

James Fallon High School
Charles Sturt University

Partnership

Teaching for the Future Professional Partnership

Building Expertise & Innovative Practice

A Strengths-Based Embedded Case Study

Research Purpose & Questions



Research Purpose:

The project presents the opportunity to collaboratively research a new model of professional experience practice with school staff, pre-service teachers and teacher educators using a regional secondary school context.

Research Questions:

What are the understandings gained for multiple stakeholders from the implementation and evaluation of the JFHS PEX professional partnership project?

- How has the professional partnership been actualised in this project?
- Is innovative practice evidenced through the project's implementation?
- Is there evidence of the development of expertise for stakeholders?

Strengths-Based Research Design



- Collaborative
- Contextual
- Research 'with' rather than research 'on'
- Multiple-perspectives
- Incorporates strengths of stakeholders
(McCashen, 2005)

Embedded Case Study Design

Literature Review

Qualitative Data Collection

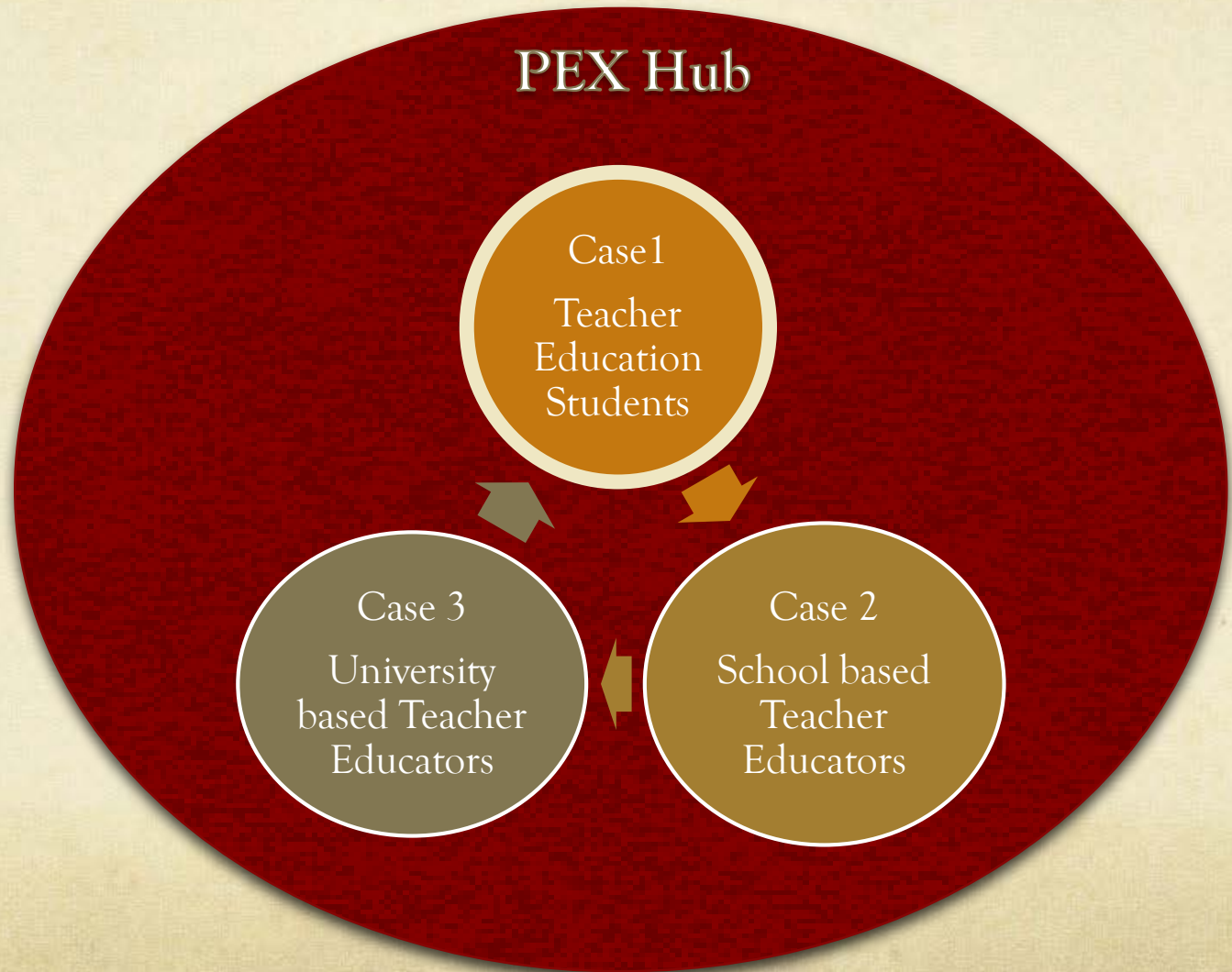
Face to Face Interviews

EViews & OpenViews

Clustering & Thematic Analysis

Ethics Approved
HREA 100/2017/29
SERAP 2017503

Teaching for the Future Professional Partnership: Building
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Project Partnership Context



- ❖ JFHS PEX students were immersed (embedded) in JFHS school culture and community before and during placement.
- ❖ Multiple opportunities were utilised to attend events and build positive relationships both with students at the school and between the three key stakeholder groups.
- ❖ Key stakeholders engaged in critical reflection before, during and after the placements - e.g., identifying key strengths before placement, maintaining reflective portfolios, pre and post placement feedback sessions, peer coaching and collaborative learning support during placement.

Research Implications

Key Research Findings Case Study 1



The research identified that the project assisted the students in developing a strong sense of the profession of teaching, particularly in relation to:

- ✓ Professional Identity
- ✓ Professional Respect
- ✓ Professional Confidence

A new finding is that developing professional identity, respect and confidence did not work in only one direction or in isolation for the Students. Indeed, School and University Teacher Educators and Students need to model a three-way interactive professional teaching partnership that recognises the significance of identity, respect and confidence in all stakeholders' professional practice.

"It was the little things that made a huge difference – like having the keys to the staffroom!" (CSU Student)

Professional Experience should be a *professional* experience...

- Name badge with school identity
- Staffroom & school key/code
- School online access
- School Handbook for students and supervising teachers
- Evidence Guide for students and supervising teachers



- Peer Coaching approaches
- Develop the supervising teacher responsibility within the profession
- School Professional Experience contact teacher

The profession of teaching...

professional identity

professional respect

professional confidence

- Early engagement
- Early immersion
- Early observation
- Opportunities to debrief, reflect and share



The developing professional teacher & The professional teacher mentor:

- modelling collegial relationships
- building connections and capacities
- enhancing the profession of teaching