An inquiry kit for university-school partnerships

Inquiry kit developed as part of study and report:

Effective and sustainable university-school partnerships
March 2009

Report available at www.teachingaustralia.edu.au
An inquiry kit for university-school partnerships

This inquiry kit presents a set of tools that might be used by those who are seeking to understand, design or improve university-school partnerships. The inquiry kit is divided into three sections:

- **Section 1:** Studying partnership through collaborative practitioner research
- **Section 2:** Connecting local inquiry to the national study
- **Section 3:** Inquiry resources.

The first section, *Studying partnerships through collaborative practitioner research*, provides a set of activities to guide and support partnerships through a collaborative inquiry process. The activities mirror the research methodology used in the study and final report *Effective and sustainable university-school partnerships - Beyond determined efforts by inspired individuals*. Working through this process at the local level allows practitioners to gain a deeper understanding of their practice. The activities are:

- creating a partnership summary
- creating personal accounts of partnership
- sketching
- threading
- theorising
- partnership conversation
- collaborative concept mapping
- finding the future.

The second section, *Connecting local inquiry to the national study*, provides four collaborative activities which allow people working in university-school partnerships to make a connection between their local inquiry and the national study. The collaborative activities are:

- connecting local and national research findings
- exploring the nature of partnership engagement
- considering partnerships
- action for improvement.

The third section, *Inquiry resources*, provides a series of inquiry resources including proformas and other kinds of working documents that can be used in conjunction with the activities in the first two sections. These resources were developed or shaped by what was learned during the study. The resources are:

- Inquiry Resource 1: Sketch, thread and belief
- Inquiry Resource 2: Research findings
- Inquiry Resource 3: Partnership engagement
- Inquiry Resource 4: Considering partnerships
- Inquiry Resource 5: Action for improvement.
Section 1: Studying your partnership through collaborative practitioner research

The activities in this section of the inquiry kit have been trialled in the original study. The research team found that they engaged participants in the research through all stages of data collection, analysis and generation of findings.

These inquiry tools have been designed to support local research that:

- puts practitioners at the centre
- adopts an open analytical process
- generates findings collaboratively
- is ethical when studying partnerships.

The process begins with an invitation to generate personal accounts of partnership experience and continues with authors considering the significance of their own accounts. This analysis then provides a foundation for conversation, collaborative theorising and planning for improvement of partnership.

The following tools have been designed to encourage reflective inquiry through a process of:

- documenting partnership characteristics
- analysing and theorising partnership characteristics
- imagining possibilities that might guide the initiation or development of new partnerships.

Eight activities loosely shape the process. Each one suggests a possibility for inquiry.

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<tr>
<th>Activity 1</th>
<th>Creating a partnership summary</th>
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</tbody>
</table>
INQUIRY ACTIVITY 1: Creating a partnership summary

Question
What are the basic details of our partnership?

Inquiry steps
- Draft a summary of the partnership including information such as the university details, the number of schools involved, the duration of the partnership, the number of people involved, the focus of the partnership and the participants in the study.
- Document information about the stakeholders including preservice teachers, preservice teacher coordinators, teacher educators, practicum coordinators, school systems, school students and any other partners/organisations.
- Draft a statement about the purpose and activities of the partnership.
- Share the summary with all members of the partnership, checking that there is a shared view.

Inquiry outcome
A summary of the partnership.

INQUIRY ACTIVITY 2: Creating personal accounts of partnership

Question
As participants in this partnership what do we have to say about the partnership experience?

Inquiry steps
This activity is based on an exchange of emails.

1. Identify a small group of questions to shape the electronic interview. Selecting the questions might be done collaboratively using the following INQUIRY RESOURCES as prompts.
2. Email the questions to participants in the inquiry.
3. Invite participants to respond to the questions and to report personal knowledge about effective and sustainable university-school partnerships.
4. Nominate one or more people to respond to the initial accounts.
5. Using a different coloured text, the responder types directly into the account asking questions of clarification with the goal of developing rich descriptions of practice. Questions might include: ‘Can you give some more detail about…’ or ‘What did you mean when you said…’
6. This process continues until both parties are satisfied with each account.
7. Collect interviews together.

Inquiry outcome
At the end of this process a number of personal accounts will have been created which when combined constitute a body of professional knowledge about partnership activity. These accounts of partnership provide a basis for the analysis of partnership characteristics and development of personal and collaborative theories which might lead to change and improvement in university-school partnerships.
### INQUIRY ACTIVITY 3: Sketching

#### Questions
- What are the most important aspects of our partnership?
- What is the main message in our account?

#### Inquiry steps
1. Here the focus is on each personal account and identifying the key descriptive phrases, sentences and paragraphs.
2. First cut and paste each personal account into a grid: Inquiry Resource 1: Sketch, thread and belief.
3. Each person reads their own personal account and highlights the most important phrases, sentences and paragraphs.

#### Key points
- focus on the words and ideas
- make the sketch reflects the views and ideas described in the account
- notice how connecting the phrases in the sketch ‘tells a story’

#### Inquiry outcome
Highlighting the most important sections of the account creates a sketch of partnership practice. This provides a foundation for subsequent analysis and theorising.

### INQUIRY ACTIVITY 4: Threading

#### Question
What are the most important characteristics, key words or key ideas in our partnership?

#### Inquiry steps
2. Focusing again on the personal accounts examine the highlighted sections (the sketch) and identify the key words/ideas.

#### Key points
- focus on the words and ideas highlighted in the sketch
- make the sketch and thread reflect the intentions and ideas of the individual
- provide a brief explanation for each segment of the sketch
- review the sketch and thread to ensure strong connections
- note that sometimes the stories involve a train of events while in others multiple observations about a single event might be made

#### Inquiry outcome
When considered together these key words will provide a thread of ideas which can be presented graphically, as a thread of events, ideas, concerns…together they provide a foundation for crafting research propositions and statement.
INQUIRY ACTIVITY 5: Theorising

Questions
When I look at my personal account, what do I think makes an effective and sustainable partnership? What are my beliefs about effective and sustainable partnerships?

Inquiry steps
2. Using the sketch and thread for inspiration, write statements that indicate what has been learned in this partnership.

Key points
• ensure that the focus remains on the words and ideas articulated in the sketch and thread
• be sure that the sketch and thread accurately reflect the ideas in the account
• produce statements of understanding or beliefs which have been explicitly or implicitly identified in the personal accounts

Inquiry outcome
This activity will produce a set of practitioner generated beliefs about effective and sustainable partnerships. These statements will provide the basis for discussion and collaborative concept mapping.

INQUIRY ACTIVITY 6: Partnership conversation

Question
What ideas about effective and sustainable partnerships do I want to share with my colleagues in the partnership?

Inquiry steps
1. Using the sketch, thread and statements report your thinking to the rest of the group.

Key points
• each person has a say without being interrupted
• everybody listens to what the others have to say
• at the end of each report other members of the group have a chance to ask questions of clarification

Inquiry outcome
The group will have familiarised themselves with other people’s experiences and ideas and be prepared for the process of collaborative concept mapping.
INQUIRY ACTIVITY 7: Collaborative concept mapping

**Question**
What is our shared view about effective and sustainable university-school partnership?

**Inquiry steps**
1. In this session work together to create a concept map that depicts shared knowledge and views about what makes an effective and sustainable university-school partnership.
2. Based on the personal account (sketch, thread and belief), each person will write each of their key ideas onto a post-it note...make as many as necessary to represent all the ideas that have emerged...use a different colour for each person.
3. Bundle related ideas together.
4. Make connections between bundles by drawing connecting lines and describing the nature of the connections.

**Key points**
- audio/video record the interpretations and theorising articulated by practitioners
- include all of the statements of belief from all participants
- reveal and bundle the connections and distinctions between accounts and explore assumptions
- aim for a detailed picture of the interests and concerns of the all participants in the partnership to form a rich understanding of thought and activity and to identify areas of agreement and difference

**Inquiry outcome**
By the end of this session the group will have produced a concept map that gives a visual/graphic representation of matters relating to the effectiveness and sustainability of the partnership.

INQUIRY ACTIVITY 8: Finding the future

**Question**
Given what we have learned, how might we improve our partnership?

**Inquiry steps**
1. Using the sketches, threads, statements of belief and the concept maps develop ideas for improving the partnership.

**Key points**
- focus on the evidence
- look for patterns, tensions, strengths and possibilities

**Inquiry outcome**
By the end of this session the group will have produced a set of ideas for finding the future.
Section 2: Connecting local inquiry to the national study

The second section of the inquiry kit comprises four activities that provide an opportunity to connect local inquiry with the national study. The activities are designed to use the inquiry resources compiled in the last section of this kit.

The activities are based on a view that partnerships can be improved by:

- seeking local-national connections
- engaging in focused dialogue
- forming new professional relationships
- engaging in a constant process of inquiry involving reflection, evaluation and planning.

The activities are:

- Inquiry Activity 9: Connecting local and national research findings
- Inquiry Activity 10: Exploring the nature of partnership engagement
- Inquiry Activity 11: Considering partnerships
- Inquiry Activity 12: Action for improvement.

These activities are not designed to be undertaken in any particular order but might be used according to the situation and need of each partnership.

The activities are indicative only and are provided here to suggest possible uses for the Inquiry Resources in the final section of this kit.
### INQUIRY ACTIVITY 9: Connecting local and national research findings

**Question**
How do our local experiences link with the findings of the national study into the effectiveness and sustainability of university-school partnerships?

**Inquiry steps**
1. Consider your analysis of local partnership activity.
2. Read Inquiry Resource 2: research findings - the pamphlet about effective and sustainable university-school partnerships.
3. Consider the connections, differences and assumptions that underpin your local perceptions and the national findings.

**Inquiry resources**
Inquiry Resource 2: research findings

**Key points**
- focus on the evidence
- look for patterns, tensions, strengths and possibilities

**Inquiry outcome**
By the end of this session connections will have made between the local and national experiences.

### INQUIRY ACTIVITY 10: Exploring the nature of partnership engagement

**Question**
How does the quality of our engagement connect to or differ from the national study?

**Inquiry steps**
1. Consider your analysis of local partnership engagement. What are the main themes?
2. Depending on the participants in this activity, use the appropriate section of Inquiry resources.
3. To explore the engagement of each person/role in the partnership: preservice teacher, teacher mentor, teacher educator, educational leaders in schools, educational leaders in universities.

**Inquiry resources**
Inquiry resources 3a-e: Partnership engagement

**Key points**
- focus on the evidence
- look for patterns, tensions, strengths and possibilities

**Inquiry outcome**
By the end of this session connections and distinctions will have identified between the local and national experiences. The understandings about effective and sustainable university-school partnerships gained can be used in the process of assessing new or existing partnerships.
INQUIRY ACTIVITY 11: Considering partnerships

Question
How does our partnership connect to or differ from the national study in relation to: a focus on learning, relationships and enabling structures?

Inquiry steps
1. Consider your analysis of partnerships in relation to learning, relationships and enabling structures.
2. Use the three sets of questions that make up Inquiry resource 4 to consider each dimension of partnership: learning, altered relationships and enabling structures.

Inquiry resources
Inquiry resource 4: Considering partnerships. Each of the three sections begins with a set of overarching considerations, followed by questions that focus on the different partner types. Depending on the task at hand, one or more groups of questions might be used. These questions might also be used in a range of situations to evaluate existing partnerships or assess proposals for new partnerships initiatives.

Key points
- focus on the evidence
- look for patterns, tensions, strengths and possibilities

Inquiry outcome
By the end of this session connections and distinctions will have been made between local and national experiences.
INQUIRY ACTIVITY 12: Action for improvement

Question
Given what we have learned about our partnership what action might we take to improve our partnership?
Given the findings of the national research what action might we take to improve our partnership?

Inquiry steps
1. Using your concept map and Resource 5: Action for improvement as prompts for discussion, consider possible options for partnership action.

Inquiry resources
Inquiry resource 5: Action for improvement provides another set of prompts that might be useful at the planning stage when the group is establishing goals, a focus or plans for improvement.

Key points
• focus on the evidence
• look for patterns, tensions, strengths and possibilities

Inquiry outcome
By the end of this session the group will have identified possible goals, foci or plans for improvement.
Section 3: Inquiry resources

The following pages contain inquiry resources developed on the basis of what was learned from the study of university-school partnerships. It includes:

**Inquiry resource 1: Sketch, thread and belief**
This resource provides an example of a working grid to organise the documentation of personal accounts and then the process of analysis.

**Inquiry resource 2: Research findings**
This handout provides a summary of research findings that might be used for a number of purposes to:
- initiate and promote professional dialogue
- shape inquiry
- guide evaluation.

Inquiry resource 2 might also be used to publicise the findings of the study (as a press release, in professional publications), in conjunction with consultations with governments and professional organisations or in expressions of interest for funding.

**Inquiry resource 3: Partnership engagement**
This resource comprises five sets of exemplars sorted by role in the partnership. The resource provides ideas relating to the:
- preservice teacher
- teacher mentor
- teacher educator
- school leader
- university leader.

**Inquiry Resource 4: Considering partnerships**
This inquiry resource provides three sets of questions to support the exploration of three dimensions of partnership:
- considering learning
- considering altered relationships
- considering enabling structures.

**Inquiry Resource 5: Action for improvement**
This set of action prompts provides a tool for partnerships to work towards improvement by:
- focusing on learning
- focusing on relationships
- focusing on enabling structures.
INQUIRY RESOURCE 1: SKETCH, THREAD AND BELIEF

1. Cut and paste your personal account of partnership into the column on the left. It makes the next steps easier if you divide your account into paragraphs.

2. Using a fluoro pen, highlight the most important words/phrases. Combined, the highlighted sections will provide a ‘sketch’ of partnership practice.

3. In the second column list the key words or concepts from each paragraph. This will convey a ‘thread’ of partnership activity.

4. Looking at the account, sketch and thread, consider what you have learned about partnerships. List your beliefs in the third column making connections across the page: account – sketch – thread – belief.

<table>
<thead>
<tr>
<th>Personal account - Sketch</th>
<th>Thread</th>
<th>Statements of belief</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
INQUIRY RESOURCE 2: RESEARCH FINDINGS

Effective and sustainable university-school partnerships

A recent study by Victoria University into teacher education and university-school partnerships, upon which this kit is based, found that effective and sustainable partnerships are supported by and generate trust, mutuality and reciprocity. As a result of inquiring into the practices of seven different kinds of partnerships from around Australia, three broad themes emerged.

1. Effective and sustainable partnerships are focused on LEARNING and sustained by personal and professional contributions.

   In particular:
   - school student learning is central
   - everyone is learning.

2. Effective and sustainable partnerships are built through ALTERED RELATIONSHIPS and sustained by communication about shared concerns.

   Relationships are built between:
   - preservice teachers and school students
   - preservice teachers and their mentors
   - preservice teachers and their peers
   - preservice teachers and teacher educators
   - mentor teachers and teacher educators.

3. Effective and sustainable partnerships are supported by ENABLING STRUCTURES and sustained by institutional resources.

   Significant characteristics include the extent to which:
   - the partnership is a formal component of university coursework
   - preservice teacher assessment tasks bridge school and university
   - participation is recognised in the workload of all partners
   - partnership opportunities are identified, supported and coordinated by educational leaders in both schools and universities
   - the focus of the partnership is connected to an agreed school need.
### INQUIRY RESOURCE 2a: PRESERVICE TEACHERS in university-school partnerships

<table>
<thead>
<tr>
<th>Preservice teachers are…</th>
<th>This is evident when preservice teachers are…</th>
</tr>
</thead>
</table>
| Focused on learning sustained by personal and professional contributions | • working on projects to enhance school student learning  
• accepting responsibility for school student learning  
• learning about student learning and articulating their developing understanding and skills as teachers  
• demonstrating professional commitment and motivation |
| Engaged in altered relationship practices that are sustained by communication about shared concerns | • exploring the broad curriculum and pedagogical scope of teachers’ work  
• working both individually and in school-based collaborative professional learning teams  
• developing collegial relationships with mentors  
• building learning relationships with school students |
| Creating/participating in new enabling structures that are sustained by institutional resources | • working in classrooms and then using the currency of this authentic practice to increase the relevance of teacher education courses  
• integrating their school-based and university-based learning |

### INQUIRY RESOURCE 2b: MENTOR TEACHERS in university-school partnerships

<table>
<thead>
<tr>
<th>Mentor teachers are…</th>
<th>This is evident when mentor teachers are…</th>
</tr>
</thead>
</table>
| Focused on learning sustained by personal and professional contributions | • facilitating preservice teacher contributions to school student learning  
• learning to articulate their professional knowledge  
• modelling exemplary practices  
• providing support and guidance to preservice teachers |
| Engaged in altered relationship practices that are sustained by communication about shared concerns | • planning, reviewing and reflecting on preservice teacher practice in addressing agreed school student learning needs  
• responding to preservice teacher learning needs  
• developing a common language with preservice teachers focused on student learning and connected to their respective institutional settings  
• justifying the partnership using educational theories consistent with partnership practice |
| Creating or participating in new enabling structures that are sustained by institutional resources | • providing preservice teachers with advice on professional practice  
• contributing to the formal assessment of preservice teacher skills  
• participating in partnership activity within explicit workload arrangements  
• participating in partnerships within the framework of recognised roles and responsibilities |
### INQUIRY RESOURCE 2c: TEACHER EDUCATORS

#### in university-school partnerships

<table>
<thead>
<tr>
<th>Teacher educators are...</th>
<th>This is evident when teacher educators are...</th>
</tr>
</thead>
</table>
| Focused on learning sustained by personal and professional contributions | • including authentic classroom concerns in the formal university program  
• improving their practice through involvement with teachers and preservice teachers in current curriculum challenges |
| Engaged in altered relationship practices that are sustained by communication | • collaboratively inducting the preservice teacher into partnership practices and goals  
• collaboratively setting the conditions for action for preservice teacher work  
• collaboratively orienting preservice teachers to school expectations  
• providing opportunities for reflection on practice  
• extending discussions from planning and implementation issues to theoretical, intellectual and holistic dialogue |
| Creating or participating in new enabling structures that are sustained by institutional resources | • working in partnerships which are a formal component of the teacher education program  
• making preservice teacher partnership activity coherent and connected to teacher education via assessment practices which link partnership activity to units of study  
• making discussions about assessment prominent within the partnership |

### INQUIRY RESOURCE 2d: SCHOOL-BASED LEADERS

#### in university-school partnerships

<table>
<thead>
<tr>
<th>School-based leaders are...</th>
<th>This is evident when school-based leaders are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on learning sustained by personal and professional contributions</td>
<td>• linking preservice teachers’ skills and interests with opportunities to improve school student learning in line with school identified needs</td>
</tr>
</tbody>
</table>
| Engaged in altered relationship practices that are sustained by communication about shared concerns | • participating in discussions about the purpose of the partnership and the practices to be encouraged  
• promoting partnerships as a type of professional learning and a direct contribution to student learning  
• committing to the partnership for an extended period of time |
| Creating or participating in new enabling structures that are sustained by institutional resources | • assigning responsibility for partnership coordination and leadership  
• recognising the workload associated with teacher education partnerships  
• seeking funding that supports partnerships  
• recognising that partnership activity can contribute to measurable research outputs  
• seeing partnerships as activities in which dedicated teachers and teacher educators are working on mutually agreed and carefully defined projects |
<table>
<thead>
<tr>
<th>University-based leaders are…</th>
<th>This is evident when university-based leaders are…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on learning sustained by personal and professional contributions</td>
<td>• linking preservice teachers’ skills and interests to opportunities to enhance school student learning in line with school identified needs</td>
</tr>
<tr>
<td>Engaged in altered relationship practices that are sustained by communication about shared concerns</td>
<td>• participating in discussions about the purpose of partnership and practices to be encouraged • promoting partnerships as a type of professional learning and a direct contribution to school student learning • committing to the partnership over an extended period of time</td>
</tr>
<tr>
<td>Creating or participating in new enabling structures that are sustained by institutional resources</td>
<td>• assigning responsibility for partnership coordination and leadership • recognising the workload associated with teacher education partnerships • recognising that partnership activity is a formal component of coursework • organising partnerships with a whole-of-program focus • making partnership activity a part of teacher education programs at every year level • funding research and development projects that support partnerships • recognising that partnership activity can contribute to research outputs • seeing partnerships as activities in which dedicated teachers and teacher educators are working on mutually agreed and carefully defined projects</td>
</tr>
</tbody>
</table>
INQUIRY RESOURCE 3a: CONSIDERING PARTNERSHIPS:  
A focus on learning

Consider the
- evidence of school student learning
- evidence of learning for all participants
- evidence of personal contributions
- evidence of professional contributions
- evidence pointing to trust, mutual benefit and reciprocity.

Questions that focus on preservice teacher activity
- What kind of projects are preservice teachers working on?
- How do preservice teachers express their responsibility for school student learning?
- How do we know that preservice teachers are learning about student learning?
- How do preservice teachers demonstrate their professional commitment and motivation?

Questions that focus on mentor teacher activity
- How do mentor teachers facilitate preservice teacher contributions to student learning?
- How do mentor teachers describe their professional knowledge?
- What are mentor teachers modelling?
- How do mentor teachers provide support and guidance to preservice teachers?

Questions that focus on teacher educator activity
- How do teacher educators incorporate authentic classroom concerns into the formal university program and into teacher educator planning?
- Is there evidence to show that teacher educators improve their practice through involvement with preservice teachers in current curriculum challenges?

Questions that focus on school leadership
- How do school leaders provide for a school-defined and supported contribution by preservice teachers towards the school's curriculum and teaching priorities?
- How do school leaders link preservice teachers to opportunities that will improve school student learning in line with school identified needs?
- How do school leaders link school needs with preservice teacher skills and interests?

Questions that focus on university leadership
- How do university leaders enable a contribution by preservice teachers towards the school's curriculum and teaching priorities?
- How do university leaders link preservice teachers to opportunities that will improve school student learning in line with school identified needs?
- How do university leaders link school needs with preservice teacher skills and interests?
INQUIRY RESOURCE 3b CONSIDERING PARTNERSHIPS: Altered relationships

Consider the
- focus on school student learning
- focus on altered relationships
- communication about shared concerns
- evidence of trust, mutual benefit and reciprocity.

Questions that focus on preservice teacher activity
- What kind of learning relationships are preservice teachers building with students?
- How do preservice teachers explore the broad curriculum and the pedagogical scope of teachers’ work?
- How do preservice teachers work both individually and in school-based collaborative professional learning teams?
- How do preservice teachers develop collegial relationships with mentors?

Questions that focus on mentor teacher activity
- How do mentor teachers plan, review and reflect on preservice teacher practice in addressing agreed school student learning needs?
- How do mentor teachers respond to preservice teacher learning needs?
- How do mentor teachers build a common language with preservice teachers?
- How do mentor teachers justify the partnership using educational theories consistent with partnership practice?

Questions that focus on teacher educator activity
- How do teacher educators induct preservice teachers into partnership practices and goals?
- How do teacher educators set the conditions for preservice teacher work?
- How do teacher educators orient preservice teachers to school expectations?
- How do teacher educators provide opportunities for reflection on practice?
- How do teacher educators move discussions from planning and implementation issues to theoretical, intellectual and holistic dialogue?

Questions that focus on school leadership
- How do school leaders connect partnerships, professional learning and student learning?
- In what circumstances do school leaders participate in discussions about the purpose of partnerships and the practices to be encouraged?
- How do school leaders commit to the partnership over an extended period of time?

Questions that focus on university leadership
- How do university leaders participate in discussions about the purpose of partnerships and the practices to be encouraged?
- How do university leaders promote partnerships in relation to professional learning and student learning?
- How do university leaders commit to the partnership over an extended period of time?
INQUIRY RESOURCE 3c: CONSIDERING PARTNERSHIPS:
Enabling structures

Consider the
- focus on school student learning
- enabling structures that support university-school partnerships
- allocation of institutional resources
- evidence of trust, mutual benefit and reciprocity.

Questions that focus on preservice teacher activity
- How do preservice teachers value mentors, teacher educators and all other people in the partnership?
- How do preservice teachers work in classrooms and then bring the currency of this authentic practice into the university setting to increase the relevance of teacher education courses?

Questions that focus on mentor teacher activity
- How do mentor teachers value preservice teachers, teacher educators and others?
- How do mentor teachers provide preservice teachers with authoritative advice on practice?
- How do mentor teachers contribute to the formal assessment of preservice teacher skills?
- How do mentor teachers participate within explicit workload arrangements?
- How do mentor teachers participate within a framework of recognised roles and responsibilities?

Questions that focus on teacher educator activity
- How do teacher educators value preservice teachers, mentors and all others?
- How do teacher educators work in partnerships which are a formal component of the teacher education program?
- How do teacher educators ensure that preservice teacher partnership activity is coherent and connected to teacher education via assessment practices which link partnership activity to units of study?
- How do teacher educators ensure the prominence of discussions about assessment within the partnership?

Questions that focus on school and university leaders
- How do school and university leaders value mentors, preservice teachers, teacher educators and all other people in the partnership?
- How do school and university leaders assign responsibility for partnership coordination and leadership?
- How do school and university leaders recognise the workload associated with teacher education partnerships?
- How do school and university leaders recognise that partnership activity is a formal component of teacher education coursework?
- How do school and university leaders organise partnerships to integrate them into teacher education courses?
- How do school and university leaders include partnership activity in teacher education programs throughout the course?
- How do school and university leaders fund research and development to support partnerships?
- How do school and university leaders recognise that partnership activity contributes to measurable research outputs?
- How do school and university leaders see partnerships?
These possibilities are based on a belief that effective and sustainable partnerships are focused on learning and sustained by personal and professional contributions.

<table>
<thead>
<tr>
<th>Working collaboratively</th>
<th>on projects to improve school student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>about student learning and finding ways to describe developing understanding and skills as teachers and to describe professional knowledge.</td>
</tr>
<tr>
<td>Modelling</td>
<td>exemplary practices.</td>
</tr>
<tr>
<td>Finding ways to:</td>
<td>take responsibility for school student learning and demonstrate professional commitment and motivation.</td>
</tr>
<tr>
<td>Facilitating</td>
<td>preservice teacher contributions to student learning.</td>
</tr>
<tr>
<td>Providing</td>
<td>support and guidance.</td>
</tr>
<tr>
<td>Focusing</td>
<td>on authentic classroom concerns included in the formal university program.</td>
</tr>
<tr>
<td>Improving</td>
<td>practice through involvement with preservice teachers in current curriculum challenges.</td>
</tr>
<tr>
<td>Developing</td>
<td>a school-defined and supported contribution by preservice teachers to a component of the school’s curriculum and teaching priorities.</td>
</tr>
<tr>
<td>Linking</td>
<td>preservice teachers to school student learning in line with school identified needs and school needs with preservice teacher skills and interests.</td>
</tr>
</tbody>
</table>
INQUIRY RESOURCE 4b: ACTION FOR IMPROVEMENT:
Focusing on relationships

These possibilities are based on a belief that effective and sustainable partnerships are built through and in altered relationship practices that are sustained by communication about shared concerns.

Exploring
- the broad curriculum and pedagogical scope of teachers’ work
- the conditions of action for preservice teacher work.

Working
- individually and in school-based collaborative professional learning teams
- through a process of planning, reviewing and reflecting on preservice teacher practice in addressing agreed school student learning needs
- to move discussions from planning and implementation issues to theoretical, intellectual and holistic dialogue.

Developing
- collegiate relationships with mentors
- learning relationships with students.

Responding
- to preservice teacher learning needs.

Sharing
- a common language with preservice teachers focused on student learning and connected to their respective institutional settings.

Explaining
- the partnership using educational theories consistent with partnership practice.

Inducting
- the preservice teacher into partnership practices and goals.

Orienting
- preservice teachers to school expectations.

Providing
- opportunities for reflection on practice.

Participating
- in discussions about the purpose and practices of partnership.

Promoting
- partnerships as a type of professional learning and a direct contribution to student learning.
INQUIRY RESOURCE 4c: ACTION FOR IMPROVEMENT: Focusing on enabling structures

These possibilities are based on a belief that effective and sustainable partnerships involve creating and participating in new enabling structures that are sustained by institutional resources.

Valuing
- school students, preservice teachers, mentors, teacher educators, educational leaders and all other people in the partnership.

Working
- in classrooms and then bringing the currency of this authentic practice to the university to increase the relevance of teacher education courses
- in partnerships which are a formal component of the teacher education program.

Providing
- preservice teachers with authoritative advice on professional practice.

Contributing
- to formal assessment of preservice teacher skills.

Participating
- within explicit workload arrangements
- within the framework of recognised roles and responsibilities.

Promoting
- preservice teacher partnership activity as coherent and connected to teacher education via assessment practices which link partnership activity to units of study
- discussions about assessment within the partnership
- partnership activity in teacher education programs at every year level
- partnership activity in electives.

Funding
- research and development projects that support partnerships.

Assigning
- responsibility for partnership coordination and leadership.

Recognising
- the workload associated with teacher education partnerships
- that partnership activity is a formal component of coursework
- that partnership activity can contribute to measurable research outputs
- that partnerships are small scale activities in which dedicated teachers and teacher educators are working on mutually agreed and carefully defined projects.

Organising
- partnerships with a whole-of-program focus for teacher education courses.