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Partnerships between Schools and Teacher Education Institutes

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Abstract

Society has developed itself into a complex system of organisations and interactions, therefore the demands on schools and schooling has become greater. The need for professional teachers grew with it. Teaching is formative in nature and one grows *within* the profession and hence through daily experiences. As a result of this, various countries have over the years developed different modes of school-based teacher training.

In this paper we elaborate on three examples of partnerships between teacher education institutes and schools. We draw conclusions from these examples, the experiences of participants and from international literature.

1   Introduction

Society has developed itself into a complex system of organisations and interactions, therefore the demands on schools and schooling has become greater. The need for professional teachers grew with it. With the recognition of teaching as a profession it has been acknowledged that all teachers require specialised training, in order to develop the knowledge and competencies necessary to take on teaching.

However, educating teachers in specialized institutes was not the whole answer in the demand for qualified teachers. At the end of the 1980s the growing dissatisfaction with 'teaching practice' culminated in a UNESCO report. (Down, 1995).
Teacher preparation was regarded as insufficient, due to a lack of linkages between for instance subject matter and teaching processes, and preparation for diverse class/school situations. Furthermore, the lack of training of cooperating teachers and the lack of credibility of college or university supervisors was seen as a real problem. (Down, 1995).

As a result of this, pre-service teacher education practically all over Europe, the USA and Australia went through vigorous changes. One model which tried to address these concerns was one which encouraged a strong partnership between universities, colleges and schools. (Down, 1995). Since then, in different countries in and outside Europe, several models of partnerships and types of cooperation between schools and institutes for teacher education emerged, under the general heading of school-based teacher education. (e.g. Furlong, 1996, Bulloch, 1997 and Snoek, 2001)

2   Overview of the article

In this article we will not address the differences between partnerships due to national educational policies, although this is an important factor in establishing partnerships between colleges, universities and schools. Nor will we give an extensive theoretical framework. In sections 3 and 4 basic principles of school-based teacher education and professional development school are presented (e.g. Booth et al., 1990; Darling-Hammond 1994; Furlong, 2000; Edwards, 2002, ten Dam, 2006). Subsequently we present three examples in two

different countries. Each partnership has its own aims and perspectives on the imaginable axis between school-based teacher education and professional development schools. In section 7 we summarize some of the consequences for teacher educators involved in these partnerships.

In section 5 Christopher Bezzina describes an example of establishing partnerships in Malta, in the tradition of the professional development school movement. Section 6 illustrates partnerships in teacher education in the Netherlands with two examples.
Corinne van Velzen focuses on a partnership between a university institute for teacher education and nine schools in higher secondary education. One of the objectives of this partnership is to make the curriculum more school-based. In the third example, Peter Lorist invites us to share his experiences of a partnership in the area of vocational education in Utrecht. It explores the cooperation between some schools and the institute for teacher education aimed at school development strongly intertwined with school-based teacher education. Such partnerships are, as yet, relatively new.

3 What is school-based teacher education?

Teaching is a very complex profession and formative in nature, one grows *within* the profession and hence through daily experiences. Becoming a teacher is not only a matter of getting access to a certain body of knowledge and acquiring adequate skills. Becoming a teacher is transformational in nature. It is, first and foremost, about developing one's own personal and professional identity. Such an identity can be obtained and enriched by taking part in school practices and in the daily life of teachers. The metaphor used by Sfard to indicate this type of learning is participation, one which encourages the acquisition of knowledge, skills and the development of values, attitudes and beliefs within a school environment and not solely within the confines of teacher education institutions (Sfard, 1998). School-based teacher education is based on these assumptions. Partnerships between school and teacher education institutes nowadays are about the possibilities for student-teachers to really participate in school practice and at the same time to acquire the knowledge, skills and values necessary to become qualified teachers. Leading principle in designing the curricula are the problems and questions teachers have to deal within the practice of their daily life at school. School-based teacher education in our view is only possible when schools and teacher education institutes work intensively together and recognize the strengths and possibilities each of them can offer to student-teachers learning. As a consequence of this, teachers who teach teachers (teacher educators) can be found in schools as well as in the institutes for teacher education.
The question how to link theory to practice however is still an issue within school-based teacher education. Collaboration between schools and institutes in order to improve school development and teacher education is a prerequisite to that objective. This form of collaboration is known as collaborative school-based teacher education and it elaborates on the ideas of the professional development schools (PDS). In Professional Development Schools teacher education is embedded in the overall school development (ten Dam, 2006).

4 What is a Professional Development School?

A Professional Development School (PDS) is based on collaborative relationships between partners - faculty staff and school staff. It is a school in which not only student-teachers are educated, but also a place where faculty and school staff can collaborate on research and development (Abdal-Haqq, 1998; Colburn, 1993). All this is to take place within an organisational structure that encourages professional development empowerment. PDSs have a number of characteristics, although not all of them are realised in each PDS.

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- *Congruous learning and developmental possibilities for all partners*: pupils, student-teachers, experienced teachers, teacher educators, researchers and even the management. PDS is an ideal setting for beginning institute-based teacher educators to work alongside teachers and student-teachers as they 'learn' to address practical issues from a theory-practice perspective.
- *Professional development and the professionalisation of teaching:* teachers take on new roles and differentiated responsibilities involving goal setting, problem solving, decision making, student assessment, teacher preparation, scheduling and staff development. Collaborative inquiry into the teaching and learning process which increases the knowledge base in teacher education.
- *Curriculum development:* collaboration between partners is directed at improving the education and experiences of all pupils. A PDS encourages experimentation and risk taking. Staff are involved in trying out and evaluating new practices, both in designing and mentoring learning processes as in organizational development.

5   Establishing partnerships with schools in Malta

This section explores an initiative undertaken in the island of Malta by the Faculty of Education as part of its developments in the Teacher Education programme. It presents its move to establish 'partnerships' with schools. This initiative is being undertaken so as to capitalize on the expertise of beginning teacher educators to bridge the gap between university studies and the realities of school life. This aim, it is envisaged, will address at least three objectives:

- improve the quality of the teaching practicum;

- create a more 'realistic' and meaningful environment for varied forms of learning to take place;

- nurture a culture of cooperation and collaboration between the Faculty of Education and schools on different aspects of teaching and learning.

The educational climate within the Faculty of Education has witnessed, especially over the last ten years, "a shift from individualism to social relationships" (Bezzina & Camilleri, 1998). The B.Ed. (Hons.) programme is based on the following main features: "participation, consultation, support, collaboration, reflection, motivation, openness and empowerment". Various initiatives have been undertaken (e.g. Tomorrow's Teachers Project, 1997) which have helped both the individuals members within the Faculty but also the Faculty's own identity and character to grow.

Our discourse, together with that of our students has taught us over the years that we need to seriously address the dichotomy between what is learnt at University and the realities in schools. Our discourse, together with a growing literature in the field of Professional Development Schools (Darling-Hammond, 1994; Metcalf-Turner & Fischetti, 1996) have highlighted the benefits that can be gained through school-centred initial teacher training.

Therefore the main purpose of the Faculty of Education Professional Development School Partnership will be simultaneous renewal of the teacher education programme at the university and teaching and learning in schools.

The setting up of Faculty-School Partnerships offers us the possibility of exploring different ways of learning as a result of which there will be greater relevance to the teaching-learning context (Teitel, 1998; Zeichner and Miller, 1997). PDSs create opportunities, which allow us,

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as teacher educators, to take on different roles. It is within such a context that we expect beginning teacher educators to feel at their best. They have just left the classrooms and are therefore ideally positioned to establish the necessary philosophical and pedagogical underpinnings necessary for any professional discourse to take place. Experience has shown us the need to work together with teachers in schools. On the one hand we need teachers at the school site who, through their diverse qualities, will be **good models** to prospective teachers. In this respect teachers can serve as mentors or co-operating teachers, both fulfilling different but complimentary roles. On the other hand, the university lecturer has the opportunity of getting closer to the school and establishing the ground for educational discourse to take place between the student-teachers and lecturers alike. Such opportunities do not only effect the personal and professional development of participants in the classroom context but also address areas which go beyond the classroom and which effect school-life in general.

The contribution by mentors should ascertain a faculty-school partnership in at least the following areas: the training of student-teachers, the development of school programmes and continued teacher formation. In this model, the student-teacher learns from a mentor and a co-operating teacher by spending *quality time* in the classroom observing the co-operating teacher perform tasks, asking questions and receiving assistance, and gradually assuming increasing personal responsibilities as his/her knowledge and skills develop. The co-operating teacher initially *models* the task for the student-teacher, and then provides *coaching* (i.e. instructions, feedback) as the student-teacher attempts the task, fading the amount of coaching and turning over more and more responsibility for independent task completion to the student-teacher as his/her skills develop. In their experience Neubert and Binko (1998) found that the PDS internship was more effective that the regular programme in preparing teacher candidates to maintain classroom discipline, use technology effectively, and reflect on their teaching.

Berrill (1997) and Neubert and Binko (1998) explain that the use of mentors as teacher trainers in schools, has actually even had a profound developmental effect on the qualified teachers themselves. They become more skilled at using theoretical discourse as part of their daily practice.

With the introduction of such partnerships we aim to create and sustain a climate where professional discourse and action take place which will be of benefit to the student-teachers and the schools. Rather than going in for a six-week block teaching practice where the student is in full-control of a classroom we would like to introduce an atmosphere where the student has opportunities to work in a number of scenarios/contexts with different groups of students. It will also create opportunities for students to experience school life and whole school activities/initiatives rather than being involved only with one class. Through this approach we hope to overcome one of the main problems facing beginning teachers when they are confronted with unexpected aspects of the job which reflect that teaching is by far a complex activity which goes well beyond teaching a subject or class but one which involves countless interacting and changing variables. The scenario we want is one which encourages, develops, nurtures and sustains professional dialogue which enhances the teaching and learning experience of all participants which now no longer involve student, class and university tutor only, but is extended further to include mentor and co-operating teacher. It also allows the student to engage in developing the skills of reflection and application which was difficult to engage in, given the previous model (Pollard, 1998).

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Within the context of school-site management, which the government is striving for, the recommended reforms for the B.Ed teacher education programme will help to generate the climate that has been lacking in our schools - that of schools being centers of enquiry and activity. In this way the dynamics of schooling takes on a different dimension - one that puts educators at the centre of a process which generates, uses and personalizes knowledge. Through such a process schools can gradually become valuable agencies of research and analysis (Bezzina, 1997) and indeed learning communities (e.g. Bezzina & Testa, 2005) critical for the success of current government decentralisation reforms.

Such a context would be unique in this regard. It will help us to create a systematic programme based on job-embedded learning. The transition from the realities of classroom life for the beginning teacher educator to one where he/she needs to handle theoretical paradigms can easily be embedded within the PDS strategy. Such a context will help to challenge the theory-practice divide through the creation of a 'natural' environment for 'shared' learning to take place.

It is hoped that with the proper piloting of this scheme the different stakeholders will appreciate the benefits that are to be accrued for the whole profession. All this may sound overtly optimistic. We are slowly becoming aware that the setting-up, and more so, sustaining such institutions is not only a highly political issue (Adams and Tulasiewicz, 1995), but also one demanding extremely high levels of commitment at the personal/collective levels, and the financial backing to sustain such efforts (Teitel, 1998). Indeed no easy task. In fact, such concerns have been already shared with the appropriate authorities and we do expect their response and backing (Bezzina et al., 2005).

6   *Establishing partnerships with schools in the Netherlands, two examples*

This section is about partnership models in the Netherlands. These partnerships emerged from situations comparable to ideas of the school-based teacher education movement in the UK and the PDS movement in the USA. But next to that in the late nineties of the last century it became clear that in the near future teacher education institutes would not be able to educate enough teachers to replace teachers going into retirement or teachers who leave school prematurely (Snoek, 2001)

Teacher education institutes, schools and the Dutch government decided to join forces. The Dutch government allocated funds and a number of schemes were developed. Schools and teacher training institutes were rather free in designing how the co-operation was going to work between the partners. Partnerships became opportunities for schools and institutes.

In the next two subsections we amplify on two examples of these partnerships.
The first one is about building a partnership between nine schools for higher secondary education and a university college of teacher education in Amsterdam. This concerns a 1-year postmaster study in which a teacher has to develop particular professional competencies. Here we address especially the way we made our teacher education curriculum literally more school-based.

The second one is the Utrecht model, an intensive partnership between schools for secondary and vocational education with Archimedes Teacher Training Institute. This involves a four-year bachelor programme[1].

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[1] For more information about the educational system in Holland (and all other European countries) we refer to www.eurydice.org

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6.1 Building a partnership between the CETAR[2] and nine schools for higher secondary education in Amsterdam

It took us several years to realize this partnership between schools and the university teacher education institute. Although it is also about improving school development, this section is directed at the school-based teacher education part of our partnership.

6.1.1 A short overview of our history and the context of this partnership

Since 1987 within Dutch universities teachers for higher secondary are educated in specialized centres. From the very beginning of these courses, student-teachers spent half of their time at school. We have always enjoyed good connections between the institute and the schools. However, these partnerships were mainly organizational. The university was responsible for all the assignments and the assessment of the student-teachers in school. A short outline:
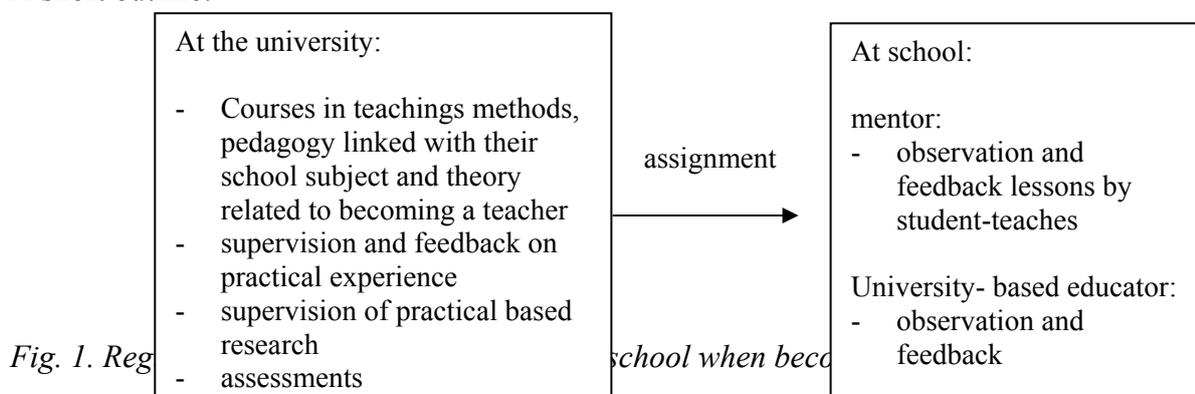
At the university:

- Courses in teachings methods, pedagogy linked with their school subject and theory related to becoming a teacher
- supervision and feedback on practical experience
- supervision of practical based research
- assessments

assignment →

At school:

mentor:
- observation and feedback lessons by student-teaches

University- based educator:
- observation and feedback

Fig. 1. Reg........................school when beco........

6.1.2. Toward real partnerships and a school-based curriculum.
Phase one: improving mentoring quality within school.

In order to improve the quality of mentoring within schools, in 1999 we initiated a mentor training program at the university. Twelve subject teachers from six different secondary schools were involved. Whilst these twelve teachers had some experience in mentoring student-teachers none of them were trained.

The schools and the institute then agreed that part of the curriculum would be implemented in school. The training of the twelve teachers was extended to <u>teaching</u> teachers instead of only mentoring. Each school, in turn, set up a support system for their own staff.

Phase two: a partnership in teacher education with shared responsibilities.

A school-based curriculum in teacher education is based on shared responsibilities between school and the teacher education institute. The trained twelve teachers and the support system within the schools made it possible to do so. In 2003 six general themes (Becoming a Professional, Class Management, Communication and Interaction within the Classroom, Collaborative Learning, Lesson Design and Pupil Mentoring) were identified to be taught within the schools. A number of seminars were designed to introduce the assignments and the theoretical aspects of the different themes in a way which matches the ideas of the schools and the demands of the institute. School-based teacher educators would introduce and teach each theme next to mentoring the students. At the university a supportive electronic learning management system in Blackboard was set-up for both students and educators. The mentor

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[2] CETAR: Centre for Educational Training, Assessment and Research, Vrije Universiteit Amsterdam

kept his role in the classroom.

The assessment conversations became a shared responsibility of school and institute. The teacher -educators in the schools had to learn to work with a digital portfolio and other assessment instruments. Special procedures were developed for the final assessment interviews and crediting the course. Although part of the curriculum now was implemented in school, the institute still remained responsible for the students' certification.

A number of organizational adaptations had to be made. In each school the timetables were adjusted so that student-teachers and their school-based teacher educators (who were also teachers) could meet on a regular basis.

Similarly, at the institute things have to change. Institute-based teacher educators had to deal with a broader scope of different experiences from their students. Groups became smaller during the general educational methodology classes[3] but during the courses in subject methodology all students were present so the dynamics within the groups differs. All teacher educators had to get used to the idea that student-teachers can learn how to teach both within the institute and the school.

At the Institute: credits: 21 ects	At School: credits: 39 ects
University-based teacher educator - lecturing courses in subject teaching methodology - giving supervision on practical research	*School-based teacher educator* - guiding substantive seminars on general didactic themes - giving feedback on practical experiences - coaching individual students - guiding collaborative collegially supported learning *Subject teacher* is mentoring preparing, instructing and evaluating lessons
Together: portfolio discussions and (final) assessments	

Fig. 2 Relations between the institute and the schools in 2006

Phase three: the future.
We are constantly improving the fruitful combination of university-based and workplace learning. We learn how important, next to planned seminars, the not deliberately planned learning possibilities within schools are. And how school-based educators can help student-teachers to identify that moments and make them meaningful. Systematic deep and broad reflection is an important tool here (more about reflection in teacher education in: Korthagen, 2001). Special attention still has to be paid to different types of (theoretical) knowledge in and out schools together with study time in school (Hodkinson & Hodkinson, 1999; Hodkinson, 2005). As an helpful heuristic instrument to design such possibilities we use the Cognitive Apprenticeship Model (Collins et al., 1991) We put it into practice with our insights of good teacher education (van Velzen, in preparation)

6.1.3. Some conclusions: what did we establish, what is there still to do?

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[3] 20% of our student-teachers are involved in this project

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In working together we found that communication between all actors is a key factor. So each school-based teacher educator has a permanent contact within the institute. The institute-based teacher educator informs, gives feedback and, confirms what the school-based teacher educator is doing. Similarly the school informs the institute about what happens in the school. We learned that the training for the twelve teachers was insufficient and time was too short. It is hard becoming a teacher educator within an institute for teacher education, but it is even harder to do so in school where pupil learning is the first focus.

During these years we developed a way of learning together. We meet on a regular basis. We talk about our work. We reflect upon our actions, ideas and convictions. We share our worries and celebrate our successes. We inspire and motivate each other. On one hand, we are growing into a shared community of practice, that is a group of professionals who are mutually engaged in educating teacher students, who see that as a joint enterprise and who are developing a shared repertoire of language, actions and tools. (Wenger, 1998) On the other hand we value our differences and we are learning from frequently crossing the borders between school and institute.

There has been a major improvement in the mentoring of the student-teachers and student-teachers are very satisfied with the personal attention and support provided. However, the cooperation between the school-based teacher educator and the mentor still needs improvement.

We worked hard to establish these partnerships, partnerships which aimed to meet the needs and differences of the schools, the institute and the student-teachers. Maybe the most important characteristic of these partnerships is the trust we actually can teach teachers together.

6.2. Partnerships: The Utrecht Model
The 'Utrecht Model' is an intensive partnership between secondary and vocational schools in Utrecht and Archimedes Teacher Training Institute. After a short description of the general situation we focus on the pilot project 'Teacher in Vocational Education'.

6.2.1. Educational Partnership
Over the past twenty years Teacher Training Institutes[4] in the Netherlands developed a system in which student-teachers engaged as trainees in schools for half of the final academic year. During this period they are supervised by teachers from the school as well as lecturers from the Teacher Training Institute. Despite the fact that this was a marked improvement in bridging the gap between theory and practice, by the end of the 20th century, schools (especially those for vocational education) were not satisfied with the competencies that graduates brought into the school. At the same time we were working in a context where large teacher shortages were predicted. Teacher Training Institutes in the Netherlands worked in the years 2001-2003 in a project called Educational Partnership together and each in their own region to improve teacher training and especially to extend cooperation with schools.

6.2.2 The Utrecht Model
Archimedes Teacher Training Institute (part of Hogeschool Utrecht) organized Educational Partnership together with schools and students in the region, working on
- A new competency-based curriculum in which workplace learning was a key feature:

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[4] In this subsection by Teacher Training Institutes we mean: Teacher Training Institutes for secondary and vocational education that offer 4-year integrated bachelor studies and professional master studies.

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students learn and work one day per week in a school in their first year up to 3 days per week in their fourth year. Student-teachers start as assistants to teachers, progressing slowly to take on full class duties by the end of their training. As a consequence schools started to facilitate and train teachers in their school as a co-trainer for student-teachers.

- Embedding the training of students in school innovation and staff development of teachers as well as of Archimedes Teacher Training Institute. This has lead to a concept which aims at being a Professional Development School as described in chapter 4.

Up to now, within the 'Utrecht Model'[5], about 150 schools participate engaging around 1000 student-teachers.

6.2.3 Teacher in Vocational Education

In 2003 seven schools in prevocational education (age 12-16 years) took the initiative to go a step further. Together with Archimedes Teacher Training Institute the schools developed a new concept for the training of teachers. Student-teachers would be partially trained at the school site. The learning process would be organized in congruent ways for pupils, for students and for experienced teachers and teacher educators, in combination with forms of (action) research. A school develops itself in this way into a learning organization (Senge, 2000). This ambition lead to the project 'Teacher in Vocational Education'[6], which started September 2004. Since 2005 teachers within these schools have followed professional master degree programs, supervised by researchers from Archimedes Teacher Training Institute. In this way an extra form of congruent learning is emerging.

6.2.4 The schools, an example

In stead of describing these schools we give two examples of everyday life in one of these schools: Kandinsky College, Nijmegen (www.kandinsky-vmbo.nl).

Pupils are responsible for cooking and serving meals for teachers, parents and people from the neighbourhood. It is part of their learning process. Other examples in this school are assisting in the public nursery or nail studio.

The school based teacher educator and teacher economics, enjoys his job every day. He is very clear on how enthusiastic he is about the new ways of learning for the pupils and student-teachers. It gives him a feeling of freedom. In the beginning it was hard work to rewrite for example programmes of bookkeeping for the pupils. But it was well worth it. "I used to have a lot of stress, because I thought that if I hadn't explained it all, the pupils would not have understood. I was always thinking whether I would get finished the program. All that is over now, I am spending time mentoring and pupils as well as student teachers are encouraged to work more independently. Contact with them has become much more pleasant and easy. Because they have their own responsibilities they are gaining more self-confidence."

6.2.5 The educational team in the school

Students will spend most of the week at their school, their learning process is organized at school. Of course they need time for reflection and working on their tasks. They can choose to do so either at school, at the institute or at home. In any participating school between 15 and 20 student-teachers will learn and work. Among these student-teachers you will find a large diversity, ranging from 18 year-olds, who have just graduated from secondary education to

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[5] For those who understand (a little bit of) Dutch: have a look at www.samenopleiden.nl.
[6] Basic information (in Dutch) can be found at www.docentberoepsonderwijs.hu.nl.

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older colleagues who have worked in industry or owned their own company.

Each school has an educational team, consisting of the school-based teacher educator, the teacher educator from the institute, personal coaches for the student-teachers and subject-knowledge experts. The teacher educator from the institute will work each week for at least a full day at the school. He or she works intensively together with the school-based teacher educator. As a duo they develop the vision and policy of their school. They organize the learning process of the students. Each student has a personal coach, an experienced teacher working in the same team of the school.

Experts from Archimedes Teacher Training Institute organize, on a regular basis, study and working conferences. They are also available to give advise to both students and their coaches. An electronic learning platform is used for presenting information, communicating, developing a portfolio, and discussing content.

6.1.6   The role of the teacher educators
As we described above the school based teacher trainer and the institute based teacher trainer work intensively together. In most schools the school-based teacher trainer will have contact with the school management and will take responsibility for finding personal coaches for all students. He or she organizes workshops for the students and colleagues, organizes collegially supported learning (Tichelaar, 2001) The teacher trainer from the institute will be responsible for tutoring the student-teachers in their professional career. Students fill their own digital portfolio and do formative and summative assessments.

For all involved it is crucial to realize that they are members of an innovative project, acting as ambassadors on the school site and in the institute. This calls for a high level of enthusiasm and commitment. Two years down the line and significant progress has been made. Evaluations involving teacher trainers from both the schools and the Archimedes Institute are positive, expressing the benefits that can be accrued for all stakeholders. At the same time, caution is needed so as to retain the high levels of commitment, enthusiasm and support at both the personal and institutional levels for progress to be maintained and disseminated.

7.   Conclusions
Between schools and teacher education institutes different forms of partnerships can be established, respecting local circumstances and national or regional contexts. However, one thing which evolves beyond boundaries is the desire and commitment to come together to improve learning for teachers in general and student-teachers in particular. This is helping to diminish the gap between theory and practice and increasing the opportunities for teachers and teacher educators to learn about teaching while at work. The gap between schools and institutes is bridged over the whole range of professional development and innovation because expertise of the teacher educating institute comes into the schools and teacher educators get acquainted with school reality.

What are the implications for beginning teacher educators (in schools as well as from the institute)?
They will need specific, partly new competencies, knowledge and skills like
-   expertise about primary education and the transition of pupils from primary to secondary education.
-   expertise about vocational and tertiary education including the transition of pupils from prevocational to vocational education, from secondary to tertiary education.

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- expertise about local industry and institutions, because practice in society is part of the curriculum of the pupils, hence of student teachers.
- expertise beyond the borders of their own subjects so they can meet the needs of the schools and the student teachers.

They will play new roles, including
- being a member of both the school team and a member of the staff of the teacher training institute respectively.
- being a link person between school and teacher education institute and being asked to communicate, coordinate and address problems as they arise.

They will have to learn to act in new circumstances:
- Institute based teacher educators will be working in a school with pupils that have sometimes negative experiences, inside and outside education. These pupils need the best professional teachers, and the teacher educator is crucial in educating them.
- Be involved in school development, including action research, the innovation of the curriculum and staff development.
- And last but not least they are part of the curriculum development within the institutes of teacher education

Within these contexts beginning teacher educators can play an important and exciting role that can help create strong and valuable links between schools and teacher education institutions.

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