Markus Janssen & Thomas Wiedenhorn (Eds.)

School adoption in teacher education

Increasing pre-service teachers' responsibility during practice

WAXMANN

Markus Janssen, Thomas Wiedenhorn (Eds.)

School adoption in teacher education

Increasing pre-service teachers' responsibility during practice

Waxmann 2021
Münster · New York

Bibliographic information published by Die Deutsche Nationalbibliothek
Die Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie; detailed bibliographic data are available in the internet at http://dnb.dnb.de.

Print-ISBN 978-3-8309-4263-4
E-Book-ISBN 978-3-8309-9263-9
https://doi.org/10.31244/9783830992639

© Waxmann Verlag GmbH, 2021
Steinfurter Straße 555, 48159 Münster, Germany
Waxmann Publishing Co.
P. O. Box 1318, New York, NY 10028, U. S. A.
www.waxmann.com
info@waxmann.com

Cover Design: Anne Breitenbach, Münster
Setting: satz&sonders GmbH, Dülmen

This e-book is available under the license CC-BY-NC-ND.
Attribution-NonCommercial-NoDerivatives 4.0 International
https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode

Dear editors, authors, and readers

On behalf of the University of Education Weingarten, and as its prorector for teaching and studies, I am glad that we can present the first results of an innovative internship model in teacher education, namely a collection of descriptions, analyses and initial theoretical considerations of international concepts of *School Adoption in Teacher Education.*

The *School Adoption in Teacher Education* project adds to the research and development competence of all partners involved. For the University of Education Weingarten, for example, it adds to a number of projects focusing on innovative partnership models in initial teacher education. As such, there was no question that the University of Education Weingarten would financially support this publication because it is one of a series of larger and smaller projects in a similar field here at our university.

One such research and development project focused on the competence development of student teachers during a one-year internship, the so called "Praxisjahr Biberach" (Dieck et al., 2009). This project can certainly be regarded as a precursor to the practical semesters that are common in initial teacher education in Germany today: Student teachers in the middle of their studies spent a whole school year at a school. They were supervised and mentored by lecturers from our university, by staff from the preparatory service of the seminar for teacher training and didactics, and by teachers from the project schools. The empirical research on the impact of the project focused on student teachers' competence development in four main areas: the counselling student teachers received during this year, the effect on the professionalization of mentors, the development of didactic thinking, lesson planning, and the development of other competencies specific to the teaching profession.

While the internship in this model was a long-term one, school adoption and especially its adoption week build on a shorter but more intensive experience. A similarly detailed empirical research on school adoption is still pending. However, it would be advantageous because the members of the project group would guarantee a wide variety of research approaches and an international sample would be at hand.

Best wishes, Prof. Dr. Bernd Reinhoffer

References

Dieck, M.; Dörr, G.; Kucharz, D.; Küster, O.; Müller, K.; Reinhoffer, B.; Rosenberger, T.; Schnebel, S.; Bohl, T. (2009). *Kompetenzentwicklung von Lehramtsstudierenden während des Praktikums: Erkenntnisse aus dem Modellversuch Praxisjahr Biberach.* Baltmannsweiler: Schneider-Verlag Hohengehren.

Table of Contents

Markus Janssen & Thomas Wiedenhorn
Editorial: School Adoption in Teacher Education.
Increasing Pre-Service Teachers' Responsibility during Practice 9

Andreas Lund
Preface: The Adopted School as a Transformative Space 15

Markus Janssen & Thomas Wiedenhorn
A Comparative Synopsis of International School Adoption
Concepts 21

Monika Merket & Elin Bø Morud
School Adoption 2.0.
A New Practice Model for Teacher Education at the Norwegian
University of Science and Technology 35

Markus Janssen & Thomas Wiedenhorn
The Theory of Practice Architectures and the Core Practice
Approach as Theoretical Perspectives on School Adoption.
An Example from the University of Education Weingarten 57

Johanna Gosch & Kirsten Großmann
School Adoption as a Collaborative Partnership in Teacher
Education at the Europa-Universität Flensburg 75

Olga Surina & Nataliia Pavlova
Development of School Adoption for Building Professional
Competencies at Penza State University 83

Sonja Bandorski
Evaluation of the School Adoption in Teacher Education-Project.
A Primer on Approach and Main Findings 91

The Authors 99

Editorial: School Adoption in Teacher Education

Increasing Pre-Service Teachers' Responsibility during Practice

Markus Janssen & Thomas Wiedenhorn

The Rationale Underlying this Compilation

When Linda Darling-Hammond suggests that "teacher educators, as a professional collective, need to work more intently to build on what has been learned about developing stronger models of teacher preparation" (2006, p. 302), she calls for an exchange of knowledge about what kind of practice arrangements initial teacher education institutions and other institutions involved in teacher education offer their student teachers. School adoption is such an offer and arrangement. Its core in a nutshell: In-service teachers leave their school *to be adopted* by student teachers for a certain period of time, mostly a week, who then are responsible for running the school.

In this volume, we present concepts of school adoption, initial evaluation results, and theoretical considerations. With this book, we address the professional collective of teacher educators in schools, universities, and other institutions. It aims to provide the reader with practical and organizational insights, with information on the contents and thematic focuses of the teacher education programs that are offered to student teachers at the respective partner universities. Our aim is also to facilitate discussion on the concept(s), its further developments, and perspectives in teacher education and teacher education research.

Background and Development

School Adoption in Teacher Education (or abbreviated as SATE) was a cooperation aiming at innovation and exchange of good practices in initial teacher education. The project was funded under Erasmus+ [1] for three years

1 Project number: 2016-1-DK01-KA203-022324.

from September 2016 onwards. It was coordinated under the direction of the University College Syddanmark (Denmark). Partners were Lyshoejskolen (Denmark), the Europa-Universität Flensburg (Germany), the Norwegian University of Science and Technology (Norway), Penza State University (Russia) and the University of Education Weingarten (Germany). During the 36 months of the project, all partners conceptualized and implemented a local form of school adoption.

The development of the SATE-project can be described as a special form of *policy borrowing*, namely one which "occurs when certain techniques, models or methods developed in one country are borrowed by stakeholders in another country, with or without the direct help of national policy-makers" (Ottesen, Lund, Grams, Aas & Prøitz, 2013, p. 467). Their four-step framework of borrowing processes (p. 468) can also be used to describe the development of the SATE-project:

1. The original concept of the Norwegian University of Science and Technology (Ramberg & Haugaløkken, 2019) attracted international attention, mainly within an already existing network[2], and
2. led to the decision of the partners to attempt to establish a SATE model at their institutions with the help of an Erasmus+ grant.
3. The original adoption concept then had to be adapted to the new contexts of the partner institutions and
4. become internalized by the institutions.

Structure of the Volume

The degree to which school adoption has been internalized, i.e., conceptualized and implemented, at the partner universities is presented in this book. In the following we provide a brief overview of the contributions.

Andreas Lund (University of Oslo) positions SATE in the current discussions on partnerships in teacher education. He argues that practical arrangements such as SATE offer a new space of, and for, student teachers' transformative agency that is characterized "by increased responsibility and

2 The "Teacher Education: Quality, Integration and Learning" network, which seeks to bring together European academics interested in evidence-informed teacher education: https://www.ntnu.edu/ilu/tequila.

trust beyond the entailments of more traditional partnerships" (Lund, 2020, p. 18). We are very grateful that he, who was not part of the Erasmus+ project, contributed these theoretical and conceptual considerations to this volume.

In their comparative synopsis of SATE concepts, Markus Janssen and Thomas Wiedenhorn (University of Education Weingarten) show the range and variability of this partnership model and point to the societal relevance initial teacher education gains through it, as the participating teachers engage in professional development courses "as a team for several days without canceling lessons for pupils" (Janssen & Wiedenhorn, 2020a, p. 21). They conclude that SATE is not yet a fully cooperative partnership.

Monika Merket and Elin Bø Morud (2020) frame their revised school adoption model at the Norwegian University of Science and Technology with the theory of practice architectures. They elaborate on the relationship of theory and practice and on student teachers' increased independence and responsibility. The authors present qualitative findings in relation to their theoretical considerations, among others on the role of the supervisors.

Janssen and Wiedenhorn (2020b) propose to add the theory of practice architectures and the core practice approach to the theoretical foundation of SATE. The authors compare SATE with another partnership arrangement. They argue that in both the enactment and perception of core practices, such as oral instruction, differ due to the different social spaces of the two practical arrangements.

Johanna Gosch and Kirsten Großmann, as well as Olga Surina and Nataliia Pavlova, outline two different institutional concepts of SATE. Gosch and Großmann (2020) describe SATE at the Europa-Universität Flensburg as a collaborative partnership involving the university, the partner school, and the Institute for Quality Development at School in Schleswig-Holstein, an institution of the Ministry of Education, Science and Culture of the State of Schleswig-Holstein. As a non-university institution and third partner it is involved in the project and the practical semester in which SATE is integrated at the Europa-Universität Flensburg. Surina and Pavlova (2020) describe first experiences with, and lessons learned from, SATE at Penza State University. One focus is on improvements after these first experiences and a revised preparation schedule. To them, SATE is "an example of resource exchange between the school and teacher education institution" (p. 90). They contend that clearly defined roles and expectations are key to the success of school adoption.

Sonja Bandorski was part of the SATE project and responsible for its evaluation (Bandorski, 2019). In her contribution, she gives a primer on the evaluation design and some main findings (Bandorski, 2020).

During the publication process of this volume, the Danish partners unfortunately withdrew their contribution. In the comparison of the SATE concepts in Janssen and Wiedenhorn (2020a) and in the primer of the project evaluation (Bandorski, 2020), however, reference is made to their concept, independently of a chapter in this volume.

A Note on the Editors' Role

During the SATE project, it became clear that each partner had to develop a specific variant of the concept for their institution due to local conditions (such as curriculum, policy, tradition, and the like) but also due to the different positions and functions the partners held within their institution. Therefore, we, as editors, have not insisted on a specific structure of the contributions, but have instead given the authors a free choice on how to best describe their own SATE concept from their perspective. Nor have we insisted on a specific set of terms across this volume. Terms like internship, practicum, practice or the like are used within different chapters to refer to a period of training at a school as part of a study program. Also, terms like students or student teachers differ and do refer to pre-service teachers in initial teacher education; to those who study at a college or university to become a teacher. However, with regards to the objectives of this publication and with a view to the readership, we assume that this diversity should not lead to confusion, because these terms are common knowledge within the community. Similarly, the use of the general terms like teacher education, university and schools should be sufficient for understanding the chapters. On the one hand, the use of more precise designations and specific references to units or departments of a university or college would have been desirable. But on the other hand, these are not self-explanatory and thus in need of longer elaborations and explanations which we wanted to avoid. This procedure should enable the authors to present their project in their way. For the reader, this way points to opportunities for the adaptation of the general idea of SATE to their local institutional conditions, with their own ideas and focal points. For queries and further information, please contact the authors directly. Their names and contact details are given in the list of authors.

Acknowledgements

We are indebted to a number of people who were involved in the development and completion of this volume. We would like to thank the Rectorate of the University of Education Weingarten for its support. We would also like to thank Melanie Völker and Julia Lengers from Waxmann for her support during this publication process. We also thank the contributors to this volume for their work and patience. Last but not least, we would like to thank Per Ramberg and Peter Gray for initiating the SATE project and supporting the completion of this book.

References

Bandorski, S. (2019). *School adoption in teacher education. Evaluation report.* Flensburg, https://www.uni-flensburg.de/fileadmin/content/portale/lehrerbildung/dokumente/presse/2019-bandorski-sate-online.pdf.

Bandorski, S. (2020). Evaluation of the school adoption in teacher education – project. A primer on approach and main findings. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 91–98). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, *57*(3), 300–314, http://dx.doi:10.1177/0022487105285962.

Gosch, J. & Großmann, K. (2020). School adoption as a collaborative partnership in teacher education at the Europa-Universität Flensburg. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 75–81). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Janssen, M. & Wiedenhorn, T. (2020a). A comparative synopsis of international school adoption concepts. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 21–34). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Janssen, M. & Wiedenhorn, T. (2020b). The theory of practice architectures and the core practice approach as theoretical perspectives on school adoption. An example from the University of Education Weingarten. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 57–73). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Lund, A. (2020). Preface: The adopted school as a transformative space. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 15–20). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Merket, M. & Morud, E. (2020). School adoption 2.0. A new practice model for teacher education at the Norwegian University of Science and Technology. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 35–55). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Ottesen, E.; Lund, B.; Grams, S.; Aas, M. & Prøitz, T. S. (2013). Educational methods as commodities within European education: A Norwegian-Danish case. *European Educational Research Journal*, *12*(4), 463–479, https://dx.doi.org/10.2304/eerj.2013.12.4.463.

Ramberg, P. & Haugaløkken, O. (2019). School adoption in teacher education at NTNU. In P. Gray & P. Ramberg (Eds.), *Servants of the school: Building teacher education in Mid-Norway, 1998–2018* (2nd ed.) (pp. 91–99). Bristol: Squaregrowth Design Ltd.

Surina, O. & Pavlova, N. (2020). Development of school adoption for building professional competencies at Penza State University. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 83–90). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Preface: The Adopted School as a Transformative Space

Andreas Lund

For several decades, the Holy Grail for teacher education has been a model where student teachers can combine academic and experiential learning in realistic and relevant practice (among others Furlong, Campbell, Howson, Lewis & McNamara, 2006; Lillejord & Børte, 2016; Menter, Hulme, Elliot & Lewin, 2010; Zeichner, 2010). Increasingly, efforts to operationalize such a vision have involved systematic and committed collaboration between higher education institutions and partner schools. The aim is to provide student teachers with spaces for professional development, not merely to try and see what teaching is like. Thus, partner schools are not merely regarded as recipients of student teachers from the teacher education institutions but as acknowledged coworkers in teacher education. Such collaboration involves reciprocity and a mutual recognition of each partner's strengths. It also involves both partners operating as active teacher educators where the synthesized results of such collaboration amount to more than the sum of the separate partners' qualities. One example is student assignments in the form of research-informed papers that also integrate empirical analysis of the student teachers' teaching as documented in, e.g., annotated video recordings.

However, such partnerships, while representing a vast improvement on the *educator – recipient model*, are not necessarily a panacea. As Lillejord and Børte (2016) have shown, partnerships are work-intensive and require the partners to clarify expectations, define responsibilities, and involve all levels in the collaborating institutions, including academic leadership. Studies of current models reveal tensions both between and inside the partner institutions (Martin, Snow & Torrez 2011). For example, the student teachers' experience that feedback, advice and guidance from mentors in partner schools is not always aligned with feedback, advice, and guidance from supervisors in higher education institutions (Lillejord & Børte, 2016). Sometimes, there are even conflicting messages, resulting in confused or insecure student teachers.

There are also examples of downright dysfunctional partnerships (Burton & Greher, 2007).

While the diverse partnership models seem to find a common denominator in *integration*, the present volume makes an ambitious leap forward by launching the *School Adoption in Teacher Education* (SATE) principle. For a teacher educator like me, who has worked with developing partnerships and "University Schools" (Lund & Eriksen, 2016) along with student teachers' transformative agency (Brevik, Gudmundsdottir, Lund & Strømme, 2019) for a number of years, SATE offers some exciting possibilities that can expand the possibilities of partnership models, even successful ones. As SATE is a relatively new addition to the field of teacher education, there are few extant empirical studies (but see Bach, 2019). Consequently, the present volume represents a welcome demonstration of how this practice is implemented across a range of institutions and countries.

The contributions that make up this volume can be read at a descriptive level as well as a conceptual level. On a descriptive level, we get to know how various partners have prepared, planned, and designed school adoption prototypes. We learn how schools and student teachers have been selected, whether parents are involved, and how SATE operates in the space between institutional independence and national regulations. Furthermore, this volume covers issues such as aims, milestones, durations, organizations, as well as reflection on, and evaluation of, experiences. Such a descriptive level is valuable since it shows how the interplay between an emerging concept and heterogeneous approaches is put to work. On a conceptual level, the notion of school adoption is analyzed through lenses of practice architectures (Kemmis, 2009; Kemmis et al., 2014) and core practices (Grossman, Hammerness & McDonald, 2009) in order to connect the organizational efforts and unfolding practices with student teachers' processes of becoming professional teachers; partly structured by institutional contexts, partly as a result of students' capacity to engage in transformative endeavors (Brevik et al., 2019). What emerges is a point of departure for identifying and discussing rich opportunities for the integration of knowledge types, academic and experiential, and professional development. However, this also involves risks, when agents encounter new affordances in a situation. Let me, therefore, briefly turn to some vital issues that together illustrate how school adoption expands on the integration approach.

Immersion. At the heart of the SATE experience is what seems like a precarious move for employed teachers, who leave their school and whose classes are taken over, or adopted, by student teachers. Consequently, student teachers (for a time) leave the safety of models that rely on the presence of mentors and supervisors. Two affordances immediately arise. Firstly, the student teachers become immersed in the total school ecology. They are not only assigned teaching assignments but are also required to deal with all the educational and management duties that constitute the teaching profession.

Secondly, the student teachers are placed in a position where their mistakes, slip-ups, oversights, and less than optimal efforts are not 'externally' assessed and mitigated by mentors and supervisors. Instead, challenges, and the responses to them, become the responsibility of the student teachers. Individual student teachers and their peers will need to acknowledge and understand their failures as well as successes and efforts that fall somewhere in between. Thus, immersion calls for performative competence beyond what has been the case in otherwise well-functioning partnerships; it is not sufficient to know subjects and to do teaching – students must engage with the total school environment and its socio-political context. To summarize, immersion affords the student teachers the opportunity to respond to the increased complexity and demanding epistemic work by engaging in a fully authentic educational environment, not merely experiencing a slice of it as an outsider.

Boundary work. Partnerships between academia and schools involve boundary zones, boundary crossing, and boundary work (Akkerman & Bakker, 2011). Not only the student teachers but also their mentors and supervisors – in fact, all members of the teacher education ecosystem – inhabit a 'third space' (Forgasz, Heck, Williams, Ambrosetti, & Willis, 2018) where the historically separate aims of the partner institutions are juxtaposed and, ideally, integrated. The academic and scientific subject discipline meets the school subject, and research-based teacher education encounters class situations that require immediate responses and involve difficult decisions. Furthermore, the student teacher is suddenly exposed to a plethora of stakeholders, from parents to local authorities, and even to national, socio-political decision-makers.

Partnerships have proved to be a valuable model in meeting such challenges as, when successful, student teachers, mentors, and supervisors are

required to move beyond their immediate contexts and engage in joint efforts, with a shared understanding of the desired results. This is difficult, even painful, since it may involve relinquishing privileged positions that have materialized over time, from research or practice. This potential dichotomy must be replaced by the co-construction of a knowledge base for teacher education (Lund & Eriksen, 2016). With the SATE approach, the adoption phase will be immersed in the more permanent boundary work that is necessary.

But here we see a qualitative leap; boundary crossing is temporarily suspended and a student teacher space is allowed to flourish. At the heart of such a space is increased responsibility and trust beyond the entailments of more traditional partnerships. As these qualities are crucial in the student teachers' future profession, it means that the SATE initiative offers, in the words of Janssen and Wiedenhorn, "a more complete picture of their future professional field than other forms of internship" (2020, p. 66).

Transformative agency. With immersion and the temporary suspension of boundary crossing, the SATE initiative emerges as a space for transformative agency (Brevik, et al., 2019; El Kadri & Roth, 2015; Lund & Eriksen, 2016). Transformative agency is characterized by encountering situations that are complex, involve a conflict of motives, and can represent an impasse, due to bewildering alternatives or the lack of an obvious way out, etc. This requires the agent(s) to break out of the problem situation by taking initiatives to transform it: "When a group of people does this and searches collaboratively for a new form for the productive activity in which they are engaged, we can speak of shared transformative agency" (Virkkunen, 2006, p. 43). For the student teachers involved in school adoption, the daunting complexity and sheer number of tasks that come with immersion represent such a problem situation. In order to transform it, the student teachers need to draw on a number of resources: epistemic (subject knowledge), social (peers), discursive (concepts, metaphors), and material (analog and digital).

As school adoption is *not* an apprenticeship model (Bach, 2019), the increased student responsibilities enforce the students' capacity to transform problem situations into educationally and socially productive processes. A more ambitious and highly authentic professional practice would be hard to find. In addition, when the initial situation is transformed by student teachers' transformative agency, it is the student teacher, too, who changes, not merely the situation. By enacting agency in the face of complex challenges, the student teachers develop as professionals.

In a world where the volume of information increases exponentially, where we encounter complex problems locally and globally, and where the turnover rate of valid knowledge accelerates, we need teachers who are prepared to exercise transformative agency. We will need teachers who are not merely enculturated into existing practices but who are professionally creative and who can develop new practices with ecological validity for a changing world (Lund & Eriksen, 2016). The SATE initiative would seem to be a prime candidate for such an undertaking.

References

Akkerman, S. F. & Bakker, A. (2011). Boundary crossing and boundary objects. *Review of Educational Research, 81*(2), 132–169.

Bach, A. (2019). School adoption by school-university partnerships – an example from Germany. *Journal of Education for Teaching: International research and pedagogy, 45*(3), 306–321, http://dx.doi.org/10.1080/09589236.2019.1599510.

Brevik, L. M. (2014). Making implicit practice explicit: How do upper secondary teachers describe their reading comprehension strategies instruction? *International Journal of Educational Research, 67*, 52–66, http://dx.doi.org/10.1016/j.ijer.2014.05.002.

Brevik, L. M.; Gudmundsdottir, G.; Lund, A. & Strømme, T. A. (2019). Transformative agency in teacher education: Fostering professional digital competence. *Teaching and Teacher Education*, (86), http://dx.doi.org/10.1016/j.tate.2019.07.005.

Burton, S. L. & Greher, G. R. (2007). School-university partnerships: What do we know and why do they matter? *Arts Education Policy Review, 109*(1), 13–24, https://dx.doi.org/10.3200/AEPR.109.1.13-24.

El Kadri, M. S. & Roth, W. M. (2015). The teaching practicum as a locus of multi-leveled, school-based transformation. *Teaching Education, 26*(1), 17–37, http://dx.doi.org/10.1080/10476210.2014.997700.

Forgasz, R.; Heck, D.; Williams, J.; Ambrosetti, A. & Willis, L.-D. (2018). Theorising the third space of professional experience partnerships. In J. Kriewaldt, A. Ambrosetti, D. Rorrison & R. Capeness (Eds.), *Educating future teachers: Innovative perspectives in professional experience* (pp. 33–47). Singapore: Springer.

Furlong, J.; Campbell, A.; Howson, J.; Lewis, S. & McNamara, O. (2006). Partnership in English initial teacher education: Changing times, changing definitions – evidence from the Teacher Training Agency National Partnership Project. *Scottish Educational Review*, (37), 32–45.

Grossman, P., Hammerness, K. & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: theory and practice, 15*(2), 273–289, https://doi.org/10.1080/13540600902875340.

Janssen, M. & Wiedenhorn, T. (2020). The theory of practice architectures and the core practice approach as theoretical perspectives on school adoption. An example from the University of Education Weingarten. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 57–73). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Kemmis, S. (2009). Understanding professional practice: A synoptic framework. In B. Green (Ed.), *Understanding and researching professional practice* (pp. 19–38). Rotterdam: Sense Publishers, https://doi.org/10.1163/9789087907327_003.

Kemmis, S., Wilkinson, J., Edwards-Groves, C., Hardy, I., Grootenboer, P., Bristol, L. (2014). Praxis, practice and practice architectures. In S. Kemmis, J. Wilkinson, C. Edwards-Groves, I. Hardy, P. Grootenboer & L. Bristol (Eds.), *Changing practices, changing education* (pp. 25–41). Singapore: Springer, https://doi.org/10.1007/978-981-4560-47-4_2.

Lillejord, S. & Børte, K. (2016). Partnership in teacher education – a research mapping. *European Journal of Teacher Education, 39*(5), 550–563, http://dx.doi.org/10.1080/02619768.2016.1252911.

Lund, A. & Eriksen, T. M. (2016). Teacher education as transformation: Some lessons learned from a center for excellence in education. *Acta Didactica Norge, 10*(2), 53–72.

Martin, S. D.; Snow, J. L. & Torrez, C. A. F. (2011). Navigating the terrain of third space: Tensions with/in relationships in school-university partnerships. *Journal of Teacher Education, 62*(3), 299–311, http://dx.doi.org/10.1177/0022487110396096.

Menter, I.; Hulme, M.; Elliot, D. & Lewin, J. (2010). *Literature review on teacher education in the 21st century*. Edinburgh: The Scottish Government.

Virkkunen, J. (2006). Dilemmas in building shared transformative agency. *@ctivités, 3*(1), 43–66.

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, http://dx.doi.org/10.1177/0022487109347671.

A Comparative Synopsis of International School Adoption Concepts

Markus Janssen & Thomas Wiedenhorn

Introduction

The core and basic figure of school adoption

The concept of school adoption supplements and broadens established forms of partnerships in teacher education with an innovative element: In-service teachers leave their school for a week for their professional development and are substituted by student teachers. This way, school adoption in teacher education (SATE) offers unique opportunities for teachers and student teachers: The former have a week for their professional development, both as individuals and as a team. The latter engage more deeply in their future professional field because they are responsible for more tasks in teaching and schooling than in regular internships, and are thus more responsible for the school, the pupils, and themselves. They experience, practice, and reflect on themselves as becoming professionals under conditions which other internships do not offer: Unobserved by lecturers and mentors in their role as future teachers in the classrooms. But closely accompanied in their preparation, follow-up and reflection by school teachers and university lecturers. This can be regarded as the core of SATE. To this effect, both sides engage in learning which is relevant for the current pupils of the participating teachers and for the future pupils of the student teachers. This is innovative within teacher education, as is the societal relevance that teacher education gains through school adoption by enabling teachers to engage in collaborative professional development as a team for several days without cancelling lessons for pupils.

Starting from the above-mentioned basic outline, the partners in the Erasmus+ project *School Adoption in Teacher Education* developed their own local SATE concepts that take into account their respective, very specific school and university contexts and cultures. University partners of that project were

- University College Syddanmark, Denmark (UCSyd),
- Europa-Universität Flensburg, Germany (EUF),
- Norwegian University of Science and Technology, Norway (NTNU),

- Penza State University, Russia (PSU) and
- University of Education Weingarten, Germany (PHWG).

Aim and structure of the chapter

In this contribution we systematize and compare selected aspects of the SATE concepts which were developed during the Erasmus+ project. For this, we used concept tables (Miles, Huberman & Saldana, 2019, p. 166) to cluster and describe the variability within the overall concept of SATE. For this, information from the single chapters in this volume (Gosch & Großmann, 2020; Janssen & Wiedenhorn, 2020a; Merket & Morud, 2020; Surina & Pavlova, 2020) were supplemented by material from written queries with the partners. As mentioned (Janssen & Wiedenhorn, 2020b), the colleagues from the University College Syddanmark had to withdraw their chapter during the publication process. For this chapter we have decided to consider their information from the queries although their chapter is missing. In the queries to the project partners, the following questions were asked:

1. What are the framework and curricular details of your SATE concept?
2. Which study objectives and competencies do you target for your student teachers?
3. How do schools become SATE schools?
4. How are the participating teachers prepared for the project?
5. How can student teachers participate? Who are the student teachers who take part?
6. How are participating student teachers prepared for the adoption week?
7. What are the areas for development and improvement?

Following each concept table, selected aspects are compared, discussed or questioned. We then made some initial considerations, intended to stimulate further analysis and research both within individual SATE concepts and across them. These considerations concern, among others, the role of teachers, the formulation of the concepts' objectives and the selection of student teachers. Based on these comparisons and considerations, our first conclusion is that student teachers do not take over all tasks of teachers during adoption week. Our second conclusion is that all SATE concepts are led by the universities to different degrees and, that for an ideal type of a cooperative partnership, the element of criticism is missing.

A Comparative Synopsis

Curricular frameworks

In the different teacher education programs, SATE is part of regular and longer teacher education internships, either for Bachelor or Master student teachers (Table 1). As a consequence, none of the adoption weeks are credited with ECTS[1] points. But at most partner institutions, a certain number of ECTS credits can be earned by passing the regular practicum in which SATE is integrated.

	PSU (Russia)	**NTNU (Norway)**	**EUF (Germany)**	**UCSyd (Denmark)**	**PHWG (Germany)**
Semester of first school adoption	2016	1999	2014/15	2014/15	2015/16
Duration of adoption in weeks	1	1	1	1	1
Duration of practicum of which the adoption is part (in weeks)	7	8	10–12	10	14
Bachelor or Master student teachers	Bachelor	Master	Master	Bachelor	Bachelor
ECTS credits for the adoption week	none	none	none	none	none
ECTS credits for the practicum around adoption	not applicable	none	30	10	15 + 12 for four university seminars

Table 1: Framework information

The first school adoption was carried out at the Norwegian University of Science and Technology as early as 1999. The Europa-Universität Flensburg and the University College Syddanmark then conducted their first, each in the winter semester 2014/2015. These pilot projects were thus prior to the actual start of the Erasmus+ project and allowed the project itself to build on the many years of experience of one partner and the first experiences of

1 European Credit Transfer and Accumulation System.

two others, which was certainly beneficial to the success of both the overall project and the local ones. As Janssen and Wiedenhorn (2020b, p. 10) show, the structures and further developments of the local (or institutional) SATE concepts can be described as a kind of policy borrowing. The variations in the projects are reflected in the different target groups of student teachers and the different durations, varying between seven and 14 weeks. The objectives and competencies are relatively similar and yet different.

What the participating student teachers should learn during the project and be able to do afterwards is based on national standards and curricula. In addition, there are individual focal points of the respective institutions (Table 2). While the formulations of objectives and competencies relating to teaching could probably also apply to other internship concepts in teacher education, objectives formulated with regard to school organization and the independent decision-making processes of the student teachers during adoption week appear to be a special feature of SATE (Bandorski, 2020, p. 93).

	Study goals and competencies for participating student teachers
PSU (Russia)	– Full immersion in real school life flanked by teaching didactic, methods and reflection.
NTNU (Norway)	– Learning to be able to act independently, responsibly and to make decisions in the school context; learning to be able to work individually, and in teams, to achieve a smooth progression for their respective schools.
EUF (Germany)	– Improving student teachers' teaching skills, including preparation, evaluation and reflection of lessons. – Gaining a deeper insight into the complexity of their futures, and their responsibility for the organization of the school's routine.
UCSyd (Denmark)	– A list of skills and knowledge which complies with national and institutional regulations and requirements for teacher education. A main focus on student teachers doing research projects.
PHWG (Germany)	– To involve student teachers more deeply in their future professional field.

Table 2: Study goals and competencies

Specific objectives for the adoption week were not always given. School adoption in this sense is not only the week itself but its integration into a broader frame, i.e. another internship. The emphasis on compliance with curricular standards and competencies is striking. It appears to be a necessity to emphasize that school adoptions are not free-floating experiments. Rather,

they are described as curricular components of teacher education programs that need to be, and can be, legitimized.

Noteworthy is the use of comparative adjectives ("more deeply", "a deeper complexity") in the goals and competencies. It does not become clear here whether these comparisons are made with regard to a different internship, or with regards to an ideal of teacher education that is not defined and made explicit. In this sense, SATE is either considered as an option for "improving" not the current structures and contents of teacher education programs but its outcomes for the student teachers. Or, it is considered as a way of approaching an ideal.

The schools and the teachers

It is obvious that schools and teachers play a crucial role in SATE. In some concepts the teachers and the school management leave the school (Europa-Universität Flensburg), in others only the teachers leave and the rest of the staff (management, social workers, secretaries, etc.) remain in the school during adoption week (Norwegian University of Science and Technology and University of Education Weingarten). But how do schools become part of the project? And how are the teachers prepared for their work with the student teachers in SATE? In the following tables these questions are briefly answered (Table 3 and Table 4).

	Selection of schools
PSU (Russia)	– School chooses to participate voluntarily but has to be part of the university pedagogical cluster.
NTNU (Norway)	– All schools which receive student teachers from the five-year integrated program are obliged to carry out adoptions.
EUF (Germany)	– Schools apply for participation to the university; the SATE university team and the local school authority select a school from the list of applicants.
UCSyd (Denmark)	– The partner school in the project has been a partner in other projects for many years.
PHWG (Germany)	– Participating schools were suggested by the local school authority based on regional and school management reasons. Schools can participate if school boards and representatives of the school committees (teachers and parents) agree to do so; approval is limited to one year and must then be applied for anew.

Table 3: Selection of schools

	Preparation of teachers for mentoring
PSU (Russia)	– Teachers do not have mentor status but prepare student teachers for adoption week.
NTNU (Norway)	– Teachers receive a mentoring course from the university.
EUF (Germany)	– The headteacher and a team of teachers are provided with general information about the project during several meetings. One of those meetings focuses on mentoring the student teachers.
UCSyd (Denmark)	– Senior lecturers from the College prepare school teachers by providing courses that focus on lesson studies and mentoring (didactic conversations).
PHWG (Germany)	– All teachers are mentors who, in part, prepare the student teachers for selected aspects of adoption week; however, teachers receive no specific preparation for SATE and the adoption week.

Table 4: Preparation of teachers for mentoring

Both the variations in how schools become project schools and how teachers are prepared for SATE (Table 4) are wide. For the former, it ranges from the continuation of a long-standing cooperation (University College Syddanmark), to solely formal regulations (Norwegian University of Science and Technology), to the selection of project schools not by the university but by a third partner, namely the school authorities, alone (University of Education Weingarten). It includes either a voluntary (Penza State University) or compulsory participation of schools (Norwegian University of Science and Technology). Sensitive questions here address, among other things, school and education policy issues as to which school can and may attend a joint professional development course during adoption week and which schools not. In particular, if the project takes place at a selected school, its teachers can do such a course regularly, while other schools are excluded from such an opportunity in the long turn. Another policy issue here is that the University of Education Weingarten, at least, is made accountable (Furlong, McNamara, Campbell, Howson & Lewis, 2008) by representatives of the school committees (teachers and parents) and school authorities (Table 3). This way, the university becomes dependent on their judgements, which can prevent SATE from being carried out. And with regards to the project goals of giving student teachers a realistic insight into their future profession, questions can be asked such as *How are these realities of the project schools? How do these realities relate to teacher educators' vision of an ideal school reality? How do*

these realities differ from the realities of non-project schools? How do these realities affect student teachers' learning, and professionalization?

These questions also address the roles and functions of the participating teachers. How are they prepared to work with the student teachers? Here too the variation is wide: While at the University College Syddanmark, teachers were specifically prepared, others give teachers only general, or a very brief, or no project-specific preparation at all. This variation can have many reasons: The different time spans from the beginning of the project to the adoption week in the individual universities (Table 1), different curricular aims of SATE (Table 2), different degrees of involvement of the university and third party partners in the preparation of the student teachers, such as the "Institute for Quality Development at Schools in Schleswig-Holstein" (see below and Table 6).

But there is also another aspect: If the future profession is to be experienced as realistically as possible, i.e. authentically, didacticization would run counter to this goal, at least to a certain degree. It follows from this that, instead of predominantly preparatory mentoring, a directly accompanying and/or follow-up concept is needed to achieve this goal. Such concepts are either mentioned or briefly described in all chapters. In these, however, it is not the teachers, but the lecturers of the universities or the third party partners who analyze and reflect with the student teachers. Thus, the perspectives of the teachers, who fundamentally shape and create the school realities the student teachers have experienced in the project, are not taken into account in the decisive moment of reflection. But all those who have (co-)produced the objects of reflection should be involved in the reflection, the student teachers, the university- based and third party mentors and the teachers. This way, student teaching would become more comprehensible: As an interplay of the different perspectives, such a joint reflection would create a situated frame of orientation and interpretation of the student teacher's actions during the project. In this sense, reflection can be regarded as a social process of mutual reference and relation (Alkemeyer, Buschmann & Michaeler, 2015, p. 32–37), and not as a cognitive process of an individual only.

Selection and preparation of student teachers

With regard to the student teachers, similar questions arise as with regard to the schools and teachers: How do they become part of the project and how are they prepared and accompanied? At the participating higher edu-

cation teacher education institutions, SATE is sometimes a voluntary offer for interested student teachers, and sometimes a compulsory part of a study program, or an offer for the best (Table 5).

	Selection and allocation of student teachers
PSU (Russia)	– Only the best-qualified student teachers, i.e. those who achieve at a high level are recruited to participate in the project.
NTNU (Norway)	– Student teachers on the five-year integrated teacher education program automatically take part.
EUF (Germany)	– Student teachers register voluntarily for participation; the allocation to the project takes place via the internship office of the university in coordination with the school.
UCSyd (Denmark)	– All 3rd year student teachers are obliged to participate.
PHWG (Germany)	– Student teachers indicate their interest in participating in the project at the university's internship office. It decides on the allocation to the project in coordination with the school.

Table 5: Selection and allocation of student teachers

As for the schools, the variation of how student teachers can become part of SATE is wide: Not only that, depending on the institution, they are sometimes Bachelor, sometimes Master students; they can participate voluntarily (Europa-Universität Flensburg and University of Education Weingarten), are obliged to do so (Norwegian University of Science and Technology and University College Syddanmark), or they are only allowed to join the project if they achieve better than their peers (Penza State University). The reasons for these differences cannot be explained in this overview. However, it offers a starting point to researching assumptions and beliefs of the involved teacher educators: Why is participation voluntary, mandatory or reserved for the best? According to which criteria are the student teachers selected? How do these assumptions and beliefs relate to the goals of the project and the functions of the people involved? In addition, the question arises as to the influence of the structure and organization of teacher education programs, especially where the allocation of student teachers is carried out by an internship office that allocates primarily according to organizational matters (University of Education Weingarten).

Prior to adoption week, student teachers are prepared for their participation in very different ways (Table 6). The formats differ according to their content, their duration and the responsible institutions involved.

Basically, the content focuses on teaching, but also includes small-scale research projects (University College Syddanmark).[2] Involved stakeholders are not only school-based mentors (teachers) and university lecturers, but also third parties, such as the "Institute for Quality Development at Schools in Schleswig-Holstein" (IQSH; Gosch & Großmann, 2020).

	Preparation of student teachers for adoption week
PSU (Russia)	– During a six-week practice period, student teachers get to know the classes, teach and receive feedback on their teaching from their university mentors.
NTNU (Norway)	– Specific briefings and planning meetings are held in the adoption schools, involving professional mentors and the student teachers.
EUF (Germany)	– At university, student teachers participate in seminars with a focus on school pedagogy. They visit the school and the classes and attend parent-teacher conferences together with the university staff. – Teachers prepare student teachers for lesson planning. – The IQSH organizes eight obligatory appointments (each lasting three hours) focusing on student teachers' reflections and experiences from school and teaching.
UCSyd (Denmark)	– Preparation for teaching and classroom research projects: Both are intertwined, for example, visiting schools and classes, performing lesson studies, and planning which (didactical) problems to examine and which research methods to use.
PHWG (Germany)	– Preparation time lasts eleven weeks both in school and at university, including obligatory visits by university staff to student teachers' lessons in school. – At university, student teachers have weekly seminars on didactics and teaching methods, lesson studies, and classroom management, etc. Additionally, they have two weekly seminars on the didactics of their respective study subjects. – At school, the teachers introduce the student teachers to their teaching culture and supports in lesson planning; the school management introduces student teachers to aspects of school law and school organizational matters.

Table 6: Preparation of student teachers

As Table 6 shows, different stakeholders are responsible for the preparation of the student teachers as a whole or in part. One interesting aspect here is

2 For further considerations on the concept underlying the approach at the University College Syddanmark: Carlsen & von Oettingen (2020), von Oettingen, Carlsen and Thorgaard (2019, p. 20).

that what is labelled as "preparation" at the University of Education Weingarten is in fact another internship independent of SATE that the student teachers have to pass (Janssen & Wiedenhorn, 2020a). It is noticeable that the preparation mainly addresses the planning of lessons and matters of teaching classes (Penza State University, Europa-Universität Flensburg, University of Education Weingarten). It remains unclear whether these competencies and contents build on other internships and are continued here at a higher level, or whether they are repeated here, or introduced to the student teachers for the first time. Other aspects, such as legal aspects of working with parents or supervising breaks, reflection appears only marginally – if at all. This is noticeable because SATE is often described as an internship in which the student teachers not only teach but also take over other tasks of the teachers.

However, it is difficult to say to what extent the tasks taken on by the student teachers in SATE actually differ from those in other internships. Apart from (planning) teaching, the tasks mentioned include, for example, supervising breaks, dealing with educational issues or parental work. These are tasks which are presumably at least conceptually intended in other internships, too. The same might be true for evaluating one's own teaching and developing a research design (University College Syddanmark). The fact that student teachers take on organizational and administrative tasks at class level (keeping class registers, checking attendance, etc.), however, is probably a special feature of SATE. Overall, it can be assumed that it is less the tasks themselves that make an important difference. But firstly, the amount and number of the tasks during adoption week might make a difference. Secondly, it could be the mode of carrying out these tasks, namely that decisions and actions can be taken unobserved by and independent of mentors. Based on the chapters of this volume and the written queries to the SATE partners, tasks such as the diagnosis of pupils' learning, the evaluation and grading of their work, aspects of counselling pupils and parents over a longer period of time, do not play an important role. Otherwise the absence of these and other keywords for typical tasks of teachers could not be explained. Or, thought of differently with regards to the teacher educators: What does "planning teaching" and "teaching" mean to them? Does it include the named aspects or is it (just) about sequencing time didactically? What are their demands on the student teachers' teaching during adoption week?

Developments

All project partners report on developments and transformations of their SATE concept. While some institutions want to improve specific aspects, such as mentoring, tasks for student teachers, or reflection (including a funded follow-up project), others plan to extend it to more extensive forms of adoption or to other teacher education programs.

	Matters for development & improvement of SATE
PSU (Russia)	– Conceptualizing and carrying out a full adoption, including all grades and teachers of a school.
NTNU (Norway)	– Working with children with special needs, creating more awareness of them during the course of the project.
EUF (Germany)	– Conceptualizing and carrying out a school adoption in secondary schools.
UCSyd (Denmark)	– Stronger focus on curricular competencies regarding the tasks student teachers have to complete. – Focus on expectations of the involved stakeholder.
PHWG (Germany)	– Follow-up project focuses on videography during adoption week, aiming at (1) developing a blended-learning tool for teaching and mentoring student teachers, and (2) researching school adoption.

Table 7: Matters for development and improvement

Conclusion

The aspects presented above show that SATE is not a homogeneous construct or concept. Instead, it differs widely between the institutions regarding the study programs of which SATE is part, the stakeholders involved, curricular details (such as ECTS points), the project duration, the selection of student teachers and schools, the tasks student teachers do and do not take over during adoption week, etc. Thus it seems that the conceptualization and implementation of SATE has led to intensive "pedagogical negotiations and arguments" (Ottesen, Lund, Grams, Aas & Prøitz, 2013, p. 464) within each university and between the stakeholders involved to provide a framework fitting for their student teachers to take an extended responsibility within the different curricula of the university partners, and also fitting for the teachers of the partner schools to undertake joint in-service professional development.

Despite other considerations (Bach, 2017; Gosch & Großmann, 2020), all SATE concepts seem to be led by a university partner because it orchestrates the overall arrangements, delegates individual tasks to other stakeholders (Smith, Brisard & Menter, 2006), and guarantees the curricular fit. As a university-led partnership, it is not a fully collaborative one (Furlong et al., 1996, p. 44). For SATE, all have engaged in dialogues about how it can be conceptualized and implemented at their university; a dialogue which had different consequences for the individual designs and implementations of SATE. These concepts are coherent, have tasks, aims and goals and describe processes of, and for, professional learning of student teachers. But under this project umbrella, tasks and responsibilities are divided between the stakeholders, and are not taken up together but separately. It seems to be the case that student teachers and teachers, university mentors, and other stakeholders work collaboratively only sporadically, if at all.[3] For a fully collaborative partnership in the sense of Furlong and colleagues (1996, p. 44), however, this would be a precondition of the possibility of criticism as a means of, and for, professional learning.[4] It therefore remains to be analyzed whether either the possibilities and leeway offered by SATE have yet been fully exploited.

References

Alkemeyer, T., Buschmann, N., & Michaeler, M. (2015). Kritik als Praxis. Plädoyer für eine subjektivierungstheoretische Erweiterung der Praxistheorien. In T. Alkemeyer, V. Schürmann, & J. Volbers (Eds.), *Praxis denken. Konzepte und Kritik* (pp. 25–50). Wiesbaden: Springer VS, https://doi.org/10.1007/978-3-658-08744-9_2.

Bach, A. (2017). Partnerschaftsmodelle in der Lehrerinnen- und Lehrerbildung. Das Flensburger Modell "Schuladoption". In U. Fraefel & A. Seel (Eds.), *Konzeptionelle Perspektiven Schulpraktischer Studien. Partnerschaftsmodelle – Praktikumskonzepte – Begleitformate* (pp. 43–56). Münster: Waxmann.

3 Janssen (2019) makes a similar observation in his analysis of university school concepts in teacher education.

4 And not for evaluations only. On a organizational level both the SATE and the university-school-partnerships could be explored more deeply using Callahan and Martins' (2007) typology for identifying and evaluating these partnerships as learning systems.

Bandorski, S. (2020). Evaluation of the school adoption in teacher education – project. A primer on approach and main findings. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 91–98). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Callahan, J. & Martin, D. (2007). The spectrum of school–university partnerships: A typology of organizational learning systems. *Teaching and Teacher Education, 23*(2), 136–145, https://doi.org/10.1016/j.tate.2006.04.038.

Carlsen, D. & von Oettingen, A. (2020) Universitetsskolen – et bud på en didaktisk orienteret forskningsbasering af læreruddannelsen. *Acta Didactica Norden, 14* (2), https://doi.org/10.5617/adno.7912.

Furlong, J.; Whitty, G.; Whiting, C.; Miles, S.; Barton, L. & Barrett, E. (1996). Re-defining partnership: Revolution or reform in initial teacher education? *Journal of Education for Teaching, 22*(1), 39–55, https://doi.org/10.1080/02607479650038418.

Furlong, J.; McNamara, O.; Campbell, A.; Howson, J. & Lewis, S. (2008). Partnership, policy and politics: initial teacher education in England under New Labour. *Teachers and Teaching: Theory and practice, (14)*4, 307–318, https://doi.org/10.1080/13540600802037728.

Gosch, J. & Großmann, K. (2020). School adoption as a collaborative partnership in teacher education at the Europa-Universität Flensburg. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 75–81). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Janssen, M. (2019). Universitetsskoler som spatiotemporale ordninger – indblik i en kvalitativ tekstanalyse af universitetsskolekoncepter In A. von Oettingen & K. Thorgård (Eds.): *Universitetsskolen mellem forskning, uddannelse og skoleudvikling* (pp. 37–50). Frederikshavn: Dafalo.

Janssen, M. & Wiedenhorn, T. (2020a). The theory of practice architectures and the core practice approach as theoretical perspectives on school adoption. An example from the University of Education Weingarten. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 57–73). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Janssen, M. & Wiedenhorn, T. (2020b). Editorial: School adoption in teacher education. Increasing pre-service teachers' responsibility during practice. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 9–14). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Merket, M. & Morud, E. (2020). School adoption 2.0. A new practice model for teacher education at the Norwegian University of Science and Technology.

In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 35–55). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Miles, M. B.; Huberman, A. M. & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). Thousand Oaks, CA: Sage.

Ottesen, E.; Lund, B.; Grams, S.; Aas, M., & Prøitz, T. S. (2013). Educational methods as commodities within European Education: A Norwegian-Danish case. *European Educational Research Journal*, *12*(4), 463–479, https://doi.org/10.2304/eerj.2013.12.4.463.

Smith, I.; Brisard, E. & Menter, I. (2006) Models of partnership developments in initial teacher education in the four components of the United Kingdom: Recent trends and current challenges, *Journal of Education for Teaching, 32*(2), 147–164, http://dx.doi.org/10.1080/02607470600655136.

Surina, O. & Pavlova, N. (2020). Development of school adoption for building professional competencies at Penza State University. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 83–90). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

von Oettingen, A.; Carlsen, D. & Thorgaard, K. (2019). Tematisk indføring: Universitetsskolen – mellem skole, uddannelse og forskning. In A. von Oettingen & K. Thorgaard, K. (Eds.), *Universitetsskolen. Mellem skole, uddannelse og forskning* (pp. 11–26). Frederikshavn: Dafolo.

School Adoption 2.0

A New Practice Model for Teacher Education at the Norwegian University of Science and Technology

Monika Merket & Elin Bø Morud

Summary

This article presents and analyzes a new model for practice training in teacher education. The model is called *School Adoption 2.0* and was piloted in the spring of 2017. The new national guidelines for teacher education emphasize strengthening practice training, and the development of the model is an attempt to accommodate this. The aims have been to provide students with a form of practice so that they can experience a stronger progression and increased independence in their training, and to develop a practice training that strengthens the link between theory and practice. The pilot has been analyzed by conducting interviews with students and supervisors after completion, as well as collecting written reflections. The model builds on the theory of the relationship between theory and practice through Kemmis and Grootenboer's theory of practice architectures. Furthermore, the pilot and data collection are illustrated. In our analysis the three categories: (1) Professional training through building responsibility and independence, (2) Professional training and the relationship with pupils, and (3) Professional training at the intersection of theory and practice were be developed.

The findings support the idea that school adoption can contribute to a closer connection between theory and practice and that it can contribute to increased independence in practice training.

Introduction

The Norwegian government emphasizes education as one of the key instruments for achieving the goal of sustainable and inclusive development in Europe. The government also promotes education through international projects such as Europe 2020. One of the goals of the strategy is to increase the proportion of students in higher education in the member countries, including Norway (Eurostat, 2017). Focusing on school education through

international projects also shows that education is seen as an important basis for growth and development.

A focus on better teacher education is important for the development of society, both at national and individual levels (Darling-Hammond, 2006). The increasing complexity of education means that the need for good teachers has increased, which in turn increases the pressure on institutions such as the Norwegian University of Science and Technology (NTNU) to provide a comprehensive teacher education. The complex relationship between theory and practice within teacher education is also of topical concern, both internationally (Darling-Hammond, 2006; Grossman, Hammerness & McDonald, 2009; Hammerness, 2013) and nationally (Grimen, 2008; Kvernbekk, 2011; Lillejord & Børte, 2017; Løvlie, 2016; Molander & Terum, 2008). In some countries, the response has been to focus more on practice, while Lillejord and Børte's (2017) research indicates that closer collaboration between school and university can contribute to stronger links between theory and practice. Grossman et al. (2009) also point to the challenge in the relationship between theory and practice, arguing for closer links between theory and practice, and between teacher educators and teachers in school. Teacher education is a professional education, which means that practice training is an integral element (Grimen, 2008). The challenge lies in how its elements are integrated, and how closer links and increased collaboration are to be organized (Sjølie, 2017).

Closer collaboration between universities and schools is not only about students' educational practices, but also about their transition from education into the teaching profession. Both research and policy show that there is a need to close the gap between what students acquire during their education and what they experience as they enter the teaching profession. Research on newly qualified teachers shows that one of the reasons teachers quit during their first few years in the profession is because the transition from teacher studies to employment is experienced as challenging (Johnson et al., 2014; Østern & Engvik, 2016). The burden of the first years as a new educator is great for many, and there is rarely a smooth transition into the teaching profession. Partly, this is because it is common for schools to expect newly qualified teachers to take the same responsibility for pupils[1] and teaching as a more experienced teacher.

1 We use *pupils* synonymous with *school students*, to avoid confusion with *student* [*teacher*]*s*.

In order to strengthen teacher education and its relevance to the profession, the National Council for Teacher Education prepared new national guidelines for teacher education in the fall of 2017. The guidelines cover, among other things, the students' practice training, and state that:

> "Practice is a learning arena in parallel with campus-based education. The two learning arenas have different areas of responsibility, but share responsibility for the student's professional development and final competence" (Munthe & Engelien, 2017, p. 15, translated by the authors[2]).

Three aspects of this practical training should be strengthened: (1) practical training must be guided, assessed, and varied, (2) there must be progression in practical training, and (3) the students must have a continuous period of practice during the last two years of their education, with a particular focus on independent training responsibilities. These three points relate to key elements that will contribute to the students' knowledge and skills development during the practical periods. Our pilot tries to meet the expectations of the practical training, especially regarding the last two points.

In this article, we explore how we can develop a practice where students experience increased progression and independence in practice training. We ask the question: *How is practice training experienced in School Adoption 2.0?* When we use the term *practice* in this context, we mean the practical training that is arranged by the institution, and it includes the time the students receive training in schools. Furthermore, with insight from international development work and the new guidelines for practice training, we have developed and evaluated a new model for practice training for senior students. We have called this pilot *School Adoption 2.0*. The aim was to give the students a new form of practical experience, so that they will experience a stronger progression and increased independence. Participating in the pilot, where they are given responsibility for the pupils and the teaching of subjects, without a supervisor being present, helps to build a bridge between theory and practice, and to facilitate the transition from *guided practice* into *professional practice*.

In the article, we present some theoretical considerations regarding a model for the link between theory and practice, using the concept of practice architectures. We also describe how the pilot was conducted and how we

2 All translations in this chapter are those of the authors.

analyzed its implementation. Finally, findings from the pilot are discussed in relation to the theoretical considerations.

Theoretical Framework

Teacher education is a professional education, which means that the students will be educated to become part of the teaching profession. A professional education consists of theoretical and practical knowledge where professional practice is one of the goals. Therefore, one of the most important issues in professional theory is the interaction between theory and practice (Grimen, 2008). The transfer of theoretical aspects taught at the university or college to practical implementation in the field of practice is particularly challenging due to the diversity of context and culture (Eraut, 2009). As described earlier, this particular link between theory and practice is a much-debated topic, both nationally and internationally. Skagen (2016) describes how this has also been a source of discussion in teacher education. The dichotomous understanding of the relationship between theory and practice is problematic, and new perspectives on the relationship have been introduced (Sjølie, 2014). "Instead of separating theory and practice as separate entities, theory can be seen as embedded in practice at different levels" (Sjølie, 2014, pp. 15–16). Understanding theoretical knowledge and practical knowledge, and how to construct them in education, is, therefore, a challenge.

Kemmis and Grootenboer (2008) have presented a relevant perspective in understanding the link between theory and practice, and a model for guidance and education, through the concept of practice architectures. Mahon, Francisco and Kemmis (2017) describe how, in the theory of practice, practice architectures are seen as social phenomena located in a particular context with a specific history. Seeing practice as a social and situational phenomenon means that practice is not only viewed from an individual perspective, but a phenomenon that is characterized and shaped by relationships that exist in the social community in which it occurs. The theory of practice architectures makes it clear how a student's practice is defined through language, actions, and relationships in interaction with actors in and outside the field of practice. "Practice architectures [...] prefigure practices, enabling and constraining particular kinds of sayings, doings and relationships among people within them, and in relation to others outside them" (Kemmis & Grootenboer, 2008, p. 57). "Practice architecture is thus the his-

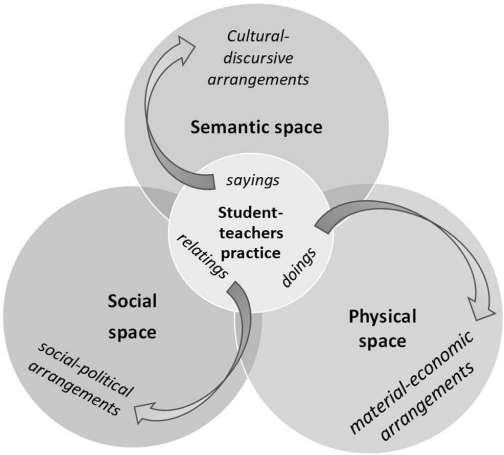

Figure 1: Practice architectures in teacher education

torical conditions that are both shaped by people and can be changed by people" (Østern & Engvik, 2016, p. 22). The model shows how a student's practice is characterized by the context in which it takes place, and how the various elements affect each other, or how the students' development is established through their language, actions and relationships in interaction with different discourses.

According to Kemmis and Grootenboer (2008), practice architectures consist of three types of conditions: (1) Cultural-discursive, (2) material-economic, and (3) social-political (Figure 1)[3]. Firstly, the cultural-discursive conditions influence the student's linguistic interaction – with school staff, supervisors, and fellow students (Kemmis & Grootenboer, 2008, pp. 42–43). What words are used, and what is, and is not, being discussed in the field of practice that confronts the student are factors that characterize the student's practice. The cultural-discursive conditions and the student's practice form a semantic space in which the student is an active participant. The school's semantic space can promote or inhibit the student's development through what

3 The figure is taken from Sjølie (2014, p. 47). In the original, it is labbeled "The site for practice". For our purposes, we have given it a different title.

is said, discussed, problematized, and confronted in the school's community. Secondly, the student's school practice is also affected by the material-economic conditions in which the practice takes place. The material-economic conditions form a physical space, the conditions of which can promote or inhibit the student's practice and development (Kemmis & Grootenboer, 2008, pp. 44–45). Thirdly, the final element of practice architectures that the authors (2008, pp. 47–48) define is the social-political conditions, which describe how the student's development is characterized by relationships with supervisors, school staff, fellow students, the management at the school, etc. These social relationships in the field of practice help to inhibit or promote the student's learning in practice and create a physical space enabling these relations.

These three spaces, social, semantic, and physical, thus help to illuminate the relationship between theory and practice as characterized by many aspects of practice teaching. The student's professional development in the teacher education program involves various forms of practice architectures, where the student engages in situations that characterize different aspects of learning (Kemmis & Grootenboer, 2008, p. 59). The social, semantic, and physical spaces manifest themselves in the student's everyday life as different arenas, where the student is influenced by, and herself influences, the prevailing architectures, for example, in school or at the university. The three architectures interact in the student's everyday life in such a way that one must see them in context to understand how they influence each other. These are not competing arenas, but should be viewed as arenas that complement each other, and, as we see it, part of the student's learning and development is to be able to see the connection between them.

Description of the School Adoption 2.0 Pilot Project

The *School Adoption 2.0* pilot was completed during an eight-week long practice period that students have in their eighth semester. The practice school is a secondary school with approximately 450 pupils. The school is in a partnership with NTNU, and eleven students were placed at the school during this period. They had regular practice in the first six weeks, before completing school adoption in the seventh week. This is the week in which the students took over the teaching, and responsibility for 150 pupils in one step. The students were given contact teacher responsibility for different

classes and the responsibility for following up and organizing the pupils' work throughout the week. During this time, the in-service teachers were away from the school, working on school development, while the school's management and the rest of the staff were at the school as usual. In the last week, the students summed up and reflected on their experiences during the previous week. The pilot was conducted according to this schedule (Table 1):

Week	**Practice**	**Description**
1–6	Ordinary practice	The students undergo regular practice. All formal requirements of the teacher education program during the practice period were implemented during these weeks.
7	School adoption 2.0 pilot	The students took up their school duties. One of the students became a manager and took the main responsibility for this week. All other students were given contact teacher responsibility for a class. The management was present at the school, and the rest of the school operated normally, while the teachers used the time for school development.
8	Reflection week	The students completed the practice in the classes this week, which was used for reflective discussions with the tutors and teacher educators.

Table 1: S*chool adoption 2.0* schedule

The purpose of the students' practice period is to prepare the students to practice their profession (National framework for the five-year integrated teacher education program 8–13, 2013). It is a recognition that there are aspects of the teaching profession that the students cannot theoretically acquire within the university campus, but that knowledge and understanding of many aspects of the teaching profession are created through practice at school, through interactions with pupils, students and supervisors working at school.

Data Collection and Analysis

Practical training will help the students' knowledge and understanding of the teaching profession to be developed through interactions between students and the actors they meet in the school community. Based on this understanding of the practice period, this analysis has a qualitative approach within a constructivist paradigm (Stake, 1995). In order to highlight the students'

and supervisors' experiences of the practical training during school adoption, we have used a phenomenological methodology (Crotty, 1998). The purpose of the study was to distill the essence of the students' and supervisors' experiences, indicating our goal was to explore what significance school adoption has had for participants, not to explore *School Adoption 2.0* itself (Szklarski, 2015). In order to gather these experiences, the researcher had to talk to those who had them (Postholm, 2010). The pilot that was conducted at one school, in one grade, in one week. Data were collected after this week using interviews with students and teachers, as well as reflection notes from groups of students and tutors. This was to ensure the widest possible range of material to analyze (Stake, 1995).

Our personal-professional background is important for our research work. We are teachers first, and then teacher educators, and we both have more than ten years of professional experience in the same school in which the pilot was conducted. Today we work in teacher education, but in different fields. While one of us has been close to practice training and initiated the development of *School Adoption 2.0* from the start, the other has been completely outside the process and was able to take an external view of the research work that has been carried out. We both participated in the collection and analysis of the data.

For data collection we used interviews and reflection notes. A semi-structured interview was conducted with three students and two teachers. The students were selected randomly based on scheduling considerations. The teachers we interviewed were selected by the coordinator at the school, based on our desire to talk to two teachers who had varied experiences with practice guidance and school development, and based on some years of teaching a range of subjects. In the interviews, we set up dialogues between us and the participants, and between the participants, whom we wanted to present their experiences of school adoption. The main topics we addressed were about challenges that arose, which they would not otherwise have experienced during the regular practice period, before school adoption was introduced. We also addressed topics such as the relationship between theory and practice, and how school adoption contributes to teacher education.

The week after school adoption itself, a reflection session was conducted, with the participation of the relevant teachers, tutors, students, and educators. The reflection session was led by a teacher educator and was conducted as a guided conversation in smaller groups, where teachers and students

shared experiences of school adoption. These experiences were shared in plenary using the Padlet program, where notes can be shared on a screen with the other participants. The notes from the reflection session are also included in our data. The students' and supervisors' answers to the questions from the interviews and reflections were categorized immediately after they were completed. We had an inductive approach to categorization, where we went through what had been expressed without having set themes in advance. By first sorting out what had been expressed on the basis that the content of the expressions had a coherent meaning, and further reducing the data, we have tried to crystallize the essence of what the students and the supervisors experienced. Based on the questions we discussed in the interviews and the answers we received, we found that the responses could be categorized into several themes (Table 2).

The reliability of the material was enhanced by having the interview subjects read through our interpretations and categorizations from the interviews and approve them before we finalized the work. We also collated data from our sources in different ways, through the semi-structured interviews, and through the notes they wrote in the reflection groups. Both the interviews and the reflection session took place in the week after the completion of the school adoption so that the experiences were relatively fresh when the data were collected.

Findings and Initial Discussion

The interviews with the students and the supervisors, and the notes from the reflection talks after school adoption form the basis for the results presented. Both in the focus group interviews with the students and supervisors, and on the reflection day after the practice, many of the same elements were discussed. In the interviews with the students, they agreed that they gained new perspectives on the teaching profession. They also gained greater insight into what is going on around and outside the classroom and have seen that this has an impact on what happens *in* the classroom. Necessary decisions concerning pupils and their learning had to be taken by the students on their own, and the fact that the supervisor was not present contributed to a different relationship with the pupils. The students also said that they have gained a different understanding of the meaning of pupil relationships. Furthermore, they also talked about how the theory they learned in their

studies became relevant for dealing with various situations, and they saw that participation in school adoption has helped them understand the complexity of a teacher's day.

The supervisors also felt that the students gained experience during this week, which they would not otherwise get in ordinary practice sessions. They emphasized that the students were trying to handle matters on their own, as part of the everyday life of the school. The supervisors also emphasized that students saw a more complete picture of the teaching profession. They pointed out that, in teacher education, pedagogy and subject didactics are often treated as being more separate than they are in school. Through school adoption, students have had to take responsibility and work together. They have had to find their own solutions and find that they cannot always 'go by the book'.

Following school adoption, both students and tutors mentioned vulnerable students as a challenge, both academically and socially. They stressed the importance of giving this student group extra attention in the planning of the school adoption, to ensure that they feel as secure during this week as they do normally.

We categorized the responses into the following three categories: (1) Professional training and its relation to responsibility and independence, (2) Professional training and relationships with pupils, and (3) Professional training at the intersection between theory and practice. The findings, as described above, are summarized in the following table (Table 2):

	Focus group interview with students	Focus group interview with supervisors	Reflections – students and supervisors
Professional training and its relation to responsibility and independence	The students expressed an increased sense of responsibility. They described it as realistic to have the responsibility inside and outside the classroom. Furthermore, they described how the absence of a supervisor led them to rely on their own decisions.	The supervisors felt that the students had more experience in making their own choices and that they had to rely on their own independence.	In the conversation between the supervisors and the students, it was discussed how it felt to have increased responsibility in school adoption. They reflected together on the experience of having to follow up on their own decisions and take responsibility.
Professional training and relationships with pupils	The students described how, in school adoption, they learned more about what happens outside the classroom and between lessons. They described that they started thinking about the pupils even outside of their time at school. They described it as educational and necessary to be able to build a closer relationship with the pupils. It was challenging to deal with learners who had special educational needs.	It is important that responsibility and needs are clarified in advance so that the needs of the various pupils are taken into account. The students' experience with pupils with special educational needs was challenging.	The tutors and students discussed follow-up of the pupils inside and outside the classroom and described a shift of focus from subject teaching to their relationship with the pupils. The tutors felt that the students' relationship with the pupils became more real because of school adoption.
Professional training at the intersection between theory and practice	The students described that, in the absence of a supervisor, they had to find other support in their daily work. They described how they used theory to understand pupils' actions and tackle challenges in the classroom.	The tutors described that school adoption is a step in the right direction for building a bridge between theory and practice. They further explained that, as teacher education becomes more like real life, the students get to know the challenges alone.	They discussed how combining school adoption with a reflection week afterwards was valuable. They could discuss and reflect on the experiences they had during their school adoption.

Table 2: Overview of results from the focus group interviews and reflection sessions

Professional training and its relation to responsibility and independence

In the first theme, *professional training* and its relation to responsibility and independence, we see that the students often mentioned the responsibility they experienced during school adoption. They experienced this responsibility as a realistic element of a teacher's day, and they felt that this responsibility extended not only to the classroom / teaching situation, but also persisted outside the classroom. They felt this responsibility as part of the experience of greater independence. The absence of a supervisor forced them to rely on their own decisions. One of the students described the experience as follows:

> "Big difference when it comes to decisions. I had to make decisions myself, couldn't ask the supervisor. Had to make the choice and stand by it myself. Understood more about the teacher's decision-making skills."

The students explained that standing alone in the classroom and having to rely on themselves was a challenge they did not face in ordinary practice. There, they were more dependent on the supervisor but, in school adoption, they felt more freedom in the classroom when their supervisor was not present. If this is seen in the context of the social space created in the relationship between the social and political conditions of the practice architectures and the practice student, it illustrates how the supervisor promotes, but at the same time inhibits, the student's development in the social space of the school. The supervisor's presence promotes the student's development through guidance and follow-up, but at the same time this presence can be an inhibiting factor in relation to the student's development of independence. The students stated that they make fewer of their own decisions when the supervisor is present, whilst, when they are alone, they take responsibility for their own actions and the pupils in a different way.

In the social space of the student's practice, the role of the supervisor is a key factor affecting the student's professional development. In ordinary practice, the supervisor is present and the relationship with the supervisor is an important precursor for the actions and choices the student makes in the classroom. In the model, one can contextualize how the student's school practice is promoted or hampered by the relationship with the supervisor. The students reported a sense of security and support in having the supervisor present in the classroom, but at the same time they sensed a change in their relationships with the pupils when the supervisor was not there:

> "The teacher is not there, it is liberating. We had good relationships with the pupils, but they got better in School Adoption 2.0."

The supervisor's professional competence is an important prerequisite for the student's development of professional understanding (Hobson et al., 2009; Norwegian Research Council, 2014) and an important factor in the student's development, where guidance should contribute to independence and development (Caspersen & Helland, 2015). The students experienced increased independence in their professional practice through school adoption when the supervisor was not present, whilst also feeling an increased sense of responsibility:

> "It is valuable to experience contact with – and responsibility for – the pupils outside the teaching hours themselves. Big difference from the practice period otherwise."

The increased sense of responsibility the students expressed is related to the second category, where they experienced an alteration in their relationships with the pupils throughout school adoption.

Professional training and relationships with the pupils

Concerning this theme, the students reported that school adoption has given them the opportunity to build relationships with the pupils in a different way from that experienced in ordinary practice. They have gained a deeper understanding of what is happening outside the classroom, both before and after school, and during breaks. The pupils became a greater focus for the students, and they felt that they started to think about the pupils outside teaching hours. In the dialogue between the supervisors and the students, it emerged that they experienced it as a shift of focus, from subject content to relationships with the pupils:

> "A lot of learning in moving the main focus from subjects to relationships with pupils. Spent more time with the pupils and thus got a different and closer relationship with them."

The students described here a change in the quality of contact with the pupils when they were in sole charge of the classroom. The fact that the supervisor was not present in the classroom changed the relationships and interactions in the room. In the context of Kemmis and Grootenboer's (2008) theory of practice architectures, the different elements must be seen in relation to each

other. The pupils are part of both the physical and the social space; they are part of the prerequisites and frameworks for teaching, while at the same time also forming part of the social relations within the school context.

In the continuum between the practice student and the material-economic and social-political conditions of the practice architectures, a social and physical space is created. In these spaces, the role of the supervisor is an important component and when the supervisor is removed, interaction in the space changes. In the social space, the supervisor's social relationship with the students must be altered. The students expressed this as their having more leeway for action and having a closer relationship with the pupils. In the physical room, the absence of the supervisor created an increased focus on the pupils, who became less concerned with the presence of the supervisor, whilst the students were able to focus more fully on the pupils. One of the students puts it this way:

> "I expected that I would be more relaxed in the classroom without a tutor and that was the case. I was looking forward to it. The teacher is not there, [which is] liberating. We had good relationships with the pupils, but they got better."

The students experienced a positive relationship with the pupils, which they described as coming closer to them. From another perspective, it may be asked how this was experienced by the pupils. In teacher education, it is important that the pupils are the central focus and that students develop perspectives concerning their pupils, in line with their professional goals and standards. The needs of, and outcomes for, pupils are the top priority for teaching (Det Kongelige Kunnskapsdepartement, 2009). The teaching profession's ethical platform (Utdanningsforbundet, 2018) provides a basis for teachers to exercise judgment, which is linked to the development of practice through the teacher's joint responsibility. Teacher education programs collaborate with school staff to further develop the students' knowledge, skills and ethical judgment, both internally and in collaboration with educational and research environments. It is important for the students to understand that changes and actions have consequences, and that the best interests of the pupils should always be the first priority. In the reflection session with the supervisors and students following school adoption, they discussed this specific point as one of the main challenges, especially for the most vulnerable students:

> "In particular, it would be interesting to become more acquainted with and observe the pupils, [in order to] become a special education teacher."
> "Special pedagogy is difficult, and should have been introduced to students [by persons] who know the individual pupils."

The supervisor and student here expressed a concern about pupils who need extra follow-up and how school adoption is experienced by these pupils. This is a key element in the development of new practice models.

Professional training in the intersection between theory and practice

This was the third theme that emerged. Students stated that, during school adoption they used theory from the curriculum as support in situations where they were challenged by pupils' actions. The tutors also suggested that school adoption can help to make teacher education and practice training closer to real life for the students, and that such a week contributes to a closer connection between what they experience in practice and what they read about in theory. The counsellors described the pilot as an important step toward what they called "building a bridge between theory and practice." One of the students described it like this:

> "You see theory for a week, you stand alone, you have no one to ask, so you are tested – you have to use theory as a support."

In Kemmis and Grootenboer's (2008) model of practice architectures, the relationship with the supervisor and its support is part of the social space. When the supervisor is removed as a factor in the social space, several factors in the architecture change. The supervisor's absence affects the cultural / discursive conditions, and the framework of the semantic space changes. Within the semantic space, the student can participate in discussions involving the supervisor, during the school practice. By means of academic discussions during the school practice, students are given space to reflect on the challenges they face. If there is a change of frames, there is a change in the semantic space. When no supervisor or other teachers are present in that space, the students find that they use theory to support the challenges that arise. A student described it as follows:

> "In pedagogy we learn about the pupil's psychology, and when standing alone with a challenging pupil, it helps to know and understand that the pupil acts for a reason. It is not my fault or I that have done anything wrong."

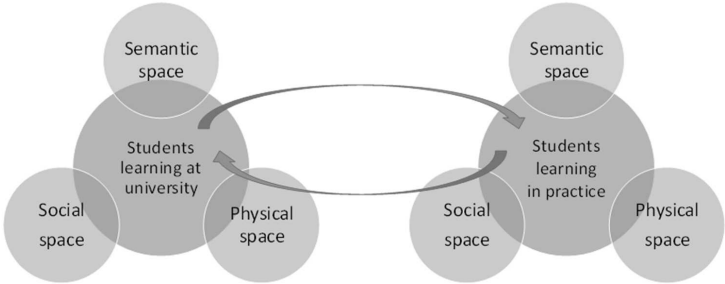

Figure 2: Students build bridges between practice architectures

This student described how educational theory can help to understand why a pupil can be challenging. When the supervisor is not present, the student cannot directly discuss an experience that has occurred in the classroom, and the student here described how theory is then used as a support for understanding and analyzing the situation. Students' learning and development are influenced by the prevailing practice architectures (Kemmis & Grootenboer, 2008; Sjølie, 2017) and what is interesting here is that the students see a connection between the architectures they experience in university and school practice. In both the semantic and the social space, there will be elements that promote or hinder a student's development and learning. What is interesting here is that the supervisor's absence, a "disruption" in the practice architectures, caused the student to construct a connection between his own architectures, an independent bridge between theory and practice (Figure 2).

Sjølie (2017) describes how student teachers move between different practices at the university and in the school, and that they perceive these as separate from one another. For example, several of the students in her study experienced that teacher educators and school supervisors talked about each other in ways that undermined the school or teacher education, respectively. She further argues that teacher educators, students, and teachers in the school need to discuss the importance of the concepts of theory and practice to a greater extent, in order to create a common understanding, and that this, in the next step, can support student teacher learning. This is also supported by Lillejord and Børte (2017), who argue that teacher education institutions and practice schools must increase their common understanding of what constitutes good educational practice. From such common understandings

of teacher education, the student can himself "build a bridge" and see the connection between what is going on at university and at the practice school.

Conclusions and Implications

Students are trained for professional careers as teachers. The practical training component of teacher education is intended (in accordance with the framework plan and national guidelines) to organize the training in such a way that the students are prepared to work in the teaching profession. The students who participated in the school adoption pilot gained experience from this practice situation, and subsequently described their experiences. Their experiences all fell into the three categories of findings presented above. The question we posed in advance of this pilot was: *How is practice training experienced in School Adoption 2.0?* As described above, the students experienced more responsibility and independence, a closer relationship with the pupils and a closer connection between theory and practice, whilst mentors and students raised questions about the care of vulnerable pupils.

The students described how the absence of a supervisor made them seek theoretical perspectives for help and support. In the discussion about how school adoption influenced the link between theory and practice, it was interesting that the students connected the different architectures that exist within teacher education. At the same time, the students expressed an increased sense of responsibility and the need to make their own decisions. They described how being alone and not having a supervisor present in the classroom made them feel more responsible and demanded a greater degree of decision-making ability and independence. This is something that the new national guidelines emphasize in their recommendations for practical training. At the same time in the national guidelines (Munthe & Engelien, 2017), there is also an increased focus on practice teaching, and the interaction between university and school. The description in the guidelines of the institution's responsibilities states: "Teacher education is a professional education that requires a focus on professionalism and development, but also a focus on research-based and theory-based practice training. This requires closer collaboration between school and university, between theory and practice". This is in line with Lillejord and Børte (2017), who argue for stronger collaboration, while Smith 's (2016) description of an increased focus on the supervisor's role and what it should be is relevant and interesting. The

students' descriptions of participation in this pilot describe several positive elements, in accordance with what is being argued here. At the same time, the findings and analysis raise a question about the supervisor's role. The role of the supervisor and his / her competence become central since the analysis shows how the supervisor's presence or absence changes the practice student's practice architectures. This raises questions about supervisor education and whether guidance is a profession within a profession, as Kari Smith (2016) describes it. This is not an element that has been explored through our pilot, but an element that has emerged and that, we argue, requires more research and increased awareness.

Based on our exploration of the implementation of the pilot, we have some interesting findings. The students' experience of increased responsibility and independence in a practice experience where the supervisor is not present makes the supervisor's role an interesting topic for further research. The supervisor's role, as the students described it, is an important factor for their professional development, but at the same time they experienced it as an impediment to further development, with a need to test themselves whilst *single-handed* in the classroom. In the organization of the practical training, it is interesting to examine how the training can promote student independence through structural change. The call in the national guidelines for increased collaboration between school and university also raises a question about collaboration between university staff and supervisors: how can an organization create spaces for interaction in the relationship between teacher educators at university and supervisors in school, which can also contribute to the students' professional development? These are questions that require more research, but at the same time are important for developing the students' practical training in teacher education.

Based on our findings from the students' experiences, we cannot draw any firm conclusions about how school adoption can create a better practice for teacher education. What we can conclude is that the organization of the new model provided new perspectives in relation to ordinary practice, which contribute positively to the work of developing the practice of teacher education at NTNU.

Acknowledgements

The authors thank Dr. Peter Gray for helping us write this article in English and for giving us constructive and helpful feedback during the process. Furthermore, we want to thank Per Ramberg for including us in the *School Adoption in Teacher Education* project (Janssen & Wiedenhorn, 2020) and giving us this opportunity. Thank you both for contributing in discussions and reflections during this project and in the process developing the pilot *School Adoption 2.0*. We are grateful for the opportunity to participate in this international project.

References

Caspersen, K. & Helland, G. (2015). *Veiledning som praksis. Kommunikasjon, relasjon, roller, observasjon, tilbakemelding, læring*. Trondheim: VeiVis.

Crotty, M. (1998). *The foundations of social research. Meaning and perspective in the research process*. London: Sage.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education, 57*(3), 300–314, https://doi.org/10.1177/0022487105285962.

Det Kongelige Kunnskapsdepartement (2009). *St.meld.nr.11 (2008–2009). Læreren. Lærerrollen og utdanningen (White Paper 11),* https://www.regjeringen.no/contentassets/dce0159e067d445aacc82c55e364ce83/no/pdfs/stm200820090011000dddpdfs.pdf.

Eraut, M. (2009). Transfer of knowledge between education and workplace settings. In H. Daniels, H. Lauder & J. Porter (Eds.), *Knowledge, values and educational policy* (pp. 65–84). London: Routledge.

Eurostat (2017). Europe 2020 indicators – education, http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe_2020_indicators_-_education.

Grimen, H. (2008). Profesjon og kunnskap. In A. Molander & L. I. Terum (Eds.), *Profesjonsstudier* (pp. 71–86). Oslo: Universitetsforlaget.

Grossman, P.; Hammerness, M. & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and teaching: Theory and practice, 15*(2), 273–289, https://dx.doi.org/10.1080/13540600902875340.

Hammerness, K. (2013). Examining features of teacher education in Norway. *Scandinavian Journal of Educational Research, 57*(4), 400–419, https://dx.doi.org/10.1080/00313831.2012.656285.

Hobson, A.; Ashby, P.; Malderez, A. & Tomlinson, P. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, *25*(1), 207–216, https://dx.doi.org/10.1016/j.tate.2008.09.001.

Janssen, M. & Wiedenhorn, T. (2020). Editorial: School adoption in teacher education. Increasing pre-service teachers' responsibility during practice. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 9–14). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Johnson, B.; Down, B.; Le Cornu, R.; Peters, J.; Sullivan, A.; Pearce, J. & Hunter, J. (2014). Promoting early career teacher resilience: A framework for understanding and acting. *Teachers and Teaching, 20*(5), 530–546, https://dx.doi.org/10.1080/13540602.2014.937957.

Kemmis, S. & Grootenboer, P. (2008). Situating praxis in practice: Practice architectures and the cultural, social and material conditions for practice. In S. Kemmis & T. J. Smith (Eds.), *Enabling praxis: Challenges for education* (pp. 37–62). Rotterdam: Sense Publishers, https://doi.org/10.1163/9789087903275_004.

Kunnskapsdepartement (2013). National framework for the five-year-integrated teacher education programme 8–13, https://lovdata.no/dokument/SF/forskrift/2013-03-18-288?q=lektorutdanningen.

Kvernbekk, T. (2011). Filosofisk om teori og praksis. *Bedre skole, 2011*(2), 20–25, https://utdanningsforskning.no/artikler/filosofisk-om-teori-og-praksis/.

Lillejord, S. & Børte, K. (2017). *Lærerutdanning som profesjonsutdanning- forutsetning og prinsipper fra forskning. Et kunnskapsgrunnlag*. Oslo: Kunnskapssenter for utdanning.

Løvlie, L. (2016). Instrumentalismen og politisering av skolen. In O. A. Kvamme, T. Kvernbekk, & T. Strand (Eds.), *Pedagogiske fenomener. En innføring* (pp. 343–355). Oslo: Cappelen Damm Akademiske.

Mahon, K.; Francisco, S. & Kemmis, S. (Eds.) (2017). *Exploring education and professional practice. Through the lens of practice architectures*. Singapore: Springer, https://doi.org/10.1007/978-981-10-2219-7.

Molander, A. & Terum, L. I. (Eds.) (2008), *Profesjonsstudier*. Oslo: Universitetsforlaget.

Munthe, E. & Engelien, K. L. (2017). *Nasjonale retningslinjer for lektorutdanning for trinn 8–13*, https://www.uhr.no/_f/p1/i4d4335f1-1715-4f6e-ab44-0dca372d7488/lektorutdanning_8_13_vedtatt_13_11_2017.pdf.

Norwegian Research Council Norsk (2014). *Lærerprofesjonalitet*.

Postholm, M. B. (2010). *Kvalitativ metode. En innføring med fokus på fenomenologi, etnografi og kasusstudier* (2nd ed.). Oslo: Universitetsforlaget.

Regjeringen.no (2017). *Europa 2020 – EUs vekststrategi,* https://www.regjeringen.no/no/tema/europapolitikk/europa-2020/id685988/.

Sjølie, E. (2014). *Pedagogy is just common sense. A case study of student teachers' academic learning practices.* Trondheim: NTNU trykk.

Sjølie, E. (2017). Learning educational theory in teacher education. In K. Mahon, S. Francisco & S. Kemmis (Eds.), *Exploring education and professional practice.* Through the lens of practice architectures (pp. 49–61). Singapore: Springer, https://doi.org/10.1007/978-981-10-2219-7_3.

Skagen, K. (2016). Kunnskapstyper og hegemonisk veiledningsstrategi i norsk veiledningsdiskurs. In A.-L. Østern & G. Engvik (Eds.), *Veiledningspraksiser i bevegelse. Skole, utdanning og kulturliv* (pp. 59–80). Bergen: Fagbokforlaget.

Smith, K. (2016). Mentorer – skolebaserte lærerutdannere: Ansvar og krav. In A.-L. Østern & G. Engvik (Eds.), *Veiledningspraksiser i bevegelse. Skole, utdanning og kulturliv* (pp. 197–210). Bergen: Fagbokforlaget.

Stake, R. E. (1995). *The art of case study research.* London: Sage.

Szklarski, A. (2015). Fenomenologi. In A. Fejes & R. Thornberg (Eds.), *Handbok i kvalitativ analys* (pp. 131–147). Stockholm: Liber ABB.

Utdanningsforbundet (2018). *Lærerprofesjonens etiske platform,* https://www.utdanningsforbundet.no/larerhverdagen/profesjonsetikk/om-profesjonsetikk/larerprofesjonens-etiske-plattform/.

Østern, A.-L. & Engvik, G. (Eds.) (2016). *Veiledningspraksiser i bevegelse. Skole, utdanning og kulturliv.* Bergen: Fagbokforlaget.

The Theory of Practice Architectures and the Core Practice Approach as Theoretical Perspectives on School Adoption

An Example from the University of Education Weingarten

Markus Janssen & Thomas Wiedenhorn

Summary

So far, school adoption in teacher education has mainly been discussed in the contexts of realistic teacher education and third space approaches. We propose to add the theory of practice architecture and the core practice approach to these considerations. Following the introduction of these two theoretical frameworks and the presentation of the integrated term practicum and school adoption as two distinct forms of partnerships at the University of Education Weingarten, we present the view that the perception and enactment of core practices in these two practicums vary due to their different social spaces.

Introduction and Background

At the University of Education Weingarten, planning and conceptualizing the first school adoption started in 2014 after a meeting with a group of the Norwegian University of Science and Technology (Haugaløkken & Ramberg, 2005; Ramberg & Haugaløkken, 2019) at the University of Helsinki[1], and a visit to the school adoption pilot project at the Europa-Universität Flensburg (Bach, 2017). With permission from school authorities and the approval of school committees our[2] first school adoption was realized in December 2015. Initially the project was carried out alternately at two regional primary

1 During one of the first meetings of the "Teacher Education: Quality, Integration and Learning" network: https://www.ntnu.edu/ilu/tequila.

2 A note on language, especially for the German readers to whom the use of personal pronouns in academic writing might be unfamiliar: The project described in this chapter is carried out by the two authors. Therefore, we use the pronoun "we" to refer to ourselves and to make our agency transparent (APA, 2020).

schools, both of which were proposed by the local school authorities. Today, the project is located at one of these two. It is a local collaboration (Greany, 2015), which must be approved once a year by the school authorities, at our request, and by the school committees, at the request of the school management (Janssen & Wiedenhorn, 2019).

So far, school adoption in teacher education (SATE) as an innovative guided form of practicum in teacher education has mainly been discussed in the contexts of *realistic teacher education* and *third space* approaches (Bach, 2019; Lund, 2020). In this chapter, we propose to add two other perspectives to these theoretical foundations: the theory of practice architectures and the core practice approach. A glimpse into SATE at the University of Education Weingarten has been given above. In the following, after providing a brief account of the three theoretical approaches of partnership models in teacher education, the theory of practice architectures, and core practices (Theoretical Frameworks), we describe in detail SATE and the long-term internship in which it is integrated (School Adoption in the Integrated Term Practicum). Based on this, we elaborate our view that the perception and enactment of core practices in these two partnership arrangements vary due to their different social spaces (Discussion). Finally, we provide a brief insight into an ongoing research project in which we use ethnographic video material and interviews to analyze, in more detail, the professionalization of student teachers who participated in SATE (Outlook).

Theoretical Frameworks

In the following section we briefly introduce our understanding of partnership and the two theoretical lenses used. These perspectives do not form the conceptual basis of the respective arrangements themselves but serve as analytical instruments only.

Partnership

We define a partnership in initial teacher education as a structural arrangement between higher education teacher education institutions (as a whole or as individual units) and local community stakeholders (institutions such as schools, welfare and care services, parents etc.) which is organized around a shared understanding of the individual professionalization of student teachers as well as of teaching and schooling (Schatzki, 2001; Smith, 2016). In

such an arrangement, all involved stakeholders are a distinctive site of, and for, professional learning of student teachers (Furlong, McNamara, Campbell, Howson & Lewis, 2008), and both sites contribute either commonly or complementarily to student teachers' professional development.

A partnership simultaneously depends on an existing and a prospective, often teleological, "meaning-generating connective force" (Knorr Cetina, 2001, p. 196) which is the basis for both the unfolding of certain purposeful practices of initial teacher education (Husbands, 2015; Kemmis, Heikkinen, Fransson, Aspfors & Edwards-Groves, 2014) and for the "incremental change" (Handcomb, Gu & Varley, 2014, p. 4) of the arrangements which begins when initially shared understandings and goals develop and change in the course of the partnership (Bartholomew & Sandholtz, 2009).

Theory of practice architectures

In a nutshell, the theory of practice architectures (Kemmis 2009; Kemmis et al., 2014) and the three spaces it comprises – semantic, physical space-time, and social space – can be used to describe processes of socialization into professions. Kemmis and Grootenboer (2008, p. 38) write:

> "We become speakers of shared languages which allow us to understand ourselves, others and the world around us (through our sayings). We become part of shared practices and activities through which our lives are constituted (through our doings). And we become part of groups through which we form identities and take roles in relation to others [...] and find ourselves included and excluded (through our relatings)."

This makes it particularly interesting for teacher education as these three spaces can be used to describe and to analyze partnership arrangements: Which sayings, which doings and which relatings are enabled or constrained by the various partnerships and their respective conditions? How do these spaces in a certain partnership intersect and interact?

It is these conditions and arrangements that Kemmis et al. (2014) refer to as *practice architectures*. These prefigure what people inside the spaces can do and say, who they can relate to and how they can relate to each other: Those involved and participating in such "practices encounter one another intersubjectively in semantic space, in physical space-time and in social space" (Edwards-Groves & Grootenboer, 2015, p. 153) and "form places" (ibid.) of, and for, professionalization.

It is this assumption that distinguishes Kemmis' work from Lave & Wenger's *Community of Practice* approach. While the latter (1991) assumed that it is the learning that is shaped by the community of practice in which it is situated, the former goes a step further, as he assumes that it is not only the learning but the "whole work" (Kemmis, 2009, p. 34), i.e., student teachers' processes of becoming professional teachers, which is preconditioned and shaped by the structures, conditions, history, and patterns of the sites in which it is located. Edwards-Groves and Grootenboer (2015, p. 153) describe it as follows:

> "People's capacities, commitments and dispositions are made visible in the situated*ness* and happening*ness* of these practices as they are enacted (at the time) by saying and doing particular things, and by relating to others and the world in particular ways. Given this, sayings, doings and relatings form resources for participation in practices, since participating in practices in particular ways in particular sites simultaneously always produces, reproduces and transforms participants' dispositions, practices and the sites in which they are practicing."

Core practices

Darling-Hammond (2006) identifies clinical practice in school, its supervision and the relations between courses, course work in university and clinical practice as "pedagogical cornerstones" (2006, p. 7) of teacher education programs. In brief, these cornerstones imply that teacher educators in their programs must attend to practical and theoretical aspects of teaching and must have a mentoring concept that enables, and systematically supports, student teachers in enacting, mastering, and reflecting core competencies of the teaching profession. High-leverage or *core practices* are those competencies which occur frequently in different teaching situations across different instructional approaches and subjects (McDonald, Kazemi & Schneider-Kavanagh, 2013). Thus, they can be regarded as the foundation of teaching. Core practices show what we know about teaching in school and about research on teaching: They can improve pupils' learning and can be learned by novice teachers (Grossman, Hammerness & McDonald, 2009). Such core practices include, for example, instructional methods (oral or written), classroom management techniques, or assessment for learning strategies. Understood in this way, core practices are highly demanding for both teacher educators and student teachers as they have a significant knowledge base and require skilled

practice. They also require higher education practice arrangements that allow the demands of core practices to be addressed.

Implications for the theoretical considerations of school adoption

School adoption has mainly been discussed with regards to realistic teacher education (see below) and third space approaches (Bach, 2019). These latter seem to focus on finding ways to change existing structures. For teacher education, for example, Zeichner uses it to discuss "the creation of hybrid spaces in preservice teacher education programs that bring together school and university-based teacher educators, and practitioner and academic knowledge, in new ways to enhance the learning of prospective teachers" (2010, p. 92). SATE obviously is such a new structure in teacher education. However, we would like to focus less on the creation of such spaces and more on what can and does happen in them. For that, the theory of practice architectures seems to offer a promising perspective.

So far, authors (Bach, 2019; Ramberg & Haugaløkken, 2012; Haugaløkken & Ramberg, 2005) have regarded school adoption as a form of "realistic teacher education" (Korthagen, Kessels, Koster, Lagerwerg & Wubbels, 2001). This model primarily addresses a teacher's individual wishes, feelings and thoughts (Korthagen & Vasalos, 2010, p. 533) in specific situations. Theoretical aspects follow and are introduced by teacher educators at "the appropriate moment" (Grossman, Hammerness & McDonald, 2009, p. 277) and are "tailored to the specific needs and concerns of the practitioner and the situation under reflection" (Korthagen & Vasalos, 2010, p. 533). Korthagen and Kessels (1999, p. 7) refer to this as "phronesis".

We propose to add the core practice approach to this theoretical foundation because a concept such as SATE allows a broader perspective than just academic knowledge and (cognitive) reflection[3], i.e., a focus on the enactment of the above mentioned (and other) high-leverage practices (i.e. skills and techniques), including the exploration of and experiment with these. With Grossman, Hammerness and McDonald (2009), we assume that while student teachers

3 In the quoted realistic teacher education approach, reflection is regarded as a cognitive ability.

> "… experiment with enacting such practices, they also are developing a professional identity built around their role as a teacher – the practices help elaborate their understanding of what it means to act as a teacher (cf. Ronfeldt, 2008). Professional knowledge and identity are thus woven around the practices of teaching" (p. 278).

Instead of individual wishes, feelings and thoughts, the practices of teaching and schooling become the point of departure for reflection and professional development.

School Adoption in the Integrated Term Practicum

The SATE project at the University of Education Weingarten consists of three elements: the integrated term practicum, the adoption week, and the teachers' continuing professional development activities during this week. Although this last part is a constitutive element of the project because it offers the participating teachers the unique opportunity for continuing professional development together as a team without cancelled lessons for their pupils, it is not described in this chapter.[4] Instead, the first two elements are described in detail (Figure 1).

Course of the integrated term practicum

For student teachers at universities of education in the state of Baden-Württemberg an integrated term practicum (from now on, ITP) at a local school is obligatory.[5] Partnership schools involved in the ITP are normal public schools; they are neither governed (Darling-Hammond, 2017) nor led by the universities of education. Involved teachers are not specifically selected nor trained for the work with student teachers.[6]

For student teachers for Primary Schools (ISCED 1)[7] the ITP is part of the Bachelor Program, for student teachers for Lower Secondary Schools

4 The activities are based on the current school development objectives of the school and agreed with the responsible school authorities.

5 The German term is "Integriertes Semesterpraktikum".

6 However, individual universities, faculties or subjects do offer (training) courses for involved teachers.

7 The International Standard Classification of Education (ISCED 2011) is a framework for organizing education programs and qualifications by applying uniform definitions to facilitate comparisons of education systems across countries.

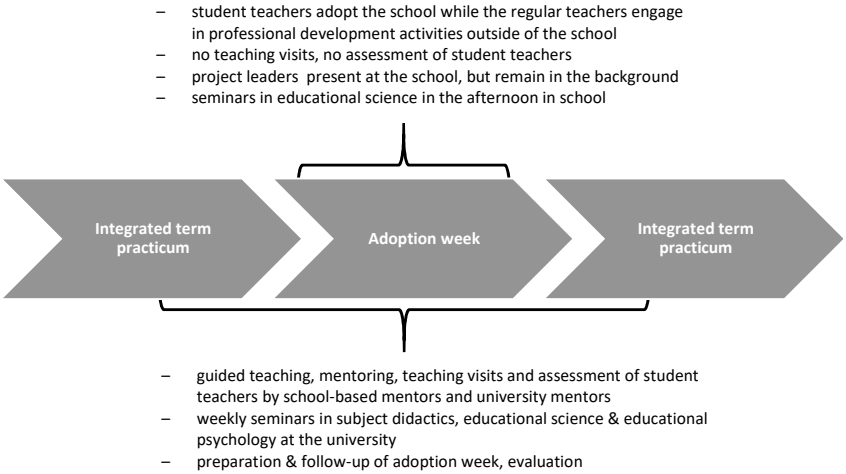

Figure 1: Course & characteristics of school adoption at the University of Education Weingarten

(ISCED 2) it is part of the Master Program. The ITP is a "large-scale collaboration" (Greany, 2015, p. 16) as the University of Education Weingarten has over a hundred local schools to which student teachers are allocated by a specialized university practicum office that coordinates all formal curricular and practical aspects, the needs of schools, the university, and the student teachers. Student teachers have to register centrally online about six months in advance and are assigned to a school by the practicum office.

The ITP lasts approximately one term, i.e. 14 to 16 weeks. It starts with an introductory phase at school only, followed by the main practicum both in school and university. For the latter, the curriculum prescribes that student teachers are at school for 15 hours per week. But, in most cases, the time student teachers spend at school exceeds this prescribed sum.

For the introductory phase, the student teachers are at school every day, for two weeks. They meet their school-based mentors (i.e. the regular schoolteachers) and other pedagogical staff, the pupils, and their fellow student teachers. They can join teachers in different classes, observe and support them in their teaching, interact with pupils, and so on. University mentors are not involved during this phase.

During the main phase, student teachers are at school every day excluding Thursdays. On that day they have to attend specific accompanying seminars

at university, which conceptually are closely related to the student teachers' teaching in their ITP class(es). In these seminars, student teachers learn, for example, how to plan lessons and to write lesson plans using didactical, methodical, and psychological knowledge. When in school, student teachers follow one or more teachers in class. Gradually, they start teaching classes while the teacher is present in the classroom, from single phases of a lesson to full lessons in the subjects studied by student teachers at university. During this main phase, the visits to classes, described below, take place.

Student teachers study in four areas: two subjects and their didactics, educational science and educational psychology. For the ITP part in school, they are allocated according to the subjects they study, for example, mathematics and art. During this main phase, student teachers are supervised (or mentored) by the class teachers and two university mentors, from two of their four different study areas. Each of the university mentors makes at least two visits to classes which are taught by the student teachers. For these visits, student teachers have to write lesson plans in which they describe in detail the learning abilities of the pupils, ground their teaching objectives both in their diagnosis and in the curriculum, and justify their teaching contents and methodic decisions didactically. All in all, these lesson plans serve the justification and legitimation of teaching and have a strong prescriptive character. Overall, the focus for feedback and assessment in these teaching visits is on how far student teachers succeed in initiating and maintaining pupils' learning, in justifying their methodic and didactical decisions for the lesson, and in their subsequent reflections. Aspects of classroom management are also part of the feedback and assessment of these single lessons. As indicated, all mentors not only give feedback and advice but also assess student teachers. They can pass or fail single teaching visits as well as the entire ITP. Such a decision is taken jointly by the university and school mentors.

Course of school adoption

At the University of Education Weingarten, school adoption is integrated into the above described ITP in the Primary School Teacher Bachelor Program. This integration addresses the course of the project, its curricular foundation, and the admission of the student teachers.

There are two levels of admission: A central one outside and an internal one inside the project. As described above, student teachers register centrally for the ITP and indicate that they wish to participate in the SATE project.

Neither we nor any of the other stakeholders involved makes a selection before the project, because, in our opinion, there are no reliable criteria for this at this stage. However, participation and performance in the ITP serves the purpose of selecting student teachers: In case of insufficient performance and/or other doubts as to suitability for adoption week, student teachers are refused participation in the adoption week. In these cases, in addition to the joint assessment of the school and university mentors during the teaching visits, the assessment of the school mentors, i.e., the teachers, is of decisive importance because in their daily work with the student teachers they are close to their professional work and personal interaction with the pupils. Until now, in every project round, it has happened that individual student teachers were not permitted to take part in the adoption week.[8][9] In this sense, school adoption at the University of Education Weingarten is not an unguided internship (Zeichner, 2010) but one that, following a closely monitored ITP, offers the possibility of less close monitoring for a week and a subsequent common processing and reflection of this week.

Before we describe the course of school adoption, we briefly outline its core, tasks, and objectives. As the core of the adoption project, student teachers *take over* tasks (see below) of in-service teachers for five school days, while these teachers participate in an external professional development course outside the school. This week is called *adoption week*.

Since the SATE project is embedded in the ITP, its goals and competencies are also project goals in a broader sense. The objectives of the study areas involved in the ITP differ according to the subjects' curriculums. Specific SATE goals refer mainly to the adoption week itself. But because this week builds on the ITP, these are not entirely independent of each other. While, for example, lesson planning in the ITP focuses on one lesson, its methodic and didactical decisions, aspects of classroom management and reflection, these competencies can also be used for the one-week lesson planning of the adoption week. However, other aspects of schooling and teaching are added to this planning, and secondly, this planning is less detailed, but must rather show the central theme of the individual subjects the student teachers teach.

8 Passing the ITP is not tied to participation in the adoption week.

9 Student teachers can also decide for themselves not to participate in the adoption week. In each year student teachers have decided to do so.

The overall SATE goal is to give student teachers a more complete picture of their future professional field than other forms of practicums do by involving them not only in more tasks of teachers but by doing so more deeply in the sense that they become more responsible in, and for, the social and organizational processes of teaching in school. Illustrated with a very simple example, our SATE students not only have to plan and to teach more lessons, but also connected and consecutive ones (and not isolated ones as in the ITP). If, for example, they do not succeed in teaching the necessary content for the following lesson in the preceding one, this following lesson cannot take place as planned. Our student teachers must respond to this. If they have an issue with a pupil, they have to solve the situation themselves. Or they work with the school's social workers in preparation for and during the adoption week, if the behavior of an individual pupil requires it.

For the adoption week, student teachers plan and prepare their lessons. They write a schedule in which they must state in key words what they will teach, when, and where during the week; which teaching and learning goals they pursue and the grounding of these in the syllabus, and which didactic-methodical principles will be applied. This plan must also include organizational matters, e.g., who opens the school and when in the morning, who supervises breaks, etc. These plans must be submitted to us as project leaders and to the school authorities on their request.

Usually in week eleven or twelve of the ITP, adoption week starts on a Monday morning with a symbolic handover of the school to the student teachers. During this week, student teachers are unobserved in school and classes. They plan and teach approximately 25 lessons. As still common in Baden-Württemberg, they teach subjects they do not study.[10] Additionally they have to organize and carry out playground duty, the monitoring of pupils when they arrive and leave school, and must handle diverse situations and issues with pupils, etc. – all tasks which are usually done by the teachers. Student teachers don't have to attend lectures and seminars at university during this week. Adoption week ends on Friday with a meeting between the school head, the student teachers, the project leaders, and staff from the local and regional school authorities.

10 This is still common at primary schools in the state of Baden-Württemberg: Teachers are class teachers and as such they also teach subjects they haven't studied.

As project managers and lecturers of the student teachers we are continuously present at the school, i.e., all day from before the first lesson until after the seminar with the student teachers in the afternoon (see below). During the school day, we keep ourselves in the background and separate from student teachers and pupils, i.e., we do not enter the classrooms, the playground, nor the teachers' room etc. We only do so when the student teachers ask us to. During this week, we usually have three seminars with the participating student teachers in school when the pupils have left. In these, we work dialogically. We start with those issues the student teachers bring in, and think didactically together (Breidenstein, 2008) about what has happened in class, and how to deal with challenges.

After the adoption week, the regular ITP continues. In school this continuation has proved to be very important because it gives the student teachers time to hand over the classes to the regular teachers. And student teachers appreciate it when they can finish what they have begun during the adoption week.

Discussion

We regard our SATE concept as an example for an incremental change (see p. 59), i.e., as a progression of the ITP. As such, both arrangements have similarities, but also differences due to which both are regarded as two different forms of partnerships: Although the non-university partners have important functions and decision-making rights, it is the university that ensures "the overall coherence of student experience" (Smith, Brisard & Menter, 2006, p. 161) based on its teacher education curriculum. In this sense both partnerships are led by the university. In both internships, student teachers have to create and to maintain a productive teaching and learning environment, i.e., they have to provoke and respond to pupils' reactions and thinking (Schneider Kavanagh, Shahan & Morrison, 2017). But the student teachers' enactment of their competencies to do so, i.e., how they relate and talk to pupils, what they do with them, differs in both arrangements due to the presence or absence of the regular teacher during the ITP or the adoption week. In other words, both arrangements differ in their respective social space, which has an effect on the student teachers' opportunities for professionalization,

1. as adoption week brings about an extension of the physical space for the student teachers and the number of tasks they take on,
2. as it changes the student teachers' participation and with it their role in the practicum and,
3. as the perception of the student teachers teaching activities change, both on the part of the pupils and on the part of the student teachers themselves.

While the first aspect has already been described above, we elaborate the second and third one in the remainder of this chapter. Regarding the student teachers' participation: Although student teachers during the ITP attend teacher conferences, parent meetings, and the like, their participation in discussions and decisions is limited. If, for example, during the ITP, a pupil gets injured when playing football during a break, or has an urgent problem, e.g., in the family, or an argument with classmates, it is the regular teacher who takes care of it because she is present. She initiates the necessary steps and measures, e.g., disciplines pupils, informs parents, or the school's social worker. Student teachers might observe the teacher in doing so, might gain insights, but they remain observers because the teacher leads the conversations, takes decisions, initiates and carries out the resulting activities, and is thus responsible for the (pedagogical) work. The student teachers remain excluded from this work: They don't have to talk to one of the mentioned stakeholders, don't have to establish a professional relationship with them, don't have to take decisions, and don't have to take any professional action with a consequence. They are not involved in the pedagogical situation itself and do not participate in it.[11]

With regards to the enactment of teaching competencies and their perception, an incremental change based on the presence or absence of the regular teachers can be described: During the ITP, student teachers report less about challenges but more about successful teaching. From their point of view, their

11 Usually, in teacher education theory and didactics, it is argued that reflection requires a distance. That distance, however, is different from the one just described: In professional theory, teachers take a distance from actions in which they have been involved in and from decisions they themselves have taken. As described, the student teachers are not involved in such actions and decisions, i.e. the actual pedagogical situation. So usually, in essence, student teachers reflect their observation of a pedagogical situation and not their own pedagogical work.

instructions and classroom management work well and pupils behave and learn. During adoption week, however, the situation the student teachers have become acquainted with during their ITP becomes unfamiliar in many ways from the first day of the teachers' absence, be it due to organizational matters which now they have to deal with, be it due to pupils who now behave differently.

That the student teachers do not report challenges during their ITP might be because they instructed and managed classes well. But it might also be because they do not encounter any, because the regular teacher is physically present. By her presence, the teacher lends her authority, i.e., her solidarity and power to the student teachers. Their instructions are mediated to the pupils by the regular teachers' presence. In this direction, her presence strengthens the position of the student teachers as it affects the pupils' practices: Pupils follow the student teachers (also) because they know what their regular teacher expects of them. And because they know that they cannot violate her expectations (which are ultimately rules) without being sanctioned. It is in this sense that the pupils know their job (Breidenstein, 2019, Breidenstein, 2006) and contribute constitutive parts to the course and success of the lessons of the student teachers and their overall practicum. Ultimately, this might give the student teachers a deceptive picture of their own abilities, skills, and competencies as they experience themselves as more capable and competent than they might actually be. And this might give them a deceptive picture of teaching too. This way also, the mentors of the university can get a wrong picture of the competencies of their student teachers, because it remains hypothetical how the student teachers' classes would have gone had the regular schoolteacher not been present. On the other hand, it is also questionable how the student teachers would have taught at all if the university mentors had not been present in a teaching visit[12]: Student teachers know that they are assessed by their mentors. Therefore, they teach in such a way that they meet the criteria for class visits to pass their practicum. Since these criteria are checked by the mentors present, the student teachers address not only the pupils but also the mentors in their teaching. In terms of the theory of practice architectures, this refers to the material-economic and the social-political dimension.

12 This is one of the questions that we address in the research project briefly outlined at the end of this chapter (Outlook).

The absence of the regular teacher during school adoption changes the described interplay, the pupils' practices, the intersubjective spaces and the practice architectures as a whole – including the student teachers' enactment of competencies. They struggle to adjust their language, their teaching activities, and their relationships with the pupils in order to re-organize their classroom management. In doing so, they encounter challenges and take work-related decisions, and actually change their work, their enactment of practices experimentally in short notice during the adoption week. They develop adaptive expertise. In contrast to the realistic teacher education approach, the student teachers are primarily concerned with classroom management and instructional techniques (i.e., different core practices) and the discussion and reflection of their ideals, wishes and personal needs revolve around these professional practices of teaching – and not vice versa. In this sense, the individual student teacher is confronted with herself as a developing professional who has to take decisions related to her teaching.

Outlook

During the last adoption week in December 2019, student teachers filmed their teaching using wearable camera glasses (Affolter, Wiedenhorn, Janssen & Angehrn, 2020; Janssen & Wiedenhorn, 2019). This data has been supplemented by interviews with these students (Wiedenhorn, Janssen & Keller-Schneider, 2021). The data will be analyzed both independently and triangulated. With this unique data material, new insights into student teachers' professionalization processes can be gained and new possibilities for teacher education didactics and research opened up.

References

Affolter, B.; Wiedenhorn, T.; Janssen, M. & Angehrn, A. (i. E.). Mediengestützte Selbstreflexion und Beratung in eigenverantworteten Praxisphasen im Projekt "SMS-Studierende machen Schule!". In T. F. Kreuzer & S. Albers (Eds.), *Selbstreflexion.* (pp. 93–109). Hohengehren: Schneider Verlag.

American Psychological Association (APA) (Ed.) (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

Bach, A. (2017). Partnerschaftsmodelle in der Lehrerinnen- und Lehrerbildung. Das Flensburger Modell "Schuladoption". In U. Fraefel & A. Seel (Eds.),

Konzeptionelle Perspektiven Schulpraktischer Studien. Partnerschaftsmodelle – Praktikumskonzepte – Begleitformate (pp. 43–56). Münster: Waxmann.

Bach, A. (2019). School adoption by school-university partnerships – an example from Germany. *Journal of Education for Teaching: International research and pedagogy, 45*(3), 306–321, http://dx.doi.org/10.1080/09589236.2019.1599510.

Bartholomew, S. S. & Sandholtz, J. H. (2009). Competing views of teaching in a school – university partnership. *Teaching and Teacher Education: An International Journal of Research and Studies, 25*(1), 155–165, https://doi.org/10.1016/j.tate.2008.07.001.

Breidenstein, G. (2006). *Teilnahme am Unterricht. Ethnographische Studien zum Schülerjob*. Wiesbaden: VS Verlag für Sozialwissenschaften.

Breidenstein, G. (2008). Allgemeine Didaktik und praxeologische Unterrichtsforschung. *Zeitschrift für Erziehungswissenschaft, 10*(9), 201–215, https://doi.org/10.1007/978-3-531-91775-7_14.

Breidenstein, G. (2019). Schülerinnen und Schüler. In M. Harring, C. Rohlfs & M. Gläser-Zikuda (Eds.), *Handbuch Schulpädagogik* (pp. 317–327). Münster: Waxmann.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education, 57*(3), 300–314, http://dx.doi.org/10.1177/0022487105285962.

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education, 40*(3), 291–309, http://dx.doi.org/10.1080/02619768.2017.1315399.

Edwards-Groves, C. & Grootenboer, P. (2015). Praxis and the theory of practice architectures: Resources for re-envisioning English education. *Australian Journal of Language and Literacy, 38* (3), 150–161.

Furlong, J.; McNamara, O.; Campbell, A.; Howson, J. & Lewis, S. (2008). Partnership, policy and politics: Initial teacher education in England under New Labour. *Teachers and Teaching, 14*(4), 307–318, http://dx.doi.org/10.1080/13540600802037728.

Greany, T. & Brown, C. (2015). *Partnerships between teaching schools and universities: Research report*. London., Institute of Education, University College London.

Grossman, P., Hammerness, K. & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: theory and practice, 15*(2), 273–289, https://doi.org/10.1080/13540600902875340.

Handscomb, G.; Gu, Q.; Varley, M.; (2014). *School-university partnerships: Fulfilling the potential. Literature review*. London Centre for Leadership in Learning, UCL Institute of Education: London, UK, https://discovery.ucl.ac.uk/id/eprint/10065168/.

Haugaløkken, O. V. & Ramberg, P. (2005). *School adoption as a form of teaching practice in initial teacher education.* Program for teacher education. Norwegian University of Science and Technology (NTNU).

Husbands, C. (2015). What are teaching schools for? *Management in Education, 29 (1) 31–34.* http://dx.doi.org/10.1177/0892020614535798.

Janssen, M. & Wiedenhorn, T. (2019). Studierende machen Schule. Praktikum ohne Lehrkräfte. *Bildung und Wissenschaft (4)*, 27, https://www.gew-bw.de/index.php?eID=dumpFile&t=f&f=76791&token=e6ec2534d7f3d9546e256c71979eae6fe60a6d36&sdownload=&n=bundw-04-19.pdf.

Kemmis, S. (2009). Understanding professional practice: A synoptic framework. In B. Green (Ed.), *Understanding and researching professional practice* (pp. 19–38). Rotterdam: Sense Publishers, https://doi.org/10.1163/9789087907327_003.

Kemmis, S. & Grootenboer, P. (2008). Situating praxis in practice: Practice architectures and the cultural, social and material conditions for practice. In S. Kemmis & T.J. Smith (Eds.), *Enabling praxis: Challenges for education* (pp. 37–62). Rotterdam: Sense Publishers, https://doi.org/10.1163/9789087903275_004.

Kemmis, S.; Heikkinen, H.; Fransson, G.; Aspfors, J. & Edwards-Groves, C. (2014). Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development. *Teaching and Teacher Education, 43*, 154–164, http://dx.doi.org/10.1016/j.tate.2014.07.001.

Kemmis, S.; Wilkinson, J.; Edwards-Groves, C.; Hardy, I.; Grootenboer, P. & Bristol, L. (2014). *Changing practices, changing education.* Singapore: Springer, https://dx.doi.org/10.1007/978-981-4560-47-4.

Knorr Cetina, K. (2001). Objectual practice. In T. R. Schatzki, K. Knorr Cetina & E. von Savigny (Eds.), *The practice turn in contemporary theory* (pp. 184–197). London: Routledge.

Korthagen, F. A. J. & Kessels, J. (1999). Linking theory and practice: Changing the pedagogy of teacher education. *Educational Researcher, 28*(4), 4–17, http://dx.doi.org//10.3102/0013189X028004004.

Korthagen, F. A. J.; Kessels, J.; Koster, B.; Lagerwerf, B. & Wubbels, T. (Eds.) (2001). *Linking practice and theory: The pedagogy of realistic teacher education.* London: Lawrence Erlbaum, http://dx.doi.org/10.4324/9781410600523.

Korthagen, F. A. J. & Vasalos, A. (2010). Going to the core: Deepening reflection by connecting the person to the profession. In N. Lyons (Ed.), *Handbook of reflection and reflective inquiry: Mapping a way of knowing for professional reflective inquiry* (pp. 529–552). New York: Springer, http://dx.doi.org/10.1007/978-0-387-85744-2_27.

Lave, J. & Wenger, E. (1991). *Situated learning. Legitimate peripheral participation.* Cambridge: Cambridge University Press, http://dx.doi.org/10.1017/CBO9780511815355.

Lund, A. (2020). Preface: The adopted school as a transformative space. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 15–20). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

McDonald, M.; Kazemi, E. & Schneider-Kavanagh, S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education, 64*(5), 378–386, https://doi.org/10.1177/0022487113493807.

Ramberg, P. & Haugaløkken, O. (2012*). The use of partnership models in teacher education. Towards a more realistic approach?* (Report). Norwegian University of Science and Technology.

Ramberg, P. & Haugaløkken, O. (2019). School adoption in teacher education at NTNU. In P. Gray & P. Ramberg (Eds.), *Building teacher education in Mid-Norway, 1998–2018* (pp. 89–97.). NTNU: Trondheim.

Schatzki, T. (2001). Introduction. Practice Theory. In T. R. Schatzki, K. Knorr Cetina & E. von Savigny (Eds.), *The practice turn in contemporary theory* (pp. 10–23). London: Routledge.

Schneider Kavanagh, S.; Shahan, E. & Morrison, D. (2017). *Core practices of teaching: A primer,* http://tfajaxelementary.weebly.com/uploads/6/5/7/8/6578913/core_practice_primer.pdf.

Smith, I.; Brisard, E. & Menter, I. (2006). Models of partnership developments in initial teacher education in the four components of the United Kingdom: Recent trends and current challenges, *Journal of Education for Teaching, 32*(2), 147–164, http://dx.doi.org/10.1080/02607470600655136.

Smith, K. (2016). Partnerships in teacher education – going beyond the rhetoric, with reference to the Norwegian context. *CEPS Journal*, 6(3), 17–36.

UNESCO Institute for Statistics (Ed.) (2012). *International standard classification of education. ISCED 2011,* http://uis.unesco.org/en/topic/international-standard-classification-education-isced.

Wiedenhorn, T.; Janssen, M. & Keller-Schneider, M. (2021). Was zeigt sich im Handeln von Studierenden in eigenständiger Unterrichtsführung im Praxissemester? *Presentation, Conference "Lernen in der Praxis. Kohärent, interdisziplinär, transdisziplinär?"* der Internationalen Gesellschaft für Schulpraktische Professionalisierung (IGSP), March 23, 2021, Osnabrück, Germany.

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, http://dx.doi.org/10.1177/0022487109347671.

School Adoption as a Collaborative Partnership in Teacher Education at the Europa-Universität Flensburg

Johanna Gosch & Kirsten Großmann

Summary

School adoption at the Europa-Universität Flensburg is a collaborative partnership between the university, the adoption school and the Institute for Quality Development at School in Schleswig-Holstein. It aims at providing selected student teachers with deeper insight into the complexity of their future professional field and offers a close mentoring system for both the participating student teachers and the in-service teachers. Currently, a school adoption pilot at a secondary school is prepared.

Introduction

School adoption at the Europa-Universität Flensburg (EUF) started in October 2014 (Großmann, Bach & Winkel 2016). The sixth adoption was carried out in November 2019. It was originally a project for primary schools[1] only. The project is embedded in a 10 to fourteen-week long internship in the 3rd semester of the Master of Education program. This is the student teachers' practical semester. School adoption is a special way to serve this internship: Selected student teachers carry out their internship in a selected school in the federal state of Schleswig-Holstein. After at least six weeks of preparation, the student teachers take over the school for one week while the regular teachers leave their school and work on school development. During this adoption week, student teachers become responsible for the school's internal processes, such as teaching, supervising pupils and organizing the smooth workflow during the school day.

Both the school and the student teachers apply for participation in the project and are selected by committee (see below). The student teachers

1 Corresponds to the ISCED level 1 (UNESCO Institute for Statistics, 2012).

attend accompanying seminars at the university and the *Institute for Quality Development at School in Schleswig-Holstein.*[2] During adoption week, a team of university tutors mentors the student teachers in school. The concept of qualifying student teachers in a collaborative partnership of school, university, and the Institute for Quality Development at Schools in Schleswig-Holstein (IQSH) has received attention from other schools and universities as an outstanding model in teacher education that supports the combination of theory and practice.

School Adoption as Collaborative Partnership

School adoption is a collaborative partnership between EUF, the adoption school and IQSH. Within the project, the school provides the practical environment. The IQSH supports the project school's teachers in their professional development activities and works with the student teachers on their reflection competencies. The university organizes the process itself and provides a solid foundation with accompanying seminars for the student teachers in pedagogy and the school subjects.

The core element of school adoption is the adoption week, in the preparation of which all partners are involved as much as possible and thus contribute to the success in the best possible way.

Preparation: Selection of Student Teachers and School

Preparation for school adoption begins a year in advance. Schools apply to EUF to participate. A committee of EUF experts and the school authority selects one or more of these schools for the upcoming school adoption. One main selection criterion is the schools' commitment to school development. A second one is the approval of all schoolteachers, the parents' advisory board and the school authorities to the project.

Student teachers who want to participate in school adoption apply to EUF. A letter of motivation and a questionnaire especially designed for the project

2 For information in English please visit: https://www.schleswig-holstein.de/DE/Landesregierung/IQSH/Publikationen/PDFDownloads/InfoIQSH/Downloads/iqshEnglisch.html

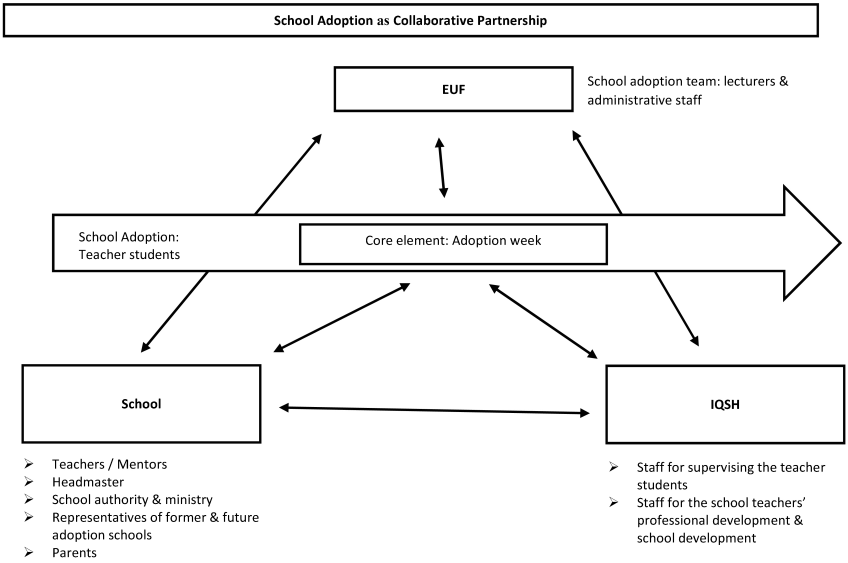

Figure 1: The SATE collaborative partnership in teacher education

must be handed in. In the letter, student teachers have to answer questions such as

1. What aspect of the project fascinates you most?
2. What are your personal competencies and social resources?
3. Do you have any qualifications that could be helpful for the project?

A committee of members of university and school evaluate the applications regarding the student teachers' study subjects and further competencies that are considered relevant for successful participation. Before the final selection of the student teachers, the following people meet to provide further information on the project to have a broader basis of information for the final selection process:

- student teachers who applied for the project,
- student teachers from the previous school adoption,
- the headmaster and a team of teachers of the upcoming adoption,
- the school adoption team of the university.

After that, the committee selects the participants. Enough student teachers are selected that two student teachers can be assigned to each class of the

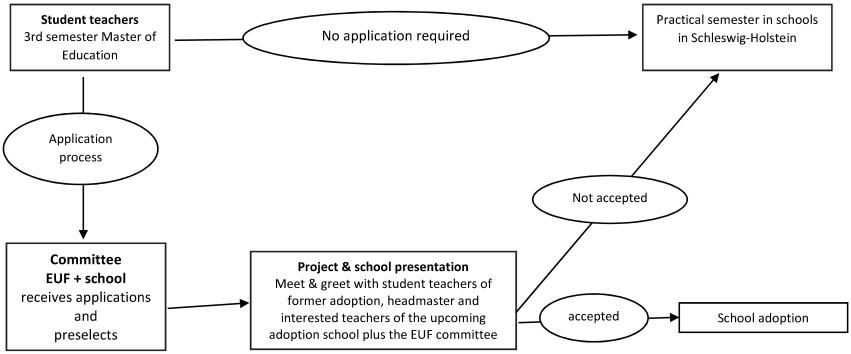

Figure 2: Application process for school adoption

project school. Before the practical semester, the university team and the selected student teachers are introduced to the parents at a parents' evening at school to answer questions and to discuss concerns.

Mentoring

Before the internship starts, the EUF-team specifies the project's challenges during a faculty meeting in school, mainly the mentoring of student teachers regarding professional, didactical and personal issues. With the decision of participating in the project, all teachers commit to mentor one or two student teachers, depending on the individual teacher's subjects and weekly working hours. While some teachers have been mentors before, others have no experience yet.

During this meeting mainly those aspects of everyday school life and work are discussed which the student teachers need to know for the adoption week, such as the school staff (other than teachers), aspects of the school day (rules, supervision of breaks, bus times), the use of school materials and media etc. Questions of what to do (or not to do) and whom to contact (parents' contact details) in case of accidents, incidents (for example fire alarm), or emergencies (serious injury of a pupil) are addressed. Ideally, these aspects are also written down in a manual for the student teachers. The university team supports teachers and student teachers in these questions, for example in the implicit legal matters. All these aspects and details are not as important during regular internships where the staff is in charge or can just be asked.

Course of the Project

As the practical semester, the project starts in September. Following a preparation period, in which teachers prepare the student teachers in terms of contents, learning goals, pupils etc., the student teachers take over the school for a week. On the Friday before adoption week, pupils and teachers, student teachers and the university team meet in the school hall. The official handover of the school keys from teachers to student teachers takes place and the headmaster gives some final instructions to the pupils. The school authority installs an acting (substitute) headmaster for the adoption week in order to fulfill all legal requirements.

During adoption week the student teachers are responsible for all teaching duties and other tasks in school, like supervising breaks, dealing with conflicts between pupils, or coming to arrangements and finding suitable solutions with the school's social worker. The teachers visit other progressive and innovative schools, discuss their ideas and develop an individual school development concept for their school in cooperation with the IQSH.

During these days, guests are welcome at the school. Members of the parents' advisory board, the university and the ministry of education, as well as the headmasters of the former and the upcoming school adoptions, pay a visit to the student teachers and get an impression of how they deal with the challenges of the daily routines. The student teachers consider these visits as an appreciation of their work.

Throughout adoption week, the university team mentors the student teachers. Daily meetings play an important role in reflecting on situations of the day that need to be discussed in detail. Advice for supervising breaks and improving the atmosphere during breaks and outside the classroom, like noise regulation, and how to deal with any social behavior is provided. Also, advice for teaching situations is given on an informal level, if required.

Furthermore, the student teachers work in teams of two to share tasks and responsibilities, to provide mutual feedback and also be supportive in other ways and matters. They also have the opportunity to use videography to analyze their own actions and communication in class.

Aims of School Adoption

On a conceptual level, school adoption at EUF departs from the following assumptions and targets different goals (Winkel, Großmann & Gosch, 2016):

a. Student teachers experience challenges and specific situations that only schools can provide. These experiences enable student teachers to identify different areas of competence both inside and outside the classroom, and in which further development is indispensable. They gain a deeper insight into the complexity of their future professional field.
b. Through intensive and systematic mentoring, student teachers are supported in acknowledging their strengths and weaknesses, and how to use these for further development. They are encouraged to improve their reflective abilities.
c. A teacher's professional profile includes the preparation, implementation, and evaluation of lessons. During school adoption – and especially the adoption week – the student teachers are responsible for the subject material, the achieving of the learning objectives, and the internal differentiation.

This conceptual list also includes and addresses contents that are taught in the regular practical semester, such as classroom management, differentiation, cooperative learning, cognitive activation, teachers' health, and teacher-student interaction. However, for school adoption there are some additional contents, which are not addressed during the regular practical semester, such as

- relevant extracts of the school law,
- specific content regarding the project school (e.g., work with pupils from other countries or with special needs, use of smartboards and other digital tools, or having school pets),
- training and practical implementation of videography,
- working or cooperating with parents,
- first aid training.

Benefits and a Look Ahead

The benefits of school adoption are valuable for all partners. The schoolteachers, including the headmaster, work on their school development for five

days. This is not possible in any other internship. The student teachers gain an insight into school life and its challenges. They are supported by all partners but responsible for all teaching duties and the workflow during the adoption week. The university team and the IQSH cooperate closely in this project, deepen their relations and work to improve their support for the student teachers. All partners involved feel responsible for making the school adoption a success and supporting the student teachers to develop their teaching abilities.

For 2020, a school adoption in a primary school and a secondary school is in preparation. The secondary school will start as a pilot project with three classes in the sixth grade. Further expansions for 2021 will be discussed after the pilot.

References

Großmann, K.; Bach, A. & Winkel, J. (2016). Das Praxissemester an der Europa-Universität Flensburg. In R. Schüssler, A. Schöning, V. Schwier, S. Schicht, J. Gold & U. Weyland (Eds.), *Forschendes Lernen im Praxissemester. Zugänge, Konzepte, Erfahrungen* (pp. 81–87). Bad Heilbrunn: Klinkhardt.

UNESCO Institute for Statistics (Ed.) (2012). *International Standard Classification of Education. ISCED 2011,* http://uis.unesco.org/en/topic/international-standard-classification-education-isced.

Winkel, J.; Großmann, K. & Gosch, J. (2016). *Schuladoption – Studierende machen Schule. Eine besondere Form des Praxissemesters an der Europa-Universität Flensburg*. Flensburg: Zentrum für Lehrerinnen- und Lehrerbildung der Europa-Universität Flensburg.

Development of School Adoption for Building Professional Competencies at Penza State University

Olga Surina & Nataliia Pavlova

Summary

We report first experiences with and lessons learned from our pilot project of school adoption at Penza State University. As a resource exchange between the school and the teacher education institution, the project offers various benefits for all involved stakeholders, but also matters of improvement, such as the uneven distribution of workload among the participating student teachers.

Introduction

Penza State University is the largest higher education institution in the region of Penza (Russia). In autumn 2019, around 23,000 undergraduate and graduate students were enrolled. The academic breadth includes, among other areas: humanities, social sciences, science of education, mathematics and mechanics. The Institute of Education has more than 5,000 students and employs 470 teachers. With undergraduate, graduate, and doctoral degree programs as well as professional development education programs, it educates innovative leaders, explores important issues in education, and shares exciting ideas and best practices with other higher education institutions in different countries around the world. We have worked with school adoption in teacher education (SATE) since 2016. The adoption scheme is still a pilot project, i.e., it has not yet become an integrated part of the curriculum. It will be adjusted, expanded and developed in accordance with changing state educational standards for teacher education[1] and subsequent curricula.

1 The state educational standard for teacher education is a set of nationally recognized requirements laid down by the state which determines a mandatory

Participants and Course of the Project

At Penza State University, four-year student teachers (majoring in a broad variety of subjects) participate in the adoption week as a part of their practical school training. Only the best-qualified student teachers, those who achieve at a high level, demonstrate more significant learning gains, and score higher than the other student teachers, are chosen by the faculty and administration to participate. This internship is implemented in two city schools in Penza and lasts one week. Not every school class participates. The 11th grade (ISCED level 3) (UNESCO Institute for Statistics, 2012) is excluded, due to their upcoming Unified State Exam.[2]

The student teachers complete a five-week practice period directly before adoption week in which student teachers establish contact with their adoption classes and become acquainted with the school.

They receive preliminary instructions on their responsibilities, develop their practice roadmap with input from all areas of teaching, as each area has its separate set of needs to meet the student teachers' objectives. This includes didactic preparation based on sufficient theoretical material to help them prepare for innovative and collaborative teaching.

An important prerequisite for a successful practice is preparation in psychology, which includes not only theory, but psychological training sessions, workshops, and psychological counseling as well.

During the adoption week the university faculty members, including psychology mentors, are available in school for supervision and mentoring. They also assist in planning teaching. In addition, student teachers can discuss project-related issues, such as stress, their work-habits, or the like, with counseling psychologists, who are full-time professors at the university and participate in the project as well. Student teachers teach and reflect on their teaching performance and how to improve it. For each day, student teachers have to write a conceptual framework to integrate and organize new

---

minimum for the contents of educational programs, the maximum workloads assigned to students, as well as general course loads and requirements to be met by graduates.

2 The Unified State Exam (USE) is a series of exams every Russian student must pass after graduation from school (11th grade) to enter a university or a college. Since 2009, the USE is the only form of graduation examinations in schools and the main form of preliminary examinations in universities.

knowledge and information into a coherent structure in their own classroom. They experience a new variation of communication lines (pupils – parents – school administration). They inform parents about what they are doing and are expected to be professional here, i.e., to adhere to ethical and legal standards. Each student teacher is supposed to have very specific guidelines for the development of a school practice portfolio.

Benefits

In our opinion, having school adoption in our teacher education program has three major benefits:

- First, it enables student teachers to experience a realistic teaching situation as they are allowed to take over all duties and responsibilities of teachers. Thus, student teachers gain a comprehensive and full idea of an authentic experience of the teaching profession. During adoption week, they deal with school challenges, such as intense *whole-week* teaching (not sporadic teaching as in other internships) occurring in increasingly multicultural classrooms; integration of pupils with special educational needs; using ICT for effective teaching; engaging in evaluation and accountability processes; and involving parents in schools. In this way, student teachers develop and improve their individual teacher personalities on a daily basis.
- Second, teachers can carry out in-service training. Each teacher is given six days for attending training activities. The present scheme aims to support schools looking for training services in order to deal with structural changes, development plans, and teachers' professional development as a central component of requirements for teachers.[3]
- Third, it establishes regular and collaborative working relationships between the school and the teacher education institution. This is regarded as important to ensure that higher education institutions can deliver higher education in close partnership with schools, in which student teachers gain

3 The activities of schoolteachers are determined in accordance with the Professional Standard for teachers, which is approved by order of the Ministry of Labor of Russia. In this period of time, the 2016 Standard is applicable (https://profstandart.rosmintrud.ru/obshchiy-informatsionnyy-blok/natsionalnyy-reestr-professionalnykh-standartov/reestr-professionalnykh-standartov/).

first-hand experience and can develop professionally. Such partner schools need to work together with universities to determine the exact balance in the teacher education curriculum taught in the two environments. Thus, school adoption contributes to the combination of theory and practice. This includes ensuring a good balance between teaching practice, as an element in formal education programs at the teacher education institute, and teaching practice arranged as separate periods at school.

Student Experiences and Perspectives

We summarized some experiences gained through the adoption week to understand student teachers' opinions and to gain insights from the participants. At the end of the adoption week, during an informal roundtable talk with student teachers, the university staff, and schoolteachers, experiences and challenges were discussed.

The primary school student teachers noted that their main reason for participating was to become fully immersed in school life. This was an opportunity to learn how to balance their time between classes, pupils' homework, and extracurricular activities. Student teachers experienced a schoolteacher's real workload with its intensity, responsibilities, and variations of communication with pupils, parents, school administration[4] and other stakeholders, such as the director of the pedagogical institute. Due to the major time and effort which is required, the student teachers argued for two student teachers in one class during adoption week to share the workload and responsibility. Whereas the Russian language and mathematics student teachers pointed to their intensive workload (20–24 classes per week to prepare, to teach and to follow-up), the biology, chemistry, and geography student teachers had to teach far fewer classes. However, this unequal distribution is due to the timetable of the school.

In general, the student teachers agreed that the school adoption experience was more than just teaching classes. They were able to adapt their knowledge and skills gained at the university to school circumstances. Dealing with small incidents while teaching (cuts, scratches, torn school uniforms, broken school supplies, etc.), was sometimes difficult for them. Also, they found it difficult to choose *discipline techniques* that encouraged positive behavior, and motivated

4 Who remains at the school during adoption week.

pupils to feel good about themselves. Classroom management was critically important in the middle grades (ISCED level 2), where pupils were more likely to experience declines in academic motivation and self-esteem.

Plans for Improvement

Although the evaluation was mainly positive, several aspects for improvement arose. The adopted schools should carefully define their needs for school and teacher development, and the teacher education institution should offer tailor-made professional support. This was discussed, even though the university analyzes the needs of the teachers through tests and assignments and already offers seminars, workshops etc. based on these analyses. Fortunately, Penza University has exceptional pedagogical resources, offering a variety of programs to help new and experienced teachers to develop and improve their work. These include teaching conferences, individual and group consultations, work with individual courses, actual teaching sessions, and master classes for experienced teachers that focus on topics such as lecturing, discussion-leading skills, and grading. Penza State is committed to creating an environment that encourages thoughtful experimentation and greater reflection about teaching approaches, an environment in which outstanding instruction, pedagogical improvement, and pedagogical innovation and assessment are celebrated.

One suggestion to improve SATE for the student teachers is to start preparing earlier, i.e., at the beginning of the term. This could help in establishing communication between student teachers and school mentors, and between school mentors and university staff. More effort is needed to help guarantee the success of the adoption for the whole school in terms of information exchange, preliminary guidance, planning, follow-up guidance, evaluation and reflection.

Furthermore, we hope to increase the benefits of SATE by installing two student teachers in one class, to share the workload and to emphasize teamwork and co-teaching. In the future, all student teachers should participate in school adoption, because it is the most effective and realistic way for teacher education to train student teachers to become schoolteachers, as it significantly develops their competencies. Therefore – and despite the fact of the high workload – we also consider extending the adoption week to two weeks.

Main aim			Benefits compared to regular university program
Full immersion in school life, including allocating time appropriately to classes, pupils' homework, and extracurricular activities; adapting knowledge and skills gained at university to changing circumstances. Reflection on how to improve performance. Extensive didactic preparation to get ready for innovative and collaborative teaching.			Accurate and complete information on the realities of school; optimization of scientific and methodological research, making the process of training more relevant and thereby practice-oriented.
Preparation and course of school adoption			
Time	**Milestones**	**Activities**	**Participants**
Spring, a year before the practice	School choice scheme that takes into account the body of students	Work on consideration of applications from schools within the university educational cluster and the coordination of school selection with the Education Department of the city of Penza	Director of the Pedagogical Institute, school principals, Deputy Head of the Education Department of the city of Penza
		Signing of the agreement between the university, the Department of Education of the city of Penza and the schools	Rector of the university, Director of the Pedagogical Institute, school principals, Head of the Education Department of the city of Penza
Autumn	Distribution of participants' roles and responsibilities	Kickoff meeting between university educators and school mentors on distributing responsibilities at the preparation stage of the practice	Director of the Pedagogical Institute, school principals, university-based School Practice Coordinator, university educators and mentor teachers
	Receiving parental permission for each pupil prior to the project	Holding parent meetings	School principals, parent committee, university-based School Practice Coordinator
	Developing schoolteacher competencies	Planning refresher courses for schoolteachers participating in the project	Representatives of the university and schools

	Developing university educator competencies	Consultations for university educators on project organization	University educators, school mentors, heads of Councils for Teacher Education and Development
January	Selection of student teachers	Coordination of the number of student teachers in school placements in accordance with the number of classes and the major of student teachers	University-based School Practice Coordinator and participants of the practice
February	Training of the selected students	Conducting practice in the schools in order to get to know the school, pupils, and teachers	Pupils, student teachers, university educators, school mentors
Adoption week	Creation of a realistic picture of the teaching profession	Morning and afternoon meetings with student teachers at school	Student teachers, university educators, school mentors
Post-adoption evaluation	Final Conference	Reflection and evaluation	All
Research interests			
Testing methods and scientific developments in practice, obtaining additional empirical material for future research that will contribute to the formation of new techniques and new research perspectives.			

Table 1: Overview of SATE at Penza State University

In the future, establishing and broadening better partnerships between initial teacher training institutions and schools could contribute to developing schools as learning communities. Schools should not only provide practical training to student teachers, but could also become learning communities for practicing teachers, teacher educators, and other stakeholders in education. Our experience shows us that teachers who are engaged in the school adoption partnership gain a greater sense of involvement in educational developments and opportunities to update their knowledge and skills. Teacher education institutions benefit from contact with everyday life in schools and learn from good practice in schools. However, our experience also shows that one key condition for a well-functioning partnership is that the role of each partner is carefully defined from the very beginning. Table 1 shows the revised version of the preparation of the student teachers for school adoption plus additional aspects of our concept.

Conclusion

School adoption in teacher education is an example of resource exchange between the school and teacher education institution, including the exchange of personal experience, scientific knowledge, and information databases. This internship is an opportunity to develop, improve, and work on teacher qualification and teacher professionalization, as it emphasizes active teaching, assessment, observation, and reflection.

References

Ministry of Labour and Social Protection of the Russian Federation (Ed.) (2016). *Professional standards. Register of professional standards*, https://profstandart.rosmintrud.ru/obshchiy-informatsionnyy-blok/natsionalnyy-reestr-professionalnykh-standartov/reestr-professionalnykh-standartov/.

UNESCO Institute for Statistics (Ed.) (2012). *International standard classification of education. ISCED 2011,* http://uis.unesco.org/en/topic/international-standard-classification-education-isced.

Evaluation of the School Adoption in Teacher Education-Project

A Primer on Approach and Main Findings

Sonja Bandorski

Summary

This chapter is based on the evaluation of the Erasmus+ project *School Adoption in Teacher Education*. It gives a brief insight into selected results. Overall, the results illustrate that the student teachers' expectations and goals, their experiences and the tasks they have taken on differ widely. However, all student teachers consider it to be a valuable and instructive project.

Introduction

An obligatory part of the Erasmus+ project *School Adoption in Teacher Education* (SATE) was its evaluation. For this purpose, we[1] developed a joint evaluation design which was mainly based on the school adoption scheme developed at the Norwegian University of Science and Technology (Haugaløkken & Ramberg, 2005). Data were collected during the first two years of the Erasmus+ project. The evaluation report (Bandorski, 2019) was completed in the third one. In this report the aspects outlined below are described in more detail.

In the following chapter, I describe the evaluation goals, methods and design and give a primer on some main findings on (1) comparison of SATE with other internships, (2) school adoption as an authentic experience, (3) topics of student teachers' reflection, (4) student teachers' characteristics and (5) comparable goals of the participants. From these it is concluded that the participating student teachers from the different study programs and years have different expectations for school adoption and make different experiences in and with them.

---

1 The evaluation included input from Wolfgang Fichten, Jens Winkel, Johanna Gosch, and Svenja Roch.

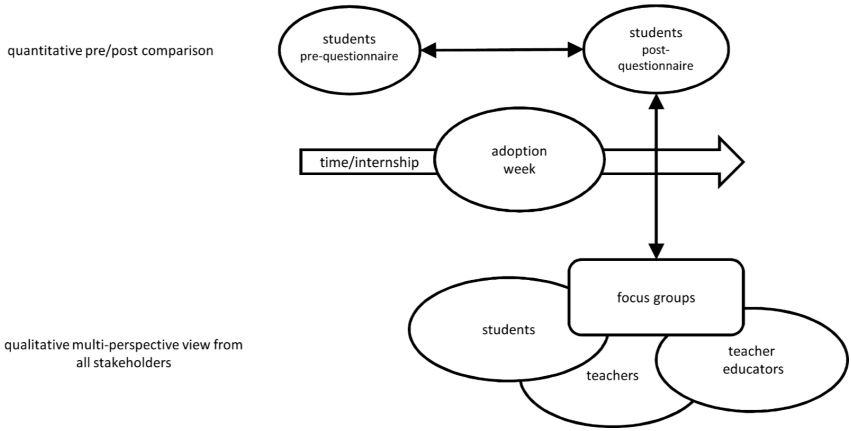

Figure 1: Evaluation design of SATE

Goals, Methods and Design

The main goals of the project evaluation were

- to find comparable aspects in the school adoption programs that are appropriate for every participating institution,
- to analyze whether or not participation in the adoption week had an impact on the student teachers' professional development, and
- to transnationally compare student teachers' answers to selected items.

Throughout the evaluation, quantitative and qualitative methods were used (Figure 1). The student teachers participating in the school adoptions were asked to complete a standardized questionnaire before and after their school adoption program. The online questionnaires consisted of pre-coded closed questions and open-ended questions aiming at gathering student teachers' individual answers. Additionally, in each country, and for every school adoption, a focus group interview with student teachers, schoolteachers and teacher educators was conducted after their respective school adoption.

By using this approach, it was possible to gain a qualitative multi-perspective view from all participating parties as well as a quantitative pre-post comparison concerning the student teachers' views. A total number of 117 student teachers completed both the pre- and post-questionnaires:

- 35 from Penza State University (Russia),
- 25 from the University of Education Weingarten (Germany),
- 23 from the Europa-Universität Flensburg (Germany),
- 22 from the University College Syddanmark (Denmark) and
- 12 from the Norwegian University of Science and Technology, (NTNU, Norway).

By validating and complementing each other, these combined methods helped us to triangulate results (Johnson, Onwuegbuzie & Turner, 2007) providing a more global view on the adoption week processes.

Selected and Summarized Results

In this chapter I do not explicitly include all three project evaluation objectives mentioned above, but outline selected aspects. In doing so, I neglect the range and detailed differences found in the data. These can, as said before, be found in the evaluation report itself. In this sense, the presentations here are a primer. All the following page numbers refer to the detailed descriptions in the evaluation report (Bandorski, 2019).

Comparison with other internships. The findings show that the school adoption program differs from former internships experienced by the student teachers, and indicate their multifaceted development. Compared to those other forms, school adoption offers more and more intense opportunities for student teachers to develop their teacher personalities, to gain more insights into daily routines in schools, to gain different teaching experiences, and to experience teacher-pupil-relationships more profoundly (p. 49).

School adoption as an authentic experience. It provides the student teachers with insights into school life and the teaching profession in general, beyond teaching itself, which results in different and respectively more tasks and a higher complexity (pp. 21–22). Having said this, school adoption can be understood as a successful implementation of a *realistic teacher education* (Korthagen, 2001; Korthagen, Kim & Greene, 2013). Thus, what makes school adoption special compared to other internships in teacher education is teamwork, responsibility, and independence (pp. 22–24). Those features are mentioned and addressed by all participating groups, student teachers as

well as schoolteachers and teacher educators. In general, it can be said that the student teachers gain realistic experiences in the school system of their country and take on responsibility in (almost) every field of a fully qualified teacher. Still, the concrete activities performed in school adoption differ between the countries, as each country has its own particular pattern. Depending on the position of school adoption in the teacher education program, opportunities for making completely new experiences differ in their extent. Bachelor students may not have much practical experience yet, so there are many opportunities to be confronted with new tasks they have never been confronted with or performed before. For more experienced Master students, it is difficult to find something completely new in school adoption. However, one common point did emerge: In all countries the student teachers had little contact with the parents (pp. 57–60).

Personal goals. School adoptions in the participating countries have certain characteristics which student teachers found especially helpful in achieving their personal goals (p. 40). This can best be shown by comparing the concepts at the Europa-Universität Flensburg, the University of Education Weingarten, and at Penza State University (Figure 2):

- In Flensburg, school adoption takes place in the master program (Gosch & Großmann, 2020). Student teachers there emphasized their independence and responsibility with a focus on the everyday tasks of a teacher. To accomplish their goals, reflection and exchange with peers have been considered very helpful.
- In contrast, in Weingarten, school adoption takes place in the bachelor program (Janssen & Wiedenhorn, 2020b) and is embedded in a structured setting including mentoring both at school and at university. Next to teaching they focus on rather structured school activities like workshops for pupils. Teacher guidance has been reported as one of the main helpful aspects in achieving their goals.
- Penza (Surina & Pavlova, 2020) has another specific characteristic that became obvious when student teachers reported that teacher guidance and their own knowledge and commitment helped them to achieve their goals. These characteristics underline the relevance of student teachers' own actions in practice, as well as power and knowledge as crucial dimensions in practice (Kemmis, 2009).

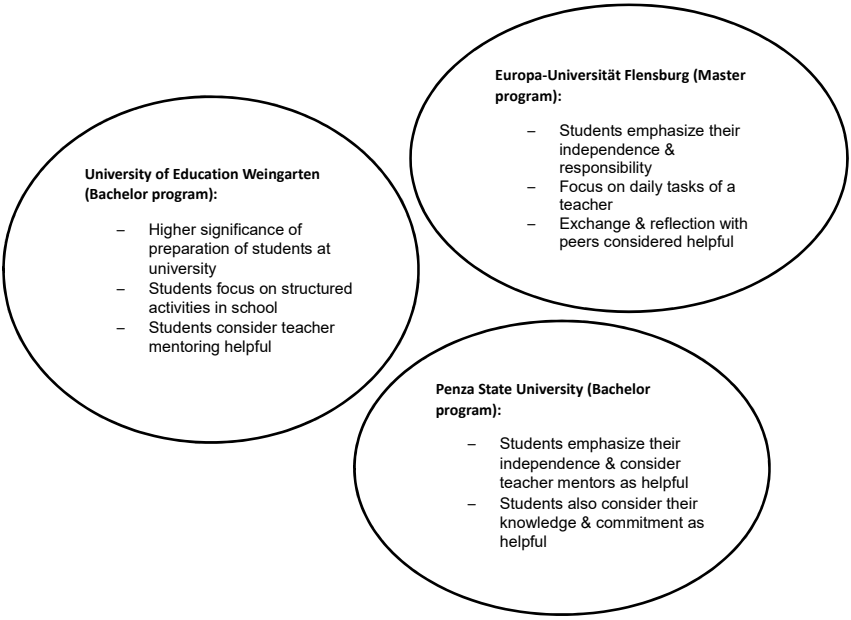

Figure 2: Three different characteristics of school adoption

Topics of reflection. Such local characteristics might also influence student teachers' reflection. What can be said for all countries is that the topics reflected upon are different from those being reflected upon in other types of internships, which underlines the specific characteristic of school adoption. The measured differences between the countries regarding reflection can partly be explained by the way reflection is integrated into the study programs. In Denmark and Norway, for example, there is quite a large amount of institutionalized reflection in other internships. In school adoption, however, the student teachers feel more independent, perhaps also from such processes of institutionalized reflection. However, student teachers also report a higher workload in SATE. Perhaps reflection is not recognized as such when school days get busy for the student teachers, even though thinking about teaching and schooling does take place.

Student teachers' characteristics. The participating student teachers across all countries (except for Russia) show similar characteristics: Social aspects and school-specific knowledge are more important to them than following

rules and completing assigned tasks (p. 64). Regarding their self-assessment of feeling competent as a teacher, the student teachers assess themselves better after school adoption than they did before (pp. 26–29). However, their scores were high already prior to the beginning of the school adoption (pp. 26–29 & p. 67) and, as such, reveal a relatively high level of self-confidence. In addition, they all show a high commitment in their attitude towards school. They all seem to have their own ideas on how they want to act as a teacher or how they interpret their role as a teacher, with a focus on knowledge concerning school and collaboration in school. Student teachers reported that they had learned a lot in the fields of independence and autonomy, self-management, and self-consciousness during the project. Interestingly, none of the student teachers reported having experienced pressure or stress on a noteworthy level (p. 44). The different changes in the self-assessed competencies correspond with the different characteristics of school adoption. Student teachers in Penza and Flensburg are self-confident and emphasize independence, responsibility, and their knowledge. Correspondingly they look for unexpected situations and develop their capability of remaining calm in them. Looking at the rather inexperienced student teachers from Weingarten, it is comprehensible that their major increase occurs in knowing how to reach their professional goals.

Comparable Goals. The student teachers in all countries have one comparable goal for their participation in school adoption: they aim to develop on a personal and a professional level and to develop their *teacher personality.* This term is used by the student teachers themselves, which illustrates the importance of personal aspects in this internship. Student teachers achieve their goals in all countries and no systematic hindering aspects have been found. This is particularly interesting, because it seems as if, within school adoption, very different individual goals can be pursued. There is a wide range of goals that show a quite holistic view of the internship and what it means to be or to become a teacher. A focus lies on social aspects, especially the teacher-pupil relationship. From the perspective of the student teachers, they nearly achieved all of their goals (pp. 36–41).

Conclusion

These findings and the overall results of the evaluation show that school adoption is a beneficial part of the teacher education programs. The collaboration between schools and universities as different learning arenas for student teachers should be strengthened and extended. The student teachers from different study programs and study years, however, have different expectations and goals for these learning arenas and make different experiences in and with them.

References

Bandorski, S. (2019). *School adoption in teacher education. Evaluation report.* Flensburg, https://www.uni-flensburg.de/fileadmin/content/portale/lehrerbildung/dokumente/presse/2019-bandorski-sate-online.pdf.

Gosch, J. & Großmann, K. (2020). School adoption as a collaborative partnership in teacher education at the Europa-Universität Flensburg. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 75–81). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Haugaløkken, O. K. & Ramberg, P. (2005). *School adoption as a form of teaching practice in initial teacher education.* NTNU: Trondheim.

Janssen, M. & Wiedenhorn, T. (2020a). Editorial: School adoption in teacher education. Increasing pre-service teachers' responsibility during practice. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 9–14). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Janssen, M. & Wiedenhorn, T. (2020b). The theory of practice architectures and the core practice approach as theoretical perspectives on school adoption. An example from the University of Education Weingarten. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 57–73). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

Johnson, R. B.; Onwuegbuzie, A. J. & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, *1*(2), 112–133, https://doi.org/10.1177/1558689806298224.

Kemmis, S. (2009). Understanding professional practice: A synoptic framework. In B. Green (Ed.), *Understanding and researching professional practice* (pp. 19–38). Rotterdam: Sense Publishers, https://doi.org/10.1163/9789087907327_003.

Korthagen, F. (Ed.) (2001). *Linking practice and theory. The pedagogy of realistic teacher education.* London: Lawrence Erlbaum Associates, https://doi.org/10.4324/9781410600523.

Korthagen, F.; Kim, Y. M. & Greene, W. L. (Eds.) (2013). *Teaching and learning from within. A core reflection approach to quality and inspiration in education.* New York: Routledge, https://doi.org/10.4324/9780203121405.

Surina, O. & Pavlova, N. (2020). Development of school adoption for building professional competencies at Penza State University. In M. Janssen & T. Wiedenhorn (Eds.), *School adoption in teacher education. Increasing pre-service teachers' responsibility during practice* (pp. 83–90). Münster: Waxmann, https://doi.org/10.31244/9783830992639.

The Authors

The list of authors is sorted alphabetically by last name.

Sonja Bandorski worked at the Europa-Universität Flensburg and was a member of the Erasmus+ SATE project and responsible for its evaluation. For queries please contact the editors.

Johanna Gosch is a research associate and responsible for school adoption at the Europa-Universität Flensburg since 2016. She organizes the application process, gives accompanying seminars in pedagogy and coordinates the work of the involved stakeholders.

Mail address: johanna.gosch@uni-flensburg.de

Kirsten Großmann is academic counsellor and responsible for all practical studies in schools at the Europa-Universität Flensburg since 2014. She organizes the practical semester for all student teachers, holds accompanying seminars in pedagogy and has been part of the school adoption team from the beginning. Her upcoming thesis is on school adoption-teachers' self-awareness to their impact in teacher education.

Mail address: kirsten.grossmann@uni-flensburg.de

Markus Janssen is a teaching and research assistant at the University of Education Weingarten. In his work, he focuses on professionalization, reflection and reflexivity in teacher education as well as on qualitative research, especially in the field of qualitative content analysis.

Mail address: janssen@ph-weingarten.de

Andreas Lund is a professor at the Department of Teacher Education and School Research, University of Oslo, Norway, and previously the first director of the ProTed Center of Excellence in Teacher Education. Among his research interests are: Teaching and learning in technology rich environments, transformative agency, and sociocultural and activity theoretical perspectives. He has published widely on these and other subjects.

Mail address: andreas.lund@ils.uio.no

Monika Merket is a doctoral student at the Department of Teacher Education at the Norwegian University of Science and Technology. She has 15 years' experience in lower secondary schools and has worked at the department organizing the student teachers' practice for the last seven years. Her doctoral thesis is centered within the field of practice and concerns how the pedagogic discourse is re-contextualized in the mentoring dialogue.

Mail address: monika.merket@ntnu.no

Elin Bø Morud is deputy head at the Department of Teacher Education at the Norwegian University of Science and Technology, where she is mainly responsible for continuing education for teachers and school leaders. She is primarily educated in mathematics and political science and has twelve years experience as a teacher and school leader at lower secondary schools. Her areas of interest are school development, models for competence development in school, mathematics education and continuing education.

Mail address: elin.morud@ntnu.no

Nataliia Pavlova, PhD, associate professor of English, chair of the department of foreign languages, Penza State University. Her principal research interests are in the fields of comparative and international higher education, with a particular focus on policy issues in historical context.

Mail address: nataliia.pavlova@inbox.ru

Olga Surina, PhD, associate professor of mathematics, director of the pedagogical institute at Penza State University. Her main research interests are in the fields of teacher education, teacher education policy, teachers' continued professional learning, teaching effectiveness and professional development.

Mail address: o.surina2013@yandex.ru

Thomas Wiedenhorn, PhD, teaching and research assistant at the University of Education Weingarten. His main areas of interest are historical educational research, transitions in education, portfolio in school and in teacher education.

Mail address: wiedenhorn@ph-weingarten.de