

Chapter 25

Teaching for the Future Professional Partnership: The Professional Experience Hub School Perspective



Angela Fenton and Paul Grover

Abstract This chapter focusses on the implementation and research findings of a four-year New South Wales teacher-education professional-experience (PEX) Hub project conducted in partnership with Charles Sturt University's School of Education (Albury campus), the NSW Department of Education, and an Australian regional secondary school. The project employed an innovative, collaborative, and strengths-based model of PEX. Pre-service teachers were embedded into the school well in advance of more-traditional placement models. Additional opportunities for student support, peer coaching, enhanced collaborative strategies, and planning and self-reflection were provided by the Hub school and university partner as part of the model. The initiatives of the in-school professional-experience coordinators (PEXCs), in conjunction with the university partner, allowed pre-service teachers multiple opportunities to be immersed in the school community; this assisted them in developing a strong sense of the profession of teaching, particularly in relation to professional identity, professional respect, and professional confidence. This chapter focusses on the project through the lens of the PEXCs and the school supervising teachers. The chapter outlines particular positive opportunities and challenges for professional-experience enhancement (for all stakeholders) and the strengths-based strategies that emerged and developed before and during the project. A strengths-based framework (Fenton, 2013) to qualitative research design (Denzin & Lincoln, 2005) was used. An embedded, multiple case study method enabled rich descriptions while researching the complexity of the school-based context. Qualitative methods, including strengths-based, informal, face-to-face interviews (Fenton, 2013), a school-based research assistant, and electronic semi-structured interviews (Fenton, 2013), were used to gather data to produce this case study (Yin, 2014). The chapter will outline the strategies implemented and research recommendations to enhance the significant milestone event of PEX for all stakeholders: school-based coordinators and supervising teachers, university educators, and pre-service teachers.

Keywords Professional experience · Teacher education · Pre-service teachers · University-school partnerships · Supervising teachers

A. Fenton (✉) · P. Grover
Charles Sturt University, Bathurst, Australia
e-mail: afenton@csu.edu.au

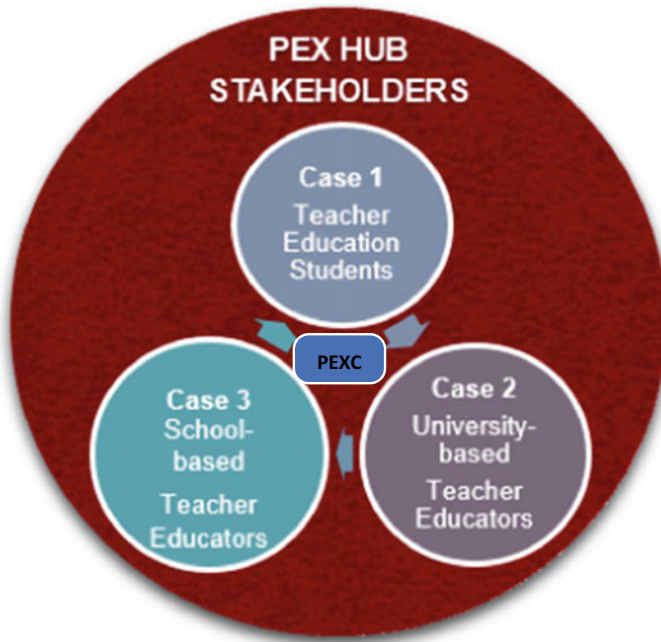


Fig. 25.1 The embedded case study model identifying the role of the in-school professional experience coordinator (PEXC) (Source: authors)

25.1 Introduction

This chapter explores outcomes from an initial teacher education, professional experience (PEx) project situated in an Australian regional secondary school context. The project gave an opportunity to research an enhanced model of PEx collaboratively with pre-service teachers, school-based teacher educators, and university-based teacher educators using an embedded case-study research design. This chapter draws from the combination of case studies but focusses on the project specifically through the lens of the PEx Hub in-school professional experience coordinators (PEXCs) as they liaised between stakeholder groups (Fig. 25.1).

25.2 Context

A PEx Hub Project Agreement was generated between the Australian and New South Wales (NSW) Departments of Education, a regional university, and regional secondary school. The PEXC held a pivotal role in the project, collaborating with the university academics to develop innovative strategies and PEx resources for supervising teachers and pre-service teachers across the school's discipline faculties.

Using a different model to conventional placements, students were required to submit an expression of interest to be part of the project, and successful applicants were embedded in the school culture and events well before placement commenced. Students also kept a reflective portfolio, engaged in classes outside of their specified discipline, were involved in a peer-coaching program, and received identified time for collaborative learning support during their placements. Students were selected from a secondary initial teacher education course and were in their third year undertaking a PEx subject for their first secondary-school PEx placement. Three key research questions arose from the clear aims of the PEx Hub Project:

1. How has the professional partnership been implemented in this project?
2. Is innovative practice evidenced through the implementation?
3. Is there evidence of the development of expertise for stakeholders?

25.3 Literature Review

25.3.1 *Professional Experience Context*

Pertinent to this nuanced research is, first, an acknowledgement of the wider context in which it is located. Research regarding the importance of the preparation of pre-service teachers for the profession of teaching is extensive and eclectic in focus (Ell et al., 2017; Zeichner et al., 2015). PEx placements are high-stakes, compulsory, core components of accredited initial teacher education courses (Le Cornu, 2015), and many factors have been found to influence their successful completion. Some researchers have illuminated dissatisfaction with the quality of professional experience (Heeralel & Bayaga, 2011); others have suggested that a re-envisioning of the model for placements is needed (Mukeredzi, 2014; Priestley et al., 2015).

Decades of research have highlighted the need for holistic redevelopment of PEx programs, with recognition that the design of such programs is a complex task (Lang et al., 2015; Tickle, 1994, 2000). Le Cornu and colleagues, for example, have advocated for collaborative, collegial models of professional experience based on fostering strong, positive, reciprocal relationships between the main stakeholders in “learning communities” (Le Cornu & Ewing, 2008, p. 1803). Building on the need for trusting and professional relationships, researchers have also promoted the development of strong university and school partnerships based on professional standards (Australian Council Deans of Education, 2017; Ure et al., 2017).

A common feature of PEx research is an acknowledgement of the different experiences and challenges for the main stakeholders in PEx programs and the various factors influencing successful placements (Van Schagen Johnson et al., 2017). In our current research (Fenton et al., 2019), the perspectives of three key stakeholder groups are explored: pre-service teachers, university teacher educators, and school-based teacher educators. This chapter delves further into the important influence of the in-school PExCs in their role at the nexus with and between these stakeholder

groups as “boundary crossers” or “boundary spanners” (Akkerman & Bruining, 2016; Greany, 2015).

25.3.2 Successful Professional Experience and the PExC Role

There are significant implications for the professional reputations and practices of all stakeholders involved in PEx programs. The PExCs, described by Martinez and Coombs (2001) as “the unsung heroes of professional experience” (p. 275), are pivotal in fostering successful placement outcomes across these groups, yet there is a paucity of research exploring their influence (Jones et al., 2016). For the PExC, knowledge of the factors that influence student success is vital in supporting professional experience. From the students’ perspectives, Crosswell and Beutel (2017) found that “managing diverse learning needs and student behaviours” (p. 424) and the need to balance home, family, and employment responsibilities were factors affecting success. Being able to apply theoretical knowledge in a classroom environment and navigate the “theory–practice gap” were also highlighted as success factors (Douglas, 2017; Yeigh & Lynch, 2017), along with the provision of induction programs and support (Wilkins & Okrasinski, 2015).

In their regular interactions with teacher education students, school-based teacher educators, and university-based teacher educators, PExCs are influencers of PEx success. Butcher and Mutton (2008) found that, as well as undertaking significant administrative and managerial tasks, PExCs also provided pastoral, professional, and pedagogical guidance as well as having quality-control and assessment responsibilities. Le Cornu (2012) reported that the PExC role was most beneficial when the principal and other teachers valued the role, and when PExCs not only mentored pre-service teachers but also support the university mentors. Le Cornu (2012) concludes that this articulation of the PExC’s role is vital in contributing to high-quality professional experiences and “essential in developing ‘new’ school-university partnerships” (p. 18).

25.4 Methodological Approach

A collaborative and strengths-based framework to qualitative research design (Denzin & Lincoln, 2005; Fenton, 2013) was used to address the research questions. In contrast to an expert-led approach, the focus when using a strengths-based approach to research is a respectful collaboration with all key stakeholders to describe and evaluate the project. In the case of the PExCs, data was collected by a researcher independent of the project after the practicum results had been finalised. Such considerations are considered essential to maintain a sense of “power with” rather than

“power over” (McCashen, 2005, p. 31) research participants. The design aims to describe and reflect on the lived experiences of the project from different stakeholders’ perspectives (Liamputtong & Ezzy, 2005) using “close-up” research (Clegg et al., 2016):

One of the strengths of close-up research, with its emphasis on depth and understanding, is that it can identify why things are as they are and, by extension, when we identify wrongs seek to challenge them.... This involves a view of making a difference and research that moves beyond thinking of research as a discrete act and invokes the significance of corporate agency and the possibilities of acting collectively (p. 233).

A case-study design was employed to gather rich and “in-depth understanding of a single or small number of ‘cases’, set in their real-world contexts” (Yin, 2014, p. 4). The multiple case study research design also allowed the researchers to “zoom in”, in a focussed close-up on particular perspectives of the project, to delve deeply and produce rich data, as well as to “zoom out”, using cross-case analysis, for evidence of wider research implications. Trowler (2012) emphasises that while close-up research can pick up contextually “significant social processes operating on the ground” (p. 281), it is important to recognise larger structural factors at play.

25.5 Participants

The research participants in the overall project consisted of a purposive sample: 16 students who attended the project PEx placements over the course of three years, 15 school-based teacher educators, and five university-based teacher educators. This chapter focusses primarily on data relating to the role of the PExC in the PEx Hub project across all phases (years) of the project. All participants consented and contributed to individual and group feedback sessions. The research project obtained ethics approval from the ethics committees of both the university and NSW Department of Education, (HREA 100/2017/29, SERAP 2017503).

25.6 Data Collection and Analysis

Qualitative methods, including strengths-based, informal, face-to-face interviews (Fenton, 2013) and electronic semi-structured interviews (Fenton, 2013), were used to gather data to produce the case studies (Yin, 2014). Additionally, existing project notes, meeting minutes, and participant reflections were drawn upon to describe the context and boundaries of the case studies. The embedded three-case study design allowed cross-case (Yin, 2014) and thematic analysis that illuminated how the PEx Hub project was implemented, and with what results for the different stakeholders (Yin, 2009, p. 17). In a collective, iterative process, common and unique themes were identified across the case studies, which were then analysed and discussed with reference to existing literature in the field to consider future implications.

25.7 Project Context

This project was anchored around supporting pre-service teachers undertaking a 30-day placement subject in the secondary school across Years 7–10 (12 to 16 years old). The pre-service teachers were concurrently studying education pedagogy and disciplinary subjects in English, maths, science, history and business studies. Eligible pre-service teachers were informed of the project by email with a personalised video invitation from the school principal, and then invited to submit a brief expression of interest several months prior to placement commencement. Students were asked to state why they wished to participate and to outline particular strengths and areas of expertise they felt they could bring to the project. The selection of students was completed by a panel of school and university staff. Consideration was given to the available experienced school faculty members for the supervising teacher roles, and to the desire to ensure that a representative sample of students for the school placement reflected a typical range of students in similar placements. The level of academic performance in university studies was not held as a higher priority for selection, while reasons offered by the students for selection, and the strengths and opportunities they brought to the placement, were given strong consideration.

25.8 Results and Findings

Once the project commenced, a number of PEx events and strategies were enacted (Table 25.1). The results in this chapter predominantly focus on the role of the PExC in the PEx Hub project in the implementation of strategies developed throughout the project. However, data themes are included that are pertinent to the broader context of PEx in Australia. Therefore, results have been selected as they relate both to the experiences of the PExCs *and* to broader evaluations of PEx in teacher education.

25.9 Discussion

25.9.1 *Role of the School-Based PExC*

The results show that students strongly appreciated having a designated school-based PExC, and highlighted specific benefits prior to and during the PEx placement. The university-based teacher-educators also saw this as very important as an “ongoing liaison between Charles Sturt University (CSU) School of Education (SOE) representative and school professional learning head teacher—emails, meetings, phone calls” (Teacher Education Student). The PExC had a pivotal role as a “boundary crosser” (Akkerman & Bruining, 2016) confirming previous research indicating that this role benefits multiple stakeholders (Jones et al., 2016).

Table 25.1 Professional-experience strategies and feedback from pre-service teachers

Professional experience strategies developed with the school-based PExC	Pre-service teachers' feedback on PEx strategies
<p>1. Specified senior teacher contact/school-based coordinator for pre-service teachers</p>	<ul style="list-style-type: none"> • Having a school-based coordinator who was accessible allowed clear lines of communication and common information distributed • Extra support from school coordinator when any issues arose • I also wanted to mention that without Xxxx, none of this would've been possible; without having that "go to" person, I don't think it would have worked out as smoothly as it did and I wouldn't have had all of these opportunities to experience/attend throughout my placement • Whilst [we were] on placement, Xxxx organised for us to fill our spare periods with observations, seeing every teacher from the maths faculty teach several different classes, as well as seeing teachers from other faculties teach their classes. Getting so much experience was a huge advantage in preparing us for further studies
<p>2. Advance information about placement, including dates, location, personnel, classes, contacts</p>	<ul style="list-style-type: none"> • ...much more time to prepare and be ready and I think this was the most important aspect, really—it actually made me more independent having the early contact with the school • I already knew where things were and who people were before I started • Having the security of the local placement in advance was hugely important.... I had the security of knowing where it was going to be, so was therefore able to get that work/study balance—ahead of time
<p>3. Pre-placement access to school administrative systems</p>	<ul style="list-style-type: none"> • Access to Sentral (school admin system) enabled me to see the school context and student context and administrative systems at work • It was also helpful to know my timetable so early on, as I was then able to have conversations and meetings with my mentor to discuss some possible lessons, topics, and activities that I was able to plan early on. This made me feel less stressed and more prepared for my placement

(continued)

Table 25.1 (continued)

Professional experience strategies developed with the school-based PExC	Pre-service teachers' feedback on PEx strategies
4. Opportunities to take part in school tour/events/activities prior to placement dates	<ul style="list-style-type: none"> • One of the many major benefits of this project was to meet the staff of the school we were going to as well as meeting our supervising teacher months before our placement [had] begun. We had the opportunity to sit in on a staff meeting as well as having a tour of the school. This exposure to the school so early ended up being a huge benefit when I started placement • Able to make connections with supervising teacher and staff and also school routines with early visits and communication • Going into the school beforehand to meet the students helped me to identify their strengths and weaknesses • I was able to attend several homework centres.... Attending this enabled me to begin to show my face amongst the students and begin to get to know them as well as some of the staff • Simple things, [such] as knowing where the toilets are, are really valuable when starting placement • When I turned up to the first day of placement I felt that I was a part of the school

(continued)

Table 25.1 (continued)

<p>Professional experience strategies developed with the school-based PExC</p>	<p>Pre-service teachers' feedback on PEx strategies</p>
<p>5. Opportunities for supervising teacher and student to meet and plan prior to placement</p>	<ul style="list-style-type: none"> • I was more organised for my own placement and teaching—with more time to plan lessons and resources for teaching • Just getting insights to curriculum too—you see you were not going in “cold” • It was well organised—for example, the timetables were out well in advance—I felt like I was literally “in the right space” that I needed to be • Before the program I got to meet my mentor and form a relationship early on; this was a strength going into my placement, as we knew each other and had already been able to discuss the placement and find a common ground • Able to make connections with supervising teacher and staff and also school routines with early visits and communication. The supervising teachers had greater patience with us—they knew where we were positioned in our course and we had met them earlier to explore classes, topics, and teaching resources • It was a good opportunity to observe the classes I was going to teach- and then commence more confidently
<p>6. Opportunities to observe experienced teachers and other peers teaching</p>	<ul style="list-style-type: none"> • The opportunity to observe other faculty members' classes as well as the single supervising teacher that was a strength of the project • Working with staff who are specifically trained in special education allowed us to learn new skills and focus on best teaching practices • Observing peer teaching was a terrific inclusion • A strength was seeing a much wider range of teaching styles and classroom approaches—and being involved with other school programs, events, classes outside my teaching area

(continued)

Table 25.1 (continued)

Professional experience strategies developed with the school-based PExC	Pre-service teachers' feedback on PEx strategies
7. Opportunities for professional mentoring and peer support during placement	<ul style="list-style-type: none"> • This is so current and valuable [practising teacher came and discussed behaviour management]—very valuable because they are teaching now and some of our other lecturers haven't been in the classroom for a while. He gave examples from the day before and how he would go back and follow up with a student—on-the-ground experience is excellent • I found the other students involved in the project helpful and it felt like a team environment • Classroom management—I had some difficulty at first but also received very useful feedback ... There is a need to talk about classroom-management issues after lessons and to set up strategies for following lessons
8. Initiatives to support pre-service teachers during placement	<ul style="list-style-type: none"> • Having a school-style badge was really useful—gave an identity and legitimacy being closely associated with the school—recognised by staff and school students as a teacher in the school • Being introduced as a teacher by my supervising teacher—this was promoting me as a teacher to students and assisted my acceptance by them as a teacher • Keys to school and name badges (gives more realistic experience not only as a student teacher but to how other [school] students perceive you) • The name badge definitely helped me in feeling welcomed at the school, I felt like I was equal with everyone, which I have not necessarily felt on other placements

(continued)

Table 25.1 (continued)

Professional experience strategies developed with the school-based PExC	Pre-service teachers' feedback on PEx strategies
<p>9. Promoting collegial professionalism between supervising and pre-service teachers</p>	<ul style="list-style-type: none"> • When you go into a placement and the SBTE says "I want you to treat this as our class for the next three weeks" or says "Let's try this. . .", you feel part of it already and welcomed and respected • You had to speak up to take opportunities; if someone takes you "under their wing"—if you have that initially—then you actually end up becoming more independent • You feel that it is okay to fail and that it is okay to take a risk when you are part of a supported placement • Straight away I sat down with my teacher and said, "These are my goals and expectations", and she was super on-board with what I wanted to try out and basically said "take the wheel" and "go for it" • Given access to teaching resources very generously—on a USB they shared online teaching resources of the school • I made several great friends at the school who have provided resources, guidance, and advice on future accreditation processes

The role was not predetermined, and feedback was sought from all stakeholders to maintain a continuous-improvement paradigm over the phases of the project. The results confirm and articulate specific quality-control and pedagogical and professional-guidance elements in the PExC role as identified by Butcher and Mutton (2008). For example, during the second phase of the project, the PExC developed handbooks for supervising teachers and pre-service teachers to provide full details about the school, contact people, key policies and procedures, and advice to support student placements. These resources were valuable tools in developing a common perspective and a common language for all stakeholders.

25.9.2 Advance Notification of Professional Placement

This was a particular advantage for regional students, as it provided the security of knowing where they were going to teach, allowing them to organise other work and family commitments, and enabling early contact with the school and their supervising teacher. In this way, the PExC was able to support students and positively influence one of the main identified factors affecting placement success: the need to balance home, family, and employment responsibilities (Crosswell & Beutel, 2017). This process also benefited the university-based educators in streamlining processes, as it enabled a number of student placements to be finalised at an early stage in the academic year. The PExC role assisted in enhancing the school-university partnership (Le Cornu, 2012).

25.9.3 Pre-placement Access to Administrative Systems

The PExC facilitated the approval process for student access to the online school administrative system, including roll-marking systems, class lists, timetables, and welfare information, by the time the placement commenced. Using a strengths-based approach (McCashen, 2005), the PExC drew on existing strengths and resources to be solutions-focussed. This enhanced the students' development of their professional confidence, professional identity, and professional respect (Fenton et al., 2019), as they were recognised by staff and students as fully integrated with the school's administrative systems.

25.9.4 Opportunities for School Engagement Prior to Placement

The PExC was instrumental in organising a variety of key school events and activities prior to placement (for example, “meet and greet” introductions, a tour of the school, a welcome morning tea with staff, sporting carnivals, a homework centre, and inclusion in staff development). Students found these additional opportunities to connect with the school and become professionally engaged with staff, school students, and school activities particularly beneficial prior to their placement. These actions modelled a trusting and reciprocal relationship and helped to facilitate a positive learning community (Le Cornu, 2016).

25.9.5 Opportunities for Planning with Supervising Teacher Prior to Placement

The pre-service teachers were first introduced to their supervising teacher at an informal afternoon tea organised by the PExC, where they arranged to exchange contact details and commenced building a professional relationship. The pre-service teachers shared information about their course and teaching requirements and reported feeling more organised and confident when the placement commenced. The PExC maintained active communication with the students to ensure that support was available during this pre-placement orientation process. The PExC thus contributed to placement success by providing a well-supported induction program (Prince et al., 2010; Wilkins & Okrasinski, 2015).

25.9.6 Opportunities to Observe Experienced Teachers and Peers During Placement

The PExC developed opportunities to encourage students to reach beyond their own PEx classroom teaching requirements through such activities as providing a dedicated space for the students to plan, prepare, consult, and collaborate, as well as opportunities for peer mentoring and professional-learning seminars with experienced teachers. Other initiatives for the pre-service teachers organised by the PExC included:

- observing each other teaching, and offering reflective peer feedback
- preparing a common lesson and observing each other teaching the lesson (and offering reflective discussion and feedback)
- videoing teaching practice and evaluating in a debriefing process

- observing other teachers teaching across a range of disciplines with reflective feedback.

These initiatives were found to have contributed to the placement success through being able to bridge the “theory–practice gap” (Yeigh & Lynch, 2017).

25.9.7 Opportunities for Professional Mentoring and Peer Support During Placement

Le Cornu (2015) argues that to fully prepare for teaching, pre-service teachers must be provided with opportunities “to engage with the process of mentoring” (p. 363), and that peer mentoring is particularly useful in raising confidence and willingness for professional learning. The PExC facilitated a program to engage supervising teachers in peer-coaching teams with the pre-service teachers prior to and during placement, and to video some of these sessions for analysis. Professional development for supervising teachers was implemented to enhance their understanding and skills in interpreting reporting requirements, lesson-observation coding, and the use of supervision strategies/resources. The PExC identified the need for a document to guide supervising teachers in their observation, evaluation, and assessment of students, and for their pre- and post- observation meetings with students. As a result of this feedback the university educators, in consultation with the PExC, developed an Evidence Guide for supervising teachers and pre-service teachers that was aligned with the Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership [AITSL], 2017) for a first PEx secondary-school placement. This provides a discrete example of successful mentoring and reinforces Wilkins and Okrasinski’s (2015) claim that such support should begin in pre-service preparation, as it contributes greatly to pre-service teachers’ understanding and development as prospective teachers.

25.9.8 Initiatives to Support Pre-service Teachers During Placement

Students particularly noted that a number of small initiatives implemented by the PExC had a positive impact on their PEx placement. The creation of school-identified badges for students complemented the school badges worn by staff members, and being introduced to the classes as a teacher and not a “pre-service teacher” or “student teacher” and the provision of keys and access codes to staff areas were important. As one student reported, “It was the little things that made a huge difference – like having the keys to the staffroom!” When considering sustainable ways to enhance professional experience for students, initiatives such as these cannot be underestimated (Fenton et al., 2019).

25.9.9 Promoting Collegial Professionalism Between Supervising Teachers and Students

The handbooks and Evidence Guide promoted by the PExC enhanced a collegial professional relationship between supervising teachers and pre-service teachers. Such resources can help create a much-needed “non-hierarchical interplay between academic, practitioner and community expertise” (Zeichner, 2010, p. 89). Pre-service teachers engaged in critical reflection before, during, and after the PEx placement in an iterative and formative process aimed at improving ongoing professional practice. They found the time allocated by the PExC for feedback opportunities with supervising teachers, peer discussions with fellow students, and professional-learning seminars with experienced teachers extremely valuable in enhancing professional practice. Feedback opportunities such as these are crucial to avoid what Darling-Hammond (2010) describes as pre-service teachers being “left to sink or swim” (p. 45).

Pre-service teachers indicated that the acknowledgement from supervising teachers of the developing professionalism in their teaching skills was a significant contributing factor in building their confidence and identity as a professional teacher. There was a sense of the beginnings of what Zeichner et al. (2015) refer to as a necessary “fundamental shift in whose knowledge and expertise counts in the education of new teachers” (p. 122). These distinct advantages were facilitated and supported by the PExC, who was always present, always approachable, and a key source of advice and assistance throughout the PEx placement—the PExC was the “unsung hero” (Martinez & Coombs, 2001, p. 275).

25.10 Limitations and Conclusions

This nuanced research consisted of a purposeful and contextualised participant sample of stakeholders in the PEx Hub project over a three-year period in one school. Methods were applied consistently and rigorously, and the findings can be viewed as valid and reliable for the site studied. The small number of participants and contextualised nature of the research precludes universal generalisability or exact replication of results. This is, however, a noted limitation of all case-study research; moreover, the case-study method was not specifically chosen for this study to be statistically relevant (George & Bennett, 2005). The case study was, however, true to the intended method in providing an in-depth study of stakeholders undertaking and evaluating a unique PEx project.

The authors argue that many of the findings noted for this contextualised case study can be easily transferred across contexts and integrated into existing infrastructure and processes, and, notably, do not entail high implementation costs. Some elements of the project may not be as easily transferable for large-scale adoption, such as the expression-of-interest process. Strategies that were implemented, however, such as

an early introduction to the placement school and supervising teacher, as well as the implementation of secondary placement Evidence Guides and handbooks for supervising teachers and pre-service teachers, are evaluated as valuable improvements that are transferable. Other effective strategies included introductions and welcome events, a clear timetable, a tour of the school, name badges, staff access codes/keys, and access to school online administrative systems. A highly significant finding from this case study was the high importance the pre-service teachers placed on low-cost, simple strategies. The research found that when the PExC implemented these small strategies, they combined to provide a significantly enhanced PEx for all stakeholders, including a very positive impact for pre-service teachers in their secondary-school PEx placements.

From the perspective of the students involved, the research identified three key elements that enhance professional experience. PEx is successful when pre-service teachers understand and develop a strong sense of the profession of teaching, particularly in relation to professional identity, professional respect, and professional confidence.

While these elements and the findings pertaining to them importantly confirm and build on previous findings identified in the literature review, this PEx Hub project did reveal certain new and revealing nuances. A new finding is that developing professional identity, respect, and confidence did not work in only one direction or in isolation for the pre-service teachers. Indeed, the school PExC, supervising teachers, university teacher educators, and pre-service teachers need to model a multi-way interactive professional-teaching partnership that recognises the significance of identity, respect, and confidence in all stakeholders' professional practice. It is anticipated that these findings will be of benefit in planning future PEx programs and research undertaken in this field.

References

- Akkerman, S., & Bruining, T. (2016). Multilevel boundary crossing in a professional development school partnership. *Journal of the Learning Sciences, 25*(2), 240–284. <https://doi.org/10.1080/10508406.2016.1147448>
- Australian Council Deans of Education. (2017). *Professional experience in initial teacher education: A review of current practices in Australian ITE*. Federal Department of Education and Training.
- Australian Institute for Teaching and School Leadership. (2017). *Australian Professional Standards for Teachers*. AITSL. <https://www.aitsl.edu.au/teach/standards>
- Butcher, J., & Mutton, T. (2008). Towards professional multilingualism? Reconceptualising the school coordinator role in initial teacher training. *Teacher Education, 19*(3), 215–226. <https://doi.org/10.1080/09585170802357520>
- Clegg, S., Stevenson, J., & Burke, P. J. (2016). Translating close-up research into action: A critical reflection. *Reflective Practice, 17*(3), 233–244. <https://doi.org/10.1080/14623943.2016.1145580>
- Crosswell, L., & Beutel, D. (2017). 21st century teachers: How non-traditional pre-service teachers navigate their initial experiences of contemporary classrooms. *Asia-Pacific Journal of Teacher Education, 45*(4), 416–431. <https://doi.org/10.1080/1359866X.2017.1312281>

- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, 61(1–2), 35–47. <https://doi.org/10.1177/0022487109348024>
- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (3rd ed., pp. 1–32). Sage.
- Douglas, A. S. (2017). Raising the standard: Contradictions in the theory of student-teacher learning. *European Journal of Teacher Education*, 40(2), 62–66. <https://doi.org/10.1080/02619768.2017.1281910>
- Ell, F., Haigh, M., Cochran-Smith, M., Grudnoff, L., Ludlow, L., & Hill, M. F. (2017). Mapping a complex system: What influences teacher learning during initial teacher education? *Asia-Pacific Journal of Teacher Education*, 45(4), 327–345. <https://doi.org/10.1080/1359866X.2017.1309640>
- Fenton, A. (2013). *A strengths approach to child protection education*. Doctoral dissertation, James Cook University. <https://researchonline.jcu.edu.au/24044/>
- Fenton, A., Grover, P., & Papisavvas, A. (2019). Teaching for the future professional partnership: Teacher education students' perspectives. *International Journal of Teaching and Case Studies*, 10(2), 187–207. <https://doi.org/10.1504/IJTCS.2019.101510>
- George, A., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. MIT Press.
- Greany, T. (2015). How can evidence inform teaching and decision making across 21,000 autonomous schools? Learning from the journey in England. In C. Brown (Ed.), *Leading the use of research and evidence in schools* (Chap. 1). IOE Press.
- Heeralel, P., & Bayaga, A. (2011). Pre-service teachers' experiences of teaching practice: Case of South African university. *Journal of the Social Sciences*, 28(2), 99–105. <https://doi.org/10.1080/09718923.2011.11892933>
- Jones, M., Hobbs, L., Kenny, J., Campbell, C., Chittleborough, G., Gilbert, A., Herbert, S., & Redman, C. (2016). Successful university-school partnerships: An interpretive framework to inform partnership practice. *Teaching and Teacher Education*, 60, 108–120. <https://doi.org/10.1016/j.tate.2016.08.006>
- Lang, C., Neal, D., Karvouni, M., & Chandler, D. (2015). An embedded professional paired placement model: "I know I am not an expert, but I am at a point now where I could step into the classroom and be responsible for the learning." *Asia-Pacific Journal of Teacher Education*, 43(4), 338–354. <https://doi.org/10.1080/1359866X.2015.1060296>
- Le Cornu, R. (2012). School co-ordinators: Leaders of learning in professional experience. *Australian Journal of Teacher Education*, 37(3), 18–33.
- Le Cornu, R. (2015). *Key components of effective professional experience in initial teacher education in Australia*. Australian Institute for Teaching and School Leadership (AITSL). <https://www.aitsl.edu.au/tools-resources/resource/key-components-of-effective-professional-experience-in-initial-teacher-education-in-australia>
- Le Cornu, R. (2016). Professional experience: Learning from the past to build the future. *Asia-Pacific Journal of Teacher Education*, 44(1), 80–101. <https://doi.org/10.1080/1359866X.2015.1102200?scroll=top>
- Le Cornu, R., & Ewing, R. (2008). Reconceptualising professional experiences in pre-service teacher education...reconstructing the past to embrace the future. *Teacher and Teacher Education*, 24(7), 1799–1812. <https://doi.org/10.1016/j.tate.2008.02.008>
- Liamputtong, P., & Ezzy, D. (2005). *Qualitative research methods* (2nd ed.). Oxford University Press.
- Martinez, K., & Coombs, G. (2001). Unsung heroes: Exploring the roles of school-based professional experience coordinators in Australian preservice teacher education. *Asia-Pacific Journal of Teacher Education*, 29(3), 275–288. <https://doi.org/10.1080/13598660120091874>
- McCashen, W. (2005). *The strengths approach*. St. Luke's Innovative Resources.
- Mukeredzi, T. G. (2014). Re-envisioning teaching practice: Student teacher learning in a cohort model of practicum in a rural South African context. *International Journal of Educational Development*, 39, 100–109. <https://doi.org/10.1016/j.ijedudev.2014.08.010>

- Priestley, M., Biesta, G., & Robinson, S. (2015). Teacher agency: What is it and why does it matter? In R. Kneyber & J. Evers (Eds.), *Flip the system: Changing education from the bottom up* (pp. 134–148). <https://doi.org/10.4324/9781315678573>
- Prince, T., Snowden, E., & Matthews, B. (2010). Utilising peer coaching as a tool to improve student-teacher confidence and support the development of classroom practice. *Literacy Information and Computer Education Journal*, 1(1), 49–51. <https://doi.org/10.20533/licej.2040.2589.2010.0007>
- Tickle, L. (1994). *The induction of new teachers: Reflective professional practice*. Cassell.
- Tickle, L. (2000). *Teacher induction: The way ahead*. Open University Press.
- Trowler, P. (2012). Wicked issues in situating theory in close-up research. *Higher Education Research & Development*, 31(3), 273–284. <https://doi.org/10.1080/07294360.2011.631515>
- Ure, C., Hay, I., Ledger, S., Morrison, C., Sweeney, T., & Szadura, A. (2017). *Professional experience in initial teacher education: A review of current practices in Australian ITE*. Australian Council Deans of Education.
- Van Schagen Johnson, A., La Paro, K., & Crosby, D. (2017). Early practicum experiences: Preservice early childhood students' perceptions and sense of efficacy. *Early Childhood Education Journal*, 45(2), 229–236. <https://doi.org/10.1007/s10643-016-0771-4>
- Wilkins, E., & Okrasinski, J. (2015). Induction and mentoring: Levels of student teacher understanding. *Action in Teacher Education*, 37(3), 299–313. <https://doi.org/10.1080/01626620.2015.1048010>
- Yeigh, T., & Lynch, D. (2017). Reforming initial teacher education: A call for innovation. *Australian Journal of Teacher Education*, 42(12), 112–127. <https://doi.org/10.14221/ajte.2017v42n12.7>
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Sage.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Sage.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1–2), 89–99. <https://doi.org/10.1177/2F0022487109347671>
- Zeichner, K., Payne, K., & Brayko, K. (2015). Democratizing teacher education. *Journal of Teacher Education*, 66(2), 122–135. <https://doi.org/10.1177/2F0022487114560908>