshaw et al., 2015; van Horn et al., 2004).

This research will attempt to draw on current and past research to establish connections between elements of authentic practice and PST sense of belonging, professional knowledge, and agency through a relational account of learning. The analysis will determine the extent to which a SBMTE provides an authentic learning context to enhance the quality of PST professional experience (Austin et al., 2012; Bouij, 1998; Haston & Hourigan, 2007; Haston & Russell, 2012; Kruse, 2011; Miksza & Berg, 2013; Paul et al., 2001; Robbins, 1993; Schmidt, 2013; Woodford, 2002). The question of how PSTs engage with mentors and students in the context of authentic practice will be paramount to this analysis (Eckersley et al., 2011); in particular, the extent to which the partnership enhances PST practice through a commitment to student learning.

2.6 Student Voice and Student Participation in School–University Partnerships

[P]artnerships which appear to be most effective in bringing stakeholders together are those where the learning of students is the direct focus of the partnership (Kruger et al., 2009, p. 14).

Site-based teacher education becomes intelligible to and implicated in the interests of PSTs, mentors, teacher educators and school administrators when it is framed by the wellbeing, engagement, and learning needs of students (Kruger et al., 1996). This area of the literature review considers the engagement of students in school–university partnerships. This study's interest in student engagement and voice reflects an acknowledgement that students are in fact crucial stakeholders in the planning, implementation, and evaluation of teacher education programs; and that student voice can inform developments in PSTs', teachers', and teacher educators' practices. Through this literature review, the research develops a methodology to effectively engage with students, addressing supporting question (iii) and the nature of partnership-based practice and its impact upon PST understandings, dispositions, and skills through a commitment to student learning.

The literature on school–university partnerships has been remarkably free of descriptions of student active participation and voice in activities involving PSTs and the practices within teacher education programs. For example, in 1997, Brooks and Sikes (1997) claimed that school students were not “crucial stakeholders” in teacher education; an admission that in the vast majority of British research on school–university partnerships, student participation and voice were not evidenced. A disheartening observation that can be drawn from a reading of American and British accounts of school–university partnerships is

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that students, whom the partnerships are intended eventually to benefit, are mostly invisible and “mute participant” (Kruger et al., 1996).

Given the lack of literature on school student engagement in school–university partnerships, this literature review concerns itself with research undertaken in schools on factors impacting student engagement and learning, student attitudes to school and the impact of teacher–student relationships on student engagement, wellbeing, and achievement. This area of the literature review informs the development of a research methodology to effectively engage school students in this case study.

This area of the literature review is relevant to each of the three supporting questions of the study, including: the impact of the school–university partnership and the school transformation on student learning; the impact of school leadership of the partnership on student learning; and, the impact of partnership-based practice, in particular, PST practice and contact with school students on student learning.

School–university partnerships are professional and pedagogical collaborations that are forged between schools and universities and, accordingly, include multiple stakeholders. This study’s interest in student engagement and voice reflects an acknowledgement that school students are in fact crucial stakeholders in the planning, implementation, and evaluation of teacher education practicum; and that school student voice can inform and improve the practices of PSTs, teachers, and teacher educators.

It is remarkable that school student voice has been absent in much of the literature on school–university partnerships, given that they are actively engaged in the practices acquired and enacted by PSTs; through which they generate their understandings, competencies, and self-efficacy. In relatively recent times, the perceptions of students are being considered an important aspect of evaluating the impact of partnerships on PSTs’ and teachers’ practices and the learning culture of schools to improve student learning and engagement (Evans, 2011).

There are limited studies on the impact of student culture on educational partnerships (Ramsy et al., 2011). These studies have considered the interrelationship of student attitudes to learning (behaviour and motivation) and the impact of these attitudes on school climate and culture. There has been little research undertaken on the impact of student voice on the learning and engagement of PSTs (Brasof, 2014). Successful partnerships endeavour to maximise student learning, highlight exemplary teaching practices, promote professional development and agency, and generate effective new teachers (Abdal-Haqq, 1989).

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In the USA, research has been undertaken on the impact of PDSs on student achievement. In this category, the literature asserts that student achievement in PDSs exceeds expectations (Basile, 2009); and students in PDSs show higher gain scores when compared to non-PDSs (Gill & Hove, 1999; Pine, 2000).

In Australia and internationally, little research has been undertaken on the impact of site-based teacher education and school–university partnerships on student learning and achievement. More generally, there have been a number of studies on teacher–student relationships (Lee, 2012) and the impact of teacher presence on student learning (Meijer et al., 2009; Rodgers & Raider-Roth, 2006). It has been found that contact between teachers and students is fundamental to teacher–student relationships (Noddings, 2003). “The pedagogical relation is fundamentally a personal relation” (van Manen, 1994, p. 144). “Contact thus seems a fundamental issue in teaching” (Korthagen et al., 2014, p. 28). Empirical studies around theoretical frameworks on teacher–student contact are rare.

[A]lthough much has been published about maintaining classroom discipline or promoting a positive learning climate, the underlying and fundamental notion of “contact” has seldom been the direct object of studies on teaching (Korthagen et al., 2014, p. 22).

The knowledge base in relation to these daily interactions that inform teacher/PST–student relationships is limited. Research on teacher–student relationships in various countries (e.g., the Netherlands, USA, Canada, Australia, China, and Indonesia) and various educational contexts (e.g., secondary, vocational, and university education), report the significant and crucial role of teacher–student relationships in education (Cornelius-White, 2007; Fisher & Rickards, 1998; Hamre & Pianta, 2001; Henderson & Fisher, 2008; Klem & Connell, 2004; Korthagen et al., 2014; Lee, 2012; Pennings et al., 2014). Teacher–student relationships develop from daily classroom “real-time teacher–student interactions. These real-time interactions can be characterized by interpersonal content, structure, and complementarity” (Pennings et al., 2014, p. 183).

Daily interactions that support positive teacher–student relationships are framed within the culture of a school. The social and supportive context within a school has a significant impact upon student connectedness and personal agency to school.

Authentic adult–student partnerships are predicated on a whole school and community culture that values collaborative practice, builds a sense of belonging and significance for every student, and successfully engages learners in reciprocal

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ways of working for mutual benefit (Department of Education and Training, 2018a, p. 16).

The literature context affirms that student engagement is a “multi-faceted concept” (Lee, 2012, p. 331). This research concerns itself with the behavioural and emotional aspects of student engagement in the partnership. This research examines participant views on:

- student attitudes towards the partnership
- the impact of the partnership on reciprocal learning relationships between PSTs and students
- the impact of the partnership activities and practices of PSTs, mentors, and teacher educators on student behavioural and emotional engagement.

This study contributes to the limited knowledge base on student engagement in partnerships; in particular, student views on the extent to which PST practices demonstrate a moral-ethical commitment to students and their learning.

2.7 School Leadership

The *school principal* is the partnership lynchpin. The principal’s role is to ensure that the partners fulfil their agreed obligations. They also encourage teachers to take up partnership opportunities (Kruger et al., 2009, p. 9).

There is an abundance of literature on principal leadership. There is limited research on the role and impact of school principals and leaders on school–university partnerships. This literature review examines the important role of the school principal in partnerships, driving school reform and improvement.

Although there exists a plethora of books written to take teachers through the action research process, ... comparatively few materials exist that focus on the administrator (Dana, 2009, p. xi).

The literature context on the role of school principals in teacher education partnerships is undeveloped. The work of school principals in educational partnerships has seldom been the focus of empirical studies (Carlson, 1996; Cramer & Johnston, 2000; Trachtman & Levine, 1997).

Increasing the knowledge base in this area may be seen to be important for the overall success of educational partnerships (Tilford & Yendol-Hoppey, 2011, p. 287). While the concept of practitioner research was originally developed primarily with the teacher in mind, action research has recently gained favour among administrators, other school leaders, and school-based management teams as a way to improve schools (Firestone & Riehl, 2005, p. 287).

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This area of the literature context is central to the study's examination, addressing supporting question (ii) of the research and the role of school leadership in an effective school–university partnership. Whilst the literature context is limited, it does indicate that principals are central to the development of successful educational partnerships (Foster et al., 2000; Kersh & Mastal, 1998).

In the USA, it has been acknowledged that “The role of the principal in the professional development school (PDS) is critical, albeit under-examined, for establishing successful PDSs” (Tilford & Yendol-Hoppey, 2011, p. 285). In addition, Valli et al. (2018, p. 34) note, “Little is known, however, about the implications for school and community leadership in different types of partnerships”. Within this limited field of literature, Martin et al. (2011, p. 264) notes that the commitment of principals to the learning and engagement of PSTs and teacher educators whilst unreliable, is “fundamental to the success of partnerships”. Research has been shown that principals' involvement in teacher education partnerships has impacted the self-efficacy of teachers (Printy, 2008).

Of additional interest in this study is how principals and department chairpersons, as formal leaders, mediate the composition of teachers' communities of practice and the kinds of engagements teachers participate in. Administrators' moves ultimately have implications for the beliefs and skills of high school teachers (Printy, 2008, p. 190).

Research on educational leadership and the role of the school principal in school reform and improvement, is plentiful (Elmore, 2000; Goldring et al., 2009; Robinson et al., 2008; York-Barr & Duke, 2004). Three main reasons exist for research interest in principal leadership. First, such research has proven to be a powerful tool for professional development (Zeichner, 2008). Second, the process has become an important vehicle for raising educators' voices in educational reform (Foster et al., 2000). Third, it has been a mechanism for expanding the knowledge base on school leadership in important ways (Cochran-Smith & Lytle, 1999).

The research intends to generate new knowledge, particularly around leadership. The study establishes an adequate foundation in the literature upon which to develop new findings. In the Discussion of Chapter 8, three of the four main analytical categories are developed into ideas relating the principal leadership. This review considers the research on school leadership, such as the literature on the interactions of teachers and school administrators. The research extends and refines these ideas on leadership for an effective school–university partnership in teacher education.

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Given the lack of research on the role of the school principal in educational partnerships, this literature review considers the generic literature on school leadership and the role of the school principal in school reform, transformation, and improvement. The literature review considers the research on transformational and visionary leadership. Irby and Lunenburg's (2009) research on visionary leadership considers the ways in which a school principal brings their vision home to the school culture, developing a systemic vision, taking into account the multiple relational standpoints in the development of a vision.

Connected to being a visionary leader, a transformational leader encourages, inspires and motivates participants to innovate and create change that will help grow and shape the future success of an organisation. This is accomplished by setting an example at the executive leadership level through a strong sense of organisational culture, staff ownership, and empowerment in the workplace.

Lunenburg's (2003) research revealed three behaviourally oriented dimensions of transformational leadership that were consistent with the theoretical propositions - intellectual stimulation, individualised consideration, and inspirational motivation. This research was based on Bass and Avolio's (1994) proposition that transformational leadership is composed of four dimensions: idealised influence, individualised consideration, intellectual stimulation, and inspirational motivation. This model of leadership encourages a school principal to demonstrate authentic, strong leadership with the idea that employees will be inspired to follow suit.

A transformational leader inspires and motivates their workforce without micro-managing; trusting their employees to take authority over decisions in their assigned jobs. Transformational leadership is a model of leadership that is designed to give employees more room to be creative, look to the future and find new solutions to old problems.

Considering the role of the school principal on school renewal, change and improvement, this literature review also examines the research on distributed leadership (ZBar et al., 2009) as part of building the leadership and teaching capacity of teachers (Reinhartz & Stetson, 1999). The transformation leader as a change agent has the power to stimulate, facilitate, and coordinate the change effort. The effectiveness of distributed leadership in bringing about positive change and improvement depends heavily on the quality and workability of the relationship between the change agent and the key decision makers within an organisation.

Distributed leadership is primarily concerned with the practices of leadership rather than specific leadership roles and responsibilities. It equates with shared, collective, and

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extended leadership that builds capacity for change and improvement. In a school environment, the principal as a distributive leader creates the opportunities for others to lead. Responsibilities and accountabilities are shared by those with relevant skills and expertise rather than resting with an individual. A model of distributed leadership focuses on developing team members as learning-centred leaders with the expressed aim of improving the quality of teaching, learning, and student outcomes. Within this type of leadership model, members of the school leadership team are given autonomy to make key decisions, in their respective areas of responsibility. Autonomy is central to empowering leaders and giving them ownership of their work. Accordingly, developing a distributed leadership perspective is built “around four central ideas – *leadership tasks and functions, task enactment, social distribution of task-enactment, and situational distribution of task-enactment*” (Spillane et al., 2004, p. 5). Distributed leadership practices are “constituted in the interactions of school leaders, followers and the situation” (Spillane et al., 2004, p. 3).

A number of case studies have focused on the role of the school principal in revitalising underperforming schools; setting the vision and direction of the school, articulating a shared purpose, and aligning school programs and resources to achieve that vision (Davis et al., 2005; P. Hallinger & Heck, 2002). Other research has examined the role of the principal in re-inventing schools for 21st century learning (Degenhardt & Duignan, 2010). Other studies have focused on the principal’s strategic decision making and use of organisational structures and processes to enhance the learning and engagement of teachers and ultimately of students (Mulford & Silins, 2009). Research has focused on the work of the principal in struggling schools in turning around student achievement and teacher attrition (Heck & Hallinger, 2014). Yost’s (2006) research found that an effective style of principal leadership could help to address multiple issues in struggling schools, such as low student achievement and high rates of teacher attrition.

Studies have focused on the role of the principal in assisting teachers to negotiate the school transformation process (Gibson, 2005; Hinde, 2003; Margolis & Nagel, 2006; Prussia et al., 1998; Richardson & Placier, 2001; Seashore, 2009). The literature reflects the significant role of the school principal in school reform, particularly leadership expertise that is linked with improved student learning (Firestone & Riehl, 2005; Goldring et al., 2008; Goodwin et al., 2003; Leithwood et al., 2004; Leithwood et al., 2010; Ulrich et al., 2009; Williamson & Education Partnerships, 2011). Other literature has focused on the role of school leadership in developing data and evidence-based curriculum and practice (Pettit, 2010; Schildkamp & Kuiper, 2010). Relative to teacher effects, the impact of the principal on

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student learning is typically much smaller (Kruger et al., 2007; Lyons et al., 2008; Marzano et al., 2005). A principal's substantial impact upon student outcomes occurs through promotion and participation in teacher professional learning (Andrews & Soder, 1987; Bamburg & Andrews, 1991; Heck & Hallinger, 2014; Heck et al., 1990; Robinson et al., 2008; Robinson & Timperley, 2007).

Understanding the impact of organisational conditions on participant learning and engagement has been the subject of previous research. Argyris and Schön's (1996) research reflects a methodological commitment to the development of theory that is both rigorous and of high utility. They advanced the description and explanation of organisational learning processes through noticing and understanding what they called an organisation's behavioural system, and their models of generic inquiry processes. Their research is a theory and practice of intervention that provides an "empirically, and ethically grounded demonstration of how to collaborate with practitioners to improve the quality of organisational inquiry" (Robinson, 2001, p. 58).

Argyris and Schön's (1978) particular contribution is their learning cycle system of "Theories of Action", which includes a distinction between low-level learning or single-loop learning and meta-level learning or double-loop learning. Organisational learning is a process of detecting and correcting error. Argyris and Schön's contribution focuses on learning new frames of reference through the dichotomy of single-loop versus double-loop learning.

Organisations must learn more efficiently than their competitors do. The key to this is alignment: ensuring a good fit between the individual, the organisation, and its environment. Learning organisations are skilled at creating, acquiring, and transferring knowledge and at modifying their behaviour accordingly, by means of systemic problem solving, experimentation, learning from experience, and efficient dissemination. Senge's (1994) five capabilities ("disciplines") help organisations to learn: (i) personal mastery, (ii) surfacing, testing, and improving mental models, (iii) building a shared vision, (iv) team learning, and (v) systems thinking.

Building learning organisations requires that leaders develop employees who see their organisation and environment as conducive to their engagement and learning. This research examines the role of school leadership in creating conditions for communities of practice, allowing participants to learn how to experiment, collaboratively reframe problems and develop their self-efficacy.

Creating the conditions for teacher professional has been the focus of previous studies on the subject of school leadership, and more specifically, leadership for

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communities of practice by school administrators (Printy, 2008). Printy claims that communities of practice are naturally occurring, indicating that these communities have the potential to stabilise traditional practice whilst at the same time encourage change. This research examines the role of school leadership in developing pre-conditions for the establishment of communities of practice that facilitate participatory engagement and situated learning. It builds on previous research by examining conditions, structures and processes that enable the intentional learning efforts of teachers, PSTs and teacher educators within these designed communities to focus on “collective problem solving of specific problems of practice and the sharing of knowledge” (Printy, 2008, pp. 2-3).

The literature context reveals that in the early part of this century, the work of school principals in Victorian schools was informed by generic research on principal leadership. A number of frameworks were produced to identify the behaviours, dimensions, skills, and dispositions required to exercise the particular type of influence we call leadership (Bendikson et al., 2012; Bickmore & Sulentic Dowell, 2011; Dana, 2009, p. ix; Fay, 1987; M. Fullan, 1991; Goldring et al., 2008; Goldring et al., 2009; Robinson et al., 2008; Sergiovanni, 2001; Tilford & Yendol-Hoppey, 2011; Urick & Bowers, 2014).

This literature review concerns itself with the education Department’s *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007), which was based on Sergiovanni’s (2001) theory of leadership. This framework was influential during the time of this study and used extensively in Victorian government schools. Refer to Appendix 11 for details of this framework. Leadership frameworks and their associated literature have the capacity to influence the types of leadership behaviours demonstrated by school principals. The five dimensions of school leadership included in this leadership framework, inform the analysis in Chapter 6; an analysis of the impact of school leadership on the effectiveness of a school–university partnership.⁵

In conclusion there is a lack of literature on the role and impact of the school principal on school–university partnerships. This research intends to address the gaps in the literature by identifying specific practices employed by a school principal in leading a school–university partnership. It investigates how the school principal utilised the partnership to

⁵ From 2016 the leadership practices of government school principals in Victoria have been framed, executed, and evaluated within the government’s *Framework for Improving Student Outcomes* (FISO) (Department of Education and Training, 2018b). This framework clearly outlines the role of the principal in fostering positive community engagement.

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transform a school and improve student social and academic outcomes (Gehrke, 2005; Gibson, 2005). The study examines the practices employed by school leadership in establishing and enhancing conditions associated with the effective implementation of a large-scale innovation program within a school.

2.8 School Renewal, Reform, Transformation, and Improvement Through School–University Partnerships

These questions ask not so much for knowing which conditions matter under what circumstances, but rather for understanding how teachers, school leaders, teams and schools as a whole learn by creating conditions and then benefiting from them (Geijsel & Meijers, 2005, p. 420).

This area of the literature context examines the role of school–university partnerships in school renewal (reform/transformation/improvement) (Karwin, 1992; Sheridan, 2000). This literature review examines the connection between partnership-based change in teacher education and school reform. It examines the literature on the impact of school–university partnerships on school organisational climate and culture. Chapter 5 of the thesis addresses supporting question (i) of the research, examining the impact of the partnership on the school transformation. The analysis utilises the Department of Education and Early Childhood Development’s *Performance and Development Culture Framework* (Department of Education and Early Childhood Development, 2009) in the context of the school self-evaluation against the dimensions and elements of the framework.

During the period of the school–university partnership, the focus on data, accountability and transparency developed currency in many jurisdictions. Throughout the world, standardised testing of children and teenagers (state, national and international) had become a part of the educational landscape. The literature context reveals that school–university partnerships in teacher education with their emphasis on research, inquiry, observation, and evidence-based practice are indeed relevant to school and system reform.

In both the UK and USA, the expansion of site-based approaches to teacher education has occurred in unison with substantial changes in school management (Kruger et al., 1996). British literature on school–university partnerships reflects an explicit connection between partnership-based change in teacher education and school reform (Darling-Hammond, 1994; Goodlad, 1988). The practices of teacher education in PDS settings are carefully interwoven with school renewal and school structural reform.

PDSs are a special case of school re-structuring: as they simultaneously restructure schools and teacher education programs, they redefine teaching and learning for all

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members of the profession and the school community (Darling-Hammond, 1994, p. 1).

The literature affirms the two constructs of Performance and Development Culture (P&DC) and professional learning community are intertwined and both are inextricably linked to school reform, improvement, and positive change (Elmore, 2004; Imants, 2002). McCharen et al. (2011) indicate that organisational knowledge creation is a critical component for school reform and innovation. A robust and mature P&DC is indicative of participant belief that their school is a professional learning community.

Understanding the factors that impact positive organisational climate in schools has been a research topic for more than two decades (Hart, 2013; Insight SRC: Department of Education and Early Childhood Development, 2002). Organisational climate has a significant impact upon the professional behaviours of school leaders and teachers and the educational change process in schools. The research in this area has led to some important insights: the paradigm of managed change (Louis, 1994) and the importance of aligning teacher professional learning with the development of the school as a whole (Fullan, 1993); the acknowledgement of the crucial role of school leadership (Leithwood, 2000); the social-cognitive complexity of change at the teacher level (Smylie, 1988; Spillane et al., 2002; Spillane, 2012); and, the benefits that ensue from envisioning the school as a professional learning community (Bryk et al., 1999; Toole & Louis, 2002).

It can be concluded from the literature that school improvement stems from the intersection of school leadership and organisational change (Newmann et al., 1995). Sustained innovation occurs through the social construction of new practices when participants conceive themselves as being a part of a professional learning community and provide the impetus for ongoing transformation and improvement (Richardson & Placier, 2001). Elements of a school P&DC such as professional interaction, feedback and reflective practice are driving forces for sustained innovation processes in school settings (Mulford, 1998; Silins et al., 2002). It has been demonstrated that school–university partnerships have a positive impact upon a school induction and professional learning programs (McCormack & Thomas, 2003).

Elements of a school P&DC impact determinants of positive school climate such as clarity, empathy, engagement, and learning (Insight SRC: Department of Education and Early Childhood Development, 2002). A primary aim of this examination of elements of a school P&DC is to identify cultural determinants of the school organisational learning and knowledge creation practices as part of the school–university partnership. An examination

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of the impact of a school–university partnership on the school P&DC framework will provide an understanding of those factors (dimensions and elements) that support practitioners' professional learning and collaboration. For example, it has been demonstrated that teacher collaboration is a strong indicator of positive organisational climate (Mocker, 1988; Palincsar & Herrenkohl, 2002; Sadao & Robinson, 2002).

A culture of collaboration has been shown to have an important impact on school-reform efforts and is recognized as an effective platform for progress within an educational organisation (Lunenburg, 2013; Lunenburg, 2020). A collaborative school culture provides a medium to fulfil three basic human needs in a high performing organisation: an element of control, meaning in a situation, and positive support. Key components of a collaborative school culture include effective leadership, a shared team vision, deliberate communication, and staff empowerment (Edmonson et al., 2001). Focusing on the impact of school leadership on an effective school–university partnership, this study also draws on important research in the area of leadership for collaboration (Printy et al., 2009).

This research examines the role of school leadership in creating the conditions for participant engagement in communities of practice. It examines the extent to which structures and processes are established that encourage positive personal and professional relationships among representatives from school and university partners, with a balance of power and influence perceived as equitable. Leadership qualities of interpersonal respect, regard for self and others, competency in the role and personal integrity are acknowledged as key determinants of relational trust in schools (Robinson, 2013). With this, a capacity to develop and manage self is a strong indicator of effective school leadership (Robinson, 2011).

This study examines the extent to which factors such as professional capital, specifically human and social capital together with collaboration and relational trust are important for the partnership success. The presence of high professional capital in schools acknowledges the importance of collaboration in honouring and improving the profession of teaching. Professional capital recognises the role of professional culture and communities in building capability and commitment as part of enacting change (Hargreaves & Fullan, 2012). Collaborative professionalism is characterised by both solidity and solidarity, where teachers draw on both expert knowledge and strong collegial relationships for improving teaching and learning (Hargreaves & O'Connor Michael, 2018). Professional capital defines a school's capacity for improvement. It characterises a school that sustains its effectiveness by

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successfully managing change during a period of potential instability, transformation and reform.

School–university partnerships have been taken on as educational initiatives as part of envisaging and transforming schools as professional learning communities (Toole & Louis, 2002). A central assumption of viewing schools as professional learning communities is that there is a great deal of untapped (implicit) knowledge already existing in schools, and that this knowledge can become more explicit and expanded upon when teachers interact intensively in a way that Little (1999) describes as “jointed work”. The key to learning, from this perspective, is not adaptation but creation; and the free choice of individuals to participate in a social reality called organisation and thereby to learn.

Overall, the literature concludes a positive intersection of school management and organisational change focused on sustained educational innovation. This study acknowledges previous research on the crucial role of school leadership (Leithwood & et al., 1992; Presthus, 2006) in successfully negotiating and navigating the social-cognitive complexity of change at the teacher level (Spillane et al., 2002; Spillane, 2012). Teacher participation in decision making and collaborative planning combined with a transformational style of school leadership are elements of positive organisational climate, fostering teacher learning, school improvement and change (Moolenaar & Slegers, 2015).

2.9 Mentoring in School–University Partnerships

This area of the literature review examines the role of mentors in the teacher education practicum. The literature acknowledges that mentoring and the nature of mentor–mentee relationships have a significant impact on the success of the practicum. This area of the literature context informs the analysis in Chapter 7 and an examination of the nature of mentoring as an integral element of partnership-based practice in this school–university partnership.

This literature review covers a number of aspects relating to mentoring considered in the analysis: a definition of mentoring; characteristics of mentoring; factors that enhance or impede the quality of mentoring; factors that impact teachers’ preparedness to take on the role of mentor; plus, the benefits of mentoring for teachers who take on the role.

It is evident from the literature that in the field of teacher education, there is “no single definition of mentoring” (Ambrosetti & Dekkers, 2010, p. 43), and definitions of mentoring vary greatly. Definitions of what effective mentoring is, and what it looks like, vary according to the context, social policies, customs, and protocols intrinsic to a school setting. In the field of “PST education, clarity about what mentoring is, who mentors and

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how it occurs is scarce” (Ambrosetti & Dekkers, 2010, p. 43). Cherian claims (2007) the context of the mentoring situation and therefore the nature of the mentoring relationship can influence the roles assumed by participants. The role that mentors are expected to perform and how they are to go about performing their role with PSTs is “not well documented in current research” (Ambrosetti & Dekkers, 2010, p. 42).

A definition of mentoring as it applies to site-based teacher education is one that is informed by a holistic and integrated view of the three dimensions of mentoring—relational, developmental, and contextual (Lai, 2005). The third dimension of mentoring, “contextual”, is a key part of mentoring (Fairbanks, Freedman, & Kahn, 2000). The development of the mentee as a “whole person” in the mentoring relationship, occurs in context over time (Smith, 2007). “This mentor-mentee relationship is socially formed and developed” (Hudson, 2013a, p. 2). The mentoring relationship is formalised when a mentee commences the practicum experience with the acceptance of the mentee into the mentor’s classroom. Responsive to the needs of the mentee, the mentor provides the mentee with an understanding of practice in the context of the school culture, structures, and protocols.

The holistic development of the mentee is affected by the mentor’s emotional and instructional support (Whitaker, 2000) and the context in which the learning takes place (Athanasios et al., 2008). The “roles taken and played out” (Ambrosetti & Dekkers, 2010, p. 45) by each participant are informed by the mentoring relationship and the context in which the relationship is occurring (Cherian, 2007; Scalon, 2008). Beutel and Spooner-Lane (2009) affirm that the success of mentoring relationships is impacted by the skills, attributes, and knowledge of mentors in the development of professional-personal relationships.

Given the many constraints impacting the quality of mentoring, it has been established that for mentoring to be effective, it does not need to be one mentor to one mentee (Fairbanks et al., 2000). The literature affirms the significance of formal and informal mentoring in teacher education, particularly in school-based settings (Beutel & Spooner-Lane, 2009; Carter & Francis, 2001; Hellsten et al., 2009; Prytula et al., 2010). For example, PSTs and graduate teachers discuss issues of practice with multiple mentors through formal and informal communications. With this, mentoring in site-based teacher education “does not involve a power relationship and the imposition of specific positions but encourages all parties to contribute in various ways at various times” (Eckersley et al., 2011, p. 64). In light of the need for quality mentoring, some schools have found small group mentoring to be an effective mentoring model (Hudson, 2013a).

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In light of the assertion that there is no single definition of mentoring, this literature review considers the characteristics of mentoring in teacher education. Various studies have tried to determine some common understandings of the characteristics of mentoring. They show how the nature of mentoring is a matter of the personal characteristics of teachers. Certain studies describe mentoring as a continuum (Anderson, 1995; Burtroyd, 1995; Jubeh, 1997; Shelton Mayes, 1997; Williams, 1995).

The literature context reveals a particular tension that resides in the mentoring role in teacher education. Marable and Raimondi (2007) acknowledge the dual role that mentors play in support and supervision of PSTs. This continuum ranges from critical friend at one end, to total responsibility for the PST learning opportunities as well as their assessment at the other, providing feedback to the mentee in relation to their assessment (Anderson, 1995). The mentor is called upon to provide cognitive, emotional, and social support for the PSTs and graduate teachers. Similar to this continuum, other studies have characterised mentors as carers at one end of the continuum, as guide in the middle and challenger at the other end (Shelton Mayes, 1997). The literature also characterises mentoring support as basic at one end of the continuum to developed and extended at the other end; with the extended version enhancing the quality of PST experience, their understandings, and capabilities (Burtroyd, 1995; Williams, 1995).

The literature characterises mentoring through reference to the disturbing typology of the practice of mentoring (Jubeh, 1997). At one end of the continuum, mentors are characterised as those capable of taking on the practice, who undertake the role with competence; in the middle of the continuum are those mentors who take on the responsibility without the necessary understanding, who do it with enthusiasm; at the far end of the continuum are those mentors who reluctantly take on the role, considering it as an inconvenience and burden, and are, therefore, “absent” from the mentor–mentee relationship both emotionally and cognitively.

The quality and characteristics of mentoring appear to be reliant on the personal characteristics of teachers who take on the role, including their interests, understandings, and work practices, all of which are informed by the cultural norms, structures, and protocols of the school (Scalon, 2008; Stafford, 2008). Various models of mentoring have been developed in response to the constraints impacting the availability of mentors and the time involved in mentoring (Back, 1999).

The literature context reflects a number of studies that have identified factors impacting the effectiveness of mentoring in school–university partnerships (Bennett et al.,

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1994; Cameron-Jones & O'Hara, 1995; Davies & Ferguson, 1997, 1998; Dunne & Lock, 1996; Eckersley et al., 2008; Edwards, 1995; Edwards & Ogden, 1998; Furlong et al., 1996; Kruger et al., 1996; S. Miles et al., 1994; Vierstraete, 2005; Whitehead & Menter, 1996; Yost, 2006). Factors impacting teacher preparedness and capacity to take on the mentoring role have been the focus of a number of studies. Most of the commentary on mentoring affirms that the main challenge to achieving effective mentorship is finding high-quality and willing mentors (Cox, 2005). Teacher willingness, preparedness, and capacity to participate in teacher education programs have a significant impact upon the quality of the practicum experience.

Hudson's research highlights the significance of willing and capable assigned mentors who can model practices and provide feedback on graduate teacher practice as pivotal to induction and mentoring processes (Hudson, 2012, p. 71). Additional studies in this field have also indicated a "strong relationship between the personal attributes and pedagogical knowledge of the mentor and the development of effective classroom management practices by the mentee" (Sempowicz & Hudson, 2011, p. 303). Through quality mentoring, novice teachers can develop a repertoire of problem-solving strategies for dealing with the "practicalities and complexities associated with contextual school and teaching situations" (Le Maistre & Paré, 2010, cited in Hudson, 2012, p. 72).

Factors enhancing or impeding the quality of mentoring, including the quality of mentor selection, training and development have been the focus of a number of studies (Betlem et al., 2019; Beutel & Spooner-Lane, 2009; Butroyd & Dunnill, 1995; Carter & Francis, 2001; Frost, 1993; Ganao, 2016; Ingwalson & Thompson Jr, 2007; Jacob, 2008; Jones et al., 1997; Piggot-Irvine & Bruce Ferguson, 2011; Shaw et al., 1995; White & Mason, 2006). School principals' direct involvement in mentor selection, development and empowerment impacts the development, satisfaction, and retention of PST / graduate teachers in partnership schools (Yost, 2006, p. 68).

This literature context also includes studies that have examined the benefits of mentoring for experienced teachers (Darling-Hammond, 2000; Eckersley et al., 2011; Long et al., 2012; Margolis, 2008; McKinsey, 2007; Timperley, 2001). In a study on the effects of mentoring on professional growth, Hudson considers mentoring as embedded and cost-effective professional learning (Hudson, 2013b). The research conveys the valuable professional learning that mentors receive as a result of the mentoring process. The act of mentoring requires mentors to demonstrate mentoring pedagogical knowledge practices, which involves the evaluation and articulation of the impact of teacher practice on student

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learning. The process of engaging in mentoring provides a valuable source of professional learning; developing mentors' communication skills, leadership expertise, and pedagogical content knowledge. Hudson's study concludes that investing in teacher professional development via mentoring assists in building teacher capacity in two ways: quality mentoring of PSTs through explicit mentoring practices, (problem solving and leadership capacity); and mentors' active engagement in reflective practice on the quality of teacher practice, improving mentors' pedagogical knowledge and practice.

Interconnected research has examined the benefits of mentor engagement in Professional Learning Communities (PLCs) (Hudson, Hudson, et al., 2013). This literature review informs the study's examination of the interactions of mentors with PSTs, school leaders, and teacher educators in communities of practice settings. Communities of practice include mentors, PSTs, and other key stakeholders who contribute to the learning within the teaching teams. "Mentoring and PLCs can be cost-effective strategic levers for advancing professional knowledge" (Hudson, Hudson, et al., 2013, p. 1291). In the context of mentoring in communities of practice settings, "the mentor uses personal attributes to model and articulate the education system requirements and pedagogical knowledge for guiding the mentee's development" (Hudson, Spooner-Lane, et al., 2013, p. 285).

All of these aspects of mentoring are considered in this study's analysis of partnership-based practice. The literature context on mentoring in school–university partnerships informs the research in addressing supporting question (iii) of the study; the nature of mentoring as an important element of partnership-based practice contributing to the success of the school–university partnership. The study examines the impact of mentoring in this SBMTE on PST professional knowledge and practice through a focus on student learning.

An analysis of the school performance and development culture in Chapter 5, school leadership in Chapter 6, and the elements of partnership-based practice that contribute to a successful partnership are aspects of the research that have a direct impact upon the recruitment, induction and development of PST and graduate teachers and the future success of the education system.

Chapter 2 Summary

Site-based PST education provides optimization of the school as a powerful space for professional learning through PSTs, schoolteachers and university lecturers exploring issues of teaching and learning within a shared context (Eckersley et al., 2011, p. 63).

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The professional practice experience (practicum) is a critical part of teacher education. School–university partnerships have formed to improve the quality of the teacher education practicum. The Education and Training Committee of the Victorian Parliament (2005) and the Federal House of Representatives Standing Committee on Education and Vocational Training (2007) published reports on the quality of teacher education in Australia. The reports of both committees, entitled *Step Up, Step In and Step Out* and *Top of the Class* were in agreement about the critical importance of school–university partnerships in teacher education.

The ideology of school–university partnerships in teacher education is of relatively long-standing duration. In Australia, the school–university partnership entered the formal discourse of teacher education in the early 1990s, prompted by the then Federal Government’s National Program for the Quality of Teaching and Learning. That over three decades later, the fact that school–university partnerships continue to be a recommendation in parliamentary reports, signifies separation between the ideological significance accorded to partnerships in policy documents and the commitment invested by schools and universities in their practical accomplishment. Establishing and sustaining successful school–university partnerships is either not very important to many schools and universities, or the task is just too difficult, demanding too many resources with insufficient return for one or both sides of the partnership (Eckersley et al., 2008).

Yet the insistence by policy makers of the value of school–university partnerships cannot be ignored, especially when this urging is accompanied by recommendations for additional funding. The reports of both parliamentary committees in 2005 and 2007 proposed increases in funding for the practical component of teacher education within school–university partnerships.

This review of the literature reveals several important factors that impact the success of school–university partnerships, in improving the quality of the teacher education practicum. This literature review highlights the need for schools, school systems and universities to come together to strengthen school–university partnerships and the quality of the practicum. The nature of social structures including, school organisations, education departments, teacher preparation institutions and courses appear to be very stable, impacting the capacity of the system to make further improvements. Even when clear and careful reform strategies have been put in place and supported, as is the case with *Teaching Academies for Professional Practice* (Department of Education and Early Childhood

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Development, 2013), much of the paradigm of the teacher education practicum remains largely unchanged.

This literature review has framed the study's analysis and discussion centred on the overarching research question and three supporting questions:

1. How can a secondary school integrate a school–university partnership?
 - (i) How can a school–university partnership contribute to school transformation and improvement?
 - (ii) What is the role of school leadership in an effective school–university partnership?
 - (iii) What are the elements of partnership-based practice that constitute a successful school–university partnership?

The next chapter (Chapter 3) presents the theoretical framework developed for the purpose of this research. The work of Lave and Wenger (1991) and Wenger (1998) has been drawn on to develop a theoretical framework to examine the impact of a school–university partnership on the learning and engagement of its participants and the transformation of a school. Lave and Wenger's theory of "situated learning" provides an understanding of the interaction between human agency and the social structures of the school, as part of an exploration of the complex network of social, personal, and professional interactions that occur within the SBMTE, while Wenger's theory of "communities of practice" provides insights into the nature of participant engagement. The study examines the extent to which the structural conditions for the partnership enable participant learning and engagement; and the extent to which the creation of protected spaces or communities of practice within a tightly systemised school setting are conducive to reciprocal learning relationships, with benefits to all participant stakeholders. Understanding the social aspects of teaching and learning from a PST's and teacher's perspective is required in order to recognise the practices that are developed and implemented in support of student learning.

The relationships and exchanges which occur in the classrooms and meeting rooms between students and between students and their teachers and PSTs define the educational partnership. The social process, a dimension of teaching and learning, is central to an understanding of participant learning and engagement in site-based teacher education. For the PST, this social dimension commences well before the situated classroom learning environment, as the PST prepares the learning activities, considering pedagogical approaches that will best support student learning.

This theoretical framework provides an immediate perspective to examine the social, cultural and organisation structures and processes that influence participant

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interactions and professional practices in a school–university partnership, which more technical and mechanistic examinations of teacher education programs have been unable to achieve.

Chapter 3: Theoretical Framework

Chapter 3 presents the theoretical framework used to investigate the complex network of social, personal, and professional interactions that occur in a site-based model of teacher education (SBMTE). It provides the context for the manner in which the research will be conducted in the school setting and within the “communities of practice”. Understanding the social interactions that occur between PSTs, mentors, teacher educators and students enables an exploration of the way in which practices are developed through co-participation. This exploration will provide new insights into the nature of a school culture and its organisational structures and processes as a collaborating institution and site for a program in teacher education. It will describe the elements of partnership-based practice that impact the learning and engagement of participants.

This chapter places into context the epistemological perspectives of the researcher in understanding the nature of a successful school–university partnership and the characteristics of a SBMTE. The engagement of participants in a school–university partnership is mediated by many factors as the review of the literature context in Chapter 2 conveyed. Understanding social interactions reveals the nature of participant engagement—*situated learning* (Lave & Wenger, 1991) within the *communities of practice* (Wenger, 1998). According to the relevant literature, school organisational structures and processes involved in school–university partnerships are important influences on participant learning and the practices developed by PSTs, mentors, and teacher educators. An exploration of the social and situated dimensions of learning will offer insights into those elements of a SBMTE that enhance PST practice, through a focus on student learning.

Drawing on the work of Jean Lave and Etienne Wenger (Lave & Wenger, 1991) and Etienne Wenger (Wenger, 1998), a theoretical framework using a constructivist perspective has been developed to explore the dimensions and elements of partnership-based practice that enhance the understandings, dispositions, and skills of practitioners to support student learning. An important part of the research is to understand how specific factors within the cultural, social, and structural conditions of a school setting impact the success of the partnership. This research, informed by Lave and Wenger’s theory of situated learning and Wenger’s theory of communities of practice, acknowledges the social nature of schools and a view of knowledge being socially generated through participant engagement in communities of practice.

Learning that occurs in social groups is a distinguishing feature of a social learning theory known as “communities of practice” (Lave & Wenger, 1991). This research examines

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the nature of participant learning in communities of practice that is aligned with situated learning theory. It obtains participant views on the impact of the partnership and specifically, the impact of participant interactions within the communities of practice, on learning and engagement. Participants of the teaching teams, comprising PSTs, mentors, and teacher educators, are focused on excellence in teaching and learning; engaging in shared activity to improve student learning. The communities of practice are constantly evolving as PSTs adapt to their conditions, simultaneously learning the beliefs, values, and practices of the school. The study examines participant interactions within the teaching teams, concentrating on the way in which the partnership is integrated with the culture, structures and practices of the school.

The theories of Lave and Wenger enable an analysis of the complex nature of human interactions situated within the structures and processes of a school organisation. The theories allow an examination of participant perceptions of those factors that facilitate their learning and engagement and the conditions that support interactions based on trust, mutuality, and reciprocity (Kruger et al., 2009). Lave and Wenger's theory of situated learning and Wenger's theory of communities of practice enable an investigation of those elements of partnership-based practice that enhance participant engagement through genuine collaboration. The theoretical framework highlights the nature of informal discourse and learning within communities of practice, impacting participant professional knowledge and agency.

Informal learning is often treated as a residual category to describe any kind of learning which does not take place within, or follow from, a formally organised learning programme or event (Eraut, 2000, p. 114).

Through the application of the theory of situated Learning (Lave & Wenger, 1991), this study will support other research to indicate that, to be effectual, learning and knowledge should be situated in a physical and social context that is familiar to the learner, relevant to their practice and based on interactions with peers (Putnam & Borko, 2000). This research investigates the extent to which this SBMTE provides PSTs with opportunities to reflect on their practice in context, helping them to find meaning through the practical application of theoretical concepts.

Lave and Wenger's theory of situated learning provides insight into the way in which PSTs engage in a holistic learning process; one that develops the whole person, where the participant, the activity and the world of practice and knowledge are mutually constitutive. Wenger's theory of communities of practice provides insight into the way in which members

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engage to enhance the strategic capabilities of an organisation. It explains how school leaders can provide the infrastructure to support the communities of practice, thereby enabling members to apply their expertise effectively, using quantitative and qualitative measures to monitor and evaluate the organisation's communities of practice and their effect on the wellbeing, resilience, and competency of their participants.

Lave and Wenger's theory of situated learning and Wenger's theory of communities of practice are explained and brought together into a theoretical framework to explore the conditions that facilitate participatory engagement, belonging, professional knowledge and self-efficacy. PST awareness and co-participation in communities of practice are connected to personal agency. The personal agency of PSTs, mentors and teacher educators has the potential to impact a school organisational structure and the professional practices of other participants. In this instance, participants help to create the conditions and practices that enhance engagement and then benefit from them. The theoretical framework enables an exploration of how a group of people informally bound together by shared expertise and passion for a joint enterprise help create the conditions for personal agency, building and exchanging knowledge, developing member capabilities, and promoting the spread of best practice for mutual benefit.

3.1 Lave and Wenger's Theory of Situated Learning: Legitimate Peripheral Participation

Schools are social organisations made up of groups of people drawn together from a cross-section of the community for the purpose of teaching and learning and focused on the wellbeing, engagement, and achievement of students. Site-based models of teacher education occur in schools for the purpose of "generating increased involvement of schools in (the) university programs, enhancing the reflective engagement of PSTs in the learning and teaching process" (Education and Training Committee of the Victorian Parliament, 2005).

Situated learning theory (Lave & Wenger, 1991) is premised on the conviction that human minds develop in social situations, taking as its focus the relationship between learning and the social situation in which it occurs. Lave and Wenger's (1991) *Situated learning—Legitimate peripheral participation* provides a framework to examine the potential of a school–university partnership to provide educators (PSTs, mentors, teacher educators) the opportunity to acquire knowledge and skills that are relevant to their teaching and learning situations and the interests of students (Kerka, 1997; Sandholtz, 1998).

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“Situated learning” theory implies that learning is social in nature, and it occurs throughout our daily lives (Lave & Wenger, 1991). Learning that takes place in social groups is a defining characteristic of a social learning theory known as “communities of practice”. First presented by Lave and Wenger (1991) and elaborated further by Wenger (1998), a “community of practice” is a group of people who engage in a shared activity; the community is constantly evolving as newcomers continue to learn the beliefs, values, and practices of the group. The study will examine PST participation in the altered relationships of the school–university partnership, recognising their learning trajectory from the periphery through to full participation.

Legitimate peripheral participation provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artefacts, and communities of knowledge and practice. It concerns the process by which newcomers become part of a community of practice (Lave & Wenger, 1991, p. 29). Situated learning involves a highly interactive learning process allowing the acquisition of productive, relevant, and guiding skills, knowledge, and values respectively. The individual learner is not gaining a discrete body of abstract knowledge which (s)he will then transport and re-apply in later contexts. Instead, (s)he acquires the skill to perform by actually engaging in the process, under the attenuated conditions of legitimate peripheral participation (Lave & Wenger, 1991).

Lave and Wenger have given learning an *actional* ground on which learning can be viewed as a feature of practice. The learner is an active participant in the living system that learning requires (Horn & Wilburn, 2005; O’Toole, 2008; Parkison, 2009; van Huizen et al., 2005).

Learning is embedded in experiences that provide emergent opportunities for self-directed, self-produced, and constructive consolidation of knowledge. The role of the learner is respected as the essential component in the phenomenon of learning (Parkison, 2009, p. 802).

For Lave and Wenger (1991), “activity is dialectical engagement: it is the self-organising interaction and reciprocal influence of socially constituted persons and socially constituted settings of activity” (Agre, 1997, p. 79). There are three components to “situated learning” within a “community of practice”. First, there must be a domain, and membership implies a commitment to the domain. Second, there needs to be a community. A necessary component is that members of a specific domain interact and engage in shared activities, help each other, and share information with each other. They build relationships that enable

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them to learn from one another. Third, there needs to be a practice, and members have to be practitioners. They develop a shared repertoire of resources, which can include stories, experiences, helpful tools, and ways of handling typical problems. This kind of interaction needs to be developed over time.

The three components to “situated learning” within a “community of practice” apply to the phenomena under investigation in this study. First, the study examines the extent to which PSTs, mentors and teacher educators are members of a domain and demonstrate collective responsibility and commitment to the domain. Second, the study examines the extent to which members of the domain gain a sense of being connected to the community. The research employs a theoretical framework based on social learning theory to survey the nature of participant interactions within the teaching teams, how participants engage in shared activities, assist and support one another, and share evidence and resources with one another. Third, the theoretical framework allows an investigation of PST learning and engagement, precipitated by their focus on students and how they learn. The study examines how the collective of practitioners involving PSTs, mentors and teacher educators work together to develop a repertoire of common practices for the benefit of student learning.

Situated learning in communities of practice involves the mutual engagement of participants around a joint enterprise, encompassing a shared repertoire of communal resources and ways of working in handling typical problems, including “[r]outines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted ... and which have become part of its practice” (Wenger, 1998, p. 83). Communities develop their practice through a variety of methods, including problem solving, requests for information, seeking the experiences of others, re-using resources, coordination, and synergy, discussing developments, visiting other members, mapping knowledge, and identifying gaps.

Lave and Wenger’s theory of Situated Learning (1991) and Wenger theory of Communities of Practice (1998) provide a framework through which to understand the social interactions that occur between PSTs, mentors, and teacher educators in support of student learning. The framework enables an exploration of the way in which practices are developed through co-participation in communities of practice.

3.2 Wenger’s Theory of Communities of Practice—Meaning, Identity and Practice

Wenger’s (1998) *Communities of practice—Learning, meaning, and identity* provides a framework to examine how the various values, meanings, and social understandings that

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the participant brings to the activities of the school–university partnership impact the practices of the school.

Communities of practice, according to Wenger (1998) are everywhere and we are all generally involved in several of them; they are an integral part of our daily lives. Lave & Wenger (1991) describe this intersection of communities of practice as follows:

A community of practice is a set of relations among persons, activity, and world over time and in relation with other tangential and overlapping communities of practice (Lave & Wenger, 1991, p. 98).

“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger, 2006, p. 1). According to Wenger’s (1998) theory of communities of practice, the development of knowledge is conceived as identity work and is grounded in practice. The theoretical framework will support the methodology of observing and documenting PST behaviours and listening to their perceptions, reinforcing a definition of learning that is context specific.

Within communities of practice, activities do not happen in isolation. Professional identity is constructed through relationships; relationships that are defined by individuals working in collaboration on practice. Learning within communities of practice is linked to a sense of belonging and becoming (Linehan & McCarthy, 2000, p. 440). The theory of communities of practice links the practices of the participants with the social structures of the community. Participant practices help to create the social structures of the community; these social structures then moderate and inform the practices of the participants. The practices of the community are self-perpetuating.

“Communities of practice” theory (Wenger, 1998), as it applies to education in school settings, reinforces a definition of learning as context specific and embedded in practice.

Classroom events and classroom behaviour take their meaning and significance from the context within which they occur. Whether one takes an interpretive or strictly behavioural perspective on the nature of behaviour, it is a mistake to think that, within a natural environment, behaviour can be validly described, counted, or explained independently of the multiple contexts within which it occurs (Nuthall & Alton-Lee, 1993, p. 800).

Wenger’s (1998) theory of communities of practice provides a framework through which to examine how the altered relationship practices of the community constitute participant learning and engagement. Wenger (1998) considers that these altered

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relationship practices occur through participant engagement in a joint enterprise; reflecting the interplay of individual participant values, interests, and expertise with the structures of the environment in which learning, meaning and identity are afforded.

Being alive as human beings means that we are constantly engaged in the pursuit of enterprises of all kinds, from ensuring our physical survival to seeking the most lofty pleasures. As we define these enterprises and engage in their pursuit together, we interact with each other and with the world and we tune our relations with each other and with the world accordingly. In other words, we learn (Wenger, 1998, p. 45).

As Wenger establishes, learning in a community of practice “is not an object to be handed down from one generation to the next” (Wenger, 1998, p. 102). Learning and the evolving identity of the community occur through practice.

Practice is an ongoing, social, interactional process, and the introduction of “newcomers” is merely a version of what practice already is. That members interact, do things together, negotiate new meaning, and learn from each other is already inherent in practice—that is how practices evolve (Wenger, 1998, p. 102).

Wenger (1998) outlines how the core characteristics of a community of practice may be dysfunctional: “A community of practice is neither a haven of togetherness nor an island of intimacy insulated from political and social relations. Disagreement, challenge and competition can all be forms of participation” (Wenger, 1998, p. 77).

Fuller et al.’s (2005) critique of Lave and Wenger’s theories affirm their concern with the impact of the community on the connectedness, identity, and practices of the “newcomer”. The focus of Lave and Wenger’s theories is intentionally placed on the “newcomer” and the newcomer’s learning trajectory from the periphery through to full participation. Lave and Wenger’s studies do not include an examination of the impact of the “newcomer” on the context and culture of the workplace. Wenger’s (1998) theory of communities of practice largely ignores the study of what the newcomer brings to the community. Lave and Wenger’s (1991) theory of situated learning briefly considers the effects of participation in apprenticeship workplaces. Whilst the discussion in all cases indicates that the initial tasks of novices are rudimentary in nature and convey little accountability on the part of the apprentice, there is an implication in all examples of apprentices, that the primary, limited contributions of the newcomer are valuable and of benefit to both the master and the community of practice.

The focus of Lave and Wenger's theories are intentionally on the newcomer's learning trajectory, from the periphery through to full participation. Extending on the literature context, this study intends to provide evidence of the benefits of PST attitudes and contributions to students, mentors, and the school community. Lave and Wenger's theories provide a framework through which to consider PST co-participation in communities of practice and ongoing opportunities to closely examine the nature of student learning. The analysis aims to present evidence that PST participation in the teaching teams generated shared understandings about student learning grounded in practice. In Chapter 7, the analysis of partnership-based practice will determine the extent to which the practices which emerge from within the teaching teams are relevant to the needs and aspirations of the specific cohort of school students.

Educational research applying the communities of practice perspective to an examination of teachers' work has generally fallen into two main categories: first, studies describing communities of practice occurring naturally in schools (McLaughlin & Talbert, 2001); and, second, studies examining those designed for teachers' professional development (Palincsar et al., 1998, cited in Printy, 2008, p. 191).

This study examines the impact of a SBMTE on the community of participants—PSTs, mentors, and teacher educators as learners (Simons et al., 2003), identifying factors within the partnership that foster the holistic development of PSTs through *situated learning* experiences and participation in *communities of practice* (Lave & Wenger, 1991; Wenger, 1998). The study examines the perceptions of school students on the nature of their interactions with practitioners, particularly the PSTs. The perceptions of PSTs, mentors, teacher educators and school students reveal the value of PST contributions as newcomers and the benefits to other participants within the community of practice.

Chapter 3 Summary

The research methodologies employed in and through this study are premised on Lave and Wenger's theories and extend them by promoting a more profound understanding of teaching and learning from the perspective of "societally significant practice" (Chaikin & Lave, 1996).

Wenger's (1998) identification of the specific components of a social theory of learning, that include meaning, practice, community, identity, and belonging are evidenced in the values held by the school and university intrinsic to this educational partnership. Wenger's theory provides insights into how to conduct research within communities of

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practice, that help to cultivate “mutual personal and professional respect amongst participants” (Arnold et al., 2012a, p. 284).

An examination of the school–university partnership through Wenger’s (1998) perspective, reveals that there are distinct differences between the nature of knowledge acquired by teachers in authentic practice and the types of knowledge taught in mainstream teacher education. Descriptions, explanations, and justifications of improvements in practice are implicit in Wenger’s conception of *communities of practice*, demonstrating a conviction to progressive social and educational change.

The concepts of “praxis inquiry” (Arnold et al., 2012a; Hooley, 2012; Kruger & Cherednichenko, 2006) and “praxis” in teacher education (Carr & Kemmis, 1986; Edwards-Groves & Gray, 2008; Kemmis & Smith, 2008b) are compatible with the theoretical framework adopted by this study. The research explores the application of praxis inquiry to PST practice—the integration of theory and practice, the generation of shared understandings grounded in practice, bearing relevance to the needs and aspirations of students and the school community.

Under these conditions, participation in communities of practice enhances teachers’ sense of pedagogical competence and encourages the use of student-centred, inquiry-based instructional techniques (Marks & Printy, 2003; Printy & Marks, 2006, cited in Printy, 2008, p. 190).

The relationship of the school to its local community and the students is central to this inquiry. The research contends that teacher and PST practices are not developed in isolation from the school, the community, and its students/families. Similarly, the practices of site-based teacher education are not divorced from the socio-economic background of the students and the cultures, values, and norms of school settings. The motivation to become a more central participant in a community of practice can provide a powerful incentive for learning.

For Wenger, learning is central to human identity. A primary focus is learning as *social participation*—that is, an individual as an active participant in the practices of social communities, and in the construction of his or her identity through these communities. People continuously create their shared identity through engaging in and contributing to the practices of the community.

The theory of *communities of practice* provides a framework to examine how PST engagement in reciprocal learning relationships helps them to mediate their professional knowledge and pedagogical skills and insights. Through a process of meaning making, PSTs

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gather other people's experiences as a way to "become more experienced in themselves" (van Manen, 1990, p. 62). The study examines how partnership-based practice contributes to PST professional agency, enabling them to explain and justify their situated learning experiences based on rationale and principle (Coldron & Smith, 1999).

The work of Lave and Wenger provides a theoretical framework to enable school–university partnerships, and more specifically, a SBMTE to be examined at all levels of governance and participation. This examination is of interest to education at all levels. At a system level, it is relevant in respect to teacher education policy and the implementation of teacher professional standards. Then there is the role of school–university partnerships, and the individual actions and contributions of participating PSTs, mentors, teacher educators and students.

The theoretical framework adopted in this research highlights the critical role of *communities of practice* and the conditions that impact participant learning and engagement, simultaneously facilitating personal and professional agency. This personal and professional agency exists within the context of the school and system priorities that inform the decisions and practices of principals and teachers.

The theoretical framework developed from the work of Lave and Wenger will inform the way in which the research is undertaken in the context of a school as a community of practice; it will guide the types of data required, the open-ended questions raised, and the analysis of the data collected. The theoretical framework will inform the analysis and discussion, including an examination of:

- how a secondary school can integrate a school–university partnership in teacher education
- how a school–university partnership contributes to school transformation and improvement
- the role of school leadership in an effective school–university partnership
- the elements of partnership-based practice that constitute a successful educational partnership.

As underlined in the literature context and the theoretical framework, the activities, and practices of school–university partnerships are informed by local, state, and international factors attending to the interests of stakeholders in teacher education, public school education more generally, and the members of school communities, primarily the students. To address this level of complexity and sophistication, the data collected must be multi-faceted and rich in detail. The methodology will take into account the perceptions of

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each of the participant stakeholder groups directly involved in the school–university partnership—PSTs, teachers, teacher educators and students. The literature framework informs the way in which the data is collected, analysed, and validated within the social context of the school, respecting the views of each stakeholder. Quantitative instruments are used to observe patterns, similarities, differences, and anomalies. Qualitative approaches to data collection are used to validate, crosscheck, and unpack the quantitative data, enriching the quality of the data through dialogical and professional conversations.

The methodology undertaken in this study reflects Lave and Wenger’s concept of “legitimate peripheral participation” in the way that the researcher works as both the school principal and the investigator with the various stakeholders involved in the partnership; the way that the researcher moves between the participants, the ideas and the practices created.

Chapter 4 outlines the research methodology selected for the research. A case study methodology is used in order to develop a specific, descriptive, and heuristic account of the particular phenomenon.

It employs a quantitative and qualitative mixed method approach to enable the collection of rich multi-faceted data, validating the perceptions of participants and the integrity of the communities of practice. The chapter will reinforce the research questions, outline the case study methodology employed, the data collection phases, and the data analysis processes. The reliability and integrity of the data, ethical dimensions relating to data collection and limitations of the study will also be considered.

Chapter 4: Research Methodology

The previous chapter brought together Jean Lave and Etienne Wenger's (1991) theory of *situated learning* and Etienne Wenger's (1998) theory of *communities of practice* to develop a theoretical framework to explore aspects of a school–university partnership that impact the learning and engagement of participants. These aspects include:

- activities and practices of the partnership that impact the school transformation
- practices of school leadership that impact the effectiveness of the partnership
- elements of partnership-based practice that impact PST knowledge, skills, and dispositions through a focus on student learning.

This chapter outlines the selection of the case study methodology as a means to explore *situated learning* within *communities of practice*. This methodology provides an exploration of the way in which the culture, structures and practices within the partnership facilitate professional agency, creating the conditions for effective teaching and learning. A detailed description of the way in which the data is collected and analysed is provided.

The theoretical framework provides a lens through which to explore the interrelationships between participants of the partnership, including school leadership, teacher mentors (mentors), schoolteachers, PSTs, teacher educators and students. The exploration of these participant interactions within the social setting of the school, requires the collection and analysis of rich multi-faceted quantitative and qualitative data. Please refer to Figure 4.1 which provides an overview of the Data Collection, Collation, and Analysis Process and Figure 4.2 which provides a detailed flow chart on the Data Collection, Collation, and Analysis Process - a graphical representation of the quantitative and qualitative methodologies utilised in the research. These two figures are located in Section 4.5 Scope of the Research Methodology – Cycles and Approaches to Data Collection, Collation and Analysis.⁶

An introductory questionnaire was implemented in the early phase of the research to gauge participant initial ideas on factors within the partnership that impact their learning

⁶ In particular, Figure 4.2 *Detail—Data Collection, Collation and Analysis Process* provides a graphic organiser on the quantitative data tools used in this study: A Web-Based Online Survey for PSTs, mentors and teacher educators and a Web-Based Online Survey designed for school students. In addition, Figure 4.2 provides details on the approaches used to obtain qualitative data, including, an introductory short answer questionnaire for PSTs, mentors and teacher educators, individual interviews, group forums and triangulation case conferences. These quantitative and qualitative approaches in the research methodology enable the researcher to codify the data into themes, cross check and validate the data, develop an understanding of the phenomena (elements of the school–university partnership) through establishing relationships within the data, triangulate the data to explore and validate patterns in the data and the occurrence of data relationships, analyse the data in relation to the research objectives and research questions, and create an understanding of the phenomenon (the school–university partnership).

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and engagement. The analysis of this introductory questionnaire, along with seminal themes that emerge from the literature context, informed the development of web-based surveys, one survey for the PSTs, mentors, and teacher educators, and one survey for the school students. The processes used for validating and crosschecking the data for reliability and authenticity were explained. The chapter is presented in nine sections (4.1 to 4.10), followed by a chapter summary.

- 4.1 Introduction to Research Methodology
- 4.2 Case Study Methodology
- 4.3 Recruitment of participants
- 4.4 Mixed Method—Quantitative and Qualitative Data Collection and Analysis
- 4.5 Scope of the Research Methodology – Cycles and Approaches to Data Collection, Collation and Analysis
- 4.6 Data Analysis and Data Analysis Frameworks
- 4.7 Reliability and Credibility of the Research Methodology
- 4.8 Ethical Considerations
- 4.9 Limitations of the Research
- 4.10 Key to Analysing the Graphs and Figures

Chapter 4 concludes with a summary which also introduces the three analysis chapters for the thesis.

4.1 Introduction to Research Methodology

This research acknowledges the importance of school–university partnerships in enhancing the quality of PST professional experience. The research seeks to explain how the conditions that influence participant engagement in a community of practice impact their learning and engagement. The research obtained the perspectives of PSTs, mentors, teacher educators and students, to explore how a SBMTE improves the learning and engagement of participant stakeholders. The methodology is guided by the research objectives, the following overarching research question and three supporting questions.

The overarching research question is:

How can a secondary school integrate a school–university partnership?

The overarching research question forms the basis of Chapter 8: Discussion.

The three supporting questions form the basis of each of the three analysis chapters on the subjects of school transformation, school leadership, and partnership-based practice in the context of the SBMTE.

The three supporting questions are:

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- (i) How can a school–university partnership contribute to school transformation and improvement?
- (ii) What is the role of school leadership in an effective school–university partnership?
- (iii) What are the elements of partnership-based practice that constitute a successful school–university partnership in teacher education?

The overarching research question and supporting questions direct the inquiry to the activities and engagement of PSTs, mentors, teacher educators and students. However, as highlighted by the literature review, the activities and practices of PSTs, mentors and teacher educators do not occur in isolation, but are informed by the social and cultural fabric of the school setting.

The theoretical framework developed from the work of Lave and Wenger, outlined in Chapter 3, provides a lens through which to examine the interactions and practices of participants who, by their own actions create and enhance the conditions that frame and inform their own and others' learning. The two theoretical constructs of *situated learning* and *communities of practice* enable an examination of participant interactions and engagement in the activities of the partnership. A case study methodology that focuses on the perceptions of participant stakeholders informs an understanding of the phenomenon, in particular, factors impacting the learning and engagement of participants and the success of the partnership.

4.2 Case Study Methodology

This case study examines a partnership in teacher education between a school and university, both of which have been de-identified in accordance with the university Human Research Ethics Committee (HREC) guidelines. A qualitative case study methodology involves a comprehensive, holistic description, definition and analysis of a single entity, situation or setting which has been viewed in this instance, through the perceptions and experiences of the various participant stakeholders (Clandinin, 2006).

A case study methodology is utilised in order to develop a specific, descriptive, and heuristic account of a particular phenomenon (Merriam, 1998). The subjects or participants in this case study include the educators (PSTs, teachers, teacher educators) and school students. A case study is regarded as descriptive when it uses vivid details to describe the phenomenon (educational partnership) that is being examined (Merriam, 1998).

In order to address the research questions of the study, the research employs both quantitative and qualitative methods of data collection. A mixed-methodologies approach is employed to obtain, document, and examine perceptions of consenting participants,

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indicating the extent to which elements of the partnership impact participant learning and engagement.

Nearly all investigations of communities of practice are “qualitative” (Printy, 2008, p. 190). Quantitative and qualitative research techniques are employed for data collection, collation, triangulation, and analysis. Qualitative research offers the opportunity to explore the rich contextual elements central to this type of study (Cohen et al., 2000). This will provide triangulation *by* “using two or more methods of data collection in the study of some aspect of human behaviour” (Cohen & Manion, 1994, p. 233).

Symbolically, the researcher’s background knowledge and experience as a schoolteacher and principal as well as doctoral student, positions the outcomes of the study as a synthesis of practitioner and academic knowledge. Research on teacher education has been characterised and marred by a simplistic view of the practices of teachers and the activities of teaching. Primarily, researchers who have been based in universities have looked upon teachers and schools from the outside and not from what Anderson and Herr (1999) refer to as an “insider’s perspective” (as is the case with anthropological research). As the principal of the school and a school-based practitioner observing, examining, and participating in partnership-based practice, this study allows the employment of a mixed methodologies approach with the “purpose to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena” (Kvale, 1996, p. 5). The strength in being the principal and researcher is the range, depth, and richness of the data that have been obtained, collated, and analysed; informed by ongoing participant interactions and relationships that are formed inside the educational partnership and sustained over time.

As part of the research methodology, there is a focus on collecting multiple forms of data, providing participants with the opportunity to give detailed, informed responses to structured, semi-structured and open-ended questions. The study is an attempt to gauge, summarise and examine the perceptions of a cross-section of participants of the partnership over a three-year data collection period. The study may be considered heuristic in that it identifies factors within the partnership that impact the learning and engagement of participants, thereby increasing the case study’s potential applicability to other situations, entities, or settings (Merriam, 1998).

By concentrating on a single phenomenon or entity (case), the researcher aims to uncover the interaction of significant factors characteristic of the phenomenon (Merriam, 1998, p. 29).

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A case study is considered an exploration of a “bounded system” (Cresswell, 2003; Stake, 2000). The defining feature of a case study is a strong recognition of the boundaries that establish the parameters of the entity of study. The “bounded system” refers to the stakeholder participants within the partnership whose views are sought on factors that impact the success of the partnership. This approach allows for the observation of the phenomenon (educational partnership) within the context of its occurrence, evolution, and development. The data will be constantly reflected on, contested and re-interpreted given that new material will continue to come to light and inform the outcomes of the study.

Processes regarding validity and reliability are in place with the adoption of a “reflexive approach” (Hooley, 2012, p. 2) towards research methodology being used. A case study methodology serves as a way to construct meaning about the phenomenon, the educational partnership, and the practices of participants, including the principal as participant and researcher. Varela, Thompson and Rosch’s concept of “Embodied Learning” is a theory of knowledge production that “depends on being in a world that is inseparable from our bodies, our language, and our social history” (Varela et al., 1991, p. 149). Situated learning and communities of practice informing the theoretical framework, become a lens through which to observe and make sense of participatory engagement.

The influence of a person’s perception of reality on social phenomena, such as the development of PST professional practice and pedagogical skills and insights, is a critical aspect of engagement that the research intends to address. The case study methodology from within the context of the research setting, takes a constructivist epistemological position. A constructivist approach takes into account people’s unique “ability to interpret our experiences and represent them to ourselves. We can and do construct theories about ourselves and our world; moreover, we act on these theories” (Cohen et al., 2007, p. 18). The constructivist epistemological position of subjectivism which aligns with a case study methodology, maintains that an individual’s observations and understandings are directly related to their interpretation of the experience, and so can vary between individuals (O’Hara, 2004).

The paradigm will guide this sense making of the phenomena being investigated and the understandings being generated. A constructivist paradigm in the context of a case study methodology approximates the values underpinning the research process with the research findings (Carr & Kemmis, 1986).

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A paradigm embodies the particular conceptual framework through which the community of researchers operates and in terms of which a particular interpretation of “reality is generated” (Carr & Kemmis, 1983, p. 72).

The act of writing reflectively about his professional and personal involvement in the partnership provides the principal/researcher with a mechanism to define, describe and interpret the thinking and actions of a school leader through engagement in practitioner research and learning. High standards of professionalism are maintained through a focus on integrity and presence in practice (Adams, 2011). In support of the existing literature, this study demonstrates that a consideration of what the researcher brings to the research setting (as a school principal) has a positive impact upon the processes, outcomes, and recommendations of the research (Locke et al., 2000).

4.3 Recruitment of Participants

As principal of the school, the researcher holds a position of authority and power (McMillan, 2000). When considering and dealing with the recruitment of participants for this research, the researcher’s position as principal had to be considered in a sensitive and ethical manner (Patton, 1980, 2002). There is a strong adherence to methodological guidelines set out in the initial submission to the university Human Research Ethics Committee (HREC). In relation to the researcher’s position of power as school principal being an ethical concern, Section 4.7 of the thesis considers the reliability and credibility of the research methodology.

To address the research questions of this study, the following cohort groups consented to being participants in the study:

- Twelve PSTs participated in the study from three cohorts, four PSTs involved in the partnership from each of the years—2011, 2012 and 2013.
- Twelve mentors participated in the study who were involved in the partnership—2011, 2012 and 2013.
- One teacher educator who was involved in the partnership between 2009 and 2012 and another teacher educator who was involved in the partnership from 2013 participated in the study.
- Twenty-four Year 9 students (eight students from Year 9 in 2011, 2012 and 2013) participated in the study.

The rationale for providing a breakdown of student cohort data for each year (2011, 2012 and 2013) is to benchmark student attitudes to the school–university partnership, and to link this evidence to the effects of quality teaching and other school-level influences; as

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opposed to differences inherent in the student year level cohort (beyond a school's control). Benchmarking is important. But we cannot benchmark our way to a better education system. Where there is poor performance, practices must change. Where students learn more, practices should spread. "Continuous improvement should happen by design, not by chance. That is the nature of an adaptive education system" (Goss et al., 2018). If there are discernible variables in the student cohort data this could be attributed to factors inherent in the delivery of the program as opposed to qualities inherent in the three student cohorts of 2011, 2012 or 2013. This is the rationale for separating the student attitudes data into three distinct student cohorts by year.

The research methodology, which includes the recruitment and treatment of participants, adheres to the university HREC guidelines. A Department of Education and Early Childhood Development (DEECD) representative not directly involved in the study was involved in the participant recruitment process for mentors and students. The Department representative (a neutral party) briefed the prospective participants (mentors and students) at information meetings held at the school.

The induction program for each year of the partnership included the principal's address to PST and teacher educator participants. This principal's address included an introductory brief on this PhD research project. PSTs were invited to take part in this research project.

At the recruitment meetings, information forms about the study and participant consent forms were distributed to prospective participants. Refer to Appendix 12A and Appendix 12B for examples of the information and consent forms for PST participants. Participants submit their completed consent forms in a box marked "Confidential—PhD Research—Participant Consent Forms" that is located in the school Administration building.

The Department representative (a neutral party) briefed student participants about the PhD research project. Purposive sampling was used to select the participants (Patton, 2002). "Purposive sampling focuses on selecting information-rich cases whose study will illuminate the questions under study" (Patton, 2002, p. 230). The school-based PST coordinator assisted the Department representative to ensure impartiality and purposive sampling. It was anticipated that this sample of students (whose identities were concealed in accordance with HREC guidelines) would produce thick and rich explanations on the depth of their work undertaken with PSTs. In all cases of student recruitment, both parent and student consent were obtained.

In accordance with HREC guidelines, teacher educators were invited to participate in the research project.

4.4 Mixed Method—Quantitative and Qualitative Data Collection and Analysis

A range of approaches was employed during the data collection and analysis phases for the data collection period (2011–2013). Multiple approaches to the collection and analysis of data increase the accuracy, integrity, and credibility of the data and the subsequent interpretations and analysis (Lincoln & Guba, 1985).

The approaches included an introductory questionnaire, web-based online surveys, individual interviews, group forums and triangulation case conferences. This combination of approaches and perspectives provided opportunities for mapping, analysis, and interpretation to provide a holistic understanding of the research area; not possible if relying on a single paradigm or approach (Sammons et al., 2005; Teddlie et al., 2008).

This study used quantitative and qualitative methods of data collection and analysis. The relative merits of each type of methodological approach have been well documented, particularly in the area of participative engagement in school and classroom-based activities (Howe, 1992; Smith, 1983; Smith & Heshusius, 1986). There are considerable advantages to incorporating both types of data within the single study. The variety of data sets provides a rich spectrum of views, taking advantage of the interplay, or triangulation of multiple perspectives both to enrich and validate the interpretation of the data (Gage, 1989; Nuthall & Alton-Lee, 1993).

The case study methodology combining quantitative and qualitative data collection and analysis allows concepts to be wholly explored, ensuring all aspects of the phenomenon (the partnership) are being reflected on and understood (Charmaz, 2000).

A combination of quantitative and qualitative data collection and analysis allows the researcher to examine participant perspectives on elements of the partnership that impact their learning and engagement. The mixed methodology enables the researcher to view these elements within the broader context of the school culture, structures, and processes.

The collection and analysis of qualitative data enables the researcher to make connections between the local details as reflected in participant accounts, in the context of the broader patterns of evidence revealed in the quantitative data. Shifting between quantitative and qualitative data collection and analysis is informed by Geertz's hermeneutic circle of local detail to global context to local detail as part of developing a holistic understanding of the phenomenon being investigated (Schwandt, 2000). A basis for the quantitative and qualitative data collection and analysis is to make connections between

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participant interactions, learning and engagement and the activities of the partnership, which are embedded within the social structures of the school setting (Lincoln & Guba, 1985).

4.5 Scope of the Research Methodology—Data Collection, Collation, and Analysis

Data collection, collation and analysis is an ongoing and continuous process within this case study analysis. The research methodology involved three cycles. Figure 4.1 provides an overview of the three cycles of research methodology, which contain four approaches to data collection and analysis over the three-year period.

Figure 4.1

Overview—Data Collection, Collation, and Analysis Process

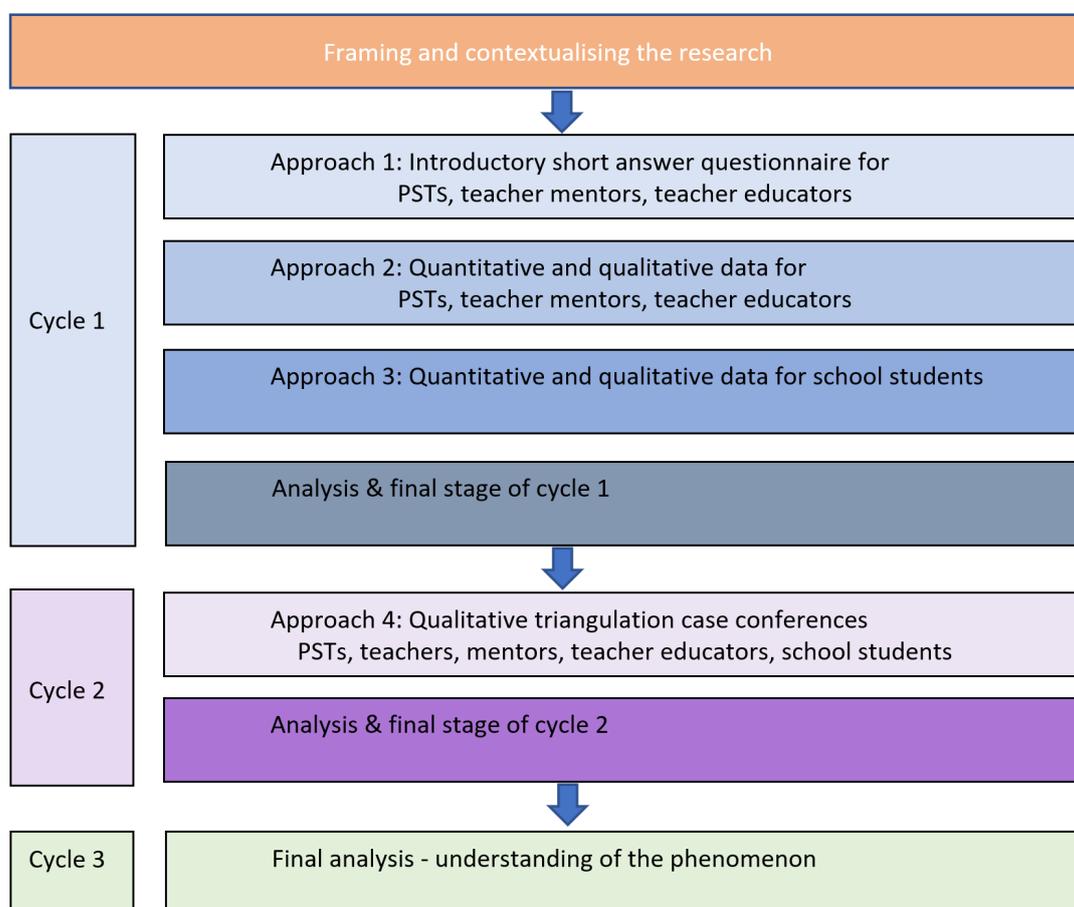
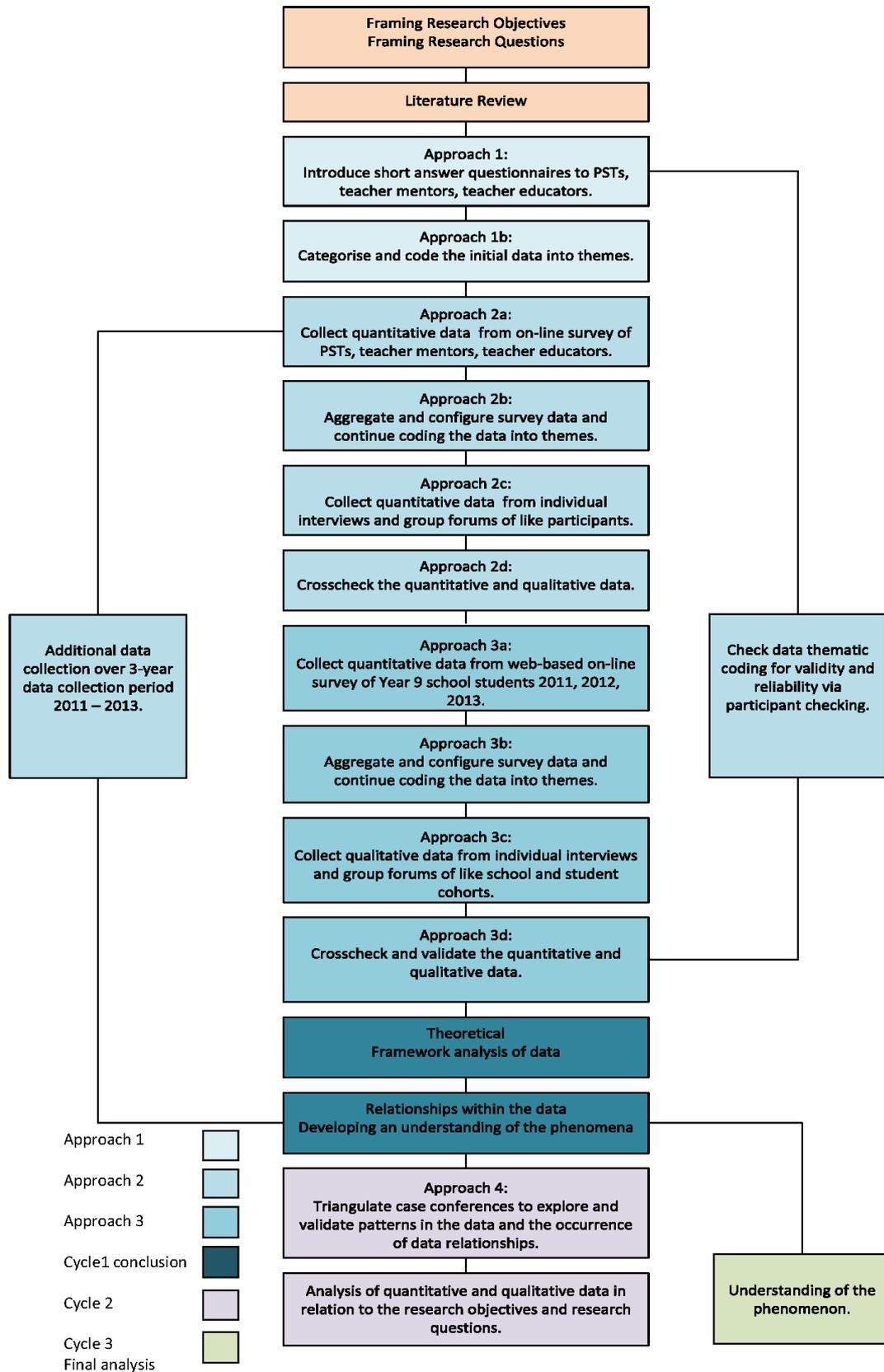


Figure 4.2 provides detail of the scope of the research methodology, including an outline of the three cycles and four approaches used within the quantitative and qualitative data collection and analysis.

Figure 4.2

Detail—Data Collection, Collation and Analysis Process



Cycle 1: Approaches 1, 2 & 3

The theoretical framework enables the analysis of the data in relation to participant *situated learning* experiences within *communities of practice*. Cycle 1 focused on participants and their work, exploring the dimensions and elements of partnership-based practice that impact PSTs', mentors' and teacher educators' learning and engagement. It also focused on school students' responses to PST involvement in the school and classrooms by crosschecking the data with students. The quantitative and qualitative data collected in Cycle 1 informed Cycle 2 (triangulation case conferences).

Cycle 1 involved the collection, collection and analysis of rich data using quantitative and qualitative methods over a period of three years. Cycle 1 included three of the four approaches used in data collection, collation and analysis involving PSTs, mentors, teacher educators and students.

Three data collection and analysis approaches employed in Cycle 1 of the research methodology were:

- Approach 1: Preliminary study of PSTs, mentors, and teacher educators. An introductory questionnaire was implemented to obtain participant initial views on factors within the partnership that impact their learning and engagement and the success of the partnership.
- Approach 2: Study of PSTs, mentors, and teacher educators. Quantitative and qualitative data collection involved PSTs, mentors, and teacher educators. A web-based online survey, individual interviews, and group forums were conducted.
- Approach 3: Study of school students. Quantitative and qualitative data were collected of student views, involving a web-based online survey, individual interviews, and group forums.

Cycle 1 of the research methodology was required to collect, validate, and crosscheck the data and identify patterns and relationships between the data sets. Cycle 1 of the research methodology enabled an understanding of all phenomena relating to participant engagement in the partnership. The researcher met with participants to check the reliability of the data and the validity of thematic coding / categorisation. The following information provides a detailed account of each of the three methodological approaches used to collect, collate, and analyse the data as part of Cycle 1.

Approach 1: Introductory Questionnaire for PSTs, Mentors, Teacher Educators

Approach 1 of the data collection process included an introductory questionnaire designed for the three participant groups—PSTs, mentors, and teacher educators. Refer to Appendix 13 for an outline of this introductory questionnaire for PST participants. The introductory questionnaire was used to gauge participant initial impressions of elements of the partnership that impact their learning and engagement and the success of the partnership. Responses to the introductory questionnaire inform the questions in the web-based online survey (Approach 2) designed for PSTs, mentors, and teacher educators.

All participants completed the introductory questionnaire. Participants completed the introductory questionnaire electronically in the form of a Microsoft Word document and submitted their responses as a pdf attachment via email to the researcher.

Approach 1b of the introductory questionnaire involved categorising and coding the questionnaire responses into the main themes. In addition, participant responses to the introductory questionnaire provided feedback to the researcher on how to effectively engage with participants in the subsequent approaches of data collection and analysis in an attempt to obtain a full definition, understanding, and rich description of the phenomenon (the partnership). Participant responses to the introductory questionnaire demonstrated participants' levels of satisfaction with the goals, structures, processes, and purpose of the partnership. The responses gained from the introductory questionnaire informed the design and implementation of the web-based online survey (Approach 2 of the data collection and analysis process), which is also part of Cycle 1 of the research methodology.

Approach 2: Quantitative and Qualitative Study of PSTs, Mentors and Teacher Educators

Approach 2 of the data collection and analysis process commenced with a web-based online survey, followed by individual interviews and group forums of like-cohort participants. Each forum concluded with the distribution and completion of a post-forum evaluation form (Cohen & Manion, 1994; Cohen et al., 2000).

All PST, mentor and teacher educator participants in the study completed a web-based online survey designed for participants. Refer to Appendix 14 for details of the survey questions outlined in the web-based online survey for PSTs, mentors, and teacher educators. The web-based online survey explored participant views on the key themes that emerged from the introductory questionnaire. The web-based online survey obtained participant

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views on factors within the partnership that impact their learning and engagement and the success of the partnership.⁷

The web-based online survey contained 25 questions pertaining to themes in relation to the research questions, such as:

- the way in which a secondary school can integrate a school–university partnership in teacher education
- the impact of the partnership on the school transformation and improvement
- the role of school leadership in an effective school–university partnership
- the elements of partnership-based practice that constitute a successful partnership, impacting the learning and engagement of participants.

The leadership component of the web-based online survey was based on the Department *iLead 360 Degree Survey* (Department of Education and Early Childhood Development, 2012a) and references the Department's *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). The leadership component of the web-based online survey captured participant perspectives on the leadership dimensions, elements, and practices of school leadership, particularly the principal, that impact the success of the partnership.

The research organised survey, interview, forum and case conference questions based on responses to the introductory questionnaire and a number of frameworks and surveys, including: the *Performance and Development Culture Revised Self-Assessment Framework* (hitherto P&DC Framework) (Department of Education and Early Childhood Development, 2009); Staff Opinion Survey (Insight SRC: Department of Education and Early Childhood Development, 2002); School Climate Survey (National Association of Secondary School Principals, 1986); *iLead 360 Degree Survey* (Department of Education and Early Childhood Development, 2012a); *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007); and the *Attitudes to School Survey* (Insight SRC: Department of Education and Early Childhood Development, 2011).

The questions in the web-based online survey were informed by the literature review and the survey instruments developed and applied in previous research endeavours relating to Section 2.6 Student Voice, Section 2.7 School Leadership, and Section 2.8 School

⁷ Part G of Appendix 14 presents the survey questions used in the Web-Based Online Survey to obtain participant views on the impact of school leadership, particularly the principal, on the success of the partnership. Part G of Appendix 14 presents the 15 questions used in this part of the survey; three questions were aligned with each of the five leadership dimensions – technical, human, educational, symbolic and cultural leadership.

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Renewal, Reform, Transformation, and Improvement (Insight SRC: Department of Education and Early Childhood Development, 2002; National Association of Secondary School Principals, 1986). Research studies examined as part of the literature review, provided frames of reference for identifying and structuring questions in the web-based online survey that are open ended and mitigate bias (Bellamy et al., 2018). The web-based online survey was initially piloted with a teacher educator from the university directly involved in the partnership. It was intended that the pilot highlight potential ambiguities within the questions contained in the survey (Berends, 2007).

The question prompts in the web-based online survey were written as statements, seeking participant responses. For example:

Q1.1) The focus on developing student leadership skills through this educational partnership has a highly significant impact upon the success of the educational partnership.

Q3.1) The educational partnership has a highly significant impact upon the learning and engagement of PST participants.

Q17.1) The educational partnership has a highly significant impact upon individual morale.

Q21.1) The educational partnership has a highly significant impact upon the professional growth of participants.

For each of the question prompts, participants were asked to respond to a sliding Likert scale: (0) No response, (1) Strongly Disagree, (2) Moderately Disagree (3) Neither Agree nor Disagree, (4) Moderately Agree, (5) Strongly Agree. The Likert scale is reflected by the numbers on the “X” axis on each of the graphs.

For question prompts relating to participant morale and wellbeing (for example, Q17.1 above), a 7-point Likert scale was used: (0) No response, (1) Strongly Disagree, (2) Moderately Disagree, (3) Mildly Disagree, (4) Neither Agree nor Disagree, (5) Mildly Agree, (6) Moderately Agree, (7) Strongly Agree.⁸

For the web-based online survey, the data for each of the question prompts were aggregated and presented in the following manner:

- average (mean) value for teacher educators
- average (mean) value for mentors

⁸ Please refer to Chapter 7 and Figure 7.12 Pre-service Teacher Morale and Resilience in Making Judgements on Student Behaviour. This is an example of a graphical figure using a 7-point Likert scale for questions relating to wellbeing and morale.

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- average (mean) value for PSTs.

At the conclusion of Approach 2a, survey data were aggregated and configured; the research process continued with coding and classifying the data into themes relating to factors within the partnership that impact participant learning and engagement. The data collected through the web-based online survey informed the qualitative data collection and analysis process outlined in Approach 2b.

In Approach 2b, individual interviews and group forums were conducted to enable participants to view, validate and/or challenge the data sets that were generated through the web-based online survey.

The individual interviews and group forums, particularly with PSTs, were focused on developing researcher-participant rapport, the attainment of which enriches the research process. Developing authentic relationships with PSTs enables the researcher to better understand the perspectives and concerns of participants (Fontana & Frey, 2003). Relational trust between the researcher / principal and PSTs, provides PSTs with a sense of equity and access (Cohen et al., 2007; Toma, 2000).

A combination of individual interviews and group forums of like participants provided the researcher with an understanding of participant views on phenomena relating to school transformation, school leadership and the community of students which the school serves.

The qualitative data collection process comprised semi-structured interviews and group forums with PSTs, mentors, and teacher educators which were digitally audio-video recorded and then directly transcribed via computer as Microsoft Word files. Refer to Appendix 15 for an outline of the question format for semi-structured forums with participants. All of the quotes that emerged from the transcriptions were coded into group categories against each of the three main areas of analysis inherent in the supporting questions: school transformation, school leadership, and partnership-based practice.

Coding the quote excerpts into each of the three main areas of the analysis occurs through reading each line of the transcripts and identifying and synthesising key concepts within participant views, ideas, and opinions. Key elements of the school–university partnership affecting participant learning and engagement emerge from the quote excerpts and are categorised under the three main areas of analysis: school transformation, school leadership, and partnership-based practice.

At the conclusion of the group forums, participants were invited to complete a post-forum evaluation form. Refer to Appendix 16 for an outline of the post-forum evaluation

form. The purpose of the post-forum evaluation form was to obtain participant views on the nature of the research process and participatory engagement, seeking suggestions and feedback for ongoing improvement of the research process, ensuring that the research was being undertaken in a sensitive and ethical manner. The post-forum evaluation form also prompted participants to share insights generated during the forum discussions.

The quantitative data for practitioners were collected through the online survey for PSTs, mentors and teacher educators. The quantitative data were gathered over the three-year data collection period (2011, 2012 and 2013) and collated for each of the practitioner groups. The qualitative data for PSTs, mentors, and teacher educators were obtained through individual interviews, group forums, and triangulation case conferences. The qualitative data, offering a rich description of the phenomena are represented across the three-year data collection period. The discussion in the three analysis chapters includes participant quotes which are dated by year.

Approach 3: Quantitative and Qualitative Study of School Students

Phase 3 of the data collection methodology comprised a web-based online survey designed for Year 9 students followed by a group forum of the same students within the year level cohort. Eight Year 9 students from each of the years 2011, 2012 and 2013 were invited to participate in the research project and consented, with parental support, to be involved as participants in the study.

The research methodology was repeated over the course of the three-year data collection period 2011–2013. As part of selective sampling (Denzin & Lincoln, 2005), in each of the three years of data collection and analysis, four of the Year 9 students were selected from the Accelerated Curriculum and Enrichment (ACE) program and four students from the mainstream program.⁹

There is a need for student perspectives within the research. This is highlighted by the nature of the supporting questions which focuses on the impact of the partnership on student learning, including:

- the impact of the school transformation on student attitudes and learning
- the impact of student-centred school leadership on student engagement
- the impact of partnership-based practice on student learning and engagement.

⁹ The Accelerated Curriculum & Enrichment (ACE) program is a select entry program for academically able students. Entry to the program occurs at Year 7. The program was introduced at the school in 2008.

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The Year 9 cohort was selected on the basis of the data reflected in the school *Attitudes to School Survey (AToSS)* data collected annually by the Department (Insight SRC: Department of Education and Early Childhood Development, 2011). The *AToSS* data showed patterns of student disengagement at the school, particularly at the Year 9 level. The study explored the partnership focus on teaching and learning and the impact of this focus on the practices of teachers and PSTs. It is anticipated that improvements to the teaching and learning program will have a positive impact upon student learning and engagement.

An objective of the study was to examine student views on the impact of the partnership on the school transformation process, which included attempted improvements to the teaching and learning program and student connectedness to school. All Year 9 students were involved in the Year 9 City Experience Project, which focused on inquiry and community and formed the basis of an Applied Curriculum Project (ACP) conducted by a group of PSTs in 2011, 2012 and 2013.

The question prompts in the student survey elicited responses from students on aspects of the partnership that enhance the learning and engagement of participants.

In Approach 3a, all student participants completed the web-based online survey. Refer to Appendix 17A and Appendix 17B for questions and topics. This web-based online survey obtains student views on the PSTs and activities of the partnership.

The web-based online survey contained questions based on the main areas of analysis that related to the supporting research questions, for example:

- the impact of the PST activities on the school P&DC
- the role of school leadership in an effective school–university partnership
- elements of partnership-based practice that impact the learning and engagement of participants, including the practices of PSTs that focused on student learning.

This web-based online survey for school students was informed by the literature context in relation to surveys that were previously developed and implemented to evaluate the impact of school and teaching practices on student learning (Insight SRC: Department of Education and Early Childhood Development, 2011). The student survey captured participant perspectives on the activities and practices of practitioners and their effects on student learning. Research studies that were examined as part of the literature review, provided frames of reference for identifying and structuring questions in the web-based online survey that are open ended and mitigate bias (Bellamy et al., 2018).

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The question prompts in the web-based online survey for students are written as statements. For example:

Q1.1) I feel positive about my involvement in the educational partnership and learning with the PSTs.

Q2.1) The PSTs are easy to understand.

Q3.1) I get on well with the PSTs in this educational partnership.

For each of the question prompts, participants were asked to respond to a sliding Likert scale: (0) No response, (1) Strongly Disagree, (2) Moderately Disagree (3) Neither Agree nor Disagree, (4) Moderately Agree, (5) Strongly Agree. The Likert scale is reflected by the numbers on the “X” axis on each of the graphs.

For the student web-based online survey, the data for each of the question prompts were aggregated and presented in the following manner:

- average (mean) value for students in 2011
- average (mean) value for students in 2012
- average (mean) value for students in 2013
- average (mean) value for all student participants 2011–2013.

The data were separated for each of the years to detect any discernible differences pertaining to cohorts of students and PSTs. The web-based online survey for students was followed by group forums with Year 9 student cohorts in 2011, 2012 and 2013.

At the conclusion of Approach 3a, survey data were aggregated and configured, and the research process continued with categorising and coding the data into the main themes. The aggregation and configuration of student survey data informed the qualitative approaches used to crosscheck and validate the data with the same groups of students in 2011, 2012 and 2013.

In Approach 3b, audio- and video-recorded semi-structured group forums conducted with Year 9 students explored student perspectives on the educational partnership and students’ attitudes towards the PSTs involved at the school. Refer to Appendix 18 for an outline of the question format of these semi-structured group forums with students.

Group forums are appropriate in this instance as the opportunity to come together in groups provides peer support for students, making the qualitative research process less formal for the 14- and 15-year-old students involved (Fontana & Frey, 1998). The semi-formal nature of these group forums and the small number of students involved in the forums allows opportunities for all students to voice their opinions.

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The digital audio-video recordings were directly transcribed via computer as Microsoft Word files. The quote excerpts from the transcriptions were coded into categories against each of the three main themes underpinning the supporting research questions: school transformation; school leadership; and partnership-based practice, including student views on PST knowledge, skills, and dispositions through a focus on student learning.

At the conclusion of the student group forums, participants were invited to complete a post-forum evaluation form. Refer again to Appendix 16 for an outline of the post-forum evaluation form. The purposes of the post-forum evaluation form were to obtain participant views on the nature of the research process, on participatory engagement, and to seek suggestions for ongoing improvement.

Cycle 2: Approach 4—Triangulation Case Conferences

Cycle 2 included triangulation case conferences to explore, crosscheck, and validate patterns and relationships that occurred in the data (data collected during Cycle 1 of the research methodology). Data analysis was interpretative and focused primarily on the triangulation of participant records and reflections on personal experience. Crosschecking the validity of survey data, individual interviews, and group forums was enabled through triangulation case conferences including a range of stakeholder participants.

As the themes emerged, meaning behind participant views on the school culture, structures and practices which affect participant interactions, learning and engagement informed the subsequent data collection and analysis process, simultaneously building an understanding of the nature of participant *situated learning* experiences within *communities of practice*. A careful synthesis and coding of the data against the main themes of the study was informed by the theoretical framework developed from the concepts of Lave and Wenger (1991) and Wenger (1998).

Approach 4 of the data collection and analysis process involved triangulation case conferences with a mixture of participants. Each conference concluded with distribution of a case conference evaluation form (Cohen & Manion, 1994; Cohen et al., 2000).

Triangulation case conferences were conducted with a cross-section of participants including the PSTs, the school-based PST coordinator, mentors, teacher educators and students. The purpose of triangulation case conferences is to validate and crosscheck the data obtained through the web-based online survey, the individual interviews and group forums involving like-cohort participants.

To crosscheck and verify these findings and the impact of the partnership on student learning and engagement, a triangulation case conference was held comprising three

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students and one representative of each of the other participant groups—a PST, a mentor, and a teacher educator. A further two triangulation case conferences were held comprising a teacher educator, the school-based PST coordinator, and a leading teacher.

The triangulation case conferences were digitally audio- and video-recorded and then directly transcribed via computer as Microsoft Word files. Refer to Appendix 19 for an outline of the format for these case conferences.

All of the quotes that emerged from the transcriptions were coded into group categories against each of the three main areas of analysis underpinning the study's supporting questions. The triangulation case conferences enabled the researcher to establish meaningful relationships between the data as part of developing an understanding of the phenomena.

Triangulation case conferences enabled the researcher to move from local detail to broader patterns to local detail as part of gaining a full understanding of the phenomena. The coding and categorisation of the data against the research questions occurred towards the end of the data collection period. The themes that emerged from the data collection and analysis informed the next phase of the methodology, simultaneously strengthening the focus of the research questions.

Sustained involvement as both the principal and researcher within the school community assists in developing relationships with participants based on professional trust and mutual respect. Triangulation case conferences built on the authenticity of the data and the validity of the interpretations of the data. Triangulation case conferences enabled continuous checking of the data, identifying patterns and case experiences. Opportunity for review and reflection by a range of participant stakeholders ensures the credibility and honesty of the process. Triangulation of the data ensures that the rich description of the school setting is congruent with participant views towards the partnership and a true reflection of the factors that impact their learning and engagement. The richness of the data and the detailed description that ensue reflects a recognition and inclusion of the multiple experiences of participants who are engaged in the research process.

A post-conference evaluation form was distributed and completed by each of the participants at the conclusion of each of the triangulation case conferences. Refer again to Appendix 16 for an outline of an evaluation form. The purpose of the post-conference evaluation form is to obtain participant views on the nature of the research process, participatory engagement, and suggestions for improvement.

The commentary in the analysis and discussion chapters calls upon and reveals the researcher's reflections in the form of calendar entries and notations. Reflections were maintained and stored electronically by the researcher over the period of data collection, analysis, and thesis 'write-up'. Calendar entries and notations were pertinent to the research process, particularly following review meetings with the principal supervisor and associate supervisor. They were integral to making sense of the phenomena presented in the analysis and discussion. Examples of the researcher's reflections are presented in the body of this thesis.

Practitioner research enables the researcher to demonstrate critical reflexivity (Archer, 2012; Giddens, 2013); and to engage in explicit, self-aware analysis of their position and role (Finlay, 2002). Reflective practice provides for an acknowledgement of the 'insider/outsider status' of the researcher (Minichiello et al., 2008). There were personal and professional benefits that arose through undertaking this study as both a school principal and researcher. Practitioner research offered the opportunity to engage in frequent interactions with partnership participants and to focus on the benefits of the partnership both for participants and the broader school community.

Cycle 3: Final Analysis—Understanding of the Phenomenon

Cycle 3, the final cycle of the research methodology focused on the relationships within the data sets and frames the experiences of the partnership participants within the theoretical framework. The four approaches to data collection and analysis outlined in Cycle 1 and Cycle 2 of the research methodology allowed the Main Analytical Themes to emerge and crystallise. In Cycle 3 of the research methodology, identified relationships between the data sets were checked and the reliability of the data and their related interpretations were established, verified, and confirmed. In Cycle 3 of the research methodology, an understanding of the phenomenon was achieved. This understanding formed the basis of the three analysis chapters and subsequent discussion chapter, referring back to the literature context.

Cycle 3 of the analytical process involved aggregating and configuring the data, with a continued focus on codifying the data gathered (on participant practices) into Main Analytical Themes. The validity and reliability of the thematic coding is affirmed through a process of participant checking and triangulation.

The three analysis chapters on school transformation, school leadership, and partnership-based practice reveal "practice exemplars" charting the innovation and change that occurs in the school with the associated initiating and sustaining practices employed by

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participants. Cycle 3 of the research methodology presented a further level of analysis, or meta-analysis that was undertaken to generate a set of themes.

Through a process of mapping the practice exemplars presented in the three analysis chapters, six Main Analytical Themes emerged from the investigation of the impact of:

- the partnership on the school transformation and improvement
- the practices of school leadership on the success of the partnership
- partnership-based practice on participant learning and engagement.

Together, the Main Analytical Themes provided a substantial response to each of the supporting questions of the study.

(i) How can a school–university partnership contribute to school transformation and improvement?

(ii) What is the role of school leadership in an effective school–university partnership?

(iii) What are the elements of partnership-based practice that constitute a successful school–university partnership in teacher education?

An understanding of the phenomenon was achieved by identifying and articulating relationships within the data. An understanding of these relationships gave rise to four Main Explanatory Categories, through a process of theorising the six Main Analytical Themes in conjunction with the theoretical framework and literature context. Together, the four Main Explanatory Categories present the new knowledge outcomes generated through the research.¹⁰

Through a process of mapping the Main Analytical Themes, the research’s discussion generated four Main Explanatory Categories to elucidate the main partnership ideas arising from the analysis of school transformation, school leadership, and partnership-based practice.

¹⁰ For clarity of understanding on the six Main Analytical Themes please refer to the following tables in the analysis and discussion chapters: Table 5.6 Six Main Analytical Themes – Impact of the Partnership on the School Transformation in Chapter 5 Section 5.6 School Transformation – A Synthesis; Table 6.7 Six Main Analytical Themes – Impact of School Leadership on the Success of the Partnership in Chapter 6 Section 6.6 School Leadership – A Synthesis; Table 7.5 Six Main Analytical Themes – Impact of Authentic Practice on Participant Learning and Engagement in Chapter 7 Section 7.4 Partnership-Based Practice – A Synthesis; Table 8.1 Six Main Analytical Themes for the three areas of analysis in Chapter 8 Section 8.2 Forming the Partnership – A Summary of Results; and Table 8.2 Four Main Explanatory Categories in Chapter 8 Section 8.2 Forming the Partnership – A Summary of Results.

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The four Main Explanatory Categories provided the structure to Chapter 8. Together, the four Main Explanatory Categories provided a substantial response to the overarching research question:

1. How can a secondary school integrate a school–university partnership?

4.6 Data Analysis and Data Analysis Frameworks

The purpose of this section is to set the context for the way in which the analysis for the three main analysis chapters is conducted. The views of PSTs, mentors, teacher educators and students are captured via the research methodology to address the main overarching research question and three supporting questions presented in the analysis and discussion chapters. The approaches taken in data analysis are informed by the analytical frameworks presented in Chapters 5, 6 and 7.

Chapter 5 examines the impact of the partnership on the school transformation and improvement.

In addressing support question (i) on how a school–university partnership can contribute to school transformation and improvement, the research used survey and interview questions based on the dimensions and elements derived from the Department’s *Performance and Development Culture Revised Self-Assessment Framework* (the P&DC Framework) (Department of Education and Early Childhood Development, 2009). A pre-existing Departmental framework provides the structure for the analysis. It articulates the impact of the partnership on the school transformation as reflected in the dimensions and elements of the P&DC Framework. The components of the *P&DC Framework* include the following dimensions: Induction, Multiple sources of feedback on practice, individual Performance and Development Plans (PDPs) aligned to school goals, quality professional development, and Participant belief in a Performance and Development Culture (P&DC).¹¹

Chapter 6 examines the role and impact of school leadership on the effectiveness of the school–university partnership. The analysis addresses support question (ii) identifying the leadership practices of school leadership, particularly those of the principal, that create and support the conditions for an effective school–university partnership. The research used survey and interview questions based on the leadership dimensions and elements of the *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). The study applied a pre-existing Departmental framework on which to structure the analysis. It identified the practices of school leadership that contribute to the partnership, aligned with the dimensions and elements of the framework.

¹¹ Please refer to Table 5.1 Performance and Development Culture Framework in Chapter 5 for further details.

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The components of the *Developmental Learning Framework for School Leaders* include the following leadership dimensions: Technical leadership, Human leadership, Educational leadership, Symbolic leadership, and Cultural leadership.¹²

The frameworks used in the analysis of the school P&DC (Chapter 5) and school leadership (Chapter 6) were commonplace in schools at the time of the research. Principals and school leaders alongside members of their school communities undertook school self-evaluation based on these school/system improvement frameworks.

Chapter 7 examines of the dimensions and elements of partnership-based practice that constitute a successful school–university partnership in teacher education.

This area of the research addresses support question (iii). The research identified the distinguishing features of partnership-based practice that impact upon the learning and engagement of participants, particularly the PSTs, through a focus on student learning.

Unlike the frameworks that inform the analysis of school transformation and school leadership, at the time of the research, there was no pre-existing Departmental framework for this area of the study. The research enacted a mixed methodological approach to outline how the dimensions and elements of partnership-based practice enhance PST knowledge, skills, and dispositions, for improvements in teaching and learning. The dimensions and elements of partnership-based practice emerged from the research process and a semi-structured analysis of practice.

This aspect of the study examined how the practices of the partnership can be described as “authentic”. Through the research methodology, the study devised the *Authentic Practice Framework* to reveal the distinguishing features of partnership-based practice. The study arranged survey and interview questions to obtain participant views on the characteristics of partnership-based practice, aligning their responses to the *Framework’s* dimensions and elements. The *Authentic Practice Framework* emerged from the data collection and analysis processes embedded within the study’s mixed methodology.

Through the analysis presented in Chapters 5, 6 and 7, the research identified six Main Analytical themes emerging from the application of a mixed methods approach. The analytical process involved aggregating and configuring the data with a focus on codifying the data into the six Main Analytical themes. The validity and reliability of the thematic coding was affirmed through a process of participant checking and triangulation. An understanding of the phenomena was achieved through identifying and articulating

¹² Please refer to Table 6.1 Developmental Learning Framework for School Leaders in Chapter 6 for further details.

relationships within the quantitative and qualitative data sets. The further layer of analysis or meta-analysis in the research methodology involved a process of theorising the six Main Analytical themes, in conjunction with the theoretical framework and the literature context.

4.7 Reliability and Credibility of the Research Methodology

As with any research, it is important that the quantitative and qualitative data sets are credible, and the concepts used to explain the phenomenon being researched are sound (Adler & Adler, 1998; Lincoln & Guba, 1985). In this case study, the reliability and credibility of the research relates to how accurately the partnership participant experiences have been portrayed and the extent to which the methodological approaches used, provide a rigorous and reliable interpretation of the social phenomena being examined (Creswell & Miller, 2000).

A number of strategies and measures were put into place to ensure the reliability of the data being collected, presented, and examined. These strategies were focused on guaranteeing the authenticity of the case study and accuracy in the way participant experiences and ideas were being portrayed within the social phenomena being investigated (Erlandson et al., 1993; Lincoln & Guba, 2000).

The research methodology reflects the researcher's "sustained engagement" in the partnership setting (Erlandson et al., 1993, pp. 30–31). As the principal and researcher, I spent sufficient time in the school community to overcome distortions due to presence of and/or the potential for bias. An understanding of the participants was permitted through the three-year data collection period, developing relational trust between the researcher and research participants. Authentic relationships between the researcher and participants underpinned the credibility of the research process and the authenticity and trustworthiness of the data collection and analysis.

A consideration of the potential for response bias is necessary to this discussion. Teacher educators were indeed invested in the success of the partnership and, to a slightly lesser extent, the teacher mentors. At the beginning of the partnership there was considerable variation among teacher mentors in terms of their understanding of the importance of the partnership to the improvement and reputation of the school. Over the course of the partnership, goal congruence and role clarity increased among the growing cohort of teacher mentors. Aspirational leaders within the school were applying for the position as a strategy for professional growth, aligning their contributions with the school transformation and improvement. The attitudes of teacher mentors, as reported in the analysis in Chapter 5, gave rise to improved levels of collective responsibility.

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The investment of teacher educators and teacher mentors in the success of the partnership may account for the minimal variation in the survey results. The small sample size of teacher educators may also contribute to this low level of variation. As reported in the analysis, the ‘stakes’ were high for PST participants. PST participants may have felt some pressure to provide positive responses to the researcher given his leadership position in the school and that there was potential for them to secure employment at the school. These factors may also have contributed to a positive response bias and a subsequent lack of evidence to disconfirm conclusions drawn from the research data. However, it should be noted that open-ended questions in the individual interviews, group forums, and triangulation case conferences provided participants with opportunities to provide evidence to counter the survey results. A consistent feature of these interviews, forums, and case conferences included the presentation of survey results and dialogical discussions relating to the conclusions drawn from the data.

A process referred to as “triangulation” (Cohen et al., 2007) presents multiple perspectives on the broad context of the school–university partnership. The research methodology enables the collection of data from a range of perspectives involving the personal narratives of participants. It is important to collect and analyse data from a number of sources, since each social context is made up of “numerous experiences” (Erlandson et al., 1993, pp. 30–31). Seeking out a breadth of case perspectives ensures all aspects of the phenomenon are being examined.

The qualitative data collection included persistent contact with participants. Ongoing contact and frequent interactions, which include observations of professional collaborations, allowed the research methodology to develop rich descriptions of the phenomena. This allowed an understanding of these social interactions within the school setting, enabling the research process to identify relationships between the activities and participants within the cultural context of the school.

Quantitative and qualitative data collection and analysis increase the referential adequacy of the material (Erlandson et al., 1993). Mixed methodological approaches enable the collection of multiple forms of data to provide a holistic understanding of the context under consideration. Being based at the school as principal and researcher provides considerable advantages in terms of the reliability of the data being collected. Ongoing contact with participants provides opportunities for checking the validity of the data with participants. Interpretations of the phenomena are based on individual participant accounts

and experiences. Opportunities to “check in” with participants are important in verifying the data and analysis with the same individuals who participate in the study.

During the final period of the analysis, writing and editorial process in the preparation of the thesis, the researcher employs “peer debriefing” (Lincoln & Guba, 1985, p. 308). This involves a review of the perceptions and insights under consideration with the research supervisors. Peer debriefing supports the research process, providing opportunities to review and challenge the thematic coding, analysis and the relationships being drawn across the data sets, questioning possible bias and/or inconsistencies in the interpretation.

4.8 Ethical Considerations

Primarily, the research involved PSTs, mentors, teacher educators and students. Due to the involved nature of the research and the dual role of the researcher as the school principal, a comprehensive submission detailing all elements of the research was made to the university HREC. This submission to the ethics committee considered all aspects of the research, including the introductory questionnaire, web-based surveys, individual interviews, group forums and triangulation case conferences. Two additional submissions were made to two areas of the Department of Education and Early Childhood Development (DEECD). First, permission is sought and obtained from the DEECD to conduct research in a Victorian government school through the Education Policy, Research and Data Unit of the Outcomes and Evaluation Division.¹³ Consent was also sought and obtained from the Regional Director in the Northern Metropolitan Region of the DEECD.

Measures were put in place to safeguard all participants and the principal as the sole researcher. Participation at all phases of the research was voluntary and all participants were able to end their participation at any time. Consent was obtained from all participants with consent being obtained to interview secondary students from both the students and parents/carers.

To avoid compromise, a neutral party was employed at initial information briefing sessions with staff and students at the school. The neutral party, a senior officer of the DEECD, had an understanding of the school community, its members, the school principal, and the nature of the research being undertaken.

The confidentiality of the participants was important to ensure the integrity of the research and the relationship between the participants and the researcher. To ensure

¹³ Consent was obtained from the Education Policy, Research and Data Unit of the Outcomes and Evaluation Division of the Department of Education, Early Childhood Development (DEECD).

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confidentiality, the names of participants were not used. Instead, pseudonyms (de-identified initials) were linked to the qualitative data within the body of the thesis to protect the privacy of the participants. This also allowed a differentiated presentation of the extract quotes. Confidentiality of questionnaire and survey data was maintained through adherence to HREC guidelines.

Page 25 of the application made to the Human Research Ethics Committee outlined the procedures that were adopted to ensure confidentiality. The following measures were used to ensure confidentiality: informing participants that the data will be strictly confidential; the use of pseudonyms to maintain the confidentiality of participants and the data provided; that the data will not impact in any way on participant wellbeing and progress, independent of the research project.

The application outlined the measures taken to ensure the security of the data. The application identified the supervisor (principal investigator) as the person responsible for the security of confidential data, including consent forms collected in the course of the research. In accordance with the university Code of Conduct for Research, the application stipulated that the data will be held for at least five years post-publication by the principal investigator. The application indicated the persons who will be granted access to the data, including: the doctoral student, the supervisor, and the co-supervisor, requiring them to maintain all aspects of confidentiality throughout the course of the study. Confidentiality of questionnaire and survey data was also maintained through adherence to the Department information communication technology (ICT) policy guidelines and the school internet and email usage protocols. All web-based online survey data were aggregated and de-identified prior to analysis.

Risks to participants involved in the research were minimised as all information briefings, interviews, and forums were conducted in a transparent manner in the safety of the school setting. The researcher's knowledge of participant personal background information, particularly of teachers and students was not included in the analysis. The data were treated objectively and on their own merits and were not subject to embellishments based on the researcher's prior knowledge. All data were treated privately, respectfully, and confidentially. Survey data remain confidential, and interview, forum, and case conference data are de-identified. As I occupy the dual role of doctoral student and principal of the school, it is essential that I ensure the integrity of the research methodology is upheld at all times.

4.9 Limitations of the Research

The aim of the research was to examine the factors impacting the success of a school–university partnership. The research methodology was built on the literature context to address the research questions of the study. The foci of the research include:

- understanding how a secondary school can integrate a school–university partnership in teacher education for the purpose of transformation and improvement
- identifying the practices of school leadership that impact the effectiveness of the partnership
- identifying elements of partnership-based practice that enhance PST knowledge, skills, and dispositions through a commitment to student learning.

An introductory questionnaire was implemented in the early phase of the research to gauge participant initial ideas on factors within the partnership that impact their learning and engagement. Developing a web-based online survey is the next step in exploring the fine-grained detail of participant perceptions on factors within the partnership that enhance their learning and engagement.

A number of limitations need to be taken into account when determining the implications and applications of the findings of this research project, including:

- The research is a case study of one school involved in a school–university partnership. Therefore, the study provides data from one school setting only. A case study methodology is used in order to develop a specific, descriptive, and heuristic account of the particular phenomenon.
- The outcomes of this study are based on a process of constructing meaning through engaging with participants and their perspectives. Problems inherent in this process are overcome through inquiry, collaboration and relationships based on mutual respect (Kvale, 1996).
- In the school, only a small number of mentors are involved in the study. Although other teaching staff may be directly or indirectly involved via observations, informal conversations and reflective dialogue, the data reflect the perspectives of a select sample of teachers who are mentors in the partnership and agreed to be involved in the study during the three-year data collection period: 2011–2013.
- The web-based online survey of PSTs, mentors and teacher educators obtained a 100 percent return from participants, which was an expected rate of return for a survey of this nature (Teddlie et al., 2008). The total number of participants involved

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in the web-based online survey did allow for the statistical analysis as reflected in the study.

- The web-based online survey of students was completed at school and obtained a 100 percent return from participants.
- Two teacher educators participated in the research, thus limiting the number of teacher educators' perspectives. Whilst there are additional university personnel who participated in the partnership and research practices through observations, informal conversations, reflective dialogue and collaborative practitioner research projects, the data reflect the perspectives of two teacher educators only.
- The research methodology relies on an examination of participant views on the factors impacting the success of the educational partnership. The analysis is based on an examination of participant perceptions and less on an examination and analysis of practitioners' practices and their impact on student learning. Caution is needed in respect of the conclusions being drawn, since the research methodology relies solely on participant perceptions of various factors impacting their learning and engagement, rather than on the analysis of the practice itself. These shortcomings and limitations of the study are recognised and reflected in the outcomes and recommendations of the thesis.
- The research methodology involves the use of information communication technologies for the capture and aggregation of data. The research does not, however, include an exploration of the role and use of information communication technologies in partnership practices, pedagogical practices of teachers nor the pedagogy of teacher education (Cacciattolo et al., 2008).

In conclusion the research is a case study. As a case study, the research draws on interview, group forum and triangulation case conference data to augment the evidence obtained through the web-based online surveys. As part of the research methodology, there is a focus on collecting multiple forms of data, providing participants with the opportunity to give detailed, informed responses to structured, semi-structured and open-ended questions. For example, the web-based online surveys utilised both closed-ended and open-ended items. A mixed-methodologies approach is employed to obtain, document, and examine perceptions of consenting participants, indicating the extent to which elements of the partnership impact participant learning and engagement. The limitations of the study are outweighed by the possibilities, findings and recommendations it presents. In this way, this case study may be considered heuristic in that it identifies factors within the partnership

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that impact its success, the transformation of the school, and conditions for improved teaching and learning, thereby increasing the case study’s potential applicability to other situations, entities, or settings (Merriam, 1998).

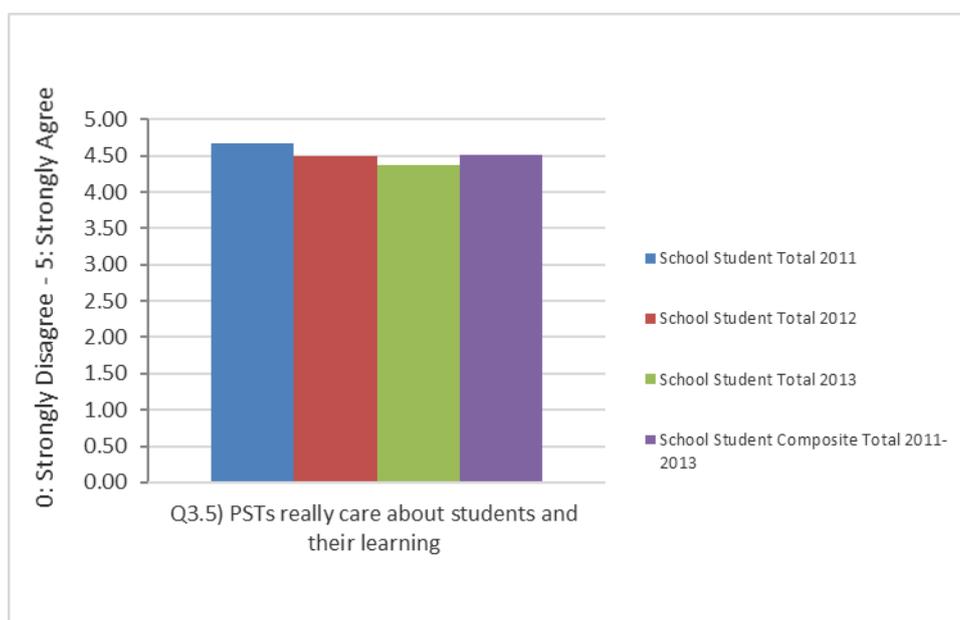
4.10 Key to Reading the Figures

There are two quantitative web-based surveys conducted for this study: an online survey of PST, mentor, and teacher educator participants; and an online survey of student participants. The data from these two web-based surveys are represented in the form of column graphs.

For example, Figure 4.3 reflects school student views on the extent to which PSTs genuinely cared about students and their learning.

Figure 4.3

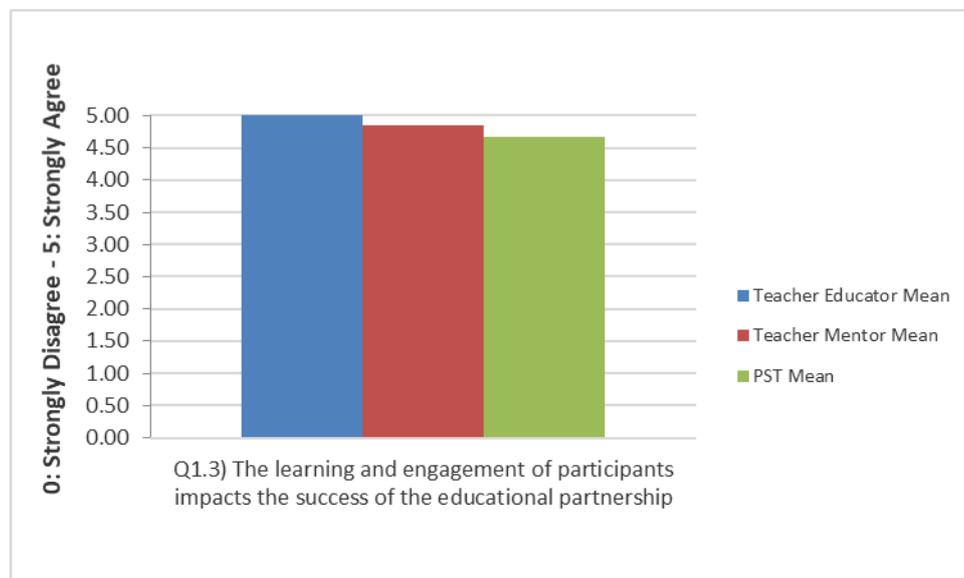
Student View: Authentic Practice—PSTs Care About Students and Their Learning



For example, Figure 4.4 reflects PSTs’, mentors’, and teacher educators’ views on the extent to which the learning and engagement of participants impact the success of the educational partnership.

Figure 4.4

Practitioner View: Impact of Participant Learning and Engagement on the Success of the Partnership



For information on how to read the figures, refer to Appendix 20.

Chapter 4 Summary and Introduction to the Analysis

The purpose of this summary is to set the context for the way in which the three main analysis chapters are presented. The views of PSTs, mentors, teacher educators and students are captured via the research methodology to identify:

- how a secondary school integrated a school–university partnership within its culture, structures, operations, and practices
- the way in which the partnership contributed to the school transformation and improvement
- the practices of school leadership that impacted the effectiveness of the partnership
- the elements of partnership-based practice that impacted the learning and engagement of participants.

Figure 4.4 indicates that partnership participants strongly agree that the learning and engagement of participants have a significant impact upon the success of the educational partnership. The study identifies elements of the SBMTE that shape how individual participants construct what the partnership activities afford them, and, consequently, how they elect to participate in the partnership activities (Billett, 2002). Stakeholder participation occurs through reciprocal learning relationships which the structural conditions for the partnership initiate (Kruger et al., 2009). Reciprocal learning

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relationships are sustained by participant contributions to the community of practice with benefits to all participants through a shared commitment to student learning (Darling-Hammond, 2006b).

A function of the individual interviews and group forums with participants is to develop an understanding of the different interests and motivations guiding the actions of the PSTs, school-based practitioners, and university academics. The views of PSTs, mentors, teacher educators and students reveal three major topics for the analysis chapters, which are as follows:

- Chapter 5, on the examination of school transformation, identifies the activities and practices of the partnership that impact the school transformation and improvement, as reflected in the maturation of the school P&DC.
- Chapter 6, on the role of school leadership, identifies the dimensions, elements and practices of school leadership that are critical to the success of the educational partnership.
- Chapter 7 identifies the dimensions and elements of partnership-based practice that constitute a successful school–university partnership, impacting the learning and engagement of participants. It demonstrates that student learning was the primary focus of the school–university partnership, connecting PST skills, interests, and practices with school and Departmental values, priorities, and expectations.

How the innovation driven by the school–university partnership initiated cultural change is the subject of Chapter 5 on the theme of school transformation. How school leadership of the site-based teacher education partnership played a “key role in supporting cultural and pedagogical change and improvement” (Eckersley et al., 2011, p. 70) is the subject of Chapter 6. How the innovation impelled by the partnership impacted changes in pedagogical practice through a commitment to student learning is the subject of Chapter 7.

Chapter 5: Analysis—School Transformation

The purpose of this chapter is to examine the impact of the partnership on the transformation and improvement of the school. As outlined in Chapter 4, this area of the analysis is based on the *Performance and Development Culture Revised Self-Assessment Framework* (P&DC Framework) of the Department (Department of Education and Early Childhood Development, 2009).

Chapter 5 addresses supporting question (i):

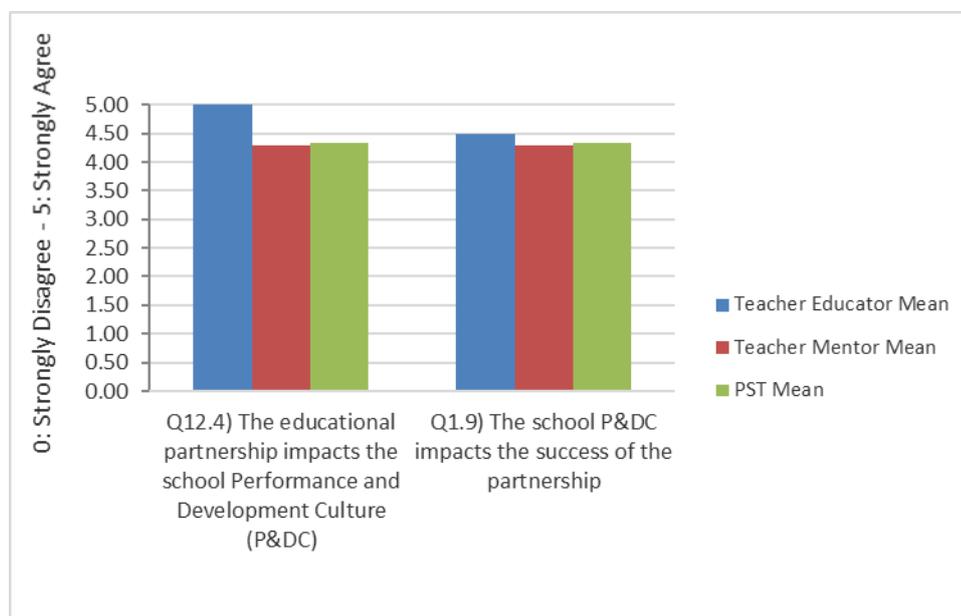
- (i) How can a school–university partnership contribute to school transformation and improvement?

This chapter examines the strategic intent of the partnership to challenge and improve school culture, build the leadership and teaching capacity of staff, improve the educational aspirations and outcomes of students, and effectively integrate and capitalise on university human and financial resources to transform and improve the school. The study provides an understanding of the way that mentors, PSTs, teacher educators and students experienced the school change process that occurred through the partnership experience. Through the analysis, which applies the dimensions and elements of the P&DC Framework, a set of practice exemplars is proposed, relating to the impact of the partnership on the transformation of the school.

Figure 5.1 reflects participant views on the extent to which the partnership impacted the P&DC of the school and the reciprocal impact of the school P&DC on partnership success.

Figure 5.1

Practitioner View: Impact of the Partnership on School Performance and Development Culture



Participants strongly agreed that the partnership had a significant impact upon the school P&DC.

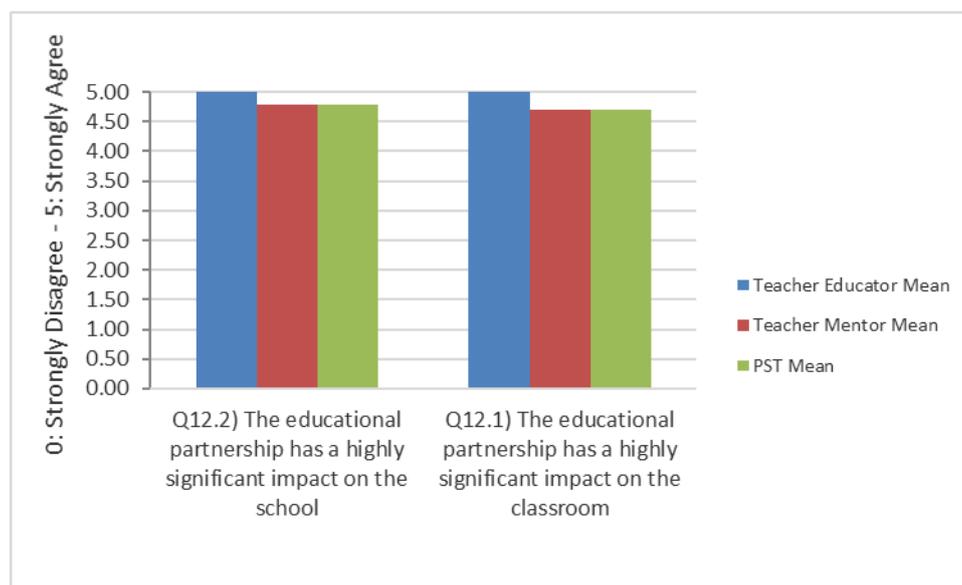
Drawing from the work of Professor Richard Teese (Teese et al., 2007) and others who have documented the powerful relationship between class and educational outcomes, this project seems to be enhanced by the effectiveness of the relationship between the school and university to establish an improved teaching-learning culture which subsequently, has impacted the Performance and Development Culture of the school (introductory questionnaire 2012; teacher educator—Tje).

Participants noted a strong connection between their contributions to the activities of the partnership and improvements to the school P&DC. Maturation of the school P&DC resulted from shared participant focus on learning, sustained by mentor contributions of knowledge, experience and expertise to the partnership.

Figure 5.2 reflects participant views about partnership impact upon school and classroom climate (Hart, 2013).

Figure 5.2

Practitioner View: Impact of the Partnership on the School Classroom



Participants agreed that the partnership had a significant impact upon the school as a whole and to a slightly lesser extent, classrooms within the school. Participants noted several interconnected factors within the partnership that impacted the school transformation, both in terms of culture and the teaching and learning practices in classrooms.

Both PSTs and mentors have encouraged one another to establish and continue to build a culture of professionalism by designing powerful learning experiences. Time for discussions, observations and reflections are key components of this active learning community. The commitment, shared vision, mutual respect, collaborative arrangements, and effective communication between team members enhances the effectiveness and sustainability of the partnership (introductory questionnaire, 2011; mentor—Mra).

The dimensions and elements of the *P&DC Revised Self-Assessment Framework* (Insight SRC: Department of Education and Early Childhood Development, 2002), are outlined below. The study obtained participant views on aspects of the partnership that aligned with the P&DC Framework and impacted school transformation. The research organised survey and interview questions based on the dimensions and elements of the P&DC Framework, and the Department Staff Opinion Survey (Insight SRC: Department of Education and Early Childhood Development, 2002). Based on the P&DC Framework, the

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analysis of partnership practices centred on the following five dimensions and 17 elements (Table 5.1).¹⁴

Table 5.1*Performance and Development Culture Framework*

Performance and development culture dimension	Performance and development culture element (measure)
Dimension 1: Induction	Element 1: School organisation
	Element 2: Communication
	Element 3: A Culture of inclusivity and mutual respect
Dimension 2: Multiple sources of feedback on practice	Element 4: Data informed practices
	Element 5: Classroom (peer) observation
	Element 6: Feedback and reflection
Dimension 3: Individual Performance Development Plans (PDPs) aligned to school goals	Element 7: Goal Congruence and role clarity
	Element 8: Motivation
	Element 9: High expectations and accountability
Dimension 4: Quality professional development	Element 10: A Focus on quality teaching
	Element 11: Empowerment and ownership
	Element 12: Collaboration
	Element 13: Professional growth
Dimension 5: Participant belief in a Performance and Development Culture (P&DC)	Element 14: Supportive leadership
	Element 15: The quality of the learning environment
	Element 16: Professional interaction
	Element 17: Appraisal and recognition

The following analysis presents findings on dimensions 1–5 of the P&DC Framework and their related elements (detailed in Table 5.1). The analysis identifies participant practices that emerge from an analysis of the impact of the partnership on the school transformation, reflected in the maturity of each of the five dimensions of the P&DC Framework.

Section 5.1 identifies practice exemplars employed by partnership participants relating to *Dimension 1: Induction*. Practice exemplars that emerge from an analysis of Dimension 1 of the P&DC Framework will be presented. The chapter summary presents six Main Analytical Themes that emerged from a meta-analysis of these practice exemplars.

¹⁴ Also please refer to other Departmental frameworks relating to school improvement and effectiveness, for example Appendix 21: Effective Schools Model, DEECD and the Department preferred instructional model and Appendix 22: e5 Instructional Model, DEECD.

5.1 Dimension 1—Induction

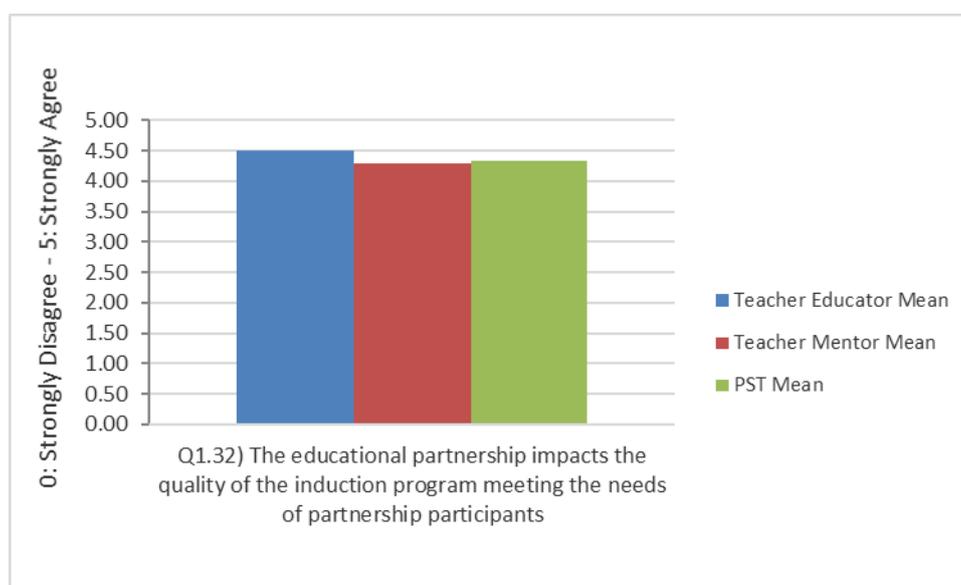
The study examined participant views regarding the impact of the partnership on *Dimension 1: Induction* of the P&DC Framework. Dimension 1 comprises three elements detailed in Table 5.1.

As Brock and Chatlain (2008) have shown, from the perspective of the school principal, and in terms of supporting participants, induction was an important area of the school program. Induction processes supported PSTs placed at the school, graduate teachers who were newly employed at the school, experienced teachers undertaking the role of mentor and teacher educators partnering with the school.

Figure 5.3 reflects participant views that the partnership had a significant impact upon the quality of the school induction program.

Figure 5.3

Practitioner View: Impact of the Partnership on the School Induction Program



Participants felt that the induction processes were clearly defined, explained, and reinforced, assisting PSTs, teacher educators and newly employed staff to settle into the school. As this PST indicates, PSTs and teacher educators were provided with a comprehensive induction handbook.

When we arrived, we were provided with the staff handbook with all the relevant documentation about school operations, when we were expected to arrive each day, who we were matched with as mentors. (X) [the school-based PST coordinator] even stipulated the staff dress code. We were expected to behave like professionals (introductory questionnaire, 2012, PST—Pne).

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The induction program provided participants with an understanding of the vision and values of the school along with school organisation, communications, and culture.

The following three parts of this section examine the three elements of Dimension 1, relating to the impact of the partnership on the school induction program. First, each of the three elements of Dimension 1 will be defined in the context of the partnership. Examples of the practices generated during the partnership will be identified.

Element 1: School Organisation

The induction of up to 25 PSTs into the school each year necessitated the development of improved organisational structures. Improvements to school organisation in support of the partnership were led by the principal and leading teacher team. Actions included:

- the selection of talented staff to mentor PSTs and graduate teachers
- the development of position descriptions, aligning leading teacher duties with the goals of the partnership
- preparation for working in teams, involving skills training in planning, communication, and cooperative group work
- regular meetings to articulate the school vision, values, goals, and exemplary practice.

Element 2: Communication

The partnership also required improved school communication processes. Verbal communications reinforced common goals around school organisational performance. Discourse and practices that formally valued and rewarded participants were the primary “message systems” used within the school. The main communications were:

- a comprehensive set of induction materials for PSTs, mentors, and teacher educators
- clear and explicit communication of participant duties and professional expectations
- the purpose of the partnership
- the use of a shared language with PSTs, focusing on improved practice
- an on-site mentor training program delivered by the university.

Element 3: A Culture of Inclusivity and Mutual Respect

The partnership raised the profile of the school as a professional learning community in the public sphere. Participants reflected a sense of pride in the achievements of the partnership with a collective focus on student learning. The main actions were:

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- Mentors planned their instruction to include PSTs and teacher educators in student learning activities.
- The success of the partnership was communicated at a local, network, regional and state level by school and university leadership.

Dimension 1 Findings

The following quantitative and qualitative data presents evidence of participant agreement that the partnership improved school induction processes for effective site-based teacher education. Through the analysis, the study identified key practices used by participants, aligned with each of the three elements for Dimension 1: Induction.

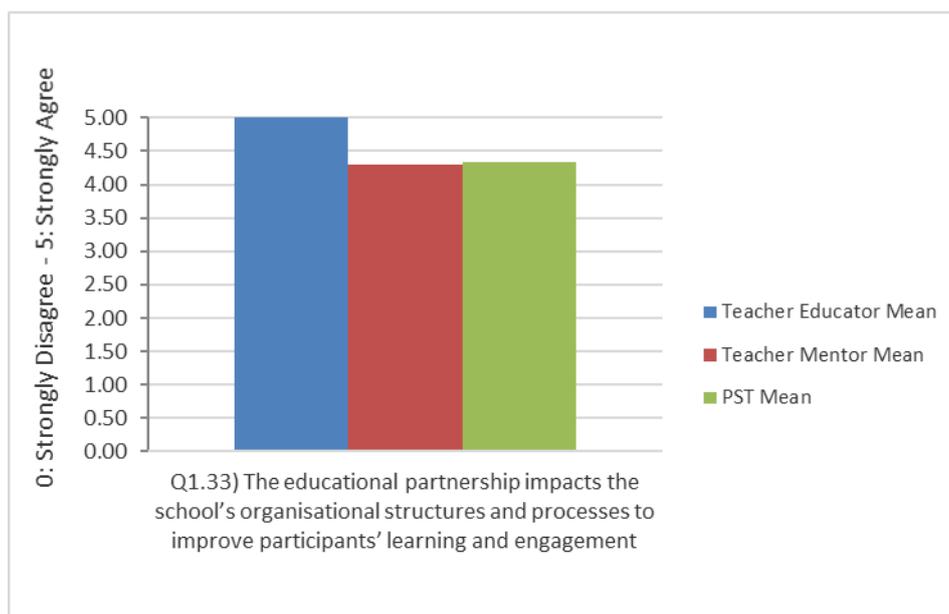
5.1.1 Element 1 (D1 E1): School Organisation

The study examined the impact of the partnership on Element 1: School Organisation. This included the structures and processes established to assist with the induction and preparation of up to 25 PSTs for the expectations of the profession.

“New enabling structures” (Kruger et al., 2009, p. 8) were developed within the school organisation, spanning the boundaries of the school and university. Fostering the structural conditions for the partnership focused PST participation on team-oriented goals, taking responsibility for student learning.

Preparation for working in teams involved training in the skills of planning, communication and even conflict resolution; these skills enhance PST abilities in co-operative group work. Teamwork furthered their confidence (individual interview, 2013; teacher educator—Tpr).

Figure 5.4 reflects participant views that the partnership had a significant impact upon the school organisational structures and processes to improve learning and engagement.

Figure 5.4*Practitioner View: Impact of the Partnership on School Organisation*

The school changed its staffing arrangements to effectively manage the PSTs. The principal and leading teachers identified and selected talented staff members as mentors and aligned them with small groups of PSTs. As this teacher educator points out, mentors played an active role in the induction of PSTs and new teachers to the school.

Progressively more and more staff wanted to get involved and contribute to induction and mentoring support, for PSTs and even myself (teacher educator forum, 2013; teacher educator—Tje).

Leading teachers also encouraged other aspirational leaders on staff to become involved in supporting the PSTs. Securing input from schoolteachers who were middle leaders in the school organisational structure, increased collective responsibility for the induction of PSTs.

The principal collaborated with leading teachers to develop clear and explicit position descriptions, aligning the daily work of mentors with the goals of the partnership, supporting the PSTs.

The orientation to the school was excellent and the range of activities and information worked well for the PSTs, with lots of positive comments about their first-class observations. Finally, (x) [school-based PST coordinator] shows brilliant organisation, the PSTs were very complimentary about the day and feel welcomed but also challenged to take on the opportunities that lie ahead' (post forum evaluation, 2013; teacher educator—Tpr).

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The principal and leading teachers met regularly with mentors and PSTs to emphasise school vision, values, and goals by identifying exemplary classroom practices. These meetings ensured the school organisational structures promoted professional relationships between PSTs and other stakeholders, including students.

5.1.2 Element 2 (D1 E2): Communication

The study examined the impact of the partnership on Element 2: Communication. Communication structures and processes were established to bridge the boundaries of the school and university. From the perspective of school leadership, it was important that all members of the school community held shared understandings of the purpose of the partnership. This was particularly important given the scale of the program and the number of PSTs being inducted into the school each year.

The relationships and quality of the communication between the mentors and university staff are important in establishing connections between the discussions in the school setting and university coursework (introductory questionnaire, 2012; teacher educator—Tje).

The principal identified communication as an area of significance, inducting and preparing PSTs for the expectations of the profession. Clear and explicit communication of roles and responsibilities aligned participant behaviours with the vision and values of the school. A teacher educator wrote:

Early induction programs, information sessions and discussions have ensured that communication has been very clear and open, informing and building a strong level of trust between partners. Increasingly PSTs are regarded as part of the teaching community (introductory questionnaire, 2012; teacher educator—Tje).

Partnership activities involved participants working in teams. Collaboration and planning enhanced partnership communication processes. Conflict resolution skills were employed by mentors, ensuring any disagreements and/or misunderstandings with PSTs about expectations, were resolved and addressed respectfully.

The partnership underlined the importance of frequent communications between the school and university enabled through a regular “stable” of teacher educators.

To get this partnership off the ground it was important for me to spend a lot of time with your staff. When I started, some of your teachers were a bit resistant about getting involved. My message has to be consistent (individual interview, 2011; teacher educator—Tje).

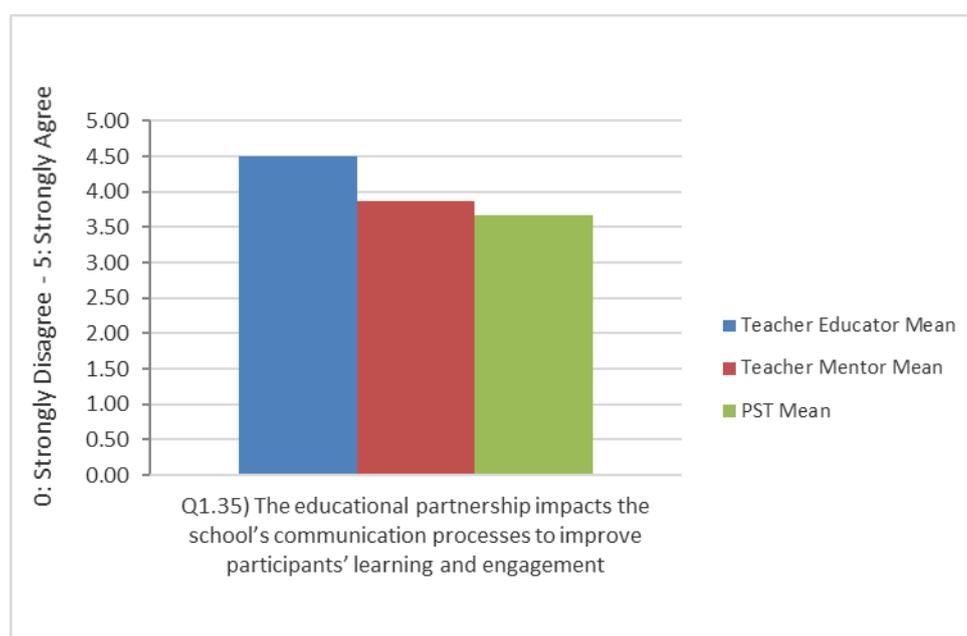
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School and university partners worked collaboratively to improve the consistency and clarity of communication. As part of reducing the variability of mentoring practices, the university introduced a formally accredited mentor training program to build the expertise and communication skills of mentors.

Figure 5.5 reflects participant views that the partnership had a considerable impact upon the school communication structures and processes to improve participant learning and engagement.

Figure 5.5

Practitioner View: Impact of the Partnership on School Communication



The survey data suggest that the PSTs were less convinced about the impact of the partnership and school communication on their learning. An important aspect of the study, from the perspective of a school leader was to ensure the partnership addressed PST feelings of apprehension about being adequately prepared for the expectations of the profession. The need for adequate preparation for the profession, points to the significance of clear communication, to support the purpose of partnership-based teacher education.

If relationship issues occur, then conversation and documentation (such as a “Communication Protocol” tool) are implemented to support the situation. Leadership and communication are essential and assist in addressing expectations... quite challenging situations ensuring my students meet the standards (introductory questionnaire, 2012; teacher educator—Tje).

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School leaders and teachers developed and practised a common language when sharing discourse with PSTs. Clear and open communication enhanced participant collaboration.

Early introductions, information sessions and discussions have ensured that communication has been very clear and open, building a strong level of trust from partners (introductory questionnaire, 2012; teacher educator—Tje).

The language of “learning intentions” and “success criteria”, as part of the school’s implementation of *Theories of Action* (Hopkins et al., 2011), was understood and used by teachers and PSTs in the teaching of students.¹⁵ This shared language signified the importance of communication, contributing to the school’s transformation and the success of the partnership.

5.1.3 Element 3 (D1 E3): Culture of Inclusivity and Mutual Respect

The study examined the impact of the partnership on Element 3: Culture of Inclusivity and Mutual Respect. A good starting point for an effective partnership was that each stakeholder acknowledged and esteemed the contributions of the other stakeholders. The partnership promoted transparent work practices among school leaders, teachers, PSTs, and teacher educators, developing a culture of relational trust (Robinson, 2013).

The partnership exposed schoolteacher practices to university academics and PSTs. As a mentor explained, this exposure was not without its challenges.

There was an initial increase in teacher anxiety due to having a university lecturer in the classroom, plus an increase in teacher workload, ensuring PSTs met their roles and obligations (introductory questionnaire 2012; mentor—Mcy).

Increasingly, mentors considered PSTs and teacher educators as co-teaching partners and planned instruction accordingly. A teacher educator wrote:

¹⁵ A theory of action is a common reference point, a shared guide for improvements in school and student outcomes. A theory of action assists staff to identify, design, implement, and evaluate teaching and leadership practices that expand students’ ability to use curiosity as a doorway to powerful learning. In the *Curiosity and Powerful Learning Booklet* (Northern Metropolitan Regional Office Department of Education and Early Childhood Development, 2010) there are four whole school *Theories of Action* for school leaders. These four *Theories of Action* provide the conditions within a school that enable the *Theories of Action* for teachers to flourish. There are six *Theories of Action* for teachers. They link specific teaching strategies with curiosity-driven learning. The 10 *Theories of Action* emerged through an approach to instructional rounds and focus groups within the Northern Metropolitan Region of the Department of Education, Early Childhood and Development, involving network leaders, school leaders, and teachers. The researcher of this study was directly involved in these instructional rounds and focus groups. To secure a sustained impact on student curiosity and learning, all of the *Theories of Action* must be integrated into a teacher’s professional repertoire and a school’s culture, structures and processes. “Each of the *Theories of Action* draws on a strong evidence base found in research on ‘effect size’ and the magnitude of gains in student learning” (Northern Metropolitan Regional Office Department of Education and Early Childhood Development, 2010, pp. 2-3).

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[A]wareness that it takes time to build a relationship where both PSTs and mentors are prepared to be honest and take risks. This partnership is built on a commitment to sharing with others, shared goals, and expertise (introductory questionnaire, 2012; teacher educator—Tje).

Participants recognised that working in collaboration with other stakeholders would lead to mutual benefits. The school–university partnership led “all stakeholders to take on altered relationship practices” (Kruger et al., 2009, p. 8). Reflecting on the emergent practices of the partnership, one teacher educator wrote:

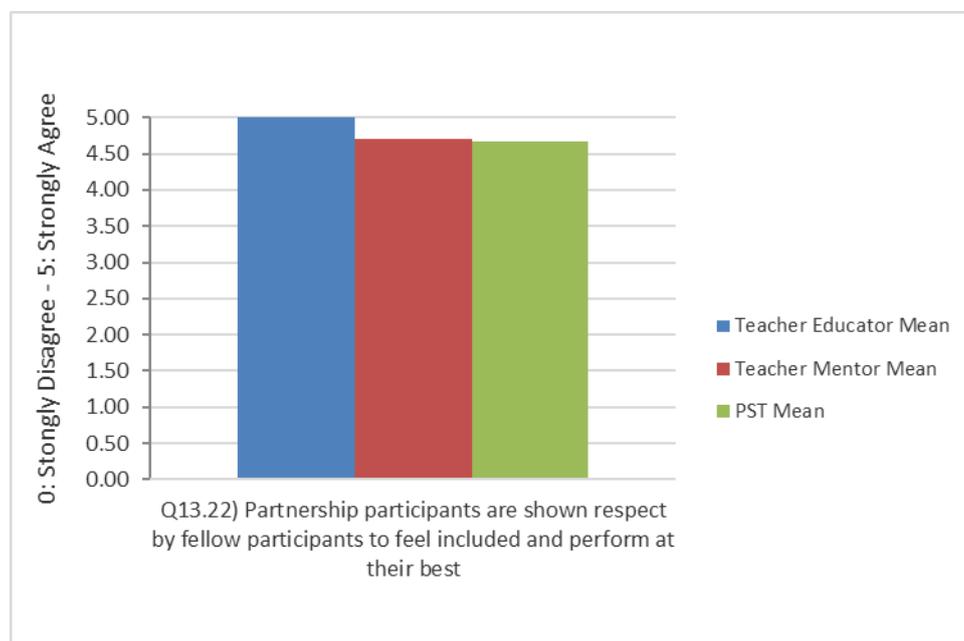
The partnership highlights the importance of collaboration in igniting conversations and ideas (not unlike Wenger and Lave’s work—Communities of Practice); our work together has a clear and common vision. Investing in the relationships in this way enables the co-creation of ideas and certainty around transparency. This also aligns somewhat with the framework inspired by Sergiovanni’s idea of the human leadership dimension associated with relationships based on trust (post-forum evaluation, 2013; teacher educator—Tje).

Together, school and university leaders highlighted and communicated the successes of the partnership at a local, network, regional and state level. This enabled the school to extend its reach and influence within the wider community.

Figure 5.6 reflects a strong sense of agreement that participants were shown respect by fellow participants and felt included to perform at their best in partnership activities.

Figure 5.6

Practitioner View: Impact of the Partnership on the School Culture of Inclusivity and Mutual Respect



A culture of inclusivity and mutual respect fostered shared understandings about the purpose of the partnership. A mentor wrote:

A site-based partnership model of teacher education allows the PSTs to connect their theoretical knowledge to their own practice and professional engagement. The PSTs feel that they are a part of and that they can contribute positively to the culture of the school (introductory questionnaire, 2012; mentor—Mcy).

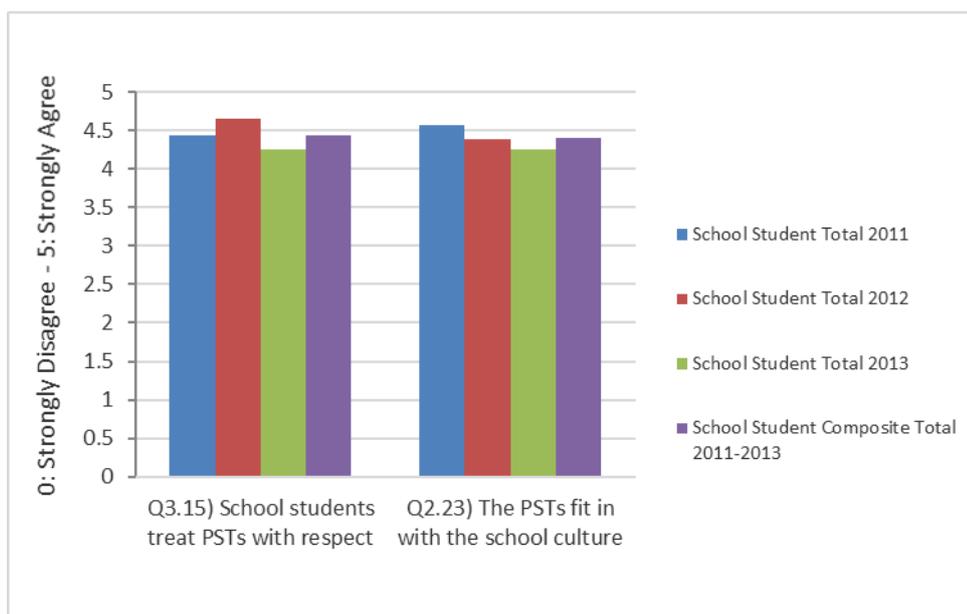
Working alongside teachers and students enculturated PSTs to the reformative values and ethos of the school, making them feel included in the school culture and program.

Increasingly, PSTs are regarded as part of the teaching community. When recently a PST became ill and was admitted to hospital, the school sent flowers to the PST and wished her a speedy recovery (post-conference evaluation form, 2011; teacher educator—Tje).

Student attitudes towards PSTs played an important part in creating a positive climate for learning and a school culture of inclusivity and mutual respect (Department of Education and Training, 2018a). Figure 5.7 reflects student views on their respect for PSTs and the extent to which they believed PSTs “fitted-in” with the culture of the school.

Figure 5.7

Student View: Student Attitudes Towards PSTs Regarding Inclusivity and Mutual Respect



Students consistently agreed that they treated PSTs with respect and that the PSTs complemented the culture of the school. A student stated:

I don't think the PSTs are like authority figures. They're here to work out how our school operates, to see how teachers go about their work and how we learn ... dealing with different situations (student forum; 2012; student—Sky).

Student positive attitudes and mutually respectful relationships with PSTs contributed to the inclusivity of the school culture and induction processes.

Summary of P&DC Dimension 1: Induction

The analysis sought to link the partnership-associated practices reported in the data with the elements of induction defined in the P&D Framework. The analysis of the data relating to *Dimension 1: Induction* revealed 12 practice exemplars contributing to the effectiveness of the partnership, impacting the school transformation. Table 5.2 presents a summary of these associations.

Table 5.2

P&DC Dimension1: Induction—Elements and Practice Exemplars

Performance & development element		Performance & development practice exemplar	
1	School organisation	1	The principal and leading teacher team identify and select talented staff to become mentors and align them with PSTs and graduate teachers.
		2	The principal collaborates with leading teachers to develop position descriptions, aligning leading teachers' daily work with the goals of the partnership in support of the PSTs.

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		3	Preparation for working in teams involves training in the skills of planning, communication, and cooperative group work, enhancing the effectiveness of communication.
		4	The principal and leading teachers meet regularly with teachers and PSTs to emphasise the school vision, values, and goals, identifying exemplary classroom and teaching practices.
2	Communication	5	The school provides PSTs, teacher educators, and graduate teachers with a comprehensive and current set of induction materials.
		6	Clear and explicit communication provides participants with an understanding of duties and professional expectations, including the school code of conduct and professional dress code.
		7	The principal and teacher educators clearly communicate the purpose of the partnership to teachers, students, parents, and PSTs, creating shared understandings.
		8	School leaders, teacher educators, and mentors develop and use a shared language with PSTs that is focused on improved teaching and learning.
		9	Communication skills in conflict resolution are taught to mentors and PSTs ensuring that disagreements are effectively resolved.
		10	The university introduces an on-site mentor training program, developing the communication skills of mentors.
3	Culture of inclusivity and mutual respect	11	Mentors plan their instruction to include PSTs and teacher educators in learning activities with students.
		12	School leaders and teacher educators communicate the success of the partnership at a local, network, regional, and state level.

The practice exemplars presented in Table 5.2 reflect the impact of the partnership on the school induction program. Improved structures and processes resulted in greater collaboration among partnership participants, connecting the PSTs with the activities of teachers and students. Integrating the teacher education program into the school program made learning more visible and opened up the learning processes in the school. School organisation and communication for an effective partnership brought tacit knowledge to the surface. In responding to frequent PST questions about the nature of their instructional practices, mentors verbalised “theories of action” (Hopkins et al., 2011) behind their pedagogical interventions, making knowledge about teaching and learning more explicit.

The practice exemplars detailed in Table 5.2 demonstrate how induction practices of the partnership prompted school transformation. The induction program included comprehensive documentation about roles and responsibilities and established the pre-conditions for high organisational performance in the school. For partnership participants, clear and coherent communication was important during a period of considerable change and challenge. The study pointed to a number of essential elements of quality induction, including: clear and explicit communication; the training of mentors; the quality of reflective

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inquiry; systemic and structured observation; formative teacher assessments; school leadership direction and involvement; and school culture supports.

The partnership organisational arrangements for effective induction aligned the daily activities of PSTs with the practice orientation of mentors. Through the partnership induction program, PSTs were charged with responsibility for supporting teachers in implementing school improvement initiatives, congruent with Departmental requirements. Partnership induction structures and processes capitalised on university resources, fulfilling school and system goals and priorities.

Given that they made up approximately 40 per cent of its adult population, it was important that PSTs felt connected to the school. The partnership strategy of small group mentoring included a leading teacher and mentor working with a team of PSTs and graduates. Small group mentoring strengthened PST connectedness to the school. Leading teachers and mentors developed the contextual knowledge and skills of PSTs relevant to the learning needs of students.¹⁶

Section 5.1 of Chapter 5 identified practices employed by participants reflective of P&DC *Dimension 1: Induction*. Section 5.2 identifies practices employed by participants relating to *Dimension 2: Multiple Sources of Feedback on Practice*.

5.2 Dimension 2—Multiple Sources of Feedback on Practice

The study examined the views of participants on the impact of the partnership on *Dimension 2: Multiple Sources of Feedback on Practice* of the P&DC Framework. Dimension 2 comprised of three elements detailed in Table 5.1.

During the period of this partnership, the Victorian government school system changed considerably. The system focus on improved student outcomes intensified accountability and performance measures. National testing and the publication of results had become a significant part of systemic reform in Victoria.

The Department maintained that a strong feedback cycle in schools, would help principals and teachers continuously build and share their knowledge and skills in order to lift student outcomes (Department of Education and Early Childhood Development, 2009).

¹⁶ Contextual knowledge refers to knowledge in a situation or setting; it may include information, and/or skills that have particular meaning because of the conditions that form part of their description. Contextual knowledge is the knowledge that people in a given community, for example, have developed over time, and continue to develop. It is based on experience, tested over time through practical use and adapted to the local culture and environment. Teacher contextual knowledge refers to knowledge of the context in which the teaching is situated. The context of teaching includes who they teach (the students), where they teach (the classrooms, schools, communities), and what they teach (the school subject, the level, the curriculum and its relationship to local, state, and national standards). Teacher contextual knowledge is impacted by the ethical, political, economic, and social factors that influence teaching and learning in schools (Feldman & Herman, 2015).

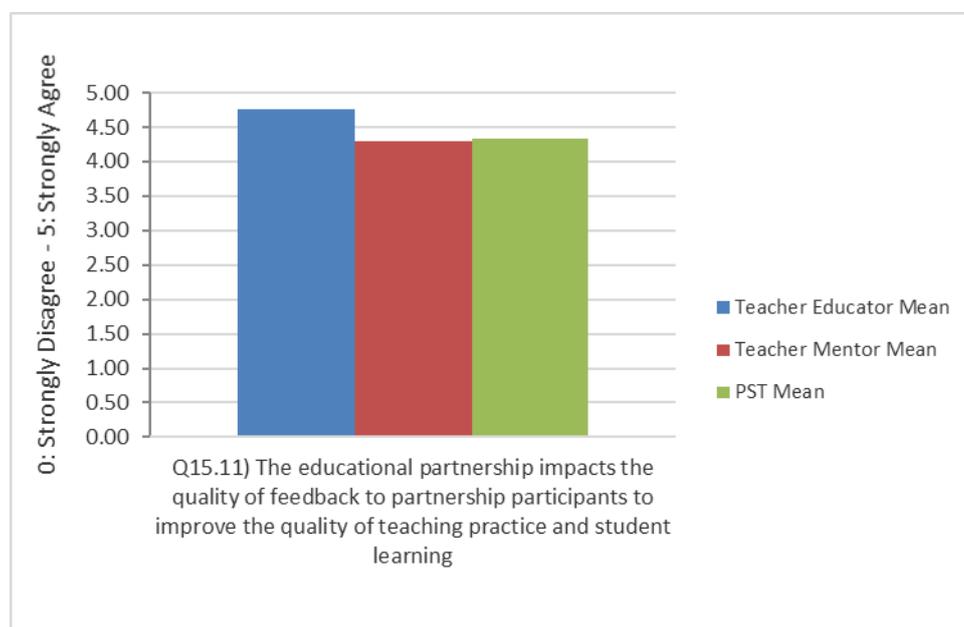
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This feedback cycle was based on a range of student achievement data sets, attendance, and engagement, made available through the Department and partnership initiatives. Data was generated through Departmental surveys on student Attitudes to School, Staff Opinion, and Parent Opinion. System data was complemented by local data generated through PST surveys and action research projects.

Figure 5.8 reflects participant views on the impact of the partnership on multiple sources of feedback provided to participants.

Figure 5.8

Practitioner View: Impact of the Partnership on Quality Feedback for Improved Teaching and Learning



Participants agreed that the partnership had a significant impact upon the quality of feedback, improving teaching and learning practices in the school. Opportunities for teams of PSTs and mentors to engage in observation and reflection enabled the co-construction of “transformative educational discourse” on theory and practice (Eckersley et al., 2011, p. 4). A teacher educator noted:

The PST inquiry projects which generate both whole school and student learning data, allowing them to explore many of the complex issues around the contextualisation of teaching and learning in the school community (introductory questionnaire, 2011; teacher educator—Tje).

The following three parts of this section examine the three elements of Dimension 2 and the impact of the partnership on the school use of multiple sources of feedback on

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practice. First, each of the three elements of Dimension 2 is defined in the context of the partnership, and examples of the practices generated during the partnership are identified.

Element 4: Data-Informed Practices

The school utilised PSTs and university academics as additional resources to capture and analyse data, to evaluate the impact of the school operations and practices on student learning. Through collaborative practitioner research (CPR), PSTs and teacher educators worked with teachers and students to evaluate teaching and learning practices, creating, and sharing new knowledge. The main actions in evidence-based practice were:

- ongoing review of school programs and practices through data, observation, feedback, and reflection
- PST investigation of areas of the school curriculum impacting student learning
- collection and analysis of specific school, class, and individual student data
- online student assessment tools developed by PSTs, teachers, and teacher educators.

Element 5: Classroom (Peer) Observation

Participant practices were informed by evidence and research. The partnership improved the consistency and transparency of classroom observation processes. These practices developed participant lateral accountabilities for improving student learning. The main strategies used in classroom (peer) observation were:

- consultation with stakeholders, through which participants developed and implemented “theories of action” rubrics and protocols to guide observations, reflections, and the sharing of practice
- reflective practice tools in giving, receiving, and interpreting feedback.

Element 6: Feedback & Reflection

The practices of the partnership and PSTs enhanced student voice, ensuring pedagogical practices were responsive to the needs and ideas of students. PSTs worked in teams with their mentors to develop a range of online surveys that sought, captured, and analysed student feedback. PST interrogation of teaching and learning practices were relevant to the school priority of evaluating impact on student learning. The main practices used to promote feedback and reflection were:

- PSTs, mentors, and students developed student survey tools.
- PSTs combined opportunities for socialisation with feedback provision.
- Reflective practice connected student learning data to student feedback.

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- Meetings between teacher educators and mentors were held to improve practices in providing mentor formative feedback to PSTs.
- PSTs were given targeted formative feedback, enabling them to reflect on their practice against the professional standards.

Dimension 2 Findings

The following quantitative and qualitative data present evidence that participants agreed the partnership impacted school use of multiple forms of feedback to improve evidence-based practice. Through the analysis, the study identified key practices used by participants that aligned with each of the three elements for *Dimension 2: Multiple Sources of Feedback on Practice*.

5.2.4 Element 4 (D2 E4): Data-Informed Practices

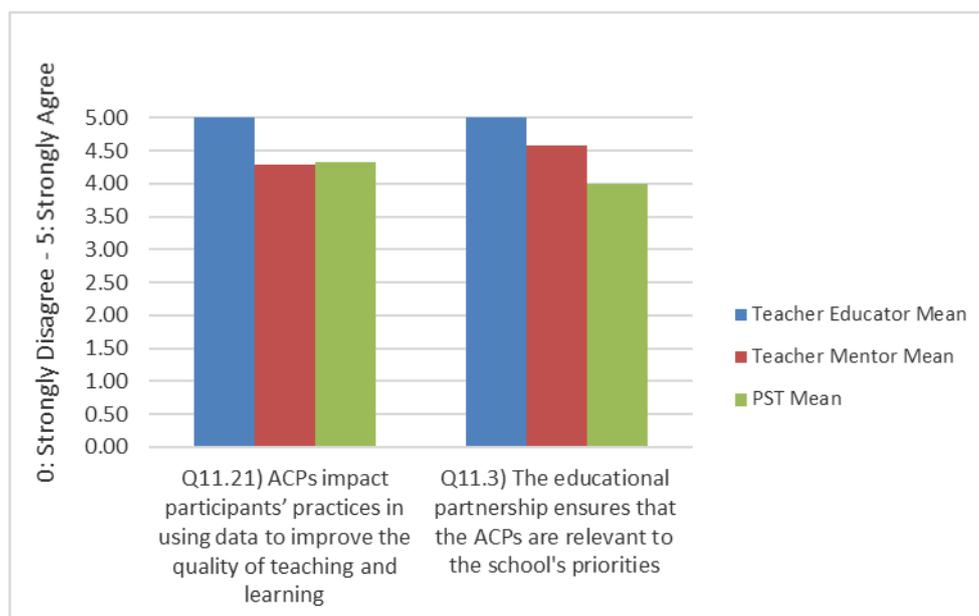
The study examined the impact of the partnership on Element 4: Data-Informed Practices. It examined participant views on the way that PSTs, teachers, and teacher educators worked together to evaluate the impact of practice on student learning.

The data-informed practices of the partnership brought stakeholders together around the localised interests of students. PSTs investigated specific features of the site, including aspects of the school curriculum affecting student engagement, wellbeing, and achievement. In keeping with the university documentation, the foci of Applied Curriculum Projects (ACPs) were negotiated with the school and connected to the school goals and priorities outlined in its AIP.

The collection and analysis of specific school, class and individual student data gave rise to rich conversations on the implications of data for improved teaching and learning. Figure 5.9 reflects participant views that the partnership, more particularly the ACPs, had a significant impact upon data informed practices at the school and were relevant to school priorities.

Figure 5.9

Practitioner View: Impact of Applied Curriculum Projects on Data-Informed Practice



Partnership practices in inquiry and research had a significant impact upon PST and teacher capabilities in capturing, retrieving, and interpreting the impact of pedagogical interventions on student learning. PSTs worked with mentors to establish student online assessment tools, developing, analysing, and presenting aggregated data sets. As evidenced in this teacher educator statement, student assessment data provoked dialogical discussions, generating alternative practices to lift student achievement.

They have undertaken project and theoretical work around the importance of data to inform teaching and learning; school culture and operations, student engagement and wellbeing; the importance of building strong community partnerships and working collaboratively with colleagues and student (introductory questionnaire, 2012; teacher educator—Tje).

The data informed practices of the partnership had a significant impact upon the school P&DC. Practitioner research improved PST analytical and communications skills with members of the school community, and thus, strengthening the partnership (Kruger et al., 2009, p. 57).

The ACPs have an enormous impact upon the school professional learning culture giving greater exposure to the students at the school in pursuit of professional knowledge (introductory questionnaire, 2013; PST—Pmh).

Prior to the partnership, staff were either resistant to data or lacked capacity to analyse and use data to inform their practice (Pettit, 2010; K. Schildkamp & Kuiper, 2009).

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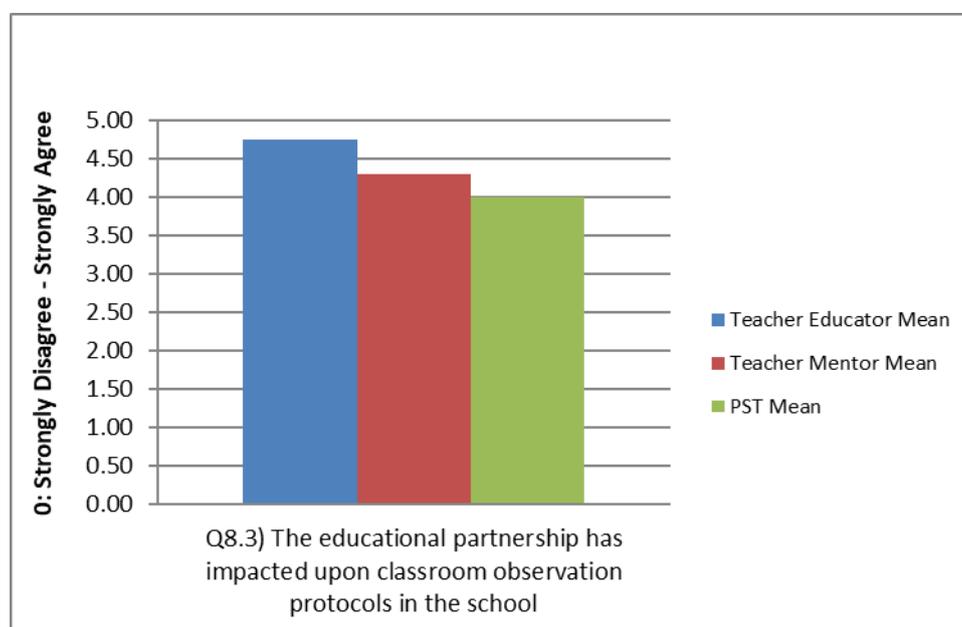
ACPs had a significant impact upon staff member acceptance of data, increasing their information technology and data literacy skills. Data became routinely used across classrooms in the school.

5.2.5 Element 5 (D2 E5): Classroom (Peer) Observation

The study examined the impact of the partnership on Element 5: Classroom (Peer) Observation. The partnership focus on classroom observation enhanced the relevance, transparency, and rigour of the school professional learning program. Figure 5.10 reflects participant views on the impact of the partnership on the school classroom observation protocols and processes.

Figure 5.10

Practitioner View: Impact of the Partnership on Classroom (Peer) Observation



The survey data illustrate that participants broadly agreed the partnership had a major impact upon the school peer observation program. The university assisted the school in developing and implementing reflective practice tools in giving, receiving, and interpreting feedback. The partnership had a significant impact upon teacher and PST capacity to openly engage in dialogical discussion, inquiry, and reflection to improve professional practice. A school-based PST coordinator wrote:

Collegiate observation has become an integral component of teacher practice at the College and the staff have come to expect it to occur, so that they may benefit from on-going feedback about their work (introductory questionnaire, 2012; PST coordinator / mentor—May).

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School leaders consulted with mentors, PSTs, and teacher educators to develop frameworks to guide classroom observations. These “theories of action” (Hopkins et al., 2011) rubrics assisted participants to observe and reflect on teaching practice. Refer to Appendix 23A and Appendix 23B. This mentor’s thoughts reflect that the rubrics promoted a common language, creating shared understandings about the use of effective teaching strategies for the particular group of students.

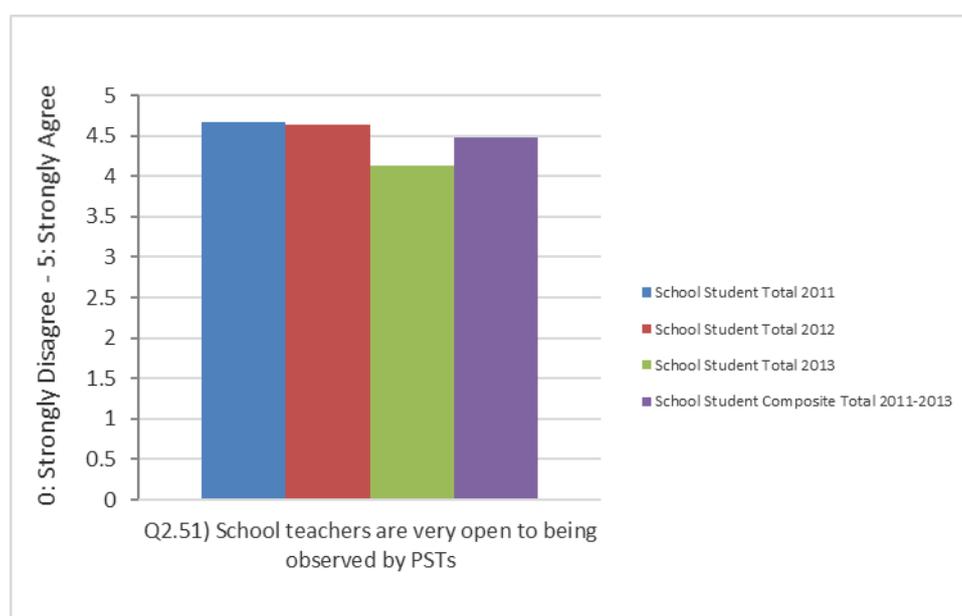
Observing, evaluating, and reflecting on practice enables all of us to share in the building of pedagogical capital. Classroom observation occurs in triads, embedded within our school P&DC. PSTs work in triads with the mentor as a pedagogical coach (introductory questionnaire, 2012; mentor—Mra).

Classroom observation, combined with timely and constructive feedback was a particularly useful tool for professional learning and continuous improvement.

Partnership stakeholders were involved in consultative arrangements to develop and implement frameworks and protocols that guided classroom observation, reflective practice, and the sharing of professional practice. Transparent processes in classroom observation and the sharing of practice created a culture of relational trust (Robinson, 2013). Figure 5.11 reflects student perceptions on the degree to which classroom teachers were open to being observed by PSTs.

Figure 5.11

Student View: Teacher Openness to Being Observed



Students consistently agreed their teachers were very supportive of PST involvement in classroom observation activities.

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PSTs ask lots of questions of teachers about their lessons, actually during the lessons too. It's really interesting listening to our teachers give the reasons why they do things in a particular way (student forum, 2011; student—Spe).

The partnership classroom observation protocols and practices had a significant impact upon the school P&DC, building practice excellence and improved practices in the use of data, feedback, and reflection.

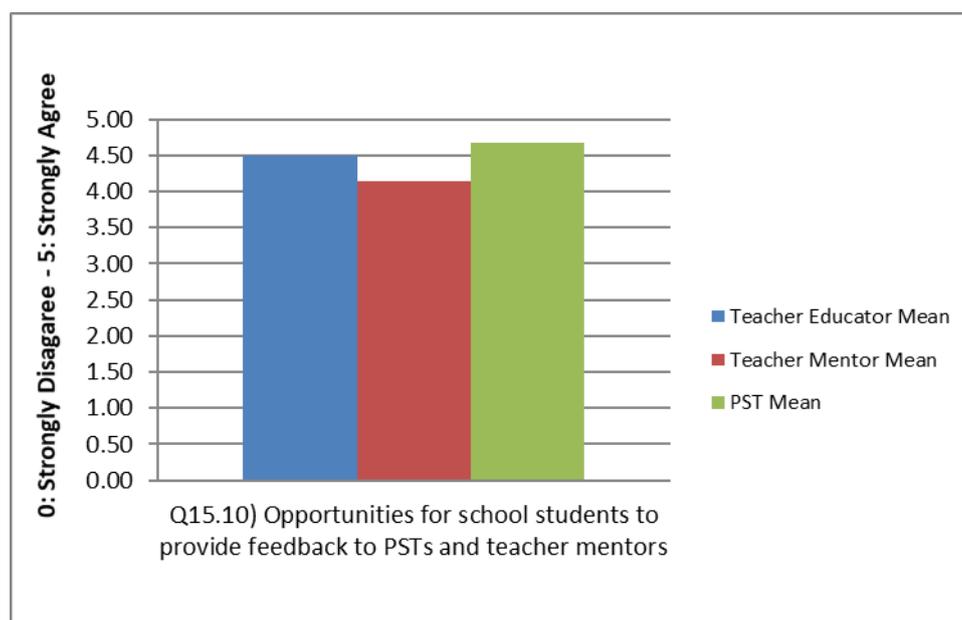
5.2.6 Element 6 (D2 E6): Feedback & Reflection

The study examined the impact of the partnership on *Element 6: Feedback and Reflection* of the P&DC Framework. School practices in feedback and reflection were improved through the partnership.

The activities of the partnership created opportunities for students to provide frequent quality feedback to PSTs and teachers. Figure 5.12 reflects participant views that students were provided opportunities to offer feedback to PSTs and mentors on the quality of their practice.

Figure 5.12

Practitioner View: Student Feedback to PSTs and Teachers



Increasing the frequency and quality of student feedback to PSTs and teachers had the potential to increase teacher effectiveness and student engagement.

At the core of this work is the student. By evaluating the practices at the school, it is evident that the quality of teaching is improved through many of the projects that take place. One group of PSTs focused on literacy in the Later Years [Years 10 – 12]. Their data presentation opened the eyes of teachers, giving them a new perspective

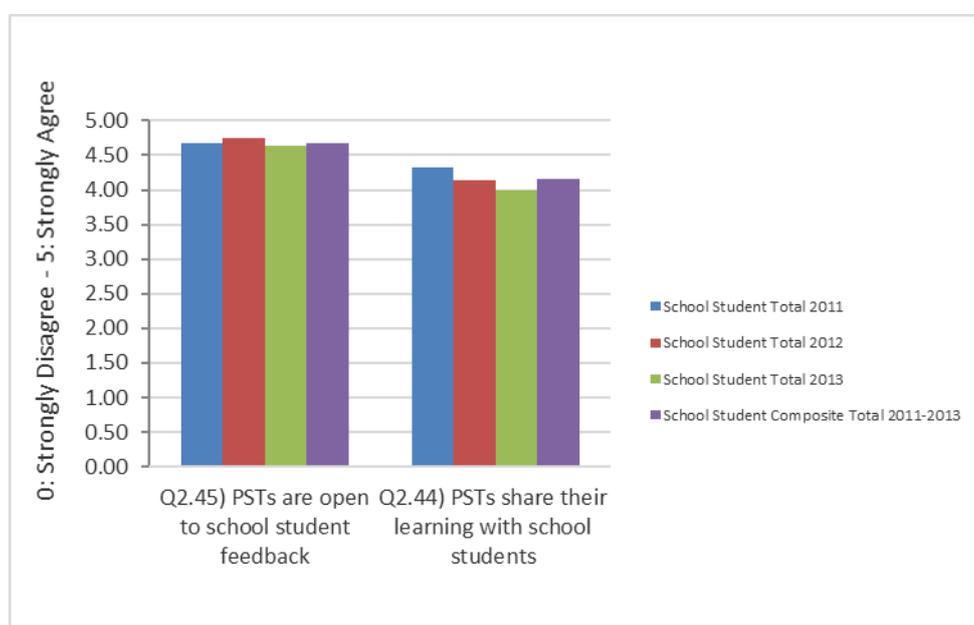
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on how students perceived and approached high reliability literacy strategies in the VCE (introductory questionnaire, 2012; mentor—Mcy).

PSTs in consultation with mentors and students developed student survey tools, allowing students to give constructive feedback on teacher practice. The feedback provided through these surveys enabled mentors and PSTs to value student voice, adjusting their practices in response to the way curriculum was experienced by students. Figure 5.13 reflects student attitudes on the extent to which PSTs were open to receiving feedback from students and sharing their learning with students.

Figure 5.13

Student View: Pre-Service Teacher Openness to Student Feedback



Students consistently agreed that PSTs employed interactive approaches to actively seek feedback from students. Due to the less formal nature of PST relationships with students, opportunities were created to combine socialisation with feedback, where PSTs were able to employ conversational approaches to seeking feedback.

To a slightly lesser extent, students also agreed that PSTs were able to share their learning with students. As this mentor's comments suggest, feedback from students to PSTs and teachers helped to synchronise teaching and learning (Hattie, 2009).

There's been a huge turn around in the use of student feedback at the school. It's great to see teachers using these surveys now ... student feedback linked with practice (mentor forum, 2012; mentor—Mcy).

Teacher educators met with small groups of mentors to share mentoring practices in giving formative feedback to PSTs. Teacher educators encouraged mentors to adopt

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practices in feedback that were goal driven, learner centred, evidence-based and linked to an examination of teaching practice. PSTs consistently agreed that mentor feedback was most effective when it specifically referenced the way their practice impacted what students were saying, doing, and making, aligned to the professional standards.

My mentor’s feedback has made me more aware of what I need to do to demonstrate the professional standards, the extra evidence that I need to collect, the sorts of reflections required in my folio. Feedback against the standards helps my development ... about meeting the needs of students and linking my practice with how students learn (post-forum evaluation, 2013; PST—Se).

The partnership improved the school practices in classroom observation, feedback and reflection that were evidence-based and focused on student learning.

Summary of P&DC Dimension 2: Multiple Sources of Evidence and Feedback

The analysis sought to link the partnership-associated practices reported in the data with the elements of *Dimension 2: Multiple sources of feedback* detailed in the P&DC Framework. The analysis of the data relating to Dimension 2 revealed 11 practice exemplars contributing to the effectiveness of the partnership, impacting the school transformation. Table 5.3 presents a summary of these associations.

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Table 5.3*P&DC Dimension 2: Multiple sources of evidence and feedback—Elements and Practice**Exemplars*

Performance & development element		Performance & development practice exemplar	
4	Data-informed practices	13	The partnership generates ongoing review of school programs and practices through data, observation, feedback, and reflection.
		14	PSTs investigate aspects of the school curriculum that impact upon student learning, wellbeing, and engagement.
		15	PSTs collect and analyse specific school, class, and individual student data, giving rise to rich conversations about the implications of data for improved teaching and learning.
		16	PSTs work with teachers and teacher educators to establish online student assessment tools, developing, analysing, and presenting aggregated data sets to school staff and students.
5	Classroom (peer) observation	17	Through a consultative process with all stakeholders, participants develop and implement “Theories of Action” frameworks (rubrics) and protocols to guide classroom observations, reflections, and the sharing of professional practice; enhancing relational trust.
		18	Teacher educators assist the school in providing reflective practice tools in giving, receiving, and interpreting feedback.
6	Feedback and reflection	19	PSTs in consultation with mentors and students develop student survey tools, allowing students to give constructive feedback on the quality of teaching and learning.
		20	PSTs are open to receiving feedback from students, combining opportunities for socialisation with feedback; employing conversational and highly interactive approaches to actively seek feedback from students.
		21	Through reflective practice, teachers and PSTs use approaches that connect student learning data to student feedback.
		22	Teacher educators meet with small groups of mentors to share mentoring practices on giving formative feedback to PSTs.
		23	Mentors give targeted formative feedback to PSTs, enabling them to reflect on their practice against the professional standards and in relation to how their practice impacts what students say, do, and make.

The practice exemplars presented in Table 5.3 reflect the impact of the partnership on the school transformation. The partnership improved the school P&DC through its emphasis on evidence, research, and data informed practice. The partnership also established structures and processes that enabled frequent observation of practice with feedback. Practices in classroom observation, data collection, feedback and reflection encouraged participants to self-assess against Department and school-based frameworks to determine developmental goals and improvement strategies.

Reflective practice supported teachers and PSTs to connect student learning data to student feedback. Participants evaluated the impact of multiple sources of feedback on individual and team practice.

Section 5.2 of Chapter 5 identified practices employed by participants relating to P&DC *Dimension 2: Multiple sources of feedback on practice*. Section 5.3 identifies practices employed by participants relating to *Dimension 3: Individual performance and development plans aligned to school goals*.

5.3 Dimension 3—Individual Performance and Development Plans (PDPs) Aligned to School Goals

The study examined participant views on the impact of the partnership on *Dimension 3: Individual PDPs Aligned to School Goals* of the P&DC Framework. Dimension 3 comprised of three elements detailed in Table 5.1. The following three parts of this section examine the three elements of Dimension 3, relating to the impact of the partnership on the school performance and development processes. First, each of the three elements of Dimension 3 is defined in the context of the educational partnership, and examples of the practices generated during the partnership are identified.

Element 7: Goal Congruence and Role Clarity

The study explored the impact of the partnership on participant goal congruence and role clarity. Participants were focused on the shared goal of improving the quality of teaching and learning. The partnership activities increased the consistency of practice in and across classrooms in the school. The main strategies used to increase goal congruence and role clarity were:

- careful monitoring of teacher expectations of PSTs, as part of anticipating the learning needs of mentors, PSTs, and students
- participants sharing discourse on alternative practices to lift student achievement
- focusing teacher and PST performance, appraisal, and review on student learning growth.

Element 8: Motivation

This area of the study explored the impact of partnership practices on participant motivation, with a focus on increasing teacher effectiveness to improve student learning. Mandating and supporting teacher review and appraisal had the potential to lead to significant gains in student learning. The main strategies to enhance participant motivation were:

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- mentors provided PSTs with clear roles and responsibilities and advice on specific class allocations and duties
- the PDP process was used as an extrinsic motivation tool, whereby leading teacher PDPs reflected their commitment to the partnership.

Element 9: High Expectations and Accountability

The study explored the potential for a school–university partnership to improve teacher accountabilities to school and system priorities. There was a clear line of sight between the school strategic plan, the principal’s PDP and participant goals and priorities. The principal, leading teacher and mentor commitment to the partnership was documented in the *Professional Engagement* section of their PDPs. The partnership used the following accountability mechanisms to foster high expectations, vertical and horizontal accountabilities, including:

- aligning mentor and PST accountabilities within the partnership to their core duties of teaching and learning
- allocating PSTs to Professional Learning Teams (PLTs) / teaching teams and specific year level cohorts of students
- placing an emphasis on teamwork; colleagues working together on student learning projects.

Dimension 3 Findings

The following quantitative and qualitative data present evidence that participants agreed the partnership improved school performance, review, and appraisal processes. Through the analysis, the study identified key practices used by participants that were aligned with each of the three elements for *Dimension 3: Individual PDPs aligned to school goals*.

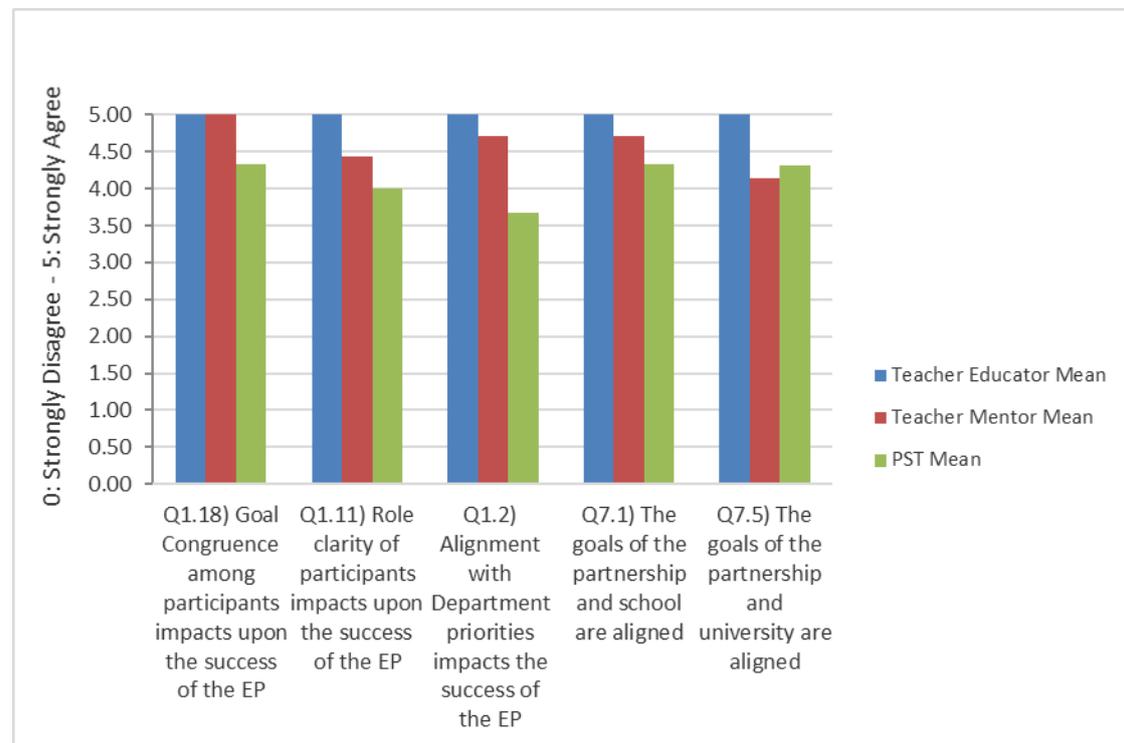
5.3.7 Element 7 (D3 E7): Goal Congruence & Role Clarity

This component of the study examined the impact of the partnership on Element 7: Goal congruence and role clarity. Goal congruence and role clarity have a highly significant impact upon school climate (Hart, 2013). Initial discussions involving leadership personnel from the school and university, established guiding principles and objectives for the partnership.

Figure 5.14 reflects participant views that goal congruence and role clarity had a significant impact upon the success of the partnership.

Figure 5.14

Practitioner View: Impact of the Partnership on Goal Congruence and Role Clarity



Participants broadly agreed that the goals of the partnership were strongly aligned with those of the school and university. Participant commitment to the activities of the partnership reflected their understanding of the goals of the partnership in the context of the ongoing school improvement and Departmental initiatives. Refer to Appendix 24 and Figure A24 for a visual representation of goal congruence, alignment and the line of sight between the school, university and Department of Education—congruence reflected in the activities of the partnership. A mentor wrote:

The school PST coordinator and main teacher educator have worked together for a few years, so they know how each other operates and know what role they each play in making sure the program is run effectively for staff and students, so all parties get the most out of the partnership (introductory questionnaire, 2012; mentor—Mkh).

The structural arrangements and operations of the partnership reflected the goals and priorities of the “respective partners” (Kruger et al., 2009, p. 57).

[T]wo parties collaborate to reach agreement on a particular goal or numerous goals within a given time period. The partnership occurring at the school helps me to

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focus on student learning and the practice of teacher (introductory questionnaire, 2012; PST—Pjs).

The partnership linked teacher and PST performance appraisal against the professional standards with student learning growth, promoting collective responsibility for student learning. As this mentor extract suggests, collective responsibility for student learning was linked to clarity around roles and responsibilities (Brady, 2002).

At the core of this work is the student. By evaluating the site-based teacher education model in practice with our roles and responsibilities, it is evident that the quality of teaching is improving through the many projects that take place (introductory questionnaire, 2012; mentor—Mcy).

Aligning the activities of the partnership with the school strategic goals and priorities was critical to the success of the partnership.

From the university perspective, aligning the main features of the partnership with the school program provides insight into how we can work together to maintain the partnership. The structural and operational aspects of the partnership are being addressed in an ongoing way (post conference evaluation form, 2012, teacher educator—Tje).

Ongoing monitoring and management of resources, roles and responsibilities of participants were critical to sustainability and institutionalisation of the partnership (Fidler, 1994).

Planning for and responding to the learning needs of PSTs is important, particularly in light of PST influence on student learning. The expectations of mentors, their commitment to both the PSTs and their students is being carefully monitored (post-conference evaluation form, 2012; teacher educator—Tje).

Common goals and clear roles and responsibilities underlined participant involvement in student learning projects, creating, and sharing discourse about practice.

The mutual benefits of shared learning came from mentor outlining their contributions to the partnership and presenting these to staff at the beginning of the year and then re-visiting these goals and strategies throughout the year, reflecting on our progress (introductory questionnaire, 2011; mentor—Mcy).

The public sharing of discourse on alternative practices to raise student achievement, reinforced the benefits of the partnership in the context of continuous school improvement.

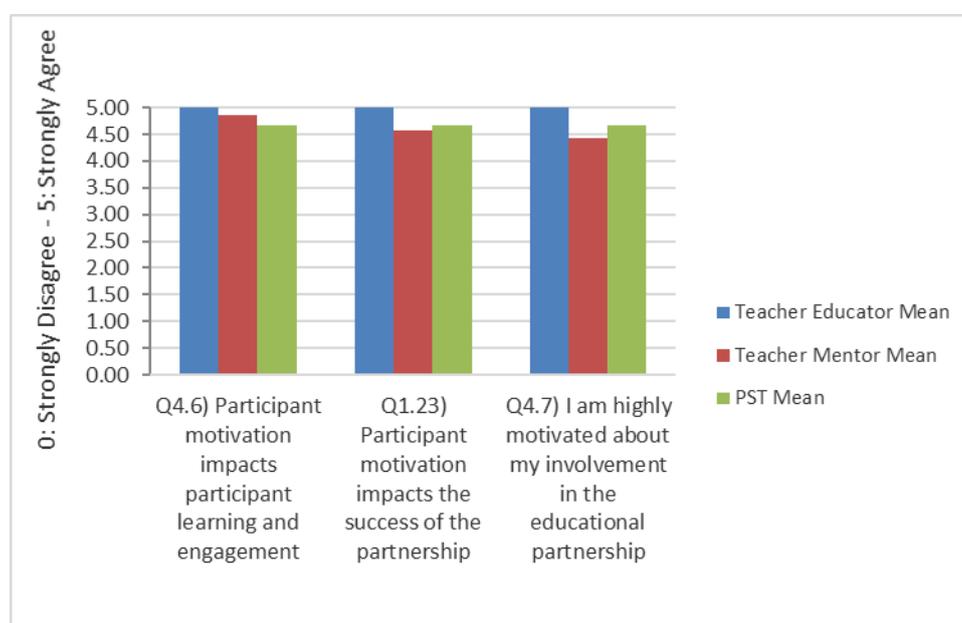
5.3.8 Element 8 (D3 E8): Motivation

The study examined the impact of the partnership on Element 8: Motivation; the extent to which the motivation of PSTs, mentors, teacher educators and students was enhanced by the partnership. Research has indicated that participant motivation is a key element impacting a school organisational climate and linked to other elements of the P&DC Framework such as goal congruence, role clarity and empowerment (Hart, 2013).

Figure 5.15 reflects participant views that their motivation had a highly significant impact upon learning, engagement, and the success of the partnership.

Figure 5.15

Practitioner View: Impact of the Partnership on Participant Alignment and Motivation



Participants strongly agreed that they were highly motivated about their involvement in the partnership. Being part of a team with shared goals and responsibilities had a significant impact upon participant motivation. Partnership documentation outlined participant roles and responsibilities. Mentors provided PSTs with advice on roles, specific class allocations and duties, affecting PST purpose and motivation.

My mentor provided me with details about the classes I was going to observe and teach, plus yard duties I had to attend ... helping me with my focus ... I got to sit in on other teacher classes too (PST forum 2012, PST—Pme).

Teaching team and mentor-mentee meetings endorsed time for thorough preparation, developing relationships around team goals and increasing participant motivation for a successful partnership.

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The partnership fostered collaborative practices that were not as evident at the school when I started. In our PLT we work together on team goals, involving PSTs for the benefit of our students (mentor forum, 2011; mentor—Mkh).

Mentor motivation and attentiveness to the learning needs of PSTs demonstrated their commitment to the mentoring role in teacher education. Mentors provided PSTs with emotional support, developing their dispositional qualities to effectively adapt to the dynamics of secondary school life.

I think that being a mentor is about being a role model, being aspirational, flexible, making the right judgement calls. It's also about using calm language when things become challenging ... actively listening and responding to concerns (triangulation case conference, 2012; PST coordinator / mentor—May).

Leading teacher and mentor commitment to the partnership was reflected in their focus on the wellbeing and learning needs of PSTs, ultimately benefitting their students.

The PDP process was used as an extrinsic motivation tool. The principal put in place a requirement that all leading teacher PDPs must reflect their commitment to the success of the partnership.

Over time, the effects of the partnership spread across the school ... enabling us to address a whole range of other initiatives expected by the Department (mentor forum, 2011; mentor—Mke).

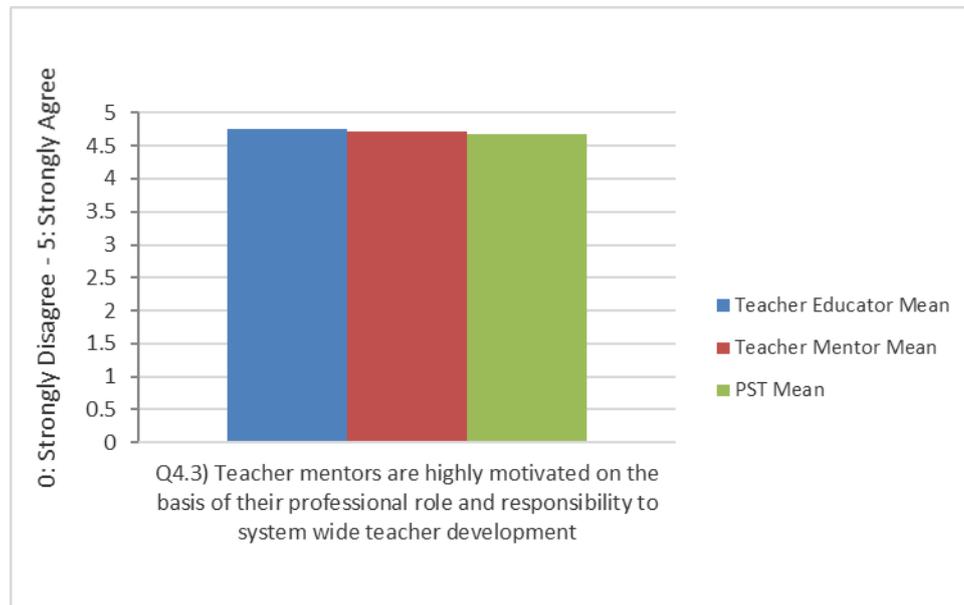
By aligning leading teacher duties with the partnership, the school implemented a number of Departmental improvement initiatives (Hopkins et al., 2011).

5.3.9 Element 9 (D3 E9): High Expectations and Accountability

The study examined the impact of the partnership on Element 9: High expectations and accountability of the school P&DC Framework. The literature context demonstrates that high expectations and accountability have a significant impact upon collective responsibility and efficacy (Hart, 2013). The study examined participant views on their accountabilities to the partnership, school, and education system. Figure 5.16 reflects participant views on the extent to which mentor commitment to the partnership and mentoring role reflected their obligation to system wide teacher training.

Figure 5.16

Practitioner View: Mentor Accountability to School and System Improvement



As indicated by the following mentor's statement and Figure 5.16, participants strongly agreed that mentor commitment to the partnership and the learning of PSTs demonstrated their accountabilities to system wide improvement and teacher education.

Teachers at the school have always taken on student teachers, from a range of unis. This partnership different ... contributing to this program is about building a strong link with our closest uni ... improving our school (mentor forum, 2012; mentor—Mcy).

Teachers acknowledged the reciprocal learning benefits that came from taking on the mentoring role. The mentoring role provided a way for teachers to give back to the system (generative); it also inspired their own professional practice (regenerative) (Long et al., 2012). Mentor PDPs demonstrated a clear link between their involvement in the partnership and the goals outlined in the school Strategic Plan.

Matching PSTs with particular groups of teachers and year level cohorts of students, placed an emphasis on teamwork, with PSTs and colleagues working together on student learning projects. The partnership promoted internal accountability by breaking projects down into practical evaluative activities to be performed by teams of teachers and PSTs (Emirbayer & Mische, 1998).

Summary of P&DC Dimension 3: Customised Individual Performance and Development**Plans Aligned to School Goals**

The analysis sought to link the partnership-associated practices reported in the data with the elements of Dimension 3 defined in the P&DC Framework. The analysis of the data relating to this dimension revealed eight practice exemplars contributing to the effectiveness of the partnership, impacting the school transformation. Table 5.4 presents a summary of these associations.

Table 5.4

P&DC Dimension 3: Individual PDPs Aligned to School Goals—Elements and Practice

Exemplars

Performance & development element		Performance & development practice exemplar	
7	Goal congruence and role clarity	24	The partnership involves careful monitoring of teachers' expectations of PSTs as part of anticipating the learning needs of mentors, PSTs, and students.
		25	Partnership participants share discourse on alternative practices to lift student achievement.
		26	The partnership concentrates teacher and PST performance, appraisal and review on student learning growth, promoting collective responsibility for student learning.
8	Motivation	27	Mentors provide PSTs with clear roles and responsibilities and advice on specific class allocations and duties.
		28	The performance and development process is used as an extrinsic motivation tool. Leading teacher PDPs reflect their commitment to the success of the partnership.
9	High expectations and accountability	29	Mentor and PST accountabilities for the partnership are aligned to their core duties of teaching and student learning.
		30	PSTs are allocated to Professional Learning Teams (PLTs) / teaching teams, aligning PST contributions with year level cohorts of students.
		31	Emphasis is placed on teamwork with colleagues working together on student learning projects.

The practice exemplars presented in Table 5.4 reflect the impact of the partnership on the school P&DC. School leadership utilised the partnership, aligning mentor responsibilities for PSTs with improvements to school and student outcomes. The partnership created common goals among mentors, focusing performance appraisal documentation and conversations on student learning growth, promoting collective responsibility for student learning.

Through the partnership, the PDP process was used as an extrinsic motivation tool, aligning leading teacher individual plans with the objectives of the partnership. High expectations and accountability occurred through the allocation of PSTs to a teaching team aligned with a specific group of students. Through the partnership, the PDP conversations

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among staff and PSTs promoted the sharing of discourse on teaching methods that were effective in addressing the learning needs of students. Placing an emphasis on teamwork encouraged participants to support the achievement of other team members' learning goals documented in their PDPs.

Section 5.3 of Chapter 5 identified practices employed by participants relating to P&DC *Dimension 3: Individual PDPs aligned to school goals*. Section 5.4 identifies practices employed by participants relating to *Dimension 4: Quality professional learning*.

5.4 Dimension 4—Quality Professional Learning

The study examined participant views on the impact of the partnership on *Dimension 4: Quality professional learning* of the P&DC Framework. Dimension 4 comprised of four elements detailed in Table 5.1. The study examined the extent to which the partnership impacted the school professional learning strategy, reflected in individual, team and whole-school goals, priorities, and practices.

The partnership focus on professional learning was aligned with Departmental professional learning framework *The Principles of Highly Effective Professional Learning* (Department of Education and Early Childhood Development, 2008, 2011a). Refer to Appendix 25.

The following parts of this section examine the four elements of Dimension 4, the impact of the partnership on the school professional learning program. First, each element of Dimension 4 is defined in the context of the educational partnership. Examples of the practices generated during the partnership will be identified.

Element 10: A Focus on Quality Teaching

The study explored the potential of the partnership to utilise the expertise of university academics to drive improvements in teaching and learning, focusing on research and innovation. The partnership empowered teachers, PSTs, and teacher educators to collaborate, interrogate and improve practice. The main strategies promoting quality teaching were:

- The university academics conducted Department and university approved scholarly research on the nature of teaching and learning in the school.
- Teacher educators promoted reflection as a vital and integrated practice to support innovation and pedagogical change.
- Team teaching practices among mentors and PSTs, making teaching actions explicit and transparent.

Element 11: Empowerment and Ownership

The study explored the impact of the partnership on conditions within the school P&DC that developed professional capital (Hargreaves & Fullan, 2012); empowering teachers to engage in “bottom-up” change. Team teaching activities facilitated a change in practice at the classroom level. A number of partnership practices were enacted, empowering participants, and enhancing their sense of ownership, including:

- the mentoring role highlighting exemplary teaching practice to PSTs and developing an aspirational culture among staff
- school leaders employing a growth coaching model to develop teacher leadership skills.

Element 12: Collaboration

The partnership focus on developing “knowledge relationships”, supported participant collaboration within the teaching teams. The SBMTE provided situated “on-the-job” experiences embedded in the day-to-day practices and collaborations of teachers to address student needs. The main strategies in promoting collaboration were:

- School and university leaders created the conditions for learning that prioritised the informal nature of participant social interactions in the workplace.
- Mentors integrated the intentional learning efforts of PSTs with the naturally occurring learning that was embedded in the day-to-day practices of teachers.
- Participants openly shared their reflections, challenges, and triumphs.
- Participants used a common language to discuss practice.
- Classroom teachers designed and delivered professional learning programs.

Element 13: Professional Growth

The partnership enabled school management to reach the internal substance of school reform, creating an acceptance among teachers of the need for change. Professional growth centred on instructional reform to address student needs in a disadvantaged SES school community. A collective focus on professional growth sustained the integrity of the program. This was evidenced by:

- developing and publishing a professional learning calendar
- the allocation of tenured academics to the partnership
- utilising university resources and programs to support staff member transitions into new partnership roles.

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Dimension 4 Findings

The following quantitative and qualitative data present evidence of participant agreement that the partnership improved school provision of quality professional learning. Through the analysis, the study identified key practice exemplars used by participants aligned with each of the four elements for *Dimension 4: Quality professional learning*.

5.4.10 Element 10 (D4 E10): A Focus on Quality Teaching

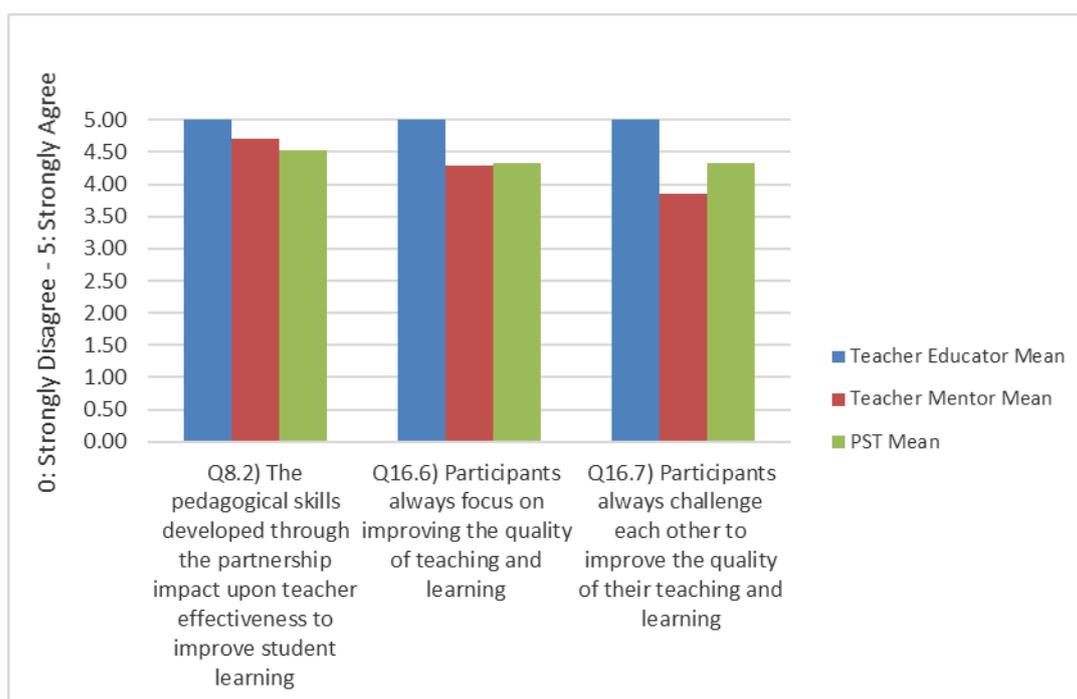
The study examined participant views on the impact of the partnership on Element 10: A Focus on Quality Teaching.

Figure 5.17 reflects participant views that the partnership impacted on:

- development of pedagogical skills improving teacher effectiveness
- participant preparedness to challenge one another
- quality of teaching and learning.

Figure 5.17

Practitioner View: Impact of the Partnership on the Quality Teaching, Pedagogical Skills, and a Culture of Challenge



Participants broadly agreed they were consistently focused on improving the quality of teaching and learning, a key aspect of the school reform agenda. May, the PST coordinator at the time stated:

The culture of the school has become very focused on teaching practice and student learning due to this partnership, outside of the PST on-site timeframe; It has

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provided staff with a reinvigoration of their purpose for teaching and useful, applicable professional learning (introductory questionnaire, 2012; PST coordinator / mentor—May).

The mentors had high expectations of themselves in relation to the quality of their teaching and the performance of their students. Not surprisingly, mentors questioned the consistency of the PSTs in terms of their practice and their capacity to respond to challenges presented in a team-teaching environment.

As evidenced by this mentor's statement, participants were focused on building the capacity of PSTs for the overall success of the teaching teams.

I find that the PSTs are more confident with teaching literacy than numeracy, particularly in the team teaching. I need to find out more about how (X) [the teacher educator] is teaching the PSTs in this area. It's about ensuring we're on the same page (mentor forum, 2011; mentor—Mra).

The activities of the teaching teams made teaching actions transparent and explicit, enhancing the consistency and quality of instruction. A mentor stated:

When I was teaching Medieval history, having the PSTs in my classroom challenged me to come up with activities to excite my students' imagination (mentor forum, 2012; mentor—Mjs).

Through collaboration, research and innovation, teacher educators, teachers and PSTs challenged each other to improve the quality of teaching.

Being here provides the school with a vehicle for sustained innovation and improvement; teachers working alongside university staff and PSTs on ways to better engage this cohort of students (individual interview 2013; teacher educator – Tje).

The school utilised the expertise of university academics to drive improvements in teaching and learning, focusing on research and innovation. University academics undertook scholarly research at the site. School leaders, mentors, teachers, and students participated in, contributed to, and learned about the discipline of academic research.

Innovation occurred through the altered relationship practices of the partnership (Kruger et al., 2009, p. 8). Schoolteachers benefited from the research expertise and orientation of teacher educators.

I work on projects that focus on innovative practice that connects and supports the team, with the expectation that everyone will be learners and will regard reflection

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on teaching and learning with students, teachers, PSTs, and university colleagues as vital (introductory questionnaire, 2012; teacher educator—Tje).

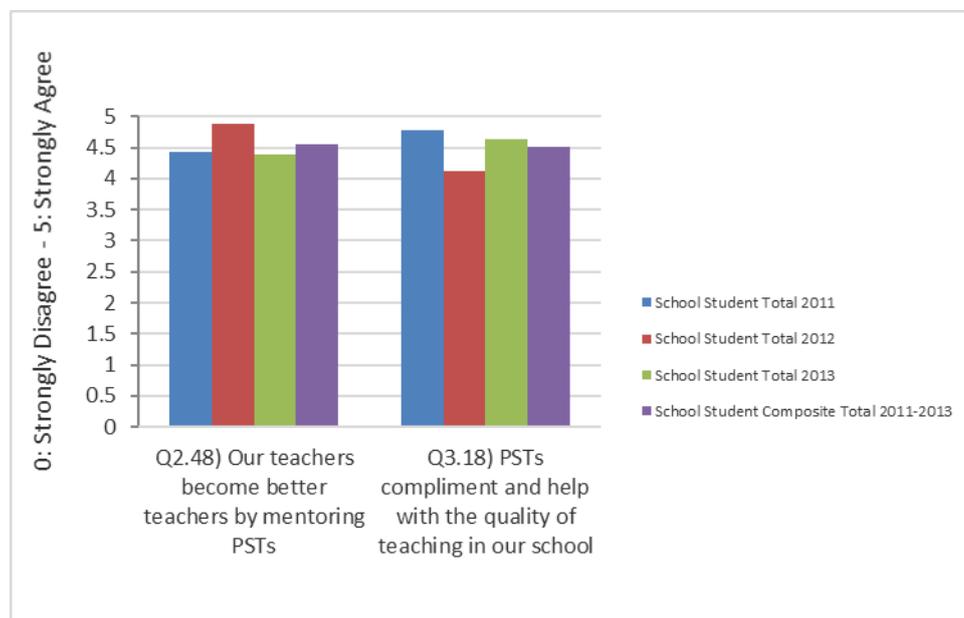
Reflection as a knowledge-based practice, connected members together in each of the teaching teams to support innovation and change in the quality of teaching.

This model of teacher education makes teachers think about what they do in the classroom, it encourages them to reflect on their practice and their interactions with students. Teachers at the school learn a great deal about their own teaching through the program and can feel a sense of renewed enthusiasm with the presence and support of the PSTs. The partnership improves the quality of teaching at the school (introductory questionnaire, 2012; mentor—Mcy).

The study examined the impact of mentoring on the quality of teaching, investigating the direct and indirect effects of mentoring on the quality of teaching and learning. Figure 5.18 reflects student recognition that teacher mentoring responsibilities and involvement of PSTs in team teaching activities had an impact upon the overall quality of teaching.

Figure 5.18

Student View: Impact of the Partnership and Mentoring on the Quality of Teaching



The survey data shows that students broadly agreed the mentoring role had a positive impact upon the development of their teachers and that PSTs enhanced the quality of teaching in the school. A student stated:

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There are usually groups of PSTs working in our classrooms, not just one at a time. They work in a team, supporting our teachers. Teaching is more varied; I get more help when I need it (student forum, 2012; student—Sja).

Opportunities for mentors and PSTs to theorise practice focused the partnership on quality teaching and learning. Another student commented:

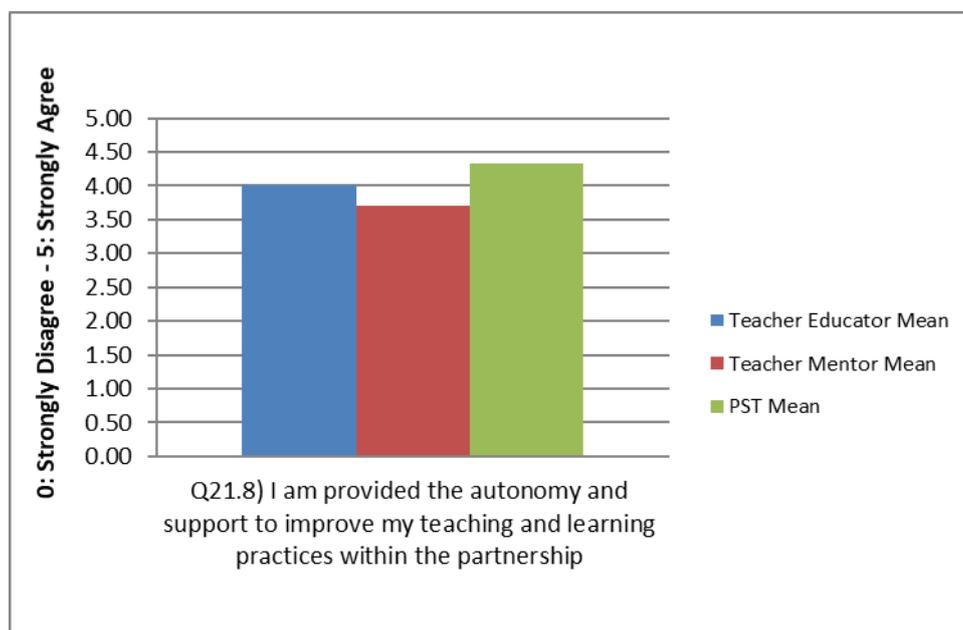
I sometimes hear the conversations between my teachers and the PSTs. I've heard Miss (X) [teacher] explain to the PSTs the approaches she uses (student forum, 2011; student—Sby).

The study recognised that the quality of teaching was a major in-school influence on student achievement (Dinham, 2013). The partnership had a significant impact upon the quality of teaching through the areas of research, innovation, team teaching and shared discourse.

5.4.11 Element 11 (D4 E11): Empowerment & Ownership

The study examined the impact of the partnership on Element 11: Empowerment and ownership. An important aspect of the research from the perspective the school principal was to ensure there were clear connections between the individual participant sense of empowerment, their commitment to the activities of the partnership and improvements being made to the school as a whole (Fullan, 1992).

Figure 5.19 reflects participant views that they were provided with autonomy and support to improve the quality of teaching and learning, an important focus of the partnership.

Figure 5.19*Impact of the Partnership on Participant Autonomy and Support*

The survey data suggests that the PSTs, in comparison with other participant groups, reported a high degree of autonomy and support to improve their teaching and learning practices.

As a PST, I feel free to raise questions, be part of discussions and learn from others. I am prepared to try out new ideas in practice to meet the needs of students (PST forum 2012, PST—Pme).

The partnership created conditions that empowered PSTs to work with mentors and teacher educators for “bottom-up” change.

The school-based professional learning program provided by the university colleagues has benefits for the schoolteachers. Team-teaching activities benefit PSTs and new graduate teachers. Mentoring of students by the PSTs for example, has comparable benefits for both (teacher educator forum, 2014; teacher educator—Tje).

Participants worked together, reconfiguring existing understandings, creating future possible trajectories, pursuing alternative practices to raise student achievement.

A growth coaching model (Briscoe, 2019; Needham, 2009) was employed by school leaders to develop the expertise of staff. Participants considered that their engagement in the partnership provided opportunities for leadership development.

I’d like to thank you for the opportunities I’ve been afforded through my role as mentor and the support I’ve received as I’ve stepped into leadership within the

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partnership. Your leadership has been a stabilising and reassuring influence, and I know that this is appreciated throughout the staff community' (post forum evaluation, 2012; mentor—Mly).

This mentor's view highlights the important role of leadership development and growth coaching in empowering participants and promoting ownership for the success of the partnership. Opportunities to take on responsibility for the PSTs, inspired aspirational leaders to become involved.

Over the course of the past three years, your mentors have grown enormously ... that there are aspirant mentors lining up for the role, shows that it is really valued among your staff (individual interview, 2012; teacher educator—Tje).

As indicated in the mentor's comments, taking on the mentoring role and responsibility for PSTs, triggered positive appraisal of teacher practices, facilitating an iterative process and positive cycle of success.

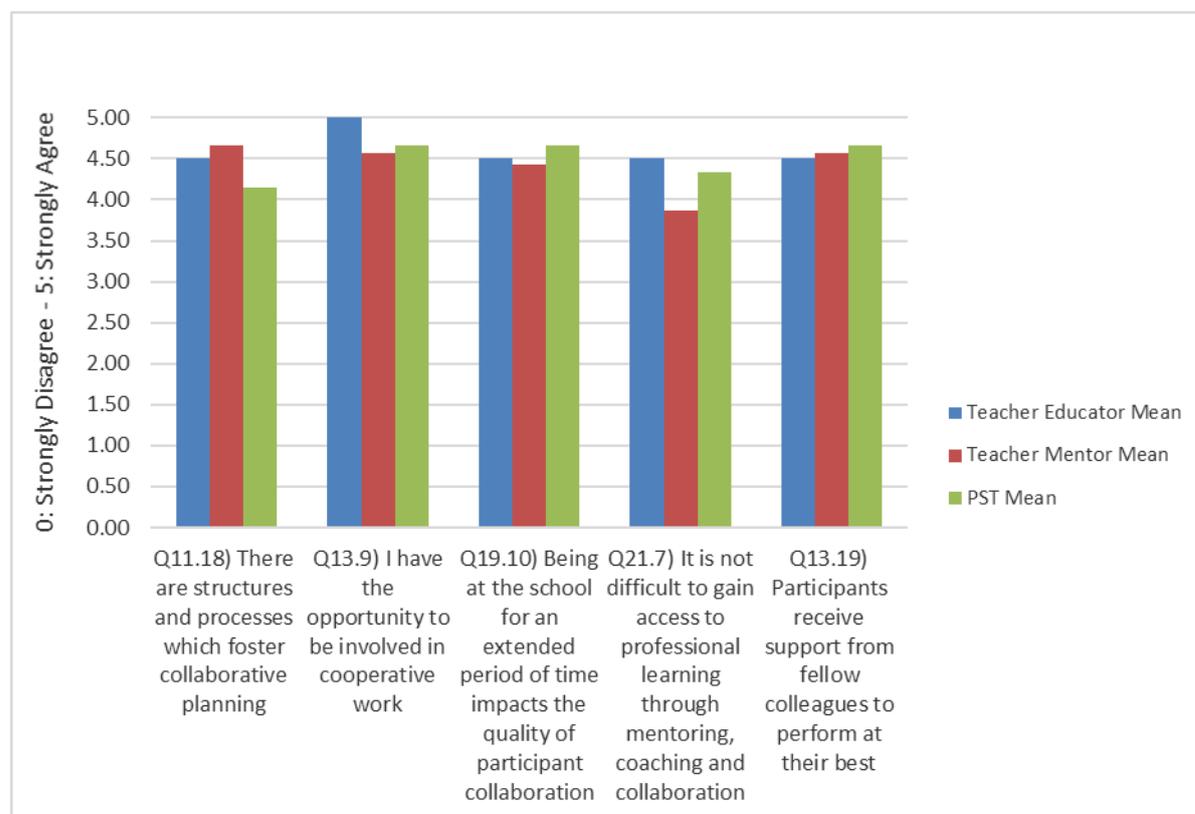
Teachers embrace having a "buddy" and the partnership empowers the teachers as they receive positive recognition and feedback for the things they do in the classroom that may never have been acknowledged as effective or good (introductory questionnaire, 2012; mentor—Mcy).

The mentoring role highlighted exemplary practices in the school. Teacher educators, teachers and PSTs provided feedback to mentors that recognised, promoted, and modelled practices that led to an aspirational culture. Being valued as an exemplary practitioner, encouraged teachers to take on the mentoring role, heartening teachers to invite PSTs into their classrooms.

5.4.12 Element 12 (D4 E12): Collaboration

The study examined the impact of the partnership on Element 12: Collaboration. Through their ongoing immersion in the culture and operations of the school, PSTs engaged in formal and informal collaboration with a range of participants focused on student learning. The partnership provided opportunities for teachers, PSTs, and teacher educators to co-participate in a range of professional learning activities informed by their relationships with each other and the students.

Figure 5.20 reflects participant views of item prompts relating to the element collaboration.

Figure 5.20*Practitioner View: Impact of the Partnership on Participant Collaboration*

Participants agreed that the partnership provided them with opportunities to engage in cooperative group work with fellow colleagues, supporting optimal performance. Structures and processes within the partnership fostered collaborative planning involving joint decision making (Moolenaar & Slegers, 2015).

Our collaborative endeavours are characterised by a common language around reflection and “Theories of Action” to improve student learning outcomes. The significance of collaborative work practices has been a strong modelling force within the partnership and has led to a supportive work culture with people working for and with others (introductory questionnaire, 2011—mentor—Mcy).

Teacher educators and PSTs (and to a lesser extent mentors) appreciated their access to a range of professional learning opportunities, including coaching and collaboration.

The partnership integrates PSTs into professional development programs at the school. Teachers and PSTs participate in ongoing, regularly scheduled, professional development as part of their work week. Collaboration occurs regularly in teacher

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practice, for instance through coaching and team-teaching (introductory questionnaire, 2012; teacher educator—Tje).

Participants agreed that being at the school for an extended period of time had a significant impact upon the quality of participant collaboration.

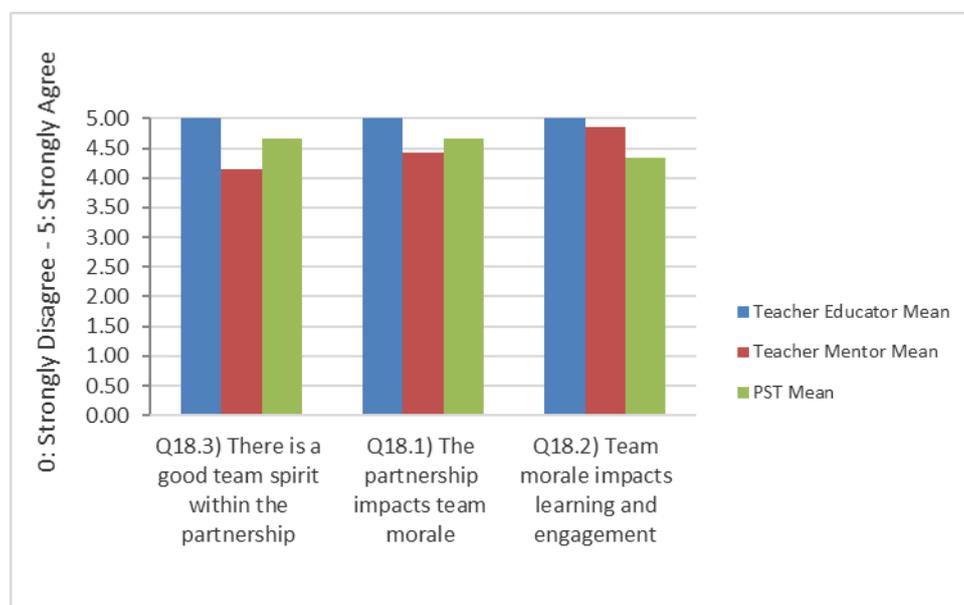
The teacher educators and the mentor teachers treat myself and my fellow PSTs as co-teaching partners in the team. This is where we talk about our achievements against the professional standards ... reflecting on each challenge (PST forum 2012, PST—Pme).

School and university leaders created the conditions for learning that prioritised the informal nature of participant social interactions in the workplace. Participants worked in cooperation on the social construction of new practices relevant to the learning of students (Geijsel et al., 1999). Mentors integrated the “intentional learning efforts” of PSTs with the “naturally occurring learning that was embedded in the day-to-day practice of teachers” (Printy, 2008, p. 189). The emphasis on collaboration enhanced participant cooperation, allowing participants to share their reflections and triumphs (Angelle, 2006).

Figure 5.21 reflects participant views on the extent to which the partnership focus on collaboration impacted participant sense of team spirit and team morale.

Figure 5.21

Practitioner View: Impact of Collaboration on Team Spirit and Team Morale



While the responses from each category of participant do suggest slight variation in perceptions on team spirit and morale, the survey data suggest that participants broadly

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agreed the partnership collaborative work practices had a positive impact upon team spirit, team morale and participant learning and engagement.

Partnerships are effective and sustainable when individuals come together to form collaborative research teams as professional learning teams. A challenging and supportive team culture means that participants are committed to improving the learning opportunities of not only students, but also the members of the team (introductory questionnaire 2012; teacher educator—Tje).

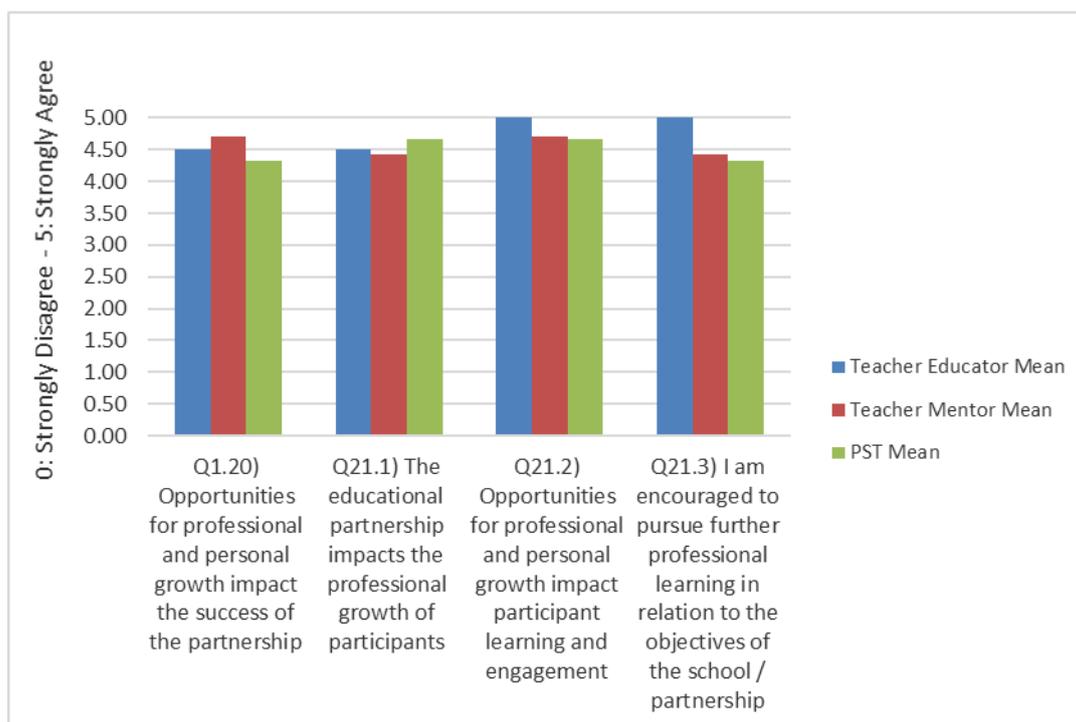
As suggested by the following participant statement, teacher educators enhanced the quality of the school collaborative expertise (Hattie, 2009).

Building on the knowledge and strengths of the members of each professional learning team increased our capacity to focus on the key teaching and learning needs of students and members of the team (teacher educator forum, 2013; teacher educator—Tje).

Teachers developed their expertise by building on participant strengths; designing and leading professional learning programs, collaborating with colleagues, PSTs, and teacher educators.

5.4.13 Element 13 (D4 E13): Professional Growth

The study examined the impact of the partnership on Element 13: Professional growth. Figure 5.22 reflects participant views on the impact of the partnership on their professional growth.

Figure 5.22*Practitioner View: Impact of the Partnership on Professional Growth*

The survey data suggests that participants agreed the partnership had a significant impact upon professional learning and growth aligned with the school priorities, affecting the success of the partnership.

PSTs and teachers have a lot to learn from one another. Professional learning, interaction, development, and engagement are crucial to creating a high performing school and successful partnership. As a mentor I am focused on developing PST knowledge and skills in relating to the diverse needs of student (introductory questionnaire, 2012; mentor—Mcy).

Opportunities for professional growth resided in PST capacity to address student disadvantage, attending to the holistic development of students, helping them grow cognitively, spiritually, physically, and emotionally.

The school-based PST coordinator developed and published a professional development calendar, fostering reciprocal learning relationships and developing participant awareness of other participant learning interests and strengths. Refer to Appendix 26. As indicated by the following teacher educator comments, the focus of the calendar was on developing practitioner knowledge of student learning.

The focus of the project partnership is student learning. In this way Praxis is focused on PST growth, enabling them to re-envisage practice relevant to the needs and

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aspirations of students in the school (introductory questionnaire, 2011; teacher educator—Tje).

The partnership focus on professional growth led to skill and knowledge transfer that was directly linked to cultural and pedagogical improvements at the school, aligned with system reform agenda. The university allocation of a small stable of experienced and tenured academics to the partnership, reflected its investment in the partnership, maintaining continuity. The school utilised university resources and programs to support staff member transitions into new partnership roles, enabling ongoing professional learning for mentors and aspirational mentors.

Summary of P&DC Dimension 4: Quality professional learning

The analysis sought to link the partnership-associated practices reported in the data with the elements for quality professional learning defined in the P&DC Framework. The analysis of the data relating to *Dimension 4: Quality professional learning* revealed 13 practice exemplars contributing to the effectiveness of the partnership, impacting the school transformation. Table 5.5 presents a summary of these associations.

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Table 5.5

*Performance and Development Culture Dimension 4: Quality Professional Learning—
Elements and Practice Exemplars*

Performance & development element		Performance & development practice exemplar	
10	A focus on quality teaching	32	University academics conduct scholarly research in the school on teaching and learning. School leaders, mentors, teachers, and students participate in, contribute to, and learn about the discipline of academic research.
		33	Teacher educators promote reflection as a vital and integrated practice to support innovation and pedagogical change.
		34	Team teaching practices among mentors and PSTs make teaching actions visible, explicit, and transparent.
10	Empowerment and ownership	35	The mentoring role highlights the exemplary practices of teachers to PSTs, developing an aspirational culture among staff.
		36	School leaders employ a growth coaching model focusing on the leadership development of teachers; highlighting the importance of feedback and coaching in empowering staff and enhancing ownership of partnership activities.
11	Collaboration	37	School and university leaders create the conditions for learning that prioritise the informal nature of participant social interactions in the workplace.
		38	Through collaboration, mentors integrate the intentional learning efforts of PSTs with the naturally occurring learning that is embedded in the day-to-day practices of teachers.
		39	Through the partnership's focus on collaboration, participants openly share their reflections, challenges, and triumphs.
		40	Participants use a common language to discuss practice, fostering a collaborative and supportive culture with people working for and with others.
		41	Practising teachers develop their expertise by designing and leading professional learning programs, collaborating with colleagues, PSTs, and teacher educators.
12	Professional growth	42	Teacher educators work with school leaders to develop and publish a professional development calendar to foster reciprocal learning relationships among partners.
		43	The allocation of tenured academics to the partnership demonstrates the university's focus on continuity, investing in the partnership and valuing practitioner research and learning.
		44	The school and university allocate resources and implement programs to support transitions into new roles; including ongoing professional learning for mentors and aspirational mentors, facilitating a broader understanding of system frameworks, policies, and resources.

The practice exemplars in Table 5.5 reflect the impact of the partnership and its integration into the school program on the quality of professional learning. A striking feature of the analysis reflected strong quantitative data. The survey results suggested that participants were provided with significant opportunities for personal and professional growth. For example, teacher educator Collaborative Practitioner Research (CPR) projects engaged teachers and students in the rigor of academic inquiry.

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The partnership focus on quality teaching occurred through “praxis inquiry” (including reflective practice), supporting innovation and pedagogical change. Team teaching activities encouraged through the partnership, made teaching actions visible, evidence-based, and justifiable.

The collaborative efforts of teaching teams comprising PSTs, teachers and teacher educators were centred on the implementation of effective instructional practices to ensure all students learned (Grisham et al., 1999). PLT leaders employed a solutions-focused approach to school improvement, concentrating on participant knowledge and strengths within the PLT / teaching team. The partnership had a significant impact upon the collaborative expertise within the school, fostering shared understandings about the practical implications of theoretical frameworks, policies, and resources to improve student learning.

An authentic and collaborative school culture was created to enable all partnership participants to thrive (Lunenburg, 2003). This involved understanding and practising how to be a leader who cared about staff members and other partnership participants; demonstrating a capacity to work cooperatively with others. Outcomes of a collaborative school culture included high morale, enhanced commitment to teaching and learning, and a continuance in the profession (Edmonson et al., 2001).

Participants recognised that working together would lead to benefits for all partners (Kruger et al., 2009, p. 14). Professional conversations supported PSTs, mentors, and teacher educators to learn from one another and develop collective agency (Grimm et al., 2014). The partnership emphasis on teamwork was based on an assumption that collaboration inside and outside of the classroom, would generate solutions to teaching challenges that directly related to the learning of students. Team teaching activities among teachers and PSTs increased the quality of teaching with students getting more learning support.

Ongoing PST partnership with the school and its teachers resulted in professional learning that was supported and fully integrated with the culture and operations of the school. The informal and incidental nature of site-based practitioner learning was situated, acquired on the job, connected with the collaborations of practising teachers and relevant to the learning needs of students. Genuine collaboration among the main partners enhanced PST credibility as legitimate members of the school community.

Section 5.4 of Chapter 5 identified practices employed by participants relating to P&DC *Dimension 4: Quality professional learning*. Section 5.5 identifies practices employed by participants relating to *Dimension 5: Participant belief in the school P&DC*.

5.5 Dimension 5—Participant Belief in the School Performance and Development Culture

The study examined participant views on the impact of the partnership on *Dimension 5: Participant belief in the school performance and development culture* of the P&DC Framework. Dimension 5 comprised of four elements detailed in Table 5.1.

The following four parts of this section examine the four elements of Dimension 5, relating to the impact of the partnership on participant belief in the school P&DC. First, each of the four elements of Dimension 5 will be defined in the context of the partnership. Examples of the practices generated during the partnership will be presented.

Element 14: Supportive Leadership

The study examined how the partnership allowed school leaders to focus on developing the teaching profession through increasing the “professional capital” within the school (Hargreaves & Fullan, 2012). The principal’s focus on transformational change and building the capacity of participants was closely connected to pedagogical improvements in the classroom. The leadership actions to support participant learning were:

- Responsibility for mentor and PST wellbeing was assigned to the school-based PST coordinator.
- The school-based PST coordinator and mentors discussed critical aspects of the program’s design, implementation, and review with university academics.
- The self-regulatory and visible leadership behaviours of school leaders were mounted on a clear vision for learning.
- A “learning walks” program of classroom practices across the school was developed and implemented.

Element 15: The Quality of the Learning Environment

The study examined the impact of the partnership on the quality of the school learning environment. The effective integration of up to 25 PSTs into the school annually, had a positive impact upon the safety of the learning environment. The main strategies put in place were:

- PSTs were “buddied” with home-group teachers.
- Each PST accompanied their “buddy” home-group teacher on yard duty.
- PSTs provided one-to-one tuition to low-ability students in English and Mathematics.

Element 16: Professional Interaction

The study examined the impact of the partnership on the quality and frequency of professional interaction within the school. The main staple of the partnership was the

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professional relationships that the partnership initiated. The improvement initiatives set up to support professional interaction were:

- Participative decision-making processes involved university academics, teacher educators, PSTs, teachers and students in education policy and practice.
- The shared language of teachers and PSTs within each teaching team, referring to all students across a year level cohort as “our student”, reflected practitioners’ collective responsibility for student learning.

Element 17: Appraisal and Recognition

The study examined the impact of the partnership on appraisal and recognition. The partnership promoted practices that combined quality and timely feedback with appraisal. The partnership focus on participation in teams fostered collegiality and collective responsibility for student learning. The main practices used for appraisal and recognition were:

- At PLT meetings, PLT leaders combined quality and timely feedback with appraisal to recognise participant effort and team performance.
- Students provided formative feedback to PSTs, a powerful form of appraisal and recognition.
- Teams of PSTs were allocated to particular student year level cohorts, evaluating the impact of team performance on student learning.

Dimension 5 Findings

The following quantitative and qualitative data presents evidence that participants agreed the partnership increased their confidence in the quality of the school P&DC. The partnership increased participant expectations of the supportive school culture. Through the analysis, the study identified key practice exemplars used by participants that were aligned with each of the four elements for *Dimension 5: Participant belief in the school P&DC*.

5.5.14 Element 14 (D5 E14): Supportive Leadership

The study examined the impact of the partnership on *Element 14: Supportive leadership*. The learning, engagement, and growth of PSTs, mentors, teacher educators and students were linked to the partnership focus on leadership for learning. School leadership held an expectation that all staff would develop their leadership capabilities and that leading teachers and mentors would share their expertise beyond the school.

Supportive leadership involved leadership for learning which drew on two discrete conceptualisations of effective leadership—transformational and instructional leadership, bringing about conditions for school improvement. Instructional leadership focused the

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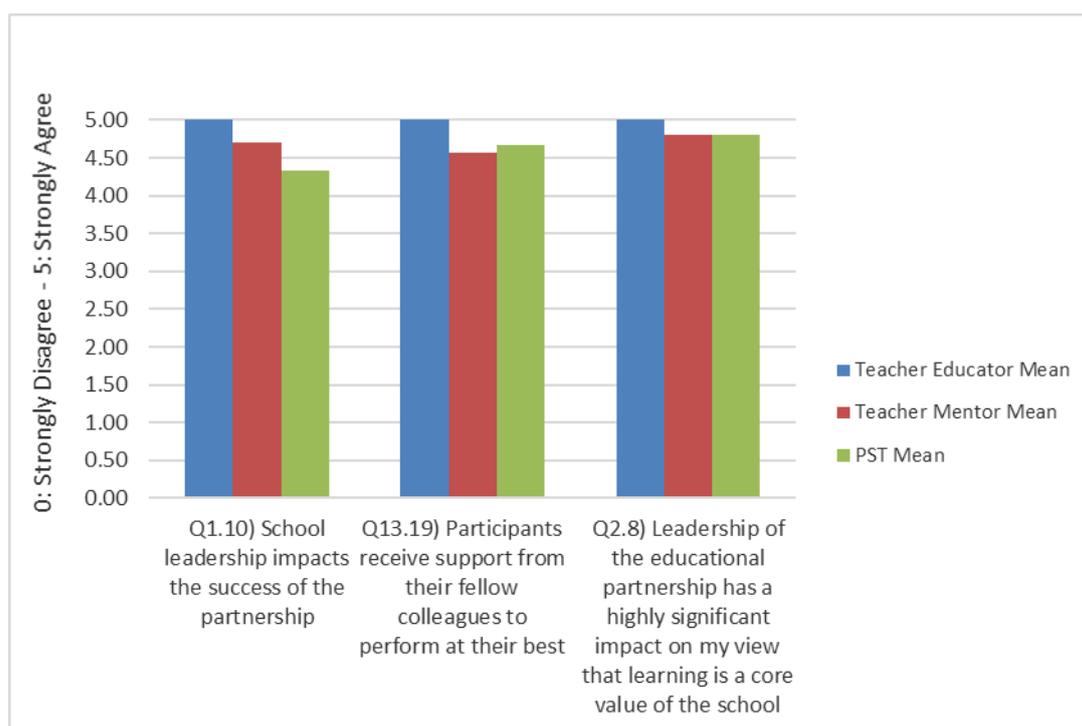
partnership on improvements in teaching and learning. Transformational leadership focused the partnership on practices that valued participants, distributing the leadership, and building capacity. Transformational leadership also developed positive participant attitudes, dispositions, and ways of working, aligning participant behaviours and practices with the vision and values of the school.

The partnership provided a forum for new ideas. Supportive leadership valued the opinions and contributions of the whole school community. School leaders utilised the partnership to strengthen the school improvement processes, encouraging participants to contribute to the school vision, values, and strategic planning objectives.

Figure 5.23 reflects participant views on the impact of supportive leadership on the success of the partnership, participant capacity to perform at their best and their view that learning was a core value guiding the partnership.

Figure 5.23

Practitioner View: Participant Belief in the School Performance and Development Culture



Participants broadly agreed that school leadership had a significant impact upon the success of the partnership, creating the conditions to support individual and team performance. The practices of school leaders were focused on leadership for learning impacting participant belief in the school P&DC.

Modelling a passion for learning was reflected in widespread teacher commitment to the partnership. Mentor collective responsibility for the learning of PSTs (and by

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implication their students) led to an appreciation of the differences between the cultures and practices of the main partners with an increased concern for the wellbeing of participants (Le Cornu & Ewing, 2008). There was an expectation that staff developed their leadership capabilities through taking on responsibility for PSTs and their activities.

Being selected as a mentor is like a sign that I am a highly regarded teacher. It is good to see that our new aspirational teachers are also showing interest in becoming a mentor too (mentor forum, 2013; mentor—Mcy).

Supportive leadership ensured the sustainability of the partnership and focused on participant wellbeing. Responsibility for monitoring the health and wellbeing of mentors and PSTs was assigned to the school-based PST coordinator. The PST coordinator and school principal discussed critical aspects of program design, implementation, and review with teacher educators. Practice-based mentor knowledge based on extensive experience in the school setting was complemented by the analytical perspective of teacher educators, “sharpened by the evidence of research” (Rudduck, 1995, p. 160).

The partnership developed a widespread belief in the power of professional capital to transform the school and the quality of education for students (Hargreaves & Fullan, 2012). School leadership promoted knowledge relationships through an emphasis on professional interactions focused on student learning. The partnership delivered practices that fostered knowledge relationships, producing multiple benefits; enabling teachers, PSTs, and teacher educators to learn from each other.

The self-regulatory, visible, and supportive behaviours of school leaders with a clear vision for student learning, impacted participant belief in the school P&DC. The principal led the development and implementation of a *Learning Walks* program of classroom practice across the school. The *Learning Walks* team comprised of the principal, an appointed leading teacher, an elected classroom teacher, an elected PST, a teacher educator and two elected students. The program had a significant impact upon the quality and consistency of practice. A mentor commented:

There’s no place to hide anymore. Prior to the partnership, some teachers could simply carry on with their privatised practice away from notice. The partnership has made our practice open to criticism (mentor forum, 2012; mentor—Mkh).

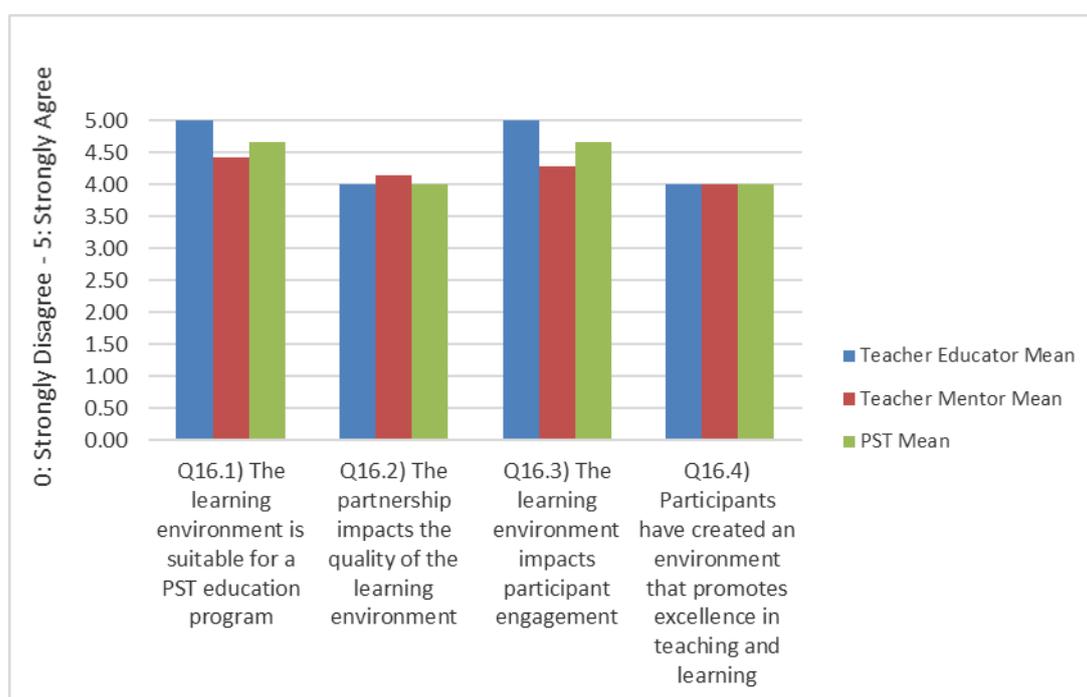
The *Learning Walks* program developed participant skills in observation, evaluation and feedback Refer to Appendix 27. The inclusive and democratic nature of the walks ensured that all mentors were leaders for learning and owned the school reform effort.

5.5.15 Element 15 (D5 E15): The Quality of the Learning Environment

The study examined the impact of the partnership on *Element 15: The Quality of the Learning Environment*. The school P&DC and the quality of its learning environment were inextricably linked. Developing a positive climate for learning was related to the partnership focus on student learning. Figure 5.24 reflects participant views on question prompts relating to the school learning environment.

Figure 5.24

Practitioner View: Belief in School Performance and Development Culture (P&DC) and Quality of the Learning Environment



The survey data suggests that participants consistently agreed their contributions to the partnership had a considerable impact upon the quality of the school learning environment. The school learning environment created the conditions for excellence in teaching and learning, impacting participant learning and engagement. A PST commented:

I had to learn the school way of lining up students before entering the class. It's a good thing to do ... settles the students down (PST forum, 2013; PST—Pay).

Participants felt that the school learning environment was highly suitable for a teacher education program. As pointed out by the following mentor comments, the school utilised PSTs to improve the safety and quality of the school learning environment.

Our school has worked strategically to incorporate the partnership within our Performance and Development program with benefits for all parties. PSTs are

“buddied” to one member of staff who they accompany to home-group assembly each morning and join for yard duty. This informal time together also allows each member of our staff to be part of the partnership even if they are not working directly with PSTs (as formal mentors). PSTs access to a range of experiences in supporting our student (introductory questionnaire, 2012; mentor—Mra).

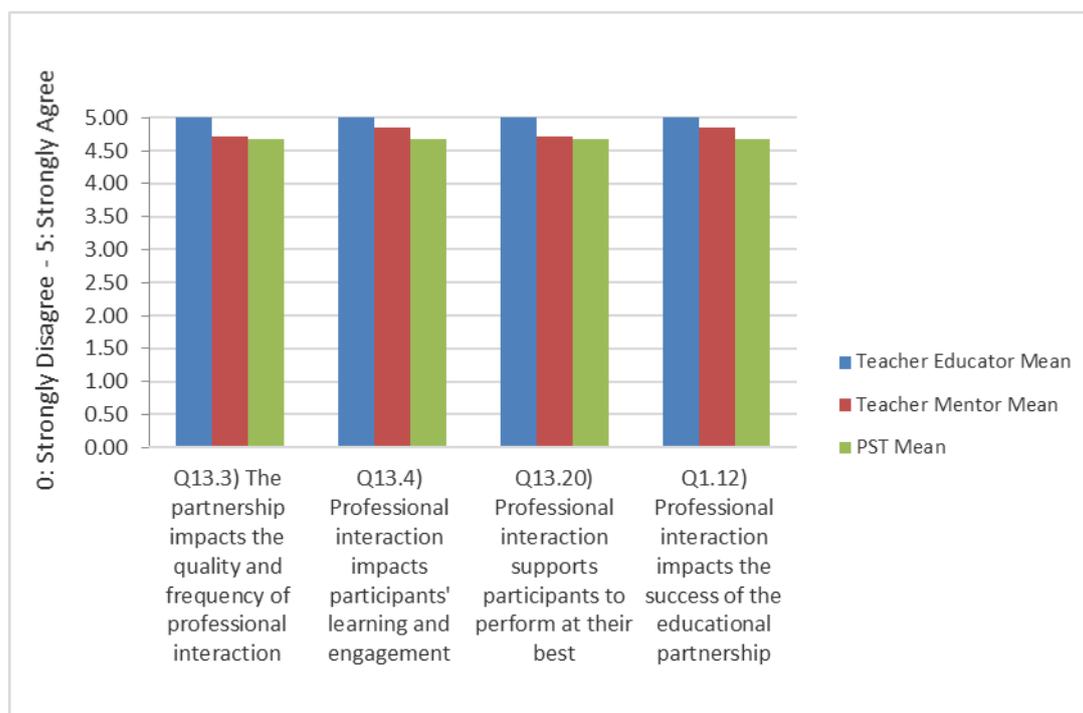
Buddying PSTs with home-group teachers fostered their sense of belonging with staff, students, and the school community. PST involvement in home-group assemblies and yard duties increased adult to student ratios, providing students with extra learning support, making the school a safer and more encouraging place to learn and work. “The benefits were tangible” (Eckersley et al., 2011, p. 74).

In classrooms, PSTs provided one-to-one tuition to low-ability students in English and Mathematics, raising the literacy and numeracy standards of students with special needs, a core performance area of the school AIP. The practices of the partnership sought and valued student voice and contributions, giving rise to discussions around common challenges and real issues in educating less advantaged students.

5.5.16 Element 16 (D5 E16): Professional Interaction

The study examined the impact of the partnership on *Element 16: Professional Interaction*. University academics, teacher educators, mentors, teachers, PSTs, and students were involved in participative decision-making processes on education policy and practice. Inclusive decision making fostered genuine adult–student partnerships and collaborations; demonstrating the critical role of participant engagement in the school reform effort.

Figure 5.25 reflects participant views on subjects relating to the element of professional interaction.

Figure 5.25*Practitioner View: Impact of the Partnership on Professional Interaction*

The data suggest that participants agreed the partnership had a significant impact upon the quality and frequency of professional interaction. In addition, participants considered that professional interaction had a significant impact upon participant learning and the success of the partnership, supporting participants to perform effectively.

A site-based model of teacher education promotes inquiry, reflection, and collaborative learning for all stakeholders. PSTs are engaged not just in delivering lessons, but they use their theoretical knowledge of student learning through practice as well as the professional relationships they develop through their daily interactions to plan, contribute to staff PD and become active members of the profession (introductory questionnaire, 2011; PST—Pjs).

As pointed out by the following teacher educator comment, PST professional interactions with students in small group workshops connected PSTs with student voice.

PSTs gain contextual knowledge about the school, learning about the ethical and moral implications of their practice through their professional interactions with students (teacher educator forum, 2013; teacher educator—Tje).

The following PST comment suggests that professional interactions among PSTs, mentors, and students, fostered collective responsibility for the learning of students.

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We no longer say “my” students, we say “our” students. We have responsibility for all kids, not just the ones we teach. This is a big change in the language ... our PLT goals reflect this too (mentor forum, 2011; PST coordinator / mentor—May).

The language of teachers, mentors, and PSTs in PLT meetings, referring to all students across a year-level cohort as “our students”, reflected collective responsibility for student outcomes. A combination of informal and formal professional interactions enabled participants to share discourse on practitioner research and learning.

5.5.17 Element 17 (D5 E17): Appraisal and Recognition

The study examined the impact of the partnership on *Element 17: Appraisal and Recognition*. Appraisal within the P&DC Framework refers to performance and development review and self-evaluation. Performance appraisal was a method by which the performance of an individual or team of individuals was documented and evaluated. Partnership discussions on participant performance and review focused on four features of appraisal: purpose, outcomes, accountability, and teamwork linked to other aspects of school climate such as feedback, professional growth, motivation, and participant morale (Insight SRC: Department of Education and Early Childhood Development, 2002).

Figure 5.26 reflects participant views on the extent to which appraisal through quality feedback and recognition had an impact upon learning and engagement of participants and the success of the partnership.

Figure 5.26*Practitioner View: Impact of the Partnership on Participant Appraisal and Recognition*

The survey data illustrate participants broadly agreed that appraisal through quality feedback and recognition had a significant impact upon participant learning and engagement. School leaders encouraged participant engagement in the partnership, recognising participants for their contributions. It is of interest to note that PST ratings for appraisal and recognition were comparatively lower than other participant groups. This reflects that the stakes were high for the PSTs in terms of passing or failing the practicum; indicating the challenges they faced in partnership-based teacher education. Nonetheless, the data suggests that participants were cognizant of the impact of recognition and appraisal on their own and others' performance. A PST stated:

I make sure I attend morning staff briefings. PSTs and mentors receive recognition for their efforts. It makes you feel connected to what's going on ... a good way to start the day (PST forum, 2013; PST—Pay).

The survey data also indicates that appraisal combined with feedback was a powerful form of recognition of individual effort and team performance. As indicated by the following mentor statements, at PLT meetings, PLT leaders combined quality and timely feedback with appraisal to recognise participant contributions to team goals.

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I get PSTs to actively participate in student feedback forums which includes ongoing liaison with staff, in addition, as a mentor I provide feedback on teacher practice through critical forums, 1:1 interaction as well as workshops with mentors and teacher educators (introductory questionnaire 2012; mentor—Mra).

Participants broadly agreed that they received recognition for good work and were encouraged by praise, thanks, and other forms of recognition.

Often, the best acknowledgements come from the kids ... when they give you the “thumbs up” for a good lesson. I remember one time (X) [student name] told me I had nice handwriting on the white board; sometimes, it’s just little things like that (PST forum, 2012, PST—Pml).

Formative feedback from students to PSTs was a powerful form of appraisal and recognition. Teachers focused PST attention on intrinsic rather than extrinsic rewards (Sandholtz & Finan, 1998). For example, PST determination to develop student problem solving skills was a tangible recognition of PST capacity to make a difference to student learning.

The SBMTE created the conditions that allowed PSTs to develop respectful relations with students.

Working in a team of PSTs with a group of like ability students was effective. After our lessons we participated in reflective discussions and completed journal writing on our practice. Listening to feedback from students, other PSTs and our PLT leader on what was working and what could change (post-forum evaluation, 2013; PST—Pse).

Teams of PSTs were allocated to work with specific student year level cohorts to evaluate the impact of team performance on student learning. PSTs gained affirmation for their efforts when they had direct impact on student learning, hearing direct feedback from students. PLT leaders critiqued and evaluated team effort and performance. Conditions within the teaching teams improved PLT leader capacity to combine timely and quality feedback with appraisal of PST efforts and performance.

Summary of P&DC Dimension 5: Participant Belief in the School Performance and Development Culture

The analysis sought to link the partnership-associated practices reported in the data with the elements for participant belief in the school P&DC defined in the P&DC Framework. The analysis of the data relating to *Dimension 5: Participant belief in the school P&DC*

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revealed 11 practice exemplars contributing to the effectiveness of the partnership, impacting the school transformation. Table 5.6 presents a summary of these associations.

Table 5.6

P&DC Dimension 5: Participant Belief in the School P&DC—Elements and Practice Exemplars

Performance & development element		Performance & development practice exemplar	
14	Supportive leadership	45	The principal assigns responsibility for mentor and PST wellbeing to the school-based PST coordinator. A distributed leadership model re-orientates the school's structures and systems towards participant health and wellbeing.
		46	The school-based PST coordinator and mentors discuss critical aspects of the program's design, implementation, and review with the university's academics.
		47	The self-regulatory, visible, and highly supportive leadership behaviours of school leaders mounted on a clear vision for learning impacts participant belief in the school's P&DC.
		48	The principal leads the development and implementation of a "Learning Walks" program of classroom practices across the school.
15	The quality of the learning environment	49	PSTs are "buddied" with home-group teachers, fostering a sense of belonging with staff, students, and the school community.
		50	Each PST accompanies their "buddy" home-group teacher on yard duty, before school, during recess and lunch breaks; increasing the adult to student ratio and making the school a safer and more encouraging place to work and learn.
		51	PSTs provide one-to-one tuition to low-ability students in English and Mathematics classes, raising the literacy and numeracy standards of students with special needs, a core performance area in the school's Annual Implementation Plan (AIP).
16	Professional interaction	52	University academics, teacher educators, PSTs, teachers, and students are involved in participative decision-making processes on education policy and practice.
		53	The language of teachers and PSTs within the PLT / teaching team, referring to all students across a year level cohort as "our students", reflects practitioners' collective responsibility for the learning and wellbeing students.
17	Appraisal and recognition	54	At PLT / teaching team meetings, PLT leaders combine quality and timely feedback with appraisal, to recognise participant effort and team performance.
		55	Respectful relations are fostered between PSTs and students, enabling students to provide formative feedback to PSTs, a powerful form of appraisal and recognition.
		56	Teams of PSTs are allocated to particular student year-level cohorts, evaluating the impact of team performance on student learning.

The practice exemplars detailed in Table 5.6, reflect the impact of strategic, inclusive, and supportive school leadership on participant confidence in the school P&DC. Participant belief in the school P&DC reflected the impact of the partnership on the school transformation, envisioning the school as a professional learning community (Bryk et al., 1999; Imants, 2002). Through their belief in and contributions to the activities of the partnership, participants played a part in improving school and student outcomes.

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Transformative leadership and the highly visible behaviours of school leaders were focused on developing participant wellbeing and capabilities aligned with school strategic disposition. School leaders modelled an appetite for learning, an enthusiasm they sought to promote in teachers, PSTs, and students. In particular, PSTs and graduate teachers recognised the need for strong and caring school leadership, providing a positive school environment, where they felt valued and supported in their learning (Salyer, 2003).

The instructional leadership focus of school leaders included an expectation that participants would adhere to the school’s teaching and learning protocols (e.g., expecting students to form two orderly lines prior to classroom entry). The partnership impacted upon the quality of the school learning environment, making the school a safe and encouraging place to learn.

The partnership developed a widespread belief in the power of professional capital to transform the school and the quality of education for students (Fullan, 2011; Hargreaves & Fullan, 2012, p. 8). The practical core of the partnership was the professional relationships that it initiated (Kruger et al., 2009). Professional interactions promoted a language of teaching and learning that developed participant shared responsibility for student learning.

Appraisal and recognition focused on participant contributions to the teaching teams or PLTs, aligning PSTs and teachers with student year-level cohorts, fostering high levels of belonging, team spirit, and morale. Central to the school rationale for engaging in the partnership was the idea of transforming the school into a community of learning (Holmes Group, 1990; Toole & Louis, 2002); a professional learning community that extended beyond the boundaries of each classroom and the school, achieving cultural and pedagogical change.

Section 5.5 of Chapter 5 identified practices employed by participants relating to P&DC *Dimension 5: Participant belief in the school P&DC*. Section 5.6 of Chapter 5 presents a synthesis of the analysis of partnership participant practices that impacted improvements to the school P&DC. It addresses supporting question (i) relating to the impact of the partnership on school transformation.

5.6 School Transformation—A Synthesis

This section presents a synthesis of the impact of the partnership on the school transformation as reflected in the maturation of the school P&DC.¹⁷ As a chapter synthesis,

¹⁷ Refer to and compare Appendix 28A: School Level Report—P&DC School Self-Evaluation 2006–2008 with Appendix 28B: School Level Report—P&DC School Self-Evaluation 2009–2011, for evidence of the impact of the partnership on the school transformation. Refer to Appendix 28C: School Level

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Section 5.6 of Chapter 5 addresses supporting question (i) of the study: *How can a school–university partnership contribute to school transformation and improvement?*

Improvements to the school P&DC resulted from participant shared emphasis on student learning. Participants considered that there was a strong correlation between their contributions to the activities of the partnership and improvements to the school culture and practices. The partnership created conditions that facilitated participant collaboration focused on quality teaching. Professional interactions among participants generated solutions to teaching challenges that were directly related to the social and academic outcomes of students.

In responding to supporting question (i) on how the school–university partnership contributed to the school transformation and improvement, the research examined:

- the impact of the partnership on the quality of a school learning environment (an important element of the school P&DC)
- the potential for the partnership to provide a vehicle for cultural and pedagogical change in a school
- the nature of the school transformation process, including the demands made of participants (Schön, 1973, pp. 28–29) engaged in practitioner learning as part of a partnership-based teacher education model.

The strength of the analysis in chapter Sections 5.1 to 5.5 was that it revealed “practice exemplars” charting the innovation and change that occurred in the school with the associated initiating and sustaining practices employed by participants. A second level of analysis, or meta-analysis was then undertaken to generate a set of themes relating to the school transformation process. As outlined in Chapter 4, the analytical process involved aggregating and configuring and codifying the data gathered on participant practices into analytical themes. The validity and reliability of the thematic coding was affirmed through a process of participant checking and triangulation. By mapping the practice exemplars presented in Tables 5.1 to 5.5, the six Main Analytical Themes emerged. Together, the Main Analytical Themes provide a substantial response to supporting question (i):

How can a school–university partnership contribute to school transformation and improvement?

The six Main Analytical Themes are outlined in Table 5.7.

Table 5.7*Six Main Analytical Themes—Impact of the Partnership on the School Transformation*

Theme number	Theme title on the impact of the partnership on the school transformation
Theme 1	Foster the structural conditions for the partnership.
Theme 2	Integrate the partnership with the culture, structures, and practices of the school.
Theme 3	Focus the partnership on teaching and learning.
Theme 4	Value partnership participants, distribute the leadership, and build capacity.
Theme 5	Lead and promote professional dialogical relationships.
Theme 6	Engage in an inquiry cycle to support professional agency.

By presenting a synthesis on school transformation, Section 5.6 of Chapter 5 outlines how these six Main Analytical Themes underpinned the practices employed by participants impacting the school's transformation and improvement.

Main Analytical Theme 1: Foster the Structural Conditions for the Partnership

An examination of the impact of the school–university partnership on the school transformation revealed nine practice exemplars presented under the category of Main Analytical Theme 1: Foster the structural conditions for the partnership. Table 5.8 reflects the associations between these nine practice exemplars and Main Analytical Theme 1.

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Table 5.8*P&DC Practices—Theme 1: Foster the Structural Conditions for the Partnership*

P&DC dimension		P&DC element		P&DC practice exemplar		Section
1	Induction	1	School organisation	1	The principal and leading teacher team identify and select talented staff to become mentors and align them with PSTs and graduate teachers.	5.1.1
1	Induction	1	School organisation	2	The principal collaborates with leading teachers to develop position descriptions, aligning the daily work of leading teachers with the goals of the partnership in support of the PSTs.	5.1.1
1	Induction	3	Culture of inclusivity and mutual respect	12	School leaders and teacher educators communicate and highlight the success of the partnership at a local, network, regional, and state level.	5.1.3
3	PDPs aligned to school goals	9	High expectations & accountability	30	PSTs are allocated to professional learning teams (PLTs) / teaching teams, aligning PST contributions with year-level cohorts of students.	5.3.9
3	PDPs aligned to school goals	9	High expectations & accountability	31	Emphasis is placed on teamwork with colleagues working together on student learning projects.	5.3.9
4	Quality professional learning	11	Collaboration	37	School and university leaders create the conditions for learning that prioritise the informal and incidental nature of participants' social interactions in the workplace.	5.4.11
4	Quality professional learning	12	Professional growth	43	The allocation of tenured academics to the partnership demonstrates university's focus on continuity, investing in the partnership and valuing practitioner research and learning.	5.4.12
5	Belief in the school P&DC	15	The quality of the learning environment	49	PSTs are "buddied" with home-group teachers, fostering a sense of belonging with staff, students, and the school community.	5.5.15
5	Belief in the school P&DC	17	Appraisal and recognition	56	Teams of PSTs are allocated to particular student year level cohorts, evaluating the impact of team performance on student learning.	5.5.17

Table 5.8 presents the practices which fostered the structural conditions for a successful partnership, enhancing participant collaboration, combining the discourse of teacher education with the school accountabilities for improved student learning. One striking feature of Table 5.8 is the significance of enabling structures put in place to span the boundaries of the school and university. For example, practice exemplar 30—the structure of the PLTs/teaching teams, focusing teacher and PST attention on specific cohorts of students; and practice exemplar 37—structural conditions that fostered informal and formal interactions.

The “structural conditions” for the partnership were the organisational arrangements put in place at the school to support partnership activities and participants.

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This included setting up the structural conditions for teams of PSTs and their mentors to have informed inquiry into partnership-based practice, evaluating the impact of teaching team practices on student learning. Through mediating the interests of the main partners and combining the discourses of the school and university, the structures and practices of the school became more transparent and interconnected, the culture more inclusive and cohesive. Through listening to the insights of participants, the researcher/principal concluded:

What has formed in my mind is the structure of the partnership being like a complex set of Russian dolls—you know ... dolls within dolls; here structures within structures (triangulation case conference, 2013; researcher/principal—BM).

Fostering the structural conditions for the partnership occurred through the creation of interconnected teaching teams (PLTs), connecting the multiple discourses of the various domains.

The partnership organisational structures and processes were sustained through the strategic allocation of physical, human, and financial resources made by the university and utilised by the school. Participants regarded their ongoing contribution to partnership was subject to access to appropriate resources, on-site guidance, and support. Indeed, the research provided a vehicle for ongoing monitoring and evaluation of the partnership structural conditions and supports necessary for maximising positive outcomes.

Main Analytical Theme 2: Integrate the Partnership With the Culture, Structures and Practices of the School

An examination of the impact of the school–university partnership on the school transformation revealed nine practice exemplars presented under the category of Main Analytical Theme 2: Integrate the partnership with the culture, structures, and practices of the school. Table 5.9 reflects the associations between these nine practice exemplars and Main Analytical Theme 2.

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Table 5.9

P&DC Practices—Theme 2: Integrate the Partnership With the Culture, Structures and Practices of the School

P&DC dimension		P&DC element		P&DC practice exemplar		Section
1	Induction	2	Communication	5	The school provides PSTs, teacher educators, and graduate teachers with a comprehensive and current set of induction materials.	5.1.2
1	Induction	2	Communication	6	Clear and explicit communication provides participants with an understanding of duties and professional expectations, including the school code of conduct and professional dress code.	5.1.2
1	Induction	2	Communication	7	The principal and teacher educators clearly communicate the purpose of partnership to teachers, students, parents, and PSTs, creating shared understandings.	5.1.2
3	PDPs aligned to school goals	8	Motivation	27	Mentors provide PSTs with clear roles and responsibilities and advice on specific class allocations and duties.	5.3.8
3	PDPs aligned to school goals	9	High expectations & accountability	29	Mentor and PST accountabilities for the partnership are aligned to their core duties of teaching and student learning.	5.3.9
4	Quality professional learning	11	Collaboration	38	Through collaboration in PLTs / teaching teams, mentors integrate the intentional learning efforts of PSTs with the naturally occurring learning that is embedded in the day-to-day practices of teachers.	5.4.11
5	Belief in the school P&DC	15	The quality of the learning environment	50	Each PST accompanies their “buddy” home-group teacher on yard duty, before school and during recess and lunch breaks, increasing the adult-to-student ratio and making the school a safer and more encouraging place to learn and work.	5.5.15
5	Belief in the school P&DC	16	Professional interaction	52	University academics, teacher educators, PSTs, teachers, and students are involved in participative decision-making processes on education policy and practice.	5.5.16
5	Belief in the school P&DC	16	Professional interaction	53	The language of teachers and PSTs within the PLT / teaching team, referring to all students across a year level cohort as “our students”, reflects practitioners’ collective responsibility for the learning and wellbeing students.	5.5.16

Table 5.9 presents the practices that were put in place to effectively integrate the activities of PSTs and teacher educators with the day-to-day teacher practices. Innovation and change occurred through the effective integration of the partnership into the school program, providing a vehicle for cultural and pedagogical improvement (Geijssel & Meijers, 2005, p. 422).

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The study demonstrated the importance of school organisation, clear and multi-modal communications to align teacher and PST roles, accountabilities, and discourse, with improvements in teaching and learning. Integrating the partnership into the culture, structures, and processes of the school involved teacher educators in the school participative decision-making processes on education policy and practice, with distinct benefits for both partners.

Main Analytical Theme 3: Focus the Partnership on Teaching and Learning

An examination of the impact of the partnership on the school transformation revealed seven practice exemplars under the category of Main Analytical Theme 3: Focus the partnership on teaching and learning. Table 5.10 reflects the associations between the seven practice exemplars and Main Analytical Theme 3.

Table 5.10

P&DC Practices—Theme 3: Focus the Partnership on Teaching and Learning

P&DC dimension		P&DC element		P&DC practice exemplar		Section
1	Induction	2	Communication	8	School leaders, teacher educators, and mentors develop and use a shared language with PSTs that is focused on improved teaching and learning.	5.1.2
1	Induction	3	Culture of inclusivity and mutual respect	11	Mentors plan their instruction to include PSTs and teacher educators in learning activities with students.	5.1.3
2	Multiple sources of feedback	5	Peer observation	17	Through a consultative process with all stakeholders, develop and implement “Theories of Action” frameworks (rubrics) and protocols to guide classroom observations, reflections, and the sharing of professional practice; enhancing relational trust.	5.2.5
2	Multiple sources of feedback	6	Feedback and reflection	19	PSTs in consultation with mentors and students develop student survey tools to allow students to give constructive feedback on the quality of teaching and learning.	5.2.19
4	Quality professional learning	10	A focus on quality teaching	34	Team teaching practices among mentors and PSTs, make teaching actions visible, explicit, and transparent.	5.4.10
5	Belief in the school P&DC	14	Supportive leadership	48	The principal leads the development and implementation of a “Learning Walks” program of classroom practices across the school.	5.5.14
5	Belief in the school P&DC	15	The quality of the learning environment	51	PSTs provide one-to-one tuition to low-ability students in English and Mathematics classes, raising the literacy and numeracy standards of students with special needs, a core performance area in the school Annual Implementation Plan (AIP).	5.5.15

Table 5.10 presents the practices employed by participants that focused the partnership on teaching and learning. An emphasis on teaching and learning had a

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significant impact upon the school transformation, improving the quality and consistency of instruction. PSTs enhanced the quality of the school learning environment, increasing adult to student ratios, and providing additional enrichment and remediation opportunities for students.

Partnership initiatives in classroom observation, feedback and reflection included the development of frameworks, survey tools and professional learning programs in data literacy. These initiatives assisted participants in their evaluation of teaching methods and their impact upon student learning, making pedagogical practices transparent and evidence based.

A focus on data informed practice supported the development of “philosophical project knowledge” (Eckersley et al., 2011, p. 90), socially generated through participant engagement in communities of practice (Enthoven & de Bruijn, 2010; Warner & Hallman, 2017). Engagement of PSTs in team teaching activities with experienced teachers led to the sharing of best practice. Sharing understandings about specific teaching methods to best address the learning needs of students, improved the quality and consistency of instruction within and across classrooms in the school, an important part of the school reform agenda.

Main Analytical Theme 4: Value Partnership Participants, Distribute the Leadership and Build Capacity

An examination of the impact of the partnership on the school transformation revealed 16 practice exemplars under the category of Main Analytical Theme 4: Value partnership participants, distribute the leadership and build capacity. Table 5.11 reflects the associations between these 16 practice exemplars and Main Analytical Theme 4.

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Table 5.11

P&DC Practices—Theme 4: Value Partnership Participants, Distribute the Leadership and Build Capacity

P&DC dimension		P&DC element		P&DC practice exemplar		Section
1	Induction	1	School organisation	3	Preparation for working in teams involves training in the skills of planning, communication, and cooperative group work, enhancing the effectiveness of communication.	5.1.1
1	Induction	2	Communication	9	Communication skills in conflict resolution are taught to mentors and PSTs, ensuring that disagreements are effectively resolved.	5.1.2
1	Induction	2	Communication	10	The university introduces an on-site mentor training program, improving the communication skills of mentors.	5.1.2
2	Multiple sources of feedback	6	Feedback and reflection	22	Teacher educators meet with small groups of mentors to share mentoring practices on giving formative feedback to PSTs.	5.2.6
2	Multiple sources of feedback	6	Feedback and reflection	23	Mentors give targeted formative feedback to PSTs, enabling them to reflect on their practice against the professional standards and in relation to how their practice impacts what students say, do and make.	5.2.6
3	PDPs aligned to school goals	7	Goal congruence and role clarity	24	The partnership includes careful monitoring of teachers' expectations of PSTs, as part of anticipating the learning needs of mentors, PSTs, and students.	5.3.7
3	PDPs aligned to school goals	7	Goal congruence and role clarity	26	The partnership concentrates teacher and PST performance, appraisal and review on student learning growth, promoting collective responsibility for student learning.	5.3.7
3	PDPs aligned to school goals	8	Motivation	28	The performance and development process is used as an extrinsic motivation tool.	5.3.8
4	Quality professional learning	10	Empowerment and ownership	35	The mentoring role highlights the exemplary practices of teachers to PSTs, developing an aspirational culture among staff.	5.4.10
4	Quality professional learning	10	Empowerment and ownership	36	School leaders employ a growth coaching model to develop the teaching and leadership expertise of teachers and PSTs.	5.4.10
4	Quality professional learning	11	Collaboration	41	Practising teachers develop their expertise by designing and leading professional learning programs, collaborating with colleagues, PSTs, and teacher educators.	5.4.11
4	Quality professional learning	12	Professional growth	42	Teacher educators work with school leaders to develop and publish a professional development calendar to foster reciprocal learning relationships among partners.	5.4.12
4	Quality professional learning	12	Professional growth	44	The school and university allocate resources and implement professional learning programs to support staff transitions into new roles.	5.4.12
5	Belief in the school P&DC	14	Supportive leadership	45	The principal assigns responsibility for mentor and PST wellbeing to the school-based PST coordinator.	5.5.14
5	Belief in the school P&DC	14	Supportive leadership	47	The self-regulatory, visible, and highly supportive leadership behaviours of school leaders impact participant belief in the school P&DC.	5.5.14
5	Belief in the school P&DC	17	Appraisal and recognition	54	At PLT / teaching team meetings, PLT leaders combine quality and timely feedback with appraisal to recognise participant effort and team performance.	5.5.17

The impact of the partnership on the school transformation occurred through valuing participants, distributing teaching and leadership responsibilities, and building

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capacity. Table 5.11 reflects the use of a number of strategic performance and development outcomes with a focus on human leadership, building the leadership and teaching capabilities of participants. These outcomes outlined in the partnership policy and program documentation, included:

- providing the school with a choice of quality-assured, evidence-based teaching practices and models to embed best practice and effective instruction
- implementing an evidence-based and balanced approach to performance and development, through developing a performance framework that focused on delivering improved student outcomes
- building teacher capacity in classroom observation, reflection, and feedback, supported by a classroom observation framework and opportunities for inter-school collaboration
- re-focusing professional learning for staff and PSTs on whole school improvement foci; impacting the school transformation process as a whole (Fullan, 1991).

Valuing participants and building capacity occurred through distributed school leadership and commitment to the effectiveness of the teaching teams.

Main Analytical Theme 5: Lead and Promote Professional Dialogical Relationships

An examination of the impact of the school–university partnership on the school transformation revealed seven practice exemplars under the category of Main Analytical Theme 5: Lead and promote professional dialogical relationships. Table 5.12 reflects the associations between these seven practice exemplars and Main Analytical Theme 5.

Table 5.12

P&DC Practices—Theme 5: Lead and Promote Professional Dialogical Relationships

P&DC dimension		P&DC element		P&DC practice exemplar		Section
1	Induction	1	School organisation	4	The principal and leading teachers meet regularly with teachers and PSTs to emphasise the school vision, values, and goals, identifying exemplary classroom and teaching practices.	5.1.1
2	Multiple sources of feedback	5	Peer observation	18	Teacher educators assist the school by providing reflective practice tools in giving, receiving, and interpreting feedback.	5.2.5
2	Multiple sources of feedback	6	Feedback and reflection	20	PSTs are open to receiving feedback from students, combining opportunities for socialisation with feedback, employing conversational and highly interactive approaches to actively seek feedback from students.	5.2.6
3	PDPs aligned to school goals	7	Goal congruence and role clarity	25	Partnership participants share discourse on alternative practices to lift student achievement.	5.3.7

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4	Quality professional learning	11	Collaboration	39	Through the partnership focus on collaboration, participants openly share their reflections and triumphs.	5.4.11
4	Quality professional learning	11	Collaboration	40	Participants use a common language to discuss practice, fostering a collaborative and supportive culture with people working for and with others.	5.4.11
5	Belief in the school P&DC	17	Appraisal and recognition	55	Respectful relations are fostered between PSTs and students, enabling students to provide formative feedback to PSTs, a powerful form of appraisal and recognition.	5.5.17

School leader and teacher educator guidance of professional dialogical relationships had a significant impact upon the school transformation and improvement. Table 5.12 presents the practices that were put in place to enable the sharing of discourse, developing relational trust (Robinson, 2013) and collaborative professionalism (Hargreaves & O'Connor Michael, 2018). For example, practice exemplar 25—shared discourse on alternative practices to raise student achievement; and practice exemplar 40—a common language creating a supportive and collaborative school culture. The evidence reveals that professional capital, specifically human and social capital together with collaboration and relational trust were important for the partnership success.

The partnership focus on collaborative work practices improved the quality of feedback and reflective practice. Participants reported that through their engagement in dialogical discourse, the school was transformed into a professional learning community, in which teacher educators and PSTs were an integral part. Through informal and formal meetings with teachers, PSTs and teacher educators, school leaders enculturated participants to the school vision and values, linking the school vision and values with exemplary classroom practices at the school.

Main Analytical Theme 6: Engage in an Inquiry Cycle to Support Professional Agency

An examination of the impact of the school–university partnership on the school transformation revealed eight practice exemplars under the category of Main Analytical Theme 6: Engage in an inquiry cycle to support professional agency. Table 5.13 reflects the associations between these eight practice exemplars and Main Analytical Theme 6.

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Table 5.13*P&DC Practices—Theme 6: Engage in an Inquiry Cycle to Support Professional Agency*

P&DC dimension		P&DC element		P&DC practice exemplar		Section
2	Multiple sources of feedback	4	Data informed practices	13	The partnership generates ongoing review of school programs and practices through data, observation, feedback, and reflection.	5.2.4
2	Multiple sources of feedback	4	Data informed practices	14	PSTs investigate aspects of the school curriculum that impact student learning, wellbeing, and engagement.	5.2.4
2	Multiple sources of feedback	4	Data informed practices	15	PSTs collect and analyse specific school, class, and individual student data, giving rise to rich conversations about the implications of data for improved teaching and learning.	5.2.4
2	Multiple sources of feedback	4	Data informed practices	16	PSTs work with teachers and teacher educators to establish online student assessment tools; developing, analysing, and presenting aggregated data sets to school staff and students.	5.2.4
2	Multiple sources of feedback	6	Feedback and reflection	21	Through reflective practice, teachers and PSTs use approaches that connect student learning data to student feedback.	5.2.6
4	Quality professional learning	10	A Focus on quality teaching	32	University academics conduct scholarly research in the school on teaching and learning; school leaders, mentors, teachers, and students participate in, contribute to, and learn about the discipline of academic research.	5.4.10
4	Quality professional learning	10	A Focus on quality teaching	33	Teacher educators promote reflection as a vital and integrated practice to support innovation and pedagogical change.	5.4.10
5	Belief in the school P&DC	14	Supportive leadership	46	The school-based PST coordinator and mentors discuss critical aspects of the program's design, implementation, and review with university academics.	5.5.14

The partnership focus on engaging participants in an inquiry cycle of learning to support professional agency had a significant impact upon the school transformation and improvement. Table 5.13 reflects the partnership impact on the school professional learning culture and program, focusing participants on practitioner research and inquiry.

Discourse on pedagogical skills and insights was part of the university focus on “praxis inquiry”. Active involvement in inquiry-based learning projects enabled a shift in the school organisational climate, developing practitioners’ skills in advocacy, active listening, and questioning. The practices of teacher educators promoted reflection as a vital and integrated practice, supporting innovation and change. Engagement in practitioner research led to interventionist strategies to address the needs of the specific cohort of students.

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Teams of PSTs working alongside leading teachers and mentors undertook ACPs. These CPR projects linked the university theoretical discourse with an investigation of the school curriculum, operations, and programs; producing evidence-based practices to improve student learning. School leader roles in leading and modelling the value of practitioner research embedded through the partnership, heightened participant commitment to the school and belief in the school P&DC.

5.7 Chapter 5 Conclusion—School Transformation

Chapter 5 revealed an account of a school–university partnership and its impact on the school transformation and improvement. The partnership had a significant impact upon the dimensions of the school P&DC, including:

- the induction program
- the quality of the professional learning program, providing teachers and students with access to multiple forms of feedback and evidence
- the altered discourse of partnership-based teacher education, evident in the performance and development documentation and processes aligned to school goals
- the focus on quality teaching
- participant belief in the school P&DC.

The analysis revealed practice exemplars that were aligned with the dimensions and elements of the P&DC Framework. The partnership facilitated a culture and acceptance of change, bringing about participant commitment to continuous improvement. The focus on student learning was aligned with the university's guiding principle for an effective partnership. The integration of the university model of practitioner research into the practices of the school, invested the change process with the possibility of sustained educational innovation.

The analysis has concluded that the partnership had a significant impact upon the school transformation and improvement, pointing to the consequence of innovation and change as part of the partnership experience. Adaptive practices emerged from the partnership focus on student inquiry projects and practitioner research. School leaders, teachers, teacher educators and PSTs all made adjustments to their practice.

The research revealed a new language of teacher education that the partnership initiated at the school, first, by the teacher educators, then steered by the principal and leading teachers. This discourse carried to the network of schools involved in site-based teacher education in the local region of Melbourne. The partnership allowed the school to

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extend its reach and influence, supporting the sharing of dialogue and expertise across schools within the system.

How the innovation impelled by the school–university partnership-initiated school transformation has been the subject of Chapter 5. The analysis has found that the partnership had a significant impact upon the quality of the school learning environment, a culture of innovation and change at the school and the teaching and leadership capabilities of staff.

The six Main Analytical Themes applied through an analysis of the partnership's impact upon the school's transformation, were reflected in the maturation of the dimensions and elements of the school P&DC. The six Main Analytical Themes, established in Chapter 5, re-emerge through an analysis of the impact of school leadership on the effectiveness of the educational partnership, the subject of the Chapter 6.

Chapter 6: Analysis—School Leadership

The introduction to Chapter 6 sets the context for the role of school leadership in this educational partnership. It will outline the Department *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). This framework was used to identify the practices of school leadership that impacted the success of the partnership.

The role of the principal in school–university partnerships has seldom been the focus of empirical studies (Carlson, 1996; Cramer & Johnston, 2000; Fulmer & Basile, 2006; Trachtman & Levine, 1997).

Chapter 6 addresses and provides a response to supporting question (ii) of the study:

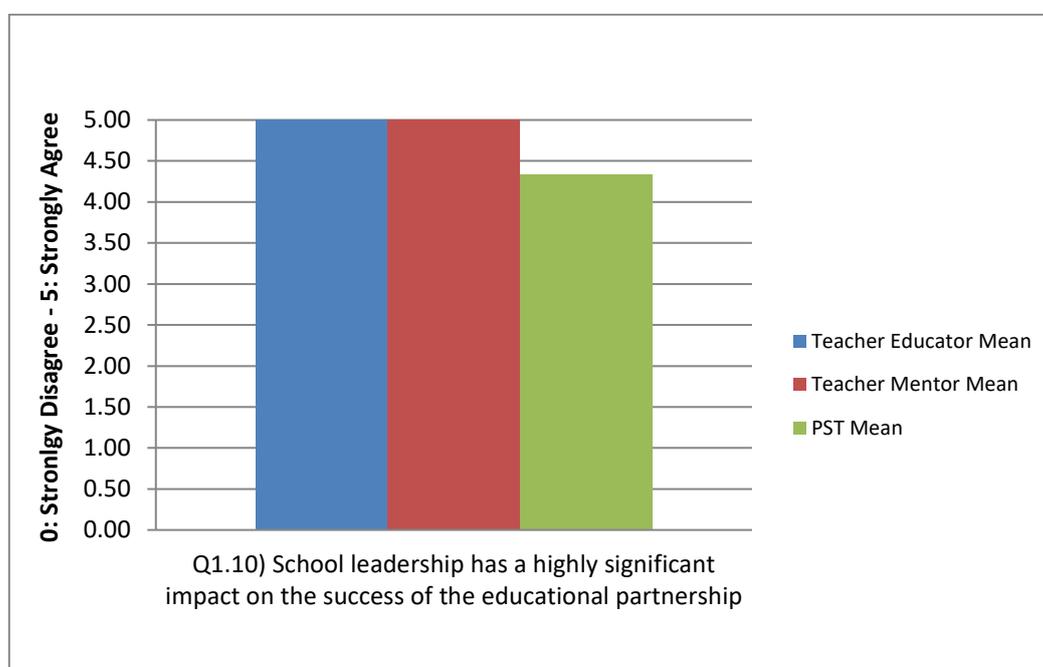
- (ii) What is the role of school leadership in an effective school–university partnership?

This area of the study will identify practices of school leadership that are critical to the effectiveness of the educational partnership.

Figure 6.1 reflects participant views regarding the impact of school leadership on the success of the school–university partnership.

Figure 6.1

Practitioner View: Impact of School Leadership on the Success of the Educational Partnership



Partnership participants agreed that school leadership had a significant impact upon the success of the partnership. PSTs did not typically attend partnership planning meetings

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comprising the principal, school-based PST coordinator and staple of allocated tenured teacher educators. Nonetheless, PSTs understood the important role of school leadership in overseeing the partnership and its place in the school.

Teacher educators and mentor views reflected the important role of school leadership in planning, developing, and promoting the partnership. A strong relationship between the school principal, school-based PST coordinator and key university personnel was instrumental in developing common goals and mutual respect for the sustained success of the partnership. A teacher educator wrote:

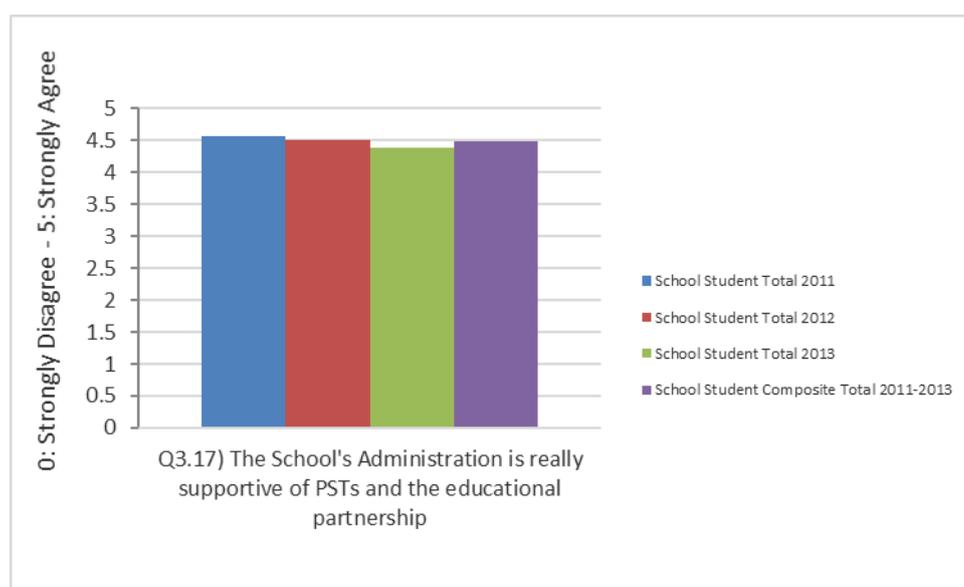
The principal has documented a clear track record for analysing the school performance and development culture and leadership of the program. There has been a substantial improvement over recent years. We can speculate and point to the success of the partnership and the role of the principal in augmenting this improvement (introductory questionnaire, 2012; teacher educator—Tje).

This teacher educator statement reflects an understanding of the role of the principal in leading the partnership. It also points to the principal's engagement in practitioner research, driving and documenting school improvement.

As reflected in Figure 6.2, the study examined student views on the role of school leadership in supporting PSTs and the activities of the partnership.

Figure 6.2

Student View: Student Attitudes to School Leadership of the Partnership



Overwhelmingly, students reflected a positive view of the role of school administration in supporting PST partnership activities.

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I see you [the principal] quite a lot talking to the PSTs, getting them involved, helping us and our teachers. They make our learning interesting; more project-based work in groups. We get more attention (student forum, 2011; student—Sba).

Students considered there was a high correlation between the principal's involvement in the activities of the partnership and the preparedness of staff to support the PSTs.

The leadership dimensions and elements (capabilities) of the *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007) will now be outlined. The study obtained participant views on aspects of the principal's leadership that impacted the success of the partnership, aligned with the framework's leadership dimensions and elements.

The research organised survey and interview questions based on the leadership dimensions and elements derived from the *Developmental Learning Framework for School Leaders*, and the Department iLead 360 Degree Survey (Department of Education and Early Childhood Development, 2012a). Structured on the framework and survey, the analysis of the principal's leadership practices centred on the following five leadership dimensions and 15 leadership elements detailed in Table 6.1.

Table 6.1

Developmental Learning Framework for School Leaders

Leadership dimension	Leadership element (capability)
Dimension 1: Technical Leadership	Element 1: Think and plan strategically
	Element 2: Align resources with desired outcomes
	Element 3: Hold self and others to account
Dimension 2: Human Leadership	Element 4: Advocate for all students
	Element 5: Develop relationships
	Element 6: Develop individual and collective capacity
Dimension 3: Educational Leadership	Element 7: Shape pedagogy
	Element 8: Focus on achievement
	Element 9: Promote inquiry and reflection
Dimension 4: Symbolic Leadership	Element 10: Develop and manage self
	Element 11: Align actions with shared values
	Element 12: Create and share knowledge
Dimension 5: Cultural Leadership	Element 13: Shape the future
	Element 14: Develop a unique school culture
	Element 15: Sustain partnerships and networks

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The survey questions captured participant views on the principal's leadership dimensions and elements. The analysis identified the leadership practices that impacted the success of the partnership and the school transformation.

The following analysis presents findings on leadership dimensions 1–5 and their three related elements as detailed above. The analysis will identify leadership practices (practice exemplars) that impacted the success of the partnership. Section 6.5 of Chapter 6 will present a synthesis on school leadership (meta-analysis), highlighting the six Main Analytical Themes that emerged from the analytical process, as outlined in the research methodology. Section 6.1 of Chapter 6 identifies the practices of the school principal reflective of *Dimension 1: Technical Leadership*, along with the three corresponding elements of the leadership framework.

6.1: Dimension 1 (D1)—Technical Leadership

The research organised survey and interview questions around the three prompts of technical leadership derived from the *Development Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). Dimension 1 of the leadership framework comprised of three elements as presented in Table 6.1. First, each of the three elements of Dimension 1 is defined in the context of the partnership and examples of the practices generated during the partnership are presented.

Element 1: Think and Plan Strategically

The educational partnership provided the school leadership team with a platform on which to implement a consultative approach to strategic planning across all areas of the school. As a result, other members of the school community developed their understanding of the school context and the impact of change on stakeholder participation. The main strategies set up were:

- distribution of the university partnership guidelines to participants
- informal and formal meetings between the principal, leading teachers, mentors, and teacher educators to develop school-based partnership documentation
- planning meetings with assigned school-based PST coordinator and teachers identified as suitable mentors for the PSTs
- induction meetings with PSTs and their mentors, with particular attention to PST participation in activities aligned with the school AIP.

Element 2: Align Resources With Desired Outcomes

School leadership was able to provide effective mentoring because the university teacher education program transferred a negotiated amount of funds per annum to the

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school bank account to cover mentoring costs. This revenue was re-distributed across the school with the purpose of investing in the partnership, building the capacity of staff, and demonstrating a commitment to improved student learning outcomes through action research. The main actions were:

- consultative committee meetings with members of the Australian Education Union (AEU) to secure mentor agreement for university funds to be allocated to the school, to provide each mentor with a one-period time allowance per week to carry out duties and engage in reflective discussions with PSTs
- negotiation of leading teacher performance plans to include responsibility for managing partnership activities and PSTs.

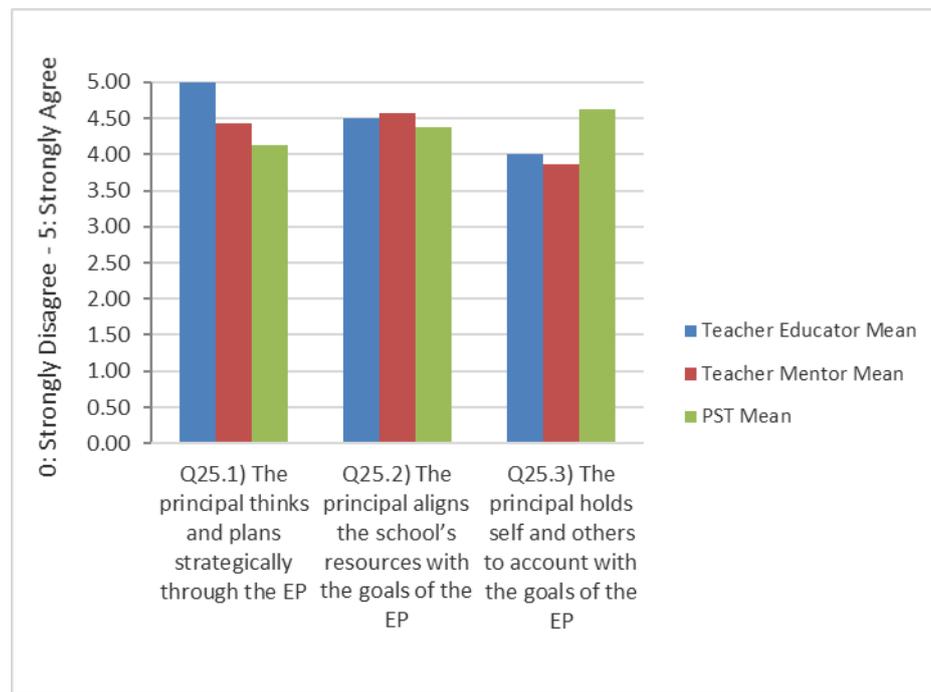
Element 3: Hold Self and Others to Account

Through the induction program, PSTs, mentors, and teacher educators were involved in setting performance and behavioural expectations for all partnership stakeholders. Participants were encouraged to reinforce expectations set by the school community through effective modelling. The partnership used the following accountability strategies:

- position descriptions for leading teachers that aligned their work with the activities of the partnership (i.e., supporting the PSTs)
- expectations of PSTs that focused their attention on student learning
- allocation of PSTs as buddies to home-group teachers across the school
- non-negotiables, such as attendance at staff briefings and meetings to ensure goal congruence across participants.

Dimension 1 Findings

The survey data reflected in Figure 6.3, present evidence that partnership participants saw convincing technical leadership demonstrated by the school leadership team.

Figure 6.3*Practitioner View: Dimension 1—Technical Leadership*

While the responses showed some variation across and within the technical leadership elements covered by the question prompts, the partnership participants broadly agreed the principal (and other leadership staff by implication) had provided clear technical leadership in support of the partnership. From the perspective of the school principal, an important aspect of the research, was to maximise the alignment of perspectives across partnership stakeholders. This was particularly important for ensuring quality outcomes from the extensive strategic resource allocations made on the part of the school and university.

Through the analysis, the study identified key leadership practices used by the principal that aligned with each of the three elements for *Dimension 1: Technical Leadership*.

6.1.1 Element 1 (D1 E1): Think and Plan Strategically

With some variation in perceptions on technical leadership, the survey data suggests that school leadership, particularly the principal had effectively communicated the school strategic disposition. A teacher educator reflected on the group's capacity to think and plan strategically, integrating the partnership into the school improvement agenda.

The way that you [principal] went about linking the activities of the partnership with your school strategic plan showed a practical understanding of how to utilise the project to drive improvements for both your students and staff. In a real way, you

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tied the partnership to your school performance and development culture. I could really see that the staff were coming on-board (individual interview 2012; teacher educator—Tje).

The partnership was linked to the school Strategic Plan via a set of targeted Applied Curriculum Projects (ACPs), each of which related to a specific goal in the school AIP. This information was communicated to the PSTs in formal and informal meetings and reinforced through prepared documentation. This teacher educator view links directly to the broader context of Victoria's highly devolved government school system, where principals are considered the driving force behind improvements in the quality of teaching and educational performance across the system.

6.1.2 Element 2 (D1 E2): Align Resources With Desired Outcomes

A commitment to the partnership, brought about new and innovative funding streams to the school. Not surprisingly, the main resources of the partnership were the contributions made by the mentors of the PSTs. The university payments to the school enabled the inclusion of mentoring into mentor responsibilities. As indicated by the following PST comments, participants recognised that the mentoring arrangements made important contributions to the effectiveness of the partnership experience.

We get outstanding support from our mentors. There's real commitment to the partnership. This is shown by having a leading teacher who looks after the PST program and the mentoring that's going on at the school; his title is pedagogy, partnerships, and professional learning. There's strong leadership of the program from the top; you [principal] even know a lot of the PSTs by name (PST forum—2013, PST—Pkn).

Strong personal relations among partnership participants were also evident in the responses to the expectations for professional accountability communicated by the school principal.

6.1.3 Element 3 (D1 E3): Hold Self and Others to Account

The survey responses reflected the emphasis that school leadership placed on holding participants to their partnership commitments in meeting agreed school goals. A PST stated:

[Y]ou've developed a strong sense of belief among your staff and students and this has flowed over to us PSTs. You show that we can influence what goes on in the school environment. I've started to see how the structures and processes work, to

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get us more involved. This gives us an in; things just aren't too rigid either (PST forum, 2013; PST—Pme).

The qualitative data did not reveal why the mentors were less positive about the principal's efforts to communicate the significance of accountability within the partnership. As the partnership became more embedded, shared understandings resulted in increased internal accountability, as participants were more aware of the goals, priorities, and shared benefits of being involved. A commitment to action research, including observation and reflection encouraged accountable and consistent practices in the school.

Summary Dimension 1: Technical Leadership Practices

The analysis sought to link the partnership-associated practices reported in the data with the elements of technical leadership defined in the *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). The analysis of the data relating to technical leadership revealed six practice exemplars contributing to the effectiveness of the partnership. Table 6.2 presents a summary of the associations.

Table 6.2*Leadership Dimension 1: Technical Leadership—Elements and Practice Exemplars*

Leadership dimension		Leadership element		Leadership practice exemplar	
1	Technical leadership	1	Think & plan strategically	1	The principal and mentors are involved in formal and informal meetings with PSTs, accompanied by thorough documentation.
1	Technical leadership			2	Partnership requirements and activities are aligned to the school Annual Implementation Plan (AIP).
1	Technical leadership	2	Align resources with outcomes	3	A leading teacher (school-based PST coordinator) takes on responsibility for coordinating mentors and PSTs.
1	Technical leadership			4	Mentor teachers are given a one period per week time allowance to support PSTs.
1	Technical leadership	3	Hold self & others to account	5	The principal and leadership team develop accountability measures to improve professional practice.
1	Technical leadership			6	Action research procedures, such as classroom observation, data collection and reflection, encourage participant accountability.

The analysis provided evidence that school leadership implemented a consultative approach to strategic planning across all areas of the school. This enabled other partnership participants to understand the school context and their role in the school improvement process. An important aspect of the research from the perspective of the school principal, was to ensure that there was alignment of perspectives across partnership stakeholders.

Unsurprisingly, technical leadership required the principal, members of the school leadership team and mentors to work out how to connect the university expectations of PST learning with the school Strategic Plan and priorities, and with the Department policies, requirements, and initiatives.

The goals, priorities and achievements of the partnership were reflected in the principal's PDP, which was signed off annually by the Department (Craig, 2009). This confirmed the Department view that outcomes of the partnership were inextricably linked to the school improvement processes.

Section 6.1 of Chapter 6 identified leadership practices of the school principal reflective of *Dimension 1: Technical Leadership*. Section 6.2 of Chapter 6 identifies practices of the school principal relating to *Dimension 2: Human Leadership* and the three corresponding elements presented in the leadership framework.

6.2 Dimension 2 (D2)—Human Leadership

The research organised survey and interview questions around the three prompts of human leadership derived from *The Development Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). Dimension 2 of the leadership framework comprised of three elements as presented in Table 6.1 of the introduction. First, each of the three elements of Dimension 2 is defined in the context of the partnership and examples of the practices generated during the partnership presented.

Element 4: Advocate for All Students

The partnership provided the school leadership team with an avenue to cater and advocate for the needs of all students. The principal was actively engaged in planning and implementation of the partnership activities. Through an understanding the partnership purpose, participants came to recognise a shared vision for learning, one that addressed the requirements of all learners. Human leadership of the partnership involved ongoing monitoring and evaluation of the program, including the impact of professional practice on student learning, and modelling high expectations. A collective focus on the learning needs of students preserved the integrity of the program. This was evidenced by:

- formal and informal meetings of the principal with mentors and PSTs evaluating the impact of professional practice on student learning
- modelling by the principal that all teachers and PSTs must know students as people and as learners, learning their names “for a start” and relating to them in the school yard.

Element 5: Develop Relationships

The school principal and members of the leadership team invested in the learning and growth of partnership participants. The collaborative nature of the research methodology extended opportunities for the principal/researcher to develop relationships with all stakeholders that extended beyond the boundaries of the school. Partnership practices were centred on the value of high expectations and authentic relationships, building on participant strengths and passions. Taking on the role of researcher and gaining input from partnership participants improved the professional learning culture of the school. The main strategies for developing professional dialogical relationships were:

- creating the conditions for mentors, teachers, and PSTs to collaborate on action research projects

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- availability of the principal to meet with participants, creating opportunities for informal interactions with mentors, PSTs, and students
- participation of the principal in PST teaching activities, including role play.

Element 6: Develop Individual and Collective Capacity

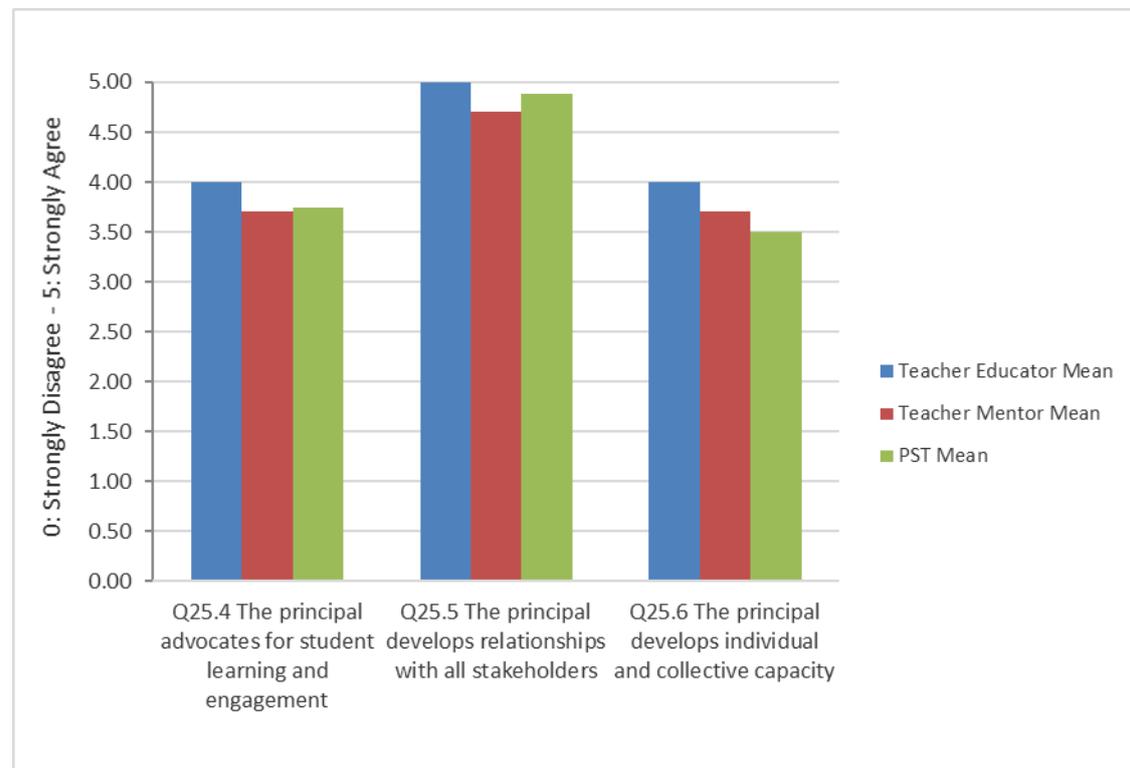
The principal actively participated in and promoted the professional learning program that was embedded in the activities of the partnership. Capacity building occurred through scheduling time and creating opportunities for formal and informal interactions. The success of the partnership occurred through gaining collective responsibility for decisions that were made. In order to support leadership growth, the principal effectively delegated specific activities to others as part of developing knowledge, dispositions, and skills. The main actions taken to value participants, distribute the leadership and build capacity were:

- setting up participative leadership and decision-making processes involving the principal, mentors, and teacher educators to effectively integrate the partnership within the school program
- development of an aspirational leadership program directed at “middle leaders”, ensuring succession of mentoring opportunities within the school.

The survey data presented evidence that partnership participants affirmed the significant impact of human leadership on developing their commitment to school and partnership goals and activities. Participant views suggested that the principal’s human leadership capabilities played an important role in promoting their belief in the value and benefits of active engagement in the partnership.

Dimension 2 Findings

The following survey data reflected in Figure 6.4 present evidence that participants agreed the school leadership team demonstrated compelling human leadership, particularly in relation to promoting and facilitating professional dialogical relationships with the range of participant stakeholders.

Figure 6.4*Practitioner View: Dimension 2—Human Leadership*

While the responses showed some variation across and within the human leadership elements covered by the question prompts, participants agreed that the principal and other leadership staff had provided human leadership in support of the partnership. Participants considered that the principal's focus on developing relationships with stakeholders was central to the success of the partnership. The quantitative data does not however, reflect participant awareness of the strong links between the principal's focus on developing relationships with capacity building and advocacy for student learning.

Through the analysis, the study identified key leadership practices used by the principal, aligned with each of the three elements for *Dimension 2: Human Leadership*.

6.2.4 Element 4 (D2 E4): Advocate for All Students

While the responses from each category of participant do suggest some variation in perceptions on human leadership, the survey data indicates that the principal and school leadership team advocated for the needs of all learners. The research highlighted the importance of human leadership behaviours, improving the social and academic outcomes of students (Robinson, 2011). A teacher educator stated:

You have been clear about your moral purpose, making good teaching happen for every child in every classroom, every day. Your motivation for continually building

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on the partnership has been extensive. I believe that your students have and will continue to benefit from their interactions with the PSTs (individual interview, 2012; teacher educator—Tje).

The collaborative nature of the partnership activities facilitated a shared vision for learning, one that addressed the needs of all students. As indicated by the following mentor comment, participants worked in teams on collaborative practitioner research projects, evaluating the impact of professional practice on student learning.

Your vision for the partnership has started to take shape through the nature of the interactions happening between the PSTs and students. We are beginning to see the benefits. PSTs are very much focused on improving learning opportunities for students... both in the classroom and out. My relationship with the PSTs is an extension of my commitment to the students. PSTs know that learning their names for a start, is a good start (mentor forum, 2011; mentor—Mkh).

Members of the leadership team upheld the school values in securing a just, safe, and orderly learning environment. Participants believed that the principal and school leadership team promoted a culture that valued and supported partnership participants. School leadership in collaboration with university personnel shared responsibility for monitoring all aspects of the partnership. Programs were differentiated and resources were strategically allocated to maximise student engagement. Partnership programs and practices addressed the diverse needs, abilities, and interests of students in a marginalised and disadvantaged SES school community.

6.2.5 Element 5 (D2 E5): Develop Relationships

Partnership participants agreed that the principal developed relationships with all partnership stakeholders. Involvement of the principal in research practices increased participant alignment with the school values and norms and the partnership objectives. Through a process of engaging in CPR, stakeholders were able to have input into the program's ongoing evolution and improvement. The building of relationships was based on substance and a shared commitment to student learning through evidenced-based practice.

Teachers see the benefits of taking part in action research projects. You [the principal] have even taken on a PhD, it actually shows that the university values us and our ideas. The ACPs are a big part of the partnership. We see the benefits of action research through supporting the PSTs across these projects (mentor forum, 2012; mentor—Mke).

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The interviews, group forums, and leadership discussions revealed many exemplars resulting from relationships within the school–university partnership.

As a result of my involvement in the partnership program and action research projects, I've learned to speak and work collaboratively (mentor forum, 2012; mentor—Mke).

For the principal, it was important to publicly support other schools in the network to strengthen the university engagement, building trust, and cooperation across the system. This was achieved through the principal, giving his full attention to others, making himself available and creating opportunities for informal interactions.

As the principal we saw that you took great pride in building a shared sense of community ... this was a big reason that attracted me to the job (PST forum, 2013; PST—Pme).

Participant views revealed that the principal's efforts were focused on fostering relationships, building on people's strengths and passions, and finding opportunities to enhance the quality of school programs. A PST wrote:

I just want to say "thank you" for your support, encouragement, and the opportunities you presented me with as a PST, who succeeded in getting the principal to dress up as Caesar as well as a fully-fledged classroom teacher who succeeded in getting the principal to dress up as King Tutankhamun and on another occasion play Medieval knights with the Year 8 ACE Class.

I always felt that you trusted me as a teacher and that allowed me to experiment, inquire and reflect on my practice in such a way that I am most proud of ... [you] enjoy the changes that you instil in those around you and the changes that you go through yourself (post-forum evaluation, 2013; PST—Pjs).

As indicated by the following teacher educator statement, participant capacity to adapt and compromise played a part in developing relationships based on mutual respect, a core value of the school community.¹⁸

My interpretation is one of compromise—mutuality, reciprocity, and respect. Building relationships is sometimes about showing that you are prepared to compromise. Commitment is not only about the technical or the cognitive dimensions; it is about the emotional investment. There has been a need to compromise by all parties (post-forum evaluation, 2013; teacher educator—Tje).

¹⁸ Participants' capacity to compromise and adapt was part of mediation of stakeholder interests and structures, a Main Analytical Theme that emerged from the research.

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The school principal actively encouraged and supported other participants to use established communication procedures and protocols; together with an openness to create innovative ways of communicating and building relationships for the long-term success of the partnership.

6.2.6 Element 6 (D2 E6): Develop Individual and Collective Capacity

The survey and interview responses reflect the emphasis that school leadership placed on building the individual and collective capacity of participants through engagement in the partnership. A distributed leadership model allowed a range of participants to demonstrate their commitment to the school vision, centred on students and their learning.

We've made decisions that demonstrate our commitment to each other. This has a powerful and moderating impact on the commitment of PSTs and their feeling that they are part of something really positive... making a real difference to students (mentor forum 2011, mentor—Man).

As the following PST coordinator's comments suggest, mentors believed there was a high correlation between the principal's strong visible presence in the activities of the partnership and mentor motivation to participate in and model effective mentoring strategies to PSTs.

We engaged in activities with you and (X) [the teacher educator] that directly affected the learning of others, from the PSTs to the students. Strategies were designed to support the teaching and leadership development of staff, and this flowed onto PSTs, showing initiative, and taking charge of activities' (post-conference evaluation form, 2012; PST coordinator / mentor—May).

Involvement in the educational partnership strengthened the school leadership structure and impact, enhancing the capacity of school leaders.

As leading teachers, we're assigned to a group of PSTs. You [the principal] built this responsibility into our position descriptions and performance plans. The additional role whilst demanding, improves our leadership skills. We can also see another group of aspirational leaders emerging in the school, willing to put their hands up and assist in supporting us and the PSTs (mentor forum, 2012; mentor—Mcy).

As suggested by the following mentor comment, capacity building within a high trust environment was directly linked to the principal's preparedness to delegate authority and empower others.

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It was a bold decision to partner with the university back in 2008 ... it was before I started at the school. You [the principal] were stretching the capacity of your leaders ... it made it public (mentor interview, 2011; PST coordinator / mentor—May).

Authority was actively distributed to others to undertake specific activities, designing strategies and processes that supported the leadership development of staff and the teaching expertise of PSTs. As suggested by the following coordinator's statement, school leadership's focus on capacity building had significant benefits for students and their learning.

The partnership has enabled us to identify and strengthen those conditions in classrooms across the school that actually facilitate quality teaching. The partnership has enhanced classroom, school and policy conditions for increased student engagement and connectedness (post-conference evaluation form, 2012; PST coordinator / mentor—May).

School leadership had a significant impact upon building the capacity of aspirational leaders, through effective coaching in an environment that focused on team performance. A teacher educator wrote:

The leading teacher at the school responsible for overseeing the program became a pivotal player in the ongoing development of the partnership who worked with high levels of goal congruence, clarity, and accountability to the ideals of the partnership. In addition, PSTs, working alongside their mentors became valuable resources for the school, both in the classroom and out of the classroom, such as the school production and athletics carnivals. I would say that this sense of ownership and commitment on the part of the school coordinator, whilst not unique to this school, has to be of a high quality (introductory questionnaire, 2012; teacher educator—Tje).

The research findings demonstrated the significant role of the principal and school-based PST coordinator as the main change agents, working with partners to improve student achievement, and assisting the university and school to grow together.

Summary Dimension 2: Human Leadership - Elements 4, 5 and 6

The analysis sought to link the partnership-associated practices reported in the data with the elements of human leadership defined in the *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). The analysis of the data relating to human leadership revealed seven practice exemplars

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contributing to the effectiveness of the partnership. Table 6.3 presents a summary of the associations.

Table 6.3*Leadership Dimension 2: Human Leadership—Elements and Practice Exemplars*

Leadership dimension		Leadership element		Leadership practice exemplar	
2	Human leadership	4	Advocate for all students	7	Formal and informal meetings of the principal with mentors and PSTs allow participants to evaluate the impact of professional practice on student learning.
2	Human leadership			8	The principal models to teachers and PSTs the importance of knowing students as people and as learners, including learning students' names and relating to students in the school "yard".
2	Human leadership	5	Develop relationships	9	School leadership creates the conditions for mentors, teachers, and PSTs to collaborate on action research projects.
2	Human Leadership			10	The principal makes himself available to meet with participants, creating opportunities for informal interactions with mentors, PSTs, and school students.
2	Human leadership			11	The principal actively participates in PST teaching activities including "role play".
2	Human leadership	6	Develop individual and collective capacity	12	School leadership establishes participative decision-making processes involving the principal, mentors, and teacher educators to effectively integrate the partnership within the school program.
2	Human leadership			13	School leadership develops an aspirational leadership program directed at "middle leaders", ensuring succession and additional mentoring opportunities at the school.

The findings demonstrated that a distributed model of school leadership fostered collective responsibility for the outcomes of the partnership. The partnership contributed to leadership development in staff, including leading teachers, mentors, and aspirant leaders. Mentor leadership capabilities had a significant impact upon the quality of the PST practicum experience, supporting the ongoing success of the partnership. PST views reflected the significant role of mentoring in giving, receiving, and interpreting feedback.

An important aspect of the research, from the perspective of the school principal, was to ensure that participants felt valued and supported to contribute to the partnership. A focus on human leadership centred on maintaining high expectations in an environment that was safe, just, and inclusive, developing relational trust among partners. This was

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particularly significant given the large-scale investment in human resources on the part of the school, plus the university focus on diversity and access to excellence.

Section 6.2 of Chapter 6 identified leadership practices of the school principal reflective of *Dimension 2: Human Leadership*. Section 6.3 of Chapter 6 identifies practices of the school principal relating to *Dimension 3: Educational Leadership* and the three corresponding elements presented in the leadership framework.

6.3 Dimension 3 (D3)—Educational Leadership

The research organised survey and interview questions around the three prompts of educational leadership derived from *The Development Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). Dimension 3 of the leadership framework comprised of three elements as presented in Table 6.1 of the introduction. First, each of the three elements of Dimension 3 will be defined in the context of the partnership and examples of the practices generated during the partnership presented.

Element 7: Shape Pedagogy

The school–university partnership enabled the school leadership team to improve the pedagogical practices in the school; inspiring a collective effort to better connect teaching actions with student learning. This instructional leadership goal was achieved through improving the frequency and quality of teacher observations, interactions, and reflective practice. A pedagogical model was developed, trialled, and tested that linked the way that curriculum was envisaged, developed, documented, practised, experienced, and evaluated. School leadership used student learning data to demonstrate the impact of changed / alternative pedagogical practice on student learning and engagement. A number of adaptive leadership actions were taken to improve the quality of teaching and learning, including:

- The principal and leading teachers were actively involved in professional dialogical discussions about pedagogical practices to improve student learning.
- PSTs observed practice and collected and analysed data about routines and protocols to support teaching and student learning.

Element 8: Focus on Achievement

Participants considered that the principal's focus on transformational change was closely connected to pedagogical improvements in the classroom. Links between conditions for learning and school improvement were considered as recursive relationships (Geijsel & Meijers, 2005). Participants concurred that the principal's vision, ideals, and overarching

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focus on improving student outcomes through the partnership was clearly defined, shared, and communicated with the broader community. The main improvement initiative set up by school leadership included:

- an induction program that was focused on student engagement, wellbeing, and learning, enabling PSTs to know students as people and as learners.

Element 9: Promote Inquiry and Reflection

The focus on inquiry and reflection provided participants with opportunities to explore a rich variety of topics to develop their understandings of the school improvement agenda, in the context of the broader education system. This developed clarity about people's roles and responsibilities, being part of this joint venture. Inquiry and reflection galvanised participants around a shared moral purpose, one that demonstrated a fundamental belief that all students could learn and succeed; additionally, one that viewed parents and community members as partners, not adversaries. The main strategies for promoting inquiry and reflection were:

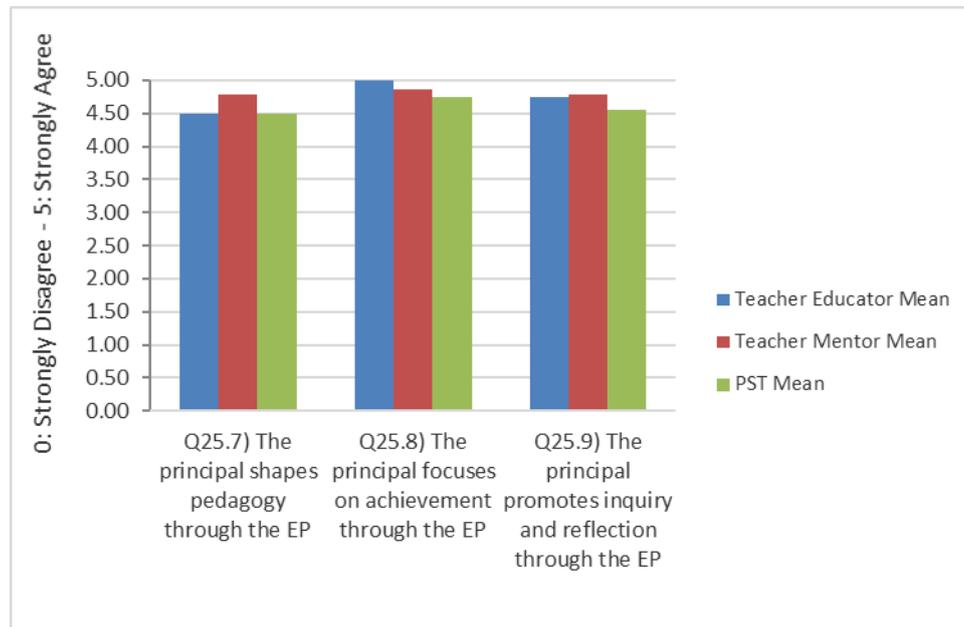
- The principal modelled the importance of practitioner research, encouraging PSTs to reference research material.
- School and university leadership encouraged inquiry into PST experiential and situated learning.
- PSTs' ACPs were aligned with the school AIP and planned, evaluated, and documented in support of the school improvement and the quality of student learning experiences.

Dimension 3 Findings

The following survey data reflected in Figure 6.5 present evidence that the partnership participants agreed that school leadership demonstrated outstanding educational and instructional leadership.

Figure 6.5

Practitioner View: Dimension 3—Educational Leadership



While the responses showed some variation across and within the educational leadership elements covered by the question prompts, the partnership participants broadly agreed that the principal and, through attributions, members of the school leadership team had provided outstanding educational leadership in supporting the partnership. The instructional leadership focus ensured that professional learning interventions were linked to improvements in both teaching practice and program effectiveness. Participants also agreed that a focus on achievement was enabled through teaching observations combined with feedback and reflective practice. The following mentor comment highlights the role of school leadership in promoting inquiry and reflection.

Our focus on inquiry learning informed the nature of my interactions with PSTs and with other mentors. I honed my skills around active listening and being present in conversations. At leadership meetings, we focus on this too (individual interview, 2013; mentor—Mra).

Participants considered that through the partnership, the principal helped shape the pedagogical practices of the school. Through the analysis, the study identified key leadership practices used by the principal and members of the leadership team that were aligned with each of the three elements for *Dimension 3: Educational Leadership*.

6.3.7 Element 7 (D3 E7): Shape Pedagogy

Participants strongly agreed that the principal shaped pedagogy through leading the partnership. It was considered that school leadership, particularly the principal, inspired a

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compelling vision for change in the way that curriculum was envisioned, developed, taught, and assessed. An evidence-based instructional model was developed through participant commitment to research, practice, feedback, and reflection; part of the school focus on improving the quality of teaching and learning. The school-based PST coordinator wrote:

In the early period, we were able to identify and then reduce the impact of those conditions that hindered student engagement and progress (post-conference evaluation form, 2013; PST coordinator / mentor—May).

There were three central considerations that underpinned the school instructional leadership focus to address the learning needs, abilities, and interests of students: (a) a guaranteed and viable curriculum in respect of what was taught; (b) evidenced-based pedagogical practices that empowered students and developed learner agency; and (c) assessment practices based on a diagnostic and differentiated understanding of what and how students learned.

As indicated by the following PST statement, leadership practices engaged teachers, PSTs, and teacher educators in professional discussions about effective teaching and learning.

Teams of teachers led by your leading teachers help us with expectations around the way that curriculum should be planned... that's suited to the students, our ACPs really focus on this work (PST forum, 2011; PST—Pne).

As highlighted by the following mentor comment, PST observations of practice helped to reinforce the value of teaching and learning protocols.

Reviewing the consistency of teaching practices is an important part of PST work. Through observing practice, PSTs collect and analyse data on how we use routines and protocols to engage our students... we've actually made changes to the look of the school day based on this data (mentor forum, 2012; mentor—Mcy).

PSTs were effectively integrated into a whole school effort to monitor and ensure consistency of curriculum implementation.

6.3.8 Element 8 (D3 E8): Focus on achievement

The survey responses reflected participant endorsement of the time and energy given by the principal to participants and the activities of the partnership, as part of an overarching focus on student achievement.

At the induction program you [the principal] set the context for the PSTs. You focused on student achievement by setting clear expectations. PSTs gained a clear understanding of the vision of the school and your advocacy of site-based teacher

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education. By setting the agenda of our ACPs you showed PSTs the value of inquiry ... in coming up with solutions to school-based challenges (teacher educator interview, 2012; teacher educator—Tje).

Participants believed that the ideals and goals of the partnership were defined and shared with all members of the school community, including parents and partners, with an all-embracing focus on student achievement.

6.3.9 Element 9 (D3 E9): Promote inquiry and reflection

The survey responses reflected the emphasis that school leadership, particularly the principal, placed on inquiry and reflection, involving participants in the ongoing monitoring and evaluation of partnership activities and classroom practices. A teacher educator wrote:

‘The principal’s commitment to practitioner research and inquiry has encouraged teachers and PSTs to reference research material to promote the intellectual exploration of educational theory and has supported them to experiment with a range of strategies to improve their practice’ (introductory questionnaire, 2012; teacher educator—Tje).

As suggested by the following teacher educator statement, the principal’s participation in dialogical discourse promoted participative decision making and discussions around the impact of partnership practices on student learning growth.

The PhD research enabled ongoing evaluation and development of the site-based model of teacher education at the school. The PhD research supported professional collaborations, presentations, and educational publications. Specifically, the research mechanism provided continued support for mentors, including report writing and planning time; it enabled continued availability of resources, for example, ICT within the classroom to collect observation data (introductory questionnaire, 2012; teacher educator—Tje).

As put forward by this PST (see statement below), school leadership’s focus on reflective practice helped to exemplify an inquiry model of teaching and learning, extending to co-curricular activities.

My involvement with camps and excursions enabled me to observe and reflect on many aspects of Middle Years inquiry. One such insight was the role of inquiry in community partnerships, including the experiences that occur beyond the classroom and how they can result in valuable experiential learning and insights into the profession (introductory questionnaire, 2013; PST—Pkn).

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Four elements of inquiry and reflection surfaced through discussions with participants, including:

- (a) inquiry and reflection into ethical practices—the extent to which ethical practices were modelled by school leaders which in turn, enabled participants to function ethically and safely in the context of the partnership
- (b) inquiry and reflection into administrative practices—the extent to which the principal exerted influence on the types of structures and processes that both respected and effectively utilised participant use of time
- (c) inquiry and reflection into cultural practices that were born out the school context
- (d) inquiry and reflection into the school improvement practices.

Summary Dimension 3: Educational Leadership - Elements 7, 8 and 9

The analysis sought to link the partnership-associated practices reported in the data with the elements of educational leadership defined in the *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). The analysis of the data relating to educational leadership revealed six practice exemplars contributing to the effectiveness of the partnership. Table 6.4 presents a summary of the associations.

Table 6.4*Educational Leadership Dimensions, Elements and Practice Exemplars*

Leadership dimension		Leadership element		Leadership practice exemplar	
3	Educational leadership	7	Shape pedagogy	14	The principal and leading teachers are actively involved in professional dialogical discussions with PSTs about pedagogical practices to improve student learning.
3	Educational leadership			15	PSTs observe practice, collect, and analyse data about routines and protocols to support teaching and student learning.
3	Educational leadership	8	Focus on achievement	16	School leadership develops a PST induction program that is focused on student engagement, wellbeing, and learning, enabling PSTs to know students as people and as learners.
3	Educational leadership	9	Promote inquiry and reflection	17	The principal models the importance of practitioner research, encouraging PSTs to reference research material.
3	Educational leadership			18	School leadership works with university staff to encourage inquiry into PST experiential and situated learning.
3	Educational leadership			19	PST Applied Curriculum Projects (ACPs) are aligned with the school Annual Implementation Plan (AIP) and planned, evaluated, and documented in support of school improvement and quality student learning experiences.

The analysis revealed that the leadership practices of school leaders helped practitioners to use evidence to support and drive change. The principal led and framed reflective conversations on formal school-based data including teacher and PST reflections on classroom practice. Participants agreed that leadership staff, including the principal, used multiple forms of data to support and improve the quality of teaching and learning, with an overall focus on student achievement.

An important aspect of the research indicated the role of feedback and multiple sources of data, informing the school strategic focus on achievement. PSTs became an integral part of the ways that data was captured, collated, analysed, and presented to inform professional practice, improving the school's capacity to evaluate the impact of practice on student learning. The partnership's emphasis on data collection and analysis also allowed the school principal to meet Departmental requirements in reporting the school's performance, accountability, and compliance.

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The principal set up the learning architecture, facilitating participant interactions based on how participants learned best. Participant understandings about effective teaching and student learning, were shared readily. Participants considered that leadership practices within the school ensured that the school’s teaching and learning model was underpinned by shared beliefs. Participant collaborations ensured consistency of implementation, including the development of a common language that informed the way that teaching and learning were discussed and evaluated.

The PSTs’ ACPs were aligned with the goals set out in the school AIP and focused on improvements in student learning. Leading teachers integrated these PST inquiry projects within the structures and practices of the school. The principal called initial, mid and end cycle meetings with leading teachers, mentors, teacher educators and PSTs to establish, implement and evaluate the progress and achievements of the ACPs. Following the evaluation, PSTs presented the findings and recommendations from their inquiries at whole staff meetings. Leading the partnership enabled the principal to connect participant contributions to whole school outcomes.

The school principal acknowledged and rewarded participants for their contributions to the school reform effort and improvements in teaching and learning. By doing this verbally at staff briefings and meetings, the principal promoted synergies between individual’s efforts and school wide outcomes. Partnership participants were focused on achieving success for all students. The school utilised the PST inquiry projects to examine the impact of the school’s instructional model on the learning needs of disadvantaged students. Mentors worked alongside teacher educators supporting teams of PSTs, observing, and collecting evidence to evaluate impact upon student learning. The evaluation of classroom practices determined the professional learning needs of PSTs and mentors that drove further change.

Section 6.3 of Chapter 6 identified leadership practices of the school principal reflective of *Dimension 3: Educational Leadership*. Section 6.4 of Chapter 6 identifies practices of the school principal relating to *Dimension 4: Symbolic Leadership* and the three corresponding capabilities presented in the leadership framework.

6.4 Dimension 4 (D4)—Symbolic Leadership

The research organised survey and interview questions around the three prompts of symbolic leadership derived from *The Development Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). Dimension 4 of the leadership framework comprised of three elements as presented in Table 6.1 of the introduction. First, each of the three elements of Dimension 4 will be defined in the context

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of the partnership and examples of the practices generated during the partnership presented.

Element 10: Develop and Manage Self

The partnership provided the school principal with an opportunity to develop an enhanced professional community. A capacity to develop and manage self, generated a culture of high relational trust among participants. Interpersonal respect, regard for self and others, competency in the role and personal integrity were viewed by participants as essential characteristics of effective symbolic leadership (Robinson, 2013). A capacity to effectively manage self and others was a strong indicator of the principal's capacity to develop relational trust among participants (Robinson, 2011). The main actions taken in developing and managing self and others were:

- The principal demonstrated a strong visible presence in partnership learning activities, including camps and excursions.
- The principal was active in planning and monitoring the success of the partnership, especially through his own practitioner research.

Element 11: Align Actions With Shared Values

It was necessary for the principal as the “partnership lynchpin” (Kruger et al., 2009, p. 9), to lead by example. Leading by example, allowed the principal to demonstrate congruence between words and actions, a hallmark of effective symbolic leadership. It was essential to use and reinforce well defined and defensible models and processes to ensure the school's values were reflected in the partnership's practices.

Symbolic leadership practices encouraged participants to act in accordance with the school values. It was important to continually articulate the vision of the school and the purpose of the partnership, by explaining the basis upon which decisions were made, continually modelling, and promoting behaviours that reflected the aspirations of the partnership. The main ways that school leaders aligned their actions with the shared values of the school were:

- The principal routinely went out into the school yard before school, at recess and lunch breaks to greet and “chat” with students, encouraging respectful relationships.
- The principal used effective communication skills at formal staff briefings and meetings as part of setting goals and expectations, aligning participant actions with the school vision and improvement agenda.

Element 12: Create and Share Knowledge

Leadership included promoting the value of public education and maximising the access of all students in the network of schools to quality educational provision. Mentoring practices became explicit and highly visible across the network of partnership schools. A Master of Education program was established at the school as an affirmation of the role of the school–university partnership in creating and sharing knowledge. Mentors worked with colleagues in other schools and across the system to generate and share knowledge aligned with best and next practice, reinforcing the success of the partnership. A positive school climate reflected the impact of symbolic leadership on developing positive attitudes towards innovation and risk. The main strategies for creating and sharing knowledge were:

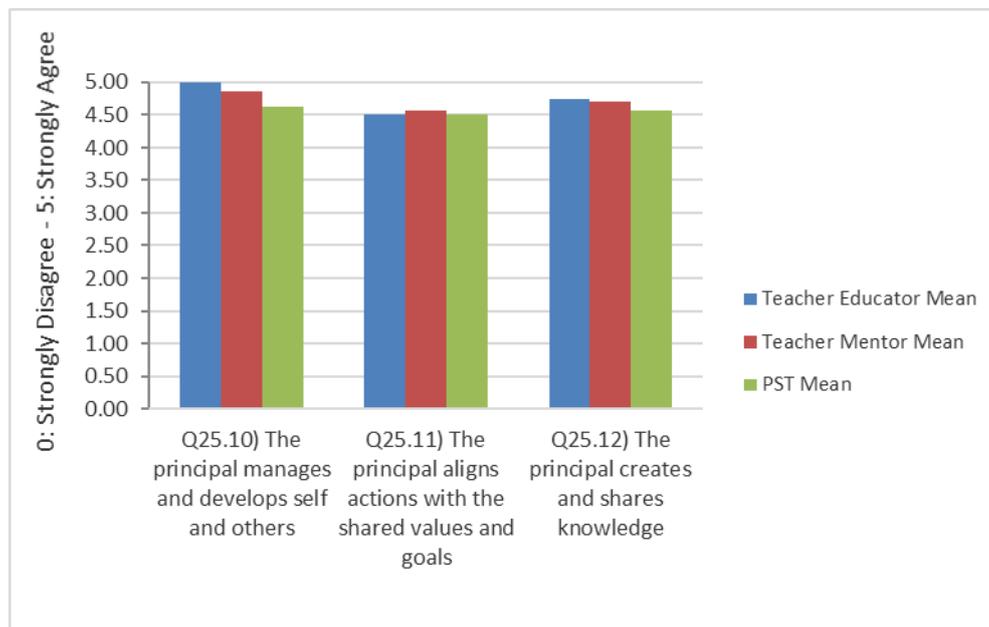
- Space was created in the professional learning schedule for teaching observations and practical demonstrations, enabling PSTs to gather and analyse data.
- PSTs and mentors discussed observations in small group meetings.
- The principal’s participation in practitioner research encouraged PST innovation through trial and error.

Dimension 4 Findings

The survey data presented evidence that partnership participants agreed that school leadership, particularly the principal, had demonstrated visible symbolic leadership. The following survey data reflected in Figure 6.6 present evidence that the partnership participants agreed that the administration of the school demonstrated strong, visible, and consistent symbolic leadership based on the values of the school.

Figure 6.6

Practitioner View: Dimension 4—Symbolic Leadership



While the responses showed slight variation across and within the symbolic leadership elements covered by the question prompts, the partnership participants broadly agreed the principal and other members of the school leadership team had provided strong symbolic leadership in support of the partnership. An important aspect of the research, from the perspective of the principal, was to ensure that research methodology was inclusive and had a positive impact upon participant engagement and learning. This was particularly significant given the university commitment to both the partnership and research outcomes, as well as the Department endorsement of the principal’s practitioner research as part of developing a world class education system (Department of Education and Early Childhood Development, 2012b, 2014).

Through the analysis, the study identified key leadership practices used by the principal that were aligned with each of the three elements for *Dimension 4: Symbolic Leadership*.

6.4.10 Element 10 (D4 E10): Develop and Manage Self

Partnership participants strongly agreed that the principal managed and developed self and others through the activities of the partnership. Qualitative data reflected that the principal and school leadership team communicated and modelled the importance of respect for self and others, and a consideration of participant emotional, physical, and spiritual wellbeing. A PST commented:

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As the principal, you took an active interest in my professional development and showed a genuine concern for how as a group we were travelling. I think it's about making sure we're job ready (PST forum, 2013; PST—Pkn).

Participants concurred that the principal's focus on developing relationships helped to facilitate high levels of relational trust, reciprocity, and mutual respect among participants (Duling, 2013; Kruger et al., 2007; Kruger et al., 2009). As suggested by the following PST comment, participants agreed that the principal's strong visible presence among partnership stakeholders and across a range of partnership experiences had a significant impact upon the success of the partnership.

Seeing you come along and have breakfast with us at the Year 9 City Experience meant a lot to your kids. Even for us PSTs, it showed us that you valued our contributions. Getting involved in the activities, walking around the Vic. (Victoria) Market, and buying ingredients for dinner against a set budget, it was so "hands-on" (PST forum, 2012; PST—Pnk).

Participant responses reflected their endorsement of the principal's engagement in leadership practitioner research as a sign of deep commitment to personal and professional development as well as school and system improvement. Participant preparedness to engage in the principal's PhD study indicated their endorsement of the research project as a way to have input into improved structures, processes, and programs at the school.

6.4.11 Element 11 (D4 E11): Align Actions With Shared Values

The survey responses reflected the significant value that members of the school leadership team placed on behaviours and actions that exemplified the values of the school and the goals of the partnership.

In the site-based seminars our lecturers frequently brought up the fact that you, as the principal, go out to the yard and talk to the kids at recess and lunch. I think that is really powerful in terms of showing the school community what you value most (PST forum, 2012, PST—Pkn).

The following student statement indicates participant recognition of the principal's visible presence in the activities of teachers, PSTs, and students.

You always support us, and when we see you, you chat to us and show interest in us as people, and we really appreciate it. Thanks for being our principal (post-forum evaluation, 2011—Sjs).

Characteristics of symbolic leadership also included effective communication skills, a propensity for ongoing evaluation and goal setting and the modelling of “professional behaviours” (Kruger et al., 2009, p. 73). A teacher educator commented:

Coming to Morning Briefings had a settling influence on us all. PSTs got a sense that they were wanted around the place ... having the teachers introduce themselves by name with their roles and responsibilities made things really clear; it gave the PSTs an “in” (triangulation case conference, 2012; teacher educator—Tje).

As the following teacher educator comment suggests, the views of participants reflected an awareness of the symbolic leadership characteristics shown by the principal, which included the modelling of professional practice and expectations across the school.

Participation in the project partnership from the beginning provided a vehicle for you [the principal] to show consistent and positive modelling of professionalism, a necessary element of effective symbolic and cultural leadership (triangulation case conference, 2012; teacher educator—Tje).

Participants acknowledged that the principal’s focus on protocols and consistent professional behaviours helped to promote order, routine, and a solid work ethic among partnership participants.

6.4.12 Element 12 (D4 E12): Create and Share Knowledge

Partnership participants consistently agreed that school leaders created and shared knowledge through their involvement in the partnership. The survey responses reflected the emphasis that school leadership, particularly the principal, had on the primacy of new knowledge that emerged from the partnership.

The principal’s engagement in practitioner research sharpened the partnership focus on improving best practice as well as innovating next practice (Fullan, 2016). The resolution of technical problems resided in the principal’s capacity to engage in the socially complex work of transformational and instructional change. Teaching observations and practical demonstrations enabled participants to gather and collate data. Through engaging in and leading post observation briefings, new knowledge was created and shared in pursuit of best and next practice. A mentor stated:

When we talk about our observations in small groups with the PSTs, I notice that you punctuate the discussions with questions around wonderings, challenging us to describe exactly what we see ... to think about what’s different and how the change in practice has an impact ... questions like “What is the teacher saying and doing that engages the students in learning?” (individual interview, 2012; mentor—Mcy).

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Engagement in collaborative and ethical practices centred on knowledge creation as part of developing a high-performance education system. Knowledge of curriculum, pedagogy and assessment was considered by participants as essential pre-requisite knowledge for school leaders. The challenging work of school leadership resided in the socially complex work of facilitating coaching conversations, inquiring into wonderings, challenging misconceptions, and addressing behaviours deemed as unprofessional.

Summary Dimension 4: Symbolic Leadership—Elements 10, 11 and 12

The analysis sought to link the partnership-associated practices reported in the data with the elements of symbolic leadership defined in the *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). The analysis of the data relating to symbolic leadership revealed seven practice exemplars contributing to the effectiveness of the partnership. Table 6.5 presents a summary of the associations.

Table 6.5

Symbolic Leadership Dimensions, Elements and Practice Exemplars

Leadership dimension		Leadership element		Leadership practice exemplar	
4	Symbolic leadership	10	Develop and manage self	20	The principal demonstrates strong visible presence in partnership learning activities including camps, excursions, and field trips.
4	Symbolic leadership			21	The principal is actively involved in planning and monitoring the success of the partnership, especially through his own practitioner research.
4	Symbolic leadership	11	Align actions with shared values	22	The principal routinely goes out into the school yard before school, at recess and lunchtime breaks to greet and “chat” with school students, encouraging respectful and positive relationships.
4	Symbolic leadership			23	The principal uses effective communication skills at formal staff briefings and meetings as part of setting goals and expectations’ aligning participant actions with the school’s values and improvement agenda.
4	Symbolic leadership	12	Create and share knowledge	24	School leadership creates space in the professional learning schedule for teaching observations and practical demonstrations, enabling PSTs to gather data.
4	Symbolic leadership			25	PSTs and mentors discuss observations in small-group meetings.
4	Symbolic leadership			26	The principal’s participation in practitioner research and learning encourages PST innovation, trial, and error.

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Participant responses indicated that the principal's active involvement in the partnership demonstrated a capacity to create and share new knowledge, serving its goals and priorities. Symbolic leadership was evident through the principal's active engagement in practitioner research and the activities of the PSTs. This reflected the principal's commitment to developing and managing himself as a school and system leader.

Participants considered that the principal's symbolic leadership capabilities encouraged innovation through the pursuit of teaching strategies that connected students to learning, based on evidence and initiatives born out of action research. The partnership provided a platform on which participants could engage proactively with the local community, as part of advocating for public education and the value of school–university partnerships.

The school principal led by example, practising workplace habits and routines that sustained a strong visible presence in supporting participants, modelling the critical role of engagement in the school improvement process. The principal's engagement in practitioner research reflected a commitment to personal and professional growth as a school and system leader. Underpinned by a passion for high quality public education, strong symbolic leadership included actions that galvanised and motivated staff. Participants found confidence to mobilise their skills and effort to accomplish what they had set out to achieve.

Through leading practitioner research, the principal collaborated with partnership participants, in sharpening their focus on improving practice through sustained innovation, trial and error. The principal's commitment to innovation was reflected in "big picture" thinking with attention to context and organisational details, ensuring change had enduring impact. Communication of the school's short-term targets and implementation strategies at staff meetings, referenced longer term goals and outcomes. Participant commitment to the objectives of the partnership was recognised through the celebration of achievement milestones, demonstrating the principal's commitment to valuing participants and building capacity.

Section 6.4 of Chapter 6 identified leadership practices of the school principal reflective of *Dimension 4: Symbolic Leadership*. Section 6.5 of Chapter 6 identifies practices of the school principal relating to *Dimension 5: Cultural Leadership* and the three corresponding elements presented in the leadership framework.

6.5 Dimension 5 (D5)—Cultural Leadership

The research organised survey and interview questions around the three prompts of cultural leadership derived from *The Development Learning Framework for School Leaders*

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(Department of Education and Early Childhood Development, 2007). Dimension 5 of the leadership framework comprised of three elements as presented in Table 6.1. First, each of the three elements of Dimension 5 is defined in the context of the partnership and examples of the practices generated during the partnership are presented.

Element 13: Shape the Future

Cultural leadership involved mobilising members of the communities of practice around aspirational goals for improved student engagement and performance. Cultural leadership imbued a collective sense of responsibility for school improvement. This led to a culture where participants worked together to improve student learning and achievement. The main actions taken to shape the future of the school were:

- Adaptive leadership practices catered for local challenges within Department (of Education) accountabilities.
- Action research addressed educational challenges associated with educating students from less advantaged communities.

Element 14: Develop a Unique School Culture

Cultural leadership involved using the school customs to enhance participant connectedness to the school. Leaders would actively draw on expertise within the university to extend their reach and enrich the school program. Through the partnership, school leadership developed a unique school culture of participation and excellence based on mutual respect. As a “culture maker” (Fullan, 2016), the leadership practices of the principal empowered teachers to lead with a strong focus on student learning. These practices built strong lines of accountability between mentors and PSTs working in teams committed to one another and their students. The main practices used to develop the school unique culture to enhance participant connectedness were:

- The partnership brought mentors, PSTs, and teacher educators together to work on real issues to do with supporting student wellbeing, engagement, and learning.
- A school culture was developed of risk and innovation and participant preparedness to make mistakes and be curious as they connected with the school and students.

Element 15: Sustain Partnerships and Networks

Cultural leadership entailed communication with university stakeholders to build alliances to support the school vision. Cultural leadership involved coaching and mentoring other leaders in the school and beyond the school in the use of influencing strategies. A range of approaches were used to secure the commitment of others, including the use of logical arguments, making explicit links between improvement strategies and the learning of

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students. The principal strategically allocated the partnership resources to achieve the school goals and priorities. The main strategies used by the principal to sustain partnerships and networks were:

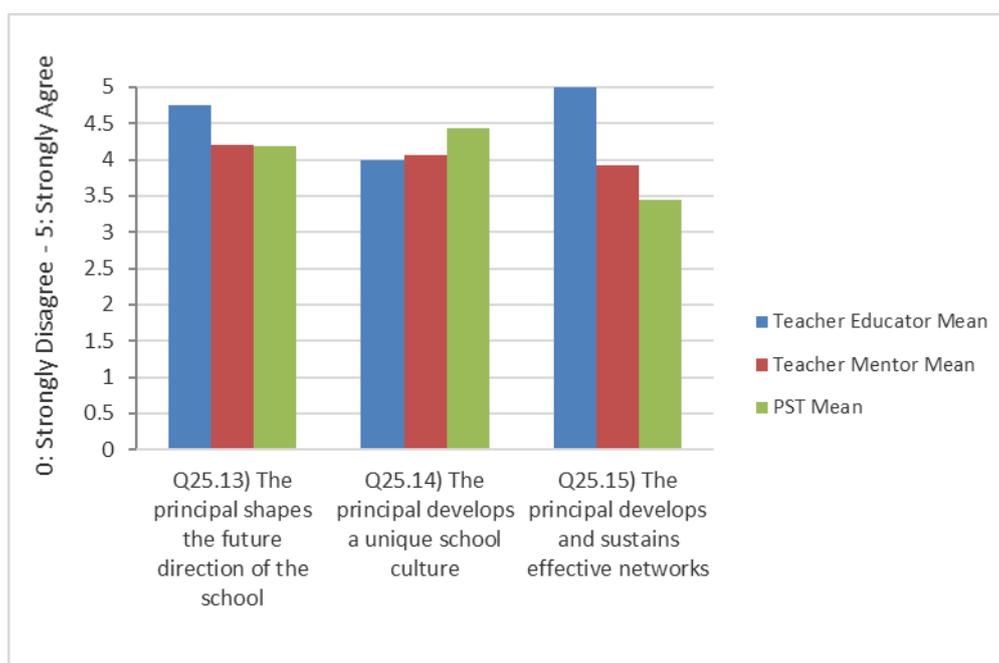
- The principal spoke about and promoted the partnership at the Department principal network meetings and the university School of Education Reference Group (SERG) forums.
- The principal enabled the school participation in an Australian Research Council (ARC) funded practitioner research project on accessing “funds of knowledge” (Zipin, 2013) within the local school community.

Dimension 5 Findings

The survey data presented evidence that partnership participants agreed that school leadership had demonstrated compelling and accessible cultural leadership. The following survey data reflected in Figure 6.7, present evidence that the partnership participants agreed that the administration of the school demonstrated visionary and inclusive cultural leadership in support of the partnership and future trajectory of the school.

Figure 6.7

Practitioner View: Dimension 5—Cultural Leadership



While the responses showed some variation across and within the cultural leadership elements covered by the question prompts, participants broadly agreed the principal and other leadership staff had provided coherent cultural leadership in support of the partnership.

An important aspect of the research, from the perspective of school principal, was to ensure that involvement in the school–university partnership both strengthened the school culture, establishing the vision and future direction of the school and empowering participants to make a difference in the learning of students. Visionary cultural leadership played a large part in connecting the school with the community, creating a clear educational purpose, based on equity and access to excellence; decisively linking the activities of the partnership with the strategic direction of the school.

Through the analysis, the study identified key leadership practices used by the principal that were aligned with each of the three elements for *Dimension 5: Cultural Leadership*.

6.5.13 Element 13 (D5 E13): Shape the Future

Partnership participants considered that the principal shaped the future direction of the school through involvement in the partnership. Participants agreed that the principal and by delegation, other members of the school leadership team, communicated the school vision; in particular, the important role of the partnership in transforming and improving the school. Participants determined that as a cultural leader, the principal was decisive and had a clear vision and direction for the future. As the following teacher educator statement reflects, there was a link between the activities of the partnership and the long-term vision of the school as a professional learning community.

The impact on school culture and staff has been complex. The program has received strong support from school leadership which has provided strong focus and direction. The Principal and leading teacher team encourage and support a professional development culture and see the partnership as an extension of this priority and focus ... building a strong level of trust from partners (introductory questionnaire, 2011; teacher educator—TJe).

Adaptive leadership practices of the partnership resulted in new knowledge. Increasing student achievement had been at the forefront of school and system reform for an extended period. Increasingly, schools and their educators were being called upon to raise academic standards to the highest level in history, with common core standards that aligned with state, national and international benchmarks (Jensen et al., 2011). Taking on the educational partnership countered the normalising influence that such an accountability regime may have had on the school's Administration. Strategies to improve student outcomes were born out of action research projects that sought to address challenges associated with educating disadvantaged students in a low socio-economic status (SES)

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school community. The school–university partnership was animated by cause and rooted in the school’s history and milieu (Leadbeater, 2017). The partnership assisted the school’s leadership to shape its own future.

6.5.14 Element 14 (D5 E14): Develop a Unique School Culture

Partnership participants agreed that the school principal developed a unique school culture through engagement in the partnership. Participants considered that as a cultural leader, the principal was responsive to the developmental demands and needs of the learning community as a unique entity. Cultural leadership involved formally recognising the efforts and achievements of individuals and teams, reinforcing the attainment of school and partnership goals. A PST noted:

The partnership brought us together to work on real issues ... to help us with our teacher preparation. I like the culture of the school and feel that I am part of it (PST forum, 2012; PST—PKh).

Cultural leadership involved the ability to act with responsibility as a catalyst for change, showing a pragmatic understanding that change required flexibility, time, training, trust, and tangible support. The partnership played an important role in supporting cultural and pedagogical change and improvement at the school (Eckersley et al., 2011, p. 70).

As the following teacher educator comment suggests, venturing into a school–university partnership simultaneously strengthened the school improvement processes.

We were hearing things about the changes going on at (X) [name of school]. We thought that you would be interested in pursuing a partnership as part of your focus on school improvement. You could sense that the school was going through a period of enormous change and renewal. I got a sense of this as soon as I arrived (individual interview, 2011; teacher educator—Tje).

Cultural leadership had a profound influence on participant preparedness to connect to each other and the school. This involved the courage to make mistakes and be curious about the nature of their own and others’ lived experiences.

6.5.15 Element 15 (D5 E15): Sustain Partnerships and Networks

Teacher educators and to a slightly lesser extent mentors strongly agreed that the principal developed and sustained effective networks and partnerships through involvement in the partnership. Not surprisingly, PST acknowledgement of the principal’s level of involvement in developing and sustaining networks and partnerships was, comparative to other participant groups, quite limited. Teacher educator survey responses reflected the

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university understanding and acknowledgement of the principal’s dedication to the partnership. In support of this contention, a teacher educator stated:

There is now a shared vision across the network of schools in terms of the purpose of university partnerships in schools. Together, we have helped to promote this. The idea of what a successful partnership looks like has really come to the fore here. It relies heavily on the value of collaboration (triangulation case conference, 2012; teacher educator—Tje).

This teacher educator view re-affirmed the significant role of the principal in sustaining an effective school–university partnership. The survey responses reflected the emphasis that school leadership placed on the school–university partnership in supporting the needs of the school and the learning of students.

Cultural leadership involved working with university academics to advocate for school–university partnerships in other schools and networks of schools. A teacher educator acknowledged that there were “opportunities to develop the model in other schools and clusters/precincts of schools—and again the significance of strong partnerships in supporting scalability” (Eckersley et al., 2011, p. 68). As suggested by the following PST comment, participants recognised that the partnership provided a vehicle in which school leaders could make a significant difference in the school and across the network of schools.

Leaders in the school looked to make important links with their primary school colleagues, through which to strengthen the partnership model, generating further opportunities for Bachelor of Education students about teaching strategies that could help with student transition (introductory questionnaire, 2012; PST—Pjs).

Participants considered the principal’s position to be unambiguous when it came to providing the best possible conditions in which students could thrive. Participants agreed that school leaders created an environment where committed and highly competent teaching staff knew their students extremely well. The objective of creating a strong school culture was strengthened through the school–university partnership. An Australian Research Council (ARC) grant (Brennan, 2006; Zipin, 2013) attracted to the school–university partnership reflected the principal’s preparedness to take affirmative action to maximise the engagement of all sections of the school community in the life of the school.

Summary Dimension 5: Cultural Leadership—Elements 13, 14 and 15

The analysis sought to link the partnership-associated practices reported in the data with the elements of cultural leadership defined in the *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). The

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analysis of the data relating to cultural leadership revealed six practice exemplars contributing to the effectiveness of the partnership. Table 6.6 presents a summary of the associations.

Table 6.6*Cultural Leadership Dimensions, Elements and Practice Exemplars*

Leadership dimension		Leadership element		Leadership practice exemplar	
5	Cultural leadership	13	Shape the future	27	The adaptive leadership practices of the principal cater for local challenges within Department of Education accountabilities.
5	Cultural leadership			28	Action research projects address challenges associated with educating students from a relatively disadvantaged school community.
5	Cultural leadership	14	Develop a unique school culture to enhance participant connectedness	29	The partnership brings mentors, PSTs, and teacher educators together to work on real issues to do with supporting student wellbeing, engagement, and learning.
5	Cultural leadership			30	Through the partnership, school leadership develops a school culture of risk and innovation, enhancing participant preparedness to make mistakes and be curious as they connect with students and the school community.
5	Cultural leadership	15	Sustains partnerships and networks	31	The principal speaks about and promotes the partnership at Department Principal Network meetings and university School of Education Reference Group forums.
5	Cultural leadership			32	The principal enables the school to participate in an Australian Research Council (ARC) funded practitioner research project on “funds of knowledge” within the local school community.

Participants considered that the principal showed a decisive and visionary style of leadership, linking the activities of the partnership with the direction of the school. School leadership practices connected participant contributions to the activities of the partnership with improvements to the school as a whole, creating a vibrant self-sustaining professional learning community.

The school–university partnership was a vehicle in which the principal shaped the future of the school. Decisive and visionary leadership valued the contributions of participants, creating a unique school culture based on values of inclusivity, diversity, excellence, and mutual respect, with genuine links between the school and the broader community. The leadership practices of the principal connected participant commitment

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and contributions with the creation of a vibrant self-sustaining professional learning community, a community which focused on individual and collective growth (Duling, 2013).

Through the partnership, the principal's adaptive leadership practices catered for local challenges within Departmental accountabilities; born out of an understanding of the school and broader community resources and strengths. There was an acknowledgement of the Department emphasis on raising student outcomes, while using the partnership to promote an alternative discourse about student achievement.

The school–university partnership demonstrated an inventive approach to counter the potentially normalising and constraining accountabilities within a performance focused regime. In the context of raising the academic standards of the school, the principal applied critical reflexivity in joining with the university to develop a large-scale innovation program. Discursive practices were employed to counter the impact of the system's focus on compliance. An alternative discourse which was born out of this university partnership, helped to define the school course of action.

Issues such as student truancy, challenging student behaviours and marginalised "at-risk" students were seen as incentives and opportunities for improvement and action. A focus on inquiry fostered an analytical perspective, bringing innovation and change. Positive change occurred through adaptive leadership that resulted from the altered relationship practices of the partnership, spanning the boundaries of the school and university.

The focus on inquiry and professional dialogical conversations promoted participant engagement and ownership of the school reform effort. There was a relentless focus on student achievement, improving the quality of teaching and learning. School leadership saw opportunities for improvement, tailoring an educational initiative, and additional Australian Research Council (ARC) funded projects to meet the needs of the school community.

Reflections on the achievements of the partnership occurred through participant presentations in the wider education community, fostering widespread ownership of partnership vision and purpose. The school emerged as an exemplar in cultivating aspirational leaders and exemplary teachers, increasing the mentoring capabilities of staff, contributing to the school positive climate for learning and the sustainability / ongoing success of the partnership (Bass & Avolio, 1994).

Section 6.5 of Chapter 6 identified leadership practices of the school principal reflective of *Dimension 5: Cultural Leadership*. Section 6.6 of Chapter 6 presents a synthesis of the impact of school leadership practices on participant learning and engagement. It

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addresses supporting question (ii) relating to the role of school leadership in an effective school–university partnership.

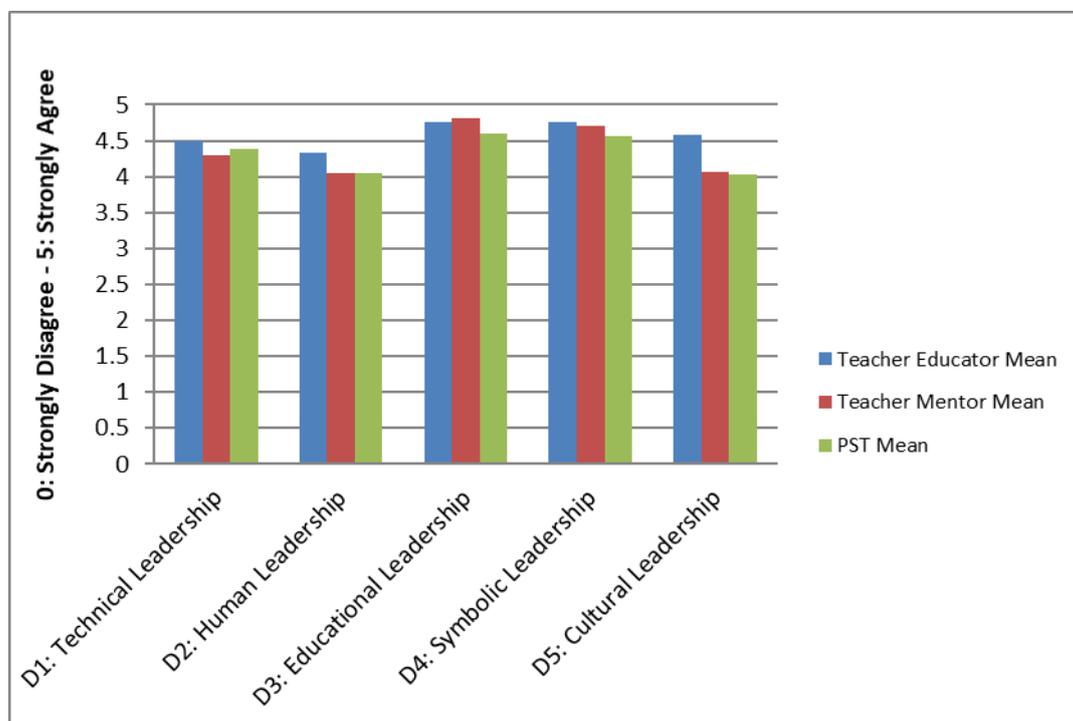
6.6 School Leadership—A Synthesis

This section presents a synthesis of the role of school leadership in an effective partnership as reflected in the dimensions and elements of the Department *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007).

The following survey data in Figure 6.8, present evidence that the partnership participants agreed that the school principal demonstrated convincing and balanced leadership across the five dimensions of school leadership.

Figure 6.8

Practitioner View: Comparison of Leadership Dimensions by Stakeholder Group



What is not clear in the analysis based on the *Developmental Learning Framework for School Leaders* is the specific character of leadership that was required to initiate and sustain a school–university partnership in teacher education. As it stands, the analysis has not revealed how the principal worked out how to accommodate the university plans and procedures into the school, one located within an education system with complex and non-negotiable priorities, policies, and procedures. The partnership called for the principal to move beyond routine educational “managerialism”. Incorporating teacher education into the structured teaching and learning discourses of the school required the principal, other

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school leaders and teachers to enter the uncertain terrain of educational innovation and change.

An important aspect of the research, from the perspective of the school principal, was to ensure that school leadership had a positive impact upon the school's transformation and improvement, reflected in improved student attitudes, aspirations, and outcomes. A backward mapping logic (Robinson, 2006) provided evidence of those leadership practices that brought about conditions that enabled mentors and PSTs to make a difference to the achievement of students (Alton-Lee, 2003; Darling-Hammond & Bransford, 2005).

Leadership practices that emerged from an analysis of the five dimensions and 15 elements of school leadership, focused the extensive resources allocated by the university and the school on achieving these outcomes.

Findings From the Meta-Analysis

The strength of the analysis in Sections 6.1–6.5 was that it revealed “practice exemplars” charting the changes in the school with the associated initiating and sustaining leadership practices of the partnership. A second level of analysis, or meta-analysis was then undertaken to generate a set of leadership themes. As outlined in Chapter 4, the validity and reliability of the thematic coding was affirmed through a process of participant checking and triangulation. Through a process of mapping the practice exemplars presented in Tables 6.2 to 6.6, six Main Analytical Themes emerged from an investigation of the role of school leadership, particularly the principal, in an effective school–university partnership. Together, the Main Analytical Themes provide a substantial response to supporting question (ii):

What is the role of school leadership in an effective school–university partnership?

In answering this question, the study identified and defined the practices of school leadership that created and supported the conditions for an effective school–university partnership. These leadership practices are presented under the six Main Analytical Themes outlined in Table 6.7.

Table 6.7

Six Main Analytical Themes—Impact of School Leadership on Success of the Partnership

Theme number	Theme title on the impact of school leadership on the success of the partnership
Theme 1	Foster the structural conditions for the partnership
Theme 2	Integrate the partnership with the culture, structures and practices of the school
Theme 3	Focus the partnership on teaching and learning
Theme 4	Value partnership participants, distribute the leadership and build capacity
Theme 5	Lead and promote professional dialogical relationships
Theme 6	Engage in an inquiry cycle to support professional agency

By presenting a synthesis of school leadership, Section 6.6 of Chapter 6 outlines how these six Main Analytical Themes underpinned the principal's leadership practices impacting the success of the partnership.

Main Analytical Theme 1: Foster the Structural Conditions for the Partnership

An examination of the impact of school leadership on the success of the partnership revealed five practice exemplars presented under the category of Main Analytical Theme 1: Foster the structural conditions for the partnership. Table 6.8 reflects the associations between these five practice exemplars and Main Analytical Theme 1.

Table 6.8*Leadership Practices—Theme 1: Foster the Structural Conditions for the Partnership*

Leadership dimension		Leadership element		Leadership practice exemplar		Section
1	Technical leadership	1	Think & plan strategically	2	Partnership requirements and activities are aligned to the school Annual Implementation Plan (AIP).	6.1.1
1	Technical leadership	3	Hold self & others to account	5	The principal and leadership team develop accountability measures to improve professional practice.	6.1.3
2	Human leadership	6	Develop individual and collective capacity	12	School leadership establishes participative decision-making processes involving the principal, mentors, and teacher educators to effectively integrate the partnership within the school program.	6.2.6
5	Cultural leadership	13	Shape the future	27	The adaptive leadership practices of the principal cater for local challenges within Department of Education accountabilities.	6.5.13
5	Cultural leadership	15	Sustain partnerships and networks	32	The principal enables the school to participate in an Australian Research Council (ARC) funded practitioner research project on “funds of knowledge” within the local school community.	6.5.15

One striking feature of Table 6.8 is the visibility of the principal in the establishment of the partnership. Table 6.8 presents the practices which led to a disturbance in the routines and the accepted relationships in the school. Partnership-based teacher education discourse needed to be accommodated in the school strategic and everyday planning and procedures. Negotiating with teachers as possible mentors and the main assigned university colleague, plus timetabling additional meetings into the school week, led the partnership participants into unknown terrain with new professional, individual and collective responsibilities.

Fostering the structural conditions for the partnership enabled the school to extend its reach through external networks and partnerships. The school principal facilitated the school’s participation in major practitioner research projects offered through the university partnership, drawing on the broader community’s “funds of knowledge” (Zipin, 2013), supporting improvements in teaching and learning.

Main Analytical Theme 2: Integrate the Partnership With the Culture, Structures and Practices of the School

An examination of the impact of school leadership on the success of the partnership revealed five practice exemplars presented under the category of Main Analytical Theme 2: Integrate the partnership with the culture, structures, and practices of the school. Table 6.9

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reflects the associations between these five practice exemplars and Main Analytical Theme 2.

Table 6.9

Leadership Practices—Theme 2: Integrate the Partnership With the Culture, Structures, and Practices of the School

Leadership dimension		Leadership element		Leadership practice exemplar		Section
1	Technical leadership	2	Align resources with outcomes	3	A leading teacher (school-based PST coordinator) takes on responsibility for coordinating mentors and PSTs.	6.1.2
1	Technical leadership	2	Align resources with outcomes	4	Mentor teachers are given a one period per week time allowance to support PSTs.	6.1.2
2	Human leadership	6	Develop individual and collective capacity	13	School leadership develops an aspirational leadership program directed at “middle leaders”, ensuring succession and additional mentoring opportunities at the school.	6.2.6
3	Educational leadership	9	Promote inquiry and reflection	19	PST Applied Curriculum Projects (ACPs) are aligned with the school Annual Implementation Plan (AIP) and planned, evaluated, and documented in support of school improvement and quality student learning experiences.	6.3.9
5	Cultural leadership	14	Develop a unique school culture	30	Through the partnership, school leadership develops a school culture of risk and innovation, enhancing participant preparedness to make mistakes and be curious as they connect with students and the school community.	6.5.14

The study demonstrated the significant role of the principal in effectively integrating the partnership into the culture, structures, processes, and practices of the school. Planning for an effective partnership involved aligning resources with school and student outcomes. Assessing and managing resource allocations and provisions (financial, physical, and human) were critical to the sustainability, viability, and success of the partnership (Fidler, 1994).

The principal appointed a leading teacher to take on responsibility for coordinating mentors and the PSTs, assisting the principal to act as a “boundary spanner” (Sandoltz & Finan, 1998; Whitenack & Swanson, 2013) between the school and the university. Funding from the university was allocated to allow time release of mentors in support of the PSTs. It is of interest to note that school leadership was able to provide effective mentoring due to university funding; raising the importance of adequate support, personnel and funding for the success of the educational partnership. The principal worked with the leading teacher in charge of professional learning to develop an aspirational leadership program for emerging

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leaders at the school, developing individual and collective capacity for the future success of the partnership.

Integrating the partnership into the culture, structures, and practices of the school allowed school leaders to re-connect their work in educational administration with the processes of teaching and learning. The principal promoted PST engagement in inquiry and reflection, aligning their ACPs with the goals and priorities outlined in the school’s AIP. The research revealed that the PSTs planned, documented, and evaluated a number of useful student learning projects.

Main Analytical Theme 3: Focus the Partnership on Teaching and Learning

An examination of the impact of school leadership on the success of the educational partnership revealed seven practice exemplars under the category of Main Analytical Theme 3: Focus the partnership on teaching and learning. Table 6.10 reflects the associations between these seven practice exemplars and Main Analytical Theme 3.

Table 6.10

Leadership Practices—Theme 3: Focus the Partnership on Teaching and Learning

Leadership dimension		Leadership element		Leadership practice exemplar		Section
2	Human leadership	4	Advocate for all students	7	Formal and informal meetings of the principal with mentors and PSTs allow participants to evaluate the impact of professional practice on student learning.	6.2.4
2	Human leadership	5	Develop relationships	9	School leadership creates the conditions for mentors, teachers, and PSTs to collaborate on action research projects.	6.2.5
2	Human leadership	5	Develop relationships	11	The principal actively participates in PST teaching activities including “role play”.	6.2.5
3	Educational leadership	7	Shape pedagogy	14	The principal and leading teachers are actively involved in professional dialogical discussions with PSTs about pedagogical practices to improve student learning.	6.3.7
3	Educational leadership	8	Focus on achievement	16	School leadership develops a PST induction program that is focused on student engagement, wellbeing, and learning, enabling PSTs to know students as people and as learners.	6.3.8
4	Symbolic leadership	10	Develop and manage self	20	The principal demonstrates strong visible presence in partnership learning activities including camps, excursions, and field trips.	6.4.10
5	Cultural leadership	14	Develop a unique school	29	The partnership brings mentors, PSTs, and teacher educators together to work on real issues to do with supporting student wellbeing, engagement, and learning.	6.5.14

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Active involvement in the partnership enabled a shift in school leadership with an increasing emphasis on teaching and learning. This was consistent with the body of research around the links between effective school leadership and student learning outcomes (Firestone & Riehl, 2005; Goldring et al., 2008; Goldring et al., 2009; Goldring et al., 2012; Goodwin et al., 2003).

The principal collaborated with mentors and PSTs in formal and informal meetings on action research projects, evaluating the impact of professional practices on student learning. Through strong symbolic leadership, the principal was visibly present and actively involved in PST teaching and learning activities, including camps and field trips.

Reflecting the commitment of the school leadership team, partnership discussions emphasised the primary significance of student learning, echoing the message of the university's support documentation. The principal and leading teachers were actively involved in professional dialogical conversations about pedagogical practices to improve student learning. In addition, the partnership brought mentors, PSTs, and teacher educators together to work on real issues to do with supporting and engaging students from a disadvantaged SES community.

Main Analytical Theme 4: Value Partnership Participants, Distribute the Leadership and Build Capacity

An examination of the impact of school leadership on the success of the partnership revealed four practice exemplars under the category of Main Analytical Theme 4: Value partnership participants, distribute the leadership and build capacity. Table 6.11 reflects the associations between these four practice exemplars and Main Analytical Theme 4.

Table 6.11

Leadership Practices—Theme 4: Value Partnership Participants, Distribute the Leadership, and Build Capacity

Leadership dimension		Leadership element		Leadership practice exemplar		Section
1	Technical leadership	1	Think & plan strategically	1	The principal and mentors are involved in formal and informal meetings with PSTs, accompanied by thorough documentation.	6.1.1
4	Symbolic leadership	10	Develop and manage self	21	The principal is actively involved in planning and monitoring the success of the partnership, especially through his own practitioner research.	6.4.10
4	Symbolic leadership	11	Align actions with shared values	23	The principal uses effective communication skills at formal staff briefings and meetings as part of setting goals and expectations, aligning participant actions with the school's values and improvement agenda.	6.4.11

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4	Symbolic leadership	12	Create and share knowledge	26	The principal's participation in practitioner research and learning encourages PST innovation, trial, and error.	6.4.12
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The principal tailored the educational partnership to transform the school, engaging directly in partnership activities, distributing leadership roles, and building the capacity of school leaders, teachers, and PSTs. Refer to Appendix 29. The partnership was an initiative tailored by the school principal to propel the school improvement agenda. Shared leadership among participants was an important pre-condition driving continuous school improvement and the success of the partnership. The analysis revealed that a distributed model of school leadership improved the mentoring capabilities of teachers. Ongoing professional development provided by university staff, enabled mentors to develop the teaching knowledge and skills of PSTs.

The principal's active involvement in planning and monitoring the activities and learning of partnership participants, occurred especially through his own practitioner research, resulting in enhanced levels of collaboration. Members of the leadership team created and shared knowledge by promoting active participation in practitioner research, team teaching, and classroom observations; encouraging participants to innovate, through trial and error.

School leaders negotiated the socially complex nature of school improvement through assisting and acknowledging others for taking ownership of the partnership activities and outcomes. The principal was involved in formal and informal meetings with mentors and PSTs, accompanied by thorough partnership documentation.

Main Analytical Theme 5: Lead and Promote Professional Dialogical Relationships

An examination of the role of school leadership in the effectiveness of the partnership revealed four practice exemplars under the category of Main Analytical Theme 5: Lead and promote professional dialogical relationships. Table 6.12 reflects the associations between these four practice exemplars and Main Analytical Theme 5.

Table 6.12*Leadership Practices—Theme 5: Lead and Promote Professional Dialogical Relationships*

Leadership dimension		Leadership element		Leadership practice exemplar		Section
2	Human leadership	4	Advocate for all students	8	The principal models to teachers and PSTs the importance of knowing students as people and as learners; including learning students' names and relating to students in the schoolyard.	6.2.4
2	Human leadership	5	Develop relationships	10	The principal makes himself available to meet with participants, creating opportunities for informal interactions with mentors, PSTs, and school students.	6.2.5
4	Symbolic leadership	11	Align actions with shared values	22	The principal routinely goes out into the school yard before school, at recess and lunchtime breaks to greet and chat with school students, encouraging respectful and positive relationships.	6.4.11
5	Cultural leadership	15	Sustain partnerships and networks	31	The principal speaks about and promotes the partnership at Department Principal Network meetings and university School of Education Reference Group forums.	6.5.15

Participants considered that the educational partnership enabled school leadership to lead and promote professional dialogical relationships through an emphasis on genuine collaboration and inquiry. The principal developed relationships by making himself available to meet with participants, creating opportunities for informal interactions with mentors, PSTs, teacher educators and students. When participants interacted with the principal and engaged in dialogical discourse, they reported positively on changes in their pedagogical practices and their “being willing to take risks” (Marks & Printy, 2003, p. 374).

School leaders and teacher educators advocated for all partnership participants in support of student learning and aligning actions with shared values. Modelling by the principal, set clear expectations that all teachers and PSTs (as professionals) must know their students and learn their names “for a start”, relating to them frequently in the school yard.

PSTs considered that the principal’s focus on instructional leadership developed effective practices through engagement in socialisation processes (Long et al., 2012, p. 15; Tillman, 2005; White & Mason, 2006). The principal’s focus on cultural leadership through networking with other school leaders and partner organisations, assisted in promoting and sustaining the partnership; simultaneously lifting the profile of the school in the education community.

Main Analytical Theme 6: Engage in an Inquiry Cycle to Support Professional Agency

An examination of the impact of school leadership on the success of the partnership revealed seven practice exemplars under the category of Main Analytical Theme 6: Engage in an inquiry cycle to support professional agency. Table 6.13 reflects the associations between these seven practice exemplars and Main Analytical Theme 6.

Table 6.13*Leadership Practices—Theme 6: Engage in an Inquiry Cycle to Support Professional Agency*

Leadership dimension		Leadership element		Leadership practice exemplar		Section
1	Technical leadership	3	Hold self & others to account	6	Action research procedures, such as classroom observation, data collection, and reflection, encourage participant accountability.	6.1.3
3	Educational leadership	7	Shape pedagogy	15	PSTs observe practice, collect, and analyse data about routines and protocols to support teaching and student learning.	6.3.7
3	Educational leadership	9	Promote inquiry and reflection	17	The principal models the importance of practitioner research, encouraging PSTs to reference research material.	6.3.9
3	Educational leadership	9	Promote inquiry and reflection	18	School leadership works with university staff to encourage inquiry into PST experiential and situated learning.	6.3.9
4	Symbolic leadership	12	Create and share knowledge	24	School leadership creates space in the professional learning schedule for teaching observations and practical demonstrations, enabling PSTs to gather data.	6.4.12
4	Symbolic leadership	12	Create and share knowledge	25	PSTs and mentors discuss observations in small-group meetings.	6.4.12
5	Cultural leadership	13	Shape the future	28	Action research projects address challenges associated with educating students from a relatively disadvantaged school community.	6.5.13

The analysis reflected the significant role of the school principal in creating conditions that were conducive to authentic practice. Critical practice, discourse and reflection established an inquiry cycle of learning which supported participant professional agency. Active involvement in inquiry-based learning enabled a shift in the school organisational climate, promoting participant engagement in dialogical discourse.

Through the partnership, the principal promoted inquiry and reflection, shaping pedagogical practices across the school. PSTs observed practice, collected, and analysed data about routines and protocols to support teaching and student learning. School leadership worked with university staff to encourage inquiry into PST experiential learning. Action research procedures such as observation, data collection and reflection encouraged

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accountability, developing collective responsibility for student learning. Engagement in an inquiry cycle of learning centred on the way that practice was observed, described, explained, informed and / or transformed.

A focus on inquiry and reflection supported participative decision-making processes, mounting participant collective responsibility for the learning of students. Shared understandings on the merits of partnership practices to engage students in learning and raise student achievement, developed widespread ownership of the partnership activities and achievements. Action research addressed teaching and learning challenges associated with educating students from a less advantaged SES school community, an important part of cultural leadership within the school–university partnership.

6.7 Chapter 6 Conclusion—School Leadership

Chapter 6 revealed an account of a school principal who sought to undertake school change through the integration of a school–university partnership into substantial elements of the school program. Amid the pressure of top-down bureaucratic commands and the inevitable mass of bottom-up tasks coming across his desk, the principal took an interest in the proposal from the university. The partnership work was incorporated into the annual performance plans of those involved at the school. All of these plans emphasised the enhancement of student learning.

In their normal responsibilities, school principals manage strategic planning, curriculum planning and implementation, staffing organisation, budget management, physical resourcing, meeting an array of accountability and compliance requirements in the areas of performance, reporting, registration, qualifications, statutory regulations, and occupational health and safety. In addition, school principals are expected to visibly represent the school and its ethos to the community and to the Department (of Education). Entering into the school–university partnership, the analysis has shown, disturbed the more or less routinised practices of the school's organisation, enhancing the school's culture and positive climate for learning. The principal took on new tasks which initiated change in the school.

Introduction of an enhanced educational discourse about teacher education and incorporating this new language in important school documentation such as the school Strategic Plan and AIP and his own and teacher performance plans was the start of this change process in the school. The integration of practitioner research into the practices of partnership participants, invested the change process with the possibility of sustained educational innovation.

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Chapter 6 has demonstrated that school leadership had a significant impact upon the success of the partnership. The principal's role in leading an effective partnership was inextricably linked to leading innovation, change and the school improvement process. How the innovation impelled by the partnership impacted changes in pedagogical practice is the subject of Chapter 7. The six Main Analytical Themes, established in Chapters 5 and 6, emerge through an analysis of partnership-based practice.

The next chapter examines the dimensions and elements of partnership-based practice that constituted a successful school–university partnership in teacher education. The analysis of practice (and learning) in this SBMTE is informed by the study's theoretical framework. The analysis will bring together Lave and Wenger's (1991) theory of *Situated Learning—Legitimate Peripheral Participation* and Wenger's (1998) theory of *Communities of Practice—Learning, Meaning and Identity* to explore the elements of teaching and learning practices within the partnership that impacted the learning and engagement of participants and the pedagogical innovation and change that occurred at the school.

Chapter 7: Analysis—Partnership-Based Practice

The question of how PSTs develop and engage is paramount in the context of this partnership (Eckersley et al., 2011, p. 59).

This chapter examines the characteristics of practice in partnership-based teacher education. It addresses supporting question (iii) of the study:

- (iii) What are the elements of partnership-based practice that constitute a successful school–university partnership in teacher education?

The establishment of a SBMTE was predicated on the value of practitioner learning occurring in parallel with student learning. This chapter examines participant views on the following aspects of the partnership:

- the elements of partnership-based practice that constitute a successful school–university partnership
- the impact of partnership-based practice on participant learning and engagement
- the nature of partnership-based practice that fosters PST sense of belonging, professional knowledge, agency, and self-efficacy.

Practice is the predominant concern of the chapter with learning insights largely inferred from the data.

This examination of partnership-based practice is informed by the study's theoretical framework. Drawing on the work of Lave and Wenger (1991) and Wenger (1998), the theoretical framework enabled an exploration of the nature of partnership-based practice that facilitated PST professional agency. Framing professional experience around the notion of engagement in *communities of practice* had the potential to support PSTs to work with their peers and mentors in more collegial and reciprocal ways.

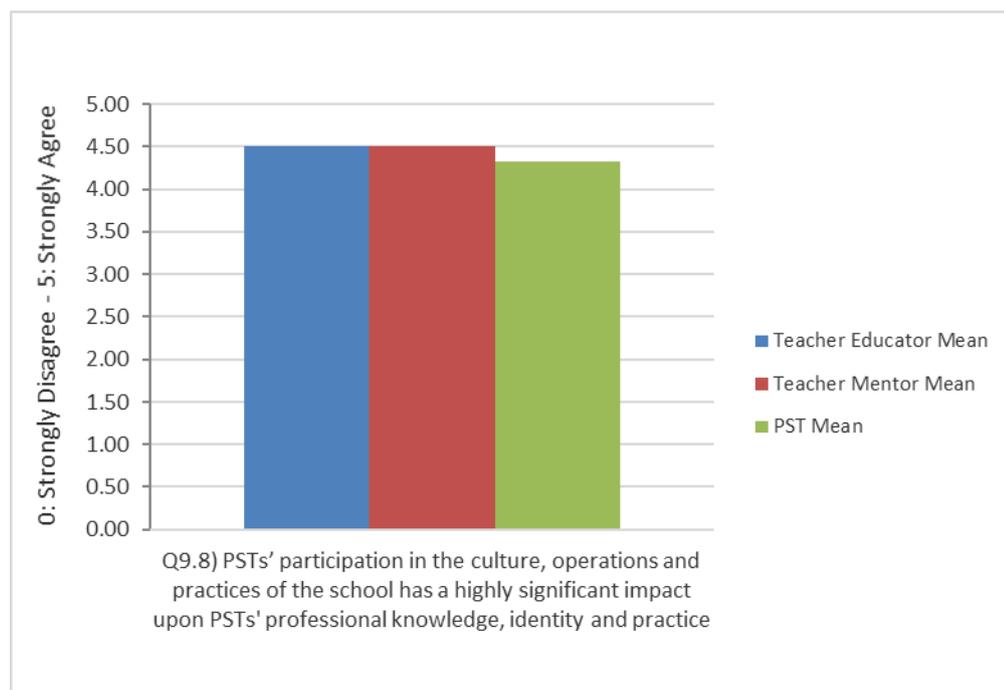
As indicated in Chapter 4 Research Methodology, the processes for qualitative data collection and analysis included persistent contact with participants. Ongoing contact and frequent interactions, which included observations of professional collaborations, allowed the research methodology to develop rich descriptions of the phenomena. This allowed an understanding of the social interactions that were taking place within the school setting; enabling the research processes to identify relationships between the activities and participants within the cultural context of the school. The conclusions being drawn from the data were informed by the researcher's ongoing interactions with participants, including opportunities for "checking in" and "peer debrief".

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The following survey data in Figure 7.1 present evidence that the partnership participants agreed that PST participation in the culture, operations and practices of the school had a significant impact upon their learning and engagement.

Figure 7.1

Practitioner View: Impact of Authentic Practice on Pre-Service Teacher Learning and Engagement



The analysis found that the practices in this school–university partnership could be best described as authentic. According to this definition, PST engagement in authentic practice involved their participation in the “ordinary activities of the school culture” (Brown et al., 1989, p. 34). Based on a situated account of learning, authentic practice enabled PST engagement in a process of contextualisation (Guile & Young, 2003; Patrick & Pintrich, 2001).

Authentic practice recognised that the activities of the partnership were bordered by the school culture. The meaning, purpose and coherence of these activities were socially constructed through the joint enterprise of participants. Authentic practice ensured PST professional and pedagogical understandings were informed by their experiences in the school, including ongoing interactions with teachers and students.

This section of the thesis provides an explanation of how the *Authentic Practice Framework* was devised to reveal the distinguishing features of partnership-based practice. In addressing support question (iii), the study employed a mixed methodology to define the

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characteristics of partnership-based practice and their impact upon PST knowledge, dispositions, and skills through a commitment to student learning.

The research organised survey and interview questions based on responses to the introductory questionnaire and a number of frameworks and surveys referenced in Chapter 4. As conveyed in Chapter 4, the research has outlined how the methodology arrived at the dimensions and elements of partnership-based practice through a process of coding, ordering, and synthesising the data. The dimensions and elements of partnership-based practice within this SBMTE emerged from the research process.

The Department of Education and Early Childhood Development (DEECD) frameworks informed the analysis of school transformation (Chapter 5) and school leadership (Chapter 6). However, at the time of this research, a Departmental framework did not exist to support research into partnership-based practice. The study devised the *Authentic Practice Framework* to reveal and define the dimensions and elements of partnership-based practice. The research used a mixed methodological approach to reveal how partnership-based practice enhanced PST knowledge, skills, and dispositions for improvements in teaching and learning. As indicated in Chapter 4 Research Methodology, the dimensions and elements of partnership-based practice emerged from the research process and a semi-structured analysis of practice. The *Authentic Practice Framework* was informed by observation, co-participation and ongoing monitoring of the school–university partnership and its activities. As a sign of genuine partnership, the *Framework* was influenced by the university pedagogical model for teacher education. From the university perspective, student learning remained a central focus of PST learning and engagement. The dimensions and elements of the *Authentic Practice Framework* reflected the ideas that surfaced through conversations with participants, their reflections on the application of the ‘Praxis Inquiry Protocol’ and participation in communities of practice.

A specific authentic practice survey was not created for this research. Rather, participant engagement in two online surveys in addition to individual interviews, group forums, and triangulation case conferences generated ideas that informed the *Authentic Practice Framework*. The *Framework* was not used to collect information from participants. Rather, it emerged from the analytical process as part of making meaning from the phenomena. The analytical process involved a critical appraisal of the evidence, literature, and ideas that emerged from participant engagement in the mixed methodology outlined in Chapter 4. The *Authentic Practice Framework* is the result of a systematic review of the data in conjunction with supporting question (iii): What are the elements of partnership-based

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practice that constitute a successful school–university partnership in teacher education?

Details about which participant stakeholders participated in which research methods is detailed in Chapter 4. For example, school students participated in an online survey during each year of the data collection period (2011, 2012 and 2013). The student survey elicited responses that contributed to the development of the *Authentic Practice Framework*.¹⁹ The study arranged questions for semi-structured interviews, forums, and case conferences with participants, aligning their responses to the dimensions and elements of the *Framework*. The *Authentic Practice Framework* emerged from the data collection and analysis processes embedded within the study's mixed methodology. Details of the mixed methodology employed in the research are detailed in Chapter 4 and referred to in the Appendices.

The study obtained participant views on the characteristics of practice, aligning their responses to the *Framework's* dimensions and elements. The dimensions and elements of the *Authentic Practice Framework* will now be introduced. Based on the *Authentic Practice Framework*, the analysis centred on the following three practice dimensions and 12 practice elements detailed in Table 7.1.

¹⁹ The student responses to this survey also contributed to an appraisal of the impact of the partnership on the school transformation (supporting question i) and the role of school leadership in an effective partnership (supporting question ii).

Table 7.1*Authentic Practice Framework*

Authentic practice dimension	Authentic practice element
Dimension 1: Know students as people and as learners	Element 1: Pre-service teacher–school student contact
	Element 2: Ongoing experience of students with diverse needs in a low socio-economic status (SES) school community
	Element 3: Ongoing experience of the school curricular and co-curricular program, focused on student learning
	Element 4: Respond to student feedback and monitor student learning
Dimension 2: From practice to learning for pre-service teachers	Element 5: Connect theory with practice through the <i>Praxis Inquiry Protocol</i> , incorporating reflective practice strategies such as journal (case) writing of classroom (peer) observations and integrated professional readings
	Element 6: Applied Curriculum Projects (ACPs) aligned with school and system goals
	Element 7: Ongoing experience in making informed professional judgements on student behaviour
	Element 8: Participate in assessment moderation activities to inform practice
Dimension 3: Practice and knowledge relationships in the teaching teams	Element 9: Situated learning experiences grounded in practice
	Element 10: Relationships with teacher mentors
	Element 11: Relationships with parents and the wider community
	Element 12: Relationships with teacher educators and academics

The following analysis presents findings on authentic practice dimensions 1–3 and each of their related elements as detailed above. The analysis identifies “practice exemplars” employed by partnership participants, particularly the PSTs, enhancing their knowledge, skills, and dispositions to improve student learning.

Section 7.4 of Chapter 7 presents a synthesis on partnership-based practice (meta-analysis), highlighting the six Main Analytical Themes that emerged from the analytical process, as outlined in the research methodology. Section 7.1 of Chapter 7 identifies the practice exemplars relating to *Dimension 1: Know Students as People and as Learners* and the four corresponding elements presented in the *Authentic Practice Framework*.

7.1 Dimension 1 (D1): Know Students as People and as Learners

The study examined participant views on the impact of partnership-based practice on participant learning and engagement in relation to *Dimension 1: Know Students as People and as Learners*.

Dimension 1 of the study’s *Authentic Practice Framework* comprised of four elements as detailed in Table 7.1. First, each of the four elements of Dimension 1 are defined in the context of the partnership and examples of the practices generated during the partnership presented.

Practice Element 1: Pre-Service Teacher–School Student Contact

The SBMTE provided PSTs with direct, immediate, and ongoing contact with students, allowing PSTs to develop understandings and practices that focused on student wellbeing, engagement, and achievement. Aspects of partnership-based practice that enabled PST ongoing contact with students included:

- student inquiry projects, allowing PSTs to test their beliefs on factors that affected student engagement
- PSTs teaching students from a range of socio-economic and cultural backgrounds, developing practices that emphasised the moral and ethical dimensions of teaching and learning
- PSTs actively consulting with students to personalise learning.

Practice Element 2: Ongoing Experience of Students With Diverse Needs in a Low SES School Community

The school demographic and level of disadvantage provided PSTs with ongoing experience of student diversity; challenging PSTs to develop strategies that promoted student inclusion. The strategies put in place were:

- PSTs developed empathic approaches in teaching and learning.
- Through understanding the distinguishing qualities of students with diverse needs, PSTs developed positive attitudes and practices that demonstrated an appreciation of difference.
- In keeping with the university focus on social justice, PSTs learned to reserve judgement on disruptive and challenging student behaviour.

Practice Element 3: Ongoing Practise of Teaching and Learning and Experience of the School Co-Curricular Program

PSTs developed and supported a range of curricular and co-curricular programs to address student diversity. The involvement of up to 25 PSTs in the school annually, provided students with additional opportunities for consolidation, challenge, and extension. The approaches developed were:

- PSTs learned classroom management skills through trial and error.
- PSTs learned and applied school-based classroom procedures.
- During excursions, teachers and PSTs split students into small groups.
- PSTs re-affirmed to students what learning looked like, through modelling and multiple exposures to learning content.

Practice Element 4: Respond to Student Feedback and Monitor Student Learning

PSTs responded constructively to student feedback as part of monitoring the learning process. PSTs advocated for student voice and agency, producing pedagogical approaches responsive to student learning needs. The main actions taken were:

- At the end of lessons, PSTs used “exit slips” to obtain feedback from students.
- PST student inquiry projects reflected their willingness to be open to learning with and receiving feedback from students.
- PSTs employed two-way feedback, enhancing student wellbeing and independent thinking.

Dimension 1 Findings

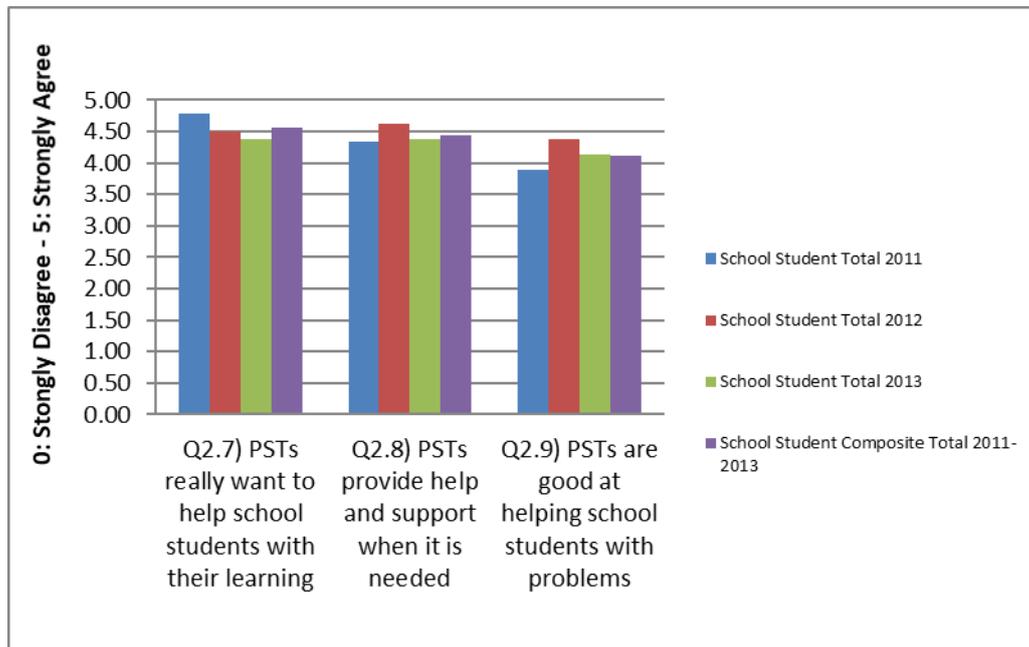
The following four sections of Dimension 1 present evidence that participants agreed that the partnership had a significant impact upon the capacity of participants, particularly PSTs, to know students as people and as learners. Through the analysis, the study identifies key practices used by participants aligned with each of the four elements for Dimension 1.

7.1.1 Practice Element 1 (D1 E1): PST-Student Contact

This component of the study examined the impact of *Element 1: PST-Student Contact* on participant learning and engagement. Authentic practice allowed PSTs direct, immediate, and ongoing contact with students, allowing them to know students and how they learned. A teacher educator wrote:

This focus on student learning and engagement is really important to the whole question of authenticity and sustainability (introductory questionnaire, 2012; teacher educator—Tje).

The study examined school student views on the nature of PST-student contact. Figure 7.2 reflects student views on the extent to which PSTs helped them with their learning.

Figure 7.2*Student View: Pre-Service Teacher Helpfulness to Students*

The survey data shows that students broadly agreed their relationships with PSTs were positive and PSTs cared about them and their learning. PSTs developed their understandings and beliefs about practice, based on the way students learned and how learning could be supported by teaching. This student's comment reflects the student-centred focus of the partnership, reflected in the orientation of PSTs.

It's clear that the PSTs are here for the right reasons. They're getting to know me, my friends, and teachers. I think it's two-way; you can tell they want to help ... they're really involved (student forum, 2011; student—Sbk).

Students largely agreed that PSTs showed a preparedness to support, listen to and understand their needs. PSTs gained their contextual knowledge of students through practice that involved direct contact with students and conversations with staff.

Students consistently and strongly agreed that PSTs wanted to help them with their learning, reflecting their genuine concern for students, listening, and gaining knowledge by gathering incidental data. Sja, a student stated:

The PSTs work together in groups with us. Our ideas are presented back to us and our teachers ... on approaches we think are working and why (student forum, 2012; student—Sja).

As indicated by the following PST comment, the partnership allowed PSTs to develop professional relationships with students from different cultural backgrounds, emphasising

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the moral and ethical dimension of the role and responsibilities of a classroom teacher and the implications of practice.

I am developing a passion for helping students, in particular those from less privileged backgrounds... seeing them connect with their learning is particularly rewarding (introductory questionnaire, 2013; PST—Pkn).

Authentic practice enabled PSTs to make improvements to their teaching and learning activities through actively consulting with students (Rudduck & McIntyre, 2007). Ongoing contact with students enabled PSTs to develop learner-centred practices based on their formative understandings of students.

7.1.2 Practice Element 2 (D1 E2): Ongoing Experience of Students With Diverse Needs in a Low SES School Community

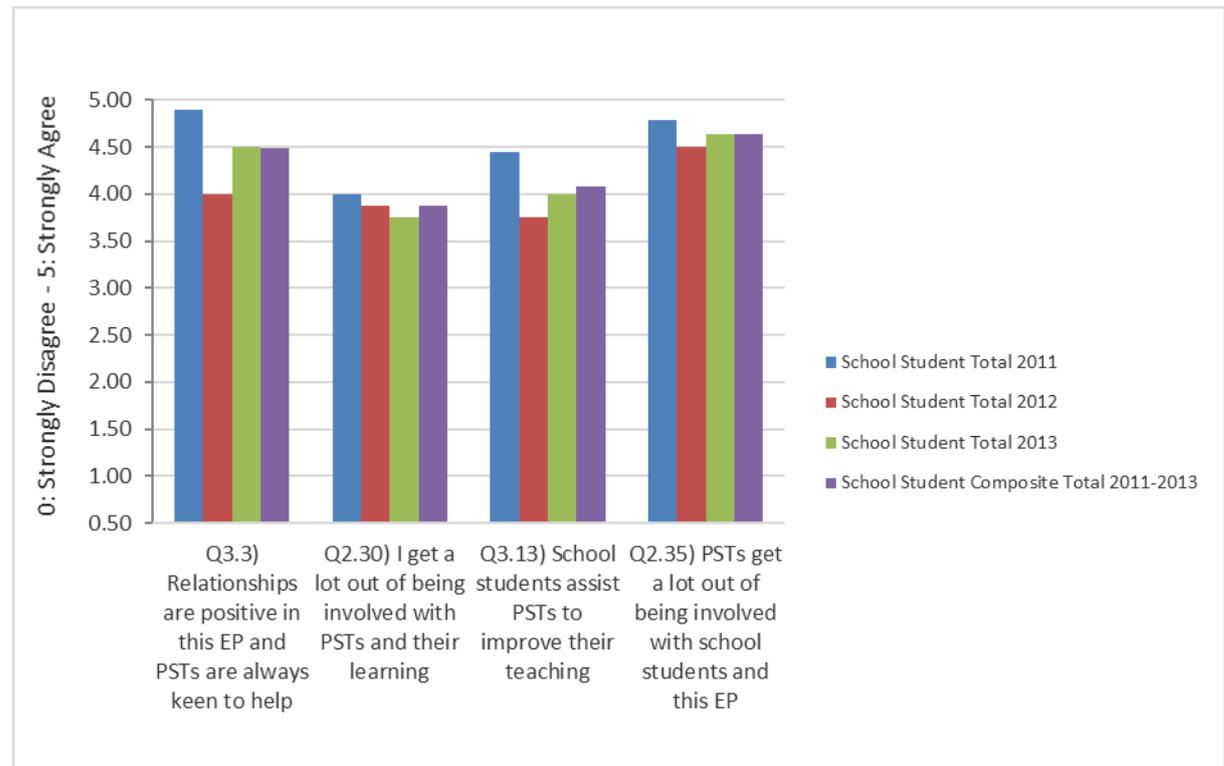
The study examined the impact of *Element 2: PST Ongoing Experience of Students with Diverse Needs* on participant learning and engagement. The partnership provided PSTs with experience of student diversity. The student population was diverse in respect of socio-economic, cultural backgrounds and social-cognitive abilities, including funded students with disabilities and impairments.²⁰ Based on the school Student Family Occupation (SFO) Index, the school was classified as disadvantaged.²¹ Ongoing experience of students with diverse needs, challenged PSTs to develop empathic approaches that fostered student inclusion. Figure 7.3 reflects student views on the nature of their relationships with PSTs, including the extent to which students considered their relationships with PSTs to be mutually beneficial.

²⁰ Funded students within the school were part of the Disability and Impairments Program and the Department of Education and Early Childhood's special provision.

²¹ Student Family Occupation Index refers to the education and occupational status of student parents. The process has been updated [Parental Education and Occupation details form](#), which helps service providers collect the education and occupation data they need from families, as part of the annual confirmation process and is related to equity funding.

Figure 7.3

Student View: Experience of Student Diversity and Approaches That Foster Inclusion



The survey data illustrate that students broadly agreed their relationships with PSTs were positive and PSTs gained significantly from their involvement with students.

The site-based model allowed me to develop authentic relationships with students over the course of the year. Seeing students develop as learners and encouraging their enthusiasm for learning over a long period of time strengthened my own passion for working in this profession. My day-to-day interactions with a range of students with diverse needs motivated me to continue to strive to improve my professional practice (introductory questionnaire, 2013; PST—Pkn).

As suggested by the following PST statement, it was through understanding the distinguishing qualities of students with diverse needs that PSTs developed positive attitudes and practices, demonstrating an appreciation of difference.

The SBMTE allowed me to immerse myself within the school community and develop valuable relationships with students from a range of family backgrounds (introductory questionnaire, 2013; PST—Pkn).

As the following mentor statement indicates, the ten-month continuous placement at the school enabled PSTs to develop genuine relationships with students.

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Authentic relationships are formed and sustained due to the ongoing nature of the partnership (introductory questionnaire 2012; mentor—Mra).

The university focus on social justice, equity, and access to excellence, reflected in its *Vision Statement*, emphasised the ethical and moral dimension of critical pedagogies. As suggested in the following PST statement, the partnership provided PSTs with opportunities to address student diversity and disadvantage, preparing them for the challenges of public school education in the local geographic area (LGA) [Melbourne's north-west].

The uni's philosophy is to prepare graduates who have a shared sense of social equity in terms of accessibility of skills, knowledge, and resources for all learners. They want to develop graduates who have a determination to reach all students without any pre-conceived notions of what a student can or cannot do by virtue of their background. It is not about judging the students; it is about developing trust and building rapport (introductory questionnaire, 2012; PST—Pvn).

In keeping with the university focus on social justice, equity and access, PSTs learned to reserve judgement on disruptive and challenging student behaviour.

Similar to the cohort of school students, the cohort of PSTs also reflected diverse cultural and socio-economic backgrounds. As reflected in the following teacher educator excerpt, PSTs shared their career pathway experiences and aspirations with students, promoting and celebrating diversity.

Students gain from the program through student/PST forums and conversations such as career pathways inspiring students (introductory questionnaire, 2012; teacher educator—Tje).

Mentors considered that student exposure to PSTs from a range of backgrounds raised student aspirations.

At our school, in a relatively low SES area with only a small number of students pursuing tertiary education, there is the added benefit for our students in seeing adults learn. The PSTs come from a wide range of backgrounds, and importantly take the time to share and talk with students about their experiences, expectations, and aspirations (introductory questionnaire, 2012; PST coordinator / mentor—May).

PSTs learned the importance of maintaining high expectations for all students, notwithstanding their cultural, socio-economic, and linguistic backgrounds.

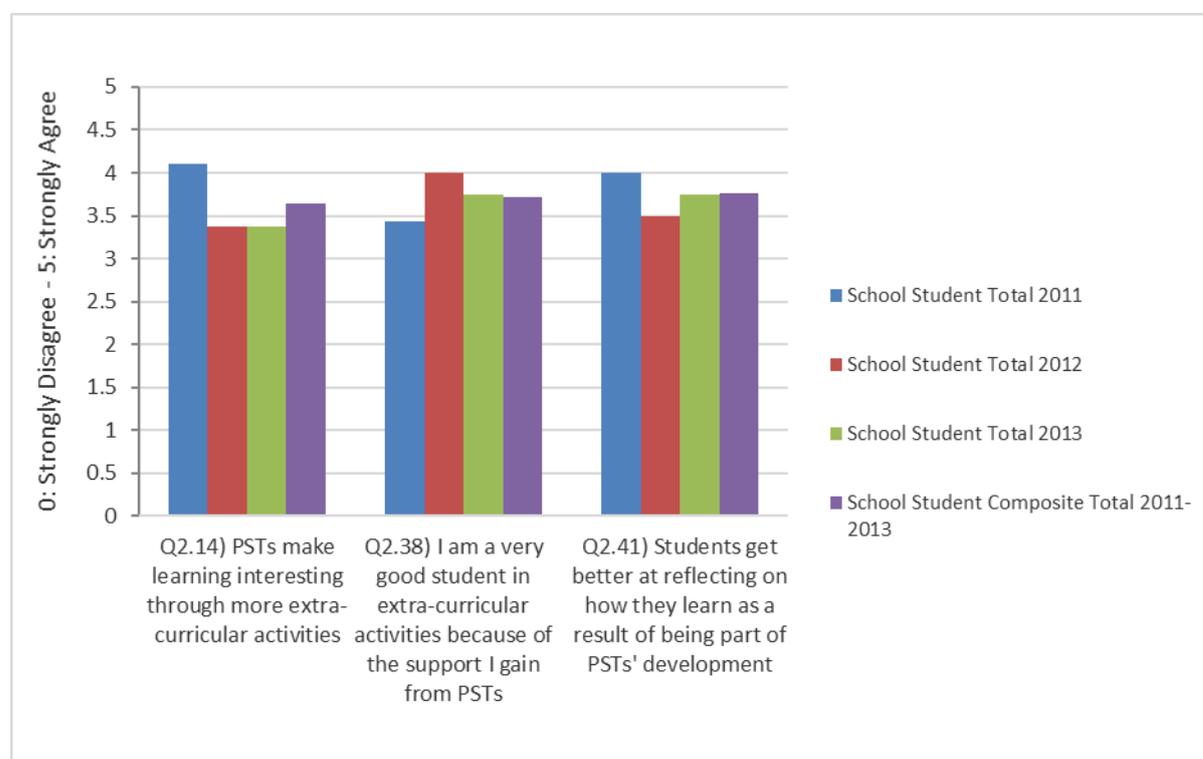
7.1.3 Practice Element 3 (D1 E3): Ongoing Experience of the School Curricular and Co-Curricular Program (Focused on Student Learning)

This component of the study examined the impact of *Element 3: PST Ongoing Experience of the School Curricular and Co-Curricular Program* on participant learning and engagement.

Figure 7.4 reflects student views on the value of PST contributions; including the extent to which PST practices and involvement in co-curricular activities impacted student learning and enrichment.

Figure 7.4

Student View: Ongoing Experience of the School Curricular and Co-Curricular Program and Value of Pre-Service Teacher Contribution



Students generally considered that PSTs supported their participation in curricular and co-curricular programs, enhancing the quality of their learning experiences. As reflected in the following student comment, PST ongoing engagement in the school teaching and learning program was focused on student learning.

We are able to get out on excursions more. The PSTs help supervise the activities.

We can split up into groups and see different things; we have more choice on what we get to see (student forum, 2013; student—Sbn).

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PST involvement across a breadth of curricular and co-curricular activities helped shape student learning experiences.

[I]t is an immersive experience that presents PSTs with highly valuable opportunities to become involved in, help contribute to and even shape a wide range of curricular and co-curricular events over a school year (introductory questionnaire, 2013; PST—Pkn).

PSTs acknowledged their engagement in curricular and co-curricular programs, learning through trial and error, integrating theory with practice.

I was able to consolidate my understanding by applying classroom rules and protocols. Another insight is the role of community partnerships and experiences beyond the classroom and how they result in valuable experiential learning opportunities (post-forum evaluation, 2013; PST—Pkn).

As evidenced by the following teacher educator comment, PST contributions were important in terms of the nature and exposure to content and opportunities to engage in various types of academic and enrichment activities.

Students benefit from the program through the PSTs' modelling of learning—reaffirming what learning looks like... students have the opportunity to engage with PSTs as role models / learners (introductory questionnaire, 2012; teacher educator—Tje).

PSTs developed learner-centred pedagogical practices, individualising the learning of students. PST engagement in a vast array of academic and co-curricular activities enhanced their knowledge of students and how they learned.

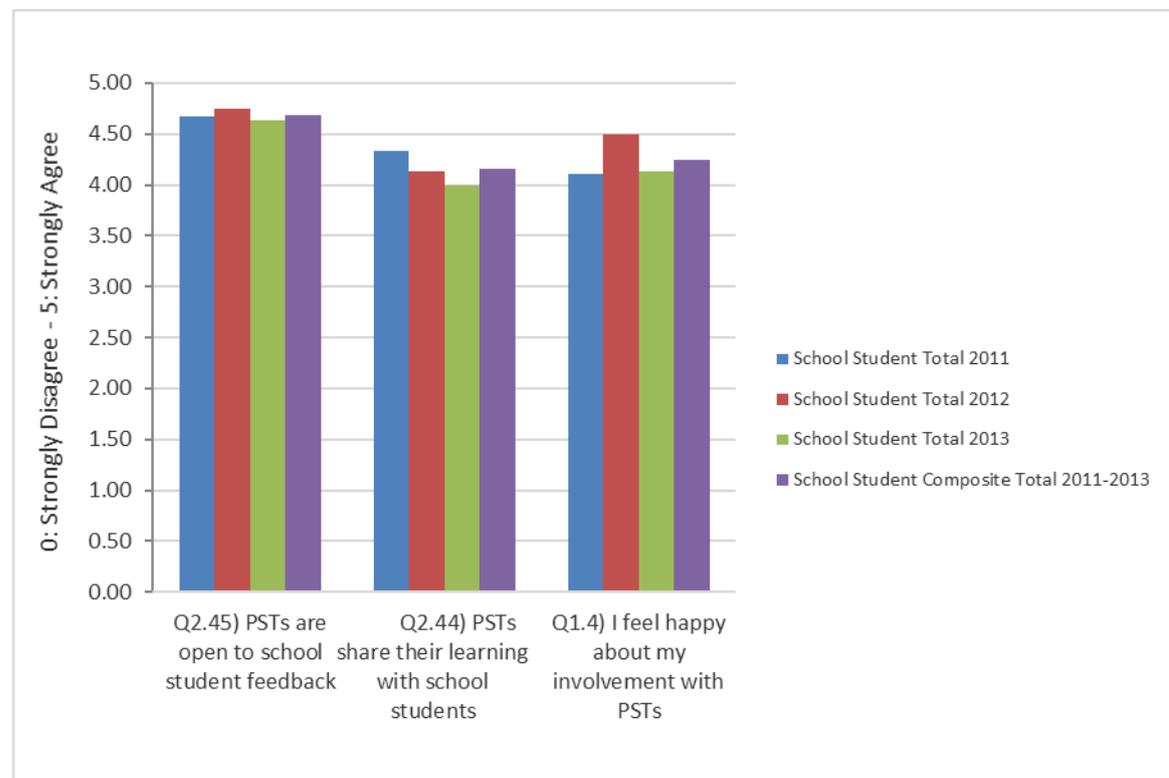
7.1.4 Practice Element 4 (D1 E4): Respond to Student Feedback and Monitor Student Learning

The study examined the impact of *Element 4: Respond to Student Feedback and Monitor Student Learning* on PST learning and engagement. The partnership focus on authentic relationships fostered approaches in school students to PST feedback based on genuine inquiry and mutual respect. Practitioners engaged as learners in reciprocal ways of working with mutual benefits to participant stakeholders.

PST receptiveness to student ideas was an indicator of authentic PST-student relationships. Figure 7.5 reflects school student responses to question prompts relating to PST practices that valued student voice and feedback.

Figure 7.5

Student View: Pre-Service Teacher – School Student Relationships Involving Two-Way Feedback and Sharing

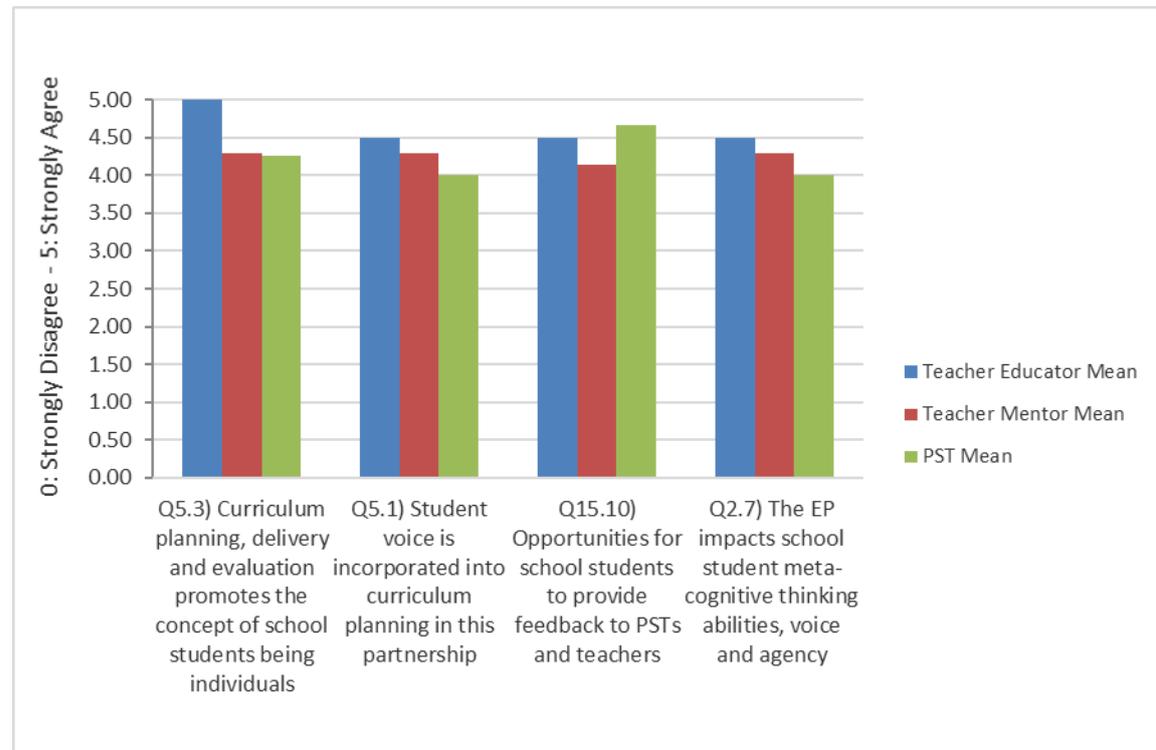


Students consistently and strongly agreed that PSTs were open to student feedback and to a slightly lesser extent, willing to share their learning with students. A student noted: Sharing exit slips with PSTs is a good way to give them feedback. I like it how they check in ... to see what we know. I respect this (student forum, 2011; student—Sbn). PSTs employed two-way feedback, enhancing student wellbeing and independent thinking skills through inquiry and reflection.

PST authentic relationships with students and receptiveness to feedback reflected a shared vision for learning that valued students as individuals. Figure 7.6 reflects participant views on the extent to which PST strategies in connecting with student feedback enhanced student voice and learner agency.

Figure 7.6

Practitioner View: Pre-Service Teacher Responsiveness to Student Feedback



Participants broadly agreed the partnership facilitated student participation in curriculum design, promoting the concept of students as individuals. The partnership focus on student voice enabling students to provide PSTs with feedback on practice, impacted student meta-cognitive thinking skills and abilities. A two-way feedback cycle between students and PSTs let students know they were being heard.

Students are provided on-site role models (close in age) who are actively learning and pursuing an education for a viable future. Students experience a wide variety of teacher practice and are invited to provide feedback on teacher effectiveness and quality (student voice) (introductory questionnaire, 2012; mentor—Mkh).

PST–student collaborations were responsive to student feedback, a strong predictor of student voice and agency (Hattie, 2009).

Summary of Authentic Practice Dimension 1—Knowing Students as People and as Learners

The analysis sought to link the partnership-associated practices reported in the data with the elements of *Dimension 1: Know Students as People and as Learners* from the *Authentic Practice Framework*. The analysis of the data relating to Dimension 1 revealed 13 practice exemplars contributing to the learning and engagement of participants, particularly PSTs and school students. Table 7.2 presents a summary of these associations.

Table 7.2

Authentic Practice Dimension 1: Know Students as People and as Learners—Elements and Practice Exemplars

Practice element		Practice exemplar	
1	Pre-service teacher–school student contact	1	Student inquiry projects enable PSTs to test their own beliefs on factors that hinder or enhance student engagement.
		2	PSTs teach students from a range of cultural and socio-economic backgrounds, developing practices that emphasise the moral and ethical dimensions of teaching and learning.
		3	PSTs actively consult with students to personalise their learning, developing learner-centred practices based on formative understandings of students; enabled through ongoing contact.
2	Ongoing experience of students with diverse needs in a low SES school community	4	Through ongoing experience of students with diverse needs, PSTs develop empathic approaches in teaching and learning to foster inclusion.
		5	Through understanding the distinguishing qualities of students with diverse needs, PSTs develop positive attitudes and practices that demonstrate an appreciation of difference.
		6	In keeping with the university focus on social justice, PSTs learn to reserve judgement on disruptive and challenging student behaviour.
3	Ongoing experience of the school curricular and co-curricular programs	7	PSTs learn classroom management skills through trial and error, reflecting on and integrating theory and practice.
		8	PSTs learn and apply school-based classroom rules, procedures, and protocols.
		9	During excursions, teachers and PSTs split students into small groups, enabling choice, differentiation, and extra supervision.
		10	PSTs re-affirm to students what learning looks like through modelling and multiple exposures to learning content.
4	Respond to student feedback and monitor student learning	11	At the end of lessons, PSTs use “exit slips” as a way to obtain feedback from students, respecting student voice.
		12	PST inquiries on student learning reflect their willingness to be open to learning with students and receiving feedback from students.
		13	PSTs employ two-way feedback, enhancing student wellbeing and independent thinking skills through voice, leadership, and agency.

Student learning was central to the engagement of all participant groups in this partnership (Kruger et al., 2009). Direct, ongoing, and immediate contact with students developed PST knowledge of students and how they learned. PST engagement with partnership-based practice involved their participation in the ordinary activities of the school culture, allowing practice to be described as authentic (Brown et al., 1989).

The traditional view of teacher education has depicted PST learning through their professional experience. In this SBMTE, PST contributions to student learning formed the basis of their evaluation of teaching effectiveness. Reciprocal learning relationships and the sharing of feedback with students, developed PST understandings of the moral and ethical implications of practice. This learning occurred in the context of Departmental initiatives and

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in the achievement of school goals and priorities. PSTs worked alongside teachers to co-design curricular, co-curricular and leadership opportunities for students to exercise authentic agency. These experiences empowered students to have a democratic voice in the running of the school community in which they learned.

Partnership-based practice allowed PSTs to demonstrate a preparedness to support, listen to and understand the needs of students. PSTs supported a range of curricular and co-curricular programs to address student diversity, promoting student inclusion and engagement. PST strategies in connecting and responding to student feedback facilitated student voice, leadership, and agency, impacting student wellbeing, self-worth, engagement, purpose, and academic motivation (Quaglia Institute for School Voice and Aspirations, 2016).

PST ongoing contact with students enhanced the quality of the practicum experience. PSTs made improvements to their teaching practice through actively consulting with students; developing learner-centred pedagogical perspectives and practices and striving to personalise the learning of students. PSTs undertook self-studies of practice developing pedagogical content knowledge relevant to context and the needs of students (Eggins & MacDonald, 2003; Vieira, 2009; Webber et al., 2003).

Section 7.1 of Chapter 7 identified pedagogical practices of participants, particularly the PSTs relating to *Dimension 1: Know Students as People and as Learners*. Section 7.2 of Chapter 7 identifies pedagogical practices of participants, particularly PSTs, relating to *Dimension 2: From Practice to Learning for Pre-service Teachers* and the four corresponding elements presented in the *Authentic Practice Framework*.

7.2 Dimension 2 (D2): From Practice to Learning for the Pre-service Teachers

The study examined participant views on the impact of partnership-based practice on participant learning and engagement in relation to *Dimension 2: From Practice to Learning for the PSTs* of the study's *Authentic Practice Framework*. Dimension 2 comprised four elements as detailed in Table 7.1. Dimension 2 revealed participant focus on reflective practice and inquiry that emerged from participant responses to the survey and interview questions. First, each of the four elements of Dimension 2 is defined in the context of partnership-based practice and examples of the practices generated during the partnership presented.

Practice Element 5: Connect Theory With Practice Through the “Praxis Inquiry Protocol” (Incorporating Reflections and Journal (Case) Writing of Classroom (Peer) Observations and Integrated Professional Readings)

Praxis inquiry (Arnold et al., 2012a; Kemmis & Smith, 2008b) was central to the university curriculum, enabling PSTs to integrate theory and practice. Partnership-based teacher education provided PSTs with opportunities to build knowledge and practice that allowed for “reflection-in-action”, “reflection-on-action” and “reflection-for-action” (Schön, 1987). The partnership classroom observation program supported the sharing of ideas and expertise. Observations, feedback, and reflection enhanced PST capacity to theorise practice; enabling the partnership to define, transmit and reinforce the standards that underpin professional practice. To fulfil the requirements of the university course work, PSTs produced evidence of reflective practice and professional growth through journal (case) writing and portfolio presentations. The main aspects of this work included:

- PSTs used the semi-structured *Praxis Inquiry Protocol* as a useful interventionist tool to apply theoretical ideas to daily experience in the school, making proposals for improvement based on explanation and principle.
- PSTs taught school-based curriculum aligned with school priorities and practices and Departmental requirements.
- Classroom observations were carried out in triads adhering to classroom observation protocols, with one PST and one mentor observing another PST’s practice, reflecting without judgement, using evidence-based feedback.
- PSTs attended on-site seminars conducted by teacher educators and mentors, allowing PSTs to reflect on their experiences by theorising practice, using prompts and questions to facilitate understanding.
- PSTs developed their lesson plans, revised them, applied them in the classroom, and then revised them again, documenting exemplary lessons plans and student artefacts in their journals and portfolios.
- PSTs learned skills in lucid and vivid story-writing, telling, sharing and story-analysis, constructing an educational philosophy based on their practitioner learning experiences with students and teachers, academic research, and evidence-based theory.

Practice Element 6: Applied Curriculum Projects (ACPs) Aligned With School and System Goals

Working in teams with leading teachers and mentors, PSTs negotiated a year-long piece of curriculum development, inquiring into an aspect of the school curriculum affecting student learning. The main actions taken in developing ACPs were:

- PSTs investigated aspects of school curriculum and operations impacting student learning.
- PSTs applied theoretical ideas to experience, making recommendations for change based on rationale, principle, and evidence.
- PSTs created individual portfolios, developing a body of knowledge, demonstrating evidence of the professional standards.

Practice Element 7: Make Informed Professional Judgements on Student Behaviour

The partnership provided PSTs with ongoing experience in making professional judgements, constructively responding to school student behaviour. This required PSTs to demonstrate high standards of professionalism and knowledge of the school code of conduct, aligned with the overarching policy guidelines of the Department. The main strategies for making informed professional judgements were:

- PSTs built positive rapport with students, addressing underlying causes for student disengagement, putting extra time into helping students with disabilities, assisting them to solve problems.
- PSTs managed their stress levels, processing and assessing difficult classroom and student behavioural issues.
- PSTs practised self-regulatory processes, using pro-active lesson planning and an array of classroom management and inquiry model approaches.

Practice Element 8: Participate in Assessment Moderation Activities

PSTs participated in assessment moderation activities in their teaching teams comprising PSTs, teachers, and students (peer assessment). Assessment moderation of student work against the curriculum standards enabled PSTs to evaluate the impact of practice on student learning. The main actions taken in student assessments were:

- PSTs categorised student artefacts into different levels of attainment aligned to curriculum standards.
- PSTs developed teacher-made assessments using “standards-based assessment” to inform instruction.

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- PSTs evaluated student feedback to teachers, developing and applying pedagogical skills, differentiated tasks and lessons.
- PSTs employed “on-task student interactions” to track student learning progress, structuring collaborative group work to enhance student social skills.

The following four sections present evidence that participants agreed the partnership had a significant impact upon the capacity of participants, particularly PSTs, in reflective practice through developing an outlook towards inquiry. Through the analysis, the study identified key practices used by participants aligned with each of the four elements for *Dimension 2: From Practice to Learning for PSTs* as outlined in the *Authentic Practice Framework*.

7.2.5 Practice Element 5 (D2 E5): Connect Theory With Practice Through the “Praxis Inquiry Protocol”

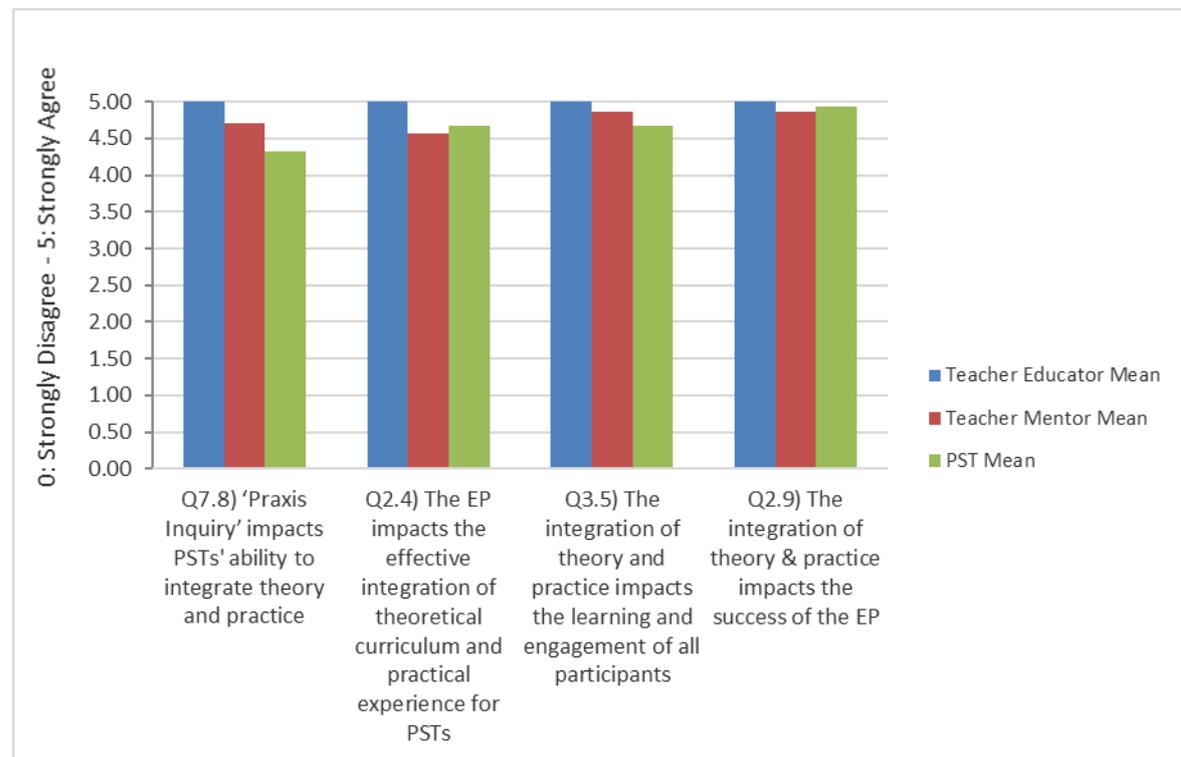
This component of the study examined the impact of *Element 5: Connect Theory With Practice Through the “Praxis Inquiry Protocol”* on participant learning and engagement. Refer to again to Appendix 9A and to Appendix 30.

The application of the *Praxis Inquiry Protocol* was a central part of the teacher education curriculum, assisting PSTs to effectively integrate theory and practice across the three domains of teacher education (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 106). PSTs were required to understand and teach school-based curriculum in the context of school priorities and practices, and in accordance with Departmental initiatives and requirements.

Figure 7.7 reflects participant views on the extent to which the partnership focus on praxis inquiry impacted PST capacity to effectively integrate theoretical knowledge with practical experience.

Figure 7.7

Practitioner View: Impact of Praxis Inquiry on the Integration of Theory and Practice



Participants strongly agreed that the partnership focus on praxis inquiry enabled PSTs to effectively integrate theory and practice. Not surprisingly, teacher educators were the strongest advocates of the teacher education curriculum. The, a teacher educator wrote:

Praxis Inquiry encourages PSTs to investigate professional practice through an integrated process of practice described, explained, theorised, and changed (introductory questionnaire, 2012; teacher educator—Tje).

As the following PST statement highlights, participants strongly agreed that the integration of theory and practice had a significant impact upon the learning and engagement of participants and success of the partnership.

PSTs are immersed not only in the classes they teach, but in the whole school culture by contributing to extra-curricular activities, administration, and professional development opportunities. Students actually witness us participating in action research at a university level in their familiar school environment; it is a unique combination of activities and perspectives that come together (introductory questionnaire 2012; PST—Pjs).

The *Praxis Inquiry Protocol* focused PSTs on “the application of theoretical ideas to daily experience in the school, so that proposals for improvement were based on

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explanation and principle” (Eckersley et al., 2011, p. 62). PSTs reported *Praxis Inquiry* as a useful interventionist tool for reconceptualising a problem of practice as a point for inquiry and not as a personal teaching failure.

Semi-structured in its implementation, *Praxis Inquiry* required PSTs to follow a scaffolded process in describing, explaining, and justifying changes in their pedagogical practice.

[T]he first few weeks of school experience including a four-week teaching block fall generally into the practice described category. The next few weeks of the program are practice explained, where PSTs are expected to adopt more systematic and literature-based understandings of what they observe. In the third phase that begins in the second half of the yearly program, emphasis shifts to attempts at theorising school and teaching experience so that approaches and improvements can be justified (introductory questionnaire, 2012; teacher educator—Tje).

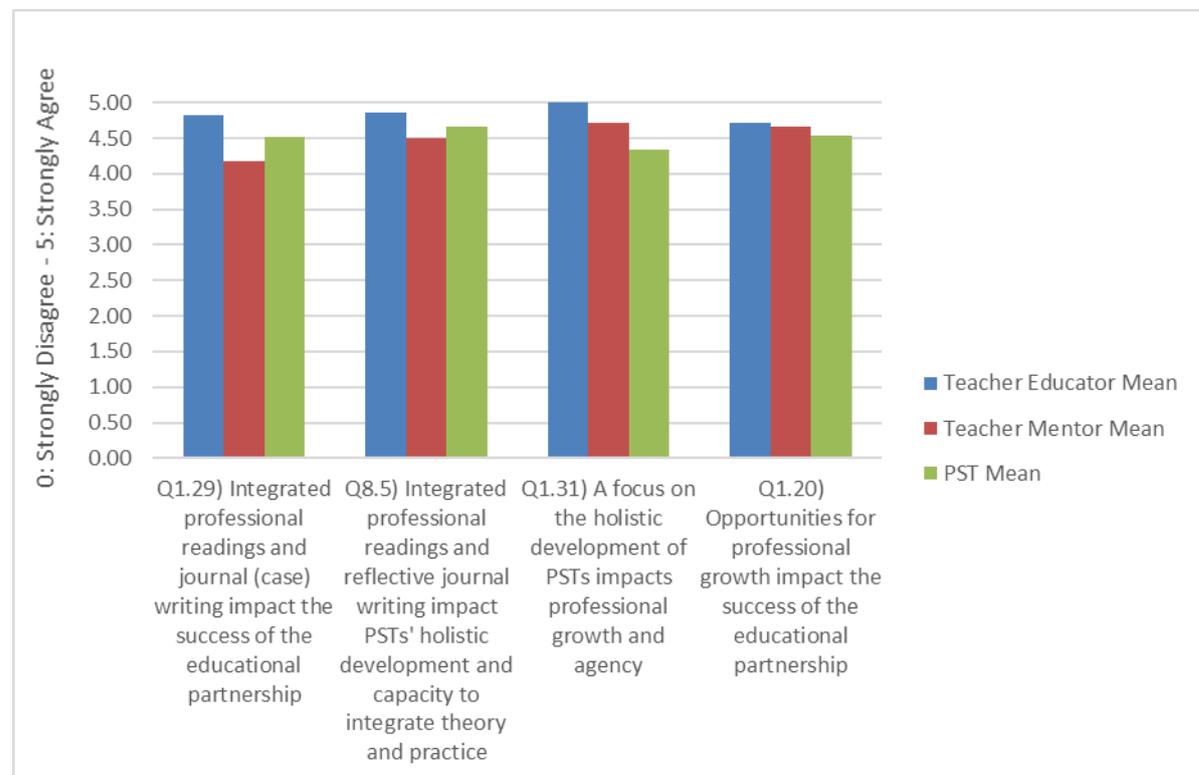
The partnership enabled PST deep engagement with the content and skills of effective pedagogical practice, through a process of embedded and integrated design—unit planning, instruction, critical and reflective practice, integrated professional readings and Collaborative Practitioner Research (CPR). The integration of theory and practice occurred through the active theorising of “on-site” experience, generating “new knowledge and thinking” (Eckersley et al., 2011, p. 1).

The theorising of practice occurred through three main partnership activities, including classroom (peer) observation of professional practice, integrated professional readings and journal (case) writing. The study examined participant views on the extent to which opportunities to engage in observations, academic research and reflective practice impacted the success of the partnership, the holistic growth, and capabilities of participants, particularly the PSTs.

The central focus of improved partnership practice was student learning. Figure 7.8 reflects participant views on the impact of classroom observation on the development of pedagogical skills to improve teacher effectiveness, student learning and the success of the partnership.

Figure 7.8

Practitioner View: Impact of Classroom Observation on Teaching Effectiveness, Student Learning, and the Success of the Partnership



Participants consistently agreed that observations had a significant impact upon the success of the partnership, developing PST pedagogical skills and insights, improving teacher effectiveness and student learning.

Collegiate observation is the tool that enables PSTs, just as it does our own staff, to broaden and sharpen their understanding of pedagogical skills and insights.

Observing, evaluating, and reflecting on practice enables all participants to share in the building of pedagogical capital. It has been widely proven that collaboration of staff in learning and sharing practice leads to improved teaching practice and, in turn, student learning (introductory questionnaire, 2012; mentor—Mra).

Observation tools enabled teachers and PSTs to align their understandings with evidence-based teaching strategies initiated by the Department (Northern Metropolitan Regional Office Department of Education and Early Childhood Development, 2010). Teachers, PSTs, and teacher educators developed and implemented *Theories of Action* rubrics (frameworks for observations) (Hopkins et al., 2011). These rubrics promoted consistent protocols in the way that practice was observed, documented, and reflected.

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PSTs work in triads with the mentor as a pedagogical coach. Essentially, we induct them into the “norms and protocols” such as “non-judgementalism” and evidence-based feedback that we believe should be an integral part of professional development in all schools (introductory questionnaire, 2012; mentor—Mra).

Observation and reflection ensured that participants drew on a common body of knowledge that was shared and practised.

Teaching actions, including PST classroom interactions with students are discussed immediately with mentors or later in the partnership base room (in site-based seminars) by the teacher educator, who facilitates PST reflections through the use of prompts, questions, and wonderings, helping PSTs to theorise practice (post-forum evaluation, 2012; PST coordinator / mentor—May).

PSTs participated in seminars in which they shared their weekly experiences in the classroom and discussed procedures, results (what worked or did not work, and what to try next). As indicated by the following teacher educator statement, PSTs, mentors, and teacher educators participated in the joint enterprise of observing, reflecting on, and modelling professional practice.

This model allows PSTs to observe and examine closely the features of the classroom, unit, staff, and curriculum that contributes towards shaping contemporary practice (introductory questionnaire, 2012; teacher educator—Tje).

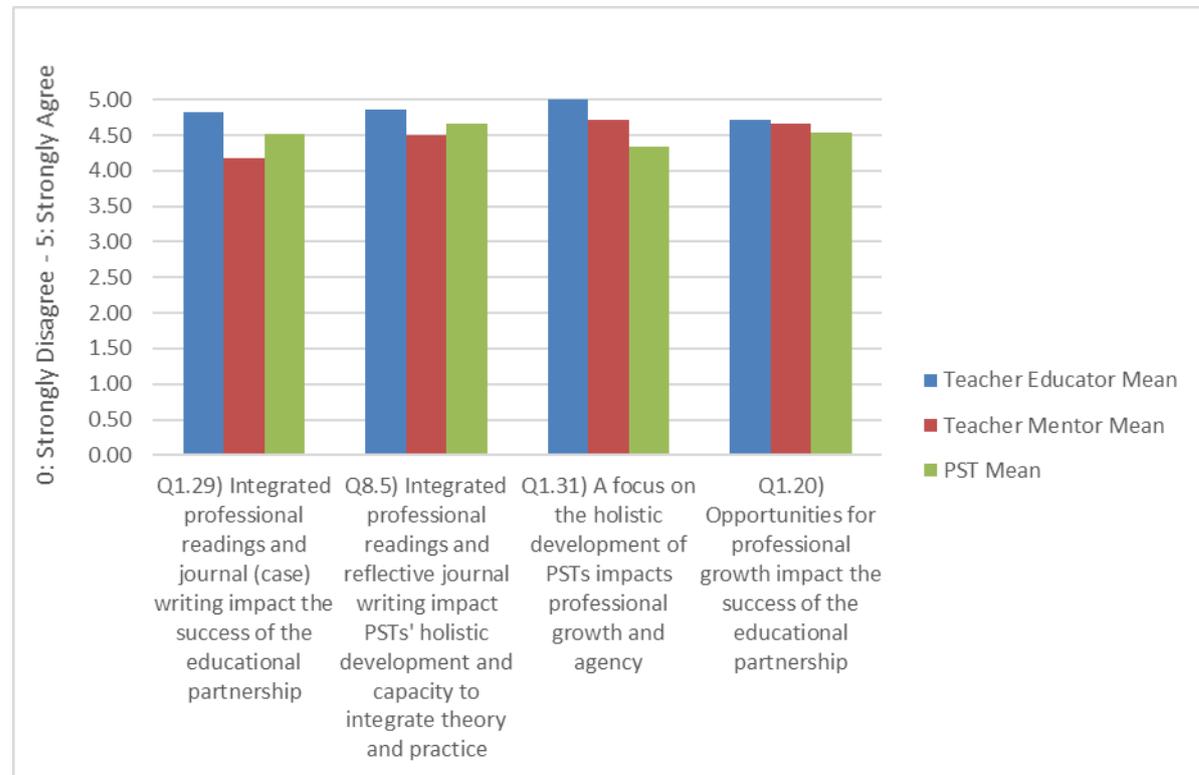
Through these activities, PSTs developed their lesson plans, revised them, applied them in the classroom, and then revised them again. Exemplary lesson plans and activities were collected, shared, and distributed to others as part of journal (case) writing and portfolio presentations. Through classroom observation and reflective practice, PSTs understood, learned, and applied teaching strategies to meet the school expectations, supporting student learning needs.

To fulfil the requirements of university course work, PSTs produced evidence of reflective practice against the professional standards, applying the *Praxis Inquiry Protocol* in journal (case) writing. The study examined the impact of practitioner learning on PST holistic development and professional agency and the practices that emerged from these activities.

Figure 7.9 reflects participant views on the extent to which integrated professional readings and journal (case) writing impacted PST holistic development, agency, and the success of the partnership.

Figure 7.9

Practitioner View: Impact of Integrated Professional Readings and Journal Writing on PST Growth and Capacity



Participants strongly agreed that professional readings and reflective journal (case) writing had a significant impact upon PST holistic development and capacity to integrate theory and practice, important to the success of the partnership. Tje, a teacher educator wrote:

The educational features and expectations that prevail in the site-based model include intellectual challenges, skills development, academic rigour, and reflective practice, a sense of place, authenticity, emotional wellbeing for successful performance (introductory questionnaire, 2012; teacher educator—Tje).

Integrated professional readings facilitated meaningful reflection and discourse, timely and relevant to the investigation of school-based practices.

Case writing and reflective portfolios provide a systematic approach to support PSTs in navigating and orientating themselves both intellectually and pedagogically (introductory questionnaire, 2012; teacher educator—Tje).

Journal (case) writing enabled PSTs to engage in a holistic learning process; one that developed the whole person where the participant, the activity and the world of practice were mutually constitutive.

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PST holistic development, professional knowledge and agency were reflected in their improved time management, work–life balance, a commitment to further professional learning and study, the application of discretionary time and enhanced personal interests. A teacher educator explained:

Acquired knowledge, skills and attributes contribute to PST professional knowledge and development. Case writing provides a constant vehicle for reflection through which new understandings emerge. I challenge my students [PSTs] to interpret and then re-interpret their experiences. Professional development is linked to personal goal setting and their ambition in becoming a career teacher (post-conference evaluation form, 2013; teacher educator—Tje).

Teacher educators provided the impetus for PSTs to make connections with the literature; carefully selecting appropriate sources to bridge current practice, including problems as demanded by practice, with changed and forwarded practice (Fullan, 2016).

PSTs used a scaffolded approach in critically reading and reflecting on theory and research. First, PSTs critically read texts on theory; second, they reflected on and analysed those texts; thirdly, they reflected on the reflections of their fellow PSTs; and, finally, connected these theoretical reflections with practice.

Through my journal entries, I'm making sense of my daily experiences in the school. Telling and sharing my stories with fellow PSTs and mentors ... part of my development as a teacher (PST forum, 2011; PST—Pjs).

This quote highlights the role of narrativisation, informing PST holistic development, professional knowledge, and agency through lucid and vivid story writing, storytelling, story sharing, and story analysis (Mansur et al., 2011).

PSTs incorporated academic research and evidence-based theory gained from professional readings to construct an educational philosophy grounded in practice and informed by their day-to-day experiences with students and teachers. A PST wrote:

The university provides the PST with the theory, and the school and mentor provides the PST with professional knowledge and skills that are required to be effective within the school (introductory questionnaire, 2012; PST—Pvi).

Through journal (case) writing, PSTs evaluated their teaching practice against the professional standards as part of negotiating individual professional learning goals that were closely monitored.

7.2.6 Practice Element 6 (D2 E6): Applied Curriculum Projects (ACPs) Aligned With School and System Goals

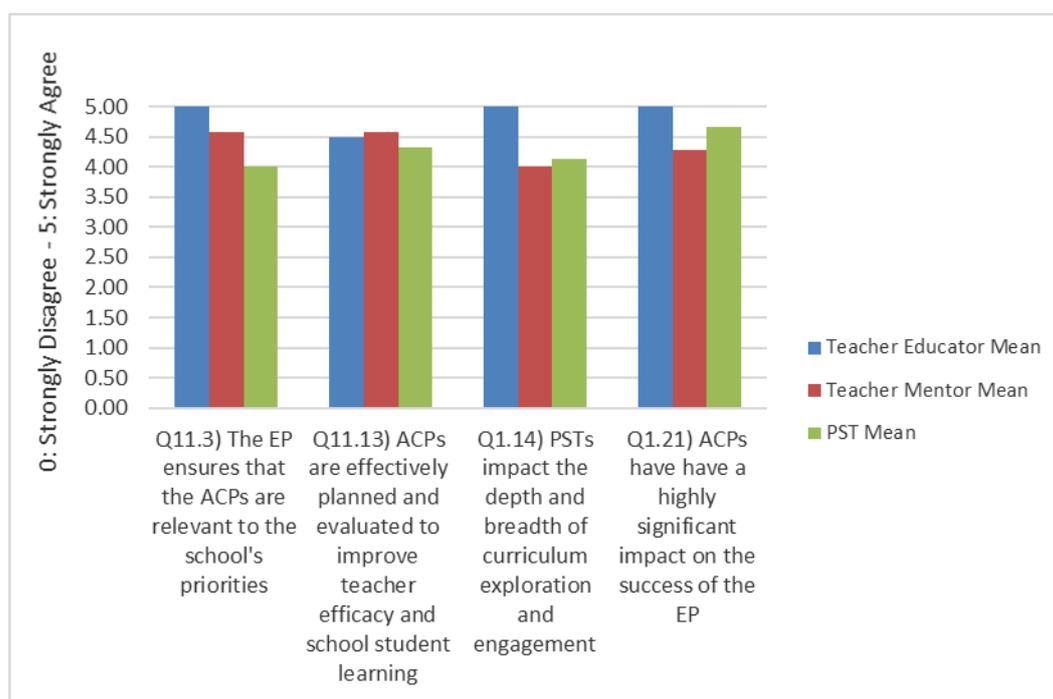
This component of the study examined the impact of *Element 6: Applied Curriculum Projects (ACPs)* on participant learning and engagement. The emphasis placed on ACPs was based on the value of CPR in promoting inquiry and collective responsibility for student learning (Cochran-Smith & Lytle, 2009; Kruger et al., 2009). As the following teacher educator statement indicates, participant commitment to ACPs generated shared knowledge that was relevant to the school setting (Cacciattolo & Cherednichenko, 2007).

ACPs are central to the partnership. Their focus identified in the first instance by the school, ensuring a strong connection between student inquiry and school priorities (introductory questionnaire, 2012; teacher educator—Tje).

Figure 7.10 reflects participant views on the extent to which the ACPs had an impact upon school priorities, teacher efficacy, student learning, curriculum exploration and the success of the partnership.

Figure 7.10

Practitioner View: Impact of Applied Curriculum Projects (ACPs) on School Priorities and the Success of the Partnership



Participants broadly agreed the ACPs were relevant to school priorities, improving teacher efficacy and student learning. Engagement in ACPs aligned the activities of participants with the goals and priorities of the school and Department (Northern

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Metropolitan Regional Office Department of Education and Early Childhood Development, 2010).

PSTs can partake in one of six “Applied Curriculum Projects”. The focus for each project is based on the NMR’s²² “Powerful Learning”²³ strategy to instil curiosity and assist students to be literate and numerate. Each project has direct links to the school AIP and the Northern Metropolitan Region’s goals for all schools in the Region. Each project has tangible objectives and are led by a leading teacher who mentors a group of PSTs to research, investigate, develop, formulate, and implement initiatives that aim to ensure that the school meets and exceeds the NMR’s expectations and the goals outlined in the school Strategic Plan and AIP (introductory questionnaire, 2012; mentor—Mcy).

ACPs involved PSTs more deeply in the life of the school, strengthening the “educational discourse between mentor teachers and between the team of PSTs placed at the partnership school” (Hooley, 2012, p. 3).

I believe that both the school and the PSTs benefit from the work because it is real, informed by data and in-line with both the school priorities and the Department (introductory questionnaire, 2012; PST—Pjs).

PSTs used a range of research methodologies, such as interviews with PSTs, mentors, teacher educators, and students; classroom observations of teaching practice; analysis of student learning data, didactic materials, and artefacts; and formative and summative assessments of student work.

Teacher educators made important connections between the curriculum of the university and school, with recommendations for change based on evidence and reason.

For us, the benefits of our ACPs are numerous. ACPs allow us to be involved in an advanced system of curriculum development enabling close links between school experience and pedagogical theory. The ACPs enabled me as a teacher educator to shift the location of such discussions from the university to the school, connecting theory and practice. ACPs are focused on inquiry and the application of ideas to authentic experience in the school so that proposals for improvement are based on rationale and set of principles (introductory questionnaire, 2012; teacher educator—Tje).

²² Northern Metropolitan Region, Department of Education and Early Childhood Development, 2012, became part of the greater NWVR—North-Western Victoria Region, in 2014 as part of the Department of Education and Training.

²³ (Hopkins et al., 2011).

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As the following teacher educator statement presents, ACPs allowed PSTs to systematically evaluate the impact of professional practice on student learning.

PSTs have the opportunity to implement workshops to assist with their inquiries and to gain knowledge about the school, students, and staff (post-forum evaluation, 2013; teacher educator—Tje).

A commitment to ACPs enabled PSTs to build a body of evidence, demonstrating their capacity to fulfil the Victorian Institute of Teaching (VIT) / Australian professional standards (The Australian Institute of Teaching and School Leadership, 2012).

7.2.7 Practice Element 7 (D2 E7): Ongoing Experience in Making Informed Professional Judgements on Student Behaviour

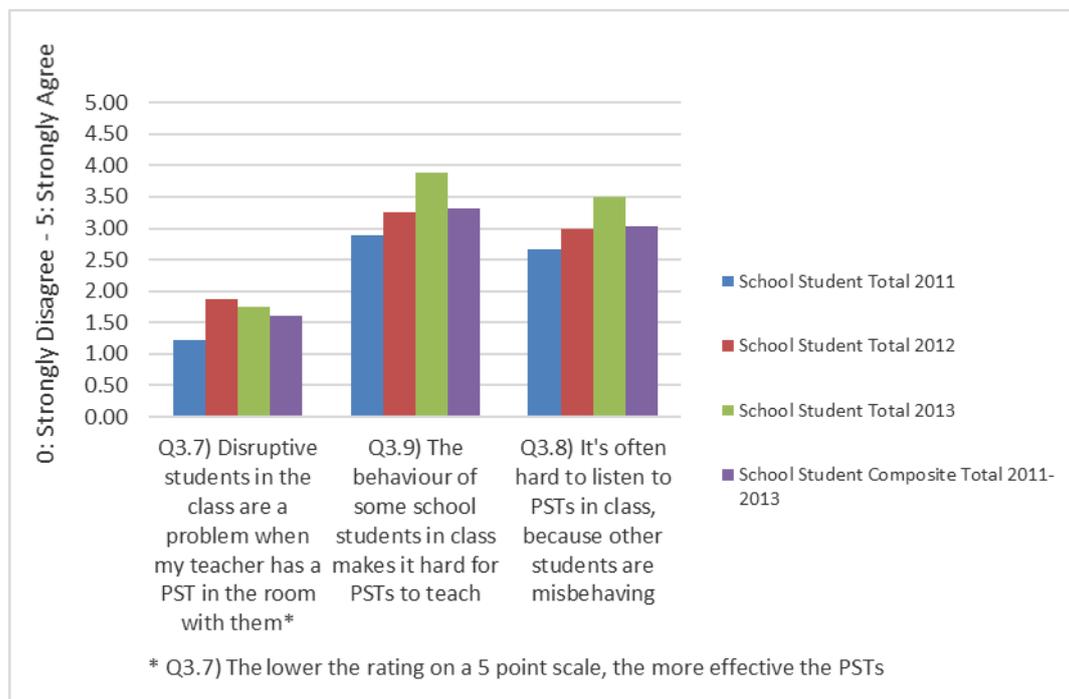
The study examined the impact of *Element 7: Make Informed Professional Judgements* on participant learning and engagement. The partnership provided PSTs with ongoing experience in making professional judgements, developing their resilience and capacity to respond constructively to student behaviour. The following teacher educator statement explains the challenges that PSTs faced through the ongoing nature of their practicum experience.

[T]o describe educational practice that is located alongside practitioners as they interact with students, as they confront and resolve a multitude of issues and problems every day as they come to appreciate the frustrations and exaltations of intensive human interaction (introductory questionnaire, 2012; teacher educator—Tje).

The study examined student views on PST classroom management skills. PST capacity to understand and constructively respond to student behaviour, involved resolving challenging conduct and difficult classroom situations. Figure 7.11 reflects student views on the capacity of PSTs to manage the classroom, reduce the potential for student disruption and enhance the opportunities of all students to learn.

Figure 7.11

Student View: Pre-Service Teacher Capacity to Respond Constructively to Student Behaviour and Manage the Classroom



The survey data suggests that PSTs did not experience overtly disruptive student behaviour of the type that made it difficult for PSTs to teach or for students to listen to the PSTs speaking in class. Students consistently agreed that PST involvement in classrooms collaborating with mentors through team teaching and observations, reduced the negative behaviours of potentially disruptive students. PSTs provided additional adult supervision, supporting student engagement, and making the learning environment a safe and encouraging place to learn.

PST capacity to make informed professional judgements, understand and appropriately respond to student behaviour depended on their capacity to maintain high expectations and standards of professionalism. As suggested by the following PST comments, PST extended placement at the school, provided them the time, place and attributions to establish and enforce classroom policies, procedures, and protocols (Guskey, 1995).

[S]ome of the kids try it out; it provides me with a challenge in terms of behaviour and getting them on task again; it comes back to my practice, having plan A, B and C; putting the responsibility back on the students (PST forum, 2013; PST—Pkn).

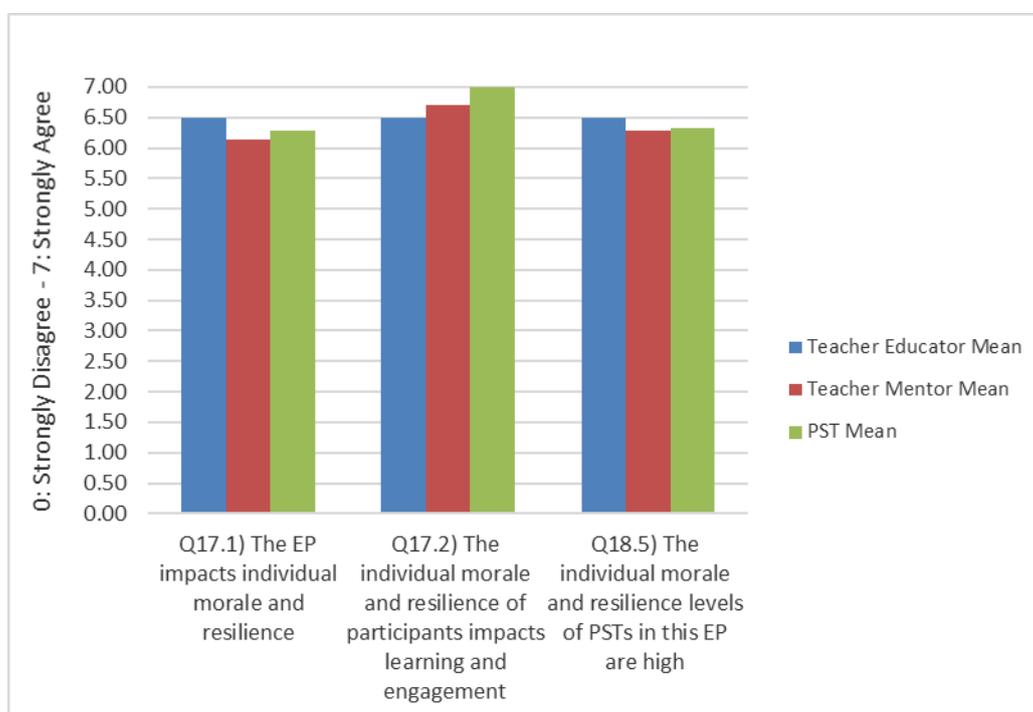
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Ongoing experience in managing student behaviour provided PSTs with opportunities to practise self-regulatory processes, monitoring and encouraging pro-active lesson planning in the use of an array of classroom management techniques (Anthony & Kritsonis, 2007; Chambers, 2002).

PST experience, skills, and dispositions in constructively responding to a range of student behaviours impacted their role satisfaction and wellbeing (Mainhard et al., 2011). Graph 7.7 reflects participant views on the nature of participant learning, engagement, individual morale, and resilience.

Figure 7.12²⁴

Practitioner View: Pre-Service Teacher Morale and Resilience in Making Judgements on Student Behaviour



The data suggest that participants believed the individual morale and resilience of PSTs was consistently high and these factors had a significant impact upon their learning and engagement. The partnership provided the place, time, and mentoring support, enabling PSTs to build their resilience and capacity as reflective practitioners to make informed professional judgements.

²⁴ As indicated in Chapter 4 Research Methodology Section 4.5 Scope of the Research Methodology – Data Collection, Collation and Analysis, for question prompts relating to participant morale and wellbeing a 7-point Likert scale was used: (0) No response, (1) Strongly Disagree, (2) Moderately Disagree, (3) Mildly Disagree, (4) Neither Agree nor Disagree, (5) Mildly Agree, (6) Moderately Agree, (7) Strongly Agree. The Likert scale is reflected by the numbers on the “X” axis on each of the graphs.

Opportunities to develop authentic relationships with students had a significant impact upon PST satisfaction, wellbeing, resilience, and morale (de Jong et al., 2012; Walker, 2009). Ongoing contact with students enabled PSTs to establish strategies to both discipline and nurture students (Walker, 2009). PSTs who established positive classroom environments and showed a capacity to maintain high expectations, were more likely to practise student-centred, inquiry model approaches (Yost, 2006). A PST explained:

I know that group work with students can be challenging, but it pays off in developing trust with students. Preparation for student centred learning is difficult, but essential. They have to own the work. You have to make it stimulating, keep them on-task (post-forum evaluation, 2013; PST—Pkn).

PST individual morale and resilience increased their ability to manage the stress and challenges of site-based teacher education, as well as helping them to process and assess difficult classroom and student issues as part of making professional judgements (Onafowora, 2005; Poulou, 2005; Truxaw et al., 2011; Yu-Chu, 2006).

The year-long duration of the partnership enabled PSTs to build positive rapport with students, addressing underlying causes for student disengagement. PST capacity to impact student skill development in problem solving, was a tangible indicator of PST persistence, resilience, and self-efficacy. This was particularly noticeable when PSTs experienced success when working with students with disabilities.

To actually help students with learning difficulties to try and solve problems on their own has had a big difference on my attitude to become a teacher ... it made me try a bit harder (PST forum, 2012; PST—Pbn).

The SBMTE provided PSTs with on-the-job experiences, additional monitoring, and support. Ongoing experience in managing student behaviour impacted PST capacity to make sound professional judgements, plus their motivation, role satisfaction and individual morale.

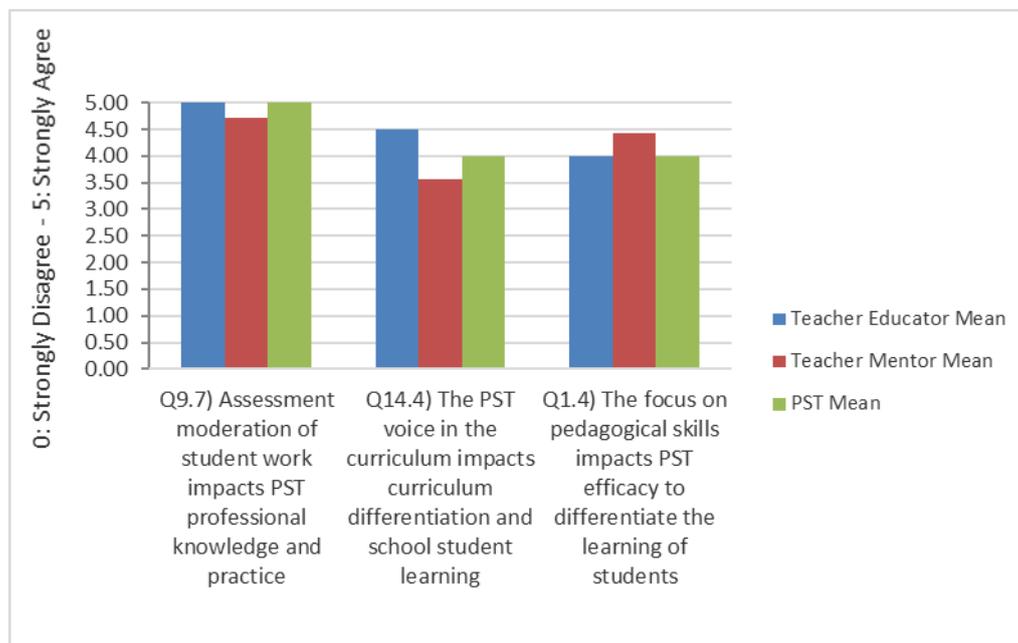
7.2.8 Practice Element 8 (D2 E8): Participate in Assessment Moderation

The study examined the impact of *Element 8: Assessment Moderation* on participant learning and engagement. PSTs participated in moderation activities in teams comprising PSTs, mentors, and teachers (including student peer assessment).

Figure 7.13 reflects participant views on the extent to which PST participation in formative assessment activities developed their knowledge and practice to effectively differentiate the learning of students.

Figure 7.13

Practitioner View: Impact of Pre-Service Teacher Participation in Assessment Moderation on Professional Knowledge and Pedagogical Practice



Participants strongly agreed that PST engagement with teachers in assessment moderation activities had a significant impact upon their professional knowledge and practice. There was some variation in participant responses on the impact of PST voice on curriculum differentiation and student learning. Mentors in particular, considered that the partnership focus on pedagogical skills had a significant impact upon PST capacity to differentiate the learning of students.

As the following mentor's statement indicates, PSTs planned and organised collaborative and semi-structured group work to develop student social skills.

PSTs can observe a variety of teachers using differentiated assessment strategies. This makes them think carefully about how they structure group work in their classrooms as they gain a better understanding of student social skills (introductory questionnaire, 2012; mentor—Mcy).

PST capacity to differentiate curriculum and assessment required an understanding of the school demographic. Formative assessment moderation through frequent interactions with students, allowed PSTs to develop and apply pedagogical skills, plan differentiated tasks and lessons, and personalise the learning of students. A teacher educator wrote:

PSTs are able to relate to students and their interests, students experience a variety of teaching styles (introductory questionnaire, 2012; teacher educator—Tje).

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As suggested by the following PST statement, PSTs reported having observed teams of teachers working with year level cohorts of students, categorising student work into distinct levels of attainment against the achievement standards.

It's hard putting student work into different levels. I'm learning a lot from the teachers, particularly how to give authentic feedback to students ... one on one and in small groups (PST forum, 2013; PST—Pkn).

Assessment moderation activities developed PST confidence to sustain classroom environments that encouraged on-task student interactions, experimenting with a range of differentiated assessment tools (Hill et al., 1997). Through one-on-one literacy tuition of low-achieving students, PSTs negotiated learning goals and tracked individual student learning progress. A mentor noted:

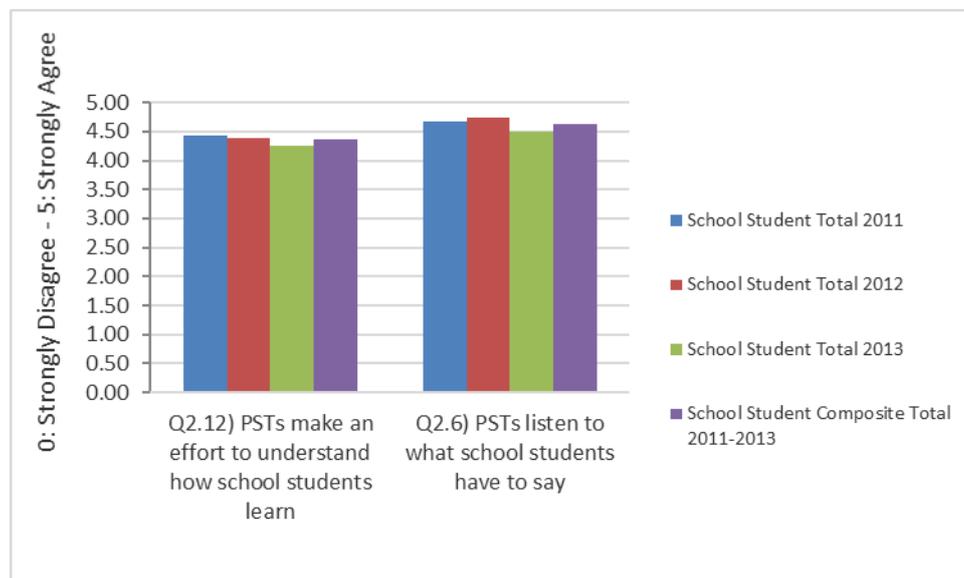
It allows the PSTs to apply theory, their knowledge of the Department policies and to be proactive in a timely manner. Through various forums, PSTs are able to reflect, analyse and share with their peers effectively—so that they may enrich their experience and build their repertoire of skills and strategies (introductory questionnaire, 2012; Mentor—Mra).

Exposure to school level policies reflecting Departmental guidelines and legislative requirements about assessment and reporting, enhanced PST capabilities to engage in moderation practices.

PST ongoing interactions with students, which included being receptive to student ideas and feedback, impacted their capacity to make informed professional judgements on student outcomes. Figure 7.14 reflects student views on the extent to which PSTs made an effort to understand students by listening to what they had to say.

Figure 7.14

Student View: Impact of Pre-Service Participation in Student Assessments on their Capacity to Know Students and How They Learn



Students consistently agreed PSTs made a significant effort to understand students by listening to their views and opinions. Like most teaching practicum, this educational partnership allowed PSTs to develop professional expertise in transmitting content knowledge. As indicated by the following teacher educator statement, the partnership emphasis on authentic assessments enabled PSTs to focus on how students learned and constructed knowledge (Kember & Kwan, 2000).

There has now been some further developments whereby, data generated through the partnership has been collected from PSTs, teachers, and teacher educators to describe, explain, reflect on, and develop a collaborative approach to understand and improve student learning (introductory questionnaire, 2012; teacher educator—Tje).

Assessment moderation of student work against the curriculum standards and ongoing contact with students had a significant impact upon PST professional knowledge, pedagogical skills, and capacity to make informed and comparable teacher judgements.

Summary of Authentic Practice Dimension 2 – From Practice to Learning for the Pre-service Teachers

The analysis sought to link the partnership-associated practices reported in the data with the elements of *Dimension 2: From Practice to Learning for PSTs* from the *Authentic Practice Framework*. The analysis of the data relating to reflective practice and inquiry

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revealed 17 practice exemplars contributing to the learning and engagement of participants, particularly the PSTs. Table 7.3 presents a summary of the associations.

Table 7.3*Authentic Practice Dimension 2: From Practice to Learning—Elements and Practice**Exemplars*

Practice element		Practice exemplar	
5	Connect theory with practice through the <i>Praxis Inquiry Protocol</i> , incorporating reflective practice strategies such as journal (case) writing of classroom (peer) observations and integrated professional readings	14	PSTs use the semi-structured <i>Praxis Inquiry Protocol</i> as an interventionist tool, reconceptualising a problem of practice as a point of inquiry; applying theoretical ideas to daily experiences in the school to describe, explain and justify changes in their pedagogical practice.
		15	PSTs teach school-based curriculum aligned with school priorities and practices and Departmental requirements.
		16	Classroom observations are carried out in triads adhering to protocols, with one PST and one mentor observing another PST's practice, reflecting without judgement, using evidence-based feedback.
		17	PSTs attend on-site seminars conducted by teacher educators, school leaders, and mentors, allowing PSTs to share, discuss, and reflect on their experiences as part of theorising practice; teacher educators use prompts and questions to facilitate PST understandings.
		18	PSTs develop their lesson plans, revise them, apply them in the classroom, and then revise them again; documenting exemplary lessons plans and student artefacts in their journals and portfolios.
		19	PSTs use a scaffolded approach to critically read and reflect on professional readings, cooperatively analysing theory, research, evidence, and practice; making valuable connections between theory and practice.
		20	PSTs learn skills in lucid and vivid story-writing, telling, sharing and story-analysis; constructing an educational philosophy based on academic research and evidence-based theory and informed by their practitioner learning experiences.
6	ACPs aligned with the goals of the school and system	21	Teams of PSTs with leading teachers select and inquire into an aspect of the school curriculum affecting student learning, wellbeing, and engagement.
		22	PSTs apply ideas to authentic experience making recommendations for change based on rationale, principle, and evidence.
		23	PSTs create a portfolio, developing a body of knowledge to demonstrate evidence of their capacity to fulfil the professional standards.
7	Ongoing experience in making informed professional judgements on student behaviour	24	PSTs build positive rapport with students, addressing underlying causes for student disengagement; putting extra time into helping students with disabilities, assisting them to solve problems on their own.
		25	PSTs manage their stress, processing and assessing difficult classroom and student issues, as part of understanding and constructively responding to student behaviour.
		26	PSTs practise self-regulatory processes and use pro-active lesson planning in the use of an array of classroom management and inquiry model approaches.
8	Participate in assessment moderation activities to inform practice	27	PSTs collaborate with teachers, fellow PSTs, and students in making comparable teacher judgements, categorising student artefacts into different levels of attainment.
		28	PSTs develop teacher-made assessments using "standards-based assessment" to inform instruction, deepening their understanding of pre-assessment, formative, and summative assessment practices.
		29	Appraisal of student feedback to teachers, enables PSTs to develop and apply pedagogical skills, differentiated tasks, and lessons.
		30	PSTs employ "on-task student interactions" to negotiate student learning goals and track learning progress; structuring collaborative group work, gaining an understanding of and assessing students' social skills.

The analysis demonstrated the link between PST holistic learning and development and their participation in authentic practice, embedded in the pre-existing structures of the school community (Linehan & McCarthy, 2000). Healthy, growth-enhancing interactions evident in the altered relationships of the partnership were crucial to PST holistic development (Gilligan, 2011). Authentic practice impacted PST “philosophical project knowledge” (Arnold et al., 2012b) and their understandings of students and their learning needs. These understandings were enhanced through “praxis”, realising a view of knowledge generated through social experience (Swackhamer et al., 2009).

Praxis inquiry underpinned PST ongoing investigation of practice—the way it was observed, described, explained, theorised, and transformed. Integrated professional readings and journal (case) writing enhanced PST capacity to theorise practice, allowing PSTs to construct a personal narrative and educational philosophy. PST situated learning experiences in the SBMTE informed their understandings of the expectations of the profession. Journal (case) writing provided PSTs with a way of explaining and justifying their experiences to themselves (Coldron & Smith, 1999). PSTs reflected on and evaluated their teaching practice against specific criteria (professional standards) as part of negotiating and establishing their individual professional learning goals (Darling-Hammond & Baratz-Snowden, 2007).

Participation in assessment moderation practices impacted PST capacity to make informed professional judgements, demonstrating an understanding of how students learned. The dispositional characteristics of PSTs such as resilience and morale, were heightened through partnership-based practice, including “professional responsibility and agency, attributes usually associated with graduate teacher” (Arnold et al., 2012b, p. 69).

Section 7.2 of Chapter 7 identified 17 practice exemplars employed by participants reflective of *Dimension 2: From Practice to Learning for PSTs*. Section 7.3 of Chapter 7 identifies practice exemplars relating to *Dimension 3: Practice and Knowledge Relationships in the Teaching Teams* and the four corresponding elements presented in the *Authentic Practice Framework*.

7.3 Authentic Practice Dimension 3 (D3): Practice and Knowledge Relationships in the Teaching Teams

The study examined participant views on the impact of partnership-based practice on participant learning and engagement in relation to *Dimension 3: Practice and Knowledge Relationships in the Teaching Teams* of the *Authentic Practice Framework*. Dimension 3 comprised of four elements as detailed in Table 7.1. Dimension 3 of the study’s *Authentic*

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Practice Framework reflected the primacy of participant immersion in experiential learning activities grounded in practice. First, each of the four elements of Dimension 3 is defined in the context of partnership-based practice and examples of the practices generated during the partnership are presented.

Practice Element 9: Situated Learning Experiences Grounded in Practice

The SBMTE provided PSTs with situated learning experiences embedded in practice. Learning about the school and its people was a social activity, emphasising the significance of participant interactions in the learning environment. The main strategies were:

- PSTs aligned their behaviours with the values and cultural norms of the school.
- PSTs developed and applied skills in negotiation, adapting their practices to the school expectations.
- Mentors balanced their formal supervisory duties addressing PST key competencies with their informal interactions with PSTs, supporting PST emotional wellbeing.
- Mentors and students gave timely and meaningful praise and recognition of PSTs, encouraging the use of learner-centred pedagogies.
- Team-based pursuits and activities nurtured PST belonging and engagement.
- PSTs learned to break up didactic instruction with one-on-one tuition and small group work with students.
- PSTs balanced their informal interactions with students with a capacity for formal instruction, assuming the positional authority of a teacher.

Practice Element 10: Relationships With Teacher Mentors

Relationships with mentors fostered PST engagement in the school transformation process. Integrating the PSTs and teacher educators with the day-to-day activities of teachers and students enabled university partners to view the partnership as an essential part of the school transformation process, bringing about cultural and pedagogical change. The strategies that supported mentor productive relationships with PSTs included:

- mentors modelled the school strategic disposition to PSTs and teacher educators
- mentors included PSTs in the coordination of student learning activities such as excursions
- mentors employed a small group mentoring model.

Practice Element 11: Relationships With Parents and the Wider Community

Partnership-based practice provided opportunities for PSTs to develop relationships with parents and members of the broader school community. The partnership strengthened the school connections with the broader community, building the school profile and

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extending its reach. The main actions taken to strengthen PST relationships with parents and the wider community were:

- the principal communicated the purpose of the partnership to parents via the school newsletter
- the school-based PST coordinator featured participant written articles in the school newsletter
- PST involvement in co-curricular activities promoted parent / community engagement.

Practice Element 12: Relationships With Teacher Educators and Academics

PST, mentor, and school leader relationships with teacher educators were critical to the success of the partnership. Fostering the structural conditions for the partnership included the effective integration of teacher educators and the teacher education curriculum with the school program. The main strategies put in place to pronounce the practices of teacher educators were:

- Teacher education units were delivered on-site, creating links between student learning and pedagogical theory.
- Teacher educators and mentors co-taught the university education units to PSTs, privileging the practitioner knowledge of teachers.
- Experienced tenured academic staff were placed as teacher educators at the site.
- The working roles of academics were redefined as teacher educators and not “university lecturers”.
- The school allocated a “base-room” to the teacher educators and PSTs, used for on-site seminars.

The following four sections present evidence that participants agreed the partnership had a significant impact upon the capacity of participants, particularly the PSTs. The practices and knowledge relationships of the teaching teams developed PSTs’ sense of belonging, professional knowledge, and agency.

Through the analysis, the study identified key practices used by participants that were aligned with each of the four elements for *Dimension 3: Practice and Relationships in the Teaching Teams* as outlined in the *Authentic Practice Framework*.

Dimension 7.3 Findings

7.3.9 Practice Element 9 (D3 E9): Situated Learning Experiences Grounded in Practice

The study examined the impact of *Element 9: Situated Learning Experiences Grounded in Practice* on PST learning and engagement. This analysis reflected a view of

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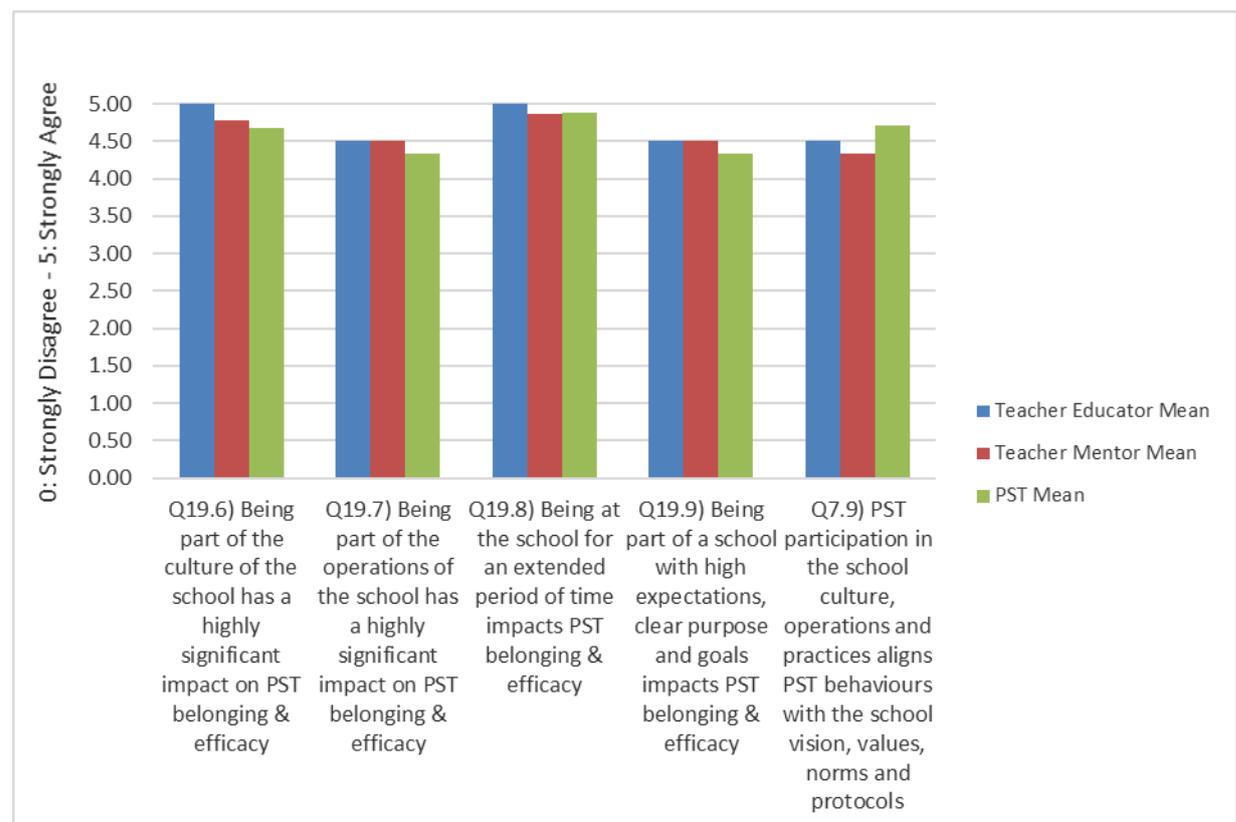
knowledge generated through social experience (Swackhamer et al., 2009). Learning as a social activity emphasised participant interactions within the learning environment (Cobb & Bowers, 1999). The following teacher educator statement suggests that PST situated learning experiences developed their contextual knowledge of the school community. A teacher educator stated:

This site-based model enables PSTs to be immersed in the school and engage more frequently in professional discourse, where opportunity is optimised for linking theory and practice and Lave and Wenger’s (1991) work around communities of practice (introductory questionnaire, 2012; teacher educator—Tje).

Figure 7.15 reflects participant views on the extent to which PST participation in the school culture and operations impacted their sense of belonging, professional knowledge, practice, and efficacy aligned with the values, norms, and expectations of the school.

Figure 7.15

Practitioner View: Impact of Authentic Practice on Pre-Service Teacher Belonging and Efficacy



The data suggests that PST participation in the culture and operations of the school for an extended period of time had a significant impact upon their sense of belonging and efficacy. The following PST statement provides evidence that PST professional knowledge

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and practice were informed by their interactions with teachers and students in the “ordinary practices of the school culture” (Brown et al., 1989, p. 34).

PSTs are trained in real schools with real kids over real time. The model is warts and all—you can’t hide reality over a ten-month period in any school. This also means that the PSTs are under greater scrutiny as they cannot “wing it” for ten months (introductory questionnaire, 2012; PST—Pvn).

PSTs learned how to become part of an organisation. This enhanced experience came from their membership of the teaching teams, characteristic of communities of practice (Lave & Wenger, 1991); reinforcing a definition of learning as context specific and embedded in practice.

The SBMTE creates effective teachers by giving university students an authentic experience in the school. Participation in the program leads to increased confidence and competence that comes from having knowledge of the content, applying the theory, and getting experience in the classroom and the school as a whole (introductory questionnaire, 2012; PST—Pvn).

To effectively co-participate in communities of practice, participants, including PSTs, showed a preparedness to compromise, with mutual benefits for all stakeholders. A teacher educator wrote:

The actions and expectations of you [principal] and others, I think, bring to attention diverse perspectives, needs, experience, and expectations, and could be considered attributes to the work of the teams rather than a division of accountability and roles. This means, as you rightly pointed out, the need for compromise (post-forum evaluation, 2013; teacher educator—Tje).

As the following PST statement indicates, engagement in authentic practice, aligned PST behaviours with the school vision, values, and protocols.

The SBMTE provided me with opportunities to develop as an emerging teacher. I believe that this partnership has adequately prepared me for the role of graduate teacher as it is an immersive experience that presents PSTs with highly valuable opportunities to become involved in and help shape a wide range of pedagogical and cultural activities—curricular and co-curricular events—over the school year’ (introductory questionnaire, 2013; PST—Pkn).

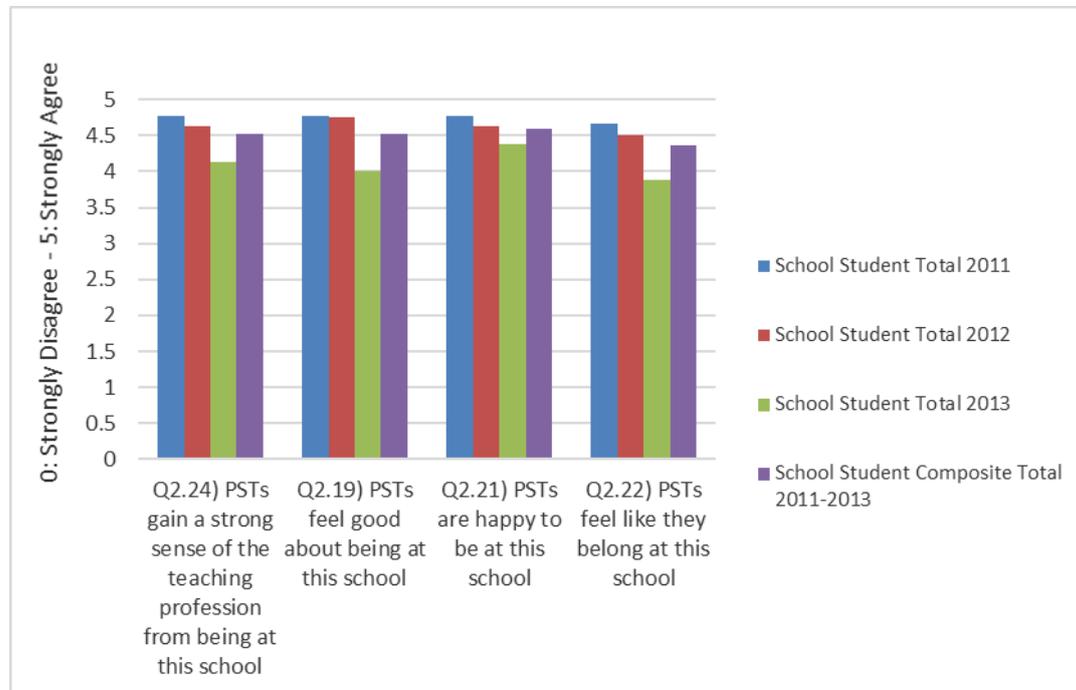
PSTs defined themselves in the context of their participation and sense of belonging in the communities of practice. PST feelings of acceptance by co-participants had a significant impact upon their belonging and practice. Figure 7.7 reflects student views on the

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partnership impact upon PST understanding of the profession and sense of belonging in the school community.

Figure 7.16

Student View: Impact of Belonging on Pre-Service Teacher Understanding of the Profession



The survey data indicate that students considered that PSTs felt good about being at the school, were very happy to be at the school, and felt a sense of belonging at the school. PSTs gained a strong sense of the teaching profession through their situated learning experiences, meeting the aspirations of the school community. A student stated:

I suppose it's a bit like work experience for them [the PSTs] ... they can try out strategies that they're being taught by the lecturers. Being able to relate to us kids is important ... knowing what's expected by our teachers (student forum, 2011; student—Sht).

As the following mentor statement indicates, being accepted by students as legitimate partners alongside teachers, had a significant impact upon PST sense of belonging, legitimacy, and professional agency.

PSTs instantly become a real part of the school community—rigorous and accountable work experience! PSTs have the ability to impact upon the work undertaken in a school through their contributions, both within the classroom and beyond, subsequently providing the PSTs with a moral purpose; creating a platform

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for their professional understandings and practice (introductory questionnaire, 2012; mentor—Mra).

PST knowledge and expectations of the profession were socially generated through their real-time interactions within the teaching teams. As the following teacher educator comment suggests, the partnership provided the time and space to allow PSTs to come to terms with their positional authority as emerging teachers.

By increasing the time in school, the PSTs are able to work in a sustained way in action teams to develop their knowledge and understanding of teaching and learning and strategies for success and of pedagogy more generally (introductory questionnaire, 2012; teacher educator—Tje).

The practices and relationships of the teaching teams nurtured PST sense of belonging, understanding of the expectations of the profession and values of the school, affecting their self-efficacy and professional agency. A mentor wrote:

[A]n opportunity whereby PSTs undertake activities and work in a school setting, both within the classroom and beyond; through this, they may become integral members of the extended staff cohort via professional interaction with colleagues, work they do with students, and whole-school active learning they undertake (introductory questionnaire, 2012; mentor—Mra).

PSTs derived meaning from their situated learning experiences and developed their sense of belonging to the school community. The next three parts of Section 7.3 examine the nature of PST relationships with mentors, parents / wider community, and teacher educators.

7.3.10 Practice Element 10 (D3 E10): Relationships With Mentors

The study examined the impact of *Element 10: PST Relationships with Mentors* on participant learning and engagement. As the following PST statement explains, PST relationships with mentors affected the quality of the professional placement experience.

To a large extent, I feel that my mentor was integral to my preparation for the profession. In the early stages of the partnership, my mentor provided me guidance and proper support; this included vital opportunities to observe professional practice, reflect on, and discuss my emerging understandings of pedagogical approaches, assessment, and classroom management strategies. As the course progressed beyond the initial observation stages, I began to teach classes and units of work (introductory questionnaire 2013, PST—Pkn).

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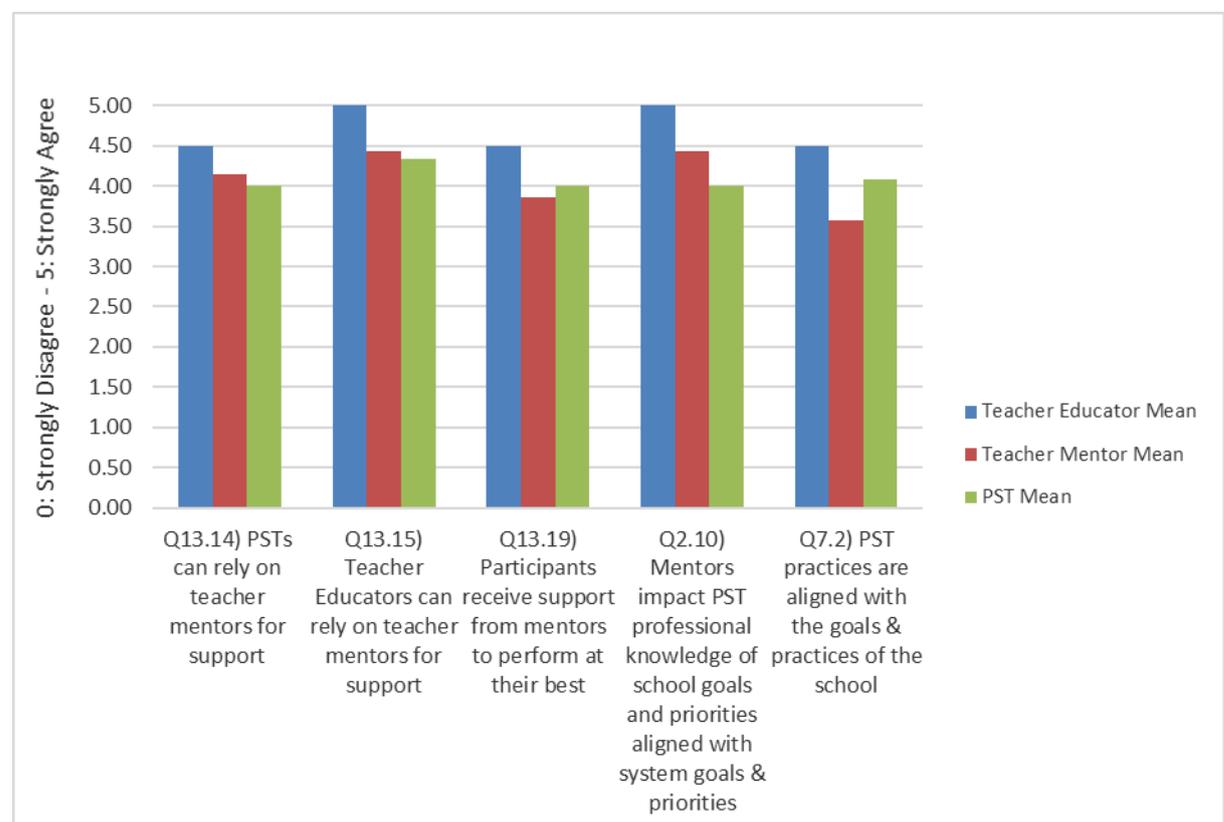
Mentors and PSTs reached a shared view of the school reform agenda by aligning the work of the PSTs with the activities of the classroom. Mentors expected and fostered PST engagement in the school transformation process, thus aligning PST practices with the Department’s emphasis on raising student outcomes.

Mentors modelled the school strategic disposition relating to Departmental priorities and initiatives (such as the *e5 Instructional Model*—Refer again to Appendix 22). Mentors fostered PST engagement in this key area of school and system reform, reducing the variability of practice within and across classrooms (Office for Government School Education—Department of Education and Early Childhood Development, 2009). This was achieved through the consistent implementation of the *e5 Instructional Model* and PST involvement in designing and conducting student learning activities with mentors.

The study examined participant perceptions on the support provided by mentors to fellow mentors, PSTs, and teacher educators. Figure 7.17 reflects participant views on the extent to which mentors were reliable and supportive of PSTs and teacher educators to perform at their best, aligning university participant understandings and practices with school and Department goals and initiatives.

Figure 7.17

Practitioner View: Mentor Support for Participants and Impact of Mentors on Pre-Service Teacher Knowledge and Practice

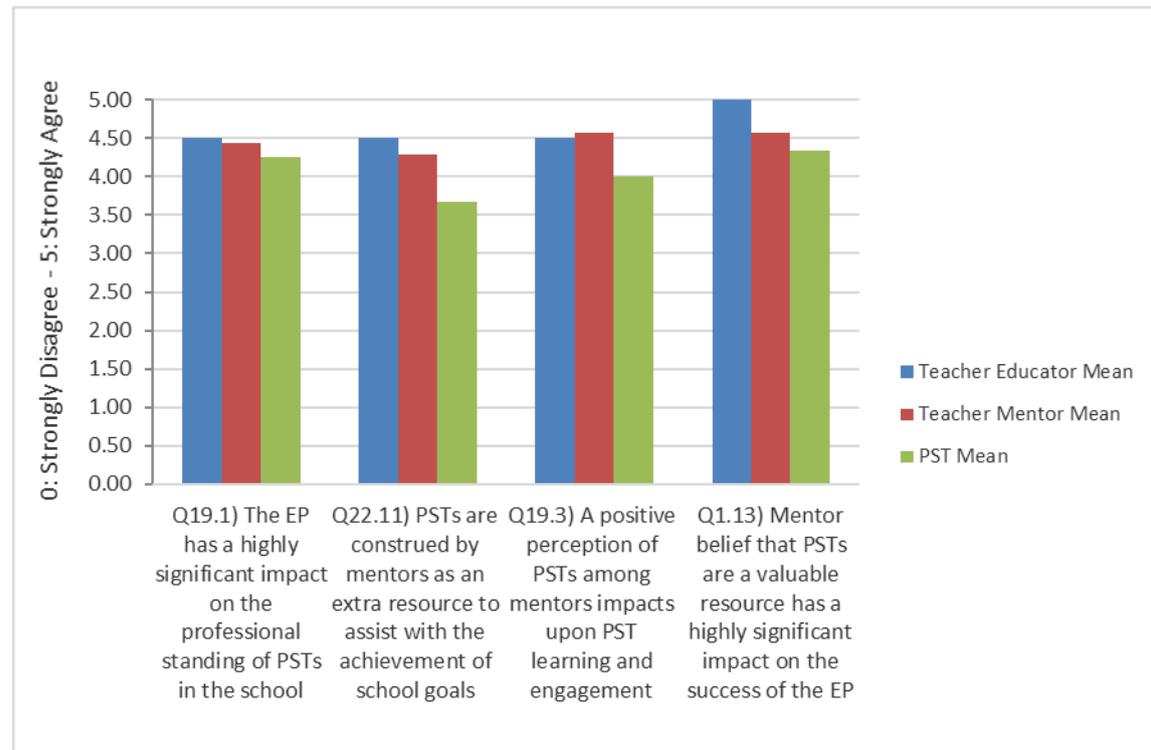


The survey responses from each category of participant suggest slight variation in perceptions on the nature of support provided by mentors and their impact upon the practices of PSTs. Participants broadly agreed that PSTs could rely on their mentors for support and assistance when it was needed, supporting them to perform effectively. Understandably, mentors were hard “task-masters”, believing that PSTs were a “work in progress” in relation to their emergent practices, and understandings of the school expectations aligned with Departmental goals and priorities. The stakes were high for the PSTs, in terms of passing or failing their practicum, as determined by their mentors.

An important aspect of the research, from the perspective of the school principal, was to ensure that mentor support for the PSTs mirrored school leadership’s investment in the partnership. From a Departmental perspective, as the following teacher educator comment suggests, it was important that the PSTs supported their mentors, delivering on the system priority of improving student outcomes.

PSTs are provided with opportunities as inductees to work with teachers and leadership staff to observe and apply your school and system frameworks in practice (triangulation case conference, 2012; teacher educator—Tje).

The study examined the impact of mentor attitudes on the professional standing, credibility, and legitimacy of PSTs within the school community, affecting PST engagement in the life of the school. Figure 7.18 reflects participant views on the extent to which mentors considered PSTs to be a credible resource to assist with the achievement of school goals.

Figure 7.18*Practitioner View: Impact of Mentoring on Pre-Service Teacher Professional Standing*

The survey data suggests that the partnership had a significant impact upon the professional standing of PSTs at the school. Teacher educators and mentors considered PSTs to be an additional resource to assist with the achievement of school goals. Mentor perceptions of PSTs as a valuable resource had a significant impact upon the success of the partnership. PST rating of mentor attitudes towards themselves was noticeably lower than that of teacher educators and mentors. After all, schools exist to educate students; moreover, teachers' careers are dependent on their work with young people and not the PSTs (Kruger et al., 1996).

Increasingly, over the course of the partnership, participants (particularly teachers) came to view PSTs as bone-fide contributors to the teaching teams and school program.

There has been an increase in professional interaction relating to teaching and learning among staff; increased numbers of staff offering “workshop” sessions to assist PSTs' on-site learning; collaborative ownership of whole-school projects undertaken has improved (introductory questionnaire, 2012; PST coordinator / mentor—May).

As the following teacher educator statement suggests, the positivity of mentor attitudes towards the PSTs, evolved over the duration of the partnership.

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When the program was first initiated, some school staff members were resistant, fearing that workloads would increase, and that student learning would be jeopardised. As the partnership progressed, however, teachers at the school would become increasingly accommodating to the PSTs and their needs. When recently teachers were asked to nominate interest in attaching one or more PSTs to their classrooms, many more teachers expressed interest than could be accommodated (introductory questionnaire, 2012; teacher educator—Tje).

As the following PST comment notes, mentor attitudes impacted PST sense of professionalism, learning and engagement (Evertson & Smithey, 2000; Nielsen et al., 2006).

The nature of this site-based model of teacher education is that it lifts the standards and provides PSTs with a sense that they are professionals in the field of practice (introductory questionnaire 2012; PST—Pjs).

As suggested by the following mentor statement, mentors developed PST professional understandings of the school's pedagogical practices experienced through cultural aspects of the site (Fairbanks et al., 2000).

The PSTs are involved in authentic learning and reflective practice. They are involved in a process of enculturation that occurs when participating in authentic practice through frequent interactions with other professionals in the same field (introductory questionnaire, 2012; PST coordinator / mentor—May).

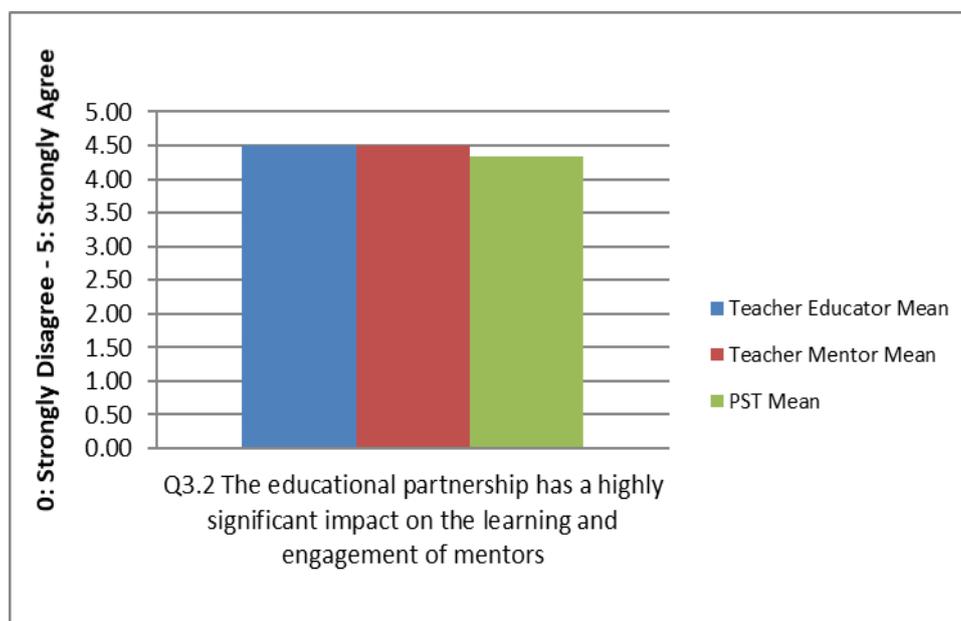
Mentor efficacy expectations of PSTs were a major determinant of PSTs' choice of activities, how much effort they were prepared to expend, and how long they sustained effort when dealing with challenging and potentially "stressful situations" (Bandura, 1997, p. 77). As the following PST statement suggests, site-based teacher education presented real challenges for the PSTs.

Of course, I've had my share of challenges ... actually getting up at the same time every morning is a struggle, getting the right amount of sleep ... creating a routine for myself, planning my lessons, meetings with my mentor, behaving in a consistent way in front of the class (PST forum, 2013; PST—Pay).

The study also examined the benefits of mentoring for teachers who took on the mentoring role within the partnership. Figure 7.19 reflects participant views that the partnership had a significant impact upon mentor learning and engagement.

Figure 7.19

Practitioner View: Impact of the Partnership on Mentor Learning and Engagement



As the following mentor statement indicates, taking on the responsibility of mentoring the PSTs had the potential to strengthen the instructional leadership capacity of mentors.

My work with the PSTs has given me the opportunity to refine my practice and ensure that my very best practice is always in action; it has also allowed me to refine my feedback and give me opportunity to put theory behind my practice. I enjoy being questioned about my practice as it allows me to justify my understandings around what I do, how and why I do it. This mentor role is a privilege and I thoroughly enjoy passing on my passion for teaching to the next generation of teachers (introductory questionnaire, 2012; mentor—Msy).

Although time consuming and demanding, the role of mentoring was a mutually beneficial activity for both mentees and mentors (Hall et al., 2008; Heirdsfield et al., 2008).

The partnership activities bring the PSTs, mentors, and teacher educators together around the shared interests of student learning. Classroom teachers taking on leadership responsibilities in the partnership, benefitted PSTs and ultimately their student (introductory questionnaire, 2012; teacher educator—Tje).

As change agents, mentors continued to set challenging goals for themselves, focused the partnership on teaching and learning and remained systematic and efficient in their problem-solving strategies to integrate the PSTs within the school program.

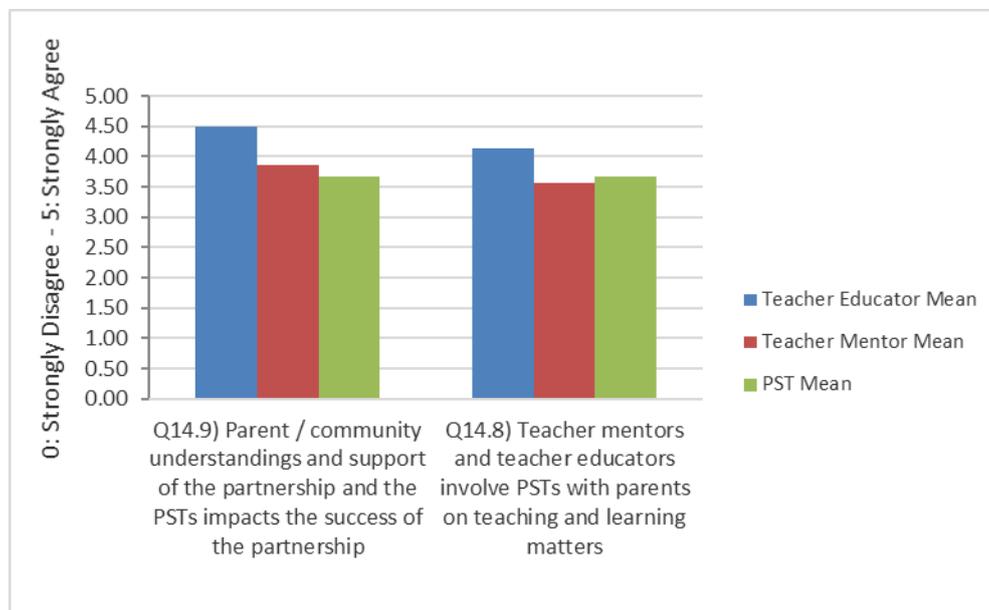
7.3.11 Practice Element 11 (D3 E11): Relationships With Parents and Wider Community

The study examined the impact of *Element 11: PST Relationships With Parents / Wider Community* on participant learning and engagement. The study examined participant views on the extent to which the partnership connected PST experiences with parents and the wider community, developing an understanding of the wider school community’s “funds of knowledge” (Zipin, 2013).

Figure 7.20 reflects participant views on parent/community understandings and support for the partnership, plus the impact of mentors and teacher educators on PST contact with parents.

Figure 7.20

Practitioner View: Parent and Community Engagement, Understanding and Support



Participants generally considered that comparative to other factors, the parental support for the partnership and PSTs had a moderate impact upon the success of the partnership. Mentors provided PSTs with opportunities to engage effectively with parents.

Being based at one core site throughout the duration of the course allowed time to develop meaningful professional relationships with staff, students, and their families. This enabled me to have the confidence to become increasingly involved in the school community, inside and outside of the classroom. The partnership allowed me to develop authentic relationships with students and their parents over the course of the year. This helped me to relate to the students (introductory questionnaire, 2013; PST—Pkn).

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From the perspective of school and university leadership staff, it was important for parents to be aware of the purpose of the partnership in the context of the school reform agenda and the system requirement of developing quality graduate teachers.

A strong indicator of the success of the program for parents, has been the number of PSTs from our program who have been employed by the College ... high quality graduates who know the school. This creates continuity and strengthens already existing bonds between teachers as trusted significant others, students, and families' (post-conference evaluation form, 2012; PST coordinator / mentor—May).

Gaining the support of the parent community for the partnership required effective communication with a clear educational rationale. Consistent communications and publicity were important to establishing and maintaining a positive partnership presence within the broader school community. A PST coordinated commented:

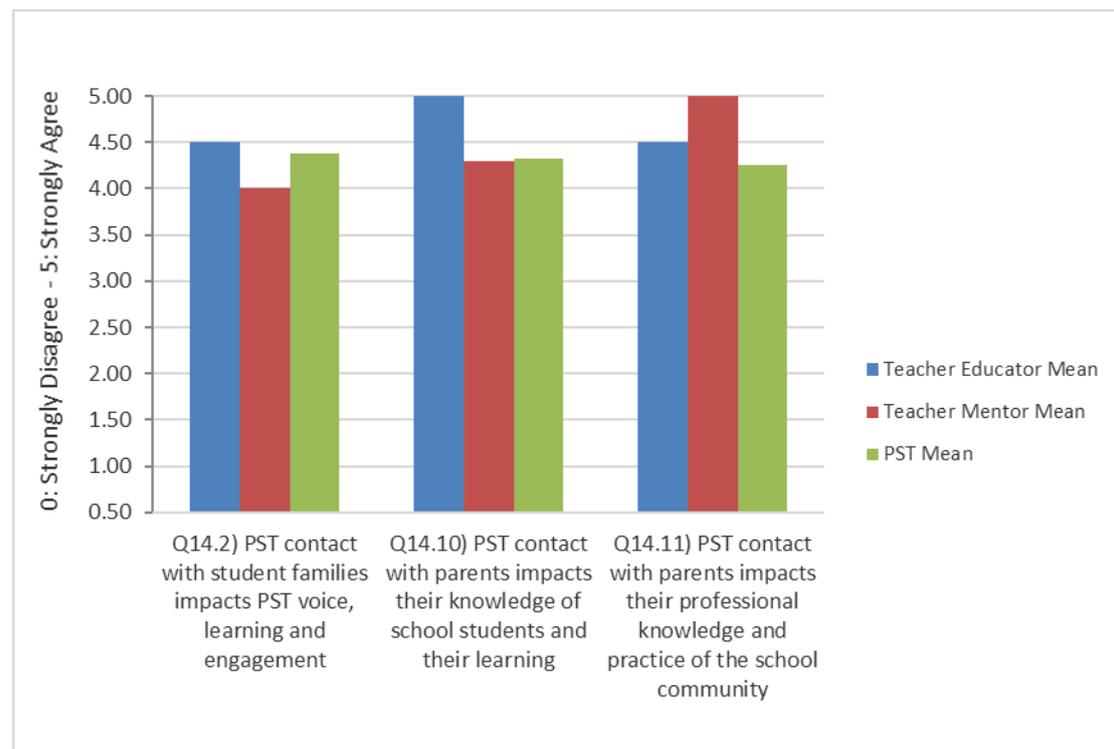
It's been important to promote the partnership to the local community, articles with photos in the school newsletter, written by teacher educators, PSTs, mentors, and students about the curriculum, ACPs and excursions. This has been a positive way to acknowledge everybody, particularly the PSTs' contributions (triangulation case conference, 2012; PST coordinator / mentor—May).

Highlighting the achievements of the partnership reinforced the benefits of the partnership to the school community. Clear communication of the purpose of the partnership to parents in the school newsletter and website, fostered acceptance of PSTs and teacher educators as extended members of the school community. It was important for school leaders to continually re-affirm the partnership's educational purpose and PST contributions to student learning.

Figure 7.21 reflects participant views on the extent to which PST contact with parents and the wider school community impacted PST voice, engagement and professional understandings of students and the school community.

Figure 7.21

Practitioner View: Impact of Contact with Students' Families on Pre-Service Teacher Learning and Engagement



Participants consistently agreed that PST contact with parents and families had a considerable impact upon PST voice, learning, and engagement. As signified by the following PST comment, PST contact with parents, families and members of the broader community had a significant impact upon their “philosophical project knowledge” (Arnold et al., 2012b).

PSTs become familiar with all the workings of the College and quickly gain confidence taking on different roles. Professional relationships are formed with staff, students and parents and pathways can be made for future employment (introductory questionnaire, 2011; PST—Pjs).

Through observing teacher-parent relationships, PSTs gained an understanding of the importance of teachers and parents working together for the benefit of students. Mentors strongly agreed this area of the placement experience had a profound influence on the development of PST professional knowledge of the school and profession. As suggested by the following PST comment, direct contact with parents enabled PSTs to gain an informed understanding of broader factors influencing student achievement.

Current Dip. Ed. courses provide less than nine weeks of practicum, whereas this SBMTE provides more than this in one semester alone. The more time spent in the

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school practising, reflecting on, and working with experienced colleagues, students, and parents in the school, the better. In this way, this partnership ensures a smoother transition into teaching, as the PSTs are more informed and practised in working with colleagues, students, and parents alike' (introductory questionnaire 2011, PST—Pjs).

PST involvement in school co-curricular programs provided opportunities to develop positive relationships with parents. Pkn (a PST) reflected on her experience:

In the school musical, I worked with passionate parents who were able to help out ... in make-up, costume, choreography, front of house. This experience enabled me to see the benefits of positive parent–school relations' (post-forum evaluation, 2013; PST—Pkn).

The partnership developed PST capacity to engage professionally with colleagues, parents/carers, and the community. As reflected by the following PST statement, partnership-based practice developed PST professional knowledge and practice to work effectively, sensitively, and confidentially with parents and carers.

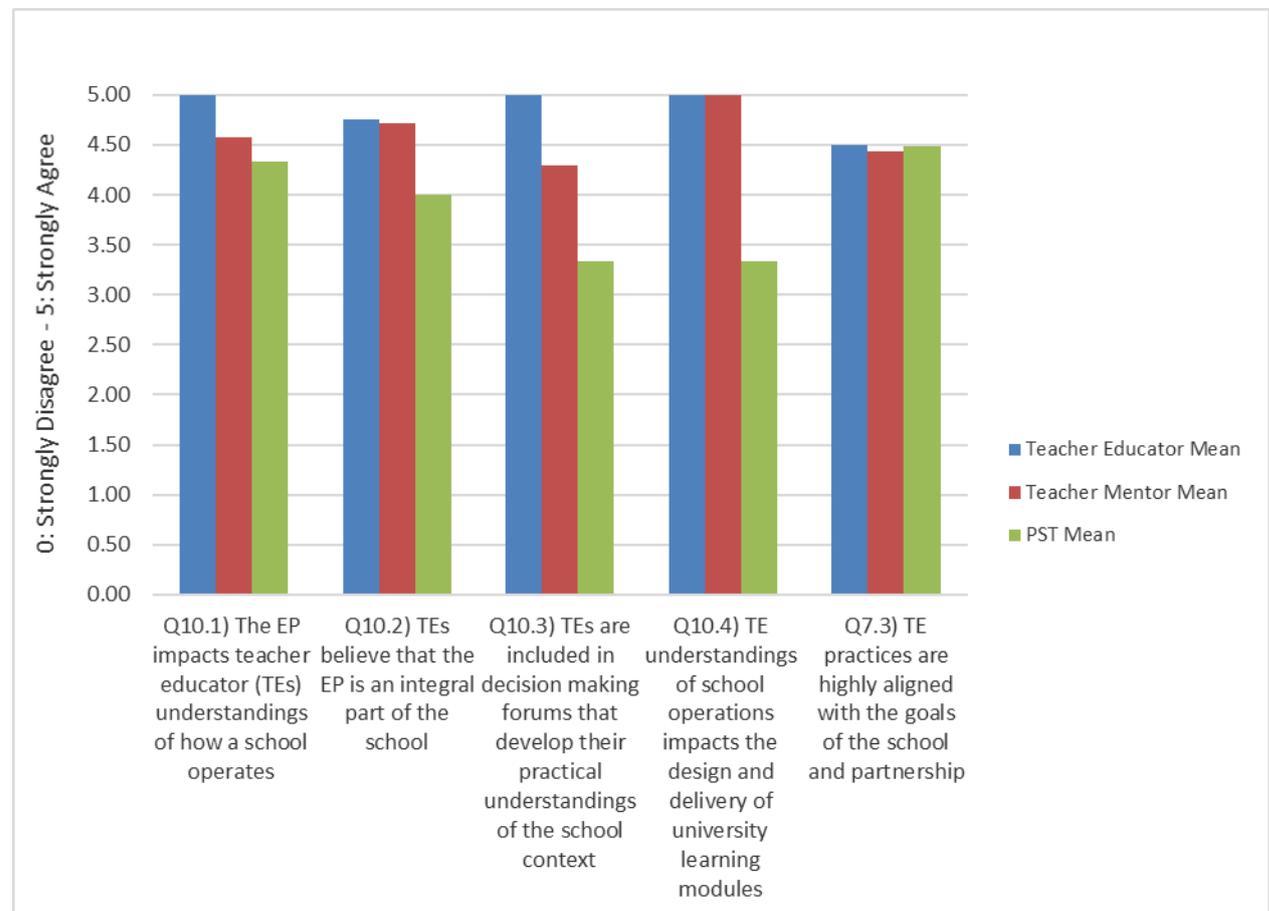
Through case writing and sharing my experiences with peers, I have put together a portfolio describing a broad range of strategies used by mentors and classroom teachers for engaging parents in the learning process. It is an area that I probably underestimated in terms of its impact on school culture and student engagement (post-forum evaluation, 2011; PST—Pjs).

Partnership-based practice provided PSTs with ongoing experience of teacher interests with parents. The SBMTE enabled PSTs to consider parents as strategic partners in the education and care of students. The partnership strengthened school connections with the broader community, building its profile and extending its reach.

7.3.12 Practice Element 12 (D3 E12): Relationships With Teacher Educators and Academics

The study examined the impact of *Element 12: PST Relationships With Teacher Educators* on participant learning and engagement. PST and mentor relationships with teacher educators constituted an essential element of the partnership. The study examined the extent to which teacher educators were integrated within the culture, structures, and practices of the school.

Figure 7.22 reflects participant views on the extent to which teacher educators and the teacher education curriculum of the partnership were effectively integrated within the school.

Figure 7.22*Practitioner View: Integration of Teacher Educators with the School*

The survey data suggest that there was some variation in perceptions across the stakeholder groups on the subject of teacher educators' integration within the school program. Compared with other participant groups, PSTs were less aware of teacher educator involvement in decision making processes in relation to partnership operations and resourcing. Teacher educators and, to a slightly lesser extent, mentors recognised that strategies were put in place to effectively integrate teacher educators within the culture and operations of the school. Through their involvement in partnership planning meetings with the principal and school-based PST coordinator, teacher educators developed strategies to integrate the partnership within the school.

We've had many planning meetings to integrate the PSTs and partnership into the College. From the beginning, the three of us shared a vision for this ... together we worked on clear goals and strategies for an effective and sustainable partnership (triangulation case conference, 2012; teacher educator—Tje).

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Participants consistently agreed that the SBMTE provided teacher educators with a practical understanding of how the school operated (Bullough, 1989; Day, 1999a).

“Mediated instruction involve[d] placing some or all of a university subject within the school setting (Zeichner, 2010)” (Green et al., 2020, p. 413).

As evidenced in the survey data and the following teacher educator comment, teacher educator understandings of school culture and operations were reflected in course design and delivery and teacher educator practices aligned with the goals of the school and partnership.

The teacher educator is placed on site at the school to deliver the units of study to enable additional real time teaching and learning experiences. This site-based model involves the placement of a large cohort of PSTs into one school to complete their learning in the workplace, and to complete some of the core education university subjects on site (introductory questionnaire, 2012; teacher educator—Tje).

The role of the main teacher educator was “multifaceted” (Franklin et al., 2008, p. 3). Teacher educators worked with the principal and school-based PST coordinator to span the boundaries of the university and school (Kruger et al., 2009), serving to integrate the PSTs within the culture and operations of the school. Teacher educators played a key role in facilitating learning, practice and knowledge relationships within the partnership and school (Eckersley et al., 2011).

The activities of the partnership were premised on a belief that knowledge about teaching and learning would be found in a range of sources, creating an equal playing field between academic and practitioner knowledge.

Involving mentors in on-site seminars has opened up authentic two-way theory and practice learning opportunities for teachers at the school, with mentors co-teaching the university curriculum modules. I continue to make important links in my learning and teaching between the theoretical curriculum and practitioner knowledge at the school (introductory questionnaire, 2012; teacher educator—Tje).

Teacher educator knowledge of school policies and practices informed the content of the university’s teacher education curriculum units delivered on-site, making links between practices that impacted student learning and pedagogical theory (Brouwer & Korthagen, 2005; Day, 1999b).

Site-based teacher education provides opportunities for more immediate and responsive PST learning through close links between school experience and pedagogical theory (introductory questionnaire, 2012; teacher educator—Tje).

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Privileging the practitioner knowledge of classroom teachers, “site-based PST education provide[d] opportunities for practising teachers’ involvement in the delivery of traditionally university-based curriculum for PST” (Eckersley et al., 2011, p. 3).

Staff increasingly offer assistance, provide advice to PSTs, act as “guest speakers” in seminars and professional development. Topics are often on the subject of policy and educational theory for example, integrated learning, the importance of knowing students etc. They provide a rich learning experience for PSTs. Staff at these seminars provide an overview of resources and invite PSTs to team teach with them. PST learning has been enhanced and the relationships have certainly strengthened (introductory questionnaire, 2012; teacher educator—Tje).

The analysis found that holistic and experiential teacher education involved an equal and dialectical relationship between academic and practitioner knowledge (Gifford, 1986; Rudduck, 1995; Zeichner, 2010b). Teacher educators in this SBMTE disrupted the common stereotypes that have existed between academics and practitioners (Goodlad, 1994a), mobilising the intellectual energy within the school (Zeichner, 2010b).

The school–university partnership is an important “site-based” model because it makes clear connections between theory and practice ... it provides PSTs with opportunities of authentic experience and assessment as a conduit toward professional practice and teacher identity. The educational features and expectations that prevail in the site-based model include intellectual challenges, social skill development, academic rigour, reflective practice, a sense of place, authenticity, and successful performance (introductory questionnaire, 2012; teacher educator—Tje).

Experienced tenured academics were allocated to the partnership with redefined roles as teacher educators and not university lecturers or academics (Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2006b; Goodwin et al., 2014; Smagorinsky et al., 2003). This was a visible sign of the university’s commitment to the partnership, developing genuine collaborations among the main partners and maintaining continuity. Consistency of personnel and strong connections between teacher educators and the site were critical to the success of the partnership (Eckersley et al., 2011).

The role of the teacher educator is to facilitate this learning through a unit of study within the school setting, recognise the central role of inquiry, and provide an authentic environment for PSTs and its role in critiquing and strengthening the

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practice-theory notion of site-based teacher education (introductory questionnaire, 2012; teacher educator—Tje).

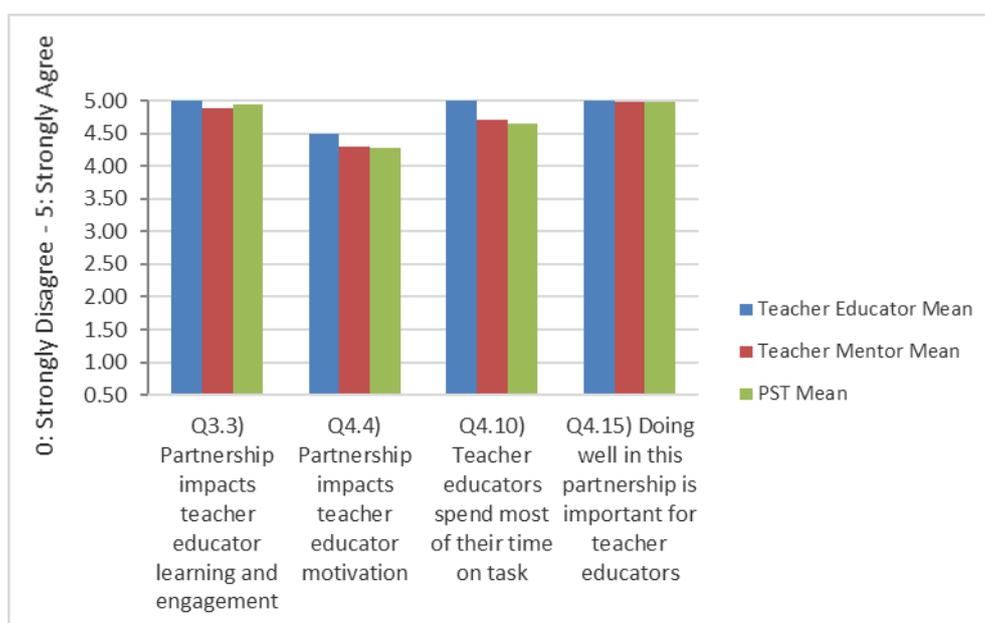
As suggested by the following PST statement, the school allocation of a “base-room” for on-site delivery of university course work, enabled timely integration of academic theory with practitioner knowledge.

PSTs become more of the school than simply at the school. The PSTs and university colleague [teacher educator] have a room of their own for lessons/discussions/time out to reflect on their experiences at the school’ (introductory questionnaire, 2012; PST—Pve).

Figure 7.23 reflects participant views that the partnership had a significant impact upon teacher educators learning, engagement and professional agency.

Figure 7.23

Impact of the Partnership on Teacher Educators’ Learning and Professional Agency



Participants consistently agreed that the partnership had a significant impact upon teacher educator learning, engagement, motivation, and orientation. As signified by the following PST coordinator comment, a close relationship between the school principal and university administrators, set the pre-conditions for teacher educators’ engagement in the school reform agenda.

It was lovely how you [principal] acknowledged (X) [teacher educator] with a bouquet of flowers at the whole school assembly for the part she’s played over the past 4 years. It showed the high level of respect (triangulation case conference, 2012; PST coordinator / mentor—May).

The teacher educators were advocates of the SBMTE, reinforcing the purpose of the partnership in the context of the school's transformation and improvement.

Summary of Practice Dimension 3 – Practice and Relationships in the Teaching Teams

The analysis sought to link the partnership-associated practices reported in the data with the elements of *Dimension 3: Practice and Relationships in the Teaching Teams* from the *Authentic Practice Framework*. The analysis of the data relating to reflective practice and inquiry revealed 18 practice exemplars contributing to the learning and engagement of participants, particularly the PSTs. Table 7.4 presents a summary of the associations.

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Table 7.4*Authentic Practice Dimension 3: Practice and Knowledge Relationships in the Teaching**Teams—Elements and Practice Exemplars*

Practice element		Practice exemplar	
9	Situated learning experiences grounded in practice	31	Through their day-to-day interactions with staff and students, PSTs align their behaviours with the values and cultural norms of the school.
		32	PSTs develop and apply skills in negotiation, showing a willingness to compromise, adapting their practices to the expectations of the school and other participants within the communities of practice.
		33	In mentor–mentee meetings, mentors get the balance right between formal supervisory tasks addressing key competencies and informal interactions focused on PST emotional and social wellbeing.
		34	Meaningful and timely praise and recognition from mentors and students encourages PSTs to use pedagogical practices suited to the learning needs of students.
		35	The partnership focuses PST activities on team-based pursuits, fostering PSTs' sense of belonging to the school and internal commitment to the learning of students.
		36	PSTs learn about critical teaching moments such as when to break up instruction with one to one or one to small group student interactions, keeping the pace and narrative of the lesson; fostering self-efficacy.
		37	PSTs get the balance right between getting to know the students through informal interactions and assuming positional authority commensurate with a teacher identity that the students have come to expect.
10	Relationships with teacher mentors	38	Mentors model the school's strategic disposition to the PSTs and teacher educators, mirroring the principal's commitment to the partnership.
		39	Mentors allow PSTs to coordinate student learning activities such as excursions, adding to the credibility of PSTs in the eyes of students.
		40	Mentors employ a small group mentoring model, promoting shared understandings and consistency of practice.
11	Relationships with parents and the wider community	41	The principal communicates the purpose and educational grounds for the partnership to parents via the school newsletter and website.
		42	The school-based PST coordinator features articles written by teachers, teacher educators, PSTs, and students with photographs in the weekly newsletter.
		43	PST involvement in co-curricular activities fosters their engagement with parents and families.
12	Relationships with teacher educators and academics	44	Teacher education units are delivered on-site, creating links between student learning and pedagogical theory.
		45	Teacher educators, mentors, and teachers co-teach the university teacher education units to PSTs, privileging the practitioner knowledge of teachers and opening up authentic two-way theory and practice learning opportunities.
		46	The placement of experienced tenured academic staff as teacher educators at the site provides consistency and is a visible sign of the university's commitment to the partnership.
		47	Redefining the working roles of academics as teacher educators and not "university lecturers" or "academics" helps to create a level playing field between academic and practitioner knowledge.
		48	The school allocates a "base-room" to the teacher educators and PSTs which is used for seminars, teaching demonstrations, lessons, discussions, and reflections on their experiences at the school.

Individual participants and the social conditions of communities of practice were mutually inclusive (Wenger, 1998). Learning was an outcome of each PST's ongoing

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negotiation with their community of practice, a context which informed their knowledge, agency, and choice of pedagogical practices. PST co-participation in the teaching teams as communities of practice centred on a commitment to shared experiences, joint approaches, and the altered relationship practices of the partnership, resulting in enhanced professional collegiality.

PST attitudes reflected their willingness to compromise, and a capacity to adapt their attitudes and practices to reflect the cultural norms and expectations of the school. A PST “role embodiment” was informed by the perceived compatibility between their sense of self and the role that they were expected to take on within the school (Margolis & Nagel, 2006, p. 155). PSTs who expressed an allegiance to the school and students, believed that their personal values matched with the vision, values and expectations of the school (Angelle, 2006).

The partnership-mentoring model of small-group mentoring fostered PST engagement with members of the teaching teams. Ongoing contact with a range of teachers in different roles and teaching areas, provided PSTs with “hands-on” knowledge of the school improvement process, centred on the Department’s emphasis on raising student achievement. Developing the mentoring capabilities of aspirational leaders sustained the ongoing success of the partnership (Bass & Avolio, 1994).

Participant internal accountabilities for the learning of students were reflected in participant “horizontal interactions” (Engeström, 2001, p. 134). Team teaching practices encouraged genuine collaboration between PSTs, teachers, and students, promoting PST acceptance within the communities of practice as bone-fide contributors to the school program.

The teaching teams’ focus on practitioner research enabled PSTs to access, value and integrate local community “funds of knowledge” (Zipin, 2013) within the curriculum of the school, enhancing PST understandings of the impact of students’ families’ occupations and backgrounds on student achievement.

Section 7.3 of Chapter 7 identified pedagogical practices of participants, particularly the PSTs reflective of *Dimension 3: Practice and Relationships in the Teaching Teams*. Section 7.4 of Chapter 7 presents a synthesis of the elements of partnership-based practice that enhanced the pedagogical skills of PSTs through a focus on student learning. It addresses supporting question (iii) as part of identifying the elements of partnership-based practice that constituted a successful school–university partnership.

7.4 Partnership-Based Practice—A Synthesis

This section presents a synthesis of the impact of the dimensions and elements of partnership-based practice on the learning and engagement of participants. The analysis based on the dimensions and elements of the *Authentic Practice Framework* revealed the specific nature of PST learning in communities of practice. This involved PST engagement in the activities of teachers, students, and members of the broader school community that were referred to as “authentic”. Authentic activities then, were most simply defined as the ordinary practices of the school (Brown et al., 1989), manifested in the activities of the school’s culture and operations. The activities cohered in a way that was accessible to all participants who moved within the social framework. These coherent, meaningful, and purposeful activities were considered authentic, according to the definition of the term used here. The three dimensions of authentic practice that emerged from the analysis shaped the way that individuals constructed knowledge from the experiences that were afforded to them, and how they subsequently chose to participate in the communities of practice.

The strength of the analysis in Sections 1–3 was that it revealed “practice exemplars” charting the effects of PST, mentor, and teacher educator engagement in partnership-based learning with the associated initiating practices that fostered PST belonging, professional knowledge, agency, and choice of pedagogical practices. A second level of the analysis, or meta-analysis, was then undertaken to generate a set of themes relating to participant engagement in authentic practice. As outlined in Chapter 4, the validity and reliability of the thematic coding was affirmed through a process of participant checking and triangulation. Through a process of mapping the practice exemplars presented in Tables 7.2 to 7.4, six Main Analytical Themes emerged from an investigation of the impact of partnership-based practice on participant engagement, particularly the PSTs, through a commitment to student learning. Together, the six Main Analytical Themes provide a substantial response to supporting question (iii): What are the elements of partnership-based practice that constitute a successful school–university partnership?

The six Main Analytical Themes are presented in Table 7.5:

Table 7.5

Six Main Analytical Themes—Impact of Authentic Practice on Participant Learning and Engagement

Theme number	Theme title on the impact of authentic practice on participant learning and engagement
Theme 1	Foster the structural conditions for the partnership
Theme 2	Integrate the partnership with the culture, structures, and practices of the school
Theme 3	Focus the partnership on teaching and learning
Theme 4	Value partnership participants, distribute the leadership and build capacity
Theme 5	Lead and promote professional dialogical relationships
Theme 6	Engage in an inquiry cycle to support professional agency

By presenting a synthesis of partnership-based practice (and learning), Section 7.4 of Chapter 7 outlines how these six Main Analytical Themes underpinned the practices of partnership participants reflecting the nature of their engagement in authentic practice.

Main Analytical Theme 1: Foster the Structural Conditions for the Partnership

An examination of the impact of partnership-based practice on participant learning and engagement revealed seven practice exemplars presented under the category of Main Analytical Theme 1. Table 7.6 reflects the associations between these seven practice exemplars and Main Analytical Theme 1.

Table 7.6*Authentic Practice—Theme 1: Foster the Structural Conditions for the Partnership*

Authentic practice dimension		Authentic practice element		Authentic practice exemplar		Section
3	Practice and knowledge relationships in the teaching teams	9	Situated learning experiences grounded in practice	35	The partnership focuses PST activities on team-based pursuits, fostering PSTs' sense of belonging to the school and internal commitment to the learning of students.	7.3.9
3	Practice and knowledge relationships in the teaching teams	10	Relationships with teacher mentors	40	Mentors employ a small group mentoring model, promoting shared understandings and consistency of practice.	7.3.10
3	Practice and knowledge relationships in the teaching teams	12	Relationships with teacher educators and academics	44	Teacher education units are delivered on-site, creating links between student learning and pedagogical theory.	7.3.12
				45	Teacher educators, mentors and teachers co-teach the university teacher education units to PSTs, privileging the practitioner knowledge of teachers and opening up authentic two-way theory and practice learning opportunities.	7.3.12
				46	The placement of experienced tenured academic staff as teacher educators at the site provides consistency and is a visible sign of the university's commitment to the partnership.	7.3.12
				47	Redefining the working roles of academics as teacher educators and not "university lecturers" or "academics" helps to create a level playing field between academic and practitioner knowledge.	7.3.12
				48	The school allocates a "base-room" to the teacher educators and PSTs which is used for seminars, teaching demonstrations and lessons, discussions, and reflections on their experiences at the school.	7.3.12

Authentic practice occurred through fostering the structural conditions for participant engagement in communities of practice, impacting the success of the partnership. These informal and protected spaces allowed PSTs to participate in the school decision making processes; enabling them to contextualise a wide body of subject matter in relation to how it was practised within the cultural and political structures of the school (Kincheloe, 2004). PST participation in the teaching teams (part of the structural conditions for the partnership) facilitated genuine relationships among participant stakeholders.

The school and university made a number of important allowances to effectively link teacher educators with the culture, structures, and practices of the school. Teacher

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educators formed an important part of the partnership enabling structures which spanned the boundaries of the school and university. Through opening up authentic theory-practice learning experiences, teacher educators enabled PSTs to make important connections between practitioner knowledge and pedagogical theory.

Structural conditions for the partnership developed PST awareness of “community knowledge and interests, family background, economic standing, cultural associations and geographic locations” (Arnold et al., 2012b, p. 72). Participant practice was “explicitly grounded in the social and educational conditions of an area of social and cultural diversity and low income” (Eckersley et al., 2011, p. 14). Situated learning comprised of each PST’s ongoing negotiation with their community of practice, which offered definition to both “cultural and pedagogical practice” (Heaney, 1995, p. 2).

The SBMTE enabled the re-construction and re-organisation of “know-how”, adding to the meaning of PST experience; increasing their ability to direct the course of their subsequent experience (Dewey, 1916, pp. 89–90).

Main Analytical Theme 2: Integrate the Partnership With the culture, Structures and Practices of the School

An examination of the impact of partnership-based practice on participant learning and engagement revealed nine practice exemplars presented under the category of Main Analytical Theme 2. Table 7.7 reflects the associations between these nine practice exemplars and Main Analytical Theme 2.

Table 7.7

Authentic Practice—Theme 2: Integrate the Partnership With the Culture, Structures and Practices of the School

Authentic practice dimension		Authentic practice element		Authentic practice exemplar		Section
2	From practice to learning for PSTs—An outlook towards inquiry	5	Connect theory with practice through the <i>Praxis Inquiry Protocol</i>	15	PSTs teach school-based curriculum aligned with school priorities and practices and Departmental requirements.	7.2.5
2	From practice to learning for PSTs—An outlook towards inquiry	5	Connect theory with practice through the <i>Praxis Inquiry Protocol</i>	16	Classroom observations are carried out in triads adhering to protocols, with one PST and one mentor observing another PST's practice, reflecting without judgement, using evidence-based feedback.	7.2.5
3	Practice and knowledge relationships in the teaching teams	9	Situated learning experiences grounded in practice	31	Through their day-to-day interactions with staff and students, PSTs align their behaviours with the values and cultural norms of the school.	7.3.9
				32	PSTs develop and apply skills in negotiation, showing a willingness to compromise, adapting their practices to the expectations of the school and other participants within the communities of practice.	7.3.9
3	Practice and knowledge relationships in the teaching teams	10	Relationships with teacher mentors	38	Mentors model the school's strategic disposition to the PSTs and teacher educators, mirroring the principal's commitment to the partnership.	7.3.10
3	Practice and knowledge relationships in the teaching teams	11	Relationships with parents and the wider community	41	The principal communicates the purpose and educational grounds for the partnership to parents via the school newsletter and website.	7.3.11
				42	The school-based PST coordinator features articles written by teachers, teacher educators, PSTs, and students with photographs in the weekly newsletter.	7.3.11
				43	PST involvement in co-curricular activities fosters their engagement with parents and families.	7.3.11

Authentic practice occurred through integrating the partnership activities into the culture, structures, and practices of the school. PST learning experiences were framed by the school culture and were not without structure or organisation. Situated learning experiences were “formalised by the goals, activities and culture of the workplace” (Brown et al., 1989, p. 34). “Their meaning and purpose [were] socially constructed through negotiations among present and past members” (Brown et al., 1989, p. 34). The findings on PST sense of belonging to the school, demonstrated that what teachers did outside of the classroom was as important as what they did inside the classroom (Toole & Louis, 2002). PSTs developed an

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understanding of community members' strengths and areas where they needed to compromise and adapt.

Praxis Inquiry developed PST capacity to integrate academic theory with the practices and expectations of the school, re-framing professional practice experience as interdisciplinary learning, knowledge transference and mobilisation (Earl & Timperley, 2016). Professional readings combined with journal (case) writing encouraged PSTs to make important connections between theory and practice, integrating the university's teacher education curriculum with the school's taught curriculum; generating new knowledge through active theorising of "'on-site' experience" (Eckersley et al., 2011, p. 1).

Main Analytical Theme 3: Focus the Partnership on Teaching and Learning

An examination of the impact of partnership-based practice on participant learning and engagement revealed 11 practice exemplars under the category of Main Analytical Theme 3. Table 7.7 reflects the associations between these 11 practice exemplars and Main Analytical Theme 3.

Table 7.8*Authentic Practice—Theme 3: Focus the Partnership on Teaching and Learning*

Authentic practice dimension		Authentic practice element		Authentic practice exemplar		Section
1	Know students as people and as learners	1	Pre-service teacher-school student contact	2	PSTs teach students from a range of family and socio-economic backgrounds, developing practices that emphasise the moral and ethical dimensions of teaching and learning.	7.1.1
1	Know students as people and as learners	3	Ongoing experience of the school curricular and co-curricular programs	7	PSTs learn classroom management skills through trial and error, reflecting on and integrating theory and practice.	7.1.3
				8	PSTs learn and apply school-based classroom rules, procedures, and protocols.	7.1.3
				9	During excursions, teachers and PSTs split students into small groups, enabling choice, differentiation, and extra supervision.	7.1.3
				10	PSTs re-affirm to students what learning looks like through modelling and multiple exposures to learning content.	7.1.3
1	Know students as people and as learners	4	Respond to student feedback and monitor student learning	11	At the end of lessons, PSTs use “exit slips” as a way to obtain feedback from students, respecting student voice.	7.1.4
2	From practice to learning for PSTs—An outlook towards inquiry	5	Connect theory with practice through the <i>Praxis Inquiry Protocol</i>	18	PSTs develop their lesson plans, revise them, apply them in the classroom, and then revise them again, documenting exemplary lessons plans and student artefacts in their journals and portfolios.	7.2.5
2	From practice to learning for PSTs—An outlook towards inquiry	7	Ongoing experience in making informed professional judgements on student behaviour	25	PSTs manage their own stress levels by processing and assessing difficult classroom and student issues, as part of understanding and constructively responding to student behaviour.	7.2.7
				26	PSTs practise self-regulatory processes and use proactive lesson planning in the use of an array of classroom management and inquiry model approaches.	7.2.7
2	From practice to learning for PSTs—An outlook towards inquiry	8	Participate in assessment moderation activities to inform practice	30	PSTs employ “on-task student interactions” to negotiate student learning goals and track learning progress; structuring collaborative group work, gaining an understanding of and assessing students’ social skills.	7.2.8

Authentic practice occurred through focusing the partnership on teaching and learning, allowing PSTs to develop understandings and skills through direct experience in the classroom with teachers and students. Partnership-based practice provided PSTs with

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contextual knowledge of the site, generating solutions to teaching challenges that directly related to the learning of students.

Historically, conventional teacher education programs have focused on developing PST professional skills and expertise in transmitting content knowledge (Kember & Kwan, 2000; Pfeiler-Wunder & Tomel, 2014). In this partnership, PST experiential learning with students informed their contextual knowledge and capacity to make professional judgements befitting the “purpose of an occasion” (Eraut, 1994, p. 114), the culture and expectations of the school.

Focusing the partnership on teaching and learning allowed PSTs to draw strong parallels between learning and the context in which the learning took place (Horn & Wilburn, 2005); enabling PSTs to become effective teachers (Lidstone & Ammon, 2002; Pajares, 1992). PST immersion in authentic practice centred on the application of knowledge and skills that would effectively increase student engagement and learning (Meier, 2000; Mitchell, 1996).

The partnership focus on teaching and learning impacted PST “pedagogical content knowledge” (Shulman, 1987), generating PST contextual knowledge of the site. This included the way that curriculum was envisaged, developed, documented, and experienced by students. PSTs learned how to think on their feet, size up situations and decide what to do, study the effects of their practice, and use what they learned to inform their planning and teaching (Ball & Cohen, 1999b).

Main Analytical Theme 4: Value Partnership Participants, Distribute the Leadership and Build Capacity

An examination of the impact of partnership-based practice on participant learning and engagement revealed 10 practice exemplars under the category of Main Analytical Theme 4. Table 7.9 reflects the associations between these 10 practice exemplars and Main Analytical Theme 4.

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Table 7.9

Authentic Practice—Theme 4: Value Partnership Participants, Distribute the Leadership, and Build Capacity

Authentic practice dimension		Authentic practice element		Authentic practice exemplar		Section
1	Know students as people and as learners	2	Ongoing experience of students with diverse needs in a low-SES school community	5	Through understanding the distinguishing qualities of students with diverse needs, PSTs develop positive attitudes and practices that demonstrate an appreciation of difference.	7.1.2
				6	In keeping with the university focus on social justice, PSTs learn to reserve judgement on disruptive and challenging student behaviour.	7.1.2
2	From practice to learning for PSTs— An outlook towards inquiry	8	Participate in assessment moderation activities to inform practice	28	PSTs develop teacher-made assessments using “standards-based assessment” to inform instruction, deepening their understanding of pre-assessment, formative, and summative assessment practices.	7.2.8
				29	Appraisal of student feedback to teachers and PSTs, enables teachers and PSTs to develop and apply pedagogical skills, differentiated tasks, and lessons.	7.2.8
3	Practice and knowledge relationships in the teaching teams	9	Situated learning experiences grounded in practice	33	In mentor–mentee meetings, mentors get the balance right between formal supervisory tasks addressing key competencies and informal interactions focused on PST emotional and social wellbeing.	7.3.9
				34	Meaningful and timely praise and recognition from mentors and students encourages PSTs to use pedagogical practices suited to the learning needs of students.	7.3.9
				36	PSTs learn about critical teaching moments such as when to break up instruction with one-to-one or one to small group student interactions, keeping the pace and narrative of the lesson, fostering self-efficacy.	7.3.9
				37	PSTs get the balance right between getting to know the students through informal interactions and assuming positional authority commensurate with a teacher identity that students have come to expect.	7.3.9
3	Practice and knowledge relationships in the teaching teams	10	Relationships with teacher mentors	39	Mentors allow PSTs to coordinate student learning activities such as excursions, adding to the credibility of PSTs in the eyes of students.	7.3.10

The analysis of partnership-based practice acknowledges the importance of trust in developing relationships and valuing participants. Authentic practice reflected a situated and relational account of learning, fostering conditions for transformation (Fuller et al., 2005). PSTs developed a positive attitude towards innovation, trial, and error, developing an

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appreciation of difference. Collaborative group work in the classroom enhanced PST understandings of student socialisation skills. Working in small-group mentoring arrangements within the teaching teams, PSTs provided students with “opportunities to explore and build important areas of knowledge, develop powerful tools for learning, and live in humanising social conditions” (Joyce et al., 2009, p. 16).

PSTs developed their knowledge of students as people and as learners through informal interactions and relationships. PSTs also engaged in formal interactions with students in the classroom, allowing them to assume the positional authority of a teacher. Mentors learned how to attend to the emotional wellbeing of PSTs, whilst providing constructive feedback against the professional standards.

The nature of mentor–mentee relationships impacted the quality of the practicum experience for PSTs (Haston & Russell, 2012; Miksza & Berg, 2013; Paul et al., 2001; Robbins, 1993; Schmidt, 2013; Woodford, 2002). The day-to-day practices of mentors played a significant part in valuing PST participants, distributing responsibilities and building capacity. Mentors gradually introduced PSTs to the role of becoming a teacher with increasing demands—“from peripheral towards full participation” (Woodgate-Jones, 2012, p. 150). Mentors progressively relinquished control of the classroom, bringing PSTs “centripetally” (Heaney, 1995, p. 4) to the core of the communities of practice (Maynard, 2001). Heaney explains the empowering experience of PSTs’ transition from the periphery to the core of the community of practice.

Centripetal participation moves us inward toward more intensive participation so that our learning and work influences and becomes constitutive elements in the definition of the community. Such participation (learning) is empowering. On the other hand, centrifugal participation moves us outward, keeps us on the periphery, prevents us from participating more fully and is thus disempowering (Heaney, 1995, p. 4).

The partnership provided PSTs with opportunities to solve real-life classroom problems with a range of appropriately experienced mentors who had the professional perspective and expertise to guide PSTs towards practical solutions (Ingersoll & Smith, 2004; Moir, 2003). Authentic practice provided opportunities for PSTs to discuss issues of practice that took account of the relational, developmental, and contextual nature of professional growth and mentoring (Beutel & Spooner-Lane, 2009; Carter & Francis, 2001; Hellsten et al., 2009; Prytula et al., 2010).

Main Analytical Theme 5: Lead and Promote Professional Dialogical Relationships

An examination of the impact of partnership-based practice on participant learning and engagement revealed five practice exemplars under the category of Main Analytical Theme 5. Table 7.10 reflects the associations between these five practice exemplars and Main Analytical Theme 5.

Table 7.10

Authentic Practice—Theme 5: Lead and Promote Professional Dialogical Relationships

Authentic practice dimension		Authentic practice element		Authentic practice exemplar		Section
1	Know students as people and as learners	1	Pre-service teacher-school student contact	3	PSTs actively consult with students to personalise their learning, developing learner-centred practices based on formative understandings of students, enabled through ongoing contact.	7.1.1
1	Know students as people and as learners	2	Ongoing experience of students with diverse needs in a low-SES school community	4	Through ongoing experience of students with diverse needs, PSTs develop empathic approaches in teaching and learning that foster inclusion.	7.1.2
1	Know students as people and as learners	4	Respond to student feedback and monitor student learning	13	PSTs employ two-way feedback, enhancing student wellbeing and independent thinking skills through voice, leadership, and agency.	7.1.4
2	From practice to learning for PSTs—An outlook towards inquiry	7	Ongoing experience in making informed professional judgements on student behaviour	24	PSTs build positive rapport with students, addressing underlying causes for student disengagement, putting extra time into helping students with disabilities, assisting them to solve problems on their own.	7.2.7
2	From practice to learning for PSTs—An outlook towards inquiry	8	Participate in assessment moderation activities to inform practice	27	PSTs collaborate with teachers, fellow PSTs, and students in making comparable teacher judgements, categorising student artefacts into different levels of attainment.	7.2.8

Professional dialogical relationships emerged from PST co-participation in communities of practice. Genuine collaboration among the main partners facilitated an iterative process and positive cycle of success (Johnston, 2004). Professional dialogical conversations were characterised by a language of professional trust, fostering reciprocal

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learning relationships, promoting transparent practice with learning benefits for both partners.

The emphasis placed on genuine collaboration was based on a belief that there was an upper limit to how much an individual teacher or PST could learn independently (Fullan, 1993). Professional dialogical relationships led to “collaborative expertise” (Hattie, 2009; Mercier, 2010). New knowledge was created through collective problem solving, what Engeström (2001, p. 134) described as “horizontal interactions”. PSTs made sense of new constructs through connecting them to existing concepts and applying them in practice.

Under the explicit conditions of teacher education, teachers and PSTs were placed in a situation where they had to discuss not only what were the correct teaching methods, but also why they were the correct methods for the specific group of students. “All participants in the research pointed to the professional learning for PSTs which resulted from discussions about their work with students with specific learning needs” (Kruger et al., 2009, p. 71). Taking on new discursive structures produced significant change in teacher practice.

The analysis pointed to the significance of informal learning which has often been treated as a residual category to describe any kind of learning which did not take place within or follow from a formally organised learning program (Eraut, 2000). PST learning was an “inter-psychological process of participation in social practices” (Billett, 2002, p. 457). PSTs examined tacit knowledge discursively, enabling them to understand the unacknowledged conditions of action and the unintended impact of teaching and learning practices and events.

Authentic teacher / PST–student relationships (Korthagen et al., 2014) developed PST professional knowledge, agency, and pedagogical practice through a focus on student learning. Ongoing contact between PSTs and students occurred through real-time adult–student interactions; and “characterised by interpersonal content, structure, and complementarity” (Pennings et al., 2014, p. 183). Through direct experience in managing student behaviour, PST capacity to make informed professional judgements showed a “progression from ‘survival concerns’ through ‘task concerns’ to ‘impact concerns’” (Maynard, 2001, p. 40).

Professional dialogical relationships between PSTs and students were important in determining student behavioural and emotional engagement, student motivation, academic achievement and PST wellbeing, resilience, and morale (Mainhard et al., 2011). Through their reciprocal learning relationships with students, PSTs developed skills to encourage student behavioural engagement, reflected in student participation in curricular and co-

curricular activities at the school; and emotional engagement, reflected in student sense of belonging with the school (Lee, 2012).

Main Analytical Theme 6: Engage in an Inquiry Cycle to Support Professional Agency

An examination of the impact of partnership-based practice on participant learning and engagement revealed 14 practice exemplars under the category of Main Analytical Theme 6. Table 7.11 reflects the associations between these 14 practice exemplars and Main Analytical Theme 6.

Table 7.11*Authentic Practice—Theme 6: Engage in an Inquiry Cycle to Support Professional Agency*

Authentic practice dimension		Authentic practice element		Authentic practice exemplar		Section
1	Know students as people and as learners	1	Pre-service teacher–school student contact	1	Student inquiry projects enable PSTs to test their own beliefs on factors that hinder or enhance student engagement.	7.1.1
1	Know students as people and as learners	4	Respond to student feedback and monitor learning	12	PST inquiries into student learning reflect their willingness to be open to learning with students and receiving feedback from students.	7.1.4
2	From practice to learning for PSTs—An outlook towards inquiry	5	Connect theory with practice through the <i>Praxis Inquiry Protocol</i>	14	PSTs use the semi-structured <i>Praxis Inquiry Protocol</i> as an interventionist tool, reconceptualising a problem of practice as a point of inquiry, applying theoretical ideas to daily experiences in the school to describe, explain, and justify changes in their pedagogical practice.	7.2.5
2	From practice to learning for PSTs—An outlook towards inquiry	5	Connect theory with practice through the <i>Praxis Inquiry Protocol</i>	17	PSTs attend on-site seminars conducted by teacher educators, school leaders, and mentors, allowing PSTs to share, discuss and reflect on their experiences as part of theorising practice; teacher educators use prompts and questions to facilitate PST understandings.	7.2.5
2	From practice to learning for PSTs—An outlook towards inquiry	5	Connect theory with practice through the <i>Praxis Inquiry Protocol</i>	19	PSTs use a scaffolded approach to critically read and reflect on professional readings, cooperatively analysing theory, research, evidence, and practice, making valuable connections between theory and practice.	7.2.5
				20	PSTs learn skills in lucid and vivid story writing, telling, sharing and story analysis, constructing an educational philosophy based on academic research and evidence-based theory and informed by their practitioner learning experiences.	7.2.5
2	From practice to learning for PSTs—An outlook towards inquiry	6	ACPs aligned with the goals of the school and system	21	Teams of PSTs with leading teachers select and inquire into an aspect of the school curriculum affecting student learning, wellbeing, and engagement.	7.2.6
				22	PSTs apply ideas to authentic experience making recommendations for change based on rationale, principle, and evidence.	7.2.6
				23	PSTs create a portfolio, developing a body of knowledge to demonstrate evidence of their capacity to fulfil the professional standards.	7.2.6

Authentic practice facilitated participant engagement in an inquiry cycle of learning, developing PST capacity as reflective practitioners, supporting their professional agency. This

SBMTE was underpinned by a vision for learning where theory and practice respectively informed each other (Grisham et al., 1999). PSTs developed thoughts of their own, through interpreting ideas and experiences in light of their current interests, understandings, and context (Dewey, 1916, p. 188). Authentic practice brought “reflection” to the centre of what practitioners did (Schön, 1987). “Reflection-in-action”, “reflection-on-action” and “reflection for action” central to Schön’s discourse, underpinned the application of the *Praxis Inquiry Protocol*. Through praxis inquiry, teacher educators theorised professional practice as it occurred in the school and connected it with key aspects of the literature (Arnold et al., 2012b, p. 63).

Journal (case) writing provided a vehicle through which PSTs could make explicit those indeterminate zones of practice. PSTs developed critical reflexivity in the act of arranging, confronting, and cooperating within the social dynamics of the communities of practice. In this way, PSTs developed a capacity to utilise reflection to move them beyond their current experiences into additional areas of possibility across the multifaceted nature of the school learning environment (Eckersley et al., 2011, p. 62). Reflective practice strategies became routinely practised, where practical actions based on the application of theoretical principles were applied in the classroom, enhancing student learning.

Engaging in an inquiry cycle of learning developed PST capacity to make important connections between the theoretical curriculum and professional experience with a specific concern for student learning (Bruno & Bruno, 2007; Swinkels et al., 2013). ACPs, an important element of partnership-based practice, were a powerful pathway for PSTs to explore challenging issues affecting student learning (Merino & Holmes, 2006).

PSTs who adopted an outlook towards inquiry, were more likely to access, make sense of, critique, and apply their practice as part of making evidence-based judgements (Black & William, 1998; Hammerness et al., 2005). This SBMTE emphasised the significance of context and authentic tasks that were centred on genuine inquiry, promoting collaboration and reflective dialogues (Swinkels et al., 2013).

Teachers and PSTs made “causal contributions to their own functioning through mechanisms of personal agency” (Bandura, 1997, p. 118). PSTs’ beliefs about their capabilities to exercise control over their own level of functioning had a pervasive impact upon their professional agency.

7.5 Chapter 7 Conclusion: Partnership-Based Practice

Chapter 7 revealed an account of partnership-based practice in a school–university partnership that can be best described as authentic. The defining features of authentic

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practice centred on the development of PST understandings, skills and dispositions that enabled them to:

- attend to the needs of students as people and as learners
- be reflective practitioners through adopting an outlook towards inquiry
- confidently be part of and belong to a community of practice.

Finding ways to prepare PSTs and graduate teachers for the complex and changeable situations of professional practice was central to this partnership (Cherry, 2005). Praxis inquiry (Kruger & Cherednichenko, 2006) promoted practices that were morally committed, ethically oriented, and informed by “traditions of the field” (Kemmis & Smith, 2008a, p. 4). One teacher educator wrote:

In this school setting, mentors and mentees have access to a range of different pedagogical perspectives that are aligned with the overall professional and moral imperatives of the school (introductory questionnaire, 2012; teacher educator—Tje).

Two important insights emerged from the analysis of partnership-based practice concerned with the two main ideas in the chapter—authenticity and communities of practice, both of which were at the crux of participant learning and engagement. The first insight is the evident centrality of professional conversations, which marked PST participation: conversations with students, mentors, students’ parents, the principal, teacher educators, and with other PSTs.

The second insight that emerged from the analysis and relevant to the ideas of authenticity and communities of practice is about discourse and the combined discourses of partnership-based teacher education. Professional dialogical conversations comprised formal and informal discourses, each with their own register. What comes through in the data is the struggle PSTs endured in aligning their own understandings with the discourses of the Department, school, mentors, school leadership, and university, reflected in their professional conversations. This was a considerable challenge for the PSTs and integral to the authenticity of site-based teacher education and PST co-participation in the communities of practice.

The partnership highlighted the important part that school leaders, mentors, teacher educators, and students played in facilitating PST legitimate participation in situated learning experiences within communities of practice. The basis of the work centred on enhancing the benefits of practitioner learning in partnership-based teacher education, through a focus on student engagement. The purpose of the communities of practice was to develop participant capabilities in developing and exchanging knowledge. Participant

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passion, commitment and identification with the group’s expertise helped to hold the communities of practice together.

The six Main Analytical Themes referred to in the chapter syntheses of the three analysis chapters, 5, 6 and 7, have together made a substantial response to each of the three supporting questions. The analysis in Chapter 5 found that the school–university partnership made a significant contribution to school transformation and improvement. Innovation impelled by the partnership initiated cultural and pedagogical change and improvement. The analysis in Chapter 6 conveyed the significant role of school leadership in creating and supporting the conditions for an effective partnership. The analysis in Chapter 7 identified the elements of partnership-based practice that were referred to as “authentic”. The analysis revealed that the SBMTE had a significant impact upon PST professional knowledge, agency, and practice, connecting them with the vision and values of the school—centred on student learning.

The overarching research question is addressed in Chapter 8 Discussion. The main research question is:

1. How can a secondary school integrate a school university partnership?

The discussion reflects the way in which the educational partnership was integrated with the school culture, structures, and practices through contributing to improvement, innovation, and change.

The discussion explains how the practices that emerged from an analysis of partnership-based teacher education aligns with Lave and Wenger’s prescription. Through applying the theoretical framework, the discussion will explain why the practices can be described as authentic, and why the partnership fits with the characteristics of a community of practice. The discussion will endeavour to connect key ideas such as school leadership, genuine partnership, authentic practice, practitioner research and learning and *communities of practice*.

Chapter 8 Discussion

How can a secondary school integrate a school–university partnership?

The discussion presents explanatory ideas to address the four specific areas of study of this research (as outlined in Chapter 1), including:

- the way in which a school–university partnership in teacher education can be effectively integrated into the culture, structures and practices of a school
- the strategic intent of an educational partnership to challenge and improve the performance and development culture of a school, build the teaching and leadership capacity of staff and improve the educational aspirations and outcomes of students
- the role of school leadership in an effective school–university partnership; including the way in which a school can integrate and capitalise on the use of a university’s human and financial resources for the purpose of school transformation and improvement
- the way in which a school and university can work together to create the conditions for authentic practice; enhancing pre-service teachers’ sense of belonging, self-efficacy, and professional agency through a focus on student learning and engagement.

The objectives of this research project are being realised through finding answers to the research questions, including one overarching question and three supporting questions as outlined in the Section 1.1 of Chapter 1. The purpose of this discussion chapter is to address the overarching research question as outlined in Section 8.1 The Study.

8.1 The Study

The study comprised one overarching research question and three additional supporting questions. The overarching research question was:

How can a secondary school integrate a school–university partnership?

The three supporting questions respectively formed the basis of the three analysis chapters, examining the three areas of the partnership—school transformation, school leadership, and partnership-based practice.

The first supporting question was: How can a school–university partnership contribute to school transformation and improvement?

Chapter 5 demonstrated that the educational partnership had a significant impact upon school transformation and improvement. The analysis revealed “practice exemplars”

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charting the innovation and change that occurred in the school, with the associated initiating and sustaining practices of partnership participants. The “practice exemplars” emerged from an analysis of the survey and interview results derived from the Department’s *Performance and Development Culture Revised Self-Assessment Framework* (Department of Education and Early Childhood Development, 2009).

The second supporting question was: What is the role of school leadership in an effective school–university partnership?

Chapter 6 revealed the practices of school leadership that were critical to the success of the partnership. Practice exemplars emerged from the analysis which arranged survey and interview questions based on the dimensions and elements of the Department’s *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007).

The third supporting question was: What are the elements of partnership-based practice that constitute a successful school–university partnership?

Chapter 7 presented an analysis of the elements of partnership-based practice that were best described as authentic. The analysis provided evidence of the impact of authentic practice on participant engagement (particularly the PSTs), through a commitment to student learning. The analysis revealed practice exemplars, charting the effects of PST, mentor, and teacher educator engagement in partnership-based practice. The practice exemplars, which aligned with the dimensions and elements of the *Authentic Practice Framework*, emerged from the mixed methodology used in the analysis.

In an endeavour to answer the overarching research question and three supporting questions, the study obtained participant views on the following:

- how a secondary school integrated the school–university partnership for the purpose of transformation
- how the partnership contributed to school improvement
- the role of school leadership in an effective educational partnership
- the characteristics of partnership-based practice that constituted a successful school–university partnership, impacting the learning and engagement of participants.

The research organised survey, interview, forum, and case conference questions based on responses to the introductory questionnaire and a number of surveys referenced in Chapter 4.

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For the analysis of the impact of the partnership on school transformation, the study employed the Department *Performance and Development Culture Revised Self-Assessment Framework* (Department of Education and Early Childhood Development, 2009). For the analysis of the impact of school leadership on the success of the partnership, the study employed the Department *Developmental Learning Framework for School Leaders* (Department of Education and Early Childhood Development, 2007). At the time of the research, a Departmental framework did not exist for the area of research relating to supporting question (iii) on the nature of partnership-based practice. Through the mixed methodology, the study devised a framework to outline the distinguishing features of practice in the SBMTE, referred to as “authentic”. The survey and interview questions captured participant views on the characteristics of partnership-based practice, aligning participant responses with the dimensions and elements of the *Authentic Practice Framework*.

The analysis of partnership-based practice was informed by the study’s theoretical framework, drawing on the work of Lave and Wenger (Lave & Wenger, 1991) and Wenger (Wenger, 1998). The theoretical framework enabled the exploration of the nature of situated learning in this SBMTE that enhanced PST belonging, professional knowledge and self-efficacy. Framing professional experience around the notion of co-participation in communities of practice, supported PSTs in working with their peers and mentors in more collegial and reciprocal ways.

The theoretical framework provided a lens through which to explore the interrelationships between members of the communities of practice, including school leaders, mentors and staff, PSTs, teacher educators (and students). The exploration of this case study and participant interactions within the social setting of the school, required the collection and analysis of rich multi-faceted quantitative and qualitative data.

Six Main Analytical Themes emerged from the investigations presented in the three analysis chapters. The analysis included an examination of the impact of the partnership on the school’s transformation, the role of school leadership in an effective school–university partnership and elements of partnership-based practice that constituted a successful partnership. Together, the six Main Analytical Themes provided a substantial response to each of the three supporting questions.

The three supporting questions were addressed in the summaries of the analysis Chapters 5, 6 and 7 on school transformation, school leadership, and partnership-based practice. Section 8.3 of the Discussion Chapter addresses the study’s overarching research

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question on how a secondary school can integrate a school–university partnership. Prior to attending to the main research question, Section 8.2 presents an integration of the six Main Analytical Themes into a set of principal understandings about the school–university partnership.

8.2 Forming the Partnership—A Summary of Results

The strength of the analysis in Chapters 5, 6 and 7 revealed “practice exemplars”, charting the changes in the school with the associated initiating and sustaining leadership, cultural, and pedagogical practices of the partnership participants. A second level of analysis, or meta-analysis, was then undertaken to generate a set of six Main Analytical Themes. The validity and reliability of the thematic coding was affirmed through a process of participant checking and triangulation. Section 8.2 of the thesis presents another layer of analysis whose aim is to distil a set of principal understandings. The Main Analytical Themes outlined in Table 8.1 provide an overview of the research results.

Table 8.1

Six Main Analytical Themes for the Three Areas of Analysis

Theme number	Theme title—Six Main Analytical Themes for the three areas of analysis
Theme 1	Foster the structural conditions for the partnership
Theme 2	Integrate the partnership with the culture, structures, and practices of the school
Theme 3	Focus the partnership on teaching and learning
Theme 4	Value partnership participants, distribute the leadership, and build capacity
Theme 5	Lead and promote professional dialogical relationships
Theme 6	Engage in an inquiry cycle to support professional agency

The analysis of the quantitative and qualitative data took place in relation to the objectives of the study in response to the three supporting research questions. Chapter 5 outlined how the practices of the partnership, contributed to the school transformation and improvement. Chapter 6 revealed the way that the practices of school leadership, impacted the success of the partnership. Chapter 7 identified the practices of partnership-based teacher education that constituted a successful partnership. The analysis in Chapter 7 conveyed how authentic practice impacted the knowledge, skills, and dispositions of participants, particularly PSTs, through a collective commitment to student learning.

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The analytical process involved a process of aggregating and configuring the data, with a continued focus on codifying the data into six Main Analytical Themes. The validity and reliability of the thematic coding was affirmed through a process of participant checking and triangulation. An understanding of the phenomena was achieved by identifying and articulating relationships within the data. The meta-analysis that was undertaken as part of the research methodology, involved a process of theorising the six Main Analytical Themes in conjunction with the theoretical framework and literature context. As a data-reduction strategy, the meta-analysis gave rise to four Main Explanatory Categories. This process of synthesising the data is conveyed in Tables 8.3 to 8.8. The data reduction strategy was explained in Chapter 4.

The four Main Explanatory Categories reveal an understanding of the relationships that exist within the data sets across the three analysis chapters. In addition, these four main ideas reflect a distillation of the data into a set of principal understandings on the key concepts affecting the integration of the partnership within the school and the success of the partnership. The four Main Explanatory Categories outlined in Table 8.2 present the new knowledge outcomes generated by the research.

Table 8.2*Four Main Explanatory Categories*

Category number	Category title—Theorising practice and learning in a school–university partnership
Category 1	Visionary, inclusive, and discursive school leadership practices supporting participant growth, school community engagement, innovation, and change
Category 2	Mediation of stakeholder interests and structures
Category 3	Practitioner research and learning in partnership based teacher education
Category 4	Communities of practice

These four Main Explanatory Categories emerged from a synthesis of the practice exemplars across the three areas of analysis—school transformation, school leadership and partnership-based practice. As explained in Chapter 4, these four Main Explanatory Categories emerged from a synthesis of the practice exemplars across the six Main Analytical Themes.

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The summary of results will be presented as tables under each of the six Main Analytical Themes; followed by a brief commentary for each of the four Main Explanatory Categories (the partnership's four main ideas). Refer to Appendix 31, which includes six detailed tables showing the process of synthesising the data, where the six Main Analytical Themes are transposed into four Main Explanatory Categories (as part of a data reduction strategy).

First, Table 8.3 presents a synthesis of the practice exemplars across the three areas of analysis (school transformation, school leadership and partnership-based practice) for Main Analytical Theme 1: Foster the structural conditions for the partnership.

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Table 8.3*Synthesis of Main Analytical Theme 1: Foster the Structural Conditions for the Partnership*

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership				Main Explanatory Category 3: Practitioner research and learning			
Chapter	Practice exemplar		Sect.	Chapter	Practice exemplar		Sect.
5. School transformation	1	The principal and leading teacher team identify and select talented staff to become mentors and align them with PSTs and graduate teachers.	5.1.1	6. School leadership	32	The principal enables the school to participate in an Australian Research Council (ARC) funded practitioner research project on "funds of knowledge" within the local school community.	6.5.15
	2	The principal collaborates with leading teachers to develop position descriptions, aligning the daily work of leading teachers with the goals of the partnership in support of the PSTs.	5.1.1				
6. School leadership	5	The principal and leadership team develop accountability measures to improve professional practice.	6.1.3	7. Partnership-based practice	47	Redefining the working roles of academics as teacher educators and not "university lecturers" or "academics", creating a level playing field between academic and practitioner knowledge.	7.3.12
7. Partnership-based practice	40	Mentors employ a small group mentoring model, promoting shared understandings and consistency of practice.	7.3.10				
Main Explanatory Category 2: Mediation of stakeholder interests and structures				Main Explanatory Category 4: Communities of practice			
Chapter	Practice exemplar		Sect.	Chapter	Practice exemplar		Sect.
5. School transformation	12	The principal and teacher educators communicate and highlight the success of the partnership at a local, network, regional, and state level.	5.1.3	5. School transformation	30	PSTs are allocated to Professional Learning Teams (PLTs) / teaching teams, aligning PST contributions with year level cohorts of students.	5.3.9
	43	The allocation of tenured academics to the partnership demonstrates the university's focus on continuity, investing in the partnership.	5.4.12		31	Emphasis is placed on teamwork and colleagues working together on student learning projects.	5.3.9
6. School leadership	2	Partnership requirements and activities are aligned to the school's Annual Implementation Plan (AIP).	6.1.1		37	School and university leaders create the conditions for learning that prioritise the informal and incidental nature of participants' social interactions in the workplace.	5.4.11
	27	The adaptive leadership practices of the principal cater for local challenges within Department of Education accountabilities.	6.5.13		49	PSTs are "buddied" with home-group teachers, fostering a sense of belonging with staff, students, and the school community.	5.5.15
7. Partnership-based practice	44	Teacher education units are delivered on-site, creating links between student learning and pedagogical theory.	7.3.12	56	Teams of PSTs are allocated to particular student year-level cohorts, evaluating the impact of team performance on student learning.	5.5.17	
	46	The placement of experienced tenured academic staff as teacher educators at the site provides consistency and is a visible sign of the university's commitment to the partnership	7.3.12	6. School leadership	12	School leadership establishes participative decision-making processes involving the principal, mentors, and teacher educators to effectively integrate the partnership within the school program.	6.2.6
	48	The school allocates a "base-room" to the teacher educators and PSTs which is used for seminars, teaching demonstrations and lessons, discussions, and reflections on their experiences at the school.	7.3.12	7. Partnership-based practice	35	The partnership focuses PST activities on team-based pursuits, fostering PSTs' sense of belonging to the school and internal commitment to the learning of students.	7.3.9
			45		Teacher educators and mentors co-teach the university teacher education units to PSTs, privileging the practitioner knowledge of teachers and opening up authentic two-way theory and practice learning opportunities.	7.3.12	

Visionary, Inclusive, and Discursive School Leadership—Managing the Various School, University, and Department Interfaces

Fostering the structural conditions for the partnership required making sense of the multiple power domains constituting the principal and leading teacher organisational milieu—the Department of Education and Early Childhood Development, the school and its teachers, the School Council, the informal influence of the local community, and the university. The message systems (discourses) of these domains landed on the principal's desk for sorting, valuing, deciding, and acting on; leading to the various agendas for the partnership participant groups. The institutional and structural arrangements for the partnership were aligned with the needs and objectives of the school and university (Kruger et al., 2009).

Mediation of Stakeholder Interests and Structures—Generating a Distinctive Partnership Discourse to Raise Student Achievement

The partnership commenced with an organised bringing together of participants so that they agreed on a shared language contained within school and partnership goals and procedures. This partnership language required the principal initiating and bringing together the distinctive educational discourses of the school, Department, and university.

Practitioner Research and Learning—PST Practical Understanding and Theorising the Results From Professional Collaboration and Evaluation

PST learning resulted from the provision of organised conditions, encouraging PSTs to inquire into and reflect on their practical teaching experiences. From the outset, the partnership was set up to promote practitioner research among the PSTs, their mentors, school leaders (especially the principal) and teacher educators.

Communities of Practice—Members of the Teaching Teams Working Together in the Interests of Students and Their Learning

What emerges from a consideration of the practice exemplars, is the extent to which the partnership and its practices were based on PSTs, teachers, school leaders and teacher educators working together in teams. The teams came together around students and their learning; with team participants working from their respective organisational and structural positions.

Second, Table 8.4 presents a synthesis of the practice exemplars across the three areas of analysis for Main Analytical Theme 2: Integrate the partnership with the culture, structures, and practices of the school.

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Table 8.4

Synthesis of Main Analytical Theme 2: Integrate the Partnership With the Culture, Structures, and Practices of the School

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership			Main Explanatory Category 2: Mediation of stakeholder interests and structures			
Chapter	Practice exemplar	Sect.	Chapter	Practice exemplar	Sect.	
5. School transformation	6	Clear and explicit communication provides participants with an understanding of duties and professional expectations, including the school code of conduct and professional dress code.	5. School transformation	5	The school provides PSTs, teacher educators, and graduate teachers with a comprehensive and current set of induction materials.	5.1.2
	7	The principal and teacher educators clearly communicate the purpose of partnership to teachers, students, parents, and PSTs, creating shared understandings.		27	Mentors provide PSTs with clear roles, responsibilities, and advice on specific class allocations and duties.	5.3.8
6. School leadership	3	A leading teacher (school-based PST coordinator) takes on responsibility for coordinating mentors and PSTs.		29	Mentor and PST accountabilities for the partnership are aligned to their core duties of teaching and student learning.	5.3.9
	4	Mentor teachers are given a one period per week time allowance to support PSTs.		52	University academics, teacher educators, PSTs, teachers and students are involved in participative decision-making processes on education policy and practice.	5.5.16
	13	School leadership develops an aspirational leadership program directed at "middle leaders", ensuring succession and additional mentoring opportunities at the school.	6. School leadership	19	PST Applied Curriculum Projects (ACPs) are aligned with the school Annual Implementation Plan (AIP) and planned, evaluated, and documented in support of school improvement and quality student learning experiences.	6.3.9
	30	Through the partnership, school leadership develops a school culture of risk and innovation; enhancing participant preparedness to make mistakes and be curious as they connect with students and the school community.	7. Partnership based practice	15	PSTs teach school-based curriculum aligned with school priorities and practices and Departmental requirements.	7.2.5
7. Partnership based practice	38	Mentors model the school's strategic disposition to the PSTs and teacher educators, mirroring the principal's commitment to the partnership.	32	PSTs develop and apply skills in negotiation, showing a willingness to compromise, adapting their practices to the expectations of the school and other participants within the communities of practice.	7.3.9	
	41	The principal communicates the purpose and educational grounds for the partnership to parents via the school newsletter and website.	42	The school-based PST coordinator features articles written by teachers, teacher educators, PSTs, and students with photographs in the weekly newsletter.	7.3.11	
			43	PST involvement in co-curricular activities fosters their engagement with parents and families.	7.3.11	
Main Explanatory Category 3: Practitioner research and learning			Main Explanatory Category 4: Communities of practice			
Chapter	Practice exemplar	Sect.	Chapter	Practice exemplar	Sect.	
7. Partnership based practice	16	Classroom observations are carried out in triads adhering to protocols, with one PST and one mentor observing another PST's practice, reflecting without judgement, using evidence-based feedback.	5. School transformation	38	Through collaboration in PLTs / teaching teams, mentors integrate the intentional learning efforts of PSTs with the naturally occurring learning that is embedded in the day-to-day practices of teachers.	5.4.11
				50	Each PST accompanies their "buddy" home-group teacher on yard duty, before school, and during recess and lunch breaks, increasing the adult-to-student ratio and making the school a safer and more encouraging place to learn and work.	5.5.15
				53	The language of teachers and PSTs within the PLT / teaching team, referring to all students across a year level cohort as "our students", reflects practitioners' collective responsibility for the learning and wellbeing students.	5.5.16
			7. Partnership based practice	31	Through their day-to-day interactions with staff and students, PSTs align their behaviours with the values and cultural norms of the school.	7.3.9

Visionary, Inclusive, and Discursive School Leadership—Clear Communication of Expectations, Duties, and the Purpose of the Partnership Aligned With the School Strategic Disposition

Integrating the partnership into the culture, structures and practices of the school occurred through clear communication of the purpose of the partnership, expectations, and duties of participants, in the context of the school transformation and improvement. School leadership of the partnership resulted in an aspirational school culture, providing staff and PSTs with employment, succession, and leadership opportunities. Coordination of the PSTs occurred through mentor modelling of the school's strategic disposition. Through integrating the partnership, school leadership developed a unique school culture of risk and innovation focused on improved student outcomes.

Mediation of Stakeholder Interests and Structures—The Altered Relationship Practices of the Partnership

School leadership integrated the PSTs and teacher educators with the school program, linking them with teacher roles and responsibilities. PST and teacher educator involvement in school education policy and practice contributed to an alternative discourse on student learning. School leadership tailored PST involvement in action research projects (ACPs) to address school strategic goals. Mediating the university discourse with school and Department accountabilities, required compromise on the part of participants, reflected in the altered relationship practices of the partnership.

Practitioner Research and Learning—Establishing Structures and Processes for Classroom Observation, Participant Collaboration, and Reflection

The university focus on inquiry and reflection helped to establish systems and processes for sharing best practice through classroom observation, participant collaboration and reflection. Practitioner research integrated the practices of teacher educators and PSTs with school operations and curriculum. Partnership publications reflected an amalgam of participant group contributions and achievements, creating a blended discourse and increasing the legitimacy of PSTs within the parent-school community.

Communities of Practice—Facilitating Participant Interactions and Professional Collaboration Focused on Student Learning, Aligning PSTs With the Interests of the School

Integrating the partnership into the programs and practices of the school encouraged a shared language and collective responsibility among teachers, PSTs, and teacher educators for student learning. Through informal interactions within communities of practice, PSTs aligned their behaviours with the cultural norms of the school.

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Third, Table 8.5 presents a synthesis of the practice exemplars across the three areas of analysis for Main Analytical Theme 3: Focus the partnership on teaching and learning.

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Table 8.5

Synthesis of Main Analytical Theme 3: Focus the Partnership on Teaching and Learning

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership			Main Explanatory Category 3: Practitioner research and learning		
Chapter	Practice exemplar	Sect.	Chapter	Practice exemplar	Sect.
5. School transformation	48 The principal leads the development and implementation of a "Learning Walks" program of classroom practices across the school.	5.5.14	5. School transformation	17 Through a consultative process with all stakeholders, develop and implement <i>Theories of Action</i> frameworks (rubrics) and protocols to guide classroom observations, reflections and the sharing of professional practice; enhancing relational trust.	5.2.5
6. School leadership	7 Formal and informal meetings of the principal with mentors and PSTs allow participants to evaluate the impact of professional practice on student learning.	6.2.4		19 PSTs in consultation with mentors and students develop student survey tools to allow students to give constructive feedback on the quality of teaching and learning.	5.2.19
	11 The principal actively participates in PST teaching activities including "role play".	6.2.5			
	14 The principal and leading teachers are actively involved in professional dialogical discussions with PSTs about pedagogical practices to improve student learning.	6.3.7			
	20 The principal demonstrates strong visible presence in partnership learning activities including camps, excursions, and field trips.	6.4.10	7. Partnership-based practice	7 PSTs learn classroom management skills through trial and error, reflecting on and integrating theory and practice.	7.1.3
7. Partnership- based practice	9 During excursions, teachers and PSTs split students into small groups, enabling choice, differentiation, and extra supervision.	7.1.3		8 PSTs learn and apply school-based classroom rules, procedures, and protocols.	7.1.3
				10 PSTs re-affirm to students what learning looks like through modelling and multiple exposures to learning content.	7.1.3
				11 At the end of lessons, PSTs use "exit slips" as a way to obtain feedback from students, respecting student voice.	7.1.4
				25 PSTs manage their own stress levels by processing and assessing difficult classroom and student issues, as part of understanding and constructively responding to student behaviour.	7.2.7
				26 PSTs practise self-regulatory processes and use pro-active lesson planning in the use of an array of classroom management techniques and inquiry model approaches.	7.2.7
				30 PSTs employ "on-task student interactions" to negotiate student learning goals and track learning progress; structuring collaborative group work, gaining an understanding of and assessing students' social skills.	7.2.8
Main Explanatory Category 2: Mediation of stakeholder interests and structures			Main Explanatory Category 4: Communities of Practice		
Chapter	Practice exemplar	Sect.	Chapter	Practice exemplar	Sect.
5. School transformation	51 PSTs provide one-to-one tuition to low-ability students in English and Mathematics classes, raising the literacy and numeracy standards of students with special needs, a core performance area in the school Annual Implementation Plan (AIP).	5.5.15	5. School transformation	8 School leaders, teacher educators and mentors develop and use a shared language with PSTs that is focused on improved teaching and learning.	5.1.2
6. School leadership	16 School leadership develops a PST induction program that is focused on student engagement, wellbeing, and learning, enabling PSTs to know students as people and as learners.	6.3.8		11 Mentors plan their instruction to include PSTs and teacher educators in learning activities with students.	5.1.3
				34 Team teaching practices among mentors and PSTs make teaching actions visible, explicit, and transparent.	5.4.10
			6. School leadership	9 School leadership creates the conditions for mentors, teachers, and PSTs to collaborate on action research projects.	6.2.5
				29 The partnership brings mentors, PSTs, and teacher educators together to work on real issues to do with supporting student wellbeing, engagement, and learning.	6.5.14
			7. Partnership-based practice	2 PSTs teach students from a range of cultural and socio-economic backgrounds, developing practices that emphasise the moral and ethical dimensions of teaching and learning.	7.1.1

Visionary, Inclusive and Discursive School Leadership—Focusing the Partnership on Improvements to the School Teaching and Learning Program

School leadership, particularly the principal, arranged formal and informal meetings with mentors, PSTs, and teacher educators to evaluate the impact of the teaching teams on student growth. What emerges from the practice exemplars, is the principal's visible presence in a range of curricular and co-curricular programs. As highlighted in Chapter 6, PSTs were effectively integrated into a whole school effort to monitor and ensure consistency of curriculum implementation. The principal's engagement and support of the teaching teams extended to professional dialogical conversations with participants on critical pedagogies to enhance student learning.

Mediation of Stakeholder Interests and Structures—Centred on the Learning Needs of Marginalised and Disadvantaged Students, Focusing PST Involvement on Raising the Literacy and Numeracy Standards of Students

Focusing the partnership on teaching and learning enabled PSTs to assist students with special needs, enhancing a culture of inclusivity and respect. Mediating stakeholder interests centred on building PST capabilities in literacy and numeracy, enabling PSTs to address the learning needs of disadvantaged students. This showed that the school was interested in utilising partnership resources to improve a core component of its performance report. The provision of a differentiated program recognised the strengths, passions, and preferences of individuals within the various stakeholder groups.

Practitioner Research and Learning—Developing PST Practical Strategies Through Engagement in a Wide Variety of Immersion Activities

What is striking about the practice exemplars is the range of immersion activities in which PSTs were involved. Focusing the partnership on teaching and learning provided PSTs, their mentors and teacher educators with opportunities to develop practical strategies for knowing students and how they learned. PSTs constructively responded to a range of student behaviours through using feedback strategies that valued student voice.

Communities of Practice—Fostering Participant Interactions to Evaluate Impact Upon Student Learning

Focusing the partnership on teaching and learning helped to integrate the PSTs and teacher educators within the school curriculum. Mentors and teachers included PSTs and teacher educators in their planned instruction with students. Integrating PSTs and teacher educators into the teaching teams produced situated learning experiences that were

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grounded in practice. The communities of practice involved PSTs in real issues, developing practices that emphasised the moral and ethical imperatives facing educators.

Fourth, Table 8.6 presents a synthesis of the practice exemplars across the three areas of analysis for Main Analytical Theme 4: Value participants, distribute the leadership and build capacity.

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Table 8.6

Synthesis of Main Analytical Theme 4: Value Participants, Distribute the Leadership, and Build Capacity

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership			Main Explanatory Category 2: Mediation of stakeholder interests and structures				
Chapter	Practice exemplar	Sect.	Chapter	Practice exemplar	Sect.		
5. School transformation	26	The partnership concentrates teacher and PST performance, appraisal and review on student learning growth, promoting collective responsibility for student learning.	5. School transformation	3	Preparation for working in teams involves training in the skills of planning, communication, and cooperative group work, enhancing the effectiveness of communication.	5.1.1	
	28	The performance and development process is used as an extrinsic motivation tool; leading teacher PDPs reflect their commitment to the success of the partnership.		9	Communication skills in conflict resolution are taught to mentors and PSTs, ensuring that disagreements are effectively resolved.	5.1.2	
	35	The mentoring role highlights exemplary practice of teachers to PSTs, developing an aspirational culture among staff.		10	The university introduces an on-site mentor training program, improving the communication skills of mentors.	5.1.2	
	36	School leaders employ a growth coaching model to develop the teaching and leadership expertise of teachers and PSTs.		22	Teacher educators meet with small groups of mentors to share mentoring practices on giving formative feedback to PSTs.	5.2.6	
	44	The school and university allocate resources and implement professional learning programs to support staff transitions into new roles; including ongoing professional learning for mentors and aspirational mentors, facilitating a broader understanding of system frameworks, policies, and resources.		23	Mentors give targeted formative feedback to PSTs, enabling them to reflect on their practice against the professional standards and in relation to how their practice impacts what students say, do, and make.	5.2.6	
	45	The principal assigns responsibility for mentor and PST wellbeing to the school-based PST coordinator. A distributed leadership model re-orientates the school's structures and systems towards participant health and wellbeing.		24	The partnership includes careful monitoring of teachers' expectations of PSTs, as part of anticipating the learning needs of mentors, PSTs, and students.	5.3.7	
	47	The self-regulatory, visible and highly supportive leadership behaviours of school leaders impacts participant belief in the school P&DC.		6. School leadership	16	An induction program focused on student engagement, wellbeing, and learning, enables PSTs to know students as people and as learners.	6.3.8
	54	At PLT / teaching team meetings, PLT leaders combine quality and timely feedback with appraisal to recognise participant effort and team performance.		7. Partnership-based practice	33	In mentor–mentee meetings, mentors get the balance right between formal supervisory tasks addressing key competencies and informal interactions focused on PST emotional and social wellbeing.	7.3.9
6. School leadership	21	The principal is actively involved in planning and monitoring the success of the partnership, especially through his own practitioner research.	34	Meaningful and timely praise and recognition from mentors and students encourages PSTs to use pedagogical practices suited to the learning needs of students.	7.3.9		
	23	The principal uses effective communication skills at formal staff briefings and meetings as part of setting goals and expectations; aligning participant actions with the school's values and improvement agenda.	37	PSTs get the balance right between getting to know the students through informal interactions and assuming positional authority commensurate with a teacher identity that the students have come to expect.	7.3.9		
	26	The principal's participation in practitioner research and learning encourages PST innovation, trial and error.					
Main Explanatory Category 3: Practitioner research and learning			Main Explanatory Category 4: Communities of practice				
Chapter	Practice exemplar	Sect.	Chapter	Practice exemplar	Sect.		
7. Partnership-based practice	5	Through understanding the distinguishing qualities of students with diverse needs, PSTs develop positive attitudes and practices that demonstrate an appreciation of difference.	5. School transformation	41	Practising teachers develop their expertise by designing and leading professional learning programs, collaborating with colleagues, PSTs and teacher educators.	5.4.11	
	6	In keeping with the university's focus on social justice, PSTs learn to reserve judgement on disruptive and challenging student behaviour.		42	Teacher educators work with school leaders to develop and publish a professional development calendar to foster reciprocal learning relationships among partners.	5.4.12	
	28	PSTs develop teacher-made assessments using standards-based assessment to inform instruction, deepening their understanding of pre-assessment, formative, and summative assessment practices.		6. School leadership	1	The principal and mentors are involved in formal and informal meetings with PSTs, accompanied by thorough documentation.	6.1.1
	29	Appraisal of student feedback to teachers and PSTs, enables teachers and PSTs to develop and apply pedagogical skills, differentiated tasks and lessons.		7. Partnership-based practice	39	Mentors allow PSTs to coordinate student learning activities such as excursions, adding to the credibility of PSTs in the eyes of students.	7.3.10
	36	PSTs learn about critical teaching moments, such as when to break up instruction with one-to-one or one to small group student interactions, keeping the pace and narrative of the lesson, fostering self-efficacy					

Visionary, Inclusive, and Discursive School Leadership—Using PDP and Practitioner Research Processes to Build Leadership and Teaching Capacity to Fulfil School and Partnership Goals

School leadership used the performance appraisal process as an extrinsic motivation tool, aligning the PDP goals of mentors with the objectives of the partnership. School leaders used quality and timely feedback to recognise and reward PST and teacher contributions to the teaching teams, aligning participant behaviours with the vision and values of the school. The principal's active involvement in planning, monitoring, and evaluating the effectiveness of the partnership through his own practitioner research, improved the quality of partnership documentation and procedures. Participation of the principal in practitioner research encouraged mentor and PST interests in innovation and change through trial and error.

Mediation of Stakeholder Interests and Structures—Focusing on and Enhancing the Social and Emotional Wellbeing of Participants

Mediation of stakeholder interests occurred through a commitment to mentor development on the part of the school and university. This involved skills in communication, conflict resolution and cooperative group work, enhancing the effectiveness of the teaching teams. Teacher educator commitment to mentor training reflected university interest in the quality of the practicum experience for its PSTs. Mentor expectations of PSTs were carefully monitored by teacher educators. This was reflected in mentors' balanced feedback to PSTs.

Mediation of PST interests occurred through a well-adjusted approach to mentoring, with mentors recognising the importance of PST social-emotional wellbeing. Meaningful and timely praise of PSTs encouraged the use of pedagogical practices that catered for the wellbeing and individual needs of students. Mediating the learning interests of students occurred through PST informal interactions with students. It was through these interactions that PSTs learned in a complementary way, to take on the positional authority of a teacher.

Practitioner Research and Learning—Developing Practices That Attend to Student Emotional Wellbeing and Learning Growth

The partnership's focus on practitioner research, reflective practice and inquiry developed the capacity of PSTs (and their mentors) to address the individual needs of students. PSTs developed positive attitudes and practices to take account of student emotional wellbeing, acting on their understandings of student social and interpersonal skills. Student feedback, generated through action research projects (ACPs) allowed PSTs to design differentiated tasks and lessons.

Communities of Practice—Enhancing the Legitimacy and Positional Authority of PSTs

The practice exemplars reflected the significant contribution of mentors to PST development, affecting their credibility as legitimate members of the teaching teams, particularly in the eyes of students. Mentors held informal, semi-structured meetings with PSTs on behavioural management issues and strategies in formative and summative assessments. A professional learning calendar increased participant awareness of the breadth of partnership activities. Mentors designed and implemented professional learning programs, collaborating with colleagues and teacher educators for the benefit of PSTs and students.

Fifth, Table 8.7 presents a synthesis of the practice exemplars across the three areas of analysis for Main Analytical Theme 5: Promote professional dialogical relationships.

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Table 8.7*Synthesis of Main Analytical Theme 5: Promote Professional Dialogical Relationships*

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership			Main Explanatory Category 3: Practitioner research and learning		
Chapter	Practice exemplar	Sect.	Chapter	Practice exemplar	Sect.
5. School transformation	4 The principal and leading teachers meet regularly with teachers and PSTs to emphasise the school vision, values, and goals, identifying exemplary classroom and teaching practices.	5.1.1	5. School transformation	18 Teacher educators assist the school by providing reflective practice tools in giving, receiving, and interpreting feedback.	5.2.5
6. School leadership	8 The principal models to teachers and PSTs the importance of knowing students as people and as learners, including learning students' names and relating to students in the schoolyard.	6.2.4		20 PSTs are open to receiving feedback from students, combining opportunities for socialisation with feedback; employing conversational and highly interactive approaches to actively seek feedback from students.	5.2.6
	10 The principal makes himself available to meet with participants, creating opportunities for informal interactions with mentors, PSTs, and school students.	6.2.5	7. Partnership-based practice	3 PSTs actively consult with students to personalise their learning, developing learner-centred practices based on formative understandings of students; enabled through ongoing contact.	7.1.1
	22 The principal routinely goes out into the school yard before school, at recess and lunchtime breaks to greet and chat with school students, encouraging respectful and positive relationships.	6.4.11		27 PSTs collaborate with teachers, fellow PSTs, and students in making comparable teacher judgements, categorising student artefacts into different levels of attainment.	7.2.8
	31 The principal speaks about and promotes the partnership at the Department Principal Network meetings and university School of Education Reference Group forums.	6.5.15			
Main Explanatory Category 2: Mediation of stakeholder interests and structures			Main Explanatory Category 4: Communities of practice		
Chapter	Practice exemplar	Sect.	Chapter	Practice exemplar	Sect.
7. Partnership-based practice	4 Through ongoing experience of students with diverse needs, PSTs develop empathic approaches in teaching and learning that foster inclusion.	7.1.2	5. School transformation	25 Partnership participants share discourse on alternative practices to lift student achievement.	5.3.7
	13 PSTs employ two-way feedback, enhancing students' wellbeing and independent thinking skills through voice, leadership, and agency.	7.1.4		39 Through the partnership focus on collaboration, participants openly share their reflections and triumphs.	5.4.11
	24 PSTs build positive rapport with students, addressing underlying causes for student disengagement; putting extra time into helping students with disabilities, assisting them to solve problems on their own.	7.2.7		40 Participants use a common language to discuss practice, fostering a collaborative and supportive culture with people working for and with others.	5.4.11
		55 Respectful relations are fostered between PSTs and students, enabling students to provide formative feedback to PSTs, a powerful form of appraisal and recognition.		5.5.17	

Visionary, Inclusive, and Discursive School Leadership—Enhancing a Culture of Relational Trust

School leadership set up the organisational arrangements that precipitated professional dialogical relationships among members of the teaching teams. School leaders, especially the principal, identified exemplary classroom practices and behaviours that embodied the school vision and values. Professional dialogical relationships were enabled by leadership behaviours that modelled the value of respect. The analysis revealed participant awareness of the principal's preparedness to make himself available for informal conversations. The strength of the partnership was reflected in the authenticity of relationships, modelled from the top.

Mediation of Stakeholder Interests and Structures—Countering the Underlying Causes for Student Disengagement

Mediation of the interests and experiences of PSTs, teacher educators and mentors occurred through professional dialogical relationships. The strength of these relationships allowed PSTs to develop empathic approaches to address the learning needs of disadvantaged students. Two-way communication between students and PSTs, a feature of PST ongoing contact with students, enabled an understanding of the underlying causes for student disengagement.

Practitioner Research and Learning—Employing Conversational and Interactive Processes for Gathering, Analysing, and Reporting on Student Learning Data

Reciprocal learning relationships combined socialisation practices and open feedback loops. Professional dialogical relationships were a feature of PST action research projects that were conversational, developing highly interactive approaches in gathering and analysing student learning data for improved practice.

Communities of Practice—Developing a Supportive Work Culture Based on Reciprocal Learning Relationships

Collaboration and professional dialogical conversations were central to PST, mentor, and teacher educator participation in communities of practice; fostering a supportive work culture based on reciprocal learning relationships. Whilst school students were not theoretically considered members of the teaching teams, their formative feedback to PSTs contributed to their development, acceptance, and legitimacy. *Communities of practice* fostered a consistent language with participants sharing discourse on alternative practices to improve student engagement.

Sixth, Table 8.8 presents a synthesis of the practice exemplars across the three areas of analysis for Main Analytical Theme 6: Engage in an inquiry cycle to support professional agency.

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Table 8.8

Synthesis of Main Analytical Theme 6: Engage in an Inquiry Cycle to Support Professional Agency

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership				Main Explanatory Category 3: Practitioner research and learning			
Chapter	Practice exemplar		Sect.	Chapter	Practice exemplar		Sect.
6. School leadership	17	The principal models the importance of practitioner research, encouraging PSTs to reference research material.	6.3.9	5. School transformation	13	The partnership generates ongoing review of school programs and practices through data, observation, feedback, and reflection.	5.2.4
	18	School leadership works with university staff to encourage inquiry into PST experiential and situated learning.	6.3.9		14	PSTs investigate aspects of the school's curriculum that impact student learning, wellbeing, and engagement.	5.2.4
Main Explanatory Category 2: Mediation of stakeholder interests and structures					15	PSTs collect and analyse specific school, class, and individual student data, giving rise to rich conversations about the implications of data for improved teaching and learning.	5.2.4
Chapter	Practice exemplar		Sect.		16	PSTs work with teachers and teacher educators to establish online student assessment tools; developing, analysing, and presenting aggregated data sets to school staff and students.	5.2.4
6. School leadership	28	Action research projects address challenges associated with educating students from a relatively disadvantaged school community.	6.5.13		21	Through reflective practice, teachers and PSTs use approaches that connect student learning data to student feedback.	5.2.6
Main Explanatory Category 4: Communities of practice					6. School leadership	15	PSTs observe practice, collect, and analyse data about routines and protocols to support teaching and student learning.
Chapter	Practice exemplar		Sect.	24		School leadership creates space in the professional learning schedule for teaching observations and practical demonstrations, enabling PSTs to gather data.	6.4.12
5. School transformation	32	The university academics conduct scholarly research in the school on teaching and learning; school leaders, mentors, teachers, and students participate in, contribute to, and learn about the discipline of academic research.	5.4.10	7. Partnership-based practice	1	Student inquiry projects enable PSTs to test their own beliefs on factors that hinder or enhance student engagement.	7.1.1
	33	Teacher educators promote reflection as a vital and integrated practice to support innovation and pedagogical change.	5.4.10		12	PST student inquiries reflect their willingness to be open to learning with students and receiving feedback from students.	7.1.4
	46	The school-based PST coordinator & mentors discuss critical aspects of the program's design, implementation, & review with the university academics.	5.5.14		14	PSTs use the semi-structured <i>Praxis Inquiry Protocol</i> as an interventionist tool; applying theoretical ideas to daily experiences in the school; making proposals for improvement based on explanation and principle.	7.2.5
6. School leadership	6	Action research procedures, such as observation, data collection, and reflection, encourage participant accountability.	6.1.3		17	PSTs attend on-site seminars conducted by teacher educators, school leaders and mentors, allowing PSTs to share, discuss and reflect on their experiences as part of theorising practice; teacher educators use prompts and questions to facilitate PST understandings.	7.2.5
	25	PSTs and mentors discuss observations in small-group meetings.	6.4.12		18	PSTs develop their lesson plans, revise them, apply them in the classroom, and then revise them again; documenting exemplary lessons plans and student artefacts in their journals and portfolios.	7.2.5
					19	PSTs use a scaffolded approach to critically read and reflect on professional readings, cooperatively analysing theory, research, evidence, and practice; making valuable connections between theory and practice.	7.2.5
					20	PSTs learn skills in lucid and vivid story-writing, telling, sharing and story-analysis; constructing an educational philosophy based on academic research and evidence-based theory and informed by their practitioner learning experiences.	7.2.6
					21	Teams of PSTs with leading teachers select and inquire into an aspect of the school curriculum affecting student learning, wellbeing' and engagement.	7.2.6
					22	PSTs apply ideas to authentic experience making recommendations for change based on rationale, principle, and evidence.	7.2.6
					23	PSTs create a portfolio, developing a body of knowledge to demonstrate evidence of their capacity to fulfil the professional standards.	7.2.5

Visionary, Inclusive, and Discursive Leadership—Adopting and Promoting an Outlook Towards Inquiry

School leadership, especially the principal, modelled the importance of inquiry and reflection through practitioner research; encouraging PSTs and mentors to reference important research material. The principal worked closely with university personnel to encourage inquiry into partnership-based practice and the nature of PST situated learning experiences. School leadership put in place the structural conditions for participants to effectively collaborate on inquiry projects. Action research projects in the form of Applied Curriculum Projects (ACPs), involved PSTs in observing, collecting, and analysing data about the consistency of teaching protocols and routines, reporting back to school leadership on their findings.

Mediation of Stakeholder Interests and Structures—Creating Space in the Professional Learning Calendar for Collaborative Practitioner Research (Applied Curriculum Projects)

Mediation of stakeholder interests and structures occurred through creating space in the professional learning schedule for participant engagement in ACPs. PSTs, teachers, and teacher educators worked together to prioritise practices that addressed the challenges associated with educating students in a disadvantaged SES community.

Practitioner Research and Learning—Linking Teaching Practices to Student Learning, Theorising and Planning for Improvement

The focus on inquiry linked school quantitative data with practitioner experiences, observations, and insights. Practitioner research connected student learning data to student feedback. The partnership enhanced PST and mentor learning through gathering data about practice, reflecting on it, discussing it, and debating it.

PSTs theorised and planned for change through the *Praxis Inquiry Protocol*, making valuable connections between theory and practice; proposing recommendations for improvement based on principle and evidence. As co-teaching partners, PSTs were partly responsible for differences in the amount and nature of exposure to content, through opportunities to engage students in enrichment activities.

Communities of Practice—Focusing on the Rigour and Discipline of Collaborative Practitioner Research

The partnership emphasis on practitioner research had a significant impact upon the orientation of the teaching teams. PSTs and mentors learned about the rigor and discipline of academic research, with teacher educators promoting reflective practice to support innovation

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and change. Communities of practice enabled participants to engage in an inquiry cycle to support professional agency, with mentors and PSTs meeting in small groups to discuss practice.

Teaching team focus on practitioner research, involving the collection of data and insights through observation and reflection, encouraged lateral accountabilities among participants. Communities of practice allowed PSTs to discuss their insights and journal reflections with fellow PSTs, mentors, and teacher educators, enhancing their philosophical stance, professional knowledge, and agency.

Section 2 of the Discussion Chapter has presented a summary of the research results by synthesising the practice exemplars across the three areas of the analysis—school transformation, school leadership and partnership-based practice. The overarching research question will be addressed in Section 8.3 of the Discussion Chapter. Once again, the overarching research question is:

- 1 How can a secondary school integrate a school–university partnership?

In addressing the main research question, the research has formulated four Main Explanatory Categories. These four Main Explanatory Categories synthesise a summary of the findings with the related literature in responding to the main research question. The four Main Explanatory Categories contain the study’s new knowledge outcomes and are the focus of *Section 8.3 Formulation of the Research Findings*.

8.3 Formulation of the Research Findings

This section of Chapter 8 presents a synthesis of the findings addressing the overarching research question on how a secondary school can integrate a school–university partnership. It comprises a “theorising” or set of explanations which contain the study’s new knowledge outcomes, making links with the relevant literature. The four Main Explanatory Categories (listed below) provide the structure for Section 8.3.

1. Visionary, inclusive, and discursive school leadership practices supporting participant growth, school community engagement, innovation, and change.
2. Mediation of stakeholder interests and structures.
3. Practitioner research and learning in partnership-based teacher education.
4. Communities of practice.

The four Main Explanatory Categories are also represented visually in Figure 8.1.

Figure 8.1*Integration of the Partnership with the School Community*

Figure 8.1 depicts how the four Main Explanatory Categories interconnected and cohered to form an integrated whole. As represented in Figure 8.1, the four Main Explanatory Categories centred on the primary focus of student learning.

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The partnership made public its central objective of focusing PST and mentor engagement on student learning. The improved practices of the teaching teams centred on student engagement. The analysis pointed to the role of school leadership in organising the school–university partnership to advance student learning. This was supported by the university declaration that “student learning is the principal focus of the effective partnership, enabling links to be made between school needs and priorities and pre-service teacher skills and interests” (Kruger et al., 2009, p. 8). This organising principle for the partnership was then transformed into a coherent program that provided opportunities for PSTs to experience the responsibility of being a classroom teacher as part of teacher preparation. The partnership comprised of a complex set of relationships—genuine and embedded collaborations that enabled PSTs, mentors, and teacher educators to reflect on their shared commitment to student learning.

Thus, the principal’s emphasis on student learning and achievement was a crucial discursive quality in the analysis. This point is noteworthy, because the “commonsense” assumption would be that, as a teacher education program, the primary purpose of the partnership was PST learning. The partnership was effective in bringing stakeholders together, with student learning as the “direct focus” (Kruger et al., 2009, p. 14). Participant collective commitment to student learning secured new ways of working that gained legitimacy (Kemmis & McTaggart, 2005), integrating the partnership with the culture and operations of the school.

Table 8.9 presents the study’s four Main Explanatory Categories and eight related findings.

Table 8.9*Formulation of the Research Findings*

Category number	Category title and related research findings
Main Explanatory Category 1	Visionary, inclusive, and discursive school leadership supporting participant growth, school community engagement, innovation, and change <ul style="list-style-type: none"> • Finding 1: The principal leads the staff, establishes the teaching teams, and distributes responsibilities for the partnership. • Finding 2: The principal develops participants' individual and collective capacity in teaching and learning to improve student outcomes.
Main Explanatory Category 2	Mediation of stakeholder interests and structures <ul style="list-style-type: none"> • Finding 3: The principal acts as a boundary spanner. • Finding 4: The principal's desk is a sorting and clearing house.
Main Explanatory Category 3	Practitioner research and learning in partnership-based teacher education <ul style="list-style-type: none"> • Finding 5: The school is an institution of teacher education. The school and university are collaborating institutions of teacher education. • Finding 6: Practitioner research is collaborative in nature and focused on participants' holistic development in the social setting of the school.
Main Explanatory Category 4	Communities of Practice <ul style="list-style-type: none"> • Finding 7: The principal nurtures the <i>communities of practice</i> through collaborative planning and evaluation that respects their nature. • Finding 8: The principal fosters the structural conditions for the teaching teams, connecting participants' partnership commitments to improved school and student outcomes.

The discussion presents the study's four Main Explanatory Categories, eight findings and related practice explanations. First, a discussion of Main Explanatory Category 1: Visionary, inclusive and discursive leadership considers the role of the principal in leading the staff, developing individual and collective capacity through a culture of teamwork; distributing partnership responsibilities for improved student learning.

Main Explanatory Category 1: Visionary, Inclusive, and Discursive School Leadership Supporting Participant Growth, School Community Engagement, Innovation and Change

The work of school principals has seldom been the focus of empirical studies of school–university partnerships (Carlson, 1996; Cramer & Johnston, 2000; Trachtman & Levine, 1997). This study explored the leadership dimensions, elements, and practices of school leadership, particularly the principal, as a way to better understand the nature of school leadership in a

partnership. The analysis in Chapter 6 revealed the significant impact of the principal on the success of the partnership, integrating the partnership with the culture, structures, and practices of the school. These results were not surprising in an education system, in which the principal often acts as the initiator of school improvement (Department of Education and Early Childhood Development, 2003).

The discussion of Main Explanatory Category 1 features two insights regarding the role of school leadership in locating student learning in partnership activities and practices. Firstly, the principal's role in leading the staff and distributing responsibilities to integrate the partnership within the school. Secondly, the focus on developing the individual and collective capacity of participants to improve the social and academic outcomes of students.

Finding 1: The Principal Leads the Staff, Develops the Teaching Teams, and Distributes Responsibilities for the Partnership

This area of the discussion explains the principal's role in leading the staff, developing the teaching teams, and distributing partnership responsibilities. Four practice explanations are evident.

A Culture of Teamwork in Distributing Partnership Responsibilities. The analysis presented explicit evidence of the principal's leadership of staff, fostering a culture of teamwork, and distributing responsibilities to effectively integrate the partnership within the school. Structural conditions were fostered through the establishment of teaching teams, enabling participants to interact freely and productively to focus on the core work of improving teaching and learning (Koerner & Abdul-Tawwab, 2006). Participants "contribute[d] to instructional leadership when they interacted productively with other adults in the school" (Printy & Marks, 2006, p. 125). The key indicators of professional collaboration included the quality and frequency of participant interactions, formal and informal social networks, group work, reciprocity, mutuality, trust, and civic/community engagement (Hargreaves & Fullan, 2012; Kruger et al., 2009; Valli et al., 2018). The professional knowledge and shared practices of participants were developed through professional engagement and shared by the collective.

The analysis claimed that school leadership, when distributed throughout the school community (rather than concentrated in the hands of a few individuals), resulted in staff taking on partnership responsibilities, owning the school reform effort, and improving student achievement (Newmann et al., 1995; Robinson, 2006; Silins et al., 2002).

Communication of Roles and Responsibilities. Integrating the partnership within the school occurred through clear communication of participant roles and responsibilities distributing leadership responsibilities for the partnership. “Closely tied to the requirement for shared understandings is the need for clear communication between partnership participants” (Green et al., 2020, p. 419). This area of school leadership involved strategic human resourcing, developing internal commitment, promoting professional growth, and fostering an aspirational staff culture.

The effective management of university resources was critical to the sustainability and institutionalisation of the partnership (Fidler, 1994), developing participant sense of responsibility and connectedness to the school community (Reis-Jorge, 2007). Collective responsibility for student learning and the goals of the partnership were linked to clarity of roles and duties (Brady, 2002). Collective responsibility for the success of the partnership led to transformational and instructional improvement (Geijsel et al., 2003; Hallinger, 2003; Heck et al., 1990; Leithwood & Jantzi, 2008; Robinson & Timperley, 2007).

Selection and Induction of Teachers as Mentors. The selection and induction of colleagues into the partnership and the securing of collegial commitment for the partnership were prioritised. A distributed leadership model was enacted and played a crucial role in embedding the partnership, generating school reform and instructional improvement (Elmore, 2000). Distributed leadership or strong leadership that is shared (ZBar et al., 2009) was critical to the effectiveness and sustainability of the partnership (Fulmer & Basile, 2006).

The principal endeavours to build a culture where mutual trust and respect are hallmarks of the relationship with the university: communication is central, goals are regularly revisited and “professionalism” is modelled (Kruger et al., 2009, p. 73).

Integration of the Partnership With the School Professional Learning Program. In leading the staff and developing individual and collective efficacy, the principal integrated the partnership with the school induction and professional learning programs. The goals for the induction program included improving the quality of PST and graduate teacher performance, improving student achievement, and improving the retention of graduate teachers (Brock & Chatlain, 2008; McCormack & Thomas, 2003), all of which were critical to sustained improvement of the school.

Experienced staff took on responsibility for the induction of PSTs and graduate teachers, distributing responsibility and building instructional capacity. The principal played a central role in the effectiveness of the partnership induction program (Brock & Chatlain, 2008; Tillman, 2005).

The success of PSTs and graduate teachers was critical to student success, and the success of both were largely the “responsibility of the principal” (Angelle, 2006, p. 319).

Finding 2: The Principal Develops Participant Individual and Collective Capacity in Teaching and Learning to Improve Student Outcomes

Visionary, inclusive, and discursive school leadership emphasised the development of participant individual and collective capabilities in teaching and learning. Teacher practice was regarded as a significant school-based influence on student achievement. To integrate the partnership within the school, the principal’s focus on capacity building attended to the localised needs and interests of the school community. Four practice explanations are significant.

Alignment of Participant Knowledge and Skills With School and Department Initiatives to Improve Student Outcomes. The principal’s focus on developing the individual and collective capacity of teachers and PSTs was aligned with the Department’s school reform agenda, increasing teacher effectiveness, and reducing the variability of practice within and across classrooms (Jensen, 2010, p. 4; Office for Government School Education—Department of Education and Early Childhood Development, 2009). The partnership focus on building the instructional capabilities of teachers and PSTs was part of providing a clear picture of what good teaching looked like, addressing concerns outlined in the literature around variability in teacher quality, and more so within, than between schools (Dinham, 2008).

Active Engagement in Partnership Professional Learning Processes. The principal’s active engagement in teacher professional learning and growth created the conditions for teacher agency and school reform (Robinson et al., 2008). The school’s commitment to the university’s focus on academic research, helped to inform decisions on the strategic use of resources to effectively integrate the partnership, simultaneously developing staff capabilities.

School administrators behaved as leaders rather than managers, playing a critical role in providing PSTs and newly appointed teachers with effective induction, coaching and support. Increasing staff lateral accountabilities for the integration of PSTs with the school program had both a direct and indirect impact upon student learning.

The partnership was a vehicle for identifying the necessary conditions for teachers and PSTs to make a positive difference to students. These conditions were the “clues to the leadership practices that matter” (Robinson, 2006, p. 65). The research methodology enabled the school principal (as researcher) to value and engage with participants, develop relationships, distribute the leadership, and build capacity. The views of participants were obtained on factors that

impacted their learning and engagement, integrating the partnership with the culture, structures, and processes of the school.

Leadership Practices Linked to School Performance and Development Processes. School leadership practices for the partnership were linked with improvements to school performance and development processes. The analysis revealed how the partnership focus on evidence-based practice through observation, feedback, and reflection, improved the school P&DC, supporting excellence in teaching and learning. The principal led and framed reflective conversations around formal school level data, student learning data and participant reflections on classroom practice.

Visible Presence of School Leadership in Partnership Planning and Activities. Participants concurred that there was a high correlation between the visible presence of school leadership both in the collaborative planning of teachers / PSTs and professional learning programs, instilling confidence in others (Prussia et al., 1998). School leadership played a significant role in mediating the experiences of PSTs, reducing stress and anxiety in the face of change (Margolis & Nagel, 2006). The analysis demonstrated that the ongoing experiences of PSTs in constructively responding to a range of student behaviours, developed their skills, dispositions, resilience, and morale.

The practices of school leadership had a significant impact upon the integration of the partnership within the school. This was achieved through visionary, inclusive, and discursive school leadership, supporting participant growth, school community engagement, innovation, and change. The discussion of Main Explanatory Category 2: Mediation of stakeholder interests and structures, presents the principal's role in engaging with and negotiating the system's discourse to embed the partnership; simultaneously synthesising the university teacher education discourse with the school improvement narrative.

Main Explanatory Category 2: Mediation of Stakeholder Interests and Structures

The analysis presented evidence of the school principal engaging in and negotiating the system's discourse, mediating the interests and priorities of the Department to embed the partnership. Whilst negotiating Departmental interests, structures and priorities, the principal engaged in and synthesised the university teacher education discourse, allowing it to form an integral part of the school improvement narrative. The principal worked with colleagues and university personnel to combine the university partnership discourse and recommendations with school priorities, operations, and practices.

Engaging with the university discourse prioritised the benefits of practitioner research and inquiry, fostering innovation and alternative practices designed to raise student achievement. The principal engaged in the university teacher education discourse, integrating praxis inquiry and the pedagogy of teacher education with school curriculum, policies, and programs. The principal incorporated the university discourse into the school improvement narrative, making effective teaching practices explicit.

The mediation of stakeholder interests and structures features two significant findings on the way the partnership prompted school leaders, teachers, PSTs, and teacher educators to mediate their interests and work on a combined discourse focused on student learning. First, the principal's role as a boundary spanner, connecting the discourses of the school, Department, and university to integrate the partnership within the school. Second, the role of the principal in valuing, sorting, deciding, and acting upon relevant message systems (discourses of the various domains) that landed on the principal's desk.

Finding 3: The Principal Acts as a Boundary Spanner

The school principal acted as a boundary spanner, mediating stakeholder interests and structures for the partnership and creating the conditions for participant engagement in communities of practice. This included setting up the structural conditions for teams of PSTs and their mentors to have informed inquiry into partnership-based practice, evaluating the impact of teaching team practices on student learning. The analysis claimed that these structural conditions encouraged a critical professional/moral inquiry in a tension with system accountability demands. As a “boundary spanner”, the principal acted as a change agent, bringing together the contrasting cultures of the school and university and building trust between the two main partners (Brady, 2006; Fulmer & Basile, 2006).²⁵

The boundary spanning role was oriented towards solving problems of practice through collaboration and the intentional cultivation of relationships (Coburn et al., 2013). The execution of the role involved mediating, bridging, and brokering knowledge. This professional experience brought deeper meaning and understanding of how to provide more timely and relevant support

²⁵ In acknowledging the role of the principal as a boundary spanner, the thesis does not intend to conceive the boundary spanning role as the work of the principal alone. All partnership “actors” played a role in boundary spanning. It could also be argued that the significant boundary spanning role was played out by the PSTs, who gained significantly from meeting the interests of the school and university.

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to participant stakeholders, while capturing key challenges in the field of school–university partnerships in teacher education. Three practice explanations are evident.

The Principal Meets Departmental Requirements. The principal negotiated the system’s discourse, justifying and gaining consent for the partnership, along with its associated evaluation and research.²⁶ The goals and priorities of the partnership were tailored to Departmental requirements on policy, accountability, performance, and compliance—mitigating risk. The analysis conveyed the significance of the principal’s entrepreneurial skills in securing an alternative course of action to transform and improve the school.

The Principal Incorporates the Partnership Initiative Into Departmental Accountability Templates. The school–university partnership was integrated with the school’s strategic planning and improvement discourse, including Departmental performance and accountability templates (i.e., the Strategic Plan, Annual Implementation Plan, Annual Report, School Level Report and Principal’s PDP). In the School Level Report, it was noted:

The school community is proud of what the school stands for and what it is achieving. The school is setting the benchmark for secondary education in the area. Student academic results are above the State average and well above students from comparative schools. Members of the school learning community believe firmly in the benefits of strong community partnerships and these school partnerships are an integral part of the school organisational structures (Department of Education and Early Childhood Development, 2011b).

The Principal Utilises the Partnership to Strengthen Links With the Wider School Community. From outside the school, the analysis established the Department as an important control reflecting system level influence on the partnership, and to a lesser extent, the effect of the university. It could be argued that the broader school community was external to the partnership and the culture and operations of the school. This analysis however, indicated that the community was an intrinsic part of the school, strengthening its curriculum and the university teacher education pedagogy praxis inquiry. Making explicit links between the school and the broader community impacted PST understandings of the interconnected factors influencing educational outcomes. A reciprocal relationship existed between the school and wider community in supporting the partnership and the learning of participants.

²⁶ Consent was obtained from the Education Policy, Research and Data Unit of the Outcomes and Evaluation Division of the Department of Education, Early Childhood Development (DEECD).

Finding 4: The Principal's Desk is a Sorting and Clearing House

The analysis presented explicit evidence of the principal's role in valuing, sorting, deciding, and acting on the various message systems (discourses) that landed on the principal's desk. The metaphor of the principal's desk as a sorting and clearing house, points to the principal's high level of engagement within the multiple discourses of the partnership. Making sense of these message systems enabled the principal to integrate the university teacher education discourse within the school improvement narrative. Four practice explanations are manifest.

The Principal Sifts and Sorts Messages That Are Internal and External to the School. The most evident internal structuring power was that of the principal. The analysis conveyed the significance of the principal as the primary interpreter of Department and university policies, guidelines, requirements, and resources. It was the principal, school-based PST coordinator and the main teacher educator who established the structural conditions for the partnership as experienced by the PSTs, their mentors, and students. The analysis provided evidence of the way the principal located the discourse of the partnership within the accountability expectations of the Department and the educational preferences of the university.

The External Influence of the University. The university strategy comprising the site-based model as its preferred approach, the pedagogy of praxis inquiry, the presence of a relatively large number of PSTs, the substantial funding injection to the school and the enduring involvement of tenured university academics (placed at the school as teacher educators), were important external structuring arrangements impacting the effectiveness of the partnership. The university supported the internal controls of the school to foster the structural conditions for the partnership, integrating it with the school program.

The personalisation of the teacher education program resulted from the participation of teacher educators in the culture and operations of the school. Teacher educators connected the specific demands of PSTs' teaching practices with their interpersonal knowledge of students and their learning needs. The practices of teacher education became localised on account of the way that teachers and PSTs interpreted their own shared interests in relation to the interests of students.

The Principal Enters Into the Partnership to Counter the System Regime's Focus on Compliance and Accountability. The partnership manifested itself as a school leadership initiative in response to the system's focus on performance, compliance, and accountability. Discursive practices were employed by school leadership, countering the impact of system compliance on the

school culture and program. Adaptive leadership practices emerged from school leadership's awareness of the inherent strengths within the community of practice (Wenger, 1998). Discourse and practice that formally valued and rewarded participants, were the main "message systems" (discourse) within the organisational structures of the school, mediating and aligning the interests of university stakeholders with the school/Department emphasis on improved student outcomes.

The analysis conveyed the partnership as an inventive approach, countering any potentially constraining influence of the system. In the context of raising the achievement standards of the school, the principal applied critical reflexivity (Archer, 2012; Giddens, 2013) in joining with the university to develop a large-scale program of innovation in teacher education.

The Principal's Structuring Power in Creating Localised Communities of Practice. On the surface level of this analysis, there appears to be a fundamental conceptual contradiction inherent in the argument around the principal's role, as the evident internal structuring power in mediating the structural conditions for the partnership, one that enabled participant engagement in communities of practice. As outlined in Chapter 5, fostering the structural conditions for the partnership produced a tightly systematised educational setting ("dolls within dolls" / "structures within structures"). Leadership of the school culture, structures and resources created protected "spaces" in which PSTs, teachers and teacher educators worked together in localised communities of practice.

The analysis demonstrated that this fundamental contradiction between systematised structures and self-regulated participation in communities of practice was "apparent" only. Providing such protected "spaces" could not have been left to chance, because the "system" power inherent in the accountability regime, would have taken control and eliminated the kinds of critical, reflective, and adaptive practices required for professional agency, in the context of site-based teacher education.

The effective mediation of stakeholder interests and structures set the preconditions for Main Explanatory Category 3—Practitioner research and learning in partnership-based teacher education. The discussion of Main Explanatory Category 3 features the principal's engagement in practitioner research, critical inquiry, and evaluation to effectively integrate the partnership within the school and improve student learning. Participant commitment to practitioner research reflected genuine partnership on the part of the school and university as collaborating institutions of teacher education.

Main Explanatory Category 3: Practitioner Research and Learning in Partnership-Based Teacher Education

Practitioner research was a central part of all three analysis chapters and the study's response to the three supporting research questions. The university emphasis on practitioner research involved ongoing inquiry and evaluation of partnership practices and their impact upon student learning.

First, the teacher education program's focus on practitioner research and inquiry impacted the school P&DC and staff practices, contributing to improved school and student outcomes. Second, practitioner research and inquiry were an important part of school leadership practices, evaluating the partnership's integration with the culture, structures, and program of the school. Third, practitioner research was an integral part of partnership-based practice, enhancing the inclusive, cohesive, and holistic nature of the PST practicum experience. All three analysis chapters revealed the significance of inquiry, feedback and reflection, important elements of practitioner research in partnership-based teacher education. Practitioner research enhanced the school focus on high expectations and collective accountability for student learning, impacting the culture of the school as a whole (McCormack & Thomas, 2003).

The discussion of Main Explanatory Category 3 features two important insights integrating university research and inquiry with school practices. First, the school and university were collaborating institutions of teacher education. Second, the collaborative nature of practitioner research centred on the holistic growth of participants, set within the social structures of the school. These two findings reflect the significant impact of practitioner research on participant enhancement of student learning and engagement.

Finding 5: The school Is an Institution of Teacher Education—The School and University Are Collaborating Institutions of Teacher Education

The analysis portrays the school as an organisation / learning community for the teaching of students. A significant insight of the research is that the school was also a place for teaching teachers. The partnership was depicted as a whole of school activity; integrated with the school planning, the principal's and teacher's performance plans, the school budget and approved by School Council. The school became an explicitly organised teacher education institution. Portraying the school as a site for teacher education does not however, preclude the influence and prominence of the university. Clearly, those school-located features needed a university program and teacher education model that was adaptable to the school's procedures and practices. A more

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inclusive and holistic explanation of this finding is that the school and university were collaborating institutions of teacher education. The analysis provided explicit evidence of the way the university's focus on practitioner research was incorporated into the school's culture, structures, and operations to improve student learning. Four practice explanations are apparent.

School Leadership Models the Value of Practitioner Research. The principal's direct engagement in CPR echoed the university's focus on inquiry learning. The principal's focus on evaluation and research positioned the school–university partnership as a vehicle for change, innovation, and the possibility of improvement via an alternative course of action. Evaluation and research allowed the principal to identify some of the features of “school and classroom teacher culture which supported the leadership of teaching and learning” (Robinson, 2006, p. 63). Practitioner research honed participant focus on improving best practice as well as innovating next practice (Fullan, 2016), sustaining participant engagement in innovation through trial and error (Smylie, 1988).

Teacher Educators Understand and Respect the School Culture, Operations, and Practices. Transformative site-based teacher education occurred through a re-conceptualisation of the school as an institution of teacher education and the assertion of the university's teacher education practices. The practices of the teacher educators reflected an understanding of the values and cultural norms of the school (Bullough, 1989; Day, 1999b). Teacher educators were able to “interpret the language, understand the reward systems, and translate the ideas of those in one culture to those in another” (Sandoltz & Finan, 1998). Teacher educators conducted scholarly research at the site, on the nature of site-based teacher education, “inspiring participant knowledge in schools” (Eckersley et al., 2011).

Partnership-based practice demonstrated a shift in the epistemology of teacher education, where academic and practitioner knowledge co-existed on a level playing field (Gifford, 1986; Rudduck, 1995; Zeichner, 2010b). Teacher educators' genuine commitment to the ideals, goals, and success of the partnership, led “to an emphasis on true collaboration, a focus on common goals, and an earnest desire to benefit both institutions” (Sandoltz & Finan, 1998, p. 21). Teacher educators helped to mobilise the intellectual energy within the school (Zeichner, 2010b), integrating the university discourse with the school teaching and learning program.

The Integration of Theory and Practice, Enabling Participants to Examine Features of the Site for the Ongoing Shaping of Practice. Practitioner research helped to cross the theory–practice divide, connecting the activities of the university with the school. PSTs examined closely,

features of the teacher education curriculum, its relevance to the classroom, the practices of staff and the learning of students that contributed to the ongoing “shaping of practice” (Eckersley et al., 2011, p. 61). Practitioner research enabled PSTs to develop an understanding of the system, for which they were being prepared to teach (Koerner & Abdul-Tawwab, 2006). Reflective practice, an integral part of practitioner research, enabled PSTs to “learn about teaching and themselves as teachers, as well as learning how to teach” (Walkington, 2005, pp. 56–57).

Pedagogical content knowledge (Shulman, 1987) was developed in conjunction with site-based practice, not in isolation from it. PSTs were motivated because they could see the usefulness of what they were learning, including how they could use new knowledge to impact the learning of students (Bransford et al., 1999, p. 199). Practitioner research sustained PST dedication (Darling-Hammond, 2006a) and capacity to clearly articulate and model the most appropriate practices for the specific cohort of students.

Understanding the Ethical and Moral Implications of Practice—A Sociological Meaning.

The curriculum of theory integrated with practice, assumed that teaching was a moral activity that demanded a dialogical and inquiry-oriented approach to teacher development and practice (Schön, 1987; Smyth, 1989; Zeichner, 1983). The partnership enabled PSTs to demonstrate a moral and ethical understanding of the role of classroom teacher in the context of school expectations and the purpose of teacher education. The practices of participants became intelligible to and implicated in the interests of PSTs, mentors, teacher educators, and school leaders when their practices were framed around the learning needs of students (Kruger et al., 1996).

The analysis portrayed four distinct areas of inquiry and reflection, echoed in the main partners’ joint interest in:

- ethical practices, enabling participants to function ethically and safely in the context of the partnership
- administrative practices that were respectful, effectively utilising participant time and effort
- cultural practices that upheld values of inclusivity and mutual respect
- school improvement practices, aligning participant behaviours and actions with the goals of the partnership and vision of the school.

By highlighting the ethical and inclusive dimensions of practice, partnership-based teacher education addressed issues of power and purpose, questions of compliance and resistance.

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Pedagogical practices were actions of belonging and knowledge construction that emerged from participant engagement in practitioner research, focused on student learning.

Practitioner research, inquiry and reflective practice held a sociological meaning, born out of participant engagement in communities of practice. The structural conditions for the teaching teams, enabled participants to engage in an ethnographic and integrated inquiry process of “practice described, explained, theorised and changed” (Arnold et al., 2012b, p. 63). Partnership-based teacher education developed PST understandings of the ethical and moral dimension of professional practice. PSTs developed “philosophical project knowledge” (Arnold et al., 2012b) through their interactions with students on a range of contextual, relational, developmental, “epistemological and pedagogical issues” (Eckersley et al., 2011, p. 63).

Finding 6: Practitioner Research in the Teaching Teams Is Collaborative in Nature and Focused on the Holistic Development of PSTs Set Within the Social Setting of the School

As part of teaching teams, PSTs, mentors, and teacher educators undertook practitioner research, combining the discourses of the school, Department, and university. Practitioner research was not a matter of an individual teacher or PST reflecting on and researching his or her individual practice. Practitioner research and learning enabled partnership participants including the school principal, to engage in critical inquiry and evaluation. Collaborative in nature, practitioner research focused on the holistic, social, and personal development of participants within the social setting of the school.

The theoretical framework provided a lens through which to view the strength of the communities of practice, humanising social conditions that focused on students and their learning.

Learning experiences are composed of content, process, and social climate. As teachers we create for and with our children opportunities to explore and build important areas of knowledge, develop powerful tools for learning, and live in humanizing social conditions (Joyce et al., 2009, p. 16).

The characteristics of the teaching teams, being those of communities of practice, highlighted the contextualised and social nature of reflective practice in the SBMTE (Rodgers, 2002). “Reflection needs to happen in community, in interaction with others” (Kubler LaBoskey & Hamilton, 2010, p. 334). The research has demonstrated that professional learning is most likely to succeed when it takes its place as close as possible to the teacher own work environment. The informal learning of the community of practice “contribute[d] importantly to the character of the

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community’ and, subsequently, to the quality of teacher professional learning” (Brown & Duguid, 2002; Bryyk et al., 1999; Knight, 2002, cited in Printy, 2008, p. 189).

The partnership advanced practices that nurtured knowledge relationships. Through their membership of communities of practice, participants were part of a persistent, sustained social network of individuals who shared “*social capital*” (Field, 2008; Fullan, 1993; Putnam & Borko, 2000). This included a “knowledge base, set of beliefs, values, history and experiences focused on a common practice and/or mutual enterprise” (Barab & Duffy, 2000; cited in Chambers & Armour, 2011, p. 5). “As members of the various communities came together in boundary encounters, their understandings shifted and they developed human and social capital resources that could then be tapped for future negotiations” (Printy, 2008, p. 195). There was a core of participants in the school–university partnership whose passion for the domain of interest energised the community and provided “intellectual and social leadership” (Wenger & Snyder, 2000, p. 3). The passion, commitment, and identification with other participant expertise, sustained the communities of practice. As the communities of practice generated new knowledge through inquiry and collaboration, they re-enforced and renewed themselves. Four practice explanations are noteworthy.

Integration of Theory and Practice Focused on Student Learning. Making connections between theory and practice through “praxis inquiry” and journal (case) writing facilitated PST authentic and constructivist engagement with the world of work (Arnold et al., 2011; Edwards-Groves & Gray, 2008; Kemmis & Smith, 2008a). Integrated professional readings provided PSTs with opportunities to learn and remember important new ideas and concepts in practice (Nuthall & Alton-Lee, 1993; Walberg, 1999). Discourse and journal writing developed PST capabilities as “practice-sensitive researchers and research-sensitive practitioners” (Gifford, 1986, p. 101).

The feedback that was generated through journal (case) writing demonstrated that when theory, research, evidence, and practice were cooperatively analysed, PSTs were better able to understand connections between theory and practice. PSTs developed a holistic understanding of what to teach and how to teach, through an appreciation of how teaching was experienced by students.

Praxis inquiry, an integral element of practitioner research, empowered PSTs to develop an explicit discourse on teaching and learning based on an educational philosophy that empowered students as “active learners” (Cochran-Smith & Lytle, 1990, p. 9). Through journal

(case) writing, PSTs engaged in an inquiry cycle of learning, enabling their focus to shift from themselves to others, considering the just and principled associations of their practice.

The Development of Empathic and Student-Centred Pedagogical Practices. PST capacity to be empathic to the learning needs and aspirations of students lay at the “heart” of authentic practice (Schelfhout et al., 2006). The personalised and localised characteristics of the partnership enabled PSTs to develop an understanding of the learning needs of students (Kruger et al., 2009, p. 56). The focus on research, inquiry and reflection assisted PSTs to become advocates for all students, developing PST understandings of student social and interpersonal learning and skill development. The frequent and ongoing contact between PSTs and students both mediated and integrated PST professional knowledge with practice (Edwards & Mercer, 1987; Hicks, 2008; Rogoff et al., 1996).

The pedagogy of site-based teacher education focused PST understandings, skills, and dispositions on student learning, emphasising that its graduates must be competent in the subjects they teach; plus, understand and use a range of pedagogical skills and insights to instruct students with diverse learning needs (Darling-Hammond & Baratz-Snowden, 2007; Manning & Patterson, 2005). The literature context conveyed that student-centred pedagogical approaches are required to model and prepare school students for the future, a future of potential uncertainty and change (Brasof, 2014). Reshaping the pedagogy of transformative teacher education is needed to better meet the challenges of a constantly changing, uncertain world (Barnett, 1977).

Transformative site-based teacher education involved changing the pedagogy of teacher education (Schelfhout et al., 2006). “This is required if schools are to change to continuously meet the learning needs of students from a diverse range of backgrounds” (Arnold et al., 2012b, p. 72). Transformative learning occurred when PSTs changed their “meaning schemes ... and engage(d) in critical reflection on their experiences, which in turn leads to a perspective transformation” (Mezirow, 1991, p. 167). Transformative learning precipitated a change in PST practice and beliefs (Swinkels et al., 2013).

Partnership-Based Teacher Education Is a Real Challenge for PSTs. The analysis provided explicit evidence of the struggle PSTs encountered in understanding and adjusting to the expectations of the school setting in the context of partnership-based teacher education. The relationship between the PST as the “newcomer” (Lave & Wenger, 1991, p. 29; Wenger, 1998, p. 100) and the community of practice was not as straight forward as Lave and Wenger had implied. The uneasy relationship resulted from the tension in developing a sense of belonging and

legitimacy that was “personally satisfying as well as institutionally fitting and productive” (Bullough & Knowles, 1991, p. 123).

PST participation in communities of practice impacted their choice of pedagogical practices; manifested in acquiring and re-acquiring a repertoire of pedagogical practices that were socially legitimated (Coldron & Smith, 1999, p. 712). PST choice of pedagogical practices resulted from what mentors saw as appropriate for the education of their students. This is evidence of the PST reflexivity and their capacity to adapt to the power relations in which they were situated.

Reflexivity as a category of practice (Archer, 2012; Giddens, 2013) demonstrated PSTs’ capacity for compromise, reflected in the altered relationship practices of the partnership. PST understandings and pedagogical practices were informed by context. The analysis revealed the structural demands of CPR for the PSTs, their mentors and school leaders. A fundamental aspect of PSTs’ struggle included making informed professional judgements and being aware of their social circumstances when acting on their understandings. The analysis provided evidence that PST “community participation had the potential to make them better teachers” (Printy, 2008, p. 190).

Practitioner Research Contributed to PST Holistic Development. This investigation of partnership-based practice was informed by Lave and Wenger’s construct of “situated learning”, a social theory of learning (Wenger, 1998); where learning is a process of participation in “communities of practice” (Lave & Wenger, 1991). The analysis presented evidence of PST immersion in authentic practice facilitating their connectedness and holistic development. Learning was dependent on each PST’s “ability to negotiate meaning” (Wenger, 1998, p. 96) through engagement in group practice.

Participant sense of collective responsibility for student learning was linked to clear roles and duties and reflected in participant-expressed commitment to the shared goals of the communities of practice, the subject of Main Explanatory Category 4. The discussion features the principal’s role in collaborative planning, implementation, and evaluation. School leadership integrated the partnership within the school by nurturing the inherent qualities of the teaching teams that were characteristic of communities of practice.

Main Explanatory Category 4: Communities of Practice

There is no such thing as “learning” *sui generis*, but only changing participation in the culturally designed settings of everyday life (Lave, 1993, p. 6).

Drawing on the work of Jean Lave and Etienne Wenger and the theory of *Situated Learning* (Lave & Wenger, 1991) and Etienne Wenger and the theory of *Communities of Practice* (Wenger, 1998), the study identified the social, cultural, and structural factors that impacted what was learned and how learning took place (Korthagen, 2010; Ovens & Tinning, 2009; Warner & Hallman, 2017). There were distinct advantages to be found in describing participant engagement in the activities of the partnership as being part of a community of practice (Chambers & Armour, 2011). Within the natural learning environment, participant behaviours could not be validly described and explained independently of the multiple contexts within which they occurred (Carlsen, 1991; Doyle, 1983; Green et al., 1988; Nuthall & Alton-Lee, 1993).

Calling this situated learning process legitimate peripheral participation, Wenger explained it as the way in which practice is opened up to “newcomers”.

To open up practice, peripheral participation must provide access to all three dimensions of practice; to mutual engagement with other members, to their actions and their negotiation of the enterprise, and to repertoire in use (Wenger, 1998, p. 100).

“Situated learning” in “communities of practice” involved the mutual engagement of PSTs with their mentors and teachers around a joint enterprise, encompassing a shared “repertoire of communal resources and ways of working” (Wenger, 1998, p. 83). In partnership-based practice, PSTs learned how to transfer knowledge and skills to real-life situations. Evidence that participant belief and school transformation were affected by the partnership also emerged.

The discussion of Main Explanatory Category 4 features two areas of practice relating to the role of the principal in fostering the structural conditions to integrate the partnership within the school. First, school leadership nurtured the qualities of the teaching teams with characteristics of communities of practice. Second, the communities of practice integrated the practices of teacher education into the school, promoting professional dialogical relationships impelled by innovation and changed practice to improve school and student outcomes. The two findings demonstrate how the teaching teams were transformed into communities of practice through teacher, PST and teacher educator collective responsibility for student learning and engagement.

Finding 7: The Principal Nurtures the Communities of Practice Through Collaborative Planning and Evaluation That Respects Their Nature

Although the communities of practice were fundamentally informal and localised structures, they benefited from “cultivation” (Wenger & Snyder, 2000, p. 143). Fostering the

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structural conditions for the partnership and the effectiveness of the teaching teams occurred through leadership practices that respected their nature. The communities of practice benefitted from ongoing collaborative planning, monitoring and support. Four practice explanations are evident.

Teaching Teams Enable Participant Engagement in Planning and Review for an Effective Partnership. The analysis conveyed participant awareness of the school principal's active presence in the partnership planning, implementation, and evaluation. The principal's more frequent and direct leadership behaviours with both practitioners and students impacted the improved performance of the school (Bendikson et al., 2012, p. 2). Through fostering the structural conditions for the partnership, the principal promoted participant engagement in decision making processes for an inclusive partnership. Planning for the sustainability of the partnership included careful monitoring of the impact of the partnership on staff and PST workload, motivation, resilience, and morale. Interactions within the communities of practice had a regulatory effect on those principles underpinning respectful relations among participants.

Belonging to the Teaching Teams Increases Participant Belief in the School P&DC and Transformation. The analysis provided evidence of participant engagement in the teaching teams increasing their belief in the quality of the school P&DC, with people working for and with others. The establishment of a particular kind of teaching team as a community of practice was fundamental to the foundations of an "enduring partnership" (Le Cornu & Ewing, 2008), with significant implications for the learning of students (Bryk et al., 1999; Louis et al., 1996).

The analysis portrayed the principal's influence, aligning teacher professional learning and practitioner research with the school reform agenda (Fullan, 1993; Leithwood, 2000). There was an explicit connection between partnership-based change in teacher education and school reform (Darling-Hammond, 1994; Goodlad, 1988).

Praxis inquiry inherent in Schön's (1967) central argument depicted "change" as a fundamental feature of modern life; highlighting the necessity to develop social systems that can learn and adapt. The adjustments made to the school organisational structures facilitated teacher commitment to change (Leithwood, 2000) and educational innovation (Geijsel et al., 1999) through partnership and Departmental school improvement initiatives (Hopkins et al., 1994). The university emphasis on inquiry and reflection enhanced the structural conditions for participation in communities of practice.

The analysis revealed that PST feelings of acceptance by students and members of the teaching teams impacted their sense of belonging, professional knowledge, and agency. Each PST's self-efficacy was context specific (Utley et al., 2005) and linked to their situated learning experiences and feelings of being accepted by students and teachers. PST self-efficacy was expressed in their belief that they could control, or at least strongly influence, student achievement, motivation, and learning confidence (Tschannen-Moran et al., 1998). The analysis presented proof that PST interactions with students became a driving force for their commitment to the role and determination in becoming teachers (Balon, 2014; Newman, 2000; Palmer, 2007).

The process of "becoming" within the community of practice was connected to each PST's self-image as a teacher and then being seen by others as a teacher (Sutherland et al., 2010). Through this process of meaning making, PSTs "gathered other people's experiences as a way of becoming more experienced in themselves" van Manen, 1990, p. 62). Each PST's connectedness to the community of practice (and related self-efficacy) was linked to their participation in the teaching teams. The motivation to become a central and contributing participant of the teaching teams, provided a powerful incentive for PST learning and engagement (Wenger, 2006).

Ethical, Democratic, and Inclusive Social Practices Sustain the Communities of Practice.

Ongoing monitoring of the partnership was based on ethical principles of integrity and respect. The qualitative data methodology occurred within a dynamic form of structured and semi-structured group facilitation. As a form of Socratic dialogue (Moir, 2004), these conversations offered a powerful tool to engage participants in critical thinking on the ethical and moral dimensions of teaching and leadership practice. Conversations on the subject of leadership centred on concepts of integrity, respect, power, influence, and responsibility.

The research methodology enabled school leadership to support, cultivate and assess the value of communities of practice, by listening to partnership participant stories in a "systematic way" (Wenger & Snyder, 2000, p. 145). The principal's involvement in monitoring and evaluation included "mediating the composition of teachers' communities of practice" (Printy, 2008, p. 190), enabling staff to apply and share their expertise willingly, resulting in high levels of teacher belief and efficacy.

These protected spaces as localised communities of practice fostered participant engagement in professional dialogical relationships. The informal learning of the communities of practice impacted the school's positive climate of learning and a culture of "'collective responsibility' for student learning" (Printy, 2008, p. 198). Creating space for informal interactions

prioritised pro-social relationships impacting participant learning and engagement (Renshaw et al., 2015; van Horn et al., 2004). Teams of PSTs working alongside mentors and leading teachers developed a constant flow of information relating to student learning.

Participants in Teaching Teams Worked on Practical Evaluative Projects Focused on Student Learning. The analysis provided evidence of the partnership emphasis on project work carried out by teams of PSTs and teachers. The projective element of agency (Emirbayer & Mische, 1998) aligned and mobilised the work of individuals in reconfiguring existing understandings and actions to create future possible trajectories to achieve aspired outcomes; “both to reduce the gap between perceived and desired performance and to set themselves challenging goals which they then worked hard to accomplish” (Locke & Latham, 2004, p. 393). The projective element of agency was observed when PSTs re-configured their existing understandings and actions with contextualised ways of working and learning. PSTs adopted the learner-centred strategies of their mentors to improve student learning, matching their outcomes with the objectives of the teaching teams.

Finding 8: School Leadership Fosters the Structural Conditions for the Teaching Teams, Connecting Participant Partnership Commitments With Improved School and Student Outcomes

School leadership fostered the structural conditions for the partnership through creating localised communities of practice. This area of the discussion explains how participation in the teaching teams connected the contributions of participants with improvements being made to the school as a whole (Hargreaves, 1994). Authentic practice recognised the social and collaborative aspects of PST learning and development (Meltzoff et al., 2009), integrating PSTs and their activities with teachers’ and students’ contextual ways of working and learning.

The analysis of partnership-based practice in Chapter 7 reflected a view of knowledge generated through PSTs’ social experiences within the social setting of the school (Swackhamer et al., 2009). Situated learning experiences grounded in practice involved PSTs in social activity, emphasising their social interactions in the learning environment (Cobb & Bowers, 1999). The communities of practice incorporated the practices of teacher education with the school teaching and learning program. The analysis provided explicit evidence of how the practices of teacher education impacted the school P&DC. Transformation centred on improvements in teaching and learning impelled by the partnership focus on innovation and change. Four practice explanations are manifest.

Communities of Practice Hold a Structural, Practical, and Communicative Meaning.

Communities of practice enabled the discourse of the university to combine with that of the school, aligning partnership initiatives with school and system priorities. Communities of practice therefore, held a structural as well as a practical and communicative meaning, creating a coherent discourse for partnership participants. PSTs were able to draw on and “benefit from the collective resources of the community” (Knight, 2002, p. 239). As participants defined their “enterprises” and engaged in pursuits together, they interacted with each other in the context of the school culture, organisational structures, and practices. Participants “tuned their relations with each other” (Wenger, 1998, p. 45) and with the school structural constraints accordingly. The interplay between the school organisational structures and the values, shared interests, and expertise of individuals, constituted the learning and altered relationship practices of the partnership. The analysis presented evidence of PST participation in communities of practice impacting their willingness and ability to teach in culturally responsive and sustainable ways (Zeichner, 2021). PST participation within the broader community provided a holistic and inclusive picture of school education, encompassing the contributions of schoolteachers, community organisation leaders, parents, and family members.

Communities of Practice Reinforce a Definition of Learning That Is Context-Specific and Grounded in Practice. The co-participation of PSTs within communities of practice (Billett, 2002; Lave & Wenger, 1991), reinforced a definition of learning as context specific and embedded in practice. Lave and Wenger portrayed learning as the changing quality of participation in a complex system of interactions, “in which the production, transformation and change in the identities of persons, knowledgeable skill in practice, and communities of practice are realised in the lived-in world of engagement in everyday activity” (Lave & Wenger, 1991, p. 47).

Lave and Wenger’s (1991) development of a social practice or situated theory of learning informed an examination of the process by which PSTs (“newcomers”), gained the skills, knowledge, and routines necessary to become “full participants”. For the PSTs, learning was situated not only in time and space, but also inextricably linked to social practice. Informed by the study’s theoretical framework, PST learning occurred through their “legitimate peripheral participation in a community of practice” (Wenger, 1998). Calling this situated learning process “legitimate peripheral participation”, Wenger explains it as the way in which practice is opened up to “newcomers”.

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To open up practice, peripheral participation must provide access to all three dimensions of practice; to mutual engagement with other members, to their actions and their negotiation of the enterprise, and to repertoire in use (Wenger, 1998, p. 100).

PST understandings and practice were formed in webs of affiliations (Mezirow, 2000, p. 27) within the teaching teams. Locating their professional growth within communities of practice, PSTs explained and justified their experiences to themselves (Coldron & Smith, 1999).

Alignment of Participant Behaviours and Practices With the School Vision and Values.

Participation in communities of practice aligned participant behaviours with the vision and values of the school. The school climate of high expectations for student learning, combined with a belief that all students could learn, impacted PSTs' and graduate teachers' expressed loyalty to the school; the vision and values of the school matched with their own (Angelle, 2006).

Situated learning in communities of practice involved a continuous process of conceptualisation, contextualisation, particularisation of meaning and situated cognition (Cobb & Bowers, 1999). PST sense of belonging in the teaching teams fostered participant alignment with the vision and values of the school and their commitment to improved school and student outcomes. Through a situated definition of learning in communities of practice, PSTs acquired practices that were congruent with their own values and those of the school (Angelle, 2006), reflecting the teaching behaviours and preferences of their mentors.

The Attitudes and Practices of PSTs and the Activities of the Teaching Teams Impact the Learning of Mentors and Students. A great deal of implicit knowledge already existed in the school and this knowledge became more explicit and pronounced through co-participation in communities of practice. The analysis presented evidence that the learning trajectory and contributions of PSTs had a significant impact upon student learning and the development of the community itself. The study affirmed a close relationship between the emerging professional practices and self-efficacy of PSTs, generated through interactions with others in the particular school setting (Angelle, 2006).

[T]he production, transformation and change in the identities of persons, knowledgeable skill in practice, and communities of practice are realised in the lived-in world of engagement in everyday activity (Lave & Wenger, 1991, p. 47).

Lave and Wenger's studies did not include a thorough examination of the reciprocal impact of the "newcomer" on the context and culture of the workplace. Wenger's (1998) theory of "communities of practice", largely ignored the study of what the "newcomer" brought to the

context. The focus of Lave and Wenger's theories were intentionally on the newcomer's learning trajectory, from the periphery through to full participation. Extending on the literature context, this research provided evidence of the benefits of PST attitudes and contributions to students, mentors, and the school community.

Through their co-participation in communities of practice, PSTs were provided with ongoing opportunities to closely examine the nature of student learning. The analysis presented evidence of PST participation in teaching teams, generating shared understandings grounded in practice. The practices of the teaching teams bore relevance to the needs and aspirations of the specific cohort of students.

The study's theoretical framework, activities of the partnership and learning of participants were framed by the school community and its culture, defined by its negotiated practice and explicit (formal) and implicit (informal) knowledge or curriculum (Warner & Hallman, 2017). In conclusion, the "curriculum is the community of practice itself" (Wenger, 1998, p. 100).

8.4 Chapter 8 Summary

The discussion considered the character of collaborative planning and evaluation in fostering the structural conditions for the partnership, aligning the practices of the teaching teams with improved school and student outcomes. Fostering the structural conditions for participant engagement in communities of practice, aligned participant practices with the vision and priorities of the school. The effective integration of the partnership into the school assisted the principal to direct an alternative course of action to improve the school learning culture and raise student achievement.

The discussion has presented four Main Explanatory Categories to explain how a secondary school can effectively integrate a school–university partnership with its ethos, organisational arrangements, and practices. In so doing, the chapter has discussed how the integration of the partnership within the school, contributed to cultural and pedagogical change and improvement (Eckersley et al., 2011). Through adopting the theoretical framework, the research has demonstrated that the pre-existing social structures of the school contextualised the ways that PSTs, teachers, and teacher educators worked and learned together (Linehan & McCarthy, 2000; Stephens & Boldt, 2004). Framing PST professional experience around the notion of co-participation in communities of practice, enabled a reading of PSTs working with their peers and mentors in more collegial and reciprocal ways.

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Situated learning experiences grounded in practice emphasised the importance of professional interaction in the learning environment. Situated learning comprised of each PST's ongoing negotiation with the community of practice, which offered definition to both, cultural and pedagogical practice. The research has provided evidence that knowledge was generated through PST experiences in the school; PSTs' learning was linked to social practice. The research found that through these situated learning experiences, the PSTs' sense of belonging, professional knowledge, and agency were interrelated, interdependent, and grounded in practice. The research claimed that PST competencies and dispositional characteristics are best developed in authentic settings (Fenwick, 1999); in school conditions that make it possible for PSTs and graduate teachers to take advantage of the resources available to them (Cochran-Smith, 2005).

The research has concluded that the partnership would not have been successful without a particular kind of school leadership. The integration of the partnership within the school was affected by school leadership's focus on a number of main ideas as conveyed by the research:

- visionary, inclusive, and discursive school leadership that supported participant growth and school community engagement, focusing on innovation and change, aligning participant behaviours with the vision and values of the school
- distributed and relational school leadership that took account of participant stakeholders' interests and modes of working, blending the pedagogy of teacher education with the culture, structures, and practices of the school
- critical and adaptive school leadership that promoted and modelled the university emphasis on practitioner research and inquiry, enhancing participant engagement in partnership-based teacher education for improved practice
- strategic school leadership that fostered the structural conditions for participant engagement in communities of practice in a context that informed participant sense of belonging, professional knowledge, and agency through a collective focus on student learning.

Central to the study's findings relating to each of the four Main Explanatory Categories was school leadership's focus on student learning and achievement. This was noted as an important discursive quality of the research and central to the partnership discourse, mediating the interests and structures of the school, university, and Department.

Following the discussion, Chapter 9 presents a conclusion and set of recommendations for the future of sustainable and successful school–university partnerships in teacher education.

Chapter 9 Conclusion and Recommendations

For the school principal, however, the critical consciousness that flows from careful introspection must be demonstrated in public (Cohen, 2013, p. 2).

The conclusion and recommendations chapter comprises two main sections, concluding with a chapter summary. The two main sections include:

1. A reflection on the case study and its consequences. This section includes a summary of the thesis, a re-instatement of the research objectives, overarching research question and supporting questions, main literature ideas, methodology and a reflection on the outcomes of the research.
2. Recommendations. This section includes recommendations and implications for further research and practice, presented in an integrated format.

The responsibility for preparing and delivering high-quality graduate teachers must be shared by governments, universities, teacher registration authorities, school principals and school communities. Ensuring that teacher education courses adequately prepare appropriately skilled and knowledgeable graduates, will continue to rely on effective and ongoing collaboration and engagement of all parties.

Choosing a research problem through the professional or personal experience route might seem more hazardous than doing so through the literature route. This is not necessarily the case. The touchstone of one's own experience might be a more valuable indicator of a potentially successful research endeavour than another more abstract source' (Strauss & Corbin 1990, p. 38).

This study aimed to provide insight into how a school–university partnership in teacher education was manifested. The partnership was built on an assumption that collaboration between a school and university in teacher education had the potential to improve the learning outcomes of students; enhance the quality of the practicum experience for PSTs; and promote professional learning and growth opportunities for practising teachers, PSTs, and teacher educators (Brady, 2005).

An overarching objective guiding this study was to examine how a school–university partnership impacted a school's transformation, including: challenging and improving the school culture; building the leadership and teaching capacity of staff; improving the educational outcomes and aspirations of students; and integrating the practices of PSTs and teacher educators into the culture, structures, and practices of the school.

9.1 A Reflection on the Case Study and Its Consequences

The leading and, ultimately, most important questions asked in any research on school–university partnerships concern impact; impacts that produce improved student learning outcomes; improved preparation of PSTs, administrators, and other educators; and improved professional learning for all school and university practitioners who work in partnerships (Teitel, 2003).

The authors cited in the literature review, in particular Gore (1995), Goodlad (1993) Zeichner (2010b) and Green et al. (2020) identified key factors that have impacted the success of school–university partnerships in teacher education. The study intended to build on this existing research to identify the interconnected factors that impacted the learning and engagement of participants and the success of the partnership.

We develop a scholarship of teaching when our work as teachers becomes public, peer reviewed and critiqued, and exchanged with other members of the community so they, in turn, can build on our work. These are the qualities of all scholarship (Shulman, 2000, p. 50).

The study used quantitative and qualitative approaches to data collection and analysis. There were considerable advantages gained from incorporating both types of data within the single case study methodology. The variety of data sets provided a rich spectrum of views and took advantage of the interplay, or triangulation of the multiple perspectives, to enrich and validate the interpretation of the data (Gage, 1989; Nuthall & Alton-Lee, 1993). A quantitative and qualitative case study methodology involved a comprehensive, holistic description, definition and analysis of the single entity, situation and setting which was viewed in this instance, through the perceptions and experiences of the various stakeholder participants.

Gee (2007) stated that, across examinations of teacher preparation there has been a conspicuous absence of cultural nuance, including an absence of situated understandings of the role of human interpretation in constituting and using evidence. This study brought together the “situated learning” theory of Lave and Wenger (1991) and the “communities of practice” theory of Wenger (1998) to explore elements of partnership-based practice impacting the learning and engagement of participants. This examination included:

- the activities and practices of the partnership that impacted the school’s transformation and improvement
- the role of school leadership in an effective school–university partnership

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- the elements of partnership-based practice that constituted a successful partnership, impacting PST belonging, professional knowledge and agency through a commitment to student learning.

For the school principal, the act of writing reflectively about his professional and personal involvement in the partnership provided a mechanism to define, describe and interpret school leadership's engagement in practitioner research and learning.

Researchers are not information gatherers, data processors or sense-makers of other people's lives; rather they are expected to be able to communicate with individuals and groups, to participate in appropriate cultural processes and practices and to interact in a dialogic manner with the research participant (Bishop, 1998, p. 211).

Symbolically, the researcher's background knowledge and experience as a schoolteacher and principal, as well as a doctoral student has positioned the outcomes of the study as a synthesis of practitioner and academic knowledge.

A case can be made for the significance of practitioner research in developing reflexivity "where researchers engage in explicit, self-aware analysis of their own role" (Finlay, 2002, p. 531). Self-awareness of the dual roles of researcher and principal, both acknowledged and countered the potential for bias in this study. Through a reflexive process (Archer, 2012; Giddens, 2013), the researcher's humanity has been accepted and celebrated.

Having acknowledged the "insider/outsider status of the researcher" (Minichiello et al., 2008, p. 182), there were benefits that arose personally and professionally through undertaking this study as both the school principal and researcher. The researcher cared deeply about what and whom he was studying (Toma, 2000, p. 177). As the school principal and enthusiastic supporter of the partnership, it was important to define the relationship so that it directly and immediately enhanced the learning of staff and students; and more particularly, the benefits of the partnership which the school and university continued to sustain. Refer to Appendix 32 and Figure A32.1.²⁷

An important part of the research was to identify and explain how specific factors within the cultural, social, and structural conditions of the school setting, impacted the learning and

²⁷ The Lotus Diagram (Figure A32.1) contained in Appendix 32 reflects participant input during a triangulation case conference on the characteristics, impacts and benefits of the partnership to the school, university, and wider school community.

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practices of participants. Informed by Lave and Wenger's (1991) theory of "situated learning" and Wenger's (1998), theory of "communities of practice", this research acknowledged the social nature of schools and a view of knowledge being socially generated through participant engagement in communities of practice.

Drawing on the work of Lave and Wenger (1991) and Wenger (1998), a theoretical framework was developed to explore the elements of partnership-based practice that enhanced the understandings, skills, and dispositions of practitioners, particularly the PSTs, in support of student learning. The theoretical framework allowed an exploration of the complex network of social, personal, and professional interactions that occurred within the partnership. A case study methodology focusing on the perceptions of participants, identified factors that contributed to the effectiveness of the partnership. Participant engagement in the partnership was mediated by many factors alluded to in Chapter 8. Participation in these social interactions as principal and researcher enabled a close examination of the nature of participant engagement in partnership-based practice. The research methodology captured the perceptions of participants on elements of partnership-based practice that could be best described as authentic.

The research, which aimed to explore how a SBMTE improved the learning and engagement of all participant stakeholders, was guided by one overarching research question and three supporting questions.

Combining the overarching research question and supporting question (i), the study examined how a secondary school in a local geographic area of greater Melbourne, integrated a site-based model of teacher education for the purpose of school transformation and improvement.

An examination of the impact of the partnership on the school's transformation highlighted the important role of stakeholder participation in decision making, including student voice. The educational change process was enhanced through school involvement in the partnership, as part of envisaging the school as a community of learning.

A transformative style of school leadership focused on the importance of collaboration inside and outside of the classroom. The partnership, during a period of school renewal, offered the school the potential to create and foster professional interactions, increasing participant learning and engagement. Through canvassing the views of participants, the study enabled feedback mechanisms for continuous improvement of the school's induction, professional development, teaching, and learning programs.

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Fostering the structural conditions for the partnership occurred through the most evident internal structuring power, that of the school principal. The analysis conveyed the significance of the principal as the primary interpreter of Departmental policies and initiatives, and of the university's mission, theories, preferences, and resources.

The school principal turned to the educational partnership to renew the efforts, practices and strategies implemented by teachers in the education of students (Karwin, 1992; Sheridan, 2000, p. 106). The analysis made explicit reference to expanded opportunities found in integrating the discourse of teacher education to support educational change at the school (Gibson, 2005; Seashore, 2009).

Addressing supporting question (ii), the study examined the role of school leadership in an effective school–university partnership.

The leadership practices of the principal had a significant impact upon a number of factors including: the school culture; the focus on instructional leadership; supportive and empathic leadership of PSTs and teachers; the selection, induction, and development of mentors; active engagement in professional interactions with a range of participants, including teacher educators; and the modelling of professional relationships with students.

The principal's active engagement in teacher professional learning created the conditions for teacher agency and school reform. Behaving as a leader rather than a manager, the principal played a critical role in providing PSTs and newly appointed teachers with effective induction and support. This area of the study reinforced research findings on the important role that a principal can play through direct involvement in induction programs with early career teachers (Vierstraete, 2005). The study demonstrated that an effective school leader must invest in the next generation of graduate teachers, recognising the talented experts in their schools who take on the important role of mentor.

Through the partnership, the principal promoted an alternative discourse to raise student achievement. School leadership created and led a tightly systemised school setting, utilising the partnership to address local challenges within Departmental accountabilities. The principal created the cultural and structural conditions that enabled participants to work collaboratively within localised communities of practice. Within these protected spaces, participants engaged in an inquiry cycle that supported professional agency, improving practice and student learning.

The metaphors highlighted in the discussion, such as the principal as the boundary spanner and the principal's desk as a clearing and sorting house centred on the principal's

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commitment to the advancement of student learning. The learning of school students was always front and centre in the principal's determination.

Addressing supporting question (iii), the study identified the elements of partnership-based practice that constituted a successful school–university partnership. The study examined how authentic practice enhanced PST sense of belonging, professional knowledge, and agency through a commitment to student learning.

It is a difficult task to pre-determine the exact conditions that must exist to enhance the quality of PST learning and preparation (Ball & Cohen, 1999a). It is commonly agreed that these conditions will differ according to context (Hammerness et al., 2005). The study conveyed that when attention was given to the situation of learning, in the interactions among participants as learners, their actions, and the world, the moral, ethical-normative issues become visible. It is hoped that the study has been of benefit because it has offered insights into how a teacher education program might assist prospective teachers with negotiating for conditions within a field site, that allowed for productive participation and growth.

The study examined participant views on the extent to which their participation in the community of practice (Wenger, 1998) was central to the success of the partnership. The study identified and explored the perceptions and understandings of PSTs, mentors, school leaders, teacher educators and students on the extent to which their learning resulted from the creation of conditions that were conducive to engagement and then benefitting from them.

The study revealed the necessary conditions for a successful school–university partnership. These conditions included: the need for democratic and genuine partnership and the avoidance of relationships that favoured one source of expertise over another (Gore, 1995; McCullough & Fidler, 1994); the need for trust among partners (Gore, 1995; Grundy et al., 2001; Kruger et al., 2009; Smedley, 2001); the need to recognise the interests and distinctive qualities of each partner (Fidler, 1994; MACQT & Ministerial Advisory Council on the Quality of Teaching, 1998; Whitehead, 1994); the need for PST credibility (Laurie Brady, 2006; Grundy et al., 2001); the need to acknowledge issues associated with limits on rewards, appraisal and recognition of the individuals involved in the partnership, by recognising and building teams and team culture (Berry, 2007; Goodlad, 1994a); and the need to actualise the power of teacher leadership (Berry et al., 2005).

PST engagement in communities of practice, which required a commitment to becoming a teacher, was demonstrated through their actual participation as active learners and members of

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the school community. The current and widespread interest in PLCs (DuFour, 2013; Fullan, 1992; Kofman & Senge, 1993; Senge et al., 2013) and communities of practice (Lave & Wenger, 1991, 1998; Wenger, 2006) highlights this further.²⁸ In this school–university partnership, communities of practice consisted of practitioners who shared values and interests, engaged in shared activity, and produced shared resources in the process (Printy, 2008; Wenger, 1998). School and university participants applied these understandings and intentions in their joint practice (Boyer, 1987; Starlings & Dybdahl, 1994).

The question of how PSTs engaged with mentors and students in the context of authentic practice (Eckersley et al., 2011) was paramount to the analysis in Chapter 7. The most popular longer term professional development activities for PSTs, included the observation of colleagues and the sharing of practice (Woodgate-Jones, 2012). The partnership offered an undergraduate experience that encouraged the exploration of the community context in which students developed. The study conveyed that site-based teacher education in an authentic school setting enhanced the practices of PSTs through a focus on student learning.

Teachers working with students and families in twenty-first-century schools face unparalleled challenges. Victorian government schoolteachers are charged with meeting state standards, often attempting to meet student basic wellbeing, engagement, and learning needs. Higher education institutions are charged with the responsibility for preparing PSTs for new, tenuous, and shifting educational landscapes set within system frameworks, including demanding and exhaustive accountabilities.

The preparation of teachers in light of changing national and state demographics demands creative approaches to effectively enhance a belief in the capacity of all students to learn. Partnership-based practice provoked new ways of thinking about how conditions within the school setting presented opportunities for student learning growth. Efforts to effectively engage PSTs in the communities in which students develop, offers critical opportunities to challenge assumptions, present and explore new ideas.

Theory and practice are not considered as being separate but are brought together through an active theorising of experience that generates new knowledge and new

²⁸ Please note, Professional Learning Communities (PLCs) and Communities of Practice (CoP) have recently become important organisational structures and part of the language within the Framework for Improving Student Outcomes (FISO), Department of Education and Training (DET), Victoria.

thinking. Undertaking such theorising “on-site” is a major new undertaking for PST education (Eckersley et al., 2011, p. 1).

These experiences, then, facilitated the construction of meaning unlikely to be found in a conventional short term block placement field experience. The study revealed that the construction of knowledge and meaning was located in PSTs’ direct experience with students in the context in which practice and learning occurred. The SBMTE optimised the “school as a powerful space for professional learning through PSTs, schoolteachers and teacher educators exploring issues of teaching and learning within a shared context” (Eckersley et al., 2011, p. 63). PSTs encountered individuals and perspectives that developed a critical consciousness of the circumstances which informed student experiences; circumstances that differed from those in which their experiences had previously been grounded.

9.2 Recommendations

The power of the democratic educator lies in exemplary coherence; that is what sustains his or her authority. An educator who says one thing and does another is irresponsible, and not only ineffective but also harmful (Freire, 1989, p. 90).

The responsibility for preparing and delivering high-quality graduates must be shared by governments, universities, teacher registration authorities and schools within a cohesive society where education and the work of educators is valued.

The recommendations are presented to the study’s four intended audience groups outlined in Chapter 1, including:

- system leaders in state jurisdictions, education departments and legislative authorities
- school principals
- school communities (teachers, support staff, students, parents, and members of the broader community)
- universities.

The SBMTE provides a vehicle to address the needs of PSTs in the context of school and university imperatives, in other words, their mission, goals and priorities.

This research has presented an understanding of the factors that impacted the learning and engagement of participants and the success of the school–university partnership. From the research, the following four main recommendations are presented as a basis for further investigation. The theoretical and applied recommendations are combined. The four

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recommendations centre on the following main ideas raised by the research and presented in Table 9.1.

Table 9.1

Research Recommendations

Recommendation number	Recommendation title
Recommendation 1	The boundary-spanning role This research recommendation focuses on the role of boundary spanning. The research raises questions as to who does it and how it is done to effectively establish and sustain school–university partnerships.
Recommendation 2	Communities of practice in schools This research recommendation relates to the problematic nature of Communities of practice in schools, which are difficult to achieve.
Recommendation 3	Authentic teacher education practice in schools This research recommendation is inherent in the nature of authentic teacher education practice in schools which is difficult to describe, identify and attain.
Recommendation 4	The role of the system in school–university partnerships This research recommendation sits with the role of the system and the nature of systemic supports in establishing and sustaining effective school–university partnerships.

In thinking about a set of recommendations for further research and practice, it has been necessary to reflect on my experience and dual role as both the school principal and researcher in this case study. The recommendations relate to the question as to what advice I would provide myself, knowing what I know now, when embarking on this partnership approximately 12 years ago.

Recommendation 1: The Boundary-Spanning Role

The research showed that the boundary-spanning role was critical to this school–university partnership in teacher education. It remains that the boundary-spanning role is crucial to addressing the structural, financial, and resourcing impediments affecting the scalability and sustainability of teacher education partnerships in schools.

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The boundary-spanning role requires the participant or participants to work in two or more diverse and often contrasting domains, facilitating a number of relationships in the school, and mediating two or more sets of desired outcomes (Guile & Young, 2003). The research showed that school leadership in performing the role of boundary spanner, helped to create a cohesive culture, enabling PSTs to play a central part in the school teaching and learning program, impacting the learning of students. Through the altered relationship practices created by the partnership, the cohesive and integrated culture of the partnership became the “norm” in the school.

The study alluded to the notion that many participants within the partnership performed the boundary-spanning role. In fact, it could be argued that the participants who did most of the work and had the highest stakes in boundary spanning were in fact the PSTs.

Boundary spanners require institutional and professional support. This support will become increasingly important as a growing number of school and university institutions seek to build meaningful partnerships and networks with individuals and external organisations to co-produce actionable knowledge, train appropriately qualified professionals, and increase funding for boundary spanning. The role of boundary spanning is recognised as essential in the landscape of co-production, engagement, and the creation of actionable knowledge in educational partnerships.

Those identifying as boundary spanners should continue to seek support among stakeholder participants, including funding, and innovate in the measurement and evaluation of outcomes and meaning that comes from this work. It is crucial to move from the evidence of what boundary spanning can achieve to widespread capacity building and practice. The benefits of these efforts are vast, but ultimately bring usable knowledge to the table, and provide opportunity for improved relationships across sectors, enhance communication between stakeholders, and facilitate more productive collaborations in diverse fields.

On reflection, undertaking the boundary-spanning role as the school principal was unsustainable, requiring a vast amount of time and energy. The experience has not deterred me from initiating, becoming involved in or making a significant commitment to school–university partnerships in the future. Quite the contrary. The experience has taught me that I would go about my work differently, albeit in a different context. For example, soon after my appointment as an Executive Principal in my current school, I worked with a different university to establish a school–university partnership. During this experience, stakeholders have worked together to

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employ a Site Director, who performs the role of boundary spanner. What has formed is a Committee of Management for the governance of school–university partnerships across the local geographic area (LGA). Members of the Committee of Management, comprised of university Deans, academics, school principals and Department representatives, collectively monitor all aspects of the partnership.

The Committee of Management addresses and oversees policy guidelines facilitating structures and resources for an effective partnership. Guidelines include a commitment to the roles and responsibilities of the stakeholders in securing an effective and sustainable partnership. The boundary-spanning role of the Site Director, facilitates ongoing opportunities for genuine collaboration, creating normative spaces for ongoing development, review, and evaluation.

A recommendation that emerges from this research would be to investigate how best the boundary-spanning role can be performed in the interests of school–university partnerships, creating congruence between participating schools, universities, and educational jurisdictions. This investigation would include the role of the boundary spanner in creating opportunities for genuine collaboration among stakeholders, aligning the practices of teacher education with school and student outcomes. Such an investigation would also look at the role of the boundary spanner in securing principal engagement across a network of schools, important to scalability, sustainability, and the success of teacher education partnerships in schools.

Recommendation 2: Communities of Practice in Schools

The research highlighted the problematic nature of communities of practice in a school–university partnership. Communities of practice are fundamental to the creation of a culture of genuine collaboration in developing a shared discourse on the partnership. The research showed that the communities of practice in this partnership were in fact not self-organising, self-sustaining or self-perpetuating (Wenger, 1998), but benefitted from leadership that structured, cultivated, and monitored their very nature. The study conveyed the role of the principal in setting up the structural conditions for the partnership, promoting informal professional interactions; highlighting the significance of PST situated learning experiences grounded in practice. The principal’s active engagement in informal learning of the community supported the “more deliberate learning efforts” (Printy, 2008, p. 189) of the school’s formal and documented professional learning program.

A recommendation from this research is to examine more closely what goes on inside communities of practice in site-based teacher education. As the principal, after fostering the

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conditions for the partnership, I was not actually inside the teaching teams. I was the architect, observer, and visitor. There-in lay the subtle contradiction identified by the research. Leadership of the school culture, structures and resources created protected “spaces” in which PSTs, teachers and teacher educators worked together in localised communities of practice. The analysis demonstrated that this fundamental contradiction between systematised structures and self-regulated participation in communities of practice was “apparent” only. The discussion explained the tension between setting up, monitoring, and maintaining the characteristics of these communities of practice in countering the influence of an accountability regime.

Communities of practice are critical to the success of school–university partnerships and the authenticity of the practicum experience for PSTs. PSTs in university lecture halls and classrooms are unable to experience this type of work—to develop the specific practices they need to advance student learning. Further research must be undertaken on the characteristics and inside machinations and manoeuvrings of communities of practice in site-based teacher education settings. Further research could build on this research in identifying the structures, processes and practices that facilitate the kinds of critical, reflective, and adaptive practices needed for professional agency. Finally, further exploration of the social and situated dimensions of learning within communities of practice could promote an understanding of partnership related features that facilitate PST effective contact with students.

Recommendation 3: Authentic Teacher Education Practice in Schools

The research conveyed the distinctive characteristics of authentic practice in site-based teacher education and the difficulty of achieving this. Central to the study’s proposition was that authentic practice in teacher education settings contributes to improved learning for school students.

The knowledge base on authentic practice and its importance to PST–student relationships in teacher education is limited. It is recommended that an empirical investigation of the nature of PST contact with students in authentic practice settings be conducted to explore two defining concepts in teacher education and preparation. First, what are the essential characteristics of effective PST–student contact in authentic practice settings? Second, how does effective PST–student contact in such settings impact the learning and engagement of school students?

This study provided explicit evidence of the impact of the partnership and the involvement of PSTs on participant learning and the school community as a whole. A recommendation of this

study would be for further research to occur in authentic practice settings to identify features of PST–student contact that improve the practices and dispositions of PSTs and the learning of students. Further examinations of the nature of authentic practice may advance the findings of this study and assist in identifying the essential elements of authentic PST education in schools.

Recommendation 4: The Role of the System in School–University Partnerships

In many countries, graduate teacher preparation, recruitment, development, and retention (as opposed to attrition) are matters of economic, social, and educational concern (Wood & Stanulis, 2009). A recommendation from this research is the need for further investigation of the role of educational jurisdictions and systems in the promotion of site-based teacher education, authentic practice settings and school–university partnerships. This applied research could include an investigation of the types of administrative supports such as teacher release from normal workloads, finance for additional resources, and time to plan strategic outcomes and activities.

Further research could examine the role of state jurisdictions (responsible for school education) and their work with universities to promote a highly effective school network approach to school–university partnerships. This would involve an exploration of the ways in which Departmental authorities, universities and schools could be more systematic in their management and allocation of resources for the success and viability of school–university partnerships across networks of schools. This research may include the way in which universities could work together with networks of primary and secondary schools to improve teaching and learning practices across Foundation (Preparatory) to Year 12, including the possibility of a school network approach to teacher education, strengthening transition processes, student voice and agency across primary and secondary schools.

9.3 Chapter Summary of Thesis Conclusion

Commentators agree that highly efficient education systems comprise a high degree of school autonomy; the demonstration of best practice; and the capacity to introduce innovation in the face of change. Apart from these educational imperatives, there is a need for the society to value education (Brady, 2005, p. 659).

In conclusion, leadership of the school transformation and improvement process pointed to the intersection of factors contributing to the success of this school–university partnership; including—distributed leadership, cultural and structural change and sustained educational innovation and change (Geijsel et al., 2003; Slegers et al., 2002).

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It is anticipated that public funded education in Australia will contribute to a continuously improving system to address teacher preparation in support of gains in student learning. Currently there are considerable resources being devoted to meeting elaborate accountability mechanisms to monitor the compliance of teacher education institutions with state requirements. It has become clear that much of this monitoring activity does not address, contribute to, or improve the quality of teacher education programs (Johnson et al., 2005; Sleeter, 2008; Zeichner, 2008; Zeichner, 2010a).

The study has revealed a number of insights regarding the value of partnership-based teacher education. These insights have covered areas including: the paradigm of change leadership and management (Louis, 1994); the role of the school principal in facilitating school improvement and participant growth (Leithwood, 2000); the alignment of teacher professional learning with the school reform process (Fullan, 1993); the social-cognitive complexity of change at the teacher level (Spillane et al., 2002); and, the possibilities that arise from re-envisioning and re-structuring the school as a community of learning (Toole & Louis, 2002)—creating localised spaces for participant collaboration and dialogical conversation within communities of practice (Wenger, 1998).

Possibly the greatest constraint threatening the success and sustainability of school–university partnerships is time. Both school and university partners acknowledged that their primary responsibility was to their own students. In the absence of structural changes, government policy and significant resources to support school–university partnerships, partnerships of this kind will continue to rely on the additional time contributed by staff in schools and universities.

Work demands in Victorian schools have increased markedly; particularly with accountabilities involving teaching and assessing by outcomes, and a variety of system policies in relation to the performance review of teaching staff against quantitative measures. Similarly, work demands in the university sector have increased, notably through higher demands for research combined with the necessity to find income from non-government sources (for example, the international student market).

Historically, it has been the responsibility of university staff to seek out school–university partnerships for the benefit of their students (PSTs). This study demonstrated however, that it is equally reasonable to expect school communities, school principals and teachers to seek out and establish school–university partnerships for the benefit of their students and school communities.

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Typically, and inevitably, university-based academics, teacher educators, and researchers have been the authors of the accounts of school–university partnerships. Has this one-sided interpretation affected the way in which these partnerships have been reported? This author thinks that it might. Inclusion of the interpretive standpoints of school leaders, teachers, PSTs, and students has been important in creating a partnership that has benefitted the collaborating participants, and not just in simplistic, functional, and transactional ways.

Participation in the study brought about ongoing evaluation of the partnership, leading to strategies focused on continuous improvement.

The PhD research facilitated an inclusive approach for whole school programming, including professional development opportunities and an induction program for PSTs (introductory questionnaire, 2012; teacher educator—Tje).

The study demonstrated that a teacher education practicum is not merely an opportunity for PSTs to apply knowledge that has been previously learned (Zeichner, 1996). The experiences that have shaped PST beliefs about teaching in conventional teacher education programs, usually have been far removed from the realities of teachers' work (Mayer, 1999). This study accounts for the value of reflective and participatory approaches in teacher education, emphasising the need to further develop the scholarship of teacher education and teacher professional learning.

There is a need for school system authorities to engage in securing effective, viable and well-resourced school–university partnerships. There is also a need to align system guidance and support for the standards governing teacher registration with the processes for course accreditation in teacher education programs. At the core of this organisational characteristic are institutional agreements, most certainly involving universities and schools, but ideally education departments and system authorities.

In terms of the process, we have seen the school become increasingly vested in the partnership. Refinements and improvements were made to distribute teaching and leadership capacity, impacting positively on the viability and sustainability of the partnership. As collaborators in a school–university partnership we observed, learned, and reflected on the benefits of bringing the university into the school and the school into the university.

Notes on Contributor

Brett Moore qualified as a secondary school teacher in 1983. With over 38 years' experience in education, Brett has developed knowledge and skills in teaching, and school and system leadership across a range of socio-cultural settings, including experience in government and independent schools, various government organisations, and tertiary institutions. His background includes six years' experience working and learning in the arts and Indigenous education in the 'Top End' of the Northern Territory, Australia. Brett holds a Bachelor of Education, Bachelor of Arts (Honours), and a Master of Visual Arts.

Brett Moore was appointed Principal of Education Services at the National Gallery of Victoria in 1999. Following this, he was appointed as Principal of a Victorian government secondary school in the North-West Region of Greater Melbourne in 2006. Currently, he is an Executive Principal of the Department of Education and Training in the North-Eastern Victoria Region and a PhD candidate of Victoria University, Melbourne, Australia. His doctoral work focuses on an educational partnership between a school and a university and is due for completion in August 2021.

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Appendix 1

Descriptive Elements and Requirements of the SBMTE

PSTs were required to investigate and participate in the classroom and school experience, the teaching and learning program, and the partnership activities more generally.

Appendix 1 contains the following details on the course requirements of the School–University Partnership:

- the roles and responsibilities of PSTs
- roles and responsibilities of mentors
- roles and responsibilities of teacher educators
- the school’s expectations of PSTs (i.e. non-negotiables)
- the four-week block placement in semester one
- the final six-week block placement in semester two
- communication as a key to an effective professional placement experience
- Applied Curriculum Projects (ACPs); assessment of PSTs, and,
- resources for PSTs.

Role and Responsibilities of PSTs

All PSTs were expected to:

- act and behave in a professional manner at all times and be part of a Professional Learning Team (PLT) and the school as a Professional Learning Community (PLC)
- work within a Collaborative Practitioner Research (CPR) team to complete an Applied Curriculum Project (ACP) and associated supervised teaching practice both of which supported student learning and advanced the interests of the school. Refer to Sample Applied Curriculum Projects (ACPs) documents: Appendix 2 Sample Overview of Applied Curriculum Projects (ACPs) 2011
- complete a minimum of 60 days in the Project Partnership implementing an Applied Curriculum Project (ACP) and supervised teaching practice at the level expected of a graduating teacher (the partnership provides for 100 days)
- undertake teaching practice at the level required of a graduating teacher – with planning, assessment, and reporting of at least 50 x 50-minute lessons (or equivalent) over the course of the year, which were documented using an appropriate lesson planning format

- complete a reflective portfolio presentation and journal case writing demonstrating evidence of attainment of the professional standards for a graduate teacher.²⁹

Role and Responsibilities of Mentors

The central role of mentors is to facilitate PSTs' critical thinking and capabilities to enhance the engagement of students, wellbeing, learning and development. They also assist PSTs to identify student learning needs and how these needs would be best addressed through evidence informed teaching practice.

Mentors were expected to:

- advise and assist PSTs in making informed professional judgements about their teaching practice; in particular, the dispositions and competencies required to become ongoing learners. For example, skills in reflective practice and collaborative learning. Establishing a professional relationship is highly valued in supporting this process
- oversee and observe PSTs engaging with the students and to offer guidance for further engagement. For example, the PST may be watching a student draw, write or speak in front of other students in class. In this instance, the role of the mentor would be to prompt the PSTs' critical and evaluative thinking by asking questions such as: *'Do you think this particular student had the required skills for the presentation? How do you know this? How would you use this assessment in your future lesson planning?'*
- discuss with PSTs, after a class or learning activity, what learning they observed and what types of activities they might do next. These mentor-mentee discussions encourage PSTs to be reflective and also to provide guidance for future teaching and learning activities. Mentors are encouraged by the teacher educators to be responsive to each PST's zone of proximal development (ZoPD). Some PSTs need to revise some approaches and require more practice before taking classes for extended periods of time. Other PSTs show competence early and are encouraged

²⁹ Professional standards for a graduate teacher are outline in AITSL documentation (Australian Institute for Teaching and School Leadership, 2012). The Australian Institute for Teaching and School Leadership (AITSL) is a national body formed by the Commonwealth Government of Australia to provide national leadership for ... (all Australian) ... governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

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to try new approaches and strategies in extending and enriching the learning of students

- complete a supervisor's assessment report of the PST (in accordance with the university's guidelines. Refer to Mentor / PST Mentee - Frameworks and Templates in the Appendices including Appendix 3A Summary of Responsibilities Framework for Mentors and Mentees; Appendix 3B Mentor to PST Feedback Template Appendix 3C Mentor / Supervisor Assessment Report Template.

The School Expectations of PSTs—Non-negotiables

The following non-negotiables are made clear to PSTs by the principal, leading teachers, teacher educators, school-based PST coordinator and mentors:

- Punctuality

PSTs are expected to arrive at school half an hour before the first bell which sounds at 8:50am (8:20am arrival, for attendance at Staff Briefing which occurs every school day at 8:30am). On arrival PSTs check in with their mentor(s). Likewise, there are debriefing or planning meetings at the end of the school day (3:30pm – 4:30pm) that PSTs attend with their mentor(s).

- Attendance at meetings

PSTs are expected to attend and contribute to (as appropriate) all school based meetings with their mentor(s). If the mentor attends a meeting at lunchtime or afterschool, so too does the PST. This includes: PLTs / Teaching Team meetings, Key Learning Area (KLA) meetings (curriculum based meetings), year level student based meetings, professional development programs, school-based initiatives, parent meetings and student led conferences. PST representatives have the opportunity to attend partnership planning meetings with school leaders, mentors, the teacher educators (refer to Appendix 4 Partnership Planning Meeting Agenda).

- Supervise Yard Duty

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PSTs are expected to supervise yard duty with their mentor. Generally, teachers supervises 2 x 25-minute yard duties a week. Yard duty supervision provides valuable opportunities for PSTs to get to know the staff and students.

- Participate in co-curricular activities and program

PSTs are expected to contribute to the co-curricular program of the school. They select a co-curricular activity that suits their interests and passions; it does not necessarily have to align with their mentor's chosen co-curricular activity. PSTs' participation in the co-curricular program enables them to develop relationships with a range of teachers and students and to understand the culture of the school. PSTs are expected to attend awards ceremonies, presentation evenings, school musical productions and other school functions (as do staff).

- Attendance at assemblies including whole school and year level

There are three whole school school assemblies per term. All staff attend Whole School Assemblies. Whole school assemblies are a celebration of school culture. PSTs accompany their mentor(s) to assemblies. Year level assemblies are called by the Year Level Coordinators on a needs basis. Year level assemblies focus on the communication of information relating to operations, expectations and year level specific programs. PSTs attend Year Level Assemblies with their mentor(s).

- Wear professional neat attire and act in a professional manner at all times

The College has a dress code for staff and students. PSTs are expected to adhere to expectations relating to dress code and the behavioural code of conduct for staff.

- Professional conversations

PSTs are expected to partake in professional conversations with students, staff and parents. Mentors model the school's expectations. PSTs address students by name and if they do not know their name, they are expected to ask politely and respond in kind. Again, PSTs are expected to uphold the school's high expectations in relation to correct use of 'title'. Students are expected to address teachers and PSTs by their family name as 'Mr..., Ms..., Mrs....'; the use of 'Sir' and 'Miss' is discouraged at the school.

- Undertake and document regular classroom observations

PSTs visit a range of classes and take regular classroom observations. This includes a minimum of one observation on Tuesday and Thursday and more during extended block placements. Classroom observations are documented on the Classroom Observation Template demonstrating use of the Classroom Observation Protocols. Refer to Appendix 5A Classroom Observation Proforma – Teacher / PST Feedback and Appendix 5B Classroom Observation Proforma – Student Voice.

The First Four-Week Block Practicum—Goals for PSTs

In the first four-week block practicum (professional experience), PSTs work closely with mentors observing, reflecting on, and discussing their practice as well as that of other teachers.

The documentation for observations emphasises the various elements of the lesson, including how it commences, the learning activities, assessments, and summation of the lesson. PSTs' observations include a structured reflection on what occurs and how the various learning activities and teaching approaches contribute to a coherent lesson and effective student learning.

Initially, PSTs are expected to team teach with their mentor, taking on some aspects of the class and working with small groups of students. In week two of the four-week block placement, PSTs are expected to prepare and document lesson plans and take full 50-minute period lessons for parts of the day; for example, planning and delivering a mathematics lesson on fractions.³⁰

After the first week of this four-week block placement, PSTs are expected to teach at least one to three 50-minute period lessons per day. It is expected that PSTs build their capacity and resilience. By the completion of the four-week block placement, it is expected that PSTs will independently plan, document, deliver and reflect on 25 x 50-minute period lessons.

³⁰ The school's 5-day timetable is structured around 6 x 50-minute periods per day, with 25 minutes for recess break and 45 minutes for lunch break.

Where PSTs are taking classes by themselves (under the supervision of a mentor) they need to develop a lesson plan for each lesson they taught. Sample lesson plan templates are included in the appendices, refer to Appendix 6A Lesson Plan Template 1 and Appendix 6B Lesson Plan Template 2 GANAG. PSTs are expected to show and discuss each lesson plan with their mentor(s) at least half a day before the planned class. At the completion of the first four-week practicum, PSTs are expected to be able to fully document 20 lessons of independent supervised instruction.

When PSTs are not teaching, they are expected to continue with work on their Applied Curriculum Project (ACP), observe a range of lessons, participate in team teaching, prepare lessons and work on activities as suggested by their mentor(s) and teacher educator(s). In addition to classroom teaching, PSTs are involved in meetings, co-supervising yard duties with mentors, and preparing and participating in co-curricular activities. PSTs are encouraged to be aware of and be involved in opportunities for immersion activities with students such as excursions, sporting events, cultural activities, and school camps.

The Final Six-Week Block Practicum—Goals for PSTs

The final six-week block teaching practicum of the Bachelor of Education and Graduate Diploma in Secondary Education is considered to be an opportunity for PSTs to hone their skills in preparing for entry to the workforce as a graduate teacher. This not only entails focusing on classroom management, lesson planning, collaborating with other teachers, but also time management. Time management involves being able to cope with the face-to-face teaching demands of a first-year graduate teacher.

PSTs are provided with the guidelines that school principals used in determining teaching allotments for individual teachers. Refer to Appendix 7 Government Schools Agreement 2008 Extract for details of the industrial context impacting expectations of teachers in government schools. Most secondary schools in the state of Victoria, have an average of five hours of classes per day. On average, a fully registered teacher with a full-time teaching allotment will teach an average of four hours per day. In reality, school timetables have teachers teaching five hours per day on some days, while there may be other days with only two or three hours of teaching. The final six-week

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practicum enables PSTs to develop wellbeing and resilience strategies to cope with the demands of the profession.

During the final six-week block placement PSTs are expected to teach two to three lessons per day; that means a minimum of 10 and a maximum of 15 lessons of teaching per week; fully documented in accordance with partnership guidelines and established templates.

At the conclusion of the second teaching block, PSTs should have fully documented in their lesson plan folder (reflective portfolio) a further 30–35 lessons so that the total for the project partnership is a minimum of 50 documented lessons.

Communication is the Key to a Successful Placement

PSTs are reminded of the importance of effective, clear and explicit communication. They are encouraged to seek first to understand, then to be understood (Covey, 1989). If there are issues or questions it is made clear to them that it is their responsibility to seek out either their mentor, the school-based PST coordinator or the teacher educator(s) for clarification as required. PSTs are encouraged to use email communication between days they are not at the school. It is expected that when they are absent from school, PSTs will send an email to the mentor, the school-based PST coordinator and the site-based teacher educator at least 30 minutes prior to the start of the school day.

Applied Curriculum Projects (ACPs)

In ACPs, PSTs and mentors (with the support of the school-based PST coordinator and teacher educators) work together to identify an area of teaching and learning that requires research, development, and implementation at the school. PSTs develop, implement, and evaluate a curriculum initiative, normally drawing on one of their major studies and using an action research approach. These projects are based on the school's needs and involve a team of PSTs working to support the learning of students within the school setting.

Applied Curriculum Project Aims

These projects allow PSTs to:

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- explore important aspects of teaching and learning theory through the practice of curriculum development in the school
- work co-operatively with mentors on projects of mutual interest
- develop an understanding of the school's goals and priorities as documented in the school Strategic Plan and Annual Implementation Plan (AIP)
- develop skills in curriculum development and evaluation.

Applied Curriculum Project (ACP) Outline

An ACP involves PSTs:

- working in groups or individually on a curriculum project, generally related to one of their teaching methods and aligned with a strategic goal or priority of the school
- working on the project for a minimum of 40 hours. At least 30 x 50-minute periods were spent in the school working with other people involved with the project
- working on completion of the project by the end of Term 3 (for example, 20 September)
- giving a presentation at the school to relevant school personnel, of the outcomes of the project
- giving a presentation at the university, to peers and lecturers, of a summary of the outcomes of the project.

Applied Curriculum Project (ACP) Assessment

The Applied Curriculum Project is an important element of PSTs' core university units of study: Approaches to Teaching and Learning 1 and 2, which covers two semesters of university curriculum. The ACP is an assessment requirement for the university curriculum titled Approaches to Teaching and Learning 2.

Assessment requirements for satisfactory completion of the Project were as follows:

- Completion of a written Applied Curriculum Project plan. The project is written according to the ACP template which was made available to PSTs on the university's website. ACP – Plan template available from website: [http://education.\(de-identified\).edu.au/partnerships/](http://education.(de-identified).edu.au/partnerships/) . Refer to Appendix 8A Applied Curriculum Project

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(ACP) Planning Template 2009 and Appendix 8B Applied Curriculum Project (ACP) Planning Template 2013.

It is expected that the ACP plan will identify:

- a clear educational rationale and overview of the project
- relevant background and overview of context, including data and evidence
- the field of action, including the nature of the investigation, aims and expected outcomes of the project
- action steps (methodology): How the project is undertaken, including the allocation of tasks
- findings from the investigation
- applied recommendations from the project.

Presentation of the project outcomes, which include:

- overview - description of the project's activities
- personal and professional learning outcomes acquired through the project, including skills, knowledge, and dispositions
- school outcomes, including both the positive and negative outcomes for the school
- support for student learning, including outcomes from the project in supporting improved student learning.

Assessment of Pre-Service Teachers (PSTs)

PSTs are expected to evaluate their practices and document the ways in which they interact and engage with the school's teachers, students, and parents. These case writing journals are important in developing PSTs' critical and evaluative thinking. Refer to Appendix 9A 'Praxis Inquiry' Case Writing Journal Protocol and Appendix 9B PST Case Writing Sample for details of the protocol and a sample application of the protocol.

PSTs have multiple exposures and opportunities to make informed judgements of the students' abilities through a range of formative and summative assessments. These judgements are verified by mentors and teacher educators and formed the basis of PSTs' views on students' learning needs and interests; and the ongoing learning tasks

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that they plan for targeted instruction. PSTs are expected to demonstrate awareness of, and interest in, the students' learning in their 'Praxis Inquiry' Case Writing Journals and ongoing tertiary assessment requirements, including:

- Applied Curriculum Project assessment to be planned, submitted, and presented by the due date
- Planning, assessment, and reporting of at least 50 x 50-minute lessons (or equivalent) over the course of the year
- Demonstration of the professional standards of a graduate teacher through evidence presented and discussed in Praxis Inquiry Case Writing Journal and Reflective Portfolio. Refer to Appendix 10 Portfolio Preparation Template for guidelines and details.

PSTs are reminded that their attendance in professional experience placement is a requirement for registration with the Victorian Institute of Teaching registration and completion of the Bachelor of Education and Graduate Diploma of Secondary Education.

Resources

An extensive range of resources are provided to PSTs and mentors to assist in the induction and development of PSTs. These resources are included in a document provided by the university titled Graduate Diploma in Secondary Education (HGES) Project Partnerships - The Essentials 2013 (de-identified university, 2013). These resources include: PST lesson plan templates; feedback templates to assist mentors in providing timely and quality feedback to PSTs on their teaching practice; classroom observation templates to assist PSTs in documenting their observations and wonderings; the 'Praxis Inquiry Protocol' to assist PSTs in effectively undertaking their ACPs.

Previous research has highlighted that the relationship between mentors and mentees, combined with tools to assist reflective practice about teaching and learning, set the foundations for the development of PSTs' capabilities. Examples of lesson plans and different approaches to providing feedback are provided to PSTs. These resources which support both mentors and mentees, are not prescriptive, but a starting point to begin and continue rich dialogical conversations to improve the quality of professional practice in the support of student learning.

Appendix 2

Sample Applied Curriculum Projects (ACPs) Overview 2011

The Applied Curriculum Projects (ACPs) are linked closely to the school Strategic Plan and intend to support some of the key goals of the school as outlined in the Annual Implementation Plan (AIP) for 2011.

Applied Curriculum Project (ACP) 1.

- **VCE AiZ High Reliability Literacy and Vocabulary Strategies**

This project is linked to the Region’s Achievement Improvement Zone (AiZ) strategy and will examine the explicit use of vocabulary in the VCE (Victorian Certificate of Education) classroom. PSTs will work with Key Learning Area co-ordinators to create and promote the use of subject specific language in each area of study. PSTs will then work with individual classroom teachers to assist in creating visual artefacts in various areas around the College; for example, ‘The Language of Chemistry’ in the Senior Laboratory classroom. The VCE study centre will also be adorned with these key words further embedding the use of high-order language throughout students work and study. The confidence and competence in using subject specific language is directly linked to improved student outcomes across all stages of learning, but especially in the senior years with externally marked exams. Embedding the use of this language in teacher practice will assist staff in ensuring both they and students ‘explain’ and ‘elaborate’ effectively. Visual artefacts will assist students in self and peer evaluation of one another’s work whilst studying and revising in these classes, applying lesson constructs to practical problems in an elaborative way.

Applied Curriculum Project (ACP) 2.

- **Year 7 and 8 AiZ High Reliability Literacy and Vocabulary Strategies**

Like the above project, this ACP will focus on improving the use of subject specific vocabulary in each Key Learning Area. However, rather than looking towards the successful completion of VCE School Assessed Coursework (SACs) and examinations, PSTs will focus on the use of this vocabulary to extend students’ abilities to ask and respond to ‘high order’ questioning. Closely aligned with the pedagogy of ‘e⁵’, explicit instruction that promotes the use of subject specific language enables teachers to ‘explain’ effectively and ‘elaborate’ purposefully. To investigate current practice, the PSTs will observe classroom practice collecting data on the types of questions being asked and the vocabulary being used. They will then survey students and staff as to how clear they perceived the learning narrative to be.

Key Questions:

- Do students know what is being taught, learnt and why?
- Do they understand how the current lesson and tasks fit into a bigger sequence of learning?
- Is there an obvious progression of learning that steps through the 5 e's and is conscious of the students varied Zones of Proximal Development?

Data collected from these observations will be presented at the relevant Professional Learning Teams (PLTs) / Teaching Teams to stimulate discussion and shape future curriculum planning and pedagogical change at these levels. Refer to Appendix 22 e5 Instructional Model.

Applied Curriculum Project 3

- **Year 9 City Camp x 2 1 -5th August**

The middle years of schooling (typically school years 5-9) are crucial to the lives and futures of Australia's youth. In the context of economic, social, and technological change, it is vital that young adolescents are provided with learning experiences that enable them to understand themselves, the world and their place in it. The 'City Experience' examines principles of teaching and learning that engages Middle Years' students in an experiential and constructionist curriculum. The focus this year will be 'The Future'. The staff and PSTs will choose a particular interest as a 'lens' for looking at the future in terms of the city of Melbourne. Each group will devise an inquiry approach focussing on their own inquiry for the city experience.

Applied Curriculum Project (ACP) 4.

- **Using data to improve student learning and teacher effectiveness**

PSTs will implement a number of teacher feedback surveys and liaise with the school leadership team to gain an insight into the data currently available to the school. The data collected from DEECD Attitudes to School Survey will feedback and be analysed by whole staff groups and PLTs for trends that signify the need for changed teacher practice at particular levels, e.g., greater engagement at Year 9. Additionally, more individualised feedback will be sought from cohorts of students regarding what they believe they have learned and achieved, and these will be looked at with the goals staff had set for the lesson. This will allow staff to be better informed and aware of their own teaching methodology and the impact this is having on the student in the class. Are they really achieving the goals they have set for themselves and students? Are the

goals realistic for all students or are there different goals for different groups of students within the cohort that take into account students' zone of proximal development.

Key questions:

- Can we successfully integrate our current data collection with the SPA software to create a better, more complete picture of our students' progress?
- Are staff using our current data, taken from on-demand testing, to plan their lessons – especially in Maths and English classes?
- Will greater differentiation in lesson planning evolve from these observations and feedback?
- Can we involve students a part of the 'triad' observations?
- How will data inform learning intentions, narrative and pedagogy?

Applied Curriculum Project (ACP) 5.

- **Curriculum Revolution in the Middle Years – 9 and 10**

PSTs will evaluate the relevance of current elective subjects by analysing course content and collecting feedback from staff and students. They will survey both groups to find out what they think will be better offerings. From this research a proposal for a new suite of improved, relevant and engaging elective subjects will be developed. Each subject will be integrated across a number of Key Learning Areas (KLAs) and have a clear focus on improving students' Literacy, Numeracy, Curiosity and Information Communication and Technology (ICT) skills. Each subject will have academic rigour and link clearly from Year 9 to the post-compulsory years.

A curriculum grid/flowchart will be created that stages out the relationship between the curriculum/subjects at each level. This grid will make clear the relationships between learning in the Middle Years 7-9 and the Later Years 10-12. Students and parents will be able to use the grid to inform their subject selections based on students' Individualised Learning Plans (7-9) and Managed Individual Pathway Plans (10-12). Key Foci of the project include:

- Promoting excellence in the elective block
- Re-invigorating the Technology Key Learning Area (KLA)
- Creating relevant electives that build students' competencies and preparedness for the world of work / further study
- Tailoring challenging work experience options for 2012 for current Year 9 students.

Appendix 3A

Summary of Responsibilities—Framework for Mentors and Mentees

	Pre-service teachers	Mentor teacher
Classroom Observations	Take notes, ask if the teacher would like assistance. Debrief before and after, e.g. what are the learning intentions and were they achieved?	Be encouraging and open to PST participation where appropriate. Debrief before and after to ensure that the PST understands the ‘what’ and the ‘how’ and the ‘why’ of the lesson.
Teaching lessons	Negotiate with your mentor. If you are unsure, ask “Would it be OK if I tried this?” Provide your mentor teacher with a completed lesson plan to discuss with your mentor well before teaching the lesson.	Negotiate the classes PSTs will take. Scaffold their teaching. Before PSTs are ready to take their first class they will need to have class observations and experience working with small groups of students, as well as team teaching.
Communication Protocol	This is to be done in consultation with your mentor teacher. A protocol should be completed towards the end of your first block teaching round. It provides you with a good opportunity to reflect on your teaching and receive valuable feedback from your mentor. You and your mentor are encouraged to use the protocol regularly after this to ensure both parties are clear on the goals to be achieved.	The Communication Protocol provides a good opportunity to have an open conversation with your PST on how their teaching is going. As a minimum it should be completed towards the end of the first block teaching round. Please provide feedback on their strengths and areas for improvement.
Yard Duty	Accompany mentor	Remind and meet PST
Homegroup (Pastoral)	Attend with mentor	Take PST
After school meetings	Attend with mentor	Encourage and remind your PST which meetings you participate in. Suggest other meetings that they may wish to attend
Professional Development	Attend when asked/appropriate	Encourage participation and assist to contextualize for the PSTs

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Appendix 3B

Teacher Mentor to Pre-Service Teacher Feedback Template

Pre-service Teacher: _____ Mentor: _____ Date: _____ Class: _____

Area <i>Indicator points are a quick reference for further verbal and/or written feedback</i>	0-----1-----2-----3-----4 Not evident Effective				
1) Lesson is planned, developed, resourced and documented prior to class and in consultation with mentor					
2) Lesson starts smoothly and promptly and promotes a positive atmosphere amongst the students.					
3) The management of the lesson helps to elicit and maintain student's attention, interest and motivation.					
4) The pace and flow of the lesson is maintained at an appropriate level and transitions between activities are well managed.					
5) The pre-service teacher carefully monitors the progress of students providing individual help or making modifications and adjustments to the lessons as appropriate.					
6) The pre-service teacher gives clear guidance and direction concerning what is expected of students.					
7) The pre-service teacher makes effective use of various materials, resources and teaching aids,					
9) The pre-service teacher uses effective management strategies in constructively responding to student behaviours					
10) The feedback conveyed to students about their progress is constructive and encourages further progress.					
11) The pre-service teacher concludes the lesson with summary activities that review the main concepts covered.					
Extended written feedback					
Reflective response to feedback by pre-service teacher					

Appendix 3C

Teacher Mentor Supervisor Assessment Report Template

School of Education
 Project Partnerships – END OF YEAR Report Year 3
 Bachelor of Education

Preservice Teacher Details

Preservice Teacher _____ Student ID (MUST be inserted)

Campus de-identified _____

Dates of Attendance _____ Total No. of Days _____

Dates and Reason for

Absence _____

Absence make-up dates _____

School Details

School _____

Address _____

Postcode _____ Telephone _____ Fax _____

Partnership Co-ordinator _____

Mentor Teacher(s) _____ Year Level/Subject _____

University Colleague _____ Date _____

COMPLETION DEADLINES

Preservice teachers are to submit this report to their Praxis Inquiry Subject Lecturer during the week commencing **14 September 2009**.

Year 3 pre-service teachers can be expected to display interest in teaching as a career, awareness of personal relations in teaching and an inquiring attitude to teaching and learning. There are three domains, Professional Knowledge, Professional Practice and Professional Engagement alongside eight core standards that we ask you to reflect and write upon when providing feedback to the service

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teacher. The criteria in the report are derived from the Victorian Institute of Teaching Standards for Full Registration (see PP website).

This report should be completed in consultation with the pre-service teacher and other relevant colleagues. A brief comment for each main Standard will be sufficient. Pre-service teachers and teacher educators encourage you to describe specific achievements, identify areas of concern and make recommendations for future development.

Year 3 pre-service teachers can be expected to develop teaching and learning experiences in all curriculum areas but especially in the curriculum areas of their elective General Studies majors. They will also be investigating curriculum and practice in order to respond to the themes of Student Diversity and Collaborating for Access and Success. Pre-service teachers are expected to keep a journal containing reflections, evaluations, and thoughts about this project partnership work. These become examples and evidence of how they meet each of the 8 core standards of teaching. This evidence should be shared with the mentor teacher prior to the completion of this report.

This form is available at <http://education.vu.edu.au/partnerships/>

PROFESSIONAL STANDARDS OF A GRADUATE TEACHER

- Professional Knowledge
- Professional Practice
- Professional Engagement.

Note: Please refer to the **VIT Standards for Graduating Teachers** listed under 'Important Documents' on the PP website or pages 36-38 in the 'PP Policy & Procedures' provided to your School Partnerships Coordinator, for a listing of the specific characteristics expected under each of the eight standards below.

These characteristics of teachers' knowledge, practice and professional engagement have been identified by teachers and teacher educators as essential for the preparation of members of the teaching profession. This list of characteristics provides a guide to effective teaching practices that all teachers graduating from a course of pre-service teacher education should have the opportunities to consider, understand and develop as professional knowledge during their course.

PROFESSIONAL KNOWLEDGE

At a level of practice and understanding expected in Year 3 of the Bachelor of Education, the pre-service teacher is exploring developing and approaching competence in understanding of professional knowledge. This approaching competence needs to address all aspects of teacher knowledge, practice and engagement as listed. At a level of practice expected of a Year 3 pre-service teacher, please comment on areas of strength and/or aspects needing improvement in relation to the following standards.

Knowledge of how students learn and how to teach effectively

Teachers know the content they teach

Teachers know their students

SATISFACTORY **UNSATISFACTORY**

(Please tick (✓) the appropriate box)

PROFESSIONAL PRACTICE

At a level of practice and understanding expected in Year 3 of the Bachelor of Education, the pre-service teacher is exploring developing and approaching competence in understanding of professional practice. This approaching competence needs to address all aspects of teacher knowledge, practice, and engagement as listed. At a level of practice expected of a Year 3 pre-service teacher, please comment on areas of strength and/or aspects needing improvement in relation to the following standards.

Teachers plan and assess for effective learning

Teachers create and maintain safe and challenging learning environments

Teachers use a range of teaching practices and resources to engage students in effective learning

SATISFACTORY **UNSATISFACTORY**

(Please tick (✓) the appropriate box)

PROFESSIONAL ENGAGEMENT

At a level of practice and understanding expected in Year 3 of the Bachelor of Education, the pre-service teacher is exploring developing and approaching competence in understanding of professional engagement. This approaching competence needs to address all aspects of teacher knowledge, practice and engagement as listed. At a level of practice expected of a Year 3 pre-service teacher, please comment on areas of strength and/or aspects needing improvement in relation to the following standards.

Teachers reflect on, evaluate and improve their professional knowledge and practice

Teachers are active members of their profession

SATISFACTORY **UNSATISFACTORY**

(Please tick (✓) the appropriate box)

OVERALL ASSESSMENT

(Please tick (✓) the appropriate box)

PROGRESS SATISFACTORY **PROGRESS UNSATISFACTORY**

Mentor Teacher's Response

The Mentor Teacher should make any additional comments relevant to the preservice teacher's overall professional knowledge, practice and engagement whilst at the school.

Preservice Teacher's Reflective Response

The Preservice Teacher to make an informed and reflective response to the overall End of Year teaching practicum report.

As noted above, this report should be completed in consultation with the pre-service teacher and other relevant colleagues.

Signatories below indicate that they have been consulted on the content of the report.

Signatures

Mentor Teacher	School Partnership Coordinator
Preservice Teacher	University Colleague
Date	

Preservice Teachers must submit this report to their Praxis Inquiry lecturer in the week commencing 14 September 2009

IMPORTANT - Don't forget to provide your Student ID

Appendix 4

Partnership Planning Meeting Agenda

Action & Agreement Record:			
Partnership Planning and Development – Network of Schools			
Monday 24 February Time: 11:00am		Duration: 2 hours	
		Location: Gallery at School	
Planning and Development of Partnership Proposal			
Names of attendees – de-identified names		Chairperson: Brett Moore (principal / researcher)	
		Minutes: De-identified staff member	
Agenda Items, Actions and Agreements			
What	Who	Discussion & Comment	Action
General Introduction and Vision - Application Development	Brett Moore	<ul style="list-style-type: none"> • 7 existing School Centres for Teaching Excellence (SCTE) expected to apply • 5 further positions – great interest thus far across the state • Cross sectoral is seen as beneficial • Our focus is on accountability to the local community – centred on student learning • University research into <i>Praxis Inquiry</i> focusing on addressing moderate disadvantage • Strengthening school-community partnership through a university partnership 	
Project Partnerships	University Teacher Educators / Academics	<ul style="list-style-type: none"> • The de-identified university has long history of partnerships in disadvantaged school communities in the north-west of Melbourne • Premise: negotiate rules and boundaries. Fair and equitable vision and work for each partner so it remains sustainable • Still have university personnel in school 2 days a week • What is your vision – “How can the de-identified university help the schools in the network achieve this shared vision?” • One room – one lecturer – one day a week • PSTs move in and out, contextualising theory in the schools – <i>Praxis Inquiry</i> 	<ul style="list-style-type: none"> • Discussions from this meeting will be shared amongst schools • Schools will individually need to nominate their interest in the program

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		<ul style="list-style-type: none"> • Supports the mentoring process through trust/relationship • Findings of RIPE was about trust and reciprocity • 2nd day is focused on ACPs to be identified by the school(s) • Integrate research and professional readings into the program • Lots of benefits regarding relationships and longevity • Another de-identified school network raised as an example of cluster work: campuses in close proximity allowed for coming together at one school for tutorials etc • Numbers of PSTs in each school is negotiable • ACP fantastic over the whole year – action research for each school setting • Important to know how the program is ethically framed – what is fair for our community/ PSTs/students? • Grad Dips – complete 60 days at de-identified school plus 25 days of tutorial work • Scope for schools to partner together to share groups of PSTs – focusing on transitions, literacy and numeracy • One issue has been experienced with the communications and challenges dealing with the one day of ACP time. This has swayed to more reliance of school resources. • Challenges integrating the studied theory with application • Communication is key – need a contact person at each school to assist in the coordination. 	
Coordinating a Project Partnership ~ School-based PST coordinator (Secondary) ~ School-based PST coordinator (Primary)	De-identified staff members	<p>De-identified School – Since 2003</p> <ul style="list-style-type: none"> • Positive experience aside from small issues • Numbers of PSTs are a huge advantage • Focused on your school priorities – AIP targets. • 1 to 1 network program – interviewing parents/students/teachers • Program adapted based on data - balancing research and data • Revitalising portable areas – PST as part of project as architect • Challenge – University insisting on PSTs changing areas of practicum: how could we facilitate this as a cluster? • Challenge of 2 days per week discussed. 	<ul style="list-style-type: none"> • Staff from interested schools to consider how they could contribute to the coordination within their respective school
Individual School Priorities Creating Shared Network Priorities	De-identified staff member	<ul style="list-style-type: none"> • Activity undertaken to gather collaborative ideas of positive outcomes and questions about the Teaching Academy proposal. 	

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Cluster Priorities	All	<ul style="list-style-type: none"> Discussion about the value of Learning Walks as a strategy that could benefit <u>all</u> schools involved. 	<ul style="list-style-type: none"> Further feedback to be sought via each interested school
Structure and Framework for Innovation		<ul style="list-style-type: none"> Ideas shared about how PSTs in schools have had an impact on teaching and learning, as well as P&D culture elements. 	<ul style="list-style-type: none"> Brett Moore will communicate with all schools post meeting to seek firm commitments
Roles and Responsibilities Template – University /Coordinators/ Mentor Teachers / PSTs		<p>Considerations:</p> <ul style="list-style-type: none"> Expectations of staff Financial commitments <p>Needs:</p> <ul style="list-style-type: none"> Pro rata allocation of PSTs Seen as an opportunity to improve P&D Culture Time and flexibility Commitment to a system improvement strategy. 	<ul style="list-style-type: none"> To be considered by each school / school's representative
Case Study (de-identified PST / graduate teacher)		<ul style="list-style-type: none"> Find niche, professional environment, knowing the system, allowing focus on the students/curriculum, imminent in school culture and environment Parallel was raised to “apprenticeship” style learning The learning will be different for other PSTs who were not involved in a site-based model The de-identified PST / GT spoke of the valuable learning she experienced within her method areas and beyond Several PSTs have been recruited into our local schools through the network of schools' approach. 	
Lunch			
Issues to consider for future meetings:		Questions/Reminders/Announcements/Items for future agenda:	
<p>Ground Rules for Our Meeting (meeting protocols):</p> <ol style="list-style-type: none"> <i>We start on time and finish on time</i> <i>If people are forced to leave early this should be stated at the beginning</i> <i>We all participate and contribute - everyone is given opportunity to voice their opinions</i> <i>We use improvement tools that enhance meeting efficiency and effectiveness</i> <i>We actively listen to what others have to say, seeking first to understand, then to be understood</i> <i>We follow-up on the actions we are assigned responsibility for and complete them on time - within an agreed time frame</i> <i>We give and receive open and honest feedback in a constructive manner</i> <i>We use data to make decisions (whenever possible)</i> <i>We strive to continually improve our meeting process and build time into each agenda for reflection</i> <i>Absences for meeting apologies must be made to the meeting convenor as well as to Principal Class Officer in person or via email</i> 			

Appendix 5A

Classroom Observation Proforma—Teacher to PST Feedback

Classroom Environment

What is the teacher saying or doing?

What are the students saying or doing?

What is the task?

To the Students

What are you learning and why?

How interesting and / or useful do you find this task?

How has the student-teacher relationship affected your learning?

Wonderings:

I wonder how.... I wonder what happens when... I wonder who...

Appendix 5B

Classroom Observation Proforma—Student Voice

About the Classroom Environment: Wonderings:

What is the teacher saying or doing?

What are the students saying or doing?

To the students:

What are you learning today?

Why are you learning it?

How will you know you have been successful at this?

I wonder how...

I wonder what happens when..

Appendix 6A

Lesson Plan Template 1

This is an example that can be used or mentors may encourage PSTs to develop their own approach

Date/Session Subject and Class	
Materials/Resources	
Learning Intentions	SWBAT (Students will be able to...)
Accessing Engager/Connection	
Lesson : <i>I do</i>	
Guided: <i>We do</i>	
Independent : <i>You do</i>	
Generalise/review	
Assessment/Check for Understanding:	
Next Lesson Focus/Differentiation needs:	

Appendix 6B

Lesson Plan Template 2 GANAG

Teacher Planning		Student Production
Beginning of the Lesson		
G Goal Setting for the Learners Reinforcing Effort and Providing Recognition Setting Objectives		Feedback  Feedback should be embedded into each component of Curriculum, Instruction, and Assessment. It is the critical element of the whole process that can have dramatic difference on student learning.
A Access Prior Knowledge Nonlinguistic Representations Cooperative Learning Cues, Questions, Advance Organizers		
Middle of the Lesson		
N Acquire New Information - Declarative, Procedural, or Both Summarizing and Note Taking Homework and Practice		Student Products  The result of students "Applying their Knowledge" through thinking skills or practice, can end with a product. These student products can range from graphic organizers or models to multimedia productions.
A Apply Knowledge - a Thinking Skill or Practice Identifying Similarities and Differences Generating and Testing Hypotheses Cues, Questions, Advance Organizers		
End of the Lesson		
G Revisit the Goal Reinforcing Effort and Providing Recognition Setting Objectives and Providing Feedback		Assessment  Assessment includes both formative and summative assessment. Formative assessment is "for instruction". It occurs while the instruction or program is still in progress. Summative assessment is "of instruction", occurring after the program or instruction is concluded.

Adapted from Pollock 2007 Copyright

Jane Pollock (2007), Improving student learning one teacher at a time.

http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192414

Appendix 7**Victorian Government School's Agreement 2008 Extract**

Victorian Government Schools Agreement 2008, which Principals draw on to allocate teaching loads:

The *Victorian Government Schools Agreement 2008* (which applied during the period of this study) specifies the maximum face-to-face teaching hours that a principal may assign to a teacher as follows:

- for primary teachers - not more than twenty-two hours and thirty minutes per week
- for secondary teachers - not more than twenty hours per week (unless the teacher supervises sporting activities of students on a structured basis for a period of two hours per week in which case the face-to-face teaching hours will be 18 hours 40 minutes per week)
- for a teacher in a P-12 setting - the pro-rata of the above having regard to the proportion of teaching performed in years P-6 and 7-12 respectively.

Graduate teachers are given a slightly less face-to-face teaching load of 5% in their first year of teaching. This means not more than 19 hours of face-to-face teaching per week. A full-time teacher will be assigned equivalent to 24 periods of the 30-period timetable. For graduate teachers this equates to 23 periods out of the possible 24 periods, with a 1 period allowance to support them in their first year of teaching.

Appendix 8A

Applied Curriculum Project (ACP) Planning Template 2009

School of Education

APPLIED CURRICULUM PROJECT – PLAN**YEAR 3****Bachelor of Education P - 12**

Pre-service teachers are responsible for completing this planning document in negotiation with the School Partnership Coordinator (or nominee) and the University Colleague. Refer to PP Policy and Procedures Book at ([web-site de-identified](#)) <http://education.de-identified.university.edu.au/partnerships/> for additional details. Pre-service teachers are required to download a copy of the Applied Curriculum Project (ACP) Plan template from the PP website. This Plan should be negotiated in conjunction with the University Colleague. Every preservice teacher must submit a copy of their ACP Plan to their PI lecturer by the date indicated below. This document must be word processed.

Submission Deadline: Preservice teachers must submit their ACP Plan to their PI lecturer **by the week commencing 20 April, 2009.**

Pre-service Teacher submitting this report:

Applied Curriculum Project Title: eg. Environmental Learning Centre

Student ID: _____ **Campus:** De-identified

Submission Date: 26/03/09

School/Educational Site (Secondary College de-identified)

Phone number: (03) school phone number de-identified

Fax: (03) School fax number de-identified

Pre-service Teacher(s): _____ **Campus: Location de-identified**
 _____ **Campus: Location de-identified**
 _____ **Campus: Location de-identified**
 _____ **Campus: Location de-identified**

Mentor Teacher(s) participating in the ACP: _____

University Colleague: _____

1. Background (Pre-service teacher to complete)

Identify the key central issues/problems giving rise to the project, rationale for focusing on this project, relevant educational theory and/or literature or policy.

2. Action Plan (Implementation and Timeline)

The rationale:

Aims:

We are planning to investigate the possibility of:

Discussions and ideas generated regarding:

Expected outcomes:

Tasks need to be undertaken:

Signatures

Applied Curriculum Project Mentor(s):	School Partnership Coordinator:
Pre-service Teacher:	Pre-service Teacher:
Pre-service Teacher:	Pre-service Teacher:
University Colleague:	Date:

Note: Pre-service teachers must ensure that all signatories (above) receive a copy of this ACP plan. Year 3 Bachelor of Education preservice teachers are to submit a copy of this plan to their **Praxis Inquiry teacher educator** by the week commencing **20 April, 2009**. University Colleagues are required to support the negotiations of these ACP projects as required.

This form is downloaded from the PP Website at (web-site de-identified)

<http://education.de-identified university.edu.au/partnerships/>

Appendix 8B

Applied Curriculum Project (ACP) Planning Template 2013

PROJECT PARTNERSHIPS - Applied Curriculum Project - Plan

Pre-service teachers are responsible for completing this planning document in negotiation with the mentor teacher and the School Pre-service Teacher Coordinator. Every pre-service teacher must submit a copy of the Applied Curriculum Project (ACP) Plan to their Praxis Inquiry (de-identified university) Collaborate Space no later than Friday 24 May 2013. This document must be in Word.

It is recommended that pre-service teachers review the ACP - Report at the same time as developing this Plan.

This Plan must:

- identify the key issues giving rise to the project
- provide a rationale for focusing on this project
- make reference to the relevant educational theory and / or literature or policy
- list the aims of the project
- list the expected measurable outcomes
- contain an action plan that documents tasks / sub tasks, who is responsible for them and the timeline for each task
- describe the evaluation method to determine the success, or otherwise, of the outcomes in meeting stated aims
- list the professional skills that will be incorporated in the Applied Curriculum Project (e.g. planning, negotiating).

PRE-SERVICE TEACHER AND SCHOOL DETAILS

Pre-service teacher name	
Student ID	
University campus	
ACP title	
ACP submission date	
Partnership school	
School Partnerships Coordinator	
Mentor teacher (for ACP)	
Uni. Praxis Inquiry Colleague	

ADDITIONAL PRE-SERVICE TEACHER ACP TEAM MEMBERS (add more rows as required)

Pre-service teacher name / ID / Campus	
Pre-service teacher name / ID / Campus	
Pre-service teacher name / ID / Campus	

ADDITIONAL MENTOR TEACHERS PARTICIPATING IN THE ACP (add more rows as required)

Mentor teacher name	
Mentor teacher name	
Mentor teacher name	

Rationale - Powerful Learning Research

As part of a national research project, School X (de-identified school) is considered a hub that will shape and contribute to the research proposal. Our work on the ACP will be in line with the overall strategy.

The national and regional research team including the School-Based Partnership Coordinator and university partners will work with our pre-service teachers to support the development of aligning our ACP to the greater network's research proposal.

This project is based on the work of the following colleagues:

Professor David Hopkins publishes in the field and holds many educational roles. David has served as Chief Adviser to the UK Secretary of State on School Standards as well as Dean of Education at the University of Nottingham.

Wayne Craig focuses on systems improvement expert and author of *Powerful Learning: A Strategy for Systemic Educational Improvement* and leads the Powerful Learning Project.

Oli Knight is seeking practical ways of breaking the link between background and achievement. He has worked with David Hopkins as Director of Teaching and Learning for Bright Tribe, a Multi-Academy Trust with schools across England. Oli's book is titled, *Creating Outstanding Classrooms: a whole-school approach*, and was published by Routledge in 2013.

Additional literature will include:

Ken Zeichner, (2010) who argues “2 world pitfall” between schools and universities and the challenges of bridging boundaries to support both pre-service teacher education and in-service professional learning.

Valencia, Martin, Place and Grossman (2009) focusing on the disconnect between coursework and learning opportunities in field based experiences.

Linda Darling-Hammond (1994) reflected on tensions between theory and practice. A central theme is thinking about teacher professional learning along a continuum – from pre-service, early career, to later career and that professional learning and school improvement are inextricably linked. Importantly, we are seeking to understand how the network of schools and the partnerships are helping us to improve teaching quality across this lifespan in order to develop curious and capable learners. The central question we shall focus on has been established and asks, [What conditions need to be in place for a sustainable learning-focused teacher education system?](#)

The schools have identified a project which is outlined below.

PRE-SERVICE TEACHER TO COMPLETE SECTIONS 1-6

[Type here – note that additional space can be added as required]

1. Background to Project

Identify the key issues giving rise to the project, explain the rationale for focusing on this project and make reference to relevant educational theory and / or literature or policy.

The schools within the Network have often separate needs but have agreed on a common need for the ACP. The ACP will trial a study on maths learning and student engagement. The Principal indicated that they are wanting to work together to enhance the Powerful Learning work within the schools and have undertaken the Wayne Craig model, engaging on and the work within their school. Focussing on maths was a common topic with the leaders and discussions focused on ways to apply tasks and gather data on ways to improve for the students. Teachers too will be asked their opinions on those ways in which impact on the overall work on maths in the school. Engagement in Maths through how do we know if kids are engagement. There were common suggestions for the ACP.

The network school principals have discussed the need for an ACP which enables:

- Students asking Questions?
 - Hands on, rich assessments tasks
 - Clear criteria for the project
 - An insight into cognitive, behavioural, social/ emotional engagement
 - Evidence maths learning and thinking through examining end products and student work
 - Observing maths in the classrooms
 - Examining what engages
-

-
- Examining what are the best parts of the lessons from the students
 - Linked to the standards (e.g. know students and how they learn and know the content and how to teach it).
-

2. Project Aims

The project aims to work with students to collect stories, data and film and findings using pre-service teachers as the observer and researcher and perspective as an outside lens. Asking such things as what are you thinking while solving problems? What have students / teachers done in order to solve problems and where are the gaps in that session? PSTs can ask the teacher, what they do and what is it that actually keeps the student engaged. What is the intention and why the teacher is doing it this way? These are the types of questions that will be useful to design the framework for the project.

- **For students / teachers**

Ask the teachers - What are you thinking? Create professional conversations. What is the context? Asking questions makes one articulate and to think a little more about why you are doing what you are doing.

- **Method**

Professional conversations. Surveys.

Observations – Stories. What students say?

Feedback to others about what has helped them!

Independent, respectful and consistent.

Present findings to staff.

3. Action Plan (add more rows as required)

Task / Sub Task	By Whom	By When
March:		
April:		
May:		
June:		
July:		
August:		
September:		
October:		

4. Expected Measurable Outcomes

E.g. 'As a result of this Applied Curriculum Project the expected outcomes are...'

A presentation

List of maths processes and common 'gaps' in maths thinking and learning.

Teacher processes and ideas on maths curiosity, thinking, learning, in particular their observations on maths teaching and pedagogy.

Survey analysed and results distributed.

Recommendations / resources.

What now, based on review of results and improvements in thinking regarding maths.

5. Evaluation Method

Provide a description of the evaluation methods you will use to determine the success or otherwise of this Project in meeting stated aims / outcomes

Evaluation method

SWOT and Feedback from staff and Principal.

6. Professional Skills

List the professional skills that will be incorporated in the Applied Curriculum Project - please tick at least 5 of the boxes and list possible actions related to each ticked box.

Tick box	Professional skill	Action
<input type="checkbox"/>	Planning	
<input type="checkbox"/>	Negotiating	
<input type="checkbox"/>	Project management	
<input type="checkbox"/>	Problem solving	
<input type="checkbox"/>	Team work	
<input type="checkbox"/>	Time management	
<input type="checkbox"/>	Evaluating	
<input type="checkbox"/>	Communicating	
<input type="checkbox"/>	Researching	
<input type="checkbox"/>	Reporting	

SIGNATURES	DATE
Pre-service teacher:	
Mentor teacher (for ACP):	
School Pre-service Teacher Coordinator:	

NOTE: Pre-service teachers must ensure that all signatories (above) receive a copy of this ACP plan and submit a copy to the Praxis Inquiry (de-identified university) collaborate space by the due date.

This template can be downloaded from the Partnerships website at: ([web-site de-identified](http://education.de-identified university.edu.au/partnerships/)) <http://education.de-identified university.edu.au/partnerships/>

Appendix 9A***Praxis Inquiry Case Writing Journal Protocol*****AN INTRODUCTION TO CASE WRITING**

1. Think of an incident or event today that you remember. It can be in which you were the learner or observed others learning.
2. Describe the event; write it down; just the description without adding what you thought about the event.
3. It can be a few lines or up to half a page; just describe what saw; any event or incident is O.K.
4. After writing, start to analyse the event by wondering what caused the experience. Look objectively at the event to begin to understand what you observed.
5. From your analysis, what educational judgements would you make to improve or action you would take to optimise the learning.
6. What did you learn?
7. Take this document to your classes for discussion or use it to begin a pedagogical conversation with colleagues.
8. Collect a number of these on various educational themes and philosophies.

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00230>

Document is available from the website: [site de-identified\) http://education.de-identified university.edu.au/partnerships/](http://education.de-identified.university.edu.au/partnerships/)

Appendix 9B**PST Case Writing Sample**

Today there are three small groups of PSTs working in the tertiary classroom located in the secondary school setting. Two PSTs are working together collating some VCE data. One PST is reading information aloud and the other PST is typing the information in to the document on the computer. The PSTs are discussing the results of the survey they have implemented with VCE students at the school.

Topics such as stress levels, expectations, study habits, student interests and the study room are included in the conversation as the data is recorded. The PSTs discuss the issues as they work and recognise that some of the results are interesting and one stating, *'If you look really carefully the results are interesting, such as "2 agreed that organisation can be included in study group time" and "No time really. I just do my work and keep it up to date"'*. These are relevant comments from the students.

The PSTs continue discussing and other such comments are made. After a time, they discover that there is some data missing. Some questionnaire / survey forms are not completed and are indeed missing from the data collection. The PSTs discuss the dilemma fearing that the data may be skewed.

After further discussion regarding the value of the research and the issue that have arisen, one of the PSTs moves to take a look at the school timetable and returns to her partner, commenting: *'The Year 12 students are in Room 23 with my mentor teacher in the next session. I will ask her if I can implement the survey at the end of the class today'*.

The bell rings for recess and they both head off to the staffroom to meet and negotiate the time for their task with the relevant VCE group. They approach the mentor teacher who is in the staffroom to make their request. The mentor teacher agrees and invites them to the next class to discuss their project and meet with the relevant VCE students.

When the data is gathered they continue to record results for analysis. The results will be presented along with findings and recommendations to the principal, staff and students when completed.

Pre-service Teacher—Pvn

Appendix 10

Portfolio Preparation Template

PREPARING YOUR FINAL PORTFOLIO

AEG 5113 & 5114

These two units run concurrently in semester 2 and focus on integrated, inquiry-based curriculum. AEG 5113 predominantly centres on the sciences and AEG 5114 the Arts and Humanities. Pre-service teachers will explore their developing understanding of teaching practices and student learning through an inquiry based curriculum. Topics will include planning for teaching, lesson structures, teaching strategies, questioning strategies and lesson plans. Pre-service teachers will be involved in: designing curriculum units which cater for the diversity of young people’s interests and capabilities; setting up learning environments for active learning through individual, small group and whole group activities; sustaining and informing children’s awareness of global events and concern for the environment; thinking and communication; setting up and resourcing the classroom for safe and successful learning through individual, small group and whole class activities; and assessing children’s learning.

The aim of this assessment task is to collect, evaluate and annotate a range of artefacts that demonstrate your understanding of integrated studies. The artefacts might include resources such as activities, ‘apps’, websites, picture books, posters, displays, excursions etc.

Collect 12 artefacts that demonstrate what you have learned about the integrated curriculum (must include connections to Aboriginal and Torres Strait Islanders, Asia and Australia’s engagement with Asia, Sustainability). For example, you may collect artefacts leading with Science, The Arts (one artefact for Drama, Music and Art), The Humanities (two artefacts from Levels 8 and 9 leading with Geography, Economics or History and one from artefact from Civics and Citizenship) or 1 artefact selected from Health and Physical Education.

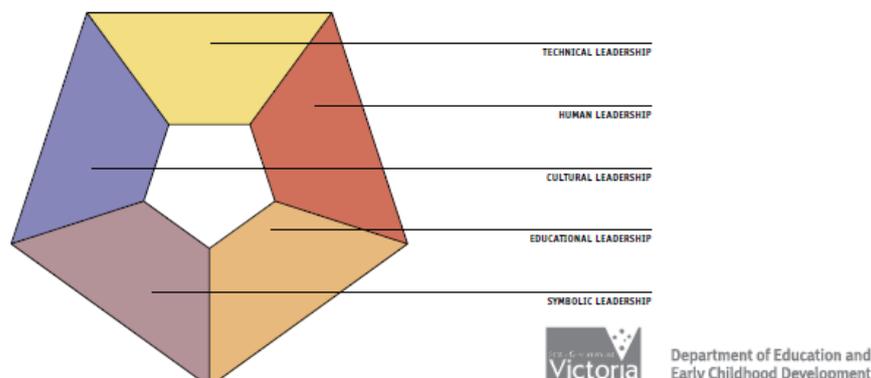
With reference to AusVELs, complete an analysis of each artefact indicating:

- Existing or possible connections with the discipline-based domains of English (literacy) and Mathematics (numeracy)
- Existing or possible connections with:
 - Personal learning
 - Interpersonal learning
- Existing or possible connections with:
 - Design, Creativity and Technology
 - Communication
 - Thinking Processes
 - Information & Communication Technology.

This form is available at [site de-identified\) http://education.de-identified/university.edu.au/partnerships/](http://education.de-identified/university.edu.au/partnerships/)

Appendix 11

Developmental Learning Framework for School Leaders, DEECD



Leadership Dimension	Leadership Element (capability)
Dimension 1: Technical leadership	Element 1: Think and plan strategically
	Element 2: Align resources with desired outcomes
	Element 3: Hold self and others to account
Dimension 2: Human leadership	Element 4: Advocate for all students
	Element 5: Develop relationships
	Element 6: Develop individual and collective capacity
Dimension 3: Educational leadership	Element 7: Shape pedagogy
	Element 8: Focus on achievement
	Element 9: Promote inquiry and reflection
Dimension 4: Symbolic leadership	Element 10: Develop and manage self
	Element 11: Align actions with shared values
	Element 12: Create and share knowledge
Dimension 5: Cultural leadership	Element 13: Shape the future
	Element 14: Develop a unique school culture
	Element 15: Sustain partnerships and networks

The Department invested significant resources into the state-wide implementation of this framework to build leadership capacity in schools, networks and across the system. The five dimensions of school leadership formed the basis of the state government's principal selection policy which included key selection criteria based on the framework's five dimensions. This framework formed the basis of the Department's *'iLead 360 Degree Survey'* (Department of Education and Early Childhood Development, 2012). The *'iLead 360 Degree Survey'* was implemented in schools by principals and leadership teams to inform schools' professional learning priorities.

Appendix 12A

PhD Information for Participants

PST, Teacher Educator, Mentor PARTICIPANT INFORMATION SHEET

Project Title:

Situated learning in a school–university partnership: Integrating partnership based teacher education in school-based educational change

Student Researcher:	Brett Moore
	PhD Research Student
PhD Study Number:	387 4501

The major focus of this study is to investigate how a site-based partnership model of teacher education at de-identified school has impacted on the learning and engagement of the four major stakeholders. The study aims to demonstrate that the partnership program between the university and the school has enabled all stakeholders who participate to learn: the school students through the developing contributions of the PSTs; the PSTs as they work in authentically demanding practice; the teacher educators' increased knowledge of the practice-theory connections in PST and teacher learning and the teachers whose professional understanding and practice is developed when they take on the primary mentoring responsibility of PSTs. At the completion of the study, based on the outcomes of the research, a set of recommendations will be provided about a site-based partnership model of teacher education for schools, the universities and the education system. This PhD study seeks to address current concerns about the quality and currency of the site-based partnership model of teacher education at the de-identified school. The project intends to maximise the professional learning of PSTs through an enhanced practicum support program – through the school-university partnership project. A partnership will be formed between the pre-service teacher with the support of school and university staff, to assist pre-service teachers' learning by providing multiple opportunities for reflection and collaboration. The model assumes that pre-service teachers can learn through intensive collaboration and

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

reflection upon their practicum experiences, particularly if a range of enabling structures and communication processes are enacted during the site-based model of teacher education.

The overarching research question is:

1. *How can a secondary school integrate a school-university partnership?*

The major focus of the study is to investigate how a secondary school can effectively integrate a school-university partnership, contributing to cultural, structural, and pedagogical change and improvement. This area of the study examines the way in which an educational partnership is integrated into the school, contributing to improvement, innovation and change.

The three supporting questions will form the basis of each of the three analysis chapters on the subjects of school transformation, school leadership, and partnership based practice. The three supporting questions are:

- (i) *How can a school-university partnership contribute to school transformation and improvement?*

This aspect of the study examines the impact of the partnership on the quality of the school's learning environment, the Performance and Development Culture (P&DC) of the school and the teaching and leadership capacity of participants, particularly staff.

- (ii) *What is the role of school leadership in an effective school-university partnership?*

This aspect of the study examines the practices of school leadership that are critical to the success of the educational partnership and the learning and engagement of participants.

- (iii) *What are the elements of partnership based practice that constitute a successful school-university partnership in teacher education?*

This aspect of the study examines how the teaching and learning practices of the educational partnership can be best described as authentic. It examines how the dimensions and elements of partnership based practice and learning enhance PSTs' knowledge, dispositions and skills through a commitment to student learning.

These are the features of this program in which you will be asked to participate:

1. You will form a cooperative partnership with the chief investigator, student researcher, school staff and students and university staff to provide mutual support for PSTs from your course during the practicum.
2. You may use web-based platforms such as *Survey Monkey*, *Elluminate* and *PebblePad* or complete hard copy survey questionnaires to respond to pre-service teachers' reflections on their experience and their requests for information or support and to give timely feedback.
3. You will be released from teaching to spend one half-day with your pre-service teacher(s) outside the classroom situation. In this half day you will participate in quality planning, reflection and evaluation of the pre-service teacher's site-based practicum experience. This time will be an opportunity for enhanced mentoring and reciprocal learning.
4. At the conclusion of the site-based practicum project you will complete a survey questionnaire which reflects on the success of the various strategies used to enhance the practicum experience and invites you to suggest areas for improvement. The survey will take about 20–30 minutes to complete.
5. You will be asked to express interest in participating in further research relating to the PhD study and your experience of the enhanced support teacher mentor–PST relationship during the practicum. This would take the form of an interview with the student researcher which would take about 30–60 minutes. The interview would be based initially on the open questions from the survey, but would allow you to express further views or comments about the program.
6. Your involvement in the school-university partnership project focuses on reflective analysis of effective practices to support positive outcomes in pre-service practicums and considers such matters as assessment, leadership and interactions that optimise learning.

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

7. Teachers who engage in the school-university partnership project and mentors and this PhD project as mentor participants, their contribution and involvement constitutes as professional learning as prescribed by the Victorian Institute of Teaching (VIT), counting as hours towards appropriate renewal of VIT certification. Participants will form a capacity building network of expertise for further practicum learning activities. In summary, your contribution to this partnership project and PhD research project is serving the greater good of continuing to improve teaching practice, teacher effectiveness and student engagement / learning.

You will benefit from participating in this study because you will have your professional experience broadened and your leadership qualities honed by having increased opportunities to mentor your pre-service teacher by providing support and in discussion and reflection with your pre-service teacher. The teachers who undertake a position in the research and partnership project will also have the opportunity to further extend their supervisory capabilities.

There will be no risks to you from participation in this study. All data will be treated privately, respectfully and confidentially. Surveys will be anonymous and interview data will be de-identified after being collected by a chief investigator / researcher who does not directly teach in the program.

The study will contribute to an understanding of how to better prepare pre-service teachers for their teaching careers. This may be reflected in better recruitment opportunities and improved retention rates. Findings from the study will be used to further develop or refine the provision of teacher training in the State of Victoria. The researchers will publish the results in a 100,000-word thesis which has the backing of the Department of Education and Early Childhood Development. Results may also be published in academic journals and presented at educational conferences. Results of this study will be available to all participants on request.

Your contribution is vital because it will inform the design of future teacher preparation programs. However, participation is voluntary. You are free to refuse to participate, free to withdraw consent and to discontinue participation at any time,

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

without prejudice. Should you choose to withdraw from participation in this study, please sign the supplied withdrawal form and return it to the Student Researcher via the appropriate box in the General Office two days after receipt of this consent form – Box is marked “Confidential – School-University PhD Research Project – returned Consent Form” or return completed consent form to Brett Moore via email moore.brett.i@edumail.vic.gov.au or brett.moore3@live.de-identified.university.edu.au

In the event of withdrawal, it will not be possible to return your individual data, because of the anonymous nature of the survey and the de-identification process employed with interview data.

If you have any questions regarding this project, please contact the Student Researcher, Brett Moore or de-identified name and neutral party Regional Network Leader (external mediator) Northern Metropolitan Region. If you have any complaints or queries that the student researcher, principal investigator and / or mediator have been unable to answer to your satisfaction, you may contact the PhD student researcher’s supervisor or associate-supervisor:

Supervisor: Dr Bill Eckersley bill.eckersley@de-identified.university.edu.au Co-Supervisor Dr Tony Kruger, Associate Professor, Head of School tony.kruger@de-identified.university.edu.au

Thank you for reading this letter seeking your involvement in this research and partnership project. Should you require further information in relation to this request for support, please do not hesitate to contact me. I look forward to obtaining your signed consent form (to be returned to the Sunbury Downs Secondary College General Office in the Box marked “Confidential – School-University PhD Research Project – returned Consent Form”). It is anticipated that the research – collection of data will commence in August 2011.

Yours faithfully,

Brett Moore

PhD Research Student

Appendix 12B

PhD Consent Form for Participants—PSTs

Pre-service Teacher PARTICIPANT CONSENT FORM

PhD Study / Project Title:

Situated learning in a school-university partnership: Integrating partnership based teacher education in school-based educational change

Student Researcher: Brett Moore

PhD Student of De-Identified University

PhD Student Number: 387 4501

I (name of participant) have read and understood the Participant Information Sheet and Consent Form. Any questions I have asked about this research project have been answered to my satisfaction.

I agree to participate in this PhD project, understanding that I may withdraw from the study at any time without prejudice to myself. I also understand that data I provide cannot be returned to me because of its anonymous or de-identified status. I understand that data provided by me will contribute to the findings of this study. I agree that the findings may be published in academic journals or presented at educational conferences on condition that neither my name nor any other identifying information is used.

I **am willing** to participate in the PhD research project as outlined in the information sheet to participants. Any questions I have had in relation to my participation in this project have been clarified to my satisfaction. I understand that this involvement (including interviews) will take an appropriate amount of time (relative to the nature of the investigation).

Name of Participant (block letters)

Signature

Date

Name of Chief Investigator /

Student researcher (or mediator)

Signature

Date

Please return to appropriate box in General Office two days after receipt of form – Box marked “PhD Project – returned Consent Form” or return completed consent form to Brett Moore via email brett.moore3@live.vu.edu.au or moore.brett.i@edumail.vic.gov.au .

Appendix 13

Introductory Questionnaire for Participants

Faculty of Arts, Education & Human Development**Part 1: Introductory Questionnaire - Introduction**

My name is Brett Moore. Thank you for assisting me with my PhD Study and my role as a PhD student at the university. The title of the PhD research is: *'Situated learning in a school-university partnership: Integrating pre-service teacher education in school-based educational change'*.

Please respond to the questions in the following way: Part 1: Information only. Part 2: In the spaces and table provided. Part 3: Directly after each question, simply enter your response. Part 4: In the table provided. Please do not be concerned about the final formatting of your submission. After entering your responses, please 'save as' a pdf document **surname.first name** Please send your completed document as a pdf attachment to brett.moore3@live.de-identified.university.edu.au or moore.brett.i@edumail.vic.gov.au by Sunday 26/02/12. In anticipation, thank you for your contribution to this PhD project.

Part 2: Introductory Questionnaire - Obtaining Initial Perceptions of Participants

Name: _____

Position: _____

Gender: _____

Years of experience in your current capacity (qualified and practising teacher, teacher educator, PST, student): _____

Years of being involved in this educational partnership: _____

Please provide your views on aspects of the site-based model of teacher education.

SOURCE	Strongly Disagree (1)	Moderately Disagree (2)	Mildly Disagree (3)	Neither Agree nor Disagree (4)	Mildly Agree (5)	Moderately Agree (6)	Strongly Agree (7)
I have a high degree of confidence and self-efficacy in my current capacity.							
Partnership program is highly effective and beneficial.							
Outcomes for PSTs are high.							
Outcomes for mentors are high.							
Outcomes for students are high.							
Outcomes for Teacher Educators are high.							

Appendix 13 Continued—Introductory Questionnaire for Participants***Faculty of Arts, Education & Human Development*****Part 3: Introductory Questionnaire – Preparation for Individual Interview - Reflection**

Participants will be asked to reflect on the following questions during individual interviews.

Please respond to the following questions by entering your response after each question respectively.

1. What is a site-based partnership model of teacher education (SBMTE)?
2. What does the site-based model of teacher education (SBMTE) model look like at your school?
3. Does a site-based partnership model of teacher education (SBMTE) impact on the quality of teaching instruction?
4. Does a site-based model of teacher education (SBMTE) impact on a school's performance and development culture (school culture, school climate and staff)?
5. What impact does the SBMTE program have on students at your school?
6. What impact does the SBMTE program have on pre-service teachers?
7. Does a site-based partnership model of PST education address current government priorities regarding pre-service teacher education and the place of the practicum?
8. Does a site-based partnership model of teacher education enable the integration of theoretical knowledge and professional practice across the three domains of a pre-service teacher education program? (in considering this comment please consider the following excerpt).

The Australian Government (2007) report on Teacher Education outlined some key elements of a high quality practicum, firstly, that it integrates theoretical knowledge and professional practice across the three domains of a pre-service teacher education program: "content knowledge gained through a liberal education, professional knowledge, pedagogical skills and insights" (Australian Government 2007, p. 106).
9. To what extent does a site-based partnership model of teacher education address in-service teacher professional learning, PST learning and student learning in line with government policy and contemporary educational theory?
10. Are there any additional elements that would enhance the educational partnership program at the school?

Appendix 14

Web-Based Online Survey for PSTs, Mentors and Teacher Educators

Name of PhD Research Participant:

Age of participant: (0 - 100)

Role in the educational partnership:

Years of experience in your current role: (0 - 100)

PART A: WHAT ARE THE ELEMENTS OF THE EDUCATIONAL PARTNERSHIP THAT MAKE IT A SUCCESSFUL SITE-BASED MODEL OF PRE-SERVICE TEACHER EDUCATION?

1. 'SUCCESS' OF A SITE-BASED MODEL OF PST EDUCATION

Please rate elements of the educational partnership in relation to their relative impact on the success of the partnership

- 1.1) The focus on developing school students' leadership skills through this educational partnership has a highly significant effect on the success of the partnership program
- 1.2) The alignment of learning and engagement in this educational partnership with DEECD priorities has a highly significant impact on the success of the educational partnership
- 1.3) The learning and engagement of participants has a highly significant impact on the success of the educational partnership
- 1.4) The focus on pedagogical skills of PSTs has a highly significant impact on the success of the educational partnership
- 1.4) The focus on pedagogical skills has a highly significant impact upon PSTs' efficacy to differentiate the learning of students
- 1.5) Enabling PSTs an understanding of the teaching profession for an extended period of time has a highly significant impact on the success of the educational partnership
- 1.6) The opportunities provided in this educational partnership for classroom observation and reflection has a highly significant impact on the success of the educational partnership
- 1.7) The clear protocols in relation to peer observation and reflection in this educational partnership has a highly significant impact on the success of the educational partnership
- 1.8) Pre-conditions for teaching and learning such as an orderly learning environment, cooperative student behaviour and high levels of student motivation have a highly significant impact on the success of the educational partnership
- 1.9) A positive staff performance and development culture has a highly significant impact on the success of the educational partnership
- 1.10) The school Leadership Team has a highly significant impact on the success of the educational partnership
- 1.11) Role clarity of stakeholders has a highly significant impact on the success of the educational partnership

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

- 1.12) The quality of professional interaction amongst participants has a highly significant impact on the success of the educational partnership
- 1.13) A perception amongst school staff that PSTs are of assistance and a valuable resource has a highly significant impact on the success of the educational partnership
- 1.14) Enabling the PST voice to impact on curriculum design, development, delivery and evaluation in this school has a highly significant impact upon the exploration and depth of engagement in the curriculum
- 1.15) Being part of a school's operations for PSTs has a highly significant impact on the success of the educational partnership
- 1.16) The Teacher Educators' perception that the educational partnership is an integral part of College operations has a highly significant impact on the success of the educational partnership
- 1.17) The Teacher Educators' understanding of school operations has a highly significant impact on the success of the educational partnership
- 1.18) Goal Congruence amongst participants within the educational partnership has a highly significant impact on the success of the educational partnership
- 1.19) Appraisal and quality feedback provided to educational partnership participants has a highly significant impact on professional practice and growth and the success of the SBMTE program
- 1.20) The opportunities provided for professional and personal growth within Educational partnership has a highly significant impact on improving the quality of participants' professional practice, learning and engagement and the success of the program
- 1.21) Applied Curriculum Projects that are part of the educational partnership have had a highly significant impact on the success of the program
- 1.22) The impact of 'student voice' on curriculum design, development, delivery and evaluation in this school, has had a highly significant impact on the success of the educational partnership
- 1.23) The motivation of educational partnership participants which is enhanced by the program has had a highly significant impact on the success of the partnership
- 1.24) Student culture within the school has a highly significant impact on the success of the educational partnership
- 1.25) School student decision making in the educational partnership has a highly significant impact on the success of the educational partnership
- 1.26) The learning environment at the school has a highly significant impact on the success of the educational partnership
- 1.27) Student discipline and behaviour have a significant impact on the success of the educational partnership
- 1.28) The level of work and commitment expected of participants in this educational partnership have a significant impact on the success of the educational partnership
- 1.29) Integrated professional readings, journal writing and portfolio presentations in this educational partnership have a highly significant impact on the success of the educational partnership

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

- 1.30) A focus on the holistic development of participants has a highly significant impact on the success of the educational partnership and the learning and engagement of participants
- 1.31) A focus on the holistic development of PSTs has a highly significant impact upon PSTs' professional growth and agency
- 1.32) The educational partnership, Site Based Model of Teacher Education (SBMTE) Program at the school has a highly significant impact on the quality of the induction program in meeting the needs of pre-service teachers, graduate teachers, teacher mentors and teacher educators
- 1.33) The educational partnership (SBMTE) has a highly significant impact on the school's organisational structures and processes to improve pre-service teachers, teacher mentors and teacher educators' professional knowledge and practice and school students' learning and engagement
- 1.34) The educational partnership (SBMTE) has a highly significant impact on the school's communication processes to improve participants' professional knowledge, expectations and practices
- 1.35) The educational partnership (SBMTE) has a highly significant impact on the school's communication processes to improve the various stakeholder participants' (school staff / teacher mentors, PSTs, teacher educators) learning and engagement

PART B: THE IMPORTANCE OF THE PRACTICUM IN PST EDUCATION, THE INTEGRATION OF THEORY AND PRACTICE

2. Integration of Theory & Practice for PSTs

- 2.1) The educational partnership, Site Based Model of Teacher Education (SBMTE) has a highly significant impact on the integration of theoretical knowledge and professional practice in relation to the first domain of pre-service teacher education: 'content knowledge (gained through a liberal education)'
- 2.2) The educational partnership (SBMTE) has a highly significant impact on the integration of theoretical knowledge and professional practice in relation to the second domain of pre-service teacher education: "professional knowledge" (knowledge of the profession, expected ethical behaviours of a teacher, roles and responsibilities of a teacher, school operations)
- 2.3) The educational partnership (SBMTE) has a highly significant impact on the integration of theoretical knowledge and professional practice in relation to the third domain of pre-service teacher education: pedagogical skills and insights
- 2.4) The educational partnership (SBMTE) has a highly significant impact on the effective integration of theoretical curriculum and practical experience for PST participants
- 2.5) The educational partnership (SBMTE) has a highly significant impact on the effective integration of theoretical curriculum and practical experience for Teacher Mentor participants

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- 2.6) The educational partnership (SBMTE) has a highly significant impact on the effective integration of theoretical curriculum and practical experience for the Teacher Educator participants
- 2.7) The educational partnership (SBMTE) has a highly significant impact on school students' meta-cognitive thinking abilities, voice and agency – providing them with opportunities to think about the way that they think
- 2.8) School Leadership of the educational partnership (SBMTE) has a highly significant impact on my view that learning is a core value of the school
- 2.9) The integration of theory and practice impacted on the learning and engagement of all participants
- 2.10) The practices of the educational partnership's Teacher Mentors have a highly significant impact on PSTs' professional knowledge which includes an understanding of the school's goals and priorities aligned with the Department of Education and Early Childhood Development's (DEECD) goals and priorities

PART C: LEARNING AND ENGAGEMENT OF PARTICIPANTS – ALIGNMENT OF LEARNING WITH DEECD PRIORITIES

3. PST, Teacher Mentor, Teacher Educator and School Student Learning and Engagement - Learning in alignment with DEECD priorities

- 3.1) The educational partnership, Site Based Model of Teacher Education (SBMTE) has a highly significant impact on the learning and engagement of PST participants
- 3.2) The educational partnership (SBMTE) has a highly significant impact on the learning and engagement of Teacher Mentor participants
- 3.3) The educational partnership (SBMTE) has a highly significant impact on the learning and engagement of the Teacher Educator participant
- 3.4) The educational partnership (SBMTE) has a highly significant impact on the learning and engagement of school student participants
- 3.5) The integration of theory and practice has a highly significant impact on the learning and engagement of partnership participants

PART C CONTINUED: LEARNING AND ENGAGEMENT OF PARTICIPANTS – ALIGNMENT OF LEARNING WITH DEECD PRIORITIES

MOTIVATION

4. Participant Motivation – Site Based Model of Teacher Education SBMTE Impacting on the Learning and Engagement of PST Participants

- 4.1) The educational partnership, Site Based Model of Teacher Education (SBMTE) has a highly significant impact on the motivation of PSTs in the program
- 4.2) The educational partnership (SBMTE) has a highly significant impact on the motivation of Teacher Mentors in the program
- 4.3) Teacher mentors are highly motivated on the basis of their professional role and responsibility to contribute to system wide teacher development
- 4.4) The educational partnership (SBMTE) has a highly significant impact on the motivation of the Teacher Educators in the program

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

- 4.5) The educational partnership (SBMTE) has a highly significant impact on the motivation of school students in the program
- 4.6) Motivation of participants has a highly significant impact on participants' levels of learning and engagement
- 4.7) I am highly motivated about my involvement in the educational partnership
- 4.8) PSTs as part of the educational partnership spend most of their time on task
- 4.9) Teacher Mentors as part of the educational partnership spend most of their time on task
- 4.10) The Teacher Educator as part of the educational partnership spends most of their time on task
- 4.11) School students as part of the educational partnership spend most of their time on task
- 4.12) I spend most of my time of task as part of this educational partnership
- 4.13) Doing well is important to the PSTs who are part of the educational partnership
- 4.14) Doing well is important to the Teacher Mentors who are part of the educational partnership
- 4.15) Doing well is important to the Teacher Educator who is part of the educational partnership
- 4.16) Doing well is important to the school students who are part of the educational partnership
- 4.17) Doing well is important to me in this educational partnership
- 4.18) School students realise that the quality of their work produced in the educational partnership has a highly significant impact on staff and PST morale

PART C CONTINUED: LEARNING AND ENGAGEMENT OF PARTICIPANTS – ALIGNMENT OF LEARNING WITH DEECD PRIORITIES

5. Student Orientation – School Student Voice

Impact on School Student Learning and Engagement

- 5.1) The school student voice is incorporated into curriculum planning as part of this educational partnership
- 5.2) The educational partnership has a highly significant impact on the way that the school student voice impacts on curriculum design, development, delivery and evaluation in this school
- 5.3) With reference to the planning delivery and evaluation of curriculum, the educational partnership promotes the concept of school students being individuals
- 5.4) The school student voice in curriculum has a highly significant impact on PST participants' levels of learning and engagement in the educational partnership
- 5.5) The school student voice in curriculum has a highly significant impact on Teacher Mentor participants' levels of learning and engagement in the educational partnership
- 5.6) The school student voice in curriculum has a highly significant impact on school student participants' levels of learning and engagement in the educational partnership

PART C CONTINUED: LEARNING AND ENGAGEMENT OF PARTICIPANTS – ALIGNMENT OF LEARNING WITH DEECD PRIORITIES

6. Student Decision Making – Impact of SBPST Education Program on the Learning and Engagement of School Students

- 6.1) The educational partnership, Site Based Model of Teacher Education (SBMTE) has a highly significant impact on opportunities provided for students to be part of decision making in relation to what is taught and learnt
- 6.2) Student decision making in the educational partnership has a highly significant impact on participants' levels of learning and engagement
- 6.3) School students in this educational partnership have an opportunity to be involved in decision making in relation to curriculum programming
- 6.4) There are forums within the educational partnership where school students can express their views and opinions
- 6.5) I am happy about the way that school students are involved in the decision-making processes in the educational partnership

PART C CONTINUED: LEARNING AND ENGAGEMENT OF PARTICIPANTS – ALIGNMENT OF LEARNING WITH DEECD PRIORITIES

7. Strategic Planning & Alignment – Alignment of PST Learning with School and DEECD Priorities

Goals of the school

- 7.1) The goals of the educational partnership, Site Based Model of Teacher Education (SBMTE) are highly aligned with the goals of the school
- 7.2) The practice and actions of the educational partnership PST participants are highly aligned with the goals and practices of the school
- 7.3) The practice and actions of the Teacher Educator participants are highly aligned with the goals of the educational partnership
- 7.4) Teacher Mentor participants in the educational partnership are highly aware of the strategic goals of the University in respect of the importance of the teaching practicum and praxis inquiry
- 7.5) The goals of the educational partnership are highly aligned with the strategic goals of the University in respect of the importance of the practicum and praxis inquiry
- 7.6) The practice and actions of the educational partnership PST participants are highly aligned with the goals of the university
- 7.7) The practice and actions of the educational partnership teacher mentor participants are highly aligned with the goals of the School of Education at the university in relation to the importance of the practicum and praxis inquiry
- 7.8) The university's focus on '*Praxis Inquiry*' has a highly significant impact upon pre-service teachers' capacity to integrate theoretical curriculum with professional practice

7.9) Pre-service teachers' participation in the culture, operations and practices of the school community has a highly significant impact on pre-service teacher participants' alignment with the school's vision, values, norms and protocols

PART C CONTINUED: LEARNING AND ENGAGEMENT OF PARTICIPANTS – ALIGNMENT OF LEARNING WITH DEECD PRIORITIES

8. Alignment of learning and engagement of participants with DEECD Priorities

8.1) The educational partnership has a highly significant impact on “reducing variability of practice within and across classrooms The next level of work for the Victorian government school system”

8.2) The pedagogical skills that are most developed in this educational partnership have a highly significant impact on increasing teacher effectiveness and improving student learning and engagement

Classroom (Peer) Observation, Integrated Professional Readings, Journal Writing and Reflection – Alignment of Learning with DEECD Priorities – Improving the Quality of Teacher Practice and Student Learning and Engagement

8.3) The educational partnership has assisted in the development of clearly understood and effective protocols to enhance the quality of the classroom (peer) observation and reflective practice across the school

8.4) The pedagogical skills and insights developed through classroom observations improves teacher effectiveness and student learning

8.5) Integrated professional readings, reflective journal writing and portfolio presentations have a highly significant impact on a PST's holistic development and ability to theorise practice and make connections between pedagogical theory and professional practice

8.6) The educational partnership has a highly significant impact on the school's engagement in the public sharing of discourse on the next level of work and best practice in school-university partnerships at the network level and system level

PART C CONTINUED: LEARNING AND ENGAGEMENT OF PARTICIPANTS – ALIGNMENT OF LEARNING WITH DEECD PRIORITIES

9. Alignment of Learning within the Educational partnership with School and DEECD Priorities - PST Understandings of School Settings and School Operations – Relevance of Site-based Learning for PST Education – Professional Knowledge (The second domain of PST Education)

9.1) The educational partnership (SBPST education program) has a highly significant impact on a PST's understanding of how a school operates

9.2) A PST's understanding of school operations has a highly significant impact on the PST's learning and engagement within the program

9.3) A PST's awareness and understanding of the school - community relationship has a highly significant impact on building the 'professional knowledge' of PST participants

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

- 9.4) PSTs are provided with the opportunity to understand decision making, administrative policies and procedures and school operations as part of this educational partnership
- 9.5) There is opportunity for PSTs to participate in decision making forums in relation to structures and processes relating to this educational partnership
- 9.6) PSTs are provided with opportunities to participate in assessment moderation activities to inform their professional knowledge and practice
- 9.7) PSTs' participation in assessment moderation of students' work with teacher mentors has a highly significant impact on PSTs' professional knowledge and practice
- 9.8) PSTs' participation in the culture, operations and practices of the educational partnership has a highly significant impact upon PST participants' professional knowledge, identity and practice

PART C CONTINUED: LEARNING AND ENGAGEMENT OF PARTICIPANTS – ALIGNMENT OF LEARNING WITH DEECD PRIORITIES

10. Voice of the Teacher Educator Impacting on the Relevance of the Program – Alignment of Learning with School and DEECD Priorities

- 10.1) The educational partnership (SBPST education program) has a highly significant impact on the Teacher Educator's understanding of how a school operates
- 10.2) The Teacher Educator has a sense that the educational partnership is an integral part of the Performance and Development Culture of the school
- 10.3) There is opportunity for the Teacher Educator to observe and participate in decision making forums to enable the Teacher Educator to have a current understanding of the school context (in relation to structure and implementation relating to SBPST education programs)
- 10.4) A Teacher Educator's understanding of school operations has a highly significant impact on the Teacher Educator's design and delivery of university learning modules
- 10.5) A Teacher Educator's understanding of school operations has a highly significant impact on the relevance of university learning modules for PSTs
- 10.6) A Teacher Educator's understanding of school operations has a highly significant impact on a PST's learning and engagement levels within the partnership
- 10.7) A Teacher Educator's awareness and understanding of how a school operates is important in the preparation of quality teacher graduates

PART C CONTINUED: LEARNING AND ENGAGEMENT OF PARTICIPANTS – ALIGNMENT OF LEARNING WITH DEECD PRIORITIES

11. Applied Curriculum Projects impact on learning and engagement – Alignment of De-Identified University Curriculum and PST Learning with School and DEECD Priorities

- 11.1) The educational partnership has a highly significant impact on the quality of the Applied Curriculum Projects
- 11.2) The educational partnership has a highly significant impact on the relevance of Applied Curriculum Projects to PST learning needs

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

- 11.3) The educational partnership has a highly significant impact on the relevance of Applied Curriculum Projects to the school's priorities and improving student learning outcomes
- 11.4) The educational partnership has a highly significant impact on the relevance of Applied Curriculum Projects to the goals of Teacher Mentors
- 11.5) The educational partnership has a highly significant impact on the relevance of Applied Curriculum Projects to improved curriculum provision and the learning and engagement of school students
- 11.6) Applied Curriculum Projects related to the educational partnership have had a highly significant impact on PSTs' engagement in the curriculum and learning of the school
- 11.7) Applied Curriculum Projects related to the educational partnership have had a highly significant impact on Teacher Mentors' engagement in the curriculum and learning of the school
- 11.8) Applied Curriculum Projects related to the educational partnership have had a highly significant impact on Teacher Educators' engagement in the curriculum and learning of the school
- 11.9) Applied Curriculum Projects related to the educational partnership have had a highly significant impact on School Students' engagement in the curriculum and learning of the school
- 11.10) There is sufficient contact between members of the various Applied Curriculum Projects in the educational partnership
- 11.11) There is effective coordination of the Applied Curriculum Projects in the educational partnership
- 11.12) Applied Curriculum Projects are well planned in this educational partnership
- 11.13) The Applied Curriculum Projects in the educational partnership are planned and evaluated effectively with a view to improving teacher effectiveness and student learning
- 11.14) There are structures and processes within the educational partnership which enable PSTs to be involved in the planning of the Applied Curriculum Projects
- 11.15) There are structures and processes within the educational partnership which enable Teacher Mentors to be involved in the planning of the Applied Curriculum Projects
- 11.16) There are structures and processes within the educational partnership which enable the Teacher Educators to be involved in the planning of the Applied Curriculum Projects
- 11.17) There are structures and processes within the educational partnership which enable school students to be involved in the planning of the Applied Curriculum Projects
- 11.18) There are structures and processes within the educational partnership which foster collaboration collaborative planning of Applied Curriculum Projects amongst PSTs, Teacher Mentors, the Teacher Educator and school students

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

11.19) School student learning outcomes are at the highest priority of all curriculum planning within the educational partnership

11.20) PST learning outcomes are at the highest priority of all curriculum planning within the educational partnership

11.21) Applied Curriculum Projects related to the educational partnership have had a highly significant impact on stakeholder participants' practices in collecting, analysing and using a range of data to improve the quality of teaching and learning at the school

LEARNING AND ENGAGEMENT – SCHOOL STUDENTS

IMPACT OF THE SITE BASED MODEL OF PST EDUCATION AT THE SCHOOL ON SCHOOL STUDENT ENGAGEMENT AND LEARNING

PART D: THE DEGREE TO WHICH THE EDUCATIONAL PARTNERSHIP ENHANCES THE QUALITY OF THE EDUCATIONAL EXPERIENCE

12. Improvement & General Satisfaction - Impact

12.1) The educational partnership has had a highly significant impact on the classroom

12.2) The educational partnership has had a highly significant impact on the school

12.3) The educational partnership has had a highly significant impact on the professional growth and agency of PSTs

12.4) The educational partnership has a positive impact on the performance and development culture of the school

PART D CONTINUED: THE DEGREE TO WHICH THE EDUCATIONAL PARTNERSHIP ENHANCES THE QUALITY OF THE EDUCATIONAL EXPERIENCE

13. Professional Interaction Within the Educational Partnership – Enhancing the Quality of the Educational Experience

13.1) The educational partnership has a highly significant impact on the quality of professional interaction for PST participants in the program with other PSTs and Teacher Mentors

13.2) The educational partnership has a highly significant impact on the quality of professional interaction for teacher mentor participants in the program

13.3) The educational partnership has a highly significant impact on the frequency of professional interaction of participants in the program

13.4) Professional interaction amongst participants has a highly significant impact on participants' levels of learning and engagement

13.5) I feel accepted by PSTs in this educational partnership

13.6) I feel accepted by Teacher Mentors in this educational partnership

13.7) I feel accepted by the Teacher Educator in this educational partnership

13.8) PSTs feel accepted by school students in this educational partnership

13.9) I have the opportunity to be involved in cooperative work with other participants within the educational partnership

13.10) There is good communication between the various stakeholder groups (the school staff / Teacher Mentors, PSTs, Teacher Educator) in this school about the educational partnership

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

- 13.11) Teacher Mentors in this educational partnership can rely on their other Teacher Mentors for support and assistance when needed
- 13.12) Teacher Mentors in this educational partnership can rely on the PSTs for support and assistance when needed
- 13.13) PSTs in this educational partnership can rely on their PST colleagues for support and assistance when needed
- 13.14) PSTs in this educational partnership can rely on their teacher mentors for support and assistance when needed
- 13.15) The Teacher Educators in this educational partnership can rely on the Teacher Mentors support and assistance when needed
- 13.16) The Teacher Educators in this educational partnership can rely on the PSTs for support and assistance when needed
- 13.17) PSTs frequently discuss and share teaching methods and strategies with other PSTs and with their Teacher Educator and Teacher Mentor(s)
- 13.18) There is good communication between staff in this school in relation to this educational partnership
- 13.19) Participants of the educational partnership receive support from teacher mentors to perform at their best within the educational partnership
- 13.20) Frequent and quality professional interaction among participants (teacher mentors, PSTs, teacher educators) supports their fellow colleagues to perform at their best within the educational partnership
- 13.21) There are good organisational structures and processes in the school to allow the various stakeholder groups (the school staff / Teacher Mentors, PSTs, Teacher Educator) to communicate and collaborate about the educational partnership
- 13.22) Participants of the educational partnership are shown respect from fellow participants to feel included and perform at their best within the educational partnership

PART D CONTINUED: THE DEGREE TO WHICH THE EDUCATIONAL PARTNERSHIP ENHANCES THE QUALITY OF THE EDUCATIONAL EXPERIENCE

14. Participative Decision-Making – PST Voice – Enhancing the Quality of the Educational Experience

- 14.1) The educational partnership has a highly significant impact on the PST voice impacting on curriculum design, development, delivery and evaluation in this school
- 14.2) PSTs' contact with students and their families has a highly significant impact on the PST participants' voice and levels of learning and engagement
- 14.3) The PST voice in the curriculum has a highly significant impact on Teacher Mentor participants' levels of learning and engagement in the educational partnership
- 14.4) The PST voice in the curriculum has a highly significant impact on curriculum differentiation and school student participants' levels of learning and engagement in the educational partnership

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

14.5) The PST voice in the curriculum of the school has a highly significant impact on teacher educators' learning, engagement and adaptive practices in the educational partnership

14.6) There are forums in this school where PSTs can express their views and opinions

14.7) I am happy with the decision-making processes used in this school in relation to enabling the PST voice in this educational partnership

14.8) Teacher Mentors and the Teacher Educators make an effort to frequently involve PST participation with parents on teaching and learning matters

14.9) Parents / community understandings and support of the goals and priorities of the educational partnership and the activities and practices of the pre-service teachers has a highly significant impact on the success of the educational partnership

14.10) The educational partnership which enables PST participants' contact with parents and community has a highly significant impact on PST participants' knowledge of school students and their learning needs, challenges and opportunities

14.11) PSTs' contact with parents has a highly significant impact on PSTs' professional knowledge and practice of the school community

PART D CONTINUED: THE DEGREE TO WHICH THE EDUCATIONAL PARTNERSHIP ENHANCES THE QUALITY OF THE EDUCATIONAL EXPERIENCE

15. Feedback and Reflection for Learning – Reflective Practice Enhancing the Quality of the Educational Experience

15.1) The educational partnership has a highly significant impact on improving the quality of feedback to PST participants to improve PST reflective practice and PST learning and engagement

15.2) The educational partnership has a highly significant impact on improving the quality of feedback to PST participants to improve the quality of PST teaching practice

15.3) The educational partnership has a highly significant impact on improving the quality of feedback to PST participants to improve school student learning and engagement

15.4) The educational partnership has a highly significant impact on improving the quality of feedback to Teacher Mentor participants to improve Teacher Mentor reflective practice and Teacher Mentor learning and engagement

15.5) The educational partnership has a highly significant impact on improving the quality of feedback to Teacher Mentor participants to improve the quality of teaching practice

15.6) The educational partnership has a highly significant impact on improving the quality of feedback to Teacher Mentor participants to improve school student learning

15.7) The educational partnership has a highly significant impact on improving the quality of feedback to school student participants to improve school students' reflective practice and school students' engagement and inquiry learning

15.8) The educational partnership has a highly significant impact on improving the quality of feedback to school student participants to improve the quality thinking by students

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

- 15.9) The educational partnership has a highly significant impact on improving the quality of feedback to school student participants to improve school student ownership of their learning
- 15.10) There is opportunity for school students to provide feedback to the Teacher Mentor and the PSTs on the quality of teaching
- 15.11) The educational partnership has a highly significant impact the quality of feedback to partnership participants to improve the quality of teaching and reflective practice and school student learning outcomes

PART D CONTINUED: THE DEGREE TO WHICH THE EDUCATIONAL PARTNERSHIP ENHANCES THE QUALITY OF THE EDUCATIONAL EXPERIENCE

16. Learning Environment – The Extent to Which the Educational Partnership Enhances the Quality of the Educational Experience for PSTs

- 16.1) The learning environment at the school is highly suitable for a SBMTE and school–university partnership program
- 16.2) The educational partnership has a highly significant impact on the quality of learning environment at the school
- 16.3) The quality of the learning environment this school has a highly significant impact on participants' levels of learning and engagement
- 16.4) Participants in the educational partnership have helped to create an environment in this setting that promotes excellence in the program's teaching and learning practices
- 16.5) Participants in the educational partnership have helped create an environment that maximises the learning outcomes for students
- 16.6) Teacher Mentors and PSTs always focus on improving the quality of educational partnership program's teaching and learning practices
- 16.7) Teacher Mentors, PSTs and the Teacher Educators participating in the educational partnership always challenge each other to improve the quality of their teaching and learning practices

PART E: SELF EFFICACY

THE EXTENT TO WHICH THE EDUCATIONAL PARTNERSHIP (THE SBMTE PROGRAM) HAS A HIGHLY SIGNIFICANT IMPACT ON A STAKEHOLDER'S SENSE OF SELF EFFICACY THE EXTENT TO WHICH INDIVIDUAL MORALE IMPACTS ON THE SELF EFFICACY OF PARTICIPANTS

17. Individual Morale as a participant in the educational partnership -marked out of 7 (individual distress is inverse, individual morale is normal) Both out of 7

- 17.1) The educational partnership has a highly significant impact on individual morale
- 17.2) Individual morale of participants has a highly significant impact on a participant's levels of learning and engagement
- 17.3) I feel positive about the educational partnership
- 17.4) I feel enthusiastic about the educational partnership
- 17.5) I feel proud of my achievements and involvement in the educational partnership

PART E CONTINUED: SELF EFFICACY**18. SELF EFFICACY TEAM MORALE / BELONGING - INCREASED SELF EFFICACY****Educational partnership Team Morale**

- 18.1) The educational partnership, Site Based Model of Teacher Education (SBMTE) has a highly significant impact on team morale
- 18.2) Team morale of participants has a highly significant impact on a participant's levels of learning and engagement
- 18.3) There is a good team spirit within the educational partnership
- 18.4) There is a lot of energy within the educational partnership and participants feel empowerment
- 18.5) The morale of PSTs involved on the educational partnership is high
- 18.6) The morale of Teacher Mentors involved on the educational partnership is high
- 18.7) The morale of the Teacher Educators involved on the educational partnership is high
- 18.8) The morale of the School Students involved on the educational partnership is high
- 18.9) PST Participants within the educational partnership go about their work with enthusiasm
- 18.10) The Teacher Mentor participants within the Educational partnership go about their work with enthusiasm
- 18.11) The University Teacher Educators within the educational partnership go about their work with enthusiasm
- 18.12) The School students within the educational partnership goes about her work with enthusiasm
- 18.13) PST participants within the educational partnership take pride in their involvement in the program
- 18.14) Teacher Mentor participants within the educational partnership take pride in their involvement in the program
- 18.15) The Teacher Educators within the educational partnership takes pride in her involvement in the program
- 18.16) School student participants within the educational partnership take pride in their involvement in the program

PART E CONTINUED: SELF EFFICACY**19. Perceptions of PSTs Within the Educational Partnership as Valuable – Increasing Confidence and Self Efficacy**

- 19.1) The educational partnership has a highly significant impact on the professional standing of PSTs in this school (helps develop a perception amongst staff and students that PSTs are a valuable resource at the school)
- 19.2) The common perception amongst teacher mentors in this school is that PSTs who are part of the educational partnership are a valuable resource to assist them to improve their core work

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- 19.3) A positive perception of PSTs amongst school teacher mentors (that PSTs who are part of the educational partnership are of assistance and a valuable resource) has a highly significant impact on PST participants' levels of learning and engagement and the quality of the overall experience for PSTs
- 19.4) The common perception amongst school students is that the PSTs, who are part of the educational partnership are a highly valuable resource to further enrich school students' educational opportunities at school
- 19.5) The common perception amongst school students is that the PSTs, who are part of the educational partnership are a highly valuable resource to assist them to improve their learning and engagement
- 19.6) Knowing and working / learning as part of the culture of the school has a highly significant impact upon PSTs' sense of belonging and efficacy
- 19.7) Knowing and working / learning as part of the operations of the school has a highly significant impact upon PSTs' sense of belonging and efficacy
- 19.8) Being at the school for an extended period of time as part of this practicum has a highly significant impact upon PSTs' sense of belonging and efficacy
- 19.9) Being part of a school culture with high expectations, clear purpose and goal setting processes has a highly significant impact upon PSTs' sense of belonging and efficacy
- 19.10) Being at the school for an extended period of time has a highly significant impact upon the quality of participant collaboration involving PSTs, teacher mentors, teacher educators and school students
- 19.11) Pre-service teachers' sense of belonging to the culture of the school has a highly significant impact on PSTs' professional identity and efficacy

PART E CONTINUED: SELF-EFFICACY

20. Appraisal and Recognition – Affecting Self-Efficacy

- 20.1) The educational partnership has a highly significant impact on the quality of feedback provided to PSTs as part of the educational partnership
- 20.2) The educational partnership has a highly significant impact on the quality of feedback provided to Teacher Mentors (THE SCHOOL staff) as part of the educational partnership
- 20.3) The educational partnership has a highly significant impact on the quality of feedback provided to school students as part of the educational partnership
- 20.4) The educational partnership has a highly significant impact on the quality of feedback provided to the Teacher Educators as part of the educational partnership
- 20.5) The educational partnership has a highly significant impact on the frequency of feedback provided to PST participants in the program
- 20.6) The educational partnership has a highly significant impact on the frequency of feedback provided to Teacher Mentor participants in the program
- 20.7) The educational partnership has a highly significant impact on the frequency of feedback provided to school student participants in the program

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- 20.8) The educational partnership has a highly significant impact on the frequency of feedback provided to the Teacher Educator in the program
- 20.10) Appraisal and feedback to participants about their contribution and performance to the educational partnership is a powerful form of recognition
- 20.11) I feel acceptance and am encouraged as a participant in the educational partnership by praise, thanks, and other recognition
- 20.12) I have the opportunity to discuss and receive feedback on my work performance in the educational partnership
- 20.13) I am regularly given feedback on how I am performing in my role within the educational partnership
- 20.14) There is a structure and process that provides feedback on my work performance in the educational partnership
- 20.15) I am happy with the quality of feedback I receive on my work performance in the educational partnership
- 20.16) Participants receive recognition for good work within the educational partnership

PART E CONTINUED: SELF-EFFICACY**21. Professional Growth – Affecting Self-Efficacy**

- 21.1) The educational partnership has a highly significant impact on the professional growth of participants in the program
- 21.2) The opportunities provided for professional and personal growth within educational partnership has a highly significant impact on participants' levels of learning and engagement
- 21.3) I am encouraged to pursue further professional learning in relation to the objectives of the school and educational partnership
- 21.4) Other stakeholders in this educational partnership take an active interest in my career development and professional growth
- 21.5) The professional learning and planning objectives of the educational partnership take into account my individual needs and interests
- 21.6) There are opportunities within this educational partnership for developing new skills
- 21.7) It is not difficult for participant stakeholders to gain access to professional learning through mentoring, coaching and collaboration in this educational partnership
- 21.8) I am provided the autonomy and support to improve my teaching and learning practices (strategies) within the educational partnership
- 21.9) Opportunities for genuine inquiry had a highly significant impact upon pre-service teachers' professional agency, autonomy and professional practice that supported and sustained their ongoing contributions to the learning of school students

PART F: SUSTAINABILITY**Factors Affecting Sustainability of the Educational Partnership****Factors affecting self-efficacy (participant morale) which effects sustainability****factors relating to human resource allocations and human resource costs****22. Work Demands* (inverse)****Sustainability of the Program – Factors affecting sustainability****Factors affecting self-efficacy and a feeling of effectiveness in the role or being overwhelmed by the role**

- 22.1) There is too much expected of Teacher Mentors within this educational partnership
- 22.2) There is too much expected of PSTs within this educational partnership
- 22.3) There is too much expected of the Teacher Educator within this educational partnership
- 22.4) There is too much expected of the school students within this educational partnership
- 22.5) Teacher mentors are overloaded with work in this educational partnership
- 22.6) PSTs are overloaded with work in this educational partnership
- 22.7) The Teacher Educators are overloaded with work in this educational partnership
- 22.8) School students are overloaded with work in this educational partnership
- 22.9) The level of work and commitment expected of participants in this educational partnership enhances participants learning and engagement
- 22.10) Most of the work that the PSTs are expected to complete in this educational partnership is irrelevant
- 22.11) The PSTs are construed by teacher mentors and staff in the school as an extra resource to assist with the achievement of school goals
- 22.12) There is no time for participants in this educational partnership to relax in this school as a setting for this partnership
- 22.13) There is constant pressure for PSTs to keep working in this setting and this is not conducive to wellbeing of participants which has a detrimental effect on the quality of participant performance
- 22.14) There is constant pressure for Teacher Mentors to keep working in this setting and this is not conducive to wellbeing of participants which has a detrimental effect on the quality of participant performance
- 22.15) There is constant pressure for the Teacher Educators to keep working in this setting and this is not conducive to wellbeing of participants which has a detrimental effect on the quality of participant performance
- 22.16) There is constant pressure for the School Students to keep working in this setting and this is not conducive to wellbeing of participants which has a detrimental effect on the quality of participant performance

PART F CONTINUED: SUSTAINABILITY**23. Individual Distress (Marked out of 7—one of two areas that are marked out of 7) Inverse*****Individual Stress – Sustainability of the Program****Sustainability factors affect self-efficacy of participants**

- 23.1) I feel tense about my involvement on the educational partnership – site based model of teacher education
- 23.2) I feel anxious about my involvement on the educational partnership
- 23.3) I feel negative about my involvement on the educational partnership
- 23.4) I feel uneasy about my involvement on the educational partnership
- 23.5) I feel depressed about my involvement on the educational partnership

PART F CONTINUED: SUSTAINABILITY**24. Partnership Program Participant Group Distress (inverse) * Marked out of 5**

- 24.1) PST participants in this educational partnership experience a lot of stress
- 24.2) Teacher Mentor participants in this educational partnership experience a lot of stress
- 24.3) The Teacher Educator participants in this educational partnership experience a lot of stress
- 24.4) School student participants in this educational partnership experience a lot of stress
- 24.5) Participants in this educational partnership are frustrated with their role
- 24.6) Participants in this educational partnership feel anxious about their work
- 24.7) Participants in this educational partnership feel depressed about their job
- 24.8) There is a lot of tension in this educational partnership, which is not conducive to the achievement of the educational partnership's objectives

PART G: IMPACT OF SCHOOL LEADERSHIP ON THE EDUCATIONAL PARTNERSHIP**25. Dimensions and Elements (Capabilities) of School Leadership****Technical Leadership**

- 25.1) The school principal thinks and plans strategically through the educational partnership
- 25.2) The school principal aligns the school's resources with the aspired goals and priorities of the educational partnership
- 25.3) The school principal holds self and others to account with the strategic intent of the educational partnership

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Human Leadership

25.4) The school principal advocates for student learning and engagement through the educational partnership

25.5) The school principal develops relationships with all stakeholders through the educational partnership

25.6) The school principal develops individual and collective capacity through the educational partnership

Educational Leadership

25.7) The school principal shapes pedagogy and improved teaching and learning practices at the school through the educational partnership

25.8) The school principal focuses on achievement through energies given to the educational partnership

25.9) The school principal promotes inquiry and reflection through engagement in the educational partnership

Symbolic Leadership

25.10) The school principal manages and develops self and others through engagement in the educational partnership

25.11) The school principal aligns actions and behaviours with the shared values, ideals, goals of the educational partnership

25.12) The school principal creates and shares knowledge through the educational partnership

Cultural Leadership

25.13) The school principal shapes the future direction of the school through engagement in the educational partnership

25.14) The school principal develops a unique school culture through engagement in the educational partnership

25.15) The school principal develops and sustains effective partnerships and networks through engagement in the educational partnership

Appendix 15

PST Group Forum—Structured Question Format

Pre-service Teacher Group Forum – Structure and Facilitation Guide

THEME 1: ALIGNMENT OF GOALS AND PRIORITIES (7.1, 7.2, 7.3, 7.4)

1. In this partnership is academic knowledge in the university seen as the primary source of knowledge about teaching?
2. Is the academic knowledge of teacher educators and the knowledge of practising teachers in the school treated with equal respect?
3. Is there a ‘disconnect’ between what PSTs are taught in university campus courses and the opportunities for learning to enact these practices in the school?
4. Do your mentor teachers in the educational partnership know about the specifics of the methods and foundation courses that you undertake as a PST at university?
5. Do your university staff taking the lectures in methods and foundation courses know about the specific practices used by your teacher mentors at the school?
6. Do the pedagogies used by your teacher mentors at the school mirror that which your teacher educators at university were advocating and modelling?

THEME 2: INTEGRATION OF THEORY AND PRACTICE (2.1, 2.2, 2.3, 2.4) – IMPACT ON LEARNING & ENGAGEMENT

7. From your experience of PST education, when it came to your turn to assume full responsibility for the classroom as a PST were you ready?
8. Can it be assumed that most of what new teachers need to learn about teaching can be learned on the job in the midst of practice?
9. The educational partnership is premised on the principle that knowledge about teaching is found in a range of sources requiring an equal playing field between academic and practitioner knowledge. Given this premise, what have you learnt most from the various sources?
 - a. Other PSTs
 - b. Other Teacher Mentors
 - c. Teacher Educator
 - d. School students
10. What do PSTs learn from the teacher mentor that PSTs do not learn from the teacher educators?
11. What do PSTs learn from the school context that they do not learn from the university?
12. What do the PSTs learn from the teacher educators that they do not learn from the teacher mentors?
13. What do the PSTs learn from within the university that they do not learn at school?
14. What do the PSTs learn from the school students?
15. Do PSTs learn different things from fellow PSTs across the two settings (university–school)?

THEME 3: APPLIED CURRICULUM PROJECTS (11.1 – 11.5)

16. How do the ACPs impact on PST learning and engagement?

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17. Have you got any recommendations regarding the ACPs?

THEME 4: PERFORMANCE AND DEVELOPMENT CULTURE (1.9, 1.19, 1.20, 20.14)

18. Does the school's P&D Culture impact on the partnership?
19. Does the partnership impact on the P&D Culture of the school?

THEME 5: PROFESSIONAL INTERACTION (13.1 – 13.4)

20. Do PSTs get the opportunity to engage in professional interaction with teacher mentors regarding the impact of being a mentor to a PST on their own learning and professional development? If so what is the nature of these interactions?

THEME 6: FEEDBACK & REFLECTION (15.1, 15.2, 15.3, 20.2, 20.9)

21. Are you able to give and receive feedback?
22. What are the most powerful forms of feedback?
23. What types of strategies do you use to reflect on your practice?
24. What are the most effective forms of reflective practice?

THEME 7: TEACHER MENTORING (4.3, 15.4, 15.5)

25. Do you as a PST get access to the thinking and decision making processes of your experienced teachers at the school?
26. Do teacher mentors understand what is expected of them? Whose responsibility is it to educate the teacher mentor on expectations for PSTs at the commencement of the partnership? Is it the PSTs' responsibility, the university academic staff or the university as an institution?
27. Is the job of a teacher mentor a complex one? Does the school provide enough release time to the teacher mentor to enable them to undertake the role? Is the school clear about its expectations of the teacher mentors?

THEME 8: FUTURE DIRECTIONS – IMPACT ON STUDENT LEARNING

28. Do PSTs get the opportunity to engage in discussion with school students regarding the impact of PSTs on school student learning? If so what is the nature of these discussions?

THEME 9: FUTURE DIRECTIONS – TRACKING NEWLY INDUCTED BEGINNING TEACHERS

29. What are the important considerations in tracking the induction and retention of partnership graduates in the workforce?
30. What should be the researcher's principal considerations?

THEME 10: FUTURE DIRECTIONS – SUSTAINABILITY OF THE PARTNERSHIP

31. Is the learning more powerful when it is through the partnership?
32. How can resources be more effectively utilised?

THEME 11: FUTURE DIRECTIONS – FACTORS IMPACTING THE SUCCESS OF THE PARTNERSHIP

33. Are there any other factors impacting on the success of the partnership?
34. Have you got any other suggestions or recommendations?

Thank you for being part of the PST Group Forum. Please complete the post forum evaluation form. Thank you.

Brett Moore
PhD Research Student

Appendix 16

Post-Forum Evaluation Form—PST Group Forum

Faculty of Arts, Education & Human Development

PST Group Forum – Wednesday 25 September, 2013

PhD Student Number: 387 4501

Principal Researcher: Brett Moore

Thank you for taking the time to participate in the PhD Study. Your participation in the PhD Study is vital to the outcomes of the Study. Thank you. Please take the time to reflect on the quality of the PST survey and group forum.

Name of Participant (block letters)

Signature

Date

Please send your completed document as a pdf attachment to brett.moore3@live.de-identified.university.edu.au or moore.brett.i@edumail.vic.gov.au. In anticipation, thank you for your contribution to this PhD project.

Part 1 of Evaluation: Table and Question Responses

SOURCE	Strongly Disagree (1)	Moderately Disagree (2)	Mildly Disagree (3)	Neither Agree nor Disagree (4)	Mildly Agree (5)	Moderately Agree (6)	Strongly Agree (7)
1. I am glad I decided to participate in this PhD study							
2. Survey questions were relevant to improvement of the partnership							
3. Survey questions were interesting							
4. Questions in the survey were not repetitious and not too detailed							
5. Questions in the survey were challenging / demanding for me							
6. The individual interview and group forum provided a good opportunity for me to expand on my survey responses							
7. I learnt a lot from hearing from other participants at the group forum							

Appendix 16 Continued - Post Forum Evaluation Form – PST Group Forum**Part 2 of Evaluation: Additional Ideas**
Faculty of Arts, Education & Human Development

Participants will be asked the following questions - Please respond to the following questions by entering your response after each question respectively:

1. What is the main focus and relevance of the PhD? Please briefly explain.

2. Are there any holes in the researcher's methodology?

3. What other types of questions should have been included in the above evaluation table?

4. What other questions (or analytical themes) should have been considered as part of the survey?

5. It is a good idea that the PhD research is focusing on PST learning, Teacher Mentor Learning, the Teacher Educator's learning and school student learning? Should one stakeholder area of learning take precedent over the others? Please explain.

6. Was the graphical representation of the data from the survey easy to understand? How would the data be made easier for audience understanding?

7. Have you any concerns with the way the student researcher is conducting the research in relation to Human Research Ethical Guidelines and Protocols? Please explain.

8. Are there any additional elements that would enhance the quality of the research and the communication of the outcomes of the research thus far?

Please return to Brett Moore, PhD student at your earliest convenience.

Appendix 17A**Web-Based Online Survey For Students—List of Questions**

Name of PhD Research Participant:

Age of participant: (0–15)

Year level of student participant:

Years of experience in your current role: (0–100)

SECTION 1: STUDENT WELLBEING**Part 1: Student Morale****Student Morale: The extent to which school students feel positive about the Educational Partnership**

- 1.1) I feel positive about my involvement in the Educational Partnership and learning with the Pre-service Teachers (PSTs)
- 1.2) I feel cheerful about my involvement in the Educational Partnership and learning with the PSTs
- 1.3) I feel relaxed about my involvement in the Educational Partnership and learning with the PSTs
- 1.4) I feel happy about my involvement in the Educational Partnership and learning with the PSTs
- 1.5) I feel energised about my involvement in the Educational Partnership and learning with the PSTs

Part 2: Student Distress**Student Distress: The extent to which students feel negative about the Educational Partnership****

- 1.6) I feel tense about my involvement in the Educational Partnership and learning with the PST
- 1.7) I feel negative about my involvement in the Educational Partnership and learning with the PSTs
- 1.8) I feel frustrated about my involvement in the Educational Partnership and learning with the PSTs
- 1.9) I feel depressed about my involvement in the Educational Partnership and learning with the PSTs
- 1.10) I feel uneasy about my involvement in the Educational Partnership and learning with the PSTs
- 1.11) I feel stressed about my involvement in the Educational Partnership and learning with the PSTs

SECTION 2: TEACHING AND LEARNING**Part 3: Pre-service Teacher Effectiveness****Pre-service Teacher Effectiveness: The extent to which pre-service teachers deliver their teaching in a planned and energetic manner**

- 2.1) The pre-service teachers are easy to understand
- 2.2) The pre-service teachers put a lot of energy into teaching our class
- 2.3) The pre-service teachers explain how we can get more information and are really helpful to me and other school students
- 2.4) The pre-service teachers are preparing students well for their future
- 2.5) The pre-service teachers are well prepared for their classes

Part 4: Pre-service Teacher Empathy**Pre-service Teacher Empathy: The extent to which pre-service teachers listen and understand student needs, and assist with student learning**

- 2.6) The pre-service teachers listen to what school students have to say
- 2.7) The pre-service teachers really want to help school students with their learning
- 2.8) The pre-service teachers provide help and support when it is needed
- 2.9) The pre-service teachers are good at helping school students with problems
- 2.10) The pre-service teachers explain things to school students clearly
- 2.11) The pre-service teachers help school students to do their best
- 2.12) The pre-service teachers make an effort to understand how school students learn

Part 5: Stimulating Learning**Stimulating Learning: The extent to which pre-service teachers make learning interesting, enjoyable and inspiring**

- 2.13) The pre-service teachers make the work we do in class interesting
- 2.14) The pre-service teachers make learning interesting through providing more curricular and extra-curricular opportunities
- 2.15) The pre-service teachers are inspiring to listen to and learn from
- 2.16) The pre-service teachers make school work enjoyable
- 2.17) Learning alongside the pre-service teachers and watching them learn helps me to understand what learning is about
- 2.18) Learning alongside the pre-service teachers and watching them learn helps me to engage in my learning

Part 6: Pre-service Teacher Connectedness to School**Pre-service Teacher Connectedness to the School: The extent to which students think that the PSTs feel they belong and enjoy attending the school**

- 2.19) It appears that the pre-service teachers feel good about being at this school
- 2.20) It appears that the pre-service teachers enjoy their relationship with their teacher mentors at this school
- 2.21) It appears that the pre-service teachers are happy to be at this school

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2.22) It appears that the pre-service teachers feel like they belong at this school

2.23) It appears that the pre-service teachers fit in with the culture of this school

2.24) It appears that the pre-service teachers gain a strong sense of the teaching profession from being at this school setting

Part 7: School Student Motivation

School Student Motivation: The extent to which students are motivated to achieve and learn as part of this school-university partnership program

2.25) Doing well in this educational partnership is very important to me

2.26) The educational partnership motivates me to get engaged in my learning

2.27) My engagement in the educational partnership has been important for my own learning

2.28) I try very hard in this educational partnership

2.29) I am keen to do very well in my learning as part of the educational partnership program

2.30) I get a lot out of being involved with the pre-service teachers and their learning program with my teachers

Part 8: Pre-service Teacher Motivation

Pre-service Teacher Motivation: The extent to which students are motivated to achieve and learn as part of this school-university partnership program

2.31) The pre-service teachers are highly motivated to do a good job in this partnership program

2.32) Doing well in this school-university partnership program is very important to the PSTs

2.33) The pre-service teachers try very hard in this school-university partnership program

2.34) The pre-service teachers are very keen to do very well in their teaching and learning as part of the school-university partnership program

2.35) The PSTs get a lot out of being involved with school students and the activities of this educational partnership

Part 9: School Students' Confidence in the Pre-service Teachers

School Students' Confidence in their PSTs: The extent to which students have a positive perception of their pre-service teachers

2.36) The pre-service teachers are very good at their work and focused on student learning

2.37) I find it easy to learn new things off my pre-service teachers

2.38) I am a very good student in extra-curricular activities in this educational partnership because of the support I gain from the pre-service teachers

2.39) The educational partnership makes my education more meaningful and relevant

Part 10: School Students' Learning Skills**School Students' Learning Skills: The extent to which students' learning skills are enhanced by their involvement with the pre-service teachers**

- 2.40) The pre-service teachers provide us with more opportunities to extend our learning
- 2.41) School students get better at reflecting on how they learn as a result of this educational partnership and being part of the pre-service teacher development
- 2.42) The educational partnership provides school students with opportunities to develop their own leadership skills
- 2.43) Leadership development of school students impacts strongly on students' learning confidence
- 2.44) The pre-service teachers share their learning with school students
- 2.45) The pre-service teachers are open to feedback from students about the way that they can improve their teaching
- 2.46) School students have a strong sense of what is 'good teaching'
- 2.47) School students have a strong sense of how good teaching impacts on meaningful learning

Part 11: Teacher Mentor / School Teacher Effectiveness**Teacher Mentor / School Teacher Effectiveness: The extent to which the program makes my teacher mentor a better teacher**

- 2.48) School teachers become better teachers through taking on the responsibility of mentoring and coaching pre-service teachers
- 2.49) School teachers are more energetic when there are pre-service teachers in the room
- 2.50) School teachers are more helpful to students when being observed and assisted by pre-service teachers
- 2.51) School teachers are very open to being observed, working and team teaching with pre-service teachers
- 2.52) School teachers are better prepared for class when they have pre-service teachers working with them
- 2.53) The classroom activities are more varied and engaging when the school teacher is being observed and assisted by a pre-service teacher
- 2.54) We learn more off the school teacher when there is a pre-service teacher in the classroom observing and helping

SECTION C: RELATIONSHIPS

Part 12: School Student Connectedness to Pre-service Teachers

School student connectedness to pre-service teachers: The extent to which students feel connected to the PSTs

- 3.1) I get on well with pre-service teachers in this educational partnership
- 3.2) I am liked by the pre-service teachers in this educational partnership
- 3.3) The relationships are positive in this educational partnership and the pre-service teachers are always keen to help me
- 3.4) The pre-service teachers in this educational partnership really care about me
- 3.5) The pre-service teachers in this educational partnership really care about students and their learning and engagement

Part 13: Classroom School Student Behaviour

Classroom School Student Behaviour: The extent to which other school students are not disruptive in classes in the Educational Partnership**

- 3.6) It's often hard to learn in class, because some school students are really disruptive and this makes the practice and learning of pre-service teachers difficult
- 3.7) The more disruptive students in the class are a problem when the school teacher has a PST in the room with them
- 3.8) It's often hard to listen to the pre-service teacher in class, because other students are misbehaving
- 3.9) The behaviour of some school students in class makes it hard for the pre-service teachers to do their teaching
- 3.10) This school setting is not good for pre-service teachers to learn about how to teach effectively
- 3.11) The pre-service teacher in the classroom makes no difference on improving the badly behaved students' behaviour*

Part 14: Pre-service Teacher Connectedness to School

PST Connectedness to School: The extent to which PSTs are perceived by school students as part of the school

- 3.12) The teacher mentors assist the pre-service teachers to improve their teaching
- 3.13) The school students assist the pre-service teachers to improve their teaching
- 3.14) The teacher educator assists the pre-service teachers to improve their teaching
- 2.15) School students treat the pre-service teachers with respect
- 3.16) The teacher educator assists the teacher mentors to improve their mentoring
- 3.17) The school administration is really supportive of the pre-service teachers and the educational partnership
- 3.18) The pre-service teachers complement and help with the quality of teaching in our school

Appendix 17B

Web-Based Online Survey—List of Topics to Engage Students

The following dot points reflect a list of topics school students were asked to respond to in relation to their involvement in the educational partnership. The question prompts in the school students survey examined their views on the following aspects of the educational partnership:

- the practices of pre-service teachers and the extent to which students considered that pre-service teachers had a positive impact on their learning and engagement
- the practices of the educational partnership and the extent to which pre-service teacher practices such as classroom observation, team teaching with teachers and data workshops with school students impacted student learning and engagement
- pre-service teacher contributions to the co-curricular program and the extent to which pre-service teacher engagement in the school co-curricular program enriched and extended the learning of school students
- school student relationships with pre-service teachers and the extent to which school student-pre-service teacher contact impacted the learning and engagement of participants
- pre-service teacher connectedness to the school and the extent to which pre-service teachers were connected to the school and complimented the culture and practices of the school
- school student wellbeing and the extent to which the partnership impacted student wellbeing as indicated by two measures - student morale and distress
- the behaviours and practices of school leaders and the extent to which school leaders, particularly the principal, had a positive impact upon the effectiveness of the educational partnership
- school transformation and improvement and the extent to which the educational partnership had a positive impact on the school's transformation and improvement.

The data collected through the school student survey and group forums informed the analysis and discussion chapters. The views, opinions and attitudes of school students were obtained and analysed in respect of Key Questions 1, 2 and 3 respectively.

- How did the school-university partnership impact upon the school's transformation and improvements in teaching and learning?
- How did the attitudes and practices of school leaders affect the learning and engagement of participants, particularly the teachers and PSTs?
- What are the dimensions and elements of authentic practice that constitute a successful school-university partnership? This question also considers how the school—university partnership enhances pre-service teacher practice through a focus on school student learning.

Appendix 18

Student Group Forum—Structure and Question Format for Students

Student Group Forum – Structure and Facilitation Guide

Thank you for taking the time to assist me with my research as a participant in the study.

This research acknowledges the importance of school-university partnerships in enhancing the quality of pre-service teachers' professional experience. The research seeks to explore how a site-based model of pre-service teacher education can improve the learning and engagement of all stakeholder participants and is guided by the following research questions.

There is one main research question and two additional support questions in this study.

The main research question is:

1. How can a secondary school integrate a school-university partnership (in the form of a site-based model of teacher education (SBMTE) for the purpose of school transformation and improvement?

This main question will examine the impact of the educational partnership on the quality of a school's learning environment, the Performance and Development Culture (P&DC) of the school and the teaching and leadership capacity of staff.

This section of the study will examine the strategic intent of the educational partnership to challenge and improve school culture; build the leadership capacity of staff; improve the educational aspirations and outcomes of school students; and effectively integrate and capitalise on the use of the university's human and financial resources to transform and improve the school.

2. What is the role of principal leadership in an effective school-university partnership? What are the leadership practices of the principal in creating and supporting the conditions for a successful school-university partnership?
3. What are the elements of authentic practice that constitute a successful school-university partnership? How do these elements enhance pre-service teacher practice through a commitment to school student learning?

DEFINITION OF PARTNERSHIP PROGRAM AND SBMTE

1. What is a site based model of pre-service teacher education?

SUCCESS

2. What are the main factors determining the success of the program?
3. What are the areas that need attention from a student perspective?

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

INTEGRATION OF THEORY AND PRACTICE

Three domains of a pre-service teacher education program:

- Content knowledge
 - Professional knowledge
 - Pedagogical skills and insights
4. Which domain(s) does the SBMTE program address MOST?
 5. Which domain(s) does the SBMTE program address LEAST?
 6. Does the program enable PSTs to better integrate theory and practice?

LEARNING & ENGAGEMENT – Refer to Question 3 in the Survey

7. What elements of the SBMTE program enhance the engagement and learning of:
 - i. PSTs
 - ii. Teacher Mentors
 - iii. Teacher Educators
 - iv. School Students
8. Does the SBMTE program improve the quality of teaching at the school?
9. Does the SBMTE program improve school student learning?
10. Does the program help students think about the way that they are thinking? (metacognition)

GOAL CONGRUENCE

11. What are the goals of the partnership?

ROLE CLARITY – Engagement and Learning – Refer to Question 1.11 in the Survey

12. What is the role of each of the participants?
 - i. PSTs
 - ii. Teacher Mentors
 - iii. Teacher Educators
 - iv. School Students
 - v. Principal

Refer to the data:

Section 1: WELLBEING - Part 1: Student Morale: The extent to which school students feel positive about the school-university partnership program

13. Tell me about a pre-service teacher that has had a positive impact on your learning and your connectedness to school?
14. What are your thoughts about your involvement with the PSTs?
15. What have you liked about having the pre-service teachers in your school?

Section 1 Wellbeing - Part 2: Student Distress as a result of being involved in the SBMTE program - The extent to which students feel negative about the partnership program**

16. Does having the PSTs in the school have a positive impact on student attitudes about themselves as learners... about their school?

Section 2 - Teaching and Learning

Section 2 – Part 3: Pre-service Teacher Effectiveness: The extent to which pre-service teachers deliver their teaching in a planned and energetic manner

17. Are the PSTs professional?

Section 2 – Part 4: Pre-service Teacher Empathy: The extent to which pre-service teachers listen and understand student needs, and assist with student learning

18. Pre-service teachers relate to the school students well. Agree or disagree.

Section 2 – Part 5: Stimulating Learning: The extent to which pre-service teachers make learning interesting, enjoyable and inspiring

19. The PSTs are enthusiastic and this makes me interested in my school work and learning. Agree or disagree.

Section 2 – Part 6: Pre-service Teacher Connectedness to the School: The extent to which students think that the PSTs feel they belong and enjoy attending the school

20. The PSTs in the SBMTE program seem like they belong here. Agree or disagree.
21. Do the PSTs have ownership over the curriculum and the program?
22. Do the PSTs seem like extra staff members or extra students around the place?

Section 2 – Part 7: School Student Motivation: The extent to which students are motivated to achieve and learn as part of this partnership program

23. Do the PSTs have a positive impact on your motivation to learn?

Section 2 – Part 8: Pre-service Teacher Motivation: The extent to which students are motivated to achieve and learn as part of this partnership program

24. The pre-service teachers are highly motivated and this has a positive impact on my learning.
25. It also helps the teachers to be more motivated. Is this true?

Section 2 – Part 9: School Students' Confidence in their PSTs: The extent to which students have a positive perception of their pre-service teachers

26. I have full confidence in the PSTs and do not have to defer to my teacher for clarification.

Section 2 – Part 10: School Students' Learning Skills: The extent to which students' learning skills are enhanced by their involvement with the pre-service teachers

27. Do we see the PSTs improving to become teachers and that makes the learning more visible?
28. Does this make us more critical of good and bad teaching?
29. The program has raised our expectations of our teachers. Agree or disagree.
30. What have you liked about having the PSTs in the school being part of your learning as school students?

Section 2 – Part 11: Teacher Mentor / School Teacher Effectiveness: The extent to which the program makes my teacher mentor a better teacher

31. Have you noticed any changes in your teachers as a result of their role as a teacher mentor and having the PSTs around them?
32. Have you noticed any changes in your PSTs through their relationship with particular teacher mentors?
33. Have you noticed any differences in the way that teachers and PSTs interact? Has this helped teacher collaboration and teacher student collaboration?
34. Does the partnership program improve teacher effectiveness and reduce teacher variation?
35. Are school students able to give feedback to PSTs and teachers on their delivery? Do they take the feedback into account?
36. Improving the classroom, teacher effectiveness and student learning must be the main goal. How can we provide more opportunities for students to provide feedback to PSTs and Teachers?

Section 3 - Relationships

Section 3 – Part 12: School student connectedness to pre-service teachers: The extent to which students feel connected to their PSTs

37. Do school students find it easier to relate to PSTs than their teachers? Why or why not?

Section 3 – Part 13: Classroom School Student Behaviour: The extent to which other school students are not disruptive in classes in the partnership program**

38. Is school student behaviour relevant to providing an environment that enhances the experience for PSTs?
39. Do school students take the PSTs seriously?
40. Is the learning environment at the school highly suitable for such a SBMTE program?

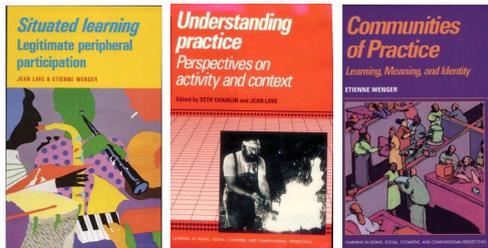
Section 3 – Part 14: PST Connectedness to School: The extent to which PSTs are perceived by school students as part of the school

41. Are the PSTs accepted by school students?
42. Are they accepted by teachers?
43. Do the PSTs believe the teachers think they are a burden?
44. What are the advantages of having PSTs around the place for an extended period of time?
45. Do students get a greater say in the curriculum when the PSTs are around?
46. Did you have much to do with the teacher educator? What was her role?

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

Situated Learning and Professional Knowledge / Practice

47. Pre-service teachers spend a lot of time learning about how to teach sitting in a university lecture theatre. What are some things you may not learn without the site-based approach?
48. Does the program provide sufficient opportunities for PSTs to enable them to build knowledge of school culture and operations?

Situated Learning

Situated learning is premised on the conviction that human minds develop in social situations. *Situated learning* takes as its focus the relationship between learning and the social situations in which it occurs. This PhD study explores the *situated* character of human understanding and communication that is inherent in site-based PST education.

49. Is the teacher educator understanding of school operations and context enabled through this partnership? Is this a factor in making the program relevant for PSTs?

ACPs– Engagement and Learning

50. What can we do to further improve the quality of the ACPs?

SELF-EFFICACY

51. Why do teachers choose to become mentors of PSTs? How do they gain from the experience?
52. How do the PSTs gain from the relationship?
53. What has the partnership got to do with the College Vision and motto 'Confidence to Achieve'?

SUSTAINABILITY – WORK DEMANDS

54. Are teacher mentors overloaded or does having a PST help their work?
55. Do some teacher mentors not embrace having a PST?

CONCLUSION

56. Are there any other comments you would like to make or questions you would like to ask about the PhD?

REFLECTION AND EVALUATION

57. What have you gained from being involved in the survey and today's forum? How much did you learn? How much did you enjoy it?

Please take the time to complete your post-forum evaluation / reflection form.

Thank you, Brett Moore University PhD student.

Appendix 19

Triangulation Case Conference—Structured Question Format

Leading Teacher, Teacher Mentor, Teacher Educator - Structure and Facilitation Guide

Thank you for taking the time to assist me with my research as a participant in the study. This research acknowledges the importance of school-university partnerships in enhancing the quality of pre-service teachers' professional experience. The research seeks to explore how a site-based model of pre-service teacher education can improve the learning and engagement of all stakeholder participants and is guided by the following research questions.

There is one main research question and two additional support questions in this study.

The main research question is:

1. How can a secondary school integrate a school-university partnership (in the form of a site-based model of teacher education (SBMTE) for the purpose of school transformation and improvement?

This main question will examine the impact of the educational partnership on the quality of a school's learning environment, the Performance and Development Culture (P&DC) of the school and the teaching and leadership capacity of staff.

This section of the study will examine the strategic intent of the educational partnership to challenge and improve school culture; build the leadership capacity of staff; improve the educational aspirations and outcomes of school students; and effectively integrate and capitalise on the use of the university's human and financial resources to transform and improve the school.

- What is the role of principal leadership in an effective school-university partnership? What are the leadership practices of the principal in creating and supporting the conditions for a successful school-university partnership?
- What are the elements of authentic practice that constitute a successful school-university partnership? How do these elements enhance pre-service teacher practice through a commitment to school student learning?

INVOLVEMENT / IMPRESSIONS OF THE PARTNERSHIP PROGRAM

- How many years have you been involved in the partnership program?
- What has been your role in the partnership program?
- What was your initial attitude / impression of the partnership program when you first became involved? Why did you have these perceptions / feelings / attitudes?
- What is your current attitude / impression of the partnership program? Why do you have these feelings / attitudes / impressions / attitudes now?

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

- Based on your involvement in the partnership program what is your understanding of the site-based model of pre-service teacher education?
- Based on your involvement in the partnership program what is your understanding of this partnership project / program?

PRACTICUM – AUSTRALIAN GOVERNMENT

- Is the teaching practicum a central component of pre-service teacher education?
- Does the site-based model of PST education enable the integration of theoretical knowledge and professional practice? Please explain.

The three domains of a pre-service teacher education program:

- Content knowledge
- Professional knowledge
- Pedagogical skills and insights.
- Which of the three domains does the SBMTE program address most?
- Which domain(s) does the SBMTE program address least?

PRACTICUM – STATE GOVT

- Does this site-based model of PST education prepare newly qualified teachers for teaching in schools?
- Does this site-based model of PST education enable the alignment of PST learning with State government priorities? Please explain.
- Does this site-based model of PST education enable the alignment of PST learning with the school's priorities? Please explain.

IMPACT

- Does the partnership program impact on the quality of teaching in the school? Please explain.
- Does the partnership program impact on the quality of student learning and engagement in the school? Please explain.
- Does the partnership program impact on the nature of the professional learning culture of staff in the school? Please explain.
- From your perspective, what impact has the partnership program had on your classroom? Please explain.
- From your perspective, what impact has the partnership program had on your school? Please explain.
- From your perspective, what is the greatest challenge facing the school's **teachers** today? Please explain.
- From your perspective, what is the greatest challenge facing the university's **PSTs** today? Please explain.
- From your perspective, what is the greatest challenge facing **school students** today? Please explain.

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

- From your perspective, what is the greatest challenge facing the **secondary** government education system today? Please explain.
- From your perspective, what is the greatest challenge facing teacher educators and the **tertiary** system today? Please explain.
- In what way, if any does the partnership program help to address these greatest challenges? Please explain.

Professional Personal Growth

- Did you acquire or refine any skills as a result of your involvement in the partnership program?
- How have your attitudes and disposition regarding of the education of the school's students been affected by your involvement in the partnership program? Please explain.
- Explain your view of the goal(s) of the partnership? Do you feel that these goals have been (are being) attained? Why / Why not?
- What do you see as the biggest accomplishment of the partnership program? Please explain.
- What do you see as the biggest shortcoming of the partnership program? Please explain.
- How do you feel about your continued involvement in the partnership program?

DEFINITION OF PARTNERSHIP PROGRAM AND SBMTE

- What is a site-based model of teacher education?

SUCCESS

- What are the main factors determining the success of the program?
- What are the areas that need attention from a student perspective?

GOAL CONGRUENCE

- What are the goals of the program?

ROLE CLARITY – Engagement and Learning – Refer to Question 1.11 in the Survey

- What is the role of each of the participants?
 1. PSTs
 2. Teacher Mentors
 3. Teacher EducatorS
 4. School Students
 5. Principal
 6. University Administrators
 7. DEECD and System Leaders
 8. Politicians – Government Leaders

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

Teacher Mentor / School Teacher Effectiveness: The extent to which the program makes my teacher mentor a better teacher

- Have you noticed any changes in your teachers as a result of their role as a teacher mentor and having the PSTs around them?
- Have you noticed any changes in your PSTs through their relationship with particular teacher mentors?
- Have you noticed any differences in the way that teachers and PSTs interact? Has this helped teacher collaboration and teacher student collaboration?
- Does the partnership program improve teacher effectiveness and reduce teacher variation?
- Are school students able to give feedback to PSTs and teachers on their delivery? Do they take the feedback into account?

ACPs– Engagement and Learning

- What can we do to further improve the quality of ACPs?

SELF EFFICACY

- Why do teachers choose to become mentors of PSTs? How do they gain from the experience?
- How do the PSTs gain from the relationship?
- What has the partnership program got to do with the school motto ‘Confidence to Achieve’?

SUSTAINABILITY – WORK DEMANDS

- Are teacher mentors overloaded or does having a PST help their work?
- Did some teachers not embrace having a PST?

CONCLUSION

- Are there any other comments you would like to make or questions you would like to ask about the PhD research?

REFLECTION AND EVALUATION

- What have you gained from being involved in the survey and today’s forum?
- How did I go? How much did you learn? How much did you enjoy it?

Please take the time to complete your evaluation / reflection sheet.

Thank you.

Brett Moore

University PhD student

Appendix 20

Reading the Quantitative Data in the Graphical Figures

The number and title of each graphical figure has been placed above the frame. Each figure title relates to the theme(s) reflected in the data contained in the figure.

Each question prompt (written as a statement) is presented at the base of each figure on the “X” axis. Each question prompt is derived from the actual question presented in the web-based survey.

The questions provided within the border of the graphical figures, have been abbreviated for formatting purposes. The questions have been abbreviated in order to fit them within the frame of each of the figures. Abbreviating the questions has not altered the integrity of the question prompts. The survey questions in their entirety have been provided in the Appendices. Refer again to Appendix 14 Web-based online survey for pre-service teachers, teacher mentors and teacher educators – list of survey questions; and Appendix 17A: Web-based online survey for school students – list of survey questions.

‘EP’ when it appears in the abbreviated question prompts on the horizontal ‘X’ axis refers to educational partnership.

The Likert-scale (0 to 5 Strongly Disagree to Strongly Agree or 0 – 7 Strongly Disagree to Strongly Agree) is presented to the left of each of the graphical figures on the “Y” axis.

The average or mean has been calculated for each of the participant stakeholder groups based on responses to the question prompts.

In Figure 4.3, each of the four columns reflects the average response (0 - strongly disagree to 5 – strongly agree) for each of the student cohorts 2011, 2012 and 2013 plus a composite average for the three cohort groups in relation to the question prompt: *The pre-service teachers in this educational partnership really care about students and their learning and engagement.*

The coloured legend (key) to the right of the columns in the school student figures represents the responses for each of the years 2011, 2012 and 2013 plus an aggregate; blue represents 2011, red represents 2012, green represents 2013 and purple represents the composite for 2011 to 2013.

In Figure 4.4, each of the three columns reflects the average response (0 - strongly disagree to 5 – strongly agree) for each of the participant stakeholder groups (teacher educators, teacher mentors and pre-service teachers) in relation to the question prompt: *The learning and engagement of participants has a highly significant impact on the success of the educational partnership.*

The coloured legend (key) on the right of the graphical figures for the practitioner survey represents the colours for each of the participant stakeholder groups; blue represents the teacher educator mean, red represents the teacher mentor mean and green represents the pre-service teacher mean.

Appendix 21

Effective Schools Model, DEECD

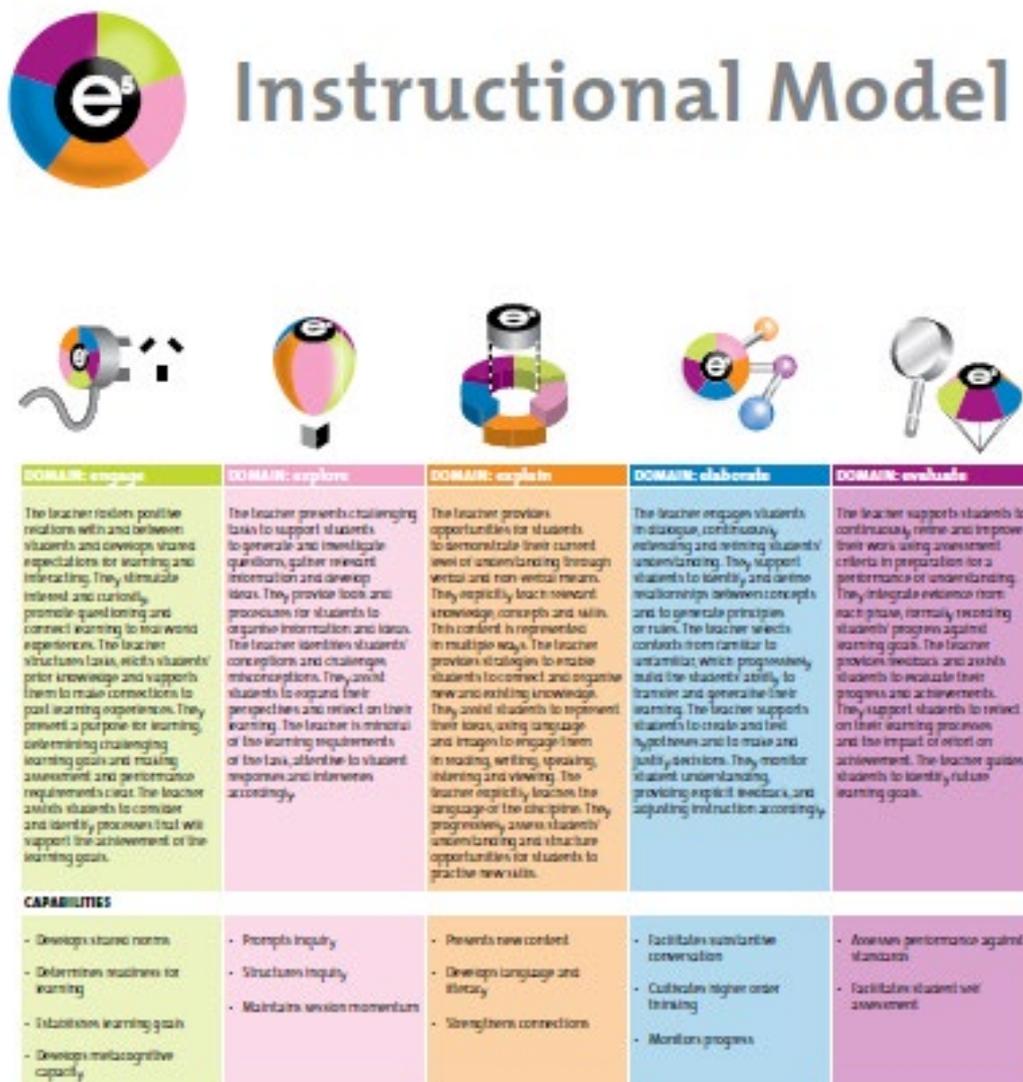


Effective schools are distinguished by professional leadership motivated by the desire to build a vibrant professional learning community. They are defined by an agreed vision and goals, purposeful teaching and high expectations for student learning. Effective schools have rigorous systems of accountability, a focus on teaching and learning, and stimulating and secure learning environments.

Effective schools are learning communities; the core element of which includes a culture of collaboration and collective responsibility for the development of effective teaching practices and improved student achievement.

The extent to which a school promotes the conditions for effective professional learning depends largely on its organisational culture – the beliefs, attitudes, values, knowledge and skills of its teachers and leaders. Effective schools have cultures that value continuous learning and encourage all staff to reach progressively higher levels of performance. Importantly, effective school leaders know how effective professional learning can be put into operation as part of an overall strategy for school improvement.

Appendix 22

e5 Instructional Model, DEECD

The **e5 instructional model**. A tool for teachers and schools to help develop and improve **teaching** practice through discussion, observation, critique and reflection. The **e5 model** provides a framework to support these conversations.

The e5 Instructional Model is a reference point for school leaders and teachers to develop a deeper understanding of what constitutes high quality teacher practice in the classroom. The model consists of five domains: 1. Engage; 2. Explore; 3. Explain; 4. Elaborate; and 5. Evaluate. The e5 Instructional Model is not a recipe for teacher practice but rather a framework to inform conversations and guide the observation, critique and reflection of classroom practice.

Appendix 23A

“Theory of Action” Rubric 1—Self Evaluation Framework—Learning Intentions & Success Criteria

This table can be used as a diagnostic aid for planning a sequence of professional learning activities which support implementation of the Theories of Action as part of the Powerful Learning Strategy. Learning Intentions and Success Criteria - Learning intentions, pace and narrative lead to students being more secure about their learning (and more willing to take risks); and achievement and understanding is increased, and curiosity enhanced.

Teaching Actions	Highly Effective	Effective	Emerging	Not apparent	What is the evidence?
Description of what students should know or understand by the end of the activity/lesson or series of lessons. The learning intention is about the learning not about the doing.	What the students will be learning is explicitly identified and negotiated at the beginning of the lesson(s) and during individual parts of the lesson.	What the students will be learning is explicitly identified at the beginning of the lesson(s) or part of the lesson.	Hints at what the students will be learning at the beginning of the lesson(s) or part of the lesson.		
Articulation of the lesson(s) narrative (the what, when, where) of the lesson(s) or part of lesson by the teacher.	Learning intention is visible to students and prominent throughout the lesson (displayed on the whiteboard).	Learning intention is visible to students throughout the lesson.	Learning intention is visible to students.		
Accompanied by success criteria which indicate whether the students have achieved the learning intention.	The reason for the learning is discussed with students at the beginning and throughout the lesson or activity.	The reason for the learning is discussed with students at the beginning of the lesson/activity.	Hints are given for the reason for the learning.		
What will students learn as a result of this lesson? Distinguish between the content and the process e.g. I'm learning this to be a better writer. Then reflect on this at the end...what have you learned that now makes you a better writer etc.	The learning intention and the reasons are presented in language that each student can understand.	The learning intention and the reasons are presented in language that most students can understand.	The learning intention and the reasons are presented in language that some students can understand.		
Assessment criteria should also be recorded and made visually explicit to the students.	The learning intention is frequently revisited throughout the activity/lesson.	The learning intention is revisited during the activity/lesson.	The learning interim is infrequently hinted at during the activity/lesson.		
	At the end of the lesson students reflect on, demonstrate or describe in detail whether the learning intention was achieved.	At the end of the lesson students reflect on, demonstrate or describe whether the learning intention was achieved.	The Learning intention is touched on at the end of the activity/lesson.		
	Assessment criteria are identified and negotiated at the beginning of the lesson and the teacher explains how they relate to the achievement of the learning intentions.	Assessment criteria are identified at the beginning of the lesson.	Assessment criteria are identified.		
	Assessment criteria are monitored by the teacher and the students throughout the lesson and verbalises progress that students are making towards their achievement.	Assessment criteria are monitored by the teacher and the students.	Assessment criteria are monitored by the teacher.		
	Achievement of assessment criteria is summarised in consultation with students, reasons for success or otherwise are identified, and feedback is provided.	Achievement of assessment criteria is summarised and feedback is provided.	Assessment criteria are summarised.		

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

Appendix 23B

“Theory of Action” Rubric 2—Self Evaluation Framework—Differentiated and Challenging Learning Tasks

This table can be used as a diagnostic aid for planning a sequence of professional learning activities which support implementation of the theories of action as part of the Powerful Learning Strategy.

Differentiated and Challenging Learning Tasks – When **learning tasks** are purposeful, clearly defined, differentiated and challenging, (according to the student’s Zone of Proximal Development), then the more powerful, progressive and precise the learning for all students. Curiosity will be enhanced as students work at a level appropriate to their understanding.

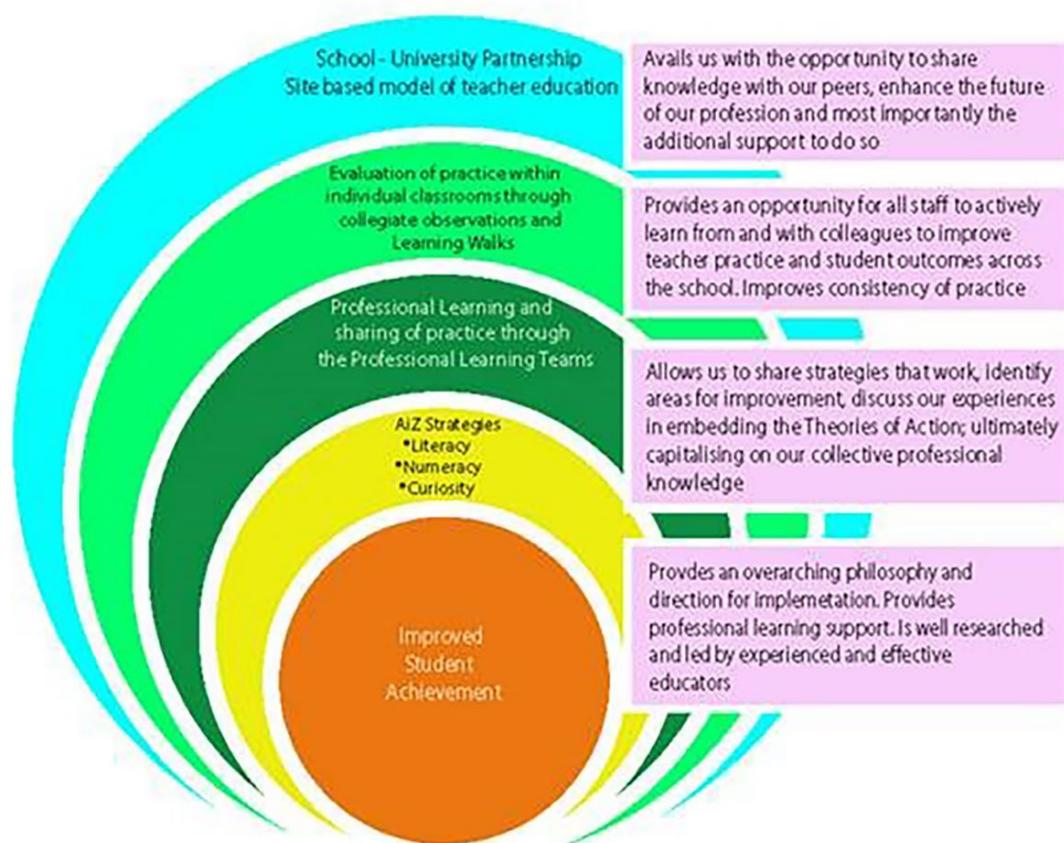
Teaching Actions	Highly Effective	Effective	Emerging	Not apparent	What is the evidence?
An activity which is set by the teacher or negotiated with students which will result in the learning intention being achieved.	Clear tasks are set to enhance learning. These are negotiated with students.	Clear tasks are set to enhance learning. These are told to students.	Tasks are set to enhance learning but are unclear to students.		
	Connections to the learning intention are explicitly communicated to students.	Connections to the learning intention are communicated to students.	Learning intentions are planned, but not specifically referred to.		
What students are required to make, say, do or write.	Tasks are based on what students have learned from the previous work .	Tasks are based on previous lessons.	Some link is made with previous learning by the teacher.		
	The levels of challenge in the tasks are appropriate to the level of development (or Zone of Proximal Development (ZPD)) of each student.	The levels of challenge in the tasks are appropriate to the ZPD of most students.	The levels of challenge in the tasks are appropriate to some students.		
	The tasks are interesting and engaging for each student.	The tasks are interesting and engaging for most students.	The tasks are interesting and engaging for some students.		
To enable students to complete the tasks, teachers must allow students to know what the task will look like when it is completed, i.e. what they are expected to do, how they are expected to do it and what knowledge and skill they need to learn.	The tasks allow for extension (e.g. are open ended) for each student.	The tasks allow for extension (e.g. are open ended) for most students.	The tasks require little higher order thinking by students.		
	The tasks require a range of higher order thinking by each student.	The tasks require some higher order thinking by students.	The tasks are explained.		
	The tasks are clearly explained and modelled before students work on them.	The tasks are clearly explained.	Some students’ progress through the task is monitored.		
	Each student’s progress through the task is monitored .	Most students’ progress through the task is monitored.			
	The tasks cater for each student’s learning style .				
	Students are able to describe the requirements of the task and how it is connected to the learning intention.				
	Students draw explicitly on prior knowledge to complete the task.				
	Tasks are able to be completed in multiple ways (e.g. pairs, individually, or in groups as appropriate).				

Appendix 24

Figure A24.1: Goal Congruence, Alignment and Line of Sight—School, University, Department of Education

Figure A24.1

Goal congruence, alignment and line of sight across the school, university, and system reflected in the activities of the partnership



Appendix 25

Effective Professional Learning, DEECD



Professional Learning in Effective Schools uses the Department of Education & Training's Effective Schools Model (Appendix B) to illustrate the culture and conditions necessary to implement an effective professional learning program (Reynolds et al. 1996). It unpacks the principles of highly effective professional learning and, through the lens of effective leadership, learning communities, professional learning teams and the concept of a performance and development culture, shows what the principles look like in practice.

The Principles of Highly Effective Professional Learning are demonstrated when professional learning is: focused on improving student outcomes; focused on and embedded in teacher practice; informed by the best available research; collaborative, involving reflection and feedback; evidence-based and data informed to guide improvement and to measure impact; ongoing and integrated within the operation of the system; an individual/collective responsibility at all levels of the system.



Department of Education and
Early Childhood Development

Reynolds, David, Pam Sammons, Louise Stoll, Michael Barber, and Josh Hillman. 1996.

"School Effectiveness and School Improvement in the United Kingdom." *School Effectiveness & School Improvement* 7 (2):133-158. doi: 10.1080/0924345960070203.

Appendix 26

Partnership Professional Development Calendar

Indicative schedule

Table A

Weekly Sequence (week beginning)	Topics and Activities	Readings/Resources	Assessment Tasks
<p>Week 1 25/7</p>	<p>Assessment in schools. Assessment revisited – formative and summative. Assessment for, of and as learning. Formative, summative, criterion-referenced, norm-referenced, diagnostic. VIT Code of Conduct. What does it mean for the professional teacher?</p>		<p>Students reallocated to PI learning circles/learning theory groups.</p>
<p>Week 2 1/8</p>	<p><i>Full week in Partnership School</i></p>		
<p>Week 3 8/8</p>	<p>The professional portfolio -What does, and could, constitute evidence of learning? Your professional teaching philosophy. Classroom issues – what are they, how do we deal with them? How do you see teachers at the school build positive relationships with EACH student? How do the school/teachers/you create a learning environment which promotes value and respect? What explicit strategies did you observe to support students to have confidence in themselves and take risks with their learning? How did the school/teachers/you encourage and support students to take responsibility for their learning?</p>	<p>DET portal http://www.education.vic.gov.au/school/principals/management/Pages/performreports.aspx Reading and interpreting school data – use the DEECD site to explore and unpack Chapter 6 Whitton et .al. (2015) <i>Learning for Teaching Teaching for Learning</i>, 3rd Edn. Cengage, Melbourne</p>	

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

	<p>What strategies did you see to encourage and support students to collaborate effectively?</p> <p>How did the school/teachers/you reflect the values, needs and interests of individual learners in your programs?</p> <p>How did the teacher/you build on the students' prior knowledge, skill and experience in class?</p>		
<p>Week 4 15/8</p>	<p>Writing to Selection Criteria</p> <p>Planning better lessons Planning sequential lessons</p> <p>Rich learning tasks</p> <p>http://learningschool.wikispaces.com/What+is+a+Rich+Task</p> <p>Thinkers keys and other strategies</p> <p>http://www.designed.net.nz/images/general/Thinkers_Keys_all.pdf</p> <p>E5 – what is it and what does it mean for teaching and learning?</p> <p>http://www.education.vic.gov.au/school/teachers/support/pages/e5.aspx</p> <p>Guest speaker Writing to Selection Criteria – Rebecca Saunders</p>	<p>What is your learning style:</p> <p>http://www.edutopia.org/multiple-intelligences-learning-styles-quiz</p> <p>Gardner's MIs:</p> <p>http://www.businessballs.com/howardgardner/multipleintelligences.htm</p>	<p><i>Presentation – Bloom's taxonomy</i></p>
<p>Week 5 22/8</p>	<p>Good questioning techniques</p> <p>http://www.mindtools.com/pages/article/newTMC_88.htm</p> <p>Active listening</p> <p>file:///C:/Users/e5020723/Downloads/ActiveListening_RogersFarson.pdf</p> <p>Guest Speaker "What principals look for in applicants"</p>		<p><i>Presentation – Authentic Learning</i></p>
<p>Week 6 29/8</p>	<i>Full week in Partnership School</i>		
<p>Week 7 5/9</p>	<i>Full week in Partnership School</i>		

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Week 8 12/9	Portfolio planning and preparation Job applications – recruitment online, job interviews and writing to criteria		<i>Presentation – Cooperative learning (v Collaborative learning)</i>
Week 9 19/9	Planning for extended teaching (group according to year levels) Sharing useful resources Performance and professional development Job applications – recruitment online, job interviews and writing to criteria	De-identified Uni Collaborate – See: Lynda.com; http://www.education.vic.gov.au/school/teachers/profdev/Pages/default.aspx For teacher graduates (good to know): http://www.bigandsmallmedia.com.au/DEECD/ includes video explanation	<i>First week of school holidays and classes held at Footscray Campus</i> <i>Presentation – Higher Order Thinking skills</i> Assessment due 1 Case
26/9	De-identified University mid semester break and second week of school holidays		
Week 10 3/10	<i>Full week in Partnership School</i>		
Week 11 10/10	<i>Full week in Partnership School</i>		
Week 12 17/10	<i>Full week in Partnership School</i>		
Week 13 24/10	Home study and final presentations begin		
Week 14 2/11	Portfolio Presentation		
Week 15 9/11	Portfolio Presentation		

Appendix 27

Learning Walks—Ways of Working

Learning Walks

Ways of Working Together

Elements of Learning in Learning Walks

- Share a sense of purpose and responsibility
- Listen with empathy and understanding
- Collaborate respectfully
- Acknowledge diversity and difference
- Adhere to agreed timeframes and commitments
- Address problems constructively
- Suspend judgements/keep an open mind
- Act with positive intent
- Use constructive language
- Enjoy what you do

Three Stages of Learning Walks

- Before the walk (pre-observation)
- Walk (observation)
- Post walk (post-observation)

Teachers who will be visited will be briefed on

- The walk focus
- The process
- The debrief and their role

Before the learning walk, the walkers will be briefed on the

- Structure of the walk and their role
- The walk protocols
- The walk focus e.g. Learning Intentions & Success Criteria
- Students will be briefed about the walk and what the visitors will be doing and what they are learning about and why
- Students will continue with learning and will not formally acknowledge the entry of the walking team

On the Learning Walk

- Pre-walk brief
- 3 walking teams, 3 lead walkers, 5 walkers per team

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- 3 Teams: Principal Class Officer, LT, 2 elected teachers, 1 elected student
- Visit 4 classes for 10 minutes each with a 5 minute debrief between visits (carried out at a respectful distance from the classroom)
- Lead walker leads the team in providing the evidence they gathered in the classroom related to the focus
- After evidence is documented and shared, team members may have a wondering they wish to share

After the Walk

- Post observation briefing among the walking teams
- Trends identified and wonderings developed in walking teams
- Panel with observed teachers
- Debrief - overall trends and wonderings developed
- Letter written to teachers
- Meeting with teachers to discuss observations and the contents of the letter

Focus on the Work and Evidence

- Focus on the teaching and not the teacher
- Involves describing the practice in the classroom without being distracted by personality, style or personal bias
- The tendency in schools is to think about the individuals performing the work rather than the work itself
- Evidence must be specific not a global statement, an overall feeling, assumption or judgement

Wonderings

- Wonderings are not judgements or suggestions couched as “I am wondering”
- Wonderings are questions which are thought provoking and aimed at guiding teams to think about the future direction for learning in the school

Reflective Practice as Empowering and Transformative Practice

- Collected from the students, environment, student work and teacher actions
- Centred on two way learning and wonderings
- Suggested strategies for improvement
- Shared learning
- Validating best practice and patterns in our school
- Transformational learning

Learning Walks
Ways of Working Together

Appendix 28A

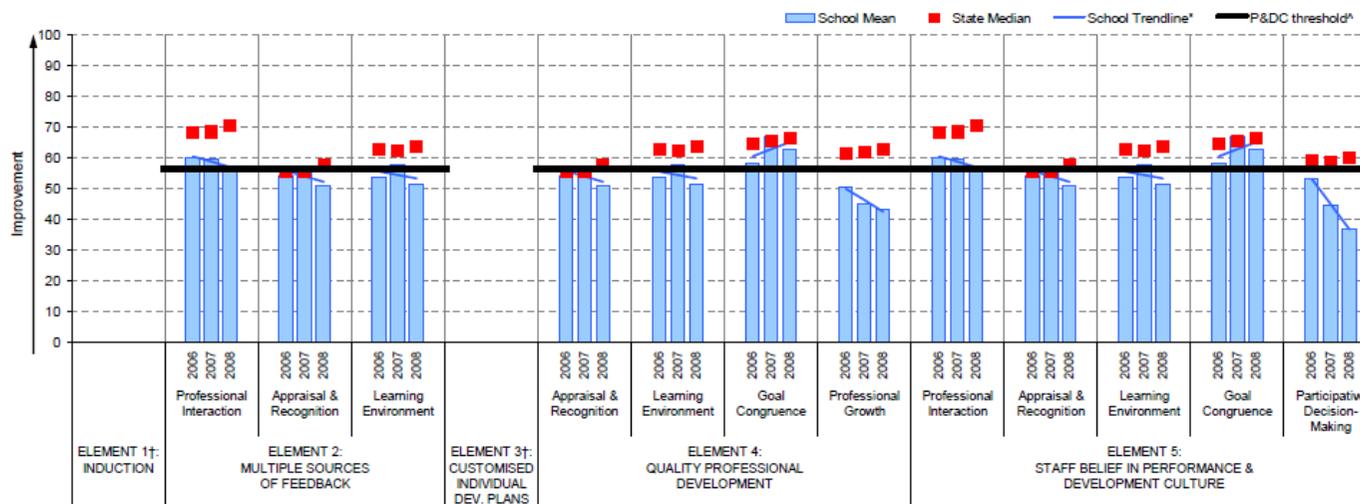
Figure A28A.1: School Level Report—P&DC Self Evaluation 2006–2008

Performance & Development Culture (P&DC)^{††}

NEW

School no: 8723
 School name: De-identified Secondary School
 Explanation: The data on this page refers to the Staff Opinion Survey.
 Source of data: Data transmitted from school staff to DEECD via an online survey application.

School Mean against Secondary State Median



Notes:

^{††} An assessment of the correlation between the P&DC Questionnaire and the Staff Opinion Survey was undertaken using data from Victorian Government schools that completed both surveys from 2005 to 2007 (ie. 899 schools). This led to the identification of the components of the Staff Opinion Survey that could be used to assist schools with the ongoing monitoring of their performance and development culture. Refer to the P&DC website for further information: <http://www.education.vic.gov.au/management/schoolimprovement/panddc/default.htm>. For numerical results relating to the above graph, refer to the Staff Opinion Survey page in this report.

[†] Note that there is no significant correlation between the Staff Opinion Survey and P&DC elements 1 (Induction) and 3 (Customised Individual Development Plans).

[^] The P&DC threshold was derived from the P&DC Questionnaire 'percent favourable' methodology where a school is considered at the standard of accreditation when their Element score is >75% favourable (ie. at least 75% of staff selected the top two response categories in the P&DC Questionnaire).

^{*} The school trendline is only plotted when there is data for each calendar year.

^{**} If there were 3 or less respondents, graph data is not shown for confidentiality reasons.

^{^^} Benchmarks are available for Primary, Secondary, Pri/Sec, Special & SDS schools.

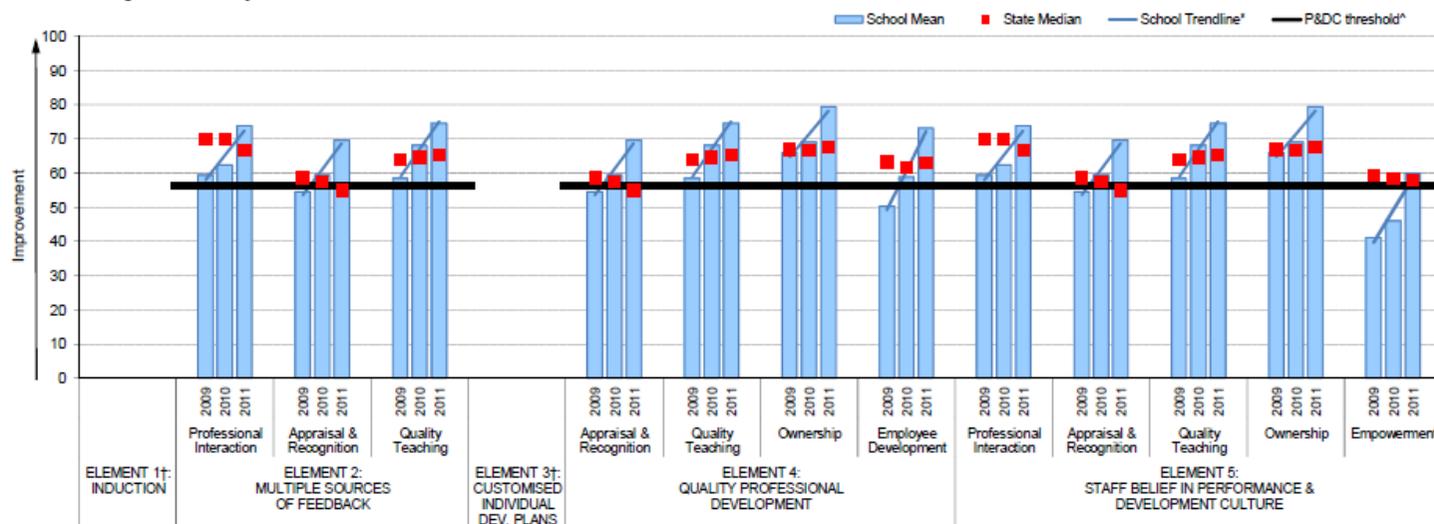
Appendix 28B

Figure A28B.1: School Level Report—P&DC Self Evaluation 2009–2011

Performance & Development Culture (P&DC)^{††}

School no: 8723
 School name: De-identified Secondary School
 Explanation: The data on this page refers to the Staff Opinion Survey.
 Source of data: Data transmitted from school staff to DEECD via an online survey application.

School Mean against Secondary State Median



Notes:

- †† An assessment of the correlation between the P&DC Questionnaire and the Staff Opinion Survey was undertaken using data from Victorian Government schools that completed both surveys from 2005 to 2007 (ie. 699 schools). This led to the identification of the components of the Staff Opinion Survey that could be used to assist schools with the ongoing monitoring of their performance and development culture. Refer to the P&DC website for further information: <http://www.education.vic.gov.au/management/schoolimprovement/panddc/default.htm>. For numerical results relating to the above graph, refer to the Staff Opinion Survey page in this report.
- † Note that there is no significant correlation between the Staff Opinion Survey and P&DC elements 1 (Induction) and 3 (Customised Individual Development Plans).
- ^A The P&DC threshold was derived from the P&DC Questionnaire 'percent favourable' methodology where a school is considered at the standard of accreditation when their Element score is >75% favourable (ie. at least 75% of staff selected the top two response categories in the P&DC Questionnaire).
- ^{*} The school trendline is only plotted when there is data for each calendar year.
- ^{**} If there were 3 or less respondents, graph data is not shown for confidentiality reasons.
- ^{AA} Benchmarks are available for Primary, Secondary, Pri/Sec, Special & SDS schools.

Appendix 28C

School Level Report—P&DC Self Evaluation Commentary

A comparison of the school Performance and Development Culture (P&DC) data prior to and following its involvement in the school–university partnership reflects significant improvement and maturity in the school P&DC. Please refer to Figure A28A.1 in Appendix 28A (2006–2008) and Figure A28B.1 in Appendix 28B (2009–2011).

The dedicated P&DC page in the annual *School Level Report* (refer to Appendix 28A School Level Report P&DC Self-Evaluation 2006–2008 and Appendix 28B School Level Report P&DC Self-Evaluation 2009–2011)³¹ enabled the school to monitor the progress of its P&DC and the impact of the educational partnership within this improvement continuum. The Department Performance and Development Culture Framework (Department of Education and Early Childhood Development, 2009 #279)³² enabled school leadership to address Departmental expectations and to self-assess on an annual basis in relation to the school goals, priorities and improvement strategies.

A comparison of the school P&D data prior to and following involvement in the school–university partnership reflected significant improvement in the maturity of the school P&DC. The school performance trend line during this period of transformation reflected positively on the activities of the educational partnership and the school change management processes. The changes in the data reflected the significant impact of school leadership and the educational partnership on the school P&DC, evidenced in improved collaboration and evidenced-based practices in the school.

Figure A28A.1 in Appendix 28A presents the school Performance and Development data against the Self-Assessment Framework (New) for the period 2006–2008. P&DC Image 1 reflects the school P&DC data against the state median, prior to the school’s involvement in the educational partnership.

Figure A28B.1 in Appendix 28B presents the school P&DC data against the Self-Assessment Framework (Revised) for the period 2009–2011. Figure A28B.1 reflects

³¹ School Level Report (SLR) summarises the performance of Victorian government schools across a range of outcome measures spanning Student Learning, Student Engagement and Wellbeing, and Student Transitions and Pathways. Data in the SLR are benchmarked against state-wide outcomes and relevant percentile ranges.

³² A number of System Frameworks were developed by the Department during this period of the school’s transformation and involvement with the educational partnership. These Frameworks (models) were developed by the system to articulate and facilitate high quality practices within schools and across networks of schools: for example, the *Effective Schools Model*, *The Developmental Learning Framework for School Leaders*, *e5 Instructional Model*, *ePotential ICT Capabilities Resources* and the *Victorian Essential Learning Standards* (VELS).

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the school improved P&DC data against the state median, prior to the completion of the first three years of the school-university partnership (September, 2011).³³

Figure A28A.1 and Figure A28B.1 are located in the school 2008 School Level Report {Department of Education and Early Childhood Development, 2008 #898} and 2011 School Level Report {Department of Education and Early Childhood Development, 2011 #899}.

During the period of the educational partnership, the school P&DC improved dramatically across all dimensions and elements. Figure A28A.1 (2006 – 2008) reflects staff attitudes in 2006, 2007 and 2008 during the period prior to the educational partnership. Figure A28B.1 (2009–2011) reflects staff attitudes in 2009, 2010 and 2011 during the introductory phase of the educational partnership.

Figure A28A.1 (2006 – 2008) all elements of the school P&DC were below the State median and below the P&DC expected threshold. Figure A28B.1 (2009–2011) shows that all elements increased significantly. Most elements increased to above the State median and above the P&DC threshold. The school performance trend line during this period of the school's transformation reflected positively on the activities of the partnership and the school change management processes. The improved data recognised the role that school leadership and professional learning played in improving the consistency of professional practice and evidenced based instruction at the school.

Securing input from this 'middle band' of teachers at the school increased the collective responsibility of staff to assist in the induction and development of PSTs.

Figure A28B.1 (2009–2011) when compared to Figure A28A.1 (2006–2008), reflects improvements in the following areas of the P&DC Framework:

- staff ownership of quality professional learning increased from the 57th percentile in 2006 (below the state median 67) to the 80th percentile in 2011 (considerably above the state median of 67, when compared with other secondary schools across the State).
- staff ownership and goal congruence around a belief in the school P&DC increased from the 56th percentile in 2006 (below the state median 67): to the 80th percentile (considerably above the state median of 67, when compared with other secondary schools across the state).

³³ The Department of Education discontinued reporting against the Performance and Development Culture Matrix in the 2012 School Level Report.

Appendix 29

Pre-Conditions for School Improvement—Zbar, Kimber and Marshall

We know that there is a set of preconditions that need to be in place for a school to improve, along with a well-established evidence base for describing how schools progress along a performance stage continuum – from poor to fair, fair to good, good to great, and great to excellent. These preconditions provide a foundation upon which a whole-school program of improvement can be constructed. Building on the work of Marzano (Marzano, Waters, and McNulty 2005), Zbar, Kimber and Marshall have described these preconditions as:

- *‘Strong leadership that is shared – there is a clear vision and direction for the school and a high degree of leadership stability over time.*
- *High levels of expectation and teacher efficacy – there are high expectations for all students and a feeling among staff that they have the capacity to make a difference for the students they teach.*
- *Ensuring an orderly learning environment where students are well known – behaviour in the learning environment is established through positive means, there is teacher consistency about how it is ‘enforced’ and all students are known well by at least one adult in the school.*
- *A focus on what matters most – the school has relatively few priorities and is focused on the core things students need.’* (ZBar, Kimber, and Marshall 2009).

Preconditions for school improvement:

1. Strong Leadership that is shared
2. A focus on what matters most
3. Ensuring an orderly learning environment
4. High levels of expectation and teacher efficacy
5. Structure learning to ensure all students succeed
6. Engendering pride in the school
7. Building teaching and leadership expertise
8. A culture of sharing, challenge and responsibility
9. Use of data to drive improvement
10. Tailoring initiatives to the overall direction of the school

Marzano, R. J., T. Waters, and B. McNulty. 2005. *School leadership that works: From research to results*. Aurora, CO: ASCD and McREL.

ZBar, V., R. Kimber, and G. Marshall. 2009. "Schools that achieve extraordinary success: How some disadvantaged Victorian schools punch above their weight." *Melbourne: Centre for Strategic Education Occasional Paper 109*.

Appendix 30

Partnership Communication Protocol

PARTNERSHIP PROJECTS - COMMUNICATION PROTOCOL**School of Education - Graduate Diploma of Secondary Teaching**

This form enables the pre-service teacher to summarise feedback from mentor teacher. The pre-service teacher is then required to arrange a meeting time to share this summary with the mentor and confirm its accuracy and implications for the remainder of the placement. The pre-service teacher may invite the university colleague to participate in this process. This form is not to be used for assessment purposes. The Victorian Institute of Teaching characteristics may assist in framing this communication.

To be completed at the end of the first week of each teaching block

Pre-service teacher: _____ Student ID: _____

Campus: _____ Mentor: _____

Name of partnership site: _____ Date: _____

SUMMARY OF WRITTEN AND /OR ORAL FEEDBACK FROM MY MENTOR**Strengths**

My mentor has highlighted the following strengths in my practice and understanding:

Areas for further development

My mentor suggests that I should work further on the following areas:

My mentor and I have agreed that I will focus on the following goals, strategies and/or experiences during the remainder of my placement:

Signatures

Pre-service Teacher:
Mentor Signature:
Date:

This form is available at [site de-identified http://education.de-identified university.edu.au/partnerships/](http://education.de-identified.university.edu.au/partnerships/)

Appendix 31

Discussion Tables—Synthesis of Six Main Analytical Themes Into Four Main Explanatory Categories

Table A31.1

Synthesis of Main Analytical Theme 1: Foster the structural conditions for the partnership

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership			Main Explanatory Category 3: Practitioner research and learning				
Chapter	Practice Exemplar	Sect.	Chapter	Practice Exemplar	Sect.		
5. P&DC School Transformation	1	The principal and leading teacher team identify and select talented staff to become mentors and align them with PSTs and graduate teachers	5.1.1	6. School Leadership	32	The principal enabled the school's participation in an Australian Research Council (ARC) funded practitioner research project on 'funds of knowledge' within the local school community	6.5.15
	2	The principal collaborates with leading teachers to develop position descriptions, aligning leading teachers' daily work with the goals of the partnership in support of the PSTs	5.1.1		7. Partnership based practice	47	Redefining the working roles of academics as teacher educators and not 'university lecturers' or 'academics', creating a level playing field between academic and practitioner knowledge
6. School Leadership	5	Principal and leadership team develop accountability measures to improve professional practice	6.1.3				
7. Partnership based practice	40	Mentors employ a small group mentoring model, promoting shared understandings and consistency of practice	7.3.10				
Main Explanatory Category 2: Mediation of stakeholder interests and structures			Main Explanatory Category 4: Communities of Practice				
Chapter	Practice Exemplar	Sect.	Chapter	Practice Exemplar	Sect.		
5. P&DC School Transformation	12	Highlighting and communicating the success of the partnership at a local, network, regional and state level	5.1.3	5. P&DC School Transformation	30	Allocate PSTs to Professional Learning Teams (PLTs), aligning PSTs' contributions with year level cohorts of students	5.3.9
	43	The allocation of tenured academics to the partnership demonstrates the university's focus on continuity, investing in the partnership	5.4.12		31	Place an emphasis on teamwork and colleagues working together on student learning projects	5.3.9
6. School Leadership	2	Align partnership requirements and activities to the school's Annual Implementation Plan (AIP)	6.1.1		37	School and university leaders create the conditions for learning that prioritise the informal and incidental nature of participants' social interactions in the workplace	5.4.11
	27	Adaptive leadership practices catering for local challenges within Department of Education accountabilities	6.5.13		49	PSTs are 'buddied' with Home-group Teachers, fostering a sense of belonging with staff, students and the school community	5.5.15
7. Partnership based practice	44	Teacher education units are delivered on-site, creating links between student learning and pedagogical theory	7.3.12		56	Allocate teams of PSTs to particular student year level cohorts, evaluating the impact of team performance on student learning	5.5.17
	53	The placement of experienced tenured academic staff as teacher educators at the site, providing consistency, a visible sign of the university's commitment to the partnership	7.3.14		6. School Leadership	12	Setting up participative leadership and decision making processes involving the principal, mentors and teacher educators to effectively integrate the partnership into the school's program
	55	The school allocates a 'base-room' to the teacher educators and PSTs used for seminars, teaching demonstrations and lessons, discussions and reflections on their experiences at the school	7.3.14	7. Partnership based practice	35	The partnership focuses PSTs' activities on team based pursuits, fostering PSTs' sense of belonging to the school and internal commitment to the learning of students	7.3.9
				45	Teacher educators and mentors co-teach the university's teacher education units to PSTs, privileging the practitioner knowledge of teachers and opening up authentic two-way theory and practice learning opportunities	7.3.12	

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Table A31.2

Synthesis of Main Analytical Theme 2: Integrate the partnership into the culture, structures and practices of the school

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership			Main Explanatory Category 2: Mediation of stakeholder interests and structures		
Chapter	Practice Exemplar	Sect.	Chapter	Practice Exemplar	Sect.
5. P&DC School Transformation	6 Clear and explicit communication, providing participants with an understanding of duties and professional expectations; including, professional dress code and code of conduct	5.1.2	5. P&DC School Transformation	5 The school provides PSTs, teacher educators and graduate teachers with a comprehensive and current set of induction materials	5.1.2
	7 The principal and teacher educators clearly communicate the purpose of partnership to teachers, students, parents and PSTs, creating shared understandings	5.1.2		27 Mentors provide PSTs with clear roles and responsibilities and advice on specific class allocations and duties	5.3.8
6. School Leadership	3 Leading teacher takes on responsibility for coordinating mentors and PSTs (school-based PST coordinator)	6.1.2		29 Align mentors' and PSTs' accountabilities within the partnership to their core duties of teaching and student learning	5.3.9
	4 Mentor teachers given time allocation to support PSTs	6.1.2		52 Involve university academics, teacher educators, PSTs, teachers and students in participative decision making processes on education policy and practice	5.5.16
	13 Development of an aspirational leadership program directed at 'middle leaders', ensuring succession of mentoring opportunities within the school	6.2.6	6. School Leadership	19 PSTs' Applied Curriculum Projects (ACPs) were aligned with the school's Annual Implementation Plan (AIP) and planned, evaluated and documented in support of the school's improvement and the quality of school students' learning experiences	6.3.9
	30 Developing a school culture of risk and innovation and participants' preparedness to make mistakes and be curious as they connected with the school and the students	6.5.14		7. Partnership based practice	15 PSTs teach school based curriculum aligned with the school's priorities and practices and Department's requirements
7. Partnership based practice	38 Mentors model the school's strategic disposition to the PSTs and teacher educators, mirroring the principal's commitment to the partnership	7.3.10	32 PSTs develop and apply skills in negotiation, showing a willingness to compromise, adapting their practices to the expectations of the school and other participants of the communities of practice		7.3.9
	41 The principal communicates the purpose and educational grounds for the partnership to parents via the school newsletter and website	7.3.11	42 The school-based PST coordinator features articles written by teachers, teacher educators, PSTs and students with photographs in the weekly newsletter		7.3.11
			43 PSTs' involvement in co-curricular activities fosters their engagement with parents and families		7.3.11
Main Explanatory Category 3: Practitioner research and learning			Main Explanatory Category 4: Communities of Practice		
Chapter	Practice Exemplar	Sect.	Chapter	Practice Exemplar	Sect.
7. Partnership based practice	16 Classroom observations are carried out in triads adhering to protocols, with one PST and one mentor observing another PST's practice, reflecting without judgement, using evidence based feedback	7.2.5	5. P&DC School Transformation	38 Through collaboration, mentors integrate the intentional learning efforts of PSTs with the naturally occurring learning that is embedded in the day-to-day practices of teachers	5.4.11
				50 Each PST accompanies their 'buddy' Home-group Teacher on yard duty, before school, during recess and lunch breaks, increasing the adult to student ratio and making the school a safer and more encouraging place to learn and work	5.5.15
53 The language of teachers and PSTs within the PLT, referring to all students across a year level cohort as 'our students', reflects practitioners' collective responsibility for the learning and wellbeing students	5.5.16				
			7. Partnership based practice	31 Through their day to day interactions with staff and students, PSTs align their behaviours with the values and cultural norms of the school	7.3.9

Table A31.3

Synthesis of Main Analytical Theme 3: Focus the partnership on teaching and learning

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership			Main Explanatory Category 3: Practitioner research and learning		
Chapter	Practice Exemplar	Sect.	Chapter	Practice Exemplar	Sect.
5. P&DC School Transformation	48 The principal leads the development and implementation of a 'Learning Walks' program of classroom practices across the school	5.5.14	5. P&DC School Transformation	17 Through a consultative process with all stakeholders, develop and implement 'Theories of Action' rubrics and protocols to guide classroom observations, reflections and the sharing of professional practice; enhancing professional trust	5.2.5
6. School Leadership	7 Formal and informal meetings of the principal with mentors and PSTs evaluating the impact of professional practice on student learning	6.2.4		19 PSTs in consultation with mentors and students develop student survey tools to allow students to give constructive feedback on the quality of teaching and learning	5.2.19
	11 Participation of the principal in PSTs' teaching activities including 'role play'	6.2.5	7. Partnership based practice	7 PSTs learn classroom management skills through trial and error, reflecting on and integrating theory and practice	7.1.3
	14 The principal and leading teachers were actively involved in professional dialogical discussions about pedagogical practices to improve student learning	6.3.7		8 PSTs learn and apply school-based classroom rules, procedures and protocols	7.1.3
20 The principal demonstrated strong visible presence in partnership learning activities including camps, excursions and field trips	6.4.10	10 PSTs re-affirm to students what learning looks like through modelling and multiple exposures to learning content		7.1.3	
7. Partnership based practice	9 During excursions, teachers and PSTs split students into small groups, enabling choice, differentiation and extra supervision	7.1.3		11 At the end of lessons, PSTs use 'exit slips' as a way to obtain feedback from students, respecting student voice	7.1.4
				25 PSTs manage their own stress levels by processing and assessing difficult classroom and student issues, as part of understanding and constructively responding to student behaviour	7.2.7
				26 PSTs practise self-regulatory processes and use pro-active lesson planning in the use of an array of classroom management techniques and inquiry model approaches	7.2.7
				30 PSTs employ 'on-task student interactions' to negotiate student learning goals and track learning progress, structuring collaborative group work, gaining an understanding of and assessing students' social skills	7.2.8
Main Explanatory Category 2: Mediation of stakeholder interests and structures				Main Explanatory Category 4: Communities of Practice	
Chapter	Practice Exemplar	Sect.	Chapter	Practice Exemplar	Sect.
5. P&DC School Transformation	51 PSTs provide one to one tuition to low ability students in English and Mathematics classes, raising the literacy and numeracy standards of students with special needs, a core performance area in the school's AIP	5.5.15	5. P&DC School Transformation	8 School leaders, teacher educators and mentors develop and use a shared language with PSTs that is focused on improvements in teaching and learning	5.1.2
				11 Mentors plan their instruction to include PSTs and teacher educators in learning activities with students	5.1.3
6. School Leadership	16 An induction program that was focused on student engagement, wellbeing and learning, enabling PSTs to know students as people and as learners	6.3.8	34 Team teaching practices among mentors and PSTs, making teaching actions visible, explicit and transparent	5.4.10	
			6. School Leadership	9 Creating the conditions for mentors, teachers and PSTs to collaborate on action research projects	6.2.5
			29 The partnership brought mentors, PSTs and teacher educators together to work on real issues to do with supporting student wellbeing, engagement and learning	6.5.14	
			7. Partnership based practice	2 PSTs teach students from a range of family and socio-economic backgrounds, developing practices that emphasise the moral and ethical dimensions of teaching and learning	7.1.1

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Table A31.4

Synthesis of Main Analytical Theme 4: Value participants, distribute the leadership and build capacity

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership				Main Explanatory Category 2: Mediation of stakeholder interests and structures				
Chapter		Practice Exemplar	Sect.	Chapter		Practice Exemplar	Sect.	
5. P&DC School Transformation	26	Focus teachers' and PSTs' performance, appraisal and review on student learning growth, promoting collective responsibility for student learning	5.3.7	5. P&DC School Transformation	3	Preparation for working in teams involves training in the skills of planning, communication and cooperative group work, enhancing the effectiveness of communication	5.1.1	
	28	The performance and development process is used as an intrinsic motivation tool	5.3.8		9	Communication skills in conflict resolution are taught to mentors and PSTs ensuring that disagreements are effectively resolved	5.1.2	
	35	The mentoring role highlights exemplary practice of teachers to PSTs, developing an aspirational culture among staff	5.4.10		10	The university introduces an on-site mentor training program, developing mentors' communication skills	5.1.2	
	36	School leaders employ a growth coaching model to develop the teaching and leadership expertise of teachers and PSTs	5.4.10		22	Teacher educators meet with small groups of mentors to share mentoring practices on giving formative feedback to PSTs	5.2.6	
	44	The school and university allocate resources and implement professional learning programs to support staff transitions into new roles	5.4.12		23	Mentors give targeted formative feedback to PSTs, enabling them to reflect on their practice against the professional standards	5.2.6	
	45	School leadership assigns responsibility for mentor and PST wellbeing to the school-based PST coordinator	5.5.14		6. School Leadership	16	An induction program that was focused on student engagement, wellbeing and learning, enabling PSTs to know students as people and as learners	6.3.8
	47	The self-regulatory, visible and highly supportive leadership behaviours of school leaders impacts on participant belief in the school's P&DC	5.5.14			33	In mentor-mentee meetings, mentors get the balance right between formal supervisory tasks addressing key competencies and informal interactions focused on PSTs' emotional and social wellbeing	7.3.9
	54	At PLT meetings, PLT leaders combine quality and timely feedback with appraisal to recognise participant effort and team performance	5.5.17			34	Meaningful and timely praise and recognition from mentors and students encourages PSTs to use pedagogical practices suited to the learning needs of students	7.3.9
6. School Leadership	21	The principal's active involvement in planning and monitoring the success of the partnership, especially through his own practitioner research	6.4.10	7. Partnership based practice	37	PSTs get the balance right between getting to know the students through informal interactions and assuming positional authority commensurate with a teacher identity that students have come to expect	7.3.9	
	23	The principal used effective communication skills at formal staff briefings and meetings as part of setting goals and expectations, aligning participants' actions with the school's values and improvement agenda	6.4.11					
	25	The principal's participation in practitioner research encouraged PSTs' innovation, trial and error	6.4.12					
Main Explanatory Category 3: Practitioner research and learning				Main Explanatory Category 4: Communities of Practice				
Chapter		Practice Exemplar	Sect.	Chapter		Practice Exemplar	Sect.	
7. Partnership based practice	5	Through understanding the distinguishing qualities of students with diverse needs, PSTs develop positive attitudes and practices that demonstrate an appreciation of difference	7.1.2	5. P&DC School Transformation	41	Practising teachers develop their expertise by designing and leading professional learning programs, collaborating with colleagues, PSTs and teacher educators	5.4.11	
	6	In keeping with the university's focus on social justice, PSTs learn to reserve judgement on disruptive and challenging student behaviour	7.1.2		42	Develop and publish a professional development calendar to foster reciprocal learning relationships among partners	5.4.12	
	34	PSTs develop teacher-made assessments using 'standards-based assessment' to inform instruction, deepening their understanding of pre-assessment, formative and summative assessment practices	7.2.10	6. School Leadership	1	Principal and mentors involved in formal and informal meetings with PSTs, accompanied by thorough documentation	6.1.1	
	35	Appraisal of student feedback to teachers and PSTs, enables teachers and PSTs to develop and apply pedagogical skills, differentiated tasks and lessons	7.2.10		7. Partnership based practice	39	Mentors allow PSTs to coordinate student learning activities such as excursions, adding to PSTs' credibility in the eyes of students	7.3.10
	36	PSTs learn about critical teaching moments such as when to break up instruction with one to one or one to small group student interactions, keeping the pace and narrative of the lesson, fostering self-efficacy	7.3.9					

Table A31.5

Synthesis of Main Analytical Theme 5: Promote professional dialogical relationships

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership				Main Explanatory Category 3: Practitioner research and learning			
Chapter		Practice Exemplar	Sect.	Chapter		Practice Exemplar	Sect.
5. P&DC School Transformation	4	The principal and leading teachers meet regularly with teachers and PSTs to emphasise the school's vision, values and goals, identifying exemplary classroom and teaching practices	5.1.1	5. P&DC School Transformation	18	Teacher educators assist the school in providing reflective practice tools in giving, receiving and interpreting feedback	5.2.5
	6. School Leadership	8	Modelling by the principal that all teachers and PSTs must know students as people and as learners, learning their names and relating to them in the 'school yard'		6.2.4	20	PSTs are open to receiving feedback from students, combining opportunities for socialisation with feedback; employing conversational and highly interactive approaches to actively seek feedback from students
	10	The principal being available to meet with participants, creating opportunities for informal interactions with mentors, PSTs and school students	6.2.5	7. Partnership based practice	3	PSTs actively consult with students to personalise the learning, developing learner-centred practices based on formative understandings of students enabled through ongoing contact	7.1.1
	22	The principal routinely went out into the school yard before school, at recess and lunchtime breaks to greet and 'chat' with school students, encouraging respectful and positive relationships	6.4.11		27	PSTs collaborate with teachers, fellow PSTs and students in making comparable teacher judgements, categorising student artefacts into different levels of attainment	7.2.8
	31	The principal spoke about and promoted the partnership at the Department's network of schools' principal meetings and the university's school of education reference group forums	6.5.15				
Main Explanatory Category 2: Mediation of stakeholder interests and structures				Main Explanatory Category 4: Communities of Practice			
Chapter		Practice Exemplar	Sect.	Chapter		Practice Exemplar	Sect.
7. Partnership based practice	4	Through ongoing experience of students with diverse needs, PSTs develop empathic approaches in teaching and learning that foster inclusion	7.1.2	5. P&DC School Transformation	25	Partnership participants share discourse on alternative practices to lift student achievement	5.3.7
	13	PSTs employ two-way feedback, enhancing students' wellbeing and independent thinking skills through voice, leadership and agency	7.1.4		39	Through the partnership's focus on collaboration, participants openly share their reflections and triumphs	5.4.11
	24	PSTs build positive rapport with students, addressing underlying causes for student disengagement, putting extra time into helping students with disabilities, assisting them to solve problems on their own	7.2.7		40	Participants use a common language to discuss practice, fostering a collaborative and supportive culture with people working for and with others	5.4.11
			55		Foster respectful relations between PSTs and students, enabling students to provide formative feedback to PSTs, a powerful form of appraisal and recognition	5.5.17	

SITUATED LEARNING IN A SCHOOL–UNIVERSITY PARTNERSHIP

Table A31.6

Synthesis of Main Analytical Theme 6: Engage in an inquiry cycle to support professional agency

Main Explanatory Category 1: Visionary, inclusive and discursive school leadership				Main Explanatory Category 3: Practitioner research and learning				
Chapter		Practice Exemplar	Sect.	Chapter		Practice Exemplar	Sect.	
6. School Leadership	17	The principal modelled the importance of practitioner research, encouraging PSTs to reference research material	6.3.9	5. P&DC School Transformation	13	Ongoing review of the school's programs and practices through data, observation, feedback and reflection	5.2.4	
	18	School leadership worked with university staff to encourage inquiry into PSTs' experiential and situated learning	6.3.9		14	PSTs investigate aspects of the school's curriculum that impact upon student learning, wellbeing and engagement	5.2.4	
Main Explanatory Category 2: Mediation of stakeholder interests and structures					15	Collect and analyse specific school, class and individual student data, giving rise to rich conversations about the implications of data for improved teaching and learning	5.2.4	
6. School Leadership	28	Action research addressed educational challenges associated with educating students from less advantaged communities	6.5.13		16	PSTs work with teachers and teacher educators to establish online student assessment tools, developing, analysing and presenting aggregated data sets to school staff and students	5.2.4	
Main Explanatory Category 4: Communities of Practice					21	Through reflective practice, teachers and PSTs use approaches that connect student learning data to student feedback	5.2.6	
5. P&DC School Transformation	32	The university's academics conduct scholarly research in the school on teaching and learning; school leaders, mentors, teachers and students participate in, contribute to and learn about the discipline of academic research	5.4.10		13	Ongoing review of the school's programs and practices through data, observation, feedback and reflection	5.2.4	
	33	Teacher educators promote reflection as a vital and integrated practice to support innovation and pedagogical change	5.4.10		6. School Leadership	15	PSTs observed practice, collected and analysed data about routines and protocols to support teaching and student learning	6.3.7
	46	The school-based PST coordinator & mentors discuss critical aspects of the program's design, implementation & review with the university's academics	5.5.14			24	Creating space in the professional learning schedule for teaching observations and practical demonstrations enabling PSTs to gather data	6.4.12
6. School Leadership	6	Action research procedures (eg. observation, data collection and reflection) encourage accountability	6.1.3		7. Partnership based practice	1	Student inquiry projects enable PSTs to test their own beliefs on factors that hinder or enhance student engagement	7.1.1
	25	PSTs and mentors discussed observations in small group meetings	6.4.12			12	PSTs' student inquiries reflect their willingness to be open to learning with and receiving feedback from students	7.1.4
				14		PSTs use the semi-structured 'Praxis Inquiry Protocol' as an interventionist tool; applying theoretical ideas to daily experiences in the school; making proposals for improvement based on explanation and principle	7.2.5	
				17		PSTs attend on-site seminars conducted by teacher educators, school leaders and mentors, allowing PSTs to share, discuss and reflect on their experiences as part of theorising practice; teacher educators use prompts and questions to facilitate PST understandings	7.2.5	
				18		PSTs develop their lesson plans, revise them, apply them in the classroom, and then revise them again; documenting exemplary lessons plans and student artefacts in their journals and portfolios	7.2.5	
				19		PSTs use a scaffolded approach to critically read and reflect on professional readings; cooperatively analysing theory, research, evidence and practice; making valuable connections between theory and practice	7.2.5	
				21		Teams of PSTs with leading teachers select and inquire into an aspect of the school's curriculum affecting student learning, wellbeing and engagement	7.2.6	
				22		PSTs apply ideas to authentic experience making recommendations for change based on rationale, principle and evidence	7.2.6	
				23		PSTs create a portfolio, developing a body of knowledge to demonstrate evidence of their capacity to fulfil the professional standards	7.2.6	
				20		PSTs learned skills in lucid and vivid story-writing, telling, sharing and story-analysis; constructing an educational philosophy based on academic research and evidence based theory and informed by their practitioner learning experiences	7.2.5	

Appendix 32

Benefits of the School–University Partnership

Figure A32.1: Benefits of the School–University Partnership

Flourishing teaching practice	Quality outcomes	Greater pool of innovative quality educators	Array of teaching practice	Adult role models	Aspirations for my future	Supporting partnerships for learning	Smoother, more effective induction process	Increased pool of recruitment options
Positive futures for next generation	School Community	High expectations in education	Greater support in classrooms	Students	Pathways projection	Applied Curriculum Projects aligned with school AIPs	Principal	Connectedness with tertiary insight
Growth / improved resources	Connectedness and trust in the school	Reliability of quality delivery	Adults as learners	Student voice	Shifting personal achievement	Staff development	Community presence – linking learners	Connectedness with all stages of learning
Building ideas for innovative practice	Opportunities to develop diverse curriculum & co-curricular programs	Establish a network of teacher educator coordinators	Community	Students	Principal	Enriched programs	Applied Curriculum Projects	Ongoing valuable feedback & assessment
Collaboration within the contextualised community	Partnerships Coordinator / Liaison	Insights into coaching & peer mentoring	School-based Partnership Coordinator / Liaison	Benefits of the School – University Partnership	University	Practical contextual program delivery	University	Research partnership ARC
Maximising access and inclusion	Supporting professional practice	P&D Culture developments across schools	Whole staff	Mentors	PST	Adaptable graduates	Employable graduates	Opportunities for broader learning (Masters)
Shared professional learning	High expectations of quality pedagogies	Ongoing feedback	Lateral accountability	Professional growth	Valuable feedback	Practical experience	Applying known theories to practice	Reality check! Facing real issues
Facilitating a self-improving system	Whole Staff	Action research learning	Raising the bar of personal and professional efficacy	Mentors	Improved practice	Collaborative reflection	PST	Making a difference
Collaborative reflection	Improved student outcomes	Professional development	On-going learning	Supportive leadership	Contributing to system improvement	A wide range of experiences in education	Embedded within the community culture	Broad range of mentorship