

2018

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Recommended Citation

Lemon, N., Wilson, A., Oxworth, C., Zavros-Orr, A., & Wood, B. (2018). Lines of School-University Partnership: Perception, Sensation and Meshwork Reshaping Of Pre-Service Teachers' Experiences. *Australian Journal of Teacher Education*, 43(10). Retrieved from <https://ro.ecu.edu.au/ajte/vol43/iss10/5>

This Journal Article is posted at Research Online.
<https://ro.ecu.edu.au/ajte/vol43/iss10/5>

Lines Of School-University Partnership: Perception, Sensation And Meshwork Reshaping Of Pre-Service Teachers' Experiences

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Abstract: School-university partnerships are complex, entangled and layered. As renewal of initial teacher education is at the forefront, understanding how we approach partnerships is imperative. This paper draws on reflective narratives of a school leader and initial teacher education staff involved in setting up a school-university partnership program. We identify the use of 'meshworks', that is complex and layered weaving of ideas or lines (Ingold, 2011; 2015; 2017) – specifically the lines of 'partnership', 'partnership understanding', 'involvement', 'supporting pre-service teachers', 'noticing of pre-service teachers', and 'impact'. The analysis of the findings illuminate benefits from co-design and vision, while demonstrating how a call to action from Australian Institute for Teaching and School Leadership (AITSL) can illuminate how working closely together can support the development of pre-service teachers. We conclude by suggesting that future teacher quality is dependent upon the strength of the intersections of these school-university partnerships.

Keywords: initial teacher education, pre-service teachers, university-school partnerships, partnerships, collaboration

Introduction

There were five participants in the university-school partnership team; each had a different role to play in a collaboration intended to support pre-service teachers (PST) who are undertaking initial teacher education (ITE) studies in the university context, and to scaffold their development through competency from a 'novice' to 'competent' to 'ready to teach' teacher. We know that Professional Experience is a core element to supporting this development and in meeting the Australian Institute for Teaching and School Leadership (AITSL) standards. School experience and observation of expert teachers in real, authentic learning situations is an expectation of how this can be met. Currently there are mixed approaches to how this is done

across the sector of ITE (Zhao & Zhang, 2017). Much focus has been on the responsibility of a practising teacher (or mentor as they are often called) to provide these opportunities (Ingersoll & Strong, 2011). For many ITE programs, this has resulted in a breakdown of school-university partnerships, at the very time that there should be a renewed interest in how schools and universities will work together to support teacher education (AITSL, 2011; TEMAG, 2014; DET, 2015; Grossman, et al., 2009; Khalid, 2014; Miles et al., 2016). As a result, a key focus for universities and teacher educators currently is authentic assessment of the professional practice and focusing on judging the impact on student learning (Mayer, 2014) by PSTs. Partnerships between universities and school sites are imperative to support this. High quality integrated programs focused on the ultimate outcome of student learning and the support of future teachers is called for (AITSL, 2011; TEMAG, 2014; DET, 2015). To this end, the profession is now forming an explicit commitment to the development of reflective and observant teachers. Reflective teachers are considered “essential to building and sustaining the range of personal and interpersonal qualities and content and pedagogical competencies that are necessary components of expertise in teaching” (Day & Gu, 2010, p. 134).

Recent discussions in ITE have been centred around effectiveness and quality of teachers and pre-service teachers (PSTs). Research indicates that *teacher quality* is the single-most important in-school factor in influencing student achievement (Hattie, 2003, 2012; Hayes et al., 2006). This is where the work of John Hattie and Visual Learning Strategies becomes a part of supporting noticing of quality. As a part of this, the Australian Professional Standards for Teachers (APSTs), have been developed to “make explicit the elements of “high-quality, effective teaching in 21st-century schools” (AITSL, 2017, para1). PSTs and teachers provide evidence of how they meet these standards as a part of their professional ongoing accreditation. For the PSTs varying experiences can be used to demonstrate meeting this requirement. As a result, there is currently inconsistent application in the profession of what quality looks like, and indeed how to observe this.

This paper sheds light on the development of a school-university partnership. The aim of the school-university partnership was to co-design a program that complemented PSTs ability to move from novice to competent teachers through the integration of various professional experiences within the Supervised Practicum unit. The integration of a school experience has moved beyond relying on just one mentor and the days allocated in a school (or community educational setting).

A unique project was developed in partnership with Trinity Grammar School, located in the inner Eastern Melbourne suburb of Kew, with Swinburne University of Technology located in the nearby suburb of Hawthorn. As co-designers of the project, we came together as a collective team. Our roles varied: a leader within the school, course directors, director of professional experience, and a unit coordinator of the professional experience unit. We worked together from the initial idea through to implementation and evaluation.

Several collaborative activities took place as part of the partnership project. School staff came to present at the University and we also designed a day of targeted classroom observations at Trinity Grammar School. The whole-day program included workshops and lectures from Swinburne academics, observing classroom teaching and group reflection activities. In total, 22 PSTs visited almost 50 different classes in the Senior School and the Junior School.

The aims of the partnership were (1) to support the growth of PSTs and skill development associated with observation of good teaching practice; (2) to create opportunities that extend beyond the pressure of individual assessment by mentors on Professional Experience days; and,

(3) to provide the school community an insight into how teaching practices can be enacted.

This paper presents our experiences and reflections from the enactment of establishing the project. We share the voices of the school leader and ITE staff involved in setting up the program. The data of these voices were collected through a shared reflection. The voices of these participants are seen as important to share, as they are often accounted for when sharing such initiatives related to university-school partnerships.

A discussion critically framing the notion of university-school partnership interaction through Tim Ingold's (2015) lines, intersections and meshworks is presented. The data are explored through the entanglement of lines of 'partnership', 'partnership understanding', 'involvement', 'supporting PSTs', 'noticing of PSTs, and the notion of 'impact'. Complex layers of different needs intersecting towards one vision were identified. These highlight the perceived impact of university-school partnerships and provide important possible guidelines for those interested to embark on similar projects.

Lines of Partnerships

Partnerships are complex and layered. They are not linear. Rather a weaving of intersecting and juxtaposed interactions, over time and in space. Participants in partnerships bring varied experiences. There is ongoing learning – about the vision, how each work with each other, what our institutions require, our lived experiences, expectations, assumptions, and so on. These considerations afford an openness of negotiations and invited us to suspend judgement on what is and isn't a partnership, and thus cultivated a curiosity about what can be possible when we work together, and challenge concepts of partnerships and collaborations, and in this case what a university-school partnership might and/or could look like. This way of thinking about university-school partnership illuminates how these “moments in networks of social relations and understandings” (Massey, 1994, p. 6) can be explored. In this way, we think of these moments as the construction of learning lines and entanglements, after Ingold. As he puts it:

Yet it takes only a moment's reflection to recognise that lines are everywhere. As walking, talking and gesticulating creatures, human beings generate lines wherever they go. It is not just that line-making is as ubiquitous as the use of the voice, hands and feet – respectively in speaking, gesturing and moving around – but rather that it subsumes all these aspects of everyday human activity and, in so doing, brings them together into a single field of inquiry. (2007, p.1)

As Ingold imagines line-making through speaking, gesturing and moving around, we view interactions with others, and thus partnerships, as an everyday human activity that happens to make lines, that are complex and layered allowing for the weaving of ideas or lines (Ingold, 2011). Ingold further argues that this line-making is a meshwork.

Ingold's conceptualisation of meshwork, lines run through space as lines of movement and growth as real lines of life, where they meet and sometimes are bound together is “re-imagined as sites of external contact or adjacency” (Ingold, 2011, p. 63). This is a different conceptualisation of a network of drawn lines with intersections at points A and B, rather as an *inversion* (Ingold, 2011, p. 63, emphasis original) of thinking about interaction as a simple meeting of lines of flights (Ingold, 2010). In this conceptualisation of a meshwork, Ingold is describing a complexity that is layered. It is both, connecting and adjacent; external meeting and intersecting “behind the conventional image of a network of interacting entities” (2011, p. 63). It

is in this layered, complex space where a formalised notion of partnerships is extended with a conceptualisation of a meshwork that layers the space, time and life with intersections of external meetings, connecting and adjacent, thus “a meshwork of interwoven lines” (Ingold, 2011, p. 63), if you like, like a spider’s web.

School and university partnerships are transformative experiences for all key stakeholders. New ways of working are highlighted, especially from the perspective of higher education, and the extension of the traditional Work Integrated Learning (WIL) model attached to the professional skill development component during the study of a degree (Lemon & Weller, 2015; Orrell, 2004). For ITE, the utilisation of partnerships with schools and educational community institutions beyond professional experience offers much potential for innovative practices that engage all stakeholders - pre-service teachers, initial teacher educators, schools, teachers, students, and the education community. Universities “need to maintain strong industry links to maintain current and appropriate qualifications” (Gharehbaghi, 2015, p. 17). And in ITE this is ever present in policy documents that call for the addressing of the breaking down of school-university partnerships (AITSL, 2011; TEMAG, 2014; DET, 2015), at the very time that there is a renewed interest in how schools and universities will work together to support teacher education.

In building from Orrell (2004), working as a partnership between industry and higher education allows for a “transformative stakeholder ethos”; that is the partnership seeks benefits for all parties and that learning is viewed as holistic, rather than task focused, whereby students are encouraged to develop new ideas through the exploration of the subject matter (i.e. subject intended learning outcomes and linked assessment) and the actual work place. This leads to authentic, ongoing, transformative partnerships, curriculum, and research.

The Study

This is a self-study whereby our narratives support the enactment of our lived experiences. These narratives help us as individuals, and as a collective, to manoeuvre through the learning landscapes of university-school partnerships. The narratives were collected post project delivery via email, with two weeks to reflect, respond and share.

Using reflection as a method of recording data on individual perspectives is a known practice in educational research that creates framing and reframing, whereby “the self might be engaged in, as well as learn through, the reflective process (Loughran, 2006, p. 43). Wilson and Clarke (2004) have identified that in their role as educators, teachers learn, teach and use reflective and metacognitive processes to understand their identities and the reason why they do things. Schön’s (1983) notion of ‘reflection on action’ and ‘reflection in action’ informs the foundations for reflection. Reflective inquiry should lead to continuous professional development (Dinkelman, 2003; Ditchburn, 2015; Loughran, 2006). We live, tell, retell, and relive our life stories (Connelly & Clandinin, 1998) as we negotiate ourselves within and across various contexts. It is through self-study reflective practice that thoughtful, systematic, critical, exploration of the complexity of one’s own learning and teaching practice emerge (Dinkelman, 2003; Samaras, 2013; Stürmer, et al., 2013).

In analysing our reflections, we drew on a qualitative methodological framework of self-study (Mason, 2012; Denzin & Lincoln, 2008) that reaches deeply into complexities of life and living, to explore people and social processes and can capture the rich experiences held within

these. There is value in this approach, which enables a deep understanding of ‘lifeworld’ (Alvesson & Sköldbberg, 2009), focusing on our engagement, experience and identity development in the university-school partnership. A capacity for critical reflection and use of analytical language are central to this process of inquiry (Samaras, 2013; Farrell, 2013). Following Ingold (2007; 2015) metaphors of lines, provides the critical lens for understanding, including the subtleties and nuances that accompany participation in this particular world, which acts to inform and frame our narratives and enables us to draw meaningful conclusions from them.

We are five participants with different roles in the leading, design and the contribution to the collaboration. At the time of this project, one author was the director of professional experience, two were a course director, one was a unit coordinator of professional experience subjects, and one was a leader located within a school. We also acknowledge the numerous teachers, school students and PSTs who took an active part in various activities, who are not a part of this paper.

Following our collaborative activities, each participant completed a reflection protocol (Figure 1) and was instructed to comment extensively and in a narrative-personal writing style, about their experience, thoughts and beliefs following a series of guiding questions.

Guiding questions for personal reflection
Individually respond to the questions below in reflective and narrative style and in as much detail as possible.

1. What does partnership mean to you?
2. From your perspective and role, how did you approach this partnership project between Trinity and Swinburne?
3. What was your involvement?
4. What were the perceived benefits?
5. What were the highlights for you?
6. What were the challenges and why?
7. What observations of the pre-service teachers did you make? What were they saying? What were they doing?
8. Teacher education and school partnership needs are well documented in the current climate of teacher education – how did this program/project assist this vision?
9. Pre-service teachers had the opportunity to visit a school, become involved in the culture and work with teachers, how did this program/project assist in a unique opportunity for their professional growth?

Figure 1. Guiding questions for personal reflection

Analysis followed a thematic approach, searching for patterns and relationships to “find explanations for what is observed” (Boeije, 2010, p. 76) through segmenting and reassembling. Recurrent themes were coded, categorised and analysed using a combination of inductive and deductive approaches guided by literature, research questions, and Ingold’s (2011) conceptual framework. Findings discussed in the following sections are presented as lines of partnership: ‘lines of partnership understanding’, ‘lines of involvement’, ‘lines of supporting pre-service

teachers’, ‘lines of noticing of pre-service teachers’, and ‘lines of impact’ as a way to demonstrate the complex, layered and entangled life worlds of school-university partnerships.

Lines of Partnership Understanding

Lines of partnership understanding emerged in relation to three themes: locality, a sentence shared experience and mutual benefits. The understanding of partnership is evidenced in relation to its local space, or what Ingold (2015) calls an experience of an atmosphere of mutual consciousness of surrounding individuals are able to perceive once they are in it. Geographical proximity bears meaning in forming the partnership. Bryan has acknowledged that “geographically Swinburne and Trinity are very close to each other”, noting that “the school has built good relationships with other secondary schools and with social service providers in the local area, but we are increasingly keen to develop closer ties with the university sector as well”. Given social institutions already share the same environment, locality is seen as valid reason to partner.

The understanding of partnership also emerged as a shared experience that can generate “a transformative outcome on learning ... (enabling) to extend authentic, mindful and contextualized discussion of a shared experience” (Agli). Every person that has been immersed in the experiences of the day was able to draw on these and extend the learning “along the interwoven lines of meshwork” (Ingold, 2015, p. 87) that have been created from the shared atmosphere. The transformative power of the shared experience is in its ability to change the movement of learning. Such movement, that is “held between anticipation and recollection” (Ingold, 2015, p. 87) is a key feature in the experience of PST, who are being pulled by their recollections of being students themselves and pushed towards anticipating the future identity as teacher. The transformative power of the shared experience is in the creation of new interwoven social lines, different to the individual pushing and pulling experience.

Lines of understanding partnership were found to be intrinsic to the initiation, growth and development of the partnership. As Lemon & Weller (2015) reiterate, the understanding of *how* partnerships work is essential to its success, and this is shared in our reflections, for example: “when two parties enter into a union that is based on mutual respect and a sense of purpose that is intended to mutually benefit both parties” (Catherine). The belief presented here is that the bases of entering the union and the sense that underpins its purpose impact its potential outcomes. The acknowledgment in mutual benefits is in line with what Orrell (2004) describes as transformative emphasis on long-term learning that seeks benefits for all parties in a holistic approach to teacher training. Lines of partnership understanding emerged from the beginning of the project, as Narelle has noted it is “about coming together with united ideas and vision”, as she goes on saying:

For me one of the imperatives is listening to each other and respecting what it is that all need, want, and can bring. It is a celebration of strengths individually and collectively - what can be united together to strengthen then vision. It is a negation of ideas that can come together is a formation that support an innovative that can make an impact. For me this collaboration was about a united vision of supporting. The growth of pre-service teachers and in a university and school working together to foster capacity to look closely at best practice, pedagogy and practices in learning and teaching. (Narelle)

Mutual benefits emerge from these reflections within qualities of senses: a united vision, a capacity to look and an ability to listen to each other depicts the coming together and exemplifies Ingold's (2015) notion of being "immerse in sentience" (p. 86). Sentience as a capacity to perceive the experience with respect to the quality of care given to time, effort and resources invested by all involved, is also seen in the following:

Partnership means to me a collaborative effort towards mutually agreed on outcomes. That is not to say however that collaborators won't have their own unique gain from the partnership, but rather, a joint vision into how collaboration may benefit each partner as well as a joint cause is identified. Practically, partnership means sharing and joining resources (personal, work time, funding, tools etc.) towards achieving the partnership's outcome. The terms of a partnership must be explicitly discussed and agreed upon commencement. (Anat)

Turning from ecology and shared experience of sentience to economy and language of resources and gain, lines of understanding of partnership can be seen in reference to Ingold's (2015) notion of house-holding "a concentration of materials and potential energy from which lifelines fan out" (p. 155). Mutual attention to join vision, and an unconditional commitment to undergo this experience *with* others (sharing, joining, collaborating), underpins the formation of partnership.

Lines of Involvement

When considering lines of involvement, the analysis of our individual reflections revealed: dealing with risks of future success, a line of growth, fulfilment of professional role, and a perceived personal benefit of creative outlet. Questions about the partnership's possible success were illuminated:

The openness to explore a relationship was evident, but even as I went into the meeting, I did not know what the outcome could be. I very much approached the conversation with a gratitude for meeting with me, for an openness to explore what was possible and an approach that was open to what could be developed together... It was a risk going to the meeting. (Narelle)

Narelle and I were the initiators of the project - we brainstormed the idea and created the concept. After that, we did the various organisational things that were required in order to make it happen... (my) trepidation came from the fact that the organisational requirements were significant, and school life is already 'busy'. (Bryan)

Both Narelle and Bryan have had uncertainties about would their involvement be successful given the very limited time and the busy workload of all involved. Narelle seems to be grateful for even getting a meeting time with a school leader, not knowing what the outcome would be. Bryan expresses his fears faced with the possible risks of introducing yet another project to an already busy school. These comments are seen alongside participants' awareness that the nature of involvement in this partnership is that of growth:

would envisage that this role might change over time as the project changes shape. At this stage, I have met with our partners at Trinity and I have participated in delivering a workshop for our pre-service teachers at Trinity. (Catherine)

In my initial conversation with Narelle, I shared with her my experiences and hopes for the ITE at Swinburne. Since that initial meeting, I have participated in various meetings and discussion, including one visit to the school. (Agli)

Both Catherine and Agli note that their involvement has grown from an initial meeting to multiple conversations, site visits and delivering workshops. Anticipation that involvement will continue to grow emerges as an understanding that the project will move to include more people:

It was important for me to get buy in from other Swinburne staff - the course directors and the unit coordinator. I wanted to see this as a team approach and development beyond the initial ideas. (Narelle)

Eventually there were almost 70 different people involved on the day, each of whom needed to have a clear understanding of their role. (Bryan)

Moreover, lines of involvements were shown as limiting individuals' involvement to fulfil their minimal job requirements, seen for example in Catherine's comment "I have currently had a relatively minor role in the project, as the students that I teach have not been directly involved in the project". Involvement has been described as a way to fulfil aspects of one's professional role:

I was new to my role, new to the university, but guided by the need to establish unique and powerful partnerships that could grow Swinburne's approach to professional experience and indeed working with schools in the local area. (Narelle)

I also approached it as a unit convener, engaging with my students in a situated learning experience that we could then draw upon to make connections to readings and theory in Curriculum Methods 1. Finally, I approached it as a Course Director, seeing this a potential model for professional experience. (Agli)

From my role as Course Director I am very interested in all of the students in my care being exposed to as many educational opportunities as possible. (Catherine)

This semester, I have been the unit coordinator of the second professional experience unit in both the Bachelor of education and the Master of teaching secondary years program ...as such, I have been involved in the delivery of the program. (Anat)

Guided by the professional responsibilities of our roles, each participant has navigated the nature and the extent to which we were involved. This finding supports what Beck and Kosnik (2002) have identified as reasons for university staff to limit their involvement in supervised practicum; the main reason is being time pressured. The authors continue to list the growing commitments of academic roles on top of the work required in the professional experience section, which is not as highly regarded or rewarded as demonstrating research impact (Beck & Kosnik, 2002). Moreover, Orrell (2004) explains that old cultures and practices around work-integrated learning included coordinators who learnt their role 'on the job' and largely operated in isolation, stating that "coordination of work placements was costly to

academics' personal career advancement" (p. 2). The academics that participated in this partnership are seen to be aware of the need to make their involvement worthwhile in terms of their research outcomes:

I was also keen to see this as a project that would align smartly across learning and teaching as well as research. This was a driver for me in terms of smart working in a project, and to model this to colleagues who had not experienced this before. (Narelle)

I approached this firstly as a researcher, experiencing an authentic learning about how space, pedagogy, and learning can have a transformative outcome on academic staff, students and future professional praxis. (Agli)

Another identified line of involvement emerged as a creative outlet, describing involvement as an engaging new adventure in which interactions are seen to be creative and playful. Choosing to take part in a fun, new and exciting project was perceived by academics of bearing personal benefits:

I wanted to connect. I wanted to see what was possible. And I was very much driven by creating something unique.... Bryan and I just bounced ideas off one another...we both were at a stage where we wanted to do something different to extend the idea of partnerships between a school and a university. We both wanted to make an impact. (Narelle)

The enthusiasm came from the belief that we were trying something very new. (Bryan)

From my personal perspective I aim not to have preconceived ideas, and try to approach new adventures with curiosity and an open mind... I think that new experiences that challenge our personal experiences and understandings are always great opportunities for learning and growth as individuals. (Catherine)

Lines of Supporting PSTs

From our analysis of our reflections two lines of supporting pre-service teachers emerged: one is a line of support that creates a bridge between theory and practice, whereas the second is support given in-between PST identity formation. These were found to correlate Ingold's (2015) notions of between and in-between as discussed in the following.

The university-school partnership was perceived to provide a form of unique support to PSTs, one that creates a bridge between the theoretical and somewhat artificial learning environment of the university and the real world of school life. Agli has noted:

Becoming a well informed graduate from an initial teacher education program requires bringing together theoretical and practical knowledge and making connection between these and contextualized educative settings such as schools. (Agli)

Making connections between otherwise divided worlds, was seen by Ingold as a bridge or "an attraction of opposites, a link in a chain, a double-headed arrow that points at once to this and that" (2011, p. 147). These two points of reference are embedded in PST's experience in a step-by-step approach into this new reality, as noted by Catherine: "I think that this project is a crucial "first step" in developing a sense of a shared community of educational excellence within our own locale." Ingold's 'between' has two terminals, the movement in the between is framed

by doing and growing, taking steps towards a final stage, from theory to practice. The sense of development towards an authentic world of teaching is experienced within a community of practice:

This program enables the team to explore the tensions associated in transitioning pre-service teacher from university studies into the complexities of school communities where there are various competing imperatives that shape leadership, teaching and learning. (Agli)

This program assisted the vision of school and university partnership by creating an authentic experience that offers in-depth training and scaffolded observation of practice opportunities. It provides PST with an environment in which pedagogical content knowledge can be seen and evaluated, rather than discussed in theoretical terms. Working in teams of peers in a school context, also strengthen PSTs interpersonal and ethical capacities, and potentially develops their understanding and practice of the AISL standards. (Anat)

The school context is a crucial element in supporting the development of teachers' professional growth. Beltman et al. (2015) points at the reciprocal nature of interaction of personal and contextual factors in shaping teachers' identity, which is constructed by various agents in the broader society to which teachers belong to. Within communities of practice – comprised of school and university professionals – support for PST is provided as a development towards an end result of teacher accreditation – their acceptance into the profession. Support is therefore seen and designed with an end-product in mind, as Agli claims: “building [a] robust and sustainable ITE courses that is future focused as well as grounded in the realities of teaching and working within diverse school communities”. Lines of support between an ITE course to profession practice, and in developing ready to teach teachers, is a purposeful intervention, directed by desired outcomes.

Lines of supporting PST is also seen in what Ingold (2015) calls ‘in-between’, which he defines as a “movement of generation and dissolution in a world of becoming where things are not yet given...but on the way to being given” (p. 147). The in-between has no terminals; in the in-between, movement is ongoing. Support is offered in reference to the changing nature of PSTs identity; no longer university students, not yet teachers:

Teacher's professional growth closely relates to their growing and changing identity. On campus, PSTs often act like students. This has been evident in their lack of motivation to contribute to any aspect of the unit that is not compulsory and in their minimal reflective comments at the debrief session in class. The importance of the program for PST's growth lies in its environment. At Trinity, PSTs dressed impressively and professionally...they were willing and ready to engage in the professional interactions the school had prepared. Making this effort and meeting expectations to act like a teacher, may help to develop their professional growth more rapidly and purposefully. (Anat)

PSTs' identity considers both personal and contextual factors; it may be taught and be seen by others and by the self in particular points in time and contexts since “‘individuals' beliefs and experiences as well as their perceptions of what is expected in a particular context are an important aspect of teacher identity” (Beltman, et al., 2015, p. 226). In the school environment, PSTs were seen to accept the expectations to look and act in professional ways. The importance of providing support in the form of an intervention in-between a crucial time of identity formation is supported by the understanding that the experiences shared and the people met

during the teaching practice period, are vital in shaping the way PSTs see themselves (Khalid, 2015).

Lines of Noticing of PSTs

Lines of noticing of PSTs were shown in our reflections as traces of our own professional dispositions, reflecting, mirroring and identifying in others that which we personally find of value. Agli noted:

During my time with the pre-service teachers, I observed the professional manner with which they conducted themselves. Their engagement in the auditorium during the initial presentations led to me saying “If I did not know, I would be thinking that you were all members of staff, not pre-service teachers”. It was also heartening to see the way that they greeted their mentor teachers as they headed off to observe their classrooms. Mostly I was impressed with how they supported each other – presenting as a cohesive group. (Agli)

PSTs have been leaving traces of their movement in space, by: ‘the manner’ in which they ‘conduct themselves’, how they are ‘greeting their mentors’ and how they ‘support each other’. As such, noticing emerges in reference to Ingold’s (2007) notion of a trace as “any enduring mark left in or on a solid surface by a continuous movement” (p. 43). Observation is moreover seen along a line of personal beliefs and along opinions on how professional teachers should conduct themselves, engage, present and interact. These are perceived as impressions of what is ‘heartening’. ‘Pleasing’ was also an impression left on Catherine, noting: “I am pleased to hear from my colleagues that some great questions were asked of the expert panel at the end of the day – particularly in reference to gender issues”. Noticing aligned with our own priorities and dispositions as we were looking for traces of what we taught the cohort:

As a facilitator on the day, I noticed PST had found it very challenging to convert their observation notes to questions. They needed a lot of support connecting pedagogical practices to theories and examine ... the implications of what they saw. I noticed most of them moved to quick judgmental comments, such as, ‘that was great’ or ‘I wouldn’t do that’. (Anat)

Reflective practice and debriefing on the work by all parties were shown by Orrell (2004) to be essential component of work placement for generating transformed learning. Noticing that learning needs to be deliberate and intentional, supported by purposeful reflection is seen as an expected feature of quality of learning outcome. From within our teaching positions, we each noticed what we have hoped our PSTs learnt and tuned-in to assess and evaluate how much of what we taught is understood and practiced.

While academics’ noticing of PSTs involved observing for traces of evidence of learning related to their own teaching objectives, for the school staff at Trinity noticing PSTs emerged as connectors that are tied and transformed by the place:

At first, they seemed daunted, but by the end they seemed comfortable. Interestingly the teachers at Trinity quickly formed opinions about which pre-service teachers were more likely to have long term success in the classroom. There was a small minority who seemed negative about the school and the experience from the moment they arrived. This may just be youthful cynicism. The vast majority ‘bought in’ and worked to learn from the

experience. It is interesting that during the final panel session 90% of the questions came from 3-4 people. (Bryan)

Noticing PSTs comfort level, how 'daunted' they seem, Bryan reflects on noticing whether or not PSTs have connected to the school's environment. In the words of Ingold (2017): "once a knot tied from multiple and interlaced strands of movement and growth, it now figures as a node in a static network of connectors...people find themselves in environments built as assemblies of connected elements" (p. 75). Teachers who already work at the school have noticed which PST would most likely connect to the network. These PSTs are perceived to be more likely successful in the long term. Bryan has noticed who is 'bought in', in other words, who has successfully connected to elements that make up the school environment and who has failed to connect, presenting 'negative' attitudes or 'cynicism'.

Lines of Impact

Each teacher approaches the classroom with their own philosophy. This philosophy evolves during a career. When a pre-service teacher goes out on placement they are normally put into a situation where they work with one experienced teacher for a period of weeks, during which that person's approach is seen as 'the one right way'. In reality, there are many different ways to be a successful teacher. By exposing the pre-service teachers to 45 different philosophies in one day, then putting them together to unpack what they had seen, I am sure that they became aware that no school is homogeneous, and no two classrooms need to be the same. (Bryan)

Bryan has encapsulated some key understandings in this paragraph that give voice to the multifaceted nature of the 'lines of impact' that can be drawn from the reflections of the partnership. The lines of impact need to be considered from the perspectives of the teachers, the PSTs, the school, the university, and the academics. Lines of impact can be both negative and positive in nature and it is important to voice those key concerns in order to strengthen the next steps in this unique relationship between Swinburne and Trinity.

Teachers have 'their own philosophy' that 'evolves during a career' and that evolution is formulated by experience and reflection. The nature of this statement by Bryan is actually reflected in the assessment tasks for the PSTs. In their professional placement units, they are required to undergo intensive periods of teaching experience within a particular school context. Additionally, they develop a portfolio that enables them to collate data that demonstrates their capacity to teach which is measured against the Australian Professional Standards for Teachers (Graduate) (AITSL, 2017). The impact for the PSTs here is twofold. Firstly, they provide documentation that shows that this meets the professional standards of teaching. Secondly, the PSTs begin to develop their sense of teacher identity. This has a long-term impact in constructing the teacher that they will become. Anat reflected upon this in her comments of the day when she said that the experience "provided a supported positioning for their (PSTs) emerging teacher identity".

As PSTs develop more breadth and depth in their teaching experiences it is hoped that their framework of understanding in the classroom moves from "What works to what works best" (Hattie, 2017, p. 430). As Bryan articulated, "there are many different ways to be a successful teacher", so *what works best* may not necessarily be the same in all circumstances as

no school is homogenous. Hattie (2017) realises that every teaching and learning scenario needs to be aware of its particular context, and additionally each context needs to come to a “collective agreement about what impact means” (Hattie, 2017, p. 430). As we can see in this study, the lines of impact here have multiple measures according to the viewpoint of the individual and the context in which the individual is situated.

A common theme that is seen in the reflections of the study, particularly from Anat and Bryan, is the sense of ‘collegiality’ that was demonstrated by both the Trinity teachers, the PSTs and the Swinburne academics. Anat shared the following response:

In this project, we came together and worked as a team, especially on the day, which I don't feel we were so much before. Course directors, unit convenors and school leaders all shared their expertise in making the day successful. This alone is of excellent benefit for the productivity of our unit and for future project collaborations. (Anat)

Catherine also shared the sentiments of Bryan and Anat reflecting that one of the benefits of the relationship was ‘creating a strong sense of educational expertise within the community that enhances all’. Nevertheless, Catherine also reflected on the difficulties in participating fully on the day due to scheduled teaching commitments on the university campus. This was not the case for Anat and she relished the opportunity to be in a school environment.

I am conscious that with the shift I have personally made from working at schools to academia, I have less and less opportunities to be present in the classroom and experience school life. A highlight for me was to work at a school for the day, even as an observer and facilitator, and touch base with the industry I am most closely related to. (Anat)

Paradoxically, Catherine reflected on the opportunities that the Trinity-Swinburne relationship had created for the Trinity teachers. She could envisage future ‘opportunities for staff to work in a sessional capacity at Swinburne’. Thus, the impact for the academics and the teachers alike is mutually beneficial. All participants, the academics and the teachers alike, recognised that there were multiple benefits for both parties in developing a partnership between the school and the university. Bryan’s words epitomise this mutual understanding:

I believe that this partnership is unique - it is a chance for the school to give back to the educational community, and it is a chance for our community to connect with those in a tertiary setting. I hope that this will be the beginning of an ongoing relationship. (Bryan)

Conclusion

As the climate for ITE changes and develops there is undoubtedly more pressure to develop meaningful school-university partnerships. By using Ingold’s framework (2011; 2015), this paper reveals the entanglement of lines and intersections that are present in the realisation of what a partnership can look like. The multiple complex layers of this shared experience and the meeting points that exist involve the lines of understanding what a partnership is, involvement, supporting pre-service teachers, noticing pre-service teachers, and impact become evident. This investigation highlighted subtleties that would not have been recognised otherwise.

This paper highlights the importance of subjectivity and interactivity. A partnership simply does not just happen in a void. Investment is required by all stakeholders - school,

university, staff, pre-service teachers, and indeed policy. This is complex in itself but through a co-design process and openness to dialogue about these aspects the strength of a school-university partnership can exist, and be replicated. Through a self-study utilising Tim Ingold's (2011; 2015) theoretical framework our meshwork of identities, assumptions and lived experiences are revealed. The voices in this paper reveal different needs and observations. It is through the action of reflective practice that we were able to come together to transform what might be possible in working in different ways and through different lenses. This is where the lines of partnership understanding reveal the place of locality, mutual respect, and the action of listening to one another. The case shared illuminates that the investment in growing and strengthening relationships between and in-between (Ingold, 2015) is essential, and through lines of involvement demonstrate how perceived professional benefit, growth and vision for success need to be realised and raised in the process of school-university partnership development and enactment.

Underpinning the school-university partnership was a vision to support PSTs and to scaffold experiences for them beyond professional experience days and situated learning within the university context. Observation of practice in and across a variety of classrooms and hearing the teacher voice was imperative. This supported lines of supporting PSTs that created a bridge between theory and practice as well as identity formation that stepped away from the pressures of being judged or formally assessed. Through this vision, as a team we were able to take on a noticing role that linked to impact of the program design and development in the PSTs. Multiple view points and different practices of enacting learning and teaching were positioned within the program and scaffolded for the PSTs to extend their growth.

Three possible recommendations can be inferred from this analysis that might be found beneficial for others who consider school-university partnerships:

1. School-university partnerships may be enhanced by being mindful of shared locality and spaces, a sentience shared experience and mutual benefits, which play a key role in creating strong understanding of partnership.
2. In the context of ITE programs, one should also consider the dual meaning of lines of support. First, schools' function as a bridge between theory and practice, providing an industry-based experience in which PSTs can enact what they learnt in a workplace environment. Second, the partnership must be able to hold and contain ambiguity and inconclusiveness, acknowledging the in-between developing identity of the participants who are no longer students and not yet teachers, who work in a school community but do not belong to its membership group.
3. Academics and participating teachers should take into account their personal biases and subjective dispositions as lines of noticing could appear along one's own beliefs. Traces of professional and personal agendas may impact what one would look for and how performance at a school would be evaluated. Moreover, teachers may act from within their connectivity to the school culture, looking subconsciously preferring PSTs who appear to be a better cultural fit. These are especially important considerations if one aims to arrive at a reliable assessment of PSTs performance in the school environment.

As we have collectively reflected up the school-university partnership, we too have also noticed our own practices and assumptions. Collectively we have been able to consider one way that extends how we work and can demonstrate a call to action by AITSL to work closely together and support PSTs. As Ingold (2011; 2015) imagines line-making through speaking, gesturing and moving around, these actions makes lines and furthermore this line-making is a

meshwork, revealing the intersections, entanglements, perceptions and sensations that can reshape ITE.

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