Policy, practice and partnership: An exploration of the perspectives of post-primary school-based teacher educators in relation to school placement.

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Declaration

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Education is entirely my own work, and that I have exercised reasonable care to ensure that the work is original, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

Signed: _____ (Sarah O'Grady)

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Date: 4th September 2017

DEDICATION

I dedicate this thesis to my wonderful children, Emma and Aidan. You were both too young to give informed consent to undertake this journey with me! I smile at the memories of you both doing your "research" at the desk beside mine. Always dream BIG and whenever you need encouragement, I pray that you remember the following inspiring words. Words which are often attributed to Nelson Mandela, but were in fact written by Marianne Williamson in 'Return to Love' (1992).

Our Greatest Fear

Our deepest fear is not that we are inadequate.
Our deepest fear is that we are powerful beyond measure.
It is our light not our darkness that most frightens us.
We ask ourselves, who am I to be brilliant, gorgeous,
talented and fabulous?

Actually, who are you not to be?
You are a child of God.
Your playing small does not serve the world.
There's nothing enlightened about shrinking so that other
people won't feel insecure around you.

We were born to make manifest the glory of
God that is within us.

It's not just in some of us; it's in everyone.
And as we let our own light shine,
we unconsciously give other people
permission to do the same.

As we are liberated from our own fear,
Our presence automatically liberates others.

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GLOSSARY OF TERMS AND ACRONYMS

AfL:	Assessment for Learning
ASTI:	Association for Secondary Teachers in Ireland
CoP:	Community/ies of practice
CPD:	Continuous professional development (more recently referred to simply as "professional development")
CS:	Case School
CT:	Co-operating teacher. A teacher who works in a post-primary school, shares classes with a pre-service student teacher and informally mentors them throughout their school placement
DCU:	Dublin City University
DES:	Department of Education and Skills
DP:	Deputy Principal
Droichead:	Pilot Route of Induction
ETB:	Education and Training Board
GERM:	Global Education Reform Movement
HEA:	Higher Education Authority
HEI:	Higher Education Institution
IPPN:	Irish Primary Principals' Network
ITE:	Initial teacher education
MMR:	Mixed Methods Research
NAPD:	National Association of Principals and Deputy Principals
NIPT:	National Induction Programme for Teachers
NVivo:	NVivo is a qualitative data analysis computer software package
OECD:	Organisation for Economic Co-operation and Development
PIRLS:	Progress in International Reading Literacy Study
PISA:	Programme for International Student Assessment

PLUS:	Partnership in Learning between University and School
PME:	Professional Master of Education
PST:	Pre-service student teacher
SP:	School Placement, formally known as Teaching Practice. The period of time spent in school teaching and learning
SPSS:	Statistical Package for the Social Sciences
SUP:	School-university partnership
TA:	Thematic Analysis
TALIS:	Teaching and Learning International Survey
Teachta Dála:	This is the equivalent of terms such as "Member of Parliament" (MP) or "Member of Congress" used in other jurisdictions
TEPE:	Teacher Education Policy in Europe
TIMSS:	Trends in International Mathematics and Science Study
TUI:	Teachers' Union of Ireland
VSS:	Voluntary Secondary School

ABSTRACT

Policy, practice and partnership: An exploration of the perspectives of post-primary school-based teacher educators in relation to school placement - Sarah O'Grady.

In recent years, teacher education has drawn greater attention from international and European policy makers (Caena, 2014; European Commission, EACEA, & Eurydice, 2015; OECD, 2005). In Ireland policy directives and guidelines (DES, 2011; Teaching Council, 2011b; 2011c; 2011d; 2013) have begun to blur the established boundaries between stakeholders in schools and higher education institutions (HEI). Initial teacher education (ITE) programmes have been reconceptualised and the time student teachers spend on placement has been extended. These changes require greater co-operation between multiple actors and increased involvement by school-based stakeholders in placement practices (Teaching Council, 2013). This study drew on the concept of communities of practice (Wenger, 1998), which provided a theoretical framework to establish the collaboration needed for HEI and school-based stakeholders to develop and sustain new models of partnership. By examining various partnership models, the seemingly generic term of *school-university partnership* (SUP) was problematised.

This study set out to investigate the perspectives of post-primary school management and co-operating teachers concerning a) recent changes to school placement, within the broader context of emerging SUPs; and b) the formalisation of their responsibilities vis-à-vis ITE. This mixed methods study comprised a survey within a multiple case study. The research design was based on the epistemological position of pragmatism and drew on both post-positivist and interpretive theoretical stances as necessary.

Findings suggest a willingness by school-based stakeholders to engage in collaborative partnerships with HEIs, this willingness is tempered however by a sense of frustration with a perceived lack of support being offered to schools. Moving beyond managerial challenges, infrastructural realities and cultural restraints, findings indicate that development of shared understandings around the concept of partnership is required. This study will potentially stimulate reflection on, critique of and dialogue around the pedagogy of SUPs and the role of school-based stakeholders in ITE in Ireland.

CHAPTER ONE
INTRODUCTION

*Change in program structures and practices require
a corresponding change in thinking about teacher education,
with enormous consequences for the daily work of teacher educators.
These consequences go well beyond the level of program
organization and teaching or supervisory behaviour;
most of all, an attitudinal shift is involved.
Change is a long-term process of staff
development (…) and involves training of faculty,
student teachers as well as mentor teachers
(Korthagen, Loughran, & Russell, 2006, p. 1038).*

Introduction

The above quotation, although published over a decade ago, reflects the changing landscape of initial teacher education in Ireland today. Programme policy, structures and practices have been altered and to this end the term *teaching practice* has been replaced with *school placement*, which seemingly "more accurately reflects the nature of the experience as one encompassing a range of teaching and non-teaching activities" (Teaching Council, 2013, p. 6). Recent changes to initial teacher education (ITE) have included the reconceptualisation of both concurrent and consecutive programmes, with the latter becoming the Professional Master of Education (PME). All ITE courses have been extended, meaning between 25% and 40% of time is spent on school placement by student teachers. These changes have led, at least in terms of policy, to the promotion of collaborative school-university partnerships (SUPs).

In light of the reconceptualisation of ITE programmes, the roles and responsibilities of both Higher Education Institution (HEI) and school-based stakeholders have been outlined (Teaching Council, 2013). Furthermore, recent policy publications promote a partnership model of school placement (Teaching Council, 2011b; 2011c; 2011d) and schools and HEIs are expected to collaborate more closely with each other in order "to achieve the shared goal of developing the knowledge, skills and competencies which student teachers need" (Teaching Council, 2013, p. 6). Recent changes at policy and programme level arguably reconceptualise the role that schools and school-based stakeholders play in ITE in Ireland, communicating an expectation on school-based stakeholders (teachers and school management) to engage further in placement practices with student teachers and with HEI tutors visiting their schools (Teaching Council, 2013). This reform marks a shift from the predominant "work placement /host" model of placement, identified by Conway, Murphy, Rath and Hall (2009) as traditionally being in practice in schools in Ireland. Despite this, co-operating teachers do not have a formal role in the supervision of student teachers and instead follow "an 'informal

support and guidance' role" (Young, O'Neill, & Mooney Simmie, 2015, p. 27), with student teachers in Ireland continuing to be accepted on placement by schools on a basis of goodwill.

Focus of this study.

Teacher education has become a dominant policy focus in Ireland and abroad, as evidenced by major changes in the policy, regulation and provision landscapes having occurred over the last decade or so and these changes have led, at least in policy, to the promotion of collaborative SUPs (Teaching Council, 2011b; 2011c; 2011d; 2013). This research inquiry probes the following research question:

> *How do post-primary school-based stakeholders perceive recent changes to school placement, and what opportunities and tensions arise within the broader context of emerging school-university partnerships?*

A number of guiding questions also frame the study:

1) What opportunities, following the extension of ITE programmes, are perceived by school-based stakeholders?

2) What tensions, following the extension of ITE programmes, are perceived by school-based stakeholders?

3) In what domains do school management and co-operating teachers' perceptions of their respective roles in ITE meet and diverge?

This study sought to investigate the perspectives of school-based stakeholders at post-primary level concerning a) changes to school placement, within the broader context of emerging SUPs and b) the formalisation of their responsibilities vis-à-vis ITE. Whether and where school management and co-operating teachers' perceptions regarding their evolving roles in teacher education meet and diverge is examined in this research study. How recent changes in teacher education policy and teacher education programmes are playing out in practice in post-primary schools in Ireland are central to this investigation and led me to consider whether there has been a move from the "host" model of school placement to the "collaborative" partnership model and how it is conceptualised in Ireland. The study aimed to listen more closely to the voices of school-based stakeholders, and to this end, names were assigned to all participants, including those who completed the online questionnaire as part of this study.

Background to Study

Influence of global governance.

Since the 1960s education has been considered critical to the economic development of Ireland. The birth of empirical cross-national research since the 1960s, the collection of international data and the sharing and distribution of information on performance and "best-practice" has led to the emergence of a global policy field. According to Simons, Olssen and

Peters this "global field is constituted as a market of national education systems with policy makers obsessed with competitive self-improvement" (2009, p. 40). The influence of global governance and the increasing dominance of the *Organisation for Economic Co-operation and Development* (OECD) has also resulted in a market-led discourse shaping education policy. Sellar and Lingard (2013) identify its "intergovernmental structure [as] a significant factor in its capacity to exert soft power in member countries and beyond" (p. 722). To this end, the OECD has been influencing policy making in Ireland for decades and several pivotal, governmental publications from all sectors have been steered by the organisation (Galvin, 2009; Lynch, Grummell & Devine, 2012).

Focus by the Irish government in the 1990s was placed on exploring how education "could promote and serve the developing socio-political consensus, at the heart of which were notions of enterprise, accountability, quality and equity" (Walsh, 2006, p. 47). The publication of the 1998 Education Act (Government of Ireland, 1998) confirmed "the place of industry in education by providing for a partnership approach to education and its management" (Kirwan & Hall, 2016, p. 381), with appointments to Boards of Management to include members who "have experience or skills, including experience of and skills in business and industry" (Government of Ireland, 1998, Part VII). Kirwan and Hall illustrate how the Education Act was also "instrumental in applying the language of the market to education: 'value for money', 'partnership', 'performance indicators', 'openness, transparency and accountability' and 'evaluation' all entered the education vocabulary" (2016, p. 381).

Since then, the marketisation of education has evolved (Lynch et al., 2012) with neo-liberal discourses in global policy asserting the desirability of educational measurement, comparison, target-setting, accountability and evaluation (Conway & Murphy, 2013). The "soft power" (Kirwan & Hall, 2016; Sellar & Lingard, 2013) that the OECD exerts on governments and policy makers through its production of international reviews, advice and recommendations and evidence using comparative test scores and ratings in the *Programme for International Student Assessment* (PISA), the *Progress in International Reading Literacy Study* (PIRLS), the *Trends in International Mathematics and Science Study* (TIMSS) and the *Teaching and Learning International Survey* (TALIS), have led to "a new politicization and economization in the field of teacher education" (Mooney Simmie et al., 2016, p. 2-3). According to Grek et al. (2009, p. 10) "comparison for constant improvement against competition has come to be the standard by which public systems are judged, as the ideas of the private sector dominate the 'new' public." Furthermore, by using statistics, reports and studies, the OECD "has achieved a brand which most regard indisputable" (Grek, 2009, p. 25).

Whereas, many countries have adopted "the global education reform movement," which places importance on the use of corporate management models, standardisation, literacy and

numeracy and test-based accountability policies, although not completely absent in Finland, the Finnish reform trend is instead based on flexibility and "intelligent accountability" (Conway & Murphy, 2013; Sahlberg, 2007). In contrast to Finland, the Department of Education and Skills (DES) in Ireland claims that "participation in international surveys … enables the achievement of students in reading literacy, mathematics and science to be benchmarked against international standards" (DES, 2012b, p. 2) and therefore pursues "consequential accountability" (Sahlberg, 2007). By using comparison methods policy makers' decisions to reform domestic education policy are legitimised, decisions "that would otherwise be contested" (Grek, 2009, p. 35). The fallout of the negatively perceived 2009 PISA results for Ireland created both a "perfect storm" (Conway, 2013) and also a "policy window" (Smith, 2012, p. 84) for policy makers to reform education policy. This policy window led to reforms in curriculum and teacher education being introduced at an unprecedented rate (Kirwan & Hall, 2016; Mooney Simmie, Moles & O'Grady, 2016; O'Doherty, 2014).

At first glance, these reforms appear to promote a culture of professional trust and flexibility (Conway & Murphy, 2013) vis-à-vis curriculum and evaluation. However, the new reform policies of governance in Ireland are primarily concerned with economic imperatives for the generation of data-driven systems of education, resulting in a market-led discourse shaping teacher education (Kirwan & Hall, 2016; Mooney Simmie et al., 2016). A pseudo-autonomy in teacher education has evolved, meaning the granting of what appears to be greater levels of autonomy to institutions and individuals, also ties performance and student achievement to accountability measures (standardised testing and evaluation) and by extension these measures provide the state with alternate modes of governance (Mooney Simmie et al., 2016). In order to improve world economies and produce skilled workforces with the competences deemed necessary for the 21st century, education reform is deemed appropriate, justified and necessary by organisations and governments.

In recent years, teacher education has received greater attention by policy makers both internationally and in Europe (Caena, 2014; European Commission, EACEA, & Eurydice, 2015; OECD, 2005), leading to teacher quality, accountability and SUPs also becoming key focus points of the reform agenda in Ireland (Coolahan, 2013; Sahlberg, 2012). New reform policies of governance in curriculum, evaluation and teacher education have been published at an unprecedented rate in Ireland (DES, 2011; 2012a; 2012b; 2012c; Teaching Council, 2011b; 2011c; 2011d; 2013). The influences of globalisation, global governance and market-led discourses, influences catapulted by PISA and other surveys, have replaced a holistic view of person-centred education, namely education as a means of personal development, with an easily compared, standards-based education (Fielding, 2007; Mooney Simmie et al., 2016) that emphasises the demands of the labour market.

Models of partnership.

The development of collaborative partnerships between various stakeholders involved in ITE has been promoted for decades (Furlong, Barton, Miles, Whiting, & Whitty, 2000). The complex nature of school placement (SP) practices requires co-operation between multiple actors and the level of co-operation is determined by the conceptualisation of partnership, as influenced by policy, conditions and/or traditions (European Commission 2007a). A variety of models of partnership exist and are often considered as enriching, deficient or learner-orientated conceptualisations. However, models of partnership can also vary according to the type of partners involved, financial arrangements and the overall aim of the partnership. Some models focus on the learning of student teachers, the bridging of theory and practice (Walsh & Backe, 2013), the professional development of experienced teachers, the development of mentoring practices and/or on research (European Commission 2007a). The complexity of models, visions and aims of SUPs highlights the contested nature of SUP. Whether the reconceptualised concepts of placement and partnership as proposed by policy makers in Ireland are merely concerned with fostering and formalising existing cultures in schools, described in Ireland by Drudy and Lynch (1993), or whether the development of collaborative SUP models aspires to go beyond the "host" model of partnership (Maandag, Deinum, Hofman & Buitink, 2007), warrants greater consideration. Irrespective of the concept of SP envisioned, in light of the reconceptualisation of ITE programmes in Ireland, the opening citation by Korthagen, Loughran and Russell (2006) succinctly conveys the necessity for a change in culture and the professional development of all stakeholders, particularly school-based stakeholders, involved in teacher education.

School-based models of ITE.

A shift towards school-based ITE is the predominant model in many jurisdictions (Caena, 2014; European Commission et al., 2015; Musset, 2010; Zeichner, 2014; 2012) as evidenced by the establishment of Professional Development Schools in the United States of America (Darling-Hammond, 2006a) and the introduction of School Centred Initial Teacher Training schemes in England (Furlong, 1996). Such developments are considered the result of "top-down policy initiatives … aimed at increasing central control over the content and arrangement of ITE courses (Smith, Brisard & Menter, 2006a, p. 152). Policy makers must be mindful of the limitations and consequences of teacher education systems where placement practices are the sole responsibility of experienced teachers in schools. Greater involvement by schools in ITE in England have led to concerns around the capacity of mentors in schools to "deliver high quality training going beyond basic competence and to schools' ability to provide consistent levels of training" (Williams & Soares, 2000, p. 227).

Ellis (2010) explores a number of "problems" concerning placement practices in England, where schools often play a dominant role in ITE. The focus on school-based models of ITE (as framed by policy) have resulted in what Ellis describes as "an impoverished version of 'experience' in school" (2010, p. 106). A model, which promotes understandings of teaching and learning as processes of transference and acquisition, rather than a model of ITE which is based on "a participatory view of learning in the work-place and a socially systematic view of teachers' knowledge" (Ellis, 2010, p. 106). Although, the argument could be made that school-based models strengthen the role schools play in ITE, other dilemmas can emerge, including the issue of relative power among stakeholders, namely the power that school-based assessors have over the success of student teachers engaged in ITE courses (Ellis, 2010; Sundli, 2007). Maandag et al. (2007) note that little attention is paid to the broader educational context, resulting in ITE courses that have little depth and the possibility that student teacher competency is viewed simply as learning to fit in with the status quo (Ellis, 2010; LaBoskey & Richert, 2002). Williams and Soares (2000) also concluded in their study that in contexts where schools had the entire responsibility for "training" student teachers, the quality of student teacher learning was affected. Elsewhere, HEIs lead teacher education and teacher education departments are being challenged by policy actors to create more systematic collaborations with placement settings on a partnership basis (Darling-Hammond, 2006b; Ievers, Wylie, Gray, Ní Áingléis, & Cummins, 2013; OECD, 2013; Teaching Council, 2013). Irrespective of which conceptualisation of ITE is promoted, namely school-centred, collaborative, complementary or HEI-led models of ITE, these orientations require the increased involvement of co-operating teachers and other school-based stakeholders in ITE.

Teacher Education in Ireland

Whilst structured formalised school-university collaborations regarding SP have been the norm for many years in other countries, inter alia Australia, England, Northern Ireland, this has not been the case in Ireland. In Ireland, the 1990s and 2000s proved to be an era when major reform proposals for teacher education were outlined (Byrne, 2002; Coolahan, 1994; Kelleghan, 2002; OECD, 1991). The length of time taken to implement change is evidenced by the extension of both concurrent and consecutive ITE programmes, a reform initially proposed in 1993 at the National Education Convention, finally being implemented in September 2012. Recent publications by the Teaching Council in Ireland provided the framework for the reconceptualisation of teacher education across the continuum, the development and implementation of reconceptualised programmes of ITE in HEIs, and also the framework within which the Council exercises its statutory role in the professional accreditation of programmes of ITE (Teaching Council, 2011b; 2011c; 2011d).

The importance of creating quality learning experiences for students on placement has long been explored (McIntyre & Hagger, 1992; McNally, Cope, Inglis, & Stronach, 1997; Zeichner, 2002), with the influence co-operating teachers (CTs) can have on the development of a student teacher on placement serving as a crucial condition for individual development (McNally et al., 1997). The Byrne Report (2002) recommended closer partnerships between HEIs and schools in Ireland and advocated the mentoring of student teachers. Despite the social relationships that student teachers develop in school contexts being of central importance to their learning (McNally et al., 1997), the support offered by schools to pre-service student teachers (PSTs) remains unstructured and informal.

Policy publications concerning teacher education (Teaching Council, 2011b; 2011c; 2011d) promote a partnership model of SP and teachers in schools are now also considered, at least in educational policy discourse as "teachers of teachers" (Ó Ruairc, 2013; 2014) and as "hidden teacher educators" (Livingston, 2014, p. 226). From this discourse springs a reconceptualisation of the roles and responsibilities of teachers and other school-based stakeholders, resulting in these stakeholders being asked to engage in practices more commonly regarded in Ireland as those of the university-based teacher educator. The *Guidelines on School Placement* (Teaching Council, 2013) outline the roles of all stakeholders and draws inter-connections between them. The changes made to the teacher education landscape in Ireland also go "well beyond the level of program organization" (Korthagen et al., 2006, p. 1038) and call for greater involvement of co-operating teachers and school management in teacher education (Zeichner, 2012). This study looks at how the responsibilities of school-based stakeholders, those of school management and of the CT, have been perceived and experienced by them in recent years.

Crossing boundaries: The research problem.

Despite an expectation that all recognised post-primary schools will host student teachers on placement (Teaching Council, 2013) and notwithstanding recent changes in the policy landscape and at ITE programme level, HEIs in Ireland continue to be reliant upon "a spirit of volunteerism" in schools to provide SPs to student teachers (Cannon, 2004; Ievers et al., 2013; Ní Áingléis, 2009). Furthermore, whilst schools are encouraged in terms of policy, and are expected to provide systematic mentoring to student teachers and to liaise with HEIs (Teaching Council, 2013), there is no obligation to do so and no provision made for such an endeavour. Evidently, regardless of the changes made to ITE programmes, which require the increased involvement of school-based partners, the role these stakeholders play in ITE remains ad hoc. Although perspectives of staff in schools and HEI tutors involved in SUPs are frequently "articulated and analysed" in jurisdictions where collaborative SUPs exist (Ní Áingléis, Murphy, & Ruane, 2012), from an Irish perspective there is a shortage of research

concerning the perspectives and experiences of post-primary school-based stakeholders regarding the role they play in ITE and their perceptions and experiences of the new model of SP. This research study contributes to a growing knowledge in this area.

The newly conceptualised format of SP is underpinned by two "trilogies" or sets of concepts namely; "learning, language, understanding" and "expectation, collaboration and trust" (Ó Ruairc, 2014, p. 2). From this newly conceptualised vision of SP springs an increased emphasis on the working and learning relationships between all stakeholders, in particular those between the HEI tutor, school staff and student teachers. "Collaboration", while necessary for the development of SP and to ensure the smooth running of the boundary crossing partnership between schools and HEIs, is more problematic. The contested nature of SUPs and what is understood by "collaboration" need to be considered if the "processes, structures and arrangements that enable the partners involved in school placement to work and learn collaboratively in teacher education" (Teaching Council, 2013, p. 6) are to be developed, as currently mandated by ITE policy in Ireland (Teaching Council, 2011b; 2011c, 2011d; 2013).

While the development of collaboration between schools and HEIs is enjoying new prominence in education discourse of late, the topic is under-researched in the Irish context, particularly at post-primary level. In-depth examination is required of the experiences, attitudes and opinions of school-based partners. The purpose of this doctoral study was to investigate the perspectives of school-based stakeholders, school management and co-operating teachers at post-primary level regarding the recent changes made to SP, within the broader context of emerging SUPs. For readers of this study to be able to consider the validity of findings presented, it was deemed necessary to situate myself in the study as a researcher (Creswell & Plano Clark, 2011), highlighting for readers, my own identity and professional experience with the topic at hand and acknowledging how my interpretation of the data flows from my professional experience. To this end, I am a post-primary teacher with over 13 years' professional experience. While working closely with the deputy principal (DP), who organises SP in my school, I became more aware of the logistical difficulties facing school management since the reconceptualisation of ITE programmes, due in part to the diverse timetables of various Higher Education Institutions (HEI) with differing expectations of PSTs and of schools. My attendance at a number of information events for schools regarding the newly conceptualised PME programme, also provided me with anecdotal evidence of both the opportunities afforded to schools and concerns raised by school principals and DPs regarding the extension of ITE courses and changes to SP practices. As a post-primary teacher who helps organise SP in my school and offers support to PSTs on placement, I deemed it an opportune time to examine the experiences and perspectives of post-primary school-based stakeholders concerning the newly reconceptualised format of SP.

Organisation of the Thesis

This chapter is the first of six chapters and sets out the rationale of the research topic to the reader and the research focus and questions. It presents a general introduction to the research topic and briefly describes the changes that have been made to ITE programmes in the last few years. The position of the writer as researcher is articulated and a broad policy context provides the backdrop to the research inquiry.

Chapter Two: Policy Analysis

This chapter focuses on teacher education policy, which is considered through the use of policy historiography. It outlines and explores a historical trajectory of events in ITE in Ireland since 1991 to the present day, with a focus being placed on the concepts of partnership and SP. The influences of the OECD and of the European Union are also considered against the backdrop of the current ITE policy landscape. This section also explores the responses by teacher unions in Ireland regarding proposals made by the Teaching Council of Ireland vis-à-vis ITE and SP.

Chapter Three: Literature Review

Chapter Three explores relevant literature concerning the research study. It draws on and highlights certain concepts, which in turn also helped to inform the framing of the research questions raised in the study. The concept of communities of practice (Lave & Wenger, 1991; Wenger, 1998) provided a theoretical framework to establish the collaboration needed for stakeholders to work together as partners so as to develop and sustain new models of partnership. The dimensions of practice as noted by Wenger (1998) include mutual engagement, joint enterprise and shared repertoire. The conceptual framework, which emerges from the review of both policy texts and literature is introduced in Chapter Four and drawn on again in Chapter Five. Finally, lacunae in prior research are highlighted and justification for this research study is presented.

Chapter Four: Methodology

The aim of this doctoral study was to investigate the perspectives of school management and CTs at post-primary level regarding the recent changes made to SP, within the broader context of emerging SUPs. In doing so, priority was placed on the epistemological position of social constructivism in this study, drawing on the belief that interpretations of knowledge are constructed socially by people [school-based stakeholders] within the confines of their cultural domains [post-primary schools]. This chapter is organised around five main sections: 1) the theoretical perspective and the conceptual framework; 2) the methodological approach adopted; and 3) the research design. The methods used to analyse the data are outlined in section four, and the rationale for discounting others is presented. Finally, ethical considerations and the validity and limitations of the research process are outlined.

Chapter Five: Findings and Discussion

Chapter Five is divided into two sections, Part 1 presents the findings from Stage 1 of the study, which gathered data from a purposive sample of post-primary school principals and DPs. Part 2 presents each of the individual case study profiles and the multiple case study report. The report includes a cross-case analysis from the multiple case studies and draws on five main themes; 1) partnerships; 2) perceptions; 3) roles and responsibilities; 4) support; and 5) tensions. The meta-inferences interpreted from the research findings are presented and comparisons with results of other research studies are made within the context of literature already explored.

Chapter Six: Conclusion

The final chapter provides a summary of each of the previous chapters and draws together the research findings in light of key themes presented in previous chapters. The contribution of this EdD research study to current understandings of SUPs and school-based stakeholders' roles in ITE are considered. Suggestions as to what the findings might mean, how valuable they may be and why, are proposed. The study's limitations are also contemplated. Stemming from the findings, the chapter concludes with recommendations for future research relating to teacher education policy, practices and the development of sustainable partnerships.

CHAPTER TWO

POLICY ANALYSIS

Whilst the broad concept of partnership is probably 'one of those vanilla-flavored ideas to which we commonly nod our heads in unthinking approval' (Goodlad & McMannon, 2004, p. 37), its natural appeal tends to belie the complexities inherent in schools-university partnerships (Ní Áingléis, 2009, p. 82).

Introduction

Irish society's perception concerning the role of education, as well as how it defines "best practice" or "quality" education has evolved since the inception of the State. Our national outlook on education and educational policy has been particularly influenced by our neighbours, both near and far (Drudy, 2009). In the 1960s, following high emigration levels, education was perceived as being "central to social and economic development in Ireland" (Drudy, 2009, p. 35). By the end of the twentieth-century, a "market-led system" was dominant in education policy orientation (O'Sullivan, 2005), with the importance of providing pupils with the necessary competences required by a knowledge society, being prioritised (Hislop, 2013; Post-Primary Education Forum, 2013). To this end, several researchers and organisations have identified schools as helping to develop globally competitive knowledge-based societies (Bill and Melinda Gates Foundation, 2010; MacBeath, 2012; OECD, 2005; Robertson, 2013; World Bank, 2011). The effect of these discourses is both evident in recent policy and active in the lives and practices of teachers and students in Ireland.

Teacher education has undoubtedly become a dominant policy focus internationally and in Europe and by extension in Ireland, with major changes in the policy, regulation and provision landscapes having occurred here over the last decade or so. Since the establishment of the Teaching Council in 2006, the Council has begun to exercise its statutory responsibility in accordance with section 38 of the *Teaching Council Acts (2001 - 2015)*, to review and accredit teacher education courses. It has also commissioned research and reports into teacher education, which together with the Hyland (2012) and Sahlberg (2012) reports informed decisions made concerning teacher education, resulting in its reconceptualisation and in the incorporation of providers of teacher education. The effects and perceptions of changes to the configuration and conceptualisation of ITE programmes as well as the proposed emergence of collaborative SUPs, are the focus of this research. Questions are raised as to how changes to ITE programmes, in particular the conceptualisation of SP are perceived by school-based stakeholders, namely principals, DPs and CTs.

This chapter briefly outlines the various routes to ITE qualification in Ireland and outlines the induction stage of the continuum in its current format. A trajectory of policy

documents since 1991 is explored, a date which led to the production of several seminal Irish education policy and legislative documents. 1991 was chosen as the starting point for the trajectory, as the most in-depth review of education in Ireland prior to this occurred in the 1960s. The trajectory is used to explore and examine policy, legislation and events concerning ITE in Ireland since 1991 to the present day, with a focus being placed on the concepts of SUP and SP. The influences of the supranational organisation, the OECD and of the European Union are also considered against the backdrop of the current ITE policy landscape. The policy landscape of ITE, including the responses by Teacher Unions in Ireland regarding proposals made by the Teaching Council of Ireland vis-à-vis ITE and SP are also examined.

Background.

Education, teaching and learning have long been topics of great interest in Irish society. The teaching profession is generally well respected (Conway et al., 2009; Hyland, 2012; Teaching Council, 2010b) and continues to attract high-attaining students. Virtually all publicly-funded undergraduate primary teacher education programmes attract recruits from the top 15% of academic achievers in the (school) Leaving Certificate examination (Hyland, 2012). The high academic calibre of post-primary student teachers is also illustrated by the high proportion of entrants with honours-level primary degrees (86.6%) to consecutive ITE programmes, a figure which has been shown to have increased over the years (Heinz, 2008; 2013). The high calibre of entrants to ITE in Ireland was recently recognised by an international Review Panel, which concluded that "the academic standard of applicants is amongst the highest, if not the highest, in the world" (Sahlberg, 2012, p. 19). Demand for places on state-funded ITE programmes remains high with only between 30% and 40% of applications resulting in offers (Heinz, 2008; 2013). The importance placed on education in Ireland has not diminished, with the Review Panel being asked:

> to identify possible new structures which will recognise and address weaker areas in the system of teacher education; leverage the current strengths in the system; and envision innovative strategies so that Ireland can provide a teacher education regime that is comparable with the best in the world (Sahlberg, 2012, p. 33).

More recently, the DES has identified five key areas for improvement to achieve its vision "of being the best Education and Training service in Europe" to include "helping those delivering education services to continuously improve" (DES, 2016, p. 2). Internationally, the roles played by schools and teachers have been identified as being central to the development of globally competitive knowledge-based societies (Bill and Melinda Gates Foundation, 2010; MacBeath, 2012; OECD, 2005; Robertson, 2013; World Bank, 2011). In an era when market-

led discourses redefine what is understood by the term "quality teaching and learning", teacher education policy has also come under the spotlight in recent years.

ITE and Induction.

The predominant model for post-primary teachers is the consecutive model (Hyland, 2012), in which students following completion of an undergraduate degree, complete the two-year full-time PME. Concurrent courses are also available and in recent years a private institution has established both primary and post-primary level concurrent and consecutive online ITE courses. The induction stage of the continuum has also undergone major change in recent years. Evolving from a funded pilot project, the *National Induction Programme for Teachers* (NIPT) was established in 2010, with Newly Qualified Teachers (NQTs) voluntarily participating in the induction programme and teachers undergoing mentor training. In September 2012, following the enactment of section 7(2)(f) and (g) of the *Teaching Council Acts, 2001-2015,* the Teaching Council announced that all NQTs at both primary and post-primary level were required to engage in a mandatary induction programme for full registration with the Council. A new model of school-based induction and probation, *Droichead* (meaning *bridge* in Irish), was introduced by the Teaching Council in September 2013 on an opt-in pilot basis and a bursary was offered to schools willing to register as pilot *Droichead* schools. This model of professional induction for NQTs ran parallel to the NIPT programme.

Following an Economic and Social Research Institute (ESRI) *Review of the Droichead Pilot Programme* (Smyth et al., 2016), *a* revised policy on *Droichead* has been published (Teaching Council, 2017a). Drawing on the findings of the ESRI study, the Teaching Council announced several significant changes to *Droichead*, reflecting the concerns of school-based stakeholders (Teaching Council, 2017b). The revised policy makes explicit that *Droichead* is a non-evaluative professional induction process, that there will be flexibility vis-à-vis the role of principals, the way in which the model can operate in different schools and the use of an external Professional Support Team member to act as a mentor where necessary. In May 2017, the resources to support the growth and implementation of *Droichead* were confirmed by the DES and the Teaching Council has announced that the revised *Droichead* policy will be implemented with immediate effect. Resources include four days for *Droichead* training with substitute cover for each member of a school's Professional Support Team, up to 37 hours' release time for the *Droichead* process at post-primary level and additional resources for the NIPT to enable it to provide initial and follow-up training to teachers, as well as ongoing support for schools. The Teaching Council anticipates that *Droichead* will be the route of induction for all NQTs by the 2020/2021 school year.

Policy Analysis: Historiography

Focusing once again on the initial stage of the continuum, the policy analysis conducted in this study is underpinned by critical policy sociology. This is an approach to policy analysis that is informed by the conviction that policy discourse must be "pulled apart" (Troyna, 1994, p. 71) to determine whose interests they serve and why. Ozga (1987) has termed the field of inquiry in education policy analysis "policy sociology" (Gale, 2001; Taylor, 1997), describing it as "rooted in the social science tradition, historically informed and drawing on qualitative and illuminative techniques" (1987, p. 144). Fimyar (2014) cites Ozga (2000) who argues that:

> Education policy is not confined to the formal relationships and processes of government, nor only to schools and teachers and legislation affecting them. The broad definition [of policy] requires that we understand it in its political, social and economic contexts, so that they also require study because of the ways in which they shape education policy (p. 113).

While the focus of this research study is not to explore the characteristics of policy analysis or policy analytical tools, a brief overview of the analytical tool used to explore the trajectory, as outlined above, is necessary.

Approaches for conducting policy analysis are often criticised for lack of methodological transparency, Gale (2001) proposes three methodological approaches within which to analyse policy. 1) *Policy historiography* is coupled "with the substantive issues of policy at particular hegemonic moments" (2001, p. 385); 2) *Policy archaeology* is concerned with conditions that regulate policy formations, i.e. why some items are on the policy agenda and not others and why some policy actors are involved in the production of policy and not others; and 3) *Policy genealogy* relates social actors' engagement with policy, exploring how policies change over time and how the consensus of policy production can be problematised. "Each perspective tells a particular story about policy (and policy making)" (Simons et al., 2009, p. 80).

Policy historiography was employed as the analytical tool within critical policy sociology, in an attempt to critically explore the trajectory of policy documents by examining dominant discourses and certain concepts in the texts. The policy historiography approach asks (a) what were the 'public issues' and 'private troubles' within a particular policy domain during some previous period and how were they addressed? (b) what are they now? And (c) what is the nature of the change from the first to the second? Critical policy historiography adds two further questions; (d) what are the complexities in these coherent accounts of policy? and (e) what do these reveal about who is advantaged and who is disadvantaged by these

arrangements? The rationale of the policy analysis conducted was not to examine the *reasons* behind certain concepts being on the agenda, why *certain* individuals or organisations were involved in the production of the agenda or policy, nor was it to explore actors' *past* engagement with policy. Rather, the rationale for the analysis conducted was to explore the dominant discourses and concepts in policy texts, as bounded by the trajectory, concerning ITE and more broadly SUPs in Ireland. In short, it was anticipated that such an approach would also provide greater insight into and interpretation of the research data collected in this study which explores the perceptions of school-based stakeholders on recent changes to SP which is presented in later chapters. Policy texts are examined in chronological order and cross-examined where deemed necessary. Due to the length of the trajectory explored and for ease of comparison, a summary of recommendations adopted and excluded since 1991 is provided in Appendix A, B and C.

Before examining the policy trajectory, a summary of the current conceptualisation of teacher education in Ireland is warranted. In short, both primary and post-primary ITE programmes, concurrent and consecutive were reconfigured in 2012 and 2014 respectively. Programmes and placement periods have been extended. SP must now "take place in a variety of settings and incorporate a variety of teaching situations and school contexts" (Teaching Council, 2011d, p. 13). Perhaps in an attempt to further the discourse of professionalism in teaching, consecutive ITE courses at both primary and post-primary level have been reconceptualised and renamed the Professional Master of Education (PME), with PSTs now obliged to conduct a research project in part fulfilment of the degree.

Table 1: Policy Trajectory (1991-2012)

Document	Extension of ITE programme recommended.	Formalised School-university partnerships recommended.	Concept of the Continuum promoted.	A variety of school placements recommended.	Mentoring of student teachers is recommended.	Support for schools/co-operating teachers recommended.
Sahlberg Report (2012)	No reference[1]	Yes	Yes	Yes	Yes	No reference
Continuum of Teacher Educ. (Teaching Council, 2011d) – June	Yes	Yes	Yes	Yes	Yes[2]	No reference[3]
ITE: Criteria and guidelines. (Teaching Council, 2011b) – August	Yes	Yes	Yes	Yes	Yes	Yes[4]
Review & accreditation of progs. (Teaching Council, 2011c) - Sept.	No reference	Yes	Yes	Yes	No reference	No reference

[1] Recommendations were made regarding the reconstruction of ITE programmes and configuration of ITE providers. The merger of Colleges of Education with university Departments of Education was a major proposal made by the OECD review team in 1991.

[2] Mentoring of student teachers is considered a "structured support" (p. 13). Explicit explanation of what such mentoring would encompass is not given. Rather the focus on mentoring is at the Induction stage of the continuum.

[3] Reference is made regarding accreditation for mentor teachers of NQTs only.

[4] "Partnership model would involve … facilitation by the HEI of Continuing Professional Development (CPD) for Co-operating Teachers and accreditation of same" (Teaching Council, 2011b, p. 16-17).

Document	Extension of ITE programme recommended.	Formalised School-university partnerships recommended.	Concept of the Continuum promoted.	A variety of school placements recommended.	Mentoring of student teachers is recommended.	Support for schools/co-operating teachers recommended.
Byrne Report (2002)	Not advocated[5]. Focus on induction.	Yes	Yes	Yes	Yes	Yes[6]
White Paper (1995)	No reference - (HEA review of ITE recommended, p. 132)	No reference	Yes	Yes	No reference[7]	No reference
NEC Report (1994)	Yes	Yes	Yes	Yes	Yes	No reference
Green Paper (1992)	No reference	No reference	Yes	Yes	No reference	No reference
OECD Review (1991)	Not advised – focus on induction.	Yes	Yes	Yes	Yes	No reference

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[5] The Byrne Report also advocated for the waiving of fees in the case of postgraduate teacher education programmes.

[6] Byrne Report also advocated the development of accredited mentoring courses for co-operating teachers provided by HEIs.

[7] While mentoring of NQTs and newly appointed principals is recommended in the White Paper, no explicit reference is made about the mentoring of student teachers.

1991 – 1999

In the early 1990s, major reform made "teacher professionalisation" the focus of teacher education, with the internationally promoted concept (OECD, 1991) of "3 Is" (initial, induction and in-career) being "catapulted" into discussions about enhancing teacher education policy (Conway et al., 2009, p. 2). The importance of encompassing initial, induction and in-career education in teacher education was emphasised. In light of recent changes to ITE programmes, it is interesting to note that the reviewers did not favour the extension of ITE courses, considering induction as a preferable option (Coolahan, 2007). The importance of partnership between institutions and schools and the value of a mentoring system where experienced teachers assist PSTs were acknowledged (OECD, 1991). The voluntary nature of SP in post-primary teacher education in Ireland was noted and the development of closer links between Higher Education Institutions (HEIs) and schools was strongly advocated.

The OECD (1991) report also acted as the stimulus needed by the Irish government, to publish several seminal policy documents, which helped to shape the policy trajectory in Ireland (Coolahan, 2007). It culminated the following year in the *Green Paper* (Government of Ireland, 1992) and the *White Paper* (Government of Ireland, 1995) with "considerable concordance between the proposals set forth in the Green Paper and those of the OECD Report [1991]" (Coolahan, 2007, p. 10). Commonalities included; an acceptance of the 3 Is framework, a specific process of induction, a focus on professional development and the call for the establishment of a teaching council in line with the OECD's "National Council". Unfortunately, neither the OECD Review nor the Green Paper recommended increased supports for schools, despite both documents recommending PSTs gather experience in a variety of placement settings during their ITE.

Before the White Paper was finalised, a National Education Convention (NEC) was convened in 1993 and forty-two bodies from a diversity of backgrounds participated in it. Although partnership amongst all stakeholders and prospective stakeholders was encouraged, remarkably Gleeson notes:

> While some members of the Secretariat at the National Education Convention in 1993 worked in teacher education, the post-primary teacher educators did not have representation at the Convention even though groups such as the Irish Creamery Milk Suppliers Association did, a clear indication of the marginality of post-primary teacher education (2004, p. 49).

At the NEC, the role host schools could play in ITE was highlighted and the issue of developing closer SUPs was urged by participants at the Convention, including the importance of "mentor/cooperating teacher[s] assisting the student teacher's formation" (Coolahan, 1994, p. 197). However, implementation of resourcing was not forthcoming, with the Convention's

focus placed on the need for programmes of continuing professional development (Walsh, 2006). The proceedings of the NEC were highly influential concerning the establishment of national policy. It helped to formulate the White Paper (1995) and "this is reflected in the extent of the liberal use of quotes from the Convention in the 1995 White Paper" (Gleeson 2004, p. 49). Notably, the White Paper (1995) promotes the SP aspect of ITE and encourages programmes to develop a "varied" (p. 132) placement model, but once again did not make explicit the recommendations for the funding of supports. It did however propose a review of ITE at post-primary level by the Higher Education Authority (HEA) and for the HEA to make recommendations for its future development. As part of this review, the HEA was to explore "the use of experienced teachers to guide and assist student teachers and to facilitate their subsequent induction into teaching" (DES, 1995, p. 133). Subsequently, two reviews on teacher education were initiated in 1998 by then-Minister for Education, Micheál Martin, Teachta Dála.

2000 - 2009

Byrne Report (2002)

The reports of *The Working Group on Primary Pre-Service Teacher Education* (Kelleghan, 2002) and the *Advisory Group on Post-Primary Teacher Education* (Byrne, 2002) were submitted in both April and October 2002 respectively. The post-primary review body made 66, 24 of which focused on ITE (Coolahan, 2007). Recommendations by the post-primary group included: 1) an emphasis on the value of enquiry-based models of teacher education; 2) the establishment of partnership boards between universities and stakeholders; 3) a minimum of two different school sites for SP; 4) retention of both consecutive and concurrent models; 5) flexible pathways of accreditation; 6) diversity education on all courses; 7) structured induction of all NQTs; and 8) increasing full-time staff levels in education departments. These recommendations have been adopted, in most instances, in recent years (see Table 1).

The promotion of the concept of *partnership,* as underpinning the formulation and evaluation of educational policy and practice (Government of Ireland, 1995) is a concept equally recognised in the Byrne report (2002). More collaborative models of teacher education were endorsed so as "to support teacher education structures into the future" (Byrne, 2002, p. 64). However, an explicit description outlining such models was not forthcoming. In relation to SP, the Byrne Report (2002) acknowledged that although the OECD review of 1991 does refer to relative time spent on teaching practice by PSTs, it "does not deal with the issue in any great detail" (Byrne, 2002, p. 47). Interestingly, although the Byrne report recommended greater partnership between teacher education departments and schools, it "did not indicate how this might be resourced" (Coolahan, 2007, p. 19).

Although the Kelleghan Report (2002) was published, the report by the post-primary review body (Byrne, 2002), which was submitted in October 2002, remained unpublished. Unlikely a matter of falling between different Ministers for Education following the General Election in June 2002, its non-publication was rather due to political reasons. Successful implementation of the recommendations clearly necessitated "a quantum leap in funding" and implied a great deal of co-operative engagement within and between "the institutions and the Department of Education and Higher Education Authority" (Coolahan, 2007, p. 19). A leap deemed too giant for politicians and certain policy actors at that time. Despite policy and legislation undergoing a rejuvenation in the mid-to-late nineties with recommendations forthcoming in regard to the teacher education landscape, the opportunity to reconceptualise ITE was lost and the Byrne Report (2002) undoubtedly hit a policy wall.

When comparing the Byrne Report (2002) and the *Guidelines on School Placement* (Teaching Council, 2013) several commonalities and variances become apparent. The 2002 report explores teacher education traditions in Ireland and while acknowledging the "hospitable" environment provided by many schools, the report encourages greater formality concerning schools' roles in ITE and greater collaboration between the stakeholders involved:

> … in order to maximise the student teacher's learning from teaching placement, there needs to be a carefully constructed partnership approach between all those involved in the student teacher's education, including school personnel directly involved with the student's teaching practice experience, teacher education professionals, and the students themselves (Byrne, 2002, p. 65).

The tradition of "goodwill" shown by schools and teachers to PSTs is also acknowledged and praised in the Guidelines (2013), however the term "goodwill" could arguably be interpreted, at least to some extent, as a lack of professionalism. The argument immediately being made after referencing the goodwill of teachers and schools, is that formalised, professional collaboration between schools and HEIs is necessitated. The Director for the Teaching Council notes that collaboration between schools and universities "in the face of the tsunami of [public] expectations … is the only sustainable way" (Ó Ruairc, 2014, p. 4).

The report of 2002 also recognised the invaluable role the mentor or "expert guide" (p. 64) can play in providing a structure for the exploration of PSTs' concerns, contextualising them "within a wider theoretical or professional frame" (Byrne, 2002, p. 64). The role CTs play in supporting the socialisation and integration of PSTs into the profession is also acknowledged by the Teaching Council in Ireland, with the CT now regarded as "a point of contact between the HEI and the school" (Teaching Council, 2013, p. 5). However, formal mentoring of PSTs is not explicitly outlined, it is instead the "HEI placement tutor" who is engaged "to support and

mentor [emphasis added] student teachers and evaluate their practice while on placement" (Teaching Council, 2013, p. 5).

Both the Byrne Report and the *Guidelines on School Placement* (Teaching Council, 2013) promote greater, formalised involvement by schools in the ITE of PSTs, through the creation of collaborative SUPs. The Advisory Group recommended "the introduction of more formal arrangements, processes and structures" (Byrne, 2002, p. 66), thereby enabling schools to become "a more productive learning site for the teacher education department, the student teacher and for the established teachers themselves" (Byrne, 2002, p. 66). The Guidelines (Teaching Council, 2013) also emphasise the benefits of "well-managed school placement" (p. 9) for all involved. Expectations of and responsibilities for PSTs, schools and HEIs were explored in both publications. The recommendation by the Advisory Group in 2002, for PSTs to undertake placements in two different schools, has also been incorporated into the new two-year PME course, which began in September 2014.

In April 2002, the OECD Education Committee launched an international review of teacher education policy. The review was published and generated twenty-five reports produced by participating countries and culminated in the publication *Teachers Matter* (2005). The identification and promotion of teacher professional competences were central features of this report. The European Commission also published the *Common European principles for teacher competences and qualifications* (2005), leading to teacher competences becoming a dominant policy issue in Ireland (Teaching Council, 2012b; 2007). This OECD report once again promoted the "3 Is" framework and recognised the international development of mentoring in schools and the growing trend towards establishing SUPs which create linkages between teacher education coursework and school practice placement. The 2005 report which compares and contrasts the "field experiences" (2005, p. 110) of PSTs in Ireland, Sweden, Israel, Mexico and the Netherlands, references Wilson, Floden and Ferrini-Mundy (2001), and highlights how "research confirms that much of the potential value of practical experiences in schools is not realized because of limited co-ordination with the university-based components of teacher education, and problems in resourcing and follow-through" (OECD, 2005, p. 108). The influence of international and European reports becomes more and more evident in national policy publications during this period.

One year later, in 2006 the Teaching Council was established on a statutory basis, representing "a new superstructure of actors answerable to the Minister for Education and Skills, and charged with teacher regulation and advocacy of the teacher as a professional" (Mooney Simmie et al., 2016, p. 4). The regulatory remit of the Teaching Council includes inter alia, the establishment, review and accreditation of teacher education programmes. The Council promotes professional standards in teaching and oversees extensive stakeholder co-operation

and facilitates stakeholder dialogue and consultations on key reform planning and implementation (European Commission, 2015). Similar to the General Teaching Council for Scotland, the Teaching Council in Ireland does not receive any money from the public purse, and is self-funded on the basis of the registration fee paid by over 94,000 teachers (Teaching Council, 2014). However, its establishment has not been welcomed by all (Humphreys, 2015). Teachers are now obliged to register annually with the Council at a cost of €65 per annum. The enactment of this legislation which occurred during times of austerity has soured perceptions of the Council for some. Although the Council has been active in its pursuit of improving and safeguarding the quality of (teacher) education in Ireland, the raft of recently published policy relating to ITE undoubtedly poses challenges for all stakeholders, particularly school-based stakeholders. In light of austerity, increased working hours and growing calls for accountability, the relentless aim to professionalise all aspects of teaching and teacher education, namely SP and the goodwill of CTs, could potentially jeopardise and erode such benevolence in the future - a prospective concern worthy of further investigation.

The impact of PISA 2009 on ITE in Ireland.

In December 2009, it was reported that the performance of Irish fifteen-year-olds in international literacy tests fell from above average in 2006 to average in 2009 and Irish students ranked at 17th out of 34 OECD countries. Furthermore, teenage boys were found to lack the literacy skills to function effectively in today's society (DES, 2011). The performance of students in international assessments of mathematics was also deemed disappointing, with the performance of Irish fifteen-year-olds at below average standard and ranking 26th out of 34 OECD countries (DES, 2011). According to the 2009 PISA data, roughly one-fifth of Irish students "did not have sufficient mathematical skills to cope with every-day life and Ireland also had significantly fewer high performing students than other countries" (DES, 2011, p. 13).

A perceived crisis in Irish education, caused by the PISA 2009 results, was defined as a "perfect storm" by Conway (2013), who suggests that the overall sense of satisfaction with the teaching profession and education standards changed abruptly between 2010 and 2012. He uses the term "cultural flashpoint", coined by (O'Sullivan, 2005) to describe the perception of declining standards in reading and mathematics, core areas of curriculum, brought about mainly by the publication of the PISA 2009 results in late 2010. Teachers' perceived difficulties in teaching mathematics and reading skills to 15-year olds, provided a "policy window" (Smith, 2012, p. 84) for policy makers to reform teacher education policy. Conway (2013) also declared the publication of these results as a defining policy moment in relation to curriculum and teacher education policy in Ireland leading to major change in teacher education policy in Ireland at that time. The 2009 PISA results certainly appeared to shine an unflattering light on teaching and learning in Ireland and attracted negative media attention (O'Doherty, 2014).

The DES commissioned national experts at Educational Research Centre and a team of international experts at Statistics Canada to conduct separate detailed analyses of the PISA 2009 results for Ireland. Some of the decline in reading and maths scores was attributed to changes in the profile of Ireland's student population, including larger numbers of migrant students who do not speak English as a first language in addition to greater inclusion of students with special educational needs in mainstream schools where the PISA tests were carried out. Ironically, Ireland's success in encouraging all students to remain in education for longer may also be reflected in the overall average scores of its students. It is interesting to note that the experts from Statistics Canada and Ireland's Educational Research Centre advised that without further evidence it was difficult to be certain that there was an underlying real decline in standards over time. "The available evidence shows stable standards over time in literacy and maths in Irish schools, so it is not possible to conclude definitively that standards in literacy and numeracy have fallen in Ireland (OECD, 2010, p. 3). Despite this knowledge, the wheels had been set in motion for major policy and practice reform, leading to the quality of education in Irish schools being placed under the spotlight once again. PISA 2009 provided the opportunity for policy actors to advance a reform agenda reflective of what Sahlberg (2007) termed "the global education reform movement" (GERM), which is "typified by an emphasis on standardisation, narrowed focus on core curricular areas, and stricter accountability" (Conway, 2013, p. 52).

2010 - 2013

Speaking in 2011 the Chief Inspector, Harold Hislop, described the 2009 PISA results as an opportunity to introduce long-desired reform of the system:

> In 2010, we had a unique opportunity to galvanise the political and educational systems and the wider public into tackling long-standing issues and challenges in Irish education. The formulation of the *Literacy and Numeracy Strategy* was designed to harness this energy for the long-term improvement of the educational system (Hislop, 2011, p. 19).

The opportunity to tackle the "long-standing issues and challenges in education" as presented by PISA 2009, was promptly taken in the *Literacy and Numeracy Strategy* publication (DES, 2011) which communicated the extension to both primary and post-primary level ITE courses. O'Doherty (2014) notes that the thrust of this policy was distilled into a short pull-out message in the margin: "*We need to improve education and learning through enhancing the professional practice of teachers*" (DES, 2011, p. 30). The Teaching Council also viewed the DES (2011) publication as providing "added impetus to the Council's work in developing its *Policy on the Continuum of Teacher Education*" (Teaching Council, 2011b, p. 6). Literacy and numeracy were and continue to be prioritised in teaching and learning at primary, post-primary and in teacher education programmes. A case in point is the importance placed on improving the literacy and numeracy skills of prospective teachers during ITE being

acknowledged by the Teaching Council: "Programmes should equip newly qualified teachers with a set of competences to facilitate quality learning and cater for national priorities such as literacy, numeracy and inclusion" (2011b, p. 8).

The 2009 PISA results paved the way for major change in curriculum, evaluation and teacher education at all levels, with a raft of policy being published (DES, 2011; 2012a; 2012b; 2012c; Teaching Council, 2011b; 2011c; 2011d; 2013) and considered "timely" by and in support of the work of the Teaching Council. Major education and teacher education policy reform followed in Ireland, with policy initiatives having far reaching consequences for teaching and learning at all levels (DES, 2011). These included commissioned reports concerning teacher education (Hyland, 2012; Sahlberg, 2012). In November 2010 both the Association for Secondary Teachers in Ireland (ASTI) and the Teachers' Union of Ireland (TUI) welcomed the publication of the *Draft Policy on the Continuum of Teacher Education*. The ASTI referred to it as being of "vital significance" (February, 2011), while the TUI stated that it came "at an important juncture in Ireland's social and economic development". With regards to SP, the ASTI's response to the draft policy included one paragraph on SP, whereas the TUI response included three paragraphs. Both unions reflected on the fiscal crisis and its impact on the teaching profession. The ASTI and TUI recommended that schools receive practical supports such as time allocation, resources, and professional development support for teachers, with the ASTI advising that reduced hours in the timetables of experienced subject teachers would be needed in order to mentor and support the classroom practice of PSTs.

The TUI offered support to some of the ideas in the *Draft Policy on the Continuum of Teacher Education* (Teaching Council, 2010a) "with extreme caution" and sought clarification on several issues. They expressed considerable doubt about capacity for implementation of many concepts, given the significant reduction in resources available and the drastic deterioration on teachers' pay and conditions in recent years (TUI, 2011). The ASTI maintained that Government decisions in response to the fiscal crisis undermined morale in the teaching profession, with teachers becoming "fearful that more professional demands and workload will be placed on them without due consideration for capacity to meet such demands" (Association for Secondary Teachers in Ireland, February 2011, p. 7).

In spite of this stated fear, the ASTI noted that "the concept of partnership approaches whereby schools would have greater levels of responsibility in the placement process is broadly acceptable" (ASTI, February, 2011, p. 2). The TUI maintained however that "detailed consideration of the additional responsibilities involved and the impact on teachers' and lecturers' working conditions in other fora is essential." Although no stipulation was forthcoming from the ASTI, the TUI claimed that without adequate resources and support for schools and teachers, it could result in a negative effect on the PST and the experienced teacher working with him/her. A final ultimatum was proffered: "In the absence of such agreement or

sufficient resources to support implementation TUI may be forced to advocate non-cooperation by its members" (Teachers' Union of Ireland, March 2011).

Despite teacher unions calling for clarity on the matter, the resourcing of only induction and continuous professional development (CPD) is briefly outlined in the final policy document (Teaching Council, 2011d). It does not directly deal with the resourcing of SP at school-level despite the expectation that "structured support" specifically for PSTs includes: "mentoring, supervision and critical analysis of the experience as well as observation of, and conversations with, experienced teachers" (Teaching Council, 2011d, p. 13). The "resourcing issues" (2011d, p. 15) regarding ITE focus on matters at HEI-level rather than at school-level. Disappointingly, although a need for new and innovative models to be developed using a partnership approach is highlighted in the continuum document, no systematic framework for the formation of actively collaborative partnership models is forthcoming. Moreover, neither the resources nor the needs of schools and teachers regarding the facilitation of such models, are explicitly outlined in the policy document. These 2011 publications provided the framework for the reconceptualisation of teacher education across the continuum, outlined the development and implementation of reconceptualised ITE programmes and also provided the framework within which the Council exercises its statutory role in the professional accreditation of ITE programmes (Teaching Council, 2011b; 2011c; 2011d). Nevertheless, despite all three publications acknowledging the importance of SP, no explicit financial support from government was forthcoming. In fact, the only support for schools referenced in the documents was the provision of accredited professional development for CTs (Teaching Council, 2011b), which was to be facilitated by the HEIs.

In 2012, an International Review Panel, chaired by Professor Sahlberg, was tasked with managing a review which would "envision innovative strategies so that Ireland [could] provide a teacher education regime that is comparable with the world's best" (Sahlberg, 2012, p. 9). This publication led to the adoption of many recommendations and ultimately the restructuring and reconceptualisation of teacher education in Ireland. The Sahlberg Report (2012) also promoted contrasting placement opportunities for PSTs and collaborative partnership between schools and HEIs. In 2013, as part of Ireland's Presidency of the Council of the European Union, a conference was held in Dublin Castle (February, 2013) which aimed at improving policy support for the teacher educator profession and exploring ways of reforming the role of teacher educators throughout the continuum stages. The role teachers play in teacher education was highlighted and promoted. *Guidelines on School Placement* were also published that same year (Teaching Council, 2013), which offer clear recommendations to both HEIs and schools, regarding stakeholders' roles and responsibilities. Described as an addendum to the Council's accreditation criteria for ITE programmes (2011b), the proposed model of SP is presented in the

Council's *Policy on the Continuum of Teacher Education* (2011d). Although published by the Teaching Council, the task of disseminating the document to schools was left to the HEIs.

Since 2010, ITE and the development of quality teaching have undoubtedly become major policy objectives in Ireland, with attention correctly being placed on the learning of pupils. However, quality teaching is intrinsically linked to the quality of PSTs' learning experiences, making SP a relevant policy focus. The Teaching Council emphasised that the placement experience should:

> … be regarded as a valuable opportunity for student teacher development and not merely as a means of assessing student teacher performance. Such models would see greater levels of responsibility devolved to the profession for the provision of structured support for its new members and a gradual increase in classroom responsibility for student teachers. Structured support would include mentoring, supervision and critical analysis of the experience as well as observation of, and conversations with, experienced teachers. Under this partnership model, all recognised schools would be expected to host a student on placement (2011d, p. 13).

Interestingly, although the Council acknowledges that it is "vital that … the placement experience [is] actively resourced" (2013, p. 7) and that greater "support of host schools should be put in place" (2013, p. 8), examples of how schools could be supported are not explicitly outlined in the Guidelines.

The guidelines published in 2013 mark "the culmination of a partnership process" (Teaching Council, 2013, p. 3) which commenced in early 2012, but equally mark the beginning of a more formal partnership process between stakeholders. National stakeholders were invited to participate in a working group to look at this critical component of ITE. Working Group members included representatives from organisations such as; teacher unions; HEI institutions; the National Association of Principals & Deputy Principals; the National Parents' Council, the DES and the Teaching Council. The Guidelines contain information in relation to the duration, structure and timing of the placement and settings and activities which are appropriate. Furthermore, the roles of and benefits to all the key stakeholders are outlined and it is anticipated that implementation of the *Guidelines on School Placement* (2013) will lead to a balance of responsibility between programme providers and schools. The Teaching Council anticipates that going forward these "guidelines will be subject for review and change, as informed by further national and international research on ITE, and the voices of all partners, particularly those of student teachers and co-operating teachers" (2013, p. 3). This doctoral study explores the voices of school management and CTs.

Chapter Summary

Drawing on the historiography questions outlined earlier (Gale, 2001), several perceived public issues have been identified in policy documents, namely quality of teaching and learning, teacher professionalism, competences and the importance of creating collaborative partnerships. International reviews of pupils' performance in standardised tests have evidently influenced European policy and research, which have also shaped education and teacher education policy formation in Ireland. Grek et al. (2009) identify PISA as being globally dominant "as the key comparative measure of effectiveness of schooling systems" (2009, p. 7-8). Coupled with this interpretation, research has shown that the quality of teaching has a significant impact on pupil attainment and performance (European Commission, 2010). Improving Member States' education systems including the provision of teacher education has become a major objective of the European Union and is considered a critical factor to developing the Union's long-term potential for competitiveness and social cohesion. The teacher education reform context in Ireland reflects European Union policy directives (European Commission, 2005; 2007b; 2010), with a correlation between teacher quality and pupil attainment being promoted (European Commission, 2007b). Figure 1 summarises the key policies and events as explored in this chapter.

Figure 1: Key events and policy documents
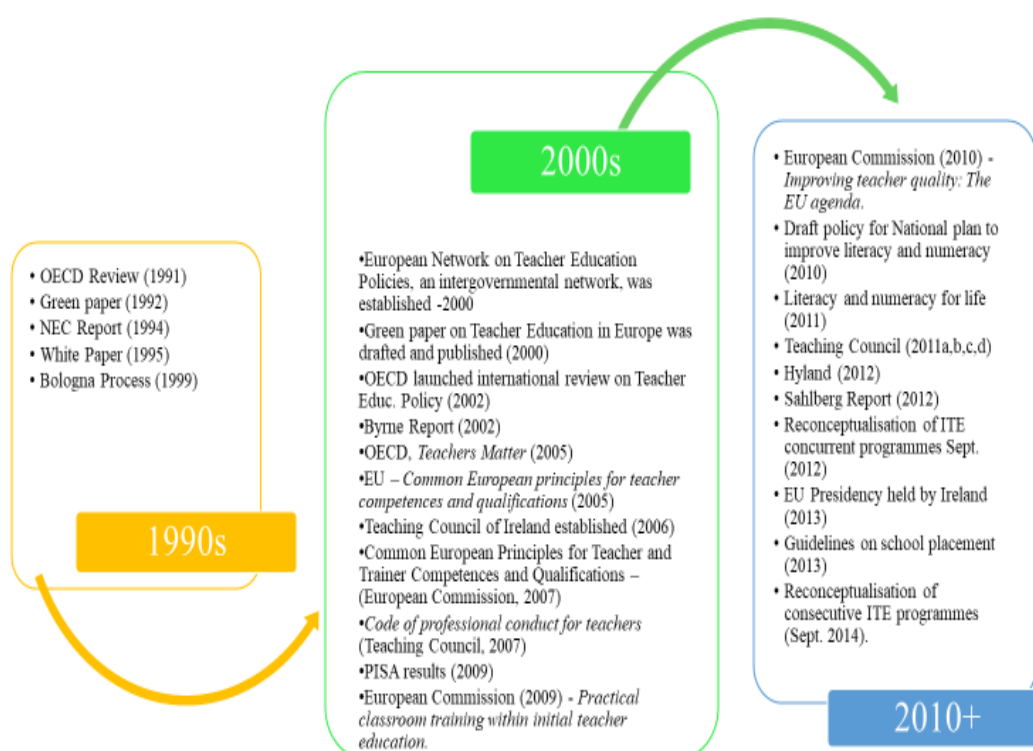
The reform agenda concerning the quality of teacher education in Europe and discourses promoting greater collaboration and partnerships between schools and teacher education institutions so as to enable schools to develop as "learning communities" (European Commission, 2007c, p. 8) have been promoted in several European publications (Caena, 2014; European Commission 2007b; 2007c; 2009; 2015). More effective communication and collaboration between stakeholders is stressed and consultation with all the partners is emphasised so that the potential benefits to all involved in SP are understood. The importance of the continuum is also evident (European Commission, 2007b; 2010; 2015) and the need for teacher education systems to be adequately resourced and quality assured is emphasised. These reports coupled with the objectives of the Bologna Process (1999) have supported the reconceptualisation of ITE programmes here in Ireland and in other jurisdictions. Moreover, teacher educators have not gone unnoticed (Buchberger, Campos, Kallos, & Stephenson, 2000) with a European Doctorate in Teacher education programme also being introduced in the last decade. Merely exploring the themes of the Teacher Education Policy in Europe (TEPE) conferences over the last ten years, highlights teacher education policy concerns at European level (See Appendix D).

Many changes in the teacher education landscape have come to fruition over the last six years, despite the seeds of a new way of conceptualising teacher education being sown in previous decades. Reflecting on the historiography questions posed by Gale (2001) several "public issues" promoted in policy publications are revealed through analysis of the trajectory, namely quality of teaching and learning, teacher professionalism and competences. The trajectory of policy explored also highlighted the importance placed on the creation of collaborative partnerships between schools and HEIs and the international and European influence on the teacher education policy formation in Ireland. Despite this influence and the adoption of many recommendations, lacunae in policy, legislation and provision concerning the development of collaborative SUPs and support for schools has undoubtedly compounded the problem of "ad hocery" regarding SP practices in schools in Ireland.

ITE reforms, at first glance, may appear to promote a culture of flexibility, collaboration and professional trust, but they are also shaped by a market-led discourse (Kirwan & Hall, 2016; Mooney Simmie et al., 2016). The infiltration of this discourse and coupled with a focus on evaluation and improvement in teacher education policy is best exemplified in the Teaching Council's continuum document, where the "three 'I's" of initial teacher education, induction and in-career development are replaced by "innovation, integration and improvement" (Teaching Council, 2011d, p. 8). The intention behind policy reform to improve PST learning and by extension to ameliorate the teaching and learning that occurs in schools is indisputable. What is questionable, however is the commitment by national stakeholders to properly support and resource the development of such reforms, particularly when commitment to ITE in this

regard has a long history of being overlooked, as evidenced by the policy analysis in this chapter.

Having explored the perceived public troubles (Gale, 2001) in teacher education policy, Chapter Three attempts to examine the private troubles in the broader context of SUPs as perceived by post-primary school-based stakeholders in Ireland. It explores various typologies of partnership and problematises the concept, while considering how SUPs are being promoted as the answer to bridging the theory-practice divide in teacher education thereby improving the quality of learning in schools. Models of partnerships in other jurisdictions are presented and recent research carried out in a national context examined. Key themes emerging from the literature review will be discussed and gaps in the research landscape will be highlighted. Studies exploring the experiences of various stakeholders are central to the review and challenges facing the development of collaborative partnerships explored. Finally, the rationale for this research study will be presented. The conceptual framework, which emerges from the review of both policy texts and literature in this chapter and the next, is introduced in Chapter Four and drawn on again in Chapter Five, where the findings of this research project will be presented and discussed.

CHAPTER THREE

LITERATURE REVIEW

Introduction

 This doctoral study investigates the perspectives of post-primary school-based stakeholders in relation to SP, within the broader context of emerging SUPs. This chapter considers how SUPs are being promoted as the answer to bridging the theory-practice divide in teacher education in an attempt to improve the quality of teaching and learning in schools. The concept of communities of practice is presented and the concept of partnership is problematised. Studies which address models, definitions and processes of partnership were reviewed and the merits and pitfalls of partnerships are also considered. Stemming from this, various typologies of partnership are explored in Australia, Scotland and England. Models of partnerships and recent research carried out in a national context are also examined. Studies exploring the experiences of various stakeholders are central to the review and challenges facing the development of collaborative partnerships are explored. Key themes emerging from the literature review are discussed and gaps in the research landscape are highlighted. Finally, the rationale for this research study is presented.

 The Dublin City University (DCU) search engine *Summon*, which explores multiple search engines simultaneously, facilitated the exploration of a wide range of sources, including relevant databases, peer-reviewed journals, reports and the library catalogue. Key themes were explored, including inter alia; models of partnership, theory versus practice in ITE, the role of teachers in teacher education and typographies of SUPs. A matrix was then developed, into which the titles of various readings relating to key topics were inserted – this exercise helped to create a visual pattern of concepts. These covered the broad headings of models of ITE; models of partnership; communities of practice; support for CTs; tensions in partnership and teachers as assessors. This process helped to frame the review of literature as outlined in this chapter, which focuses on wider themes of policy, partnership and communities of practice. A mind-map of the headings and sub-headings of this chapter are presented in Figure 2.

Figure 2: Mind-map of chapter headings.
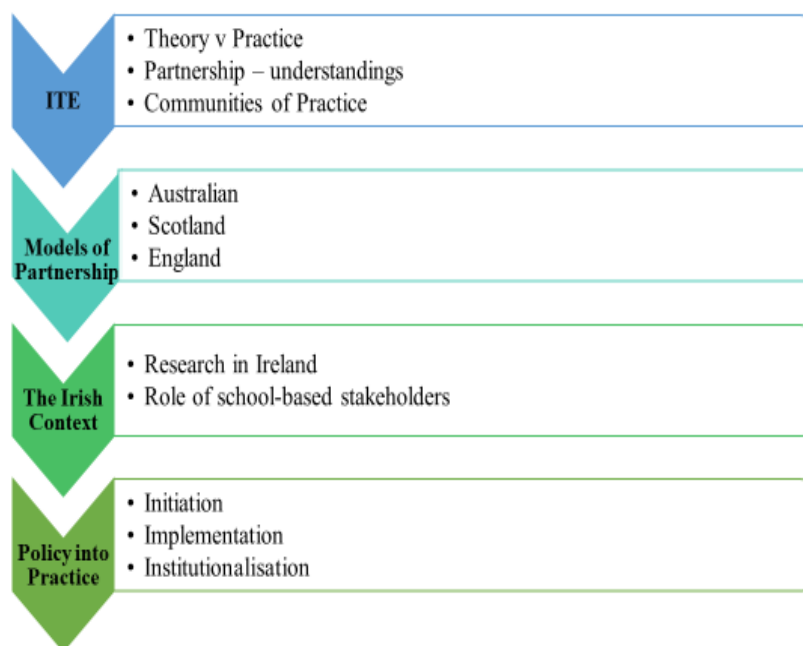
ITE

    Theory-practice divide.

ITE providers have long sought to develop ITE programmes, which best foster a relationship between theory and practice, a relationship which has been identified as a complex and central problem of teacher education (Conway et al., 2009; Korthagen, 2012). The roles played by schools and university departments differ and so too can their philosophies of education (Feiman-Nemser, 1983). Research developed throughout the 20th century has sought to explore the relationship between theory and practice. Research by Zeichner and Tabachnick (1981) suggests that theories and educational ideas presented to PSTs during ITE may be "washed out" as soon as they start teaching, with more recent research from Clarke, Lodge and Shevlin (2012) raising concerns about the extent to which PSTs recognise the relevance of lesson planning and reflective practices for them in their SP contexts. More recently, the debate has also evolved into an examination concerning how to best strengthen connections between theory and practice and develop "teachers' capacities to teach diverse learners, as nations deal with growing immigration and growing expectations of teachers" (Darling-Hammond, 2017, p. 299).

In order to cease the washing-out effect, ITE is now promoted as part of a continuum, whereby PSTs merely begin a journey of life-long learning as professional teachers. This has also led to the embedding of a common language in teacher education, with terms such as

"reflection in experience" (Dewey, 1916) and "reflective practitioner" (Schön, 1991) becoming common terms in teacher education. This is evidenced, more recently, by the formal inclusion of the concepts of "inquiry-as-stance" (Cochran-Smith & Lytle, 1999) and "practitioner research" in ITE programmes and the promotion of teachers as "reflective, enquiry-oriented, life-long learners" (Teaching Council, 2011d). The focus on improving teachers' skills to conduct research in the school setting is undoubtedly also shaped by economic concerns for schools to improve pupils' problem-solving and critical thinking skills, competences deemed necessary for the 21st century (Caena, 2014; Darling-Hammond, 2017). To this end, the focus on connecting theory and practice, has resulted in teacher education receiving greater attention by policy makers internationally (OECD, 2005) and in Europe (Caena, 2014; European Commission et al., 2015). This in turn has led to the development of multiple variations of the traditional theory-to-practice approach (Menter et al., 2010), referred to by Schön (1991) as the technical-rationality model (Korthagen, 2012).

Many studies focus on the difficulties PSTs experience in applying the theory they encounter during their ITE to the practical reality of the classroom (Korthagen, 2012; Clarke et al., 2012). Loughran and Russell (2007) explored the three problems of being a student of teaching, as identified by Darling-Hammond (2006b); namely 1) the problem of the *apprenticeship of observation*; 2) the problem of *enactment*; and 3) the problem of *complexity*. Overcoming the initial problem requires PSTs to confront their assumptions about teaching, thereby enabling them to view teaching as a discipline. In order to overcome the problem of enactment, teacher education programmes must create genuine opportunities for PSTs to think and *act* like teachers and teaching must be "seen a source for further development of new knowledge of teaching" (Darling-Hammond, 2006b, p. 35). Overcoming the problem of complexity requires new teachers to understand and respond to the complex nature of the classroom, thus allowing them to act in a way so as to address the various learning needs of their pupils. It requires "educative experiences purposefully embedded in meaningful pedagogical situations" (Loughran & Russell, 2007, p. 222). It is argued that the development of more structured, collaborative SUPs may assist PSTs in overcoming these "problems", as well as help them to better negotiate the theory-practice bridge (Caena, 2014).

One approach adopted in the Netherlands is the *realistic education model,* developed at Utrecht University (Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001), which according to its advocates, is succeeding in connecting theory and practice. Korthagen (2012) notes that 71% of a sample of graduates from the Utrecht programme (N = 81) rated their professional preparation as 'good' or 'very good' compared to 41% from the total sample of graduates from all Dutch teacher education programmes (N= 5135). The realistic education

model approach starts from PSTs' practical experiences in schools and aims to promote systematic reflection by PSTs (Korthagen, 2012).

> The teacher educator adds, not so much theory with a capital 'T' (the knowledge from academic textbooks), but practical insights and guidelines that fit in with the concerns and questions of the student teachers at that moment (theory with a small 't') (Korthagen, 2012, p. 119).

Towards the end of the programme, brief theoretical modules are offered so as to allow PSTs "develop the ability to view learning and teaching from a theoretical stance" (Korthagen, 2012, p. 119). However, concerns regarding the feasibility of the *realistic education model* may appear unrealistic to some teacher education providers, particularly if teacher educators must work with large groups of students, thereby prohibiting the "close personal coaching of student teachers" (Korthagen, 2012, p. 129) necessary for the *realistic model* to flourish.

Smith (2016) influenced by the realistic model suggests inviting PSTs to become partners in forming the content of ITE programmes. She suggests PSTs begin the programme with a period of "field observation" (p. 24) followed by time at the university. Later PSTs spend a block period of time in schools, while being mentored by school-based teacher educators. Finally, they share these placement experiences in seminars with their university teacher educators, who help PSTs to explain and critically analyse their placement experiences using theory supported by literature. Following further time spent on placement, this time teaching, PSTs should be able to draw on more content and theoretical knowledge. During this time, PSTs, school-based mentors and university teacher educators engage in professional dialogues about the practicum. Similar to Smith's (2016) proposal, Chambers and Armour (2012) refer to a longitudinal study of 370 PSTs in the Netherlands by Brouwer and Korthagen (2005), who concluded that there are three features of any SP model that are crucial for integrating practice and theory: (a) cyclical programming of HEI-based and student teaching periods; (b) support of individual learning processes; and (c) intensive co-operation between teacher educators.

Understanding "partnership".

Various models of ITE were explored in Chapter One and irrespective of which conceptualisation of ITE is promoted, namely school-centred, collaborative, complementary or HEI-led models of ITE, the increased involvement of CTs and other school-based stakeholders in ITE is required. A working definition of partnership offered by Professor Kari Smith (2016) suggests that "a partnership is an agreement between teacher education institutions and stakeholders of education who work together towards a shared goal, to improve education at all levels" (p. 20). Drawing on Chapter One, the focus of the partnership model may differ. Depending on the purpose of the model, some partnership models may focus on the learning of student teachers, pupil learning, the professional development of experienced teachers, the development of mentoring practices and/or on research (European Commission 2007a).

Brisard, Menter and Smith (2005) in a commissioned report by the General Teaching Council for Scotland on models of partnership in ITE, problematised the generic definition of "partnership" and sought to examine different uses of the term critically. Two methods of using the term in the context of ITE are suggested by them. The first describes the various balances of responsibility between schools and other stakeholders vis-à-vis arrangements for the delivery of ITE. The second use of the term "partnership" is connected to theories about the nature of learning to become a teacher i.e. the pedagogical models of professional learning and development and the relationship and interaction between theory and practice in teaching.

Whether partnership is perceived as a relationship between individuals (teachers, teacher educators, supervisors, PSTs) or between institutions (HEIs, schools) "depends very much on one's view of the nature of teaching" (Brisard et al., 2005, p. 5). The term "partnership" as proposed by the Teaching Council in Ireland refers to "the processes, structures and arrangements that enable the partners involved in school placement to work and learn collaboratively in teacher education" (Teaching Council, 2013, p. 6), thereby, allowing for the term "partnership" to be interpreted as both the relationship between individuals (teachers, teacher educators, supervisors, PSTs) and between HEIs and schools. However, moving "beyond rhetoric" (Smith, 2016, p. 19) explicit examples of such processes, structures and arrangements in partnership are required.

Communities of practice.

The co-operation between stakeholders who work with PSTs is central to the success of SUPs and by extension SP learning experiences. The concept of communities of practice (Lave & Wenger, 1991; Wenger, 1998) provides a theoretical framework to establish the collaboration needed for these stakeholders to work together as partners so as to develop and sustain new models of SP. It involves a synergy of both school and university expertise across community boundaries in placement settings. Wenger, McDermott & Snyder (2002) define communities of practice as "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (p. 7). The three dimensions of communities of practice (Wenger, 1998) include mutual engagement, joint enterprise and shared repertoire. The dimensions of mutual engagement comprise engaged diversity, doing things together relationships, social complexity and community maintenance. It is determined by engaged activity, whereby members of the community work together (engage mutually) by doing whatever they do individually. The negotiation of a joint enterprise is the "second characteristic of practice as a source of community coherence" (Wenger, 1998, p. 77). Dimensions of joint enterprise include negotiated enterprise, mutual accountability, interpretations and local response. Joint enterprise is the "result of a collective process of negotiation that reflects the full complexity of mutual

engagement" (Wenger, 1998, p. 77). Shared repertoire is the third dimension of a community of practice and includes:

> routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the courses of its existence, and which have become part of its practice (Wenger, 1998, p. 83).

Wenger argues that both participation and reification are necessary for learning and meaning to occur in communities of practice. "Participation refers to a process of taking part and also to the relations with others that reflect this process" (1998, p. 55). However, participation does not equate to collaboration: "It can involve all kinds of relations, conflictual as well as harmonious, intimate as well as political, competitive as well as cooperative" (p. 56). Reification is the creation and use of tools in a community of practice. In terms of SP, reification would involve producing a handbook on SP, guidelines on SP, CT observation sheets - "concepts that reify something of that practice in a congealed form" (Wenger, 1998, p. 59). However, a balance between participation and reification is a key duality in communities of practice, this duality is not merely a distinction between people and things, rather it suggests that "in terms of meaning, people and things cannot be defined independently of each other" (Wenger, 1998, p. 70). In terms of SP and SUPs, this duality is also often at play in SP practices and the development of greater collaboration between HEI and school-based stakeholders.

Models of Partnership

The development of various models of SUPs as a means of enhancing the quality of teacher education, teaching and learning, has been promoted and encouraged in the USA, Australia, the UK, Finland and many other countries worldwide for decades (Buchberger et al., 2000; Byrne, 2002; Coolahan, 1994; OECD, 1991; 2005). However, the development of collaborative partnerships has become a more prevalent discourse in recent years, with several European and National policy documents highlighting the need for and benefits of more collaborative practices (European Commission, 2009; 2015; Sahlberg, 2012; Teaching Council, 2011b; 2011c; 2013). A range of typologies of partnerships along a continuum is outlined by Furlong et al. (2000) with two "ideal types" of SUP being identified; the *complementary* and the *collaborative* models of partnership. The complementary model represents a model where both school and teacher education institution play distinctive roles, which together create an integrated experience for the PST. The latter model represents the collaboration of school-based and HEI-based expertise, with both stakeholders working collaboratively together on all aspects of the ITE programme. The best-known example of this would be the *Oxford internship model* (refer to McIntyre & Hagger (1992) for more detail). HEI tutors and school teachers share an understanding of the synthesis of both theory and practice, sharing joint responsibility for all

aspects of student progress, including assessment and the development of students' reflective practices. Key features of both typologies are shown in Table 2.

Table 2: Key features of complementary and collaborative partnerships.

Complementary partnership	Collaborative partnership
1. Agreed areas of responsibility re. planning of structure;	1. An emphasis is placed on giving all tutors and teachers opportunities to work together in small groups on a regular basis;
2. No HEI visits to schools;	2. HEI visits involve collaborative discussion of professional issues together;
3. Separate knowledge domains, with no opportunities for dialogue;	3. Schools and HEI recognise legitimacy and difference of each other's contribution to an ongoing dialogue;
4. School-based stakeholders provide mentoring;	4. Mentoring was defined as giving students access to teachers' professional knowledge; mentors received training.
5. School is responsible for assessment of student teachers;	5. Assessment was collaborative and based on triangulation;
6. Contractual relationship between HEI and school is legalistic, finance-led with discrete areas of responsibility;	6. Contractual relationship between HEI and school is negotiated, personal;
7. This model emerges either from a principled commitment to the role and responsibilities of school or as a pragmatic response to financial constraints.	7. Value of roles by both partners is recognised and legitimised.

Sourced and adapted from Furlong et al. (2000, p. 78-82).

A third model, the "HEI-led" model, was identified as being the dominant model in England. According to Brisard et al. (2005), it involves the HEI assuming responsibility for the overall planning and assessment of PSTs and school staff agreeing to specific roles and responsibilities. A study by Maandag et al. (2007) outlines various models of collaboration between schools and teacher education institutions as identified by Buitink and Wouda (2001) and investigates the extent to which these models are used in five European countries (See Appendix E). Five models of collaboration between schools were also acknowledged in a nine-country cross-national study by Conway et al. (2009). The host/ workplace model was identified by Conway et al. (2009) as the dominant typology in Ireland, with movement being encouraged by policy makers towards the co-ordinated model (Conway et al., 2009). In an attempt to

devolve greater responsibility to the profession vis-à-vis the role they play in teacher education, the development of collaborative partnerships has become a more prevalent discourse in recent years, with various models of "collaborative partnerships" (Teaching Council, 2013, p. 3) being sought by the Teaching Council in Ireland. The language and terminology used around partnership, however renders the conceptualisation of partnerships more confusing, and it is unclear whether the definition of "collaborative" partnership as outlined by Furlong et al. (2000) reflects that sought by the Teaching Council. Nevertheless, greater involvement by schools in teacher education is undoubtedly being encouraged in Ireland, both at the initial and induction stages of the continuum. The next section explores established models of partnerships in Australia, Scotland and England. Models of SUPs in Australia exemplify how SUPs can have different aims and objectives, as outlined in Chapter One. Teacher education systems and partnership initiatives in Scotland and England are also explored against the backdrop of recent changes to the teacher education landscape in Ireland.

Partnerships in Australia.

A project called "Project Supervision" (Sim, 2010) aimed to build effective partnerships between schools and an education faculty at Griffith University in Australia. Its main aim was to develop a CD Rom containing filmed professional development materials to facilitate professional conversations between teachers and PSTs. The project was funded and implemented in 2009. Drawing on the three modes of belonging to a community of practice *engagement, imagination* and *alignment* as identified by Wenger (1998), they provided the theoretical framework for designing a community of practice involving teachers, PSTs and teacher educators (Sim, 2010). Engagement involves the development of identity with the community of practice, from experiences and interactions with other members. Imagination is derived from the practices of the community in which one is involved within a broader framework, namely one can imagine oneself as playing a role in the community of practice or as a colleague of others who perform the same or similar role. Alignment provides an opportunity for participants in the community to see how the practices they are engaged in, align with the conceptualisation of their shared understanding of the community of practice (Wenger, 1998).

Wenger et al. (2002) emphasise that the structure of the community of practice should combine three fundamental elements: "a *domain* of knowledge, which defines a set of issues; a *community* of people who care about this domain; and the shared *practice* that they are developing to be effective in their domain" (p. 27). *Project Supervision* helped to strengthen the relationship between schools and the university, while also building confidence around the participants' knowledge of mentor teachers' work through the opportunity to discuss their role. Sim (2010) asserts that: "Improving research and practice partnerships between universities and

schools is about establishing trust and confidence" (p. 26) and vital if members of the community are to recognise the benefits of being part of such a partnership.

Several concepts in Sim's study (2010) are also reflected in a major study by Kruger, Davies, Eckersley, Newell and Cherednichenko (2009), who also recognised the importance of establishing trust among partners if SUPs are to flourish and be sustainable. Their study into SUPs was commissioned by Teaching Australia and had the following aims; to identify examples of effective and sustainable SUPs as part of ITE programmes, as well as research induction and continuing professional learning for practising teachers; and to analyse ITE programmes to identify the characteristics of effectiveness and sustainability. Stemming from eighty-one partnership settings identified in an initial survey, thirty-five provided detailed outlines of the features and practices of their programmes. Seven of these thirty-five partnerships were included in the collaborative practitioner research stage of the project by Kruger et al. (2009). Their findings suggest that: "Partnerships are a social practice achieved through and characterised by trust, mutuality and reciprocity among preservice teachers, teachers and other school colleagues and teacher educators" (2009, p. 16).

Kruger et al. (2009) argue that SUPs are not mandated, rather they are achieved through the social practice of partnership and that partners must be trusted to bring commitment and their expertise to the partnership in the expectation that everyone involved will benefit. Mutuality refers to the extent to which the stakeholders recognise that working together leads to the benefits each anticipates. Lastly, Kruger et al. (2009) maintain that a sense of reciprocity is required, namely that each stakeholder recognises and values what the others bring to the partnership. None of the seven partnerships in the collaborative practitioner research stage of the project included all the dimensions, but did demonstrate some of them. However, Kruger et al. (2009) maintain that placing the focus on the learning of the school pupils should be central to the development of SUPs. Figure 3 illustrates the requirements of effective and sustainable SUPs, as identified by Kruger et al. (2009).

Figure 3: Effective and sustainable SUPs.
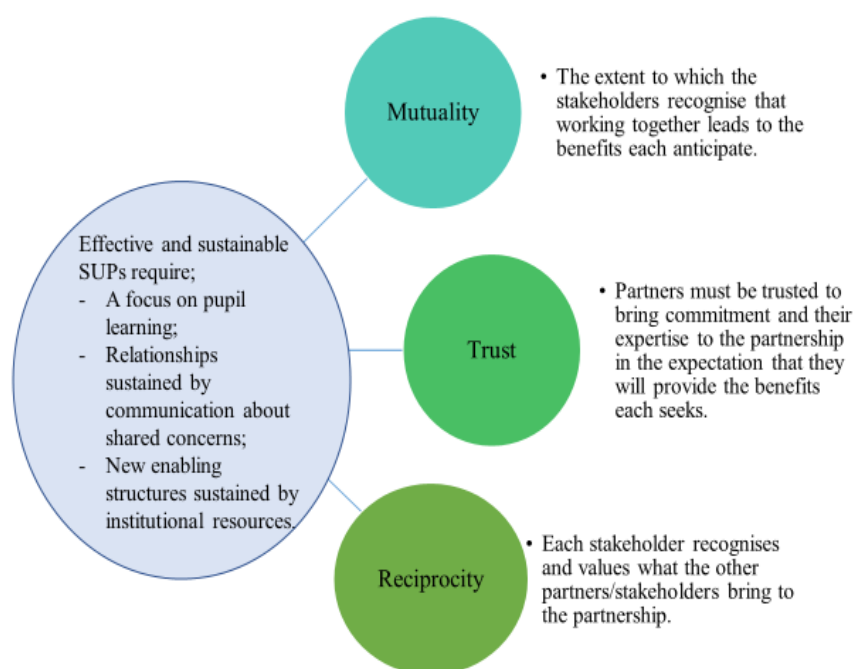
Sourced and adapted from Kruger et al. (2009, p. 17).

Drawing on Chapter Two which explored a trajectory of policy texts and events concerning ITE, specifically partnership and placement, the gaps identified in legislation and structured support for stakeholders are deemed of greater significance in light of Kruger et al.'s study. In the pursuit of creating effective and sustainable SUPs to improve the quality of research, teaching and learning in schools and universities, Kruger et al. identified support by government as essential to their success, noting:

> The research team fears that, without substantial investment by Governments and education system authorities, the history of teacher education will be repeated. Current emphases on university-school partnerships will be forgotten and at some point in the future their absence will become yet another opportunity for the criticism of university teacher education faculties. The time has arrived to move from political thought to national accomplishment based on the personalised and localised experiences of teachers and teacher educators who have come together around school student learning challenges which neither can meet without the contribution of the other (Kruger et al., 2009, p. 95).

More recently, Jones et al. (2016) used an interpretive framework, which provides a structure for examining, understanding and implementing practice to identify a typology of partnerships. These partnerships are termed connective, generative and transformative, with typology representing levels of embeddedness rather than hierarchy. Their study involved a longitudinal multiple case study of five Australian universities examining the practices

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underpinning their established and successful school-based science teacher education programmes. Results from interviews with teacher educators, school staff and PSTs, show four components that guide the successful and sustainable use of SUPs. Table 3 illustrated the levels of embeddedness in partnership practices as identified by Jones et al. (2016), which focus on the learning opportunities afforded to partners engaged in collaborative learning SUPs. Connective partnerships represent co-operative partnerships in which "there was a 'win-win' outcome, or when one or other of the partners had a particular need that the other was able to service" (Jones et al., 2016, p. 115). Generative partnerships were those that led to new or different practices arising in either school practices or university programmes. Transformative partnerships represent practices at school and/or university level which have resulted in transformation of learning that emerged from engagement with the partnership process.

Table 3: Representations of partnership practice.

	A. Purposes	**B. Institutional Structures**	**C. Nature of Partnership**	**D. Linking theory with practice**
Connective	Engagement based on provision of curriculum or other service need.	Partnership activities are short-term and opportunistic and sit within existing structure.	Both partners provide short-term services with a focus on one partner's needs but with mutual benefits and value for all.	Both partners recognise schools as important sites for PSTs to link theory and practice.
Generative	Partners recognise opportunities for mutual professional learning.	Partnership activities are considered longterm and are planned and catered for in the teacher education and school programmes.	Partners jointly plan the structure of the school-based practices to the benefit of both.	Opportunities exist for both partners to reflect on practice that may be linked to theory.
Transformative	Partner involvement based on active professional learning	Partnerships are embedded in the ongoing structures and practices of the institutions.	Partners take joint responsibility for mutually agreed practices and outcomes that are embedded in their respective core outcomes.	Both partners engage explicitly in reflective inquiry guided by theories of professional identity development.

Table 3: Sourced from Jones et al. (2016, p. 116).

The study by Jones et al. (2016) highlights the different models and purposes of SUPs. Closer to home, the partnership arrangements between stakeholders in 17 countries was also carried out by Menter et al. (2010). The review focused on literature from a pre-determined list of education systems, which was compiled in consultation with the Scottish Government. Education systems where one or more of the following factors existed were sought: recent major curriculum reform; success in raising pupil achievement; innovative practice in teacher education. A detailed analysis of each of the 17 countries is beyond the scope of this doctoral thesis. However, teacher education and partnership initiatives in Scotland and England will be briefly explored. These countries were chosen due to their geographical proximity to Ireland, the fact that policy reviews were recently conducted in both countries, and due to similarities and differences in ITE approaches taken in these countries in comparison with Ireland.

Scotland.

There are eight universities offering ITE programmes in Scotland. There are two main routes into teaching, a four-year undergraduate degree or a one-year Professional Graduate Diploma in Education. Regarding partnership initiatives in Scotland, the commissioned literature review of partnership by Brisard et al. (2005) drew attention to potential models of partnership, which were embedded in other jurisdictions. The same year a review of ITE in Scotland found SUPs to be underdeveloped on a national basis and highlighted the need for enhanced partnership between schools and universities (Scottish Executive Education Department, 2005). A subsequent literature review by Menter et al. (2010) referred to several collaborative projects (Christie & Menter, 2009; Hulme, Menter, Kelly, & Rusby, 2010) regarded as strengthening SUPs in Scotland. Menter et al. (2010) who found that teachers "play a relatively limited role in the tutoring, support and assessment of student teachers" (p. 2), suggested that there was scope to further develop partnerships between schools and HEIs, thereby allowing a more integrated approach to teacher education. The report also refers to a pilot mentor initiative (Kirk, 2000), established in the early 1990s in which teachers in placement schools played a structured role in supporting PSTs and how benefits for both students and teachers were reported. Despite its successes, the pilot scheme ceased. Menter et al. (2010, p. 14) note:

> The rejection of the scheme has been attributed to inertia and anxiety about loss of role and status by higher education based tutors (McIntyre, 2005) and also to opposition from teacher unions and others, based on the lack of resources for the scheme and the potential increased workload for teachers (Smith et al., 2006a; 2006b).

The concept of mentoring was highlighted more recently in *Teaching Scotland's Future* (Donaldson, 2011) and its importance is considered as central to the development of initial, induction and in-career stages of the continuum. The Donaldson report reviewed teacher

education in Scotland and focused on ITE, professional development and partnership approaches to teacher education. It concluded that the quality of teaching and the quality of leadership were of paramount importance and set out 50 recommendations for how improvements could be made to teacher education. The Scottish Government accepted, in full or in part, all of these recommendations (Scottish Government, 2016). These recommendations have led to major change in teacher education in Scotland, including the reconceptualisation of ITE courses, the formalisation of SUPs and schools taking on greater responsibility for the learning, assessment and mentoring of PSTs. In June 2012, the General Teaching Council for Scotland assumed responsibility for the system of placing PSTs in schools, and since 2014 PSTs have been placed in schools via an online Student Placement System. There has been some criticism of the changes made to ITE programmes, which has resulted in a reduction of time allocated to subject pedagogies in order to "make space for students to sample courses available from other undergraduate programmes (Kibble, 2012, p. 33). Despite this criticism, in a review by the OECD (2015) it was reported that partnerships with local schools and local authorities have been strengthened with the support of government funding following the recommendations made in the Donaldson Report (2011).

England.

Over the past three decades, due to arguments concerning the relationship between theory and practice, pedagogical skills and retention, more diverse routes of entry into teaching have emerged in England. The three main routes include the university-based, employment-based and school-based routes (Menter et al., 2010). These routes "are sometimes interwoven with traditional study for one-year Post Graduate Certificates in Education (PGCEs) or undergraduate degrees giving 'Qualified Teacher Status' (QTS)" (Murray & Mutton, 2016, p. 58). ITE providers can either be universities or School-Centred Initial Teacher Training providers (SCITTs). There are however other additional routes: 1) Teach First, which is modelled on the Teach for America model, and is a two-year course during which graduates learn to teach by working in a challenging school in a low-income community; and 2) Troops to Teachers which was established in 2014. It is an employment-based ITE programme that offers both non-graduate and post-graduate routes to ex-members of the armed forces (see Carter, 2015). These school-based and employment based routes are considered by many to be expedient models of ITE, that are positioned within a market-led discourse of education (Mutton, Burn & Menter, 2017) and ignore the expertise of university-based teacher educators.

Despite reports by OfSted (2005; 2010) showing that teachers who complete HEI-led ITE courses, work to higher standards than those who complete their ITE in training schools (see Ievers et al., 2013), there has been a move away from the HEI-led model, encouraged by government policy in England, further towards a more expedient, craft-based approach to ITE

(Mutton et al., 2017), which do not necessitate the specialist knowledge base associated with the academy of teacher education. The changes seen in teacher education in England over recent decades have been described as "a pendulum swing" (Murray & Mutton, 2016, p. 58), moving away from the dominance of HEIs towards schools and teachers. Since 2011, more schools have been encouraged to become accredited providers of postgraduate ITE programmes, with the allocation of ITE places being prioritised by government to existing high-quality SCITTs (Mutton et al., 2017). In 2011, School Direct was introduced as a pilot project in England. It was a government initiative designed to give schools a greater say in the recruitment of PSTs and the delivery of ITE programmes. It quickly became a "significant route into the profession" (Murray & Mutton, 2016, p. 59) with 25% of ITE places allocated through the initiative by 2013/14. The Carter Review of Initial Teacher Training explains: "School Direct courses are led by a group of schools. The school partnership chooses an accredited provider – a SCITT or university – to work with them and to be accountable for the provision" (Carter, 2015, p. 19). Although the Carter Review (2015) does not claim one model to be better than another (Mutton et al., 2017) it does assert that effective partnerships utilise expertise "from both school partners and universities" (Carter, 2015, p. 42). Despite this, some "SCITTs can and do operate without any such links" (Mutton et al., 2017, p. 20), rendering the role universities play in ITE as quasi null and void (Ellis, 2010; Mutton et al., 2017).

The Irish Context

The extent to which schools and universities collaborate with each other in terms of SP, has been for the most part, ad hoc, un-coordinated, university-led and dependent on the goodwill and volunteerism of schools and CTs. In recent years, the Teaching Council of Ireland has encouraged teacher education providers to pursue and establish various models of collaborative partnership in an effort to bridge the theory-practice divide for PSTs on ITE courses. Recent findings from studies suggest that teacher educators need to develop closer co-operative relationships with practitioners in the school context so that the messages conveyed by teacher educators in the university setting, will be considered by PSTs from a central route processing perspective, as suggested by Korthagen (2010) and Clarke et al. (2012, p. 11), rather than possibly being "washed out" (Zeichner & Tabachnick, 1981) after a certain period of time.

Petty and Cacioppo (1981) examine two distinct routes of information processing that lead to attitude change, the central processing route and the peripheral route. Peripheral route processing does not involve any focused thinking about the attributes of the issue or object under consideration, whereas in central route processing, people are able to think about and scrutinise suggestions/ recommendations made to them. Despite, there being a shift towards the development of reflective practice in ITE (OECD, 2005), with PSTs encouraged to be self-reflective of their practices (Teaching Council, 2011b), the extent to which PSTs actually engage with ITE programmes remains contentious.

The study carried out by Clarke et al. (2012) presents findings from an in-depth survey of 2348 respondents in Ireland. It explored the processes through which professional learning is acquired, as well as the attitudes and persuasion of post-primary student teachers during their ITE. Respondents from this study questioned the relevance of certain subjects to their future professional lives. The study also highlighted students' lack of understanding of the purpose and value of planning lessons, stating that: "students were of the opinion that lesson plans were necessary to please the visiting supervisors but they were not convinced of their value in supporting their classroom teaching" (p. 149). It appears that student teachers were interested only in fulfilling the course requirements, did not recognise the link between lesson planning and success in the classroom, and viewed lesson planning merely as a requirement in part fulfillment of their teaching qualification, not as a skill to be used in the "real classroom." Unable to think critically, learning occurred instead in the peripheral route processing, with students not fully engaging with the material or understanding the reasoning behind it. The study by Clarke et al. (2012) highlights the fragmentation that exists in teacher education particularly between the university and school contexts.

In an effort to help PSTs bridge the theory-practice divide and to improve the quality of teaching and learning experiences of all, SP, which was formally known as Teaching Practice, was reconceptualised by the Teaching Council during the period of 2012-2014. The term "school placement" replaced "teaching practice" as it "accurately reflects the nature of the experience as one encompassing a range of teaching and non-teaching activities" (Teaching Council, 2011d, p. 5). The Council has acknowledged a need to develop "new and innovative models … using a partnership approach" (Teaching Council, 2011d, p. 13). The new configuration of SP is proposed as a partnership, "whereby HEIs and schools actively collaborate in the organisation of the placement" (Teaching Council, 2011d, p. 13), with greater levels of responsibility being "devolved to the profession for the provision of structured support for its new members and a gradual increase in classroom responsibility for student teachers" (Teaching Council, 2011d, p. 13). Teacher education programmes have been expected to develop partnership models involving schools and stakeholders (Teaching Council, 2011d) and many have been commended on review by the Teaching Council for initiatives established in this regard. To date all ITE programmes have been reviewed, many of which are praised for initiatives around the development of collaborative SUPs, including partnership initiatives, the creation of memoranda of understanding between schools and HEIs and the development of placement opportunities in schools for HEI stakeholders. Reflecting on the various definitions and understandings of the term "partnership", whether genuine opportunities exist for CTs to engage in professional development with university-based partners and the extent to which such initiatives, go beyond a simple list of "partner schools" or a tick-the-box exercise for inspection procedures, warrants further consideration. It is anticipated that future reviews by the Council

may focus more on SP and especially on the advancement and conceptualisation of collaborative partnerships.

Recent Research Conducted in Ireland

The development of collaborative SUPs has evidently become an emerging policy focus, with the benefits of developing SUPs in teacher education being frequently acknowledged in literature (Brisard et al., 2005; Ní Áingléis, 2009; OECD, 2005; Teaching Council, 2011b; 2011d). Ledoux and McHenry note: "For any higher educator who has entered into the school university partnership, there is immediate and long-lasting anecdotal information that these partnerships are good for teacher candidates, practicing teachers, and students" (2008, p. 155). Teacher education has become a dominant policy focus of both the Teaching Council (2011b; 2011d; 2013) and of the DES (Hyland, 2012; Sahlberg, 2012) in recent years. Since the Teaching Council has begun to exercise its statutory role (Teaching Council, 2011c) in the professional accreditation of ITE programmes and in light of changes in teacher education policy, HEIs have been encouraged to develop new partnership initiatives with schools. It is within the national policy background and context as outlined in Chapter Two that the concept of developing "new and innovative school placement models… using a partnership approach, whereby HEIs and schools actively collaborate in the organisation of the school placement" (Teaching Council, 2011b, p. 15), has been considered. This section of the literature review now explores research conducted in Ireland concerned with SP and partnership.

Research carried out by members of the faculty of Education and Health Sciences at University of Limerick (UL) sought to design a new and innovative model for SP that would assist the PST in becoming a teacher within an engaged community of practice (Young et al., 2015). The study explored developing a partnership in learning initiative between UL and a number of schools hosting PSTs from a concurrent post-primary ITE course. The paper shares the findings from one case study of a SUP and focuses on the performance of PSTs in a classroom setting and their capacity to plan, prepare and reflect in an environment where unstructured support is offered (Young et al., 2015). It also explores the traditional role of the CT in an Irish context and highlights challenges facing the development of democratic partnership models. The partnership involved a researcher-in-residence (champion) at the school championing the concept of a structured authentic democratic partnership between numerous actors. The study by Young et al. (2015) involved visiting schools and meeting with principals and teachers to learn about their thinking and needs in regard to building a sustainable, authentic "partnership of co-inquiry" (p. 26).

Several challenges were identified when attempting to create a democratic partnership model, namely cultural and contextual challenges, which can affect the trust of key stakeholders required to enact authentic partnerships in this regard. Challenges of building a partnership

included; difficulty in finding time for CTs, university tutors and PSTs to meet, a lack of interaction between actors; inconsistency of meetings and school politics (Young et al., 2015). It was reported that PSTs became "critical friends" during the weekly face-to-face meetings with the Partnership in Learning between University and School (PLUS) champion and others, however the extent to which having a PLUS champion in residence promoted or influenced this interaction was not explored. The study by Young et al. (2015) acknowledges the central role CTs play in SP and the development of authentic SUPs in post-primary schools in Ireland.

Another recent study, focusing on improving the SP experience of PSTs from a consecutive post-primary ITE course (Higgins, Heinz, McCauley, & Fleming, 2013), outlines a collaborative project between the School of Education at the National University of Ireland, Galway (NUIG) and twenty post-primary schools hosting its PSTs. An overview of a pilot initiative led by NUIG is presented, which sought to build a collaborative partnership between the university and partner schools with the aim of improving PSTs' placement experiences. This collaborative self-study by university tutors concluded that emotionality played a key role in the creation and nurturing of a collaborative partnership process between university tutors and school-based "practice tutors", a term used in this HEI to replace "co-operating teacher". Its importance was specifically highlighted in relation to the absence of established structures and designated roles for actors involved in SP, specifically.

The fact that CTs are unpaid and working in a voluntary capacity with PSTs, meant that the successful development of collaborative partnership depended on the development of social interaction and relationships between actors from the HEI and schools (Higgins et al., 2013). The lack of time CTs have to engage in conversations with university tutors, thereby affecting the development of collaborative partnerships was highlighted in research by Higgins et al. (2013) and also by Young et al. (2015). Despite outlining the role that interpersonal relationships and emotions play in the implementation of a collaborative partnership initiative, the perspectives of only university-based stakeholders were presented in the paper.

A comparative study by Ievers et al. (2013), once again focuses on the university tutor. However, it considers the roles of both the CT and PST, albeit to a lesser degree, in relation to the extent to which they complement and interact with that of the university tutor. This study compared the role of the university tutor in the supervision of primary-level PSTs during SP in both Northern Ireland (NI) and Republic of Ireland (RoI), with HEIs in both jurisdictions taking the lead regarding ITE and partnerships. Findings from this study indicate that participants in the study support a collaborative partnership between schools and HEIs, but that teachers and tutors in NI and the RoI believe that ultimate responsibility for the assessment of PSTs should remain with the HEI tutor (Ievers et al., 2013). Issues raised in this literature also helped frame interview questions for participants in this doctoral study.

The impact of ineffective SUPs on the professional learning of postgraduate physical education teacher education (PETE) students, from one Irish university, during SP, was considered by Chambers and Armour (2012). The purpose of that study was to explore the issue of SUPs in supporting PST learning during placement. Schools and HEIs are now expected to work more closely, however the study suggests little true collaboration between schools and the university exists. Chambers and Armour note:

> Although all parties [university tutor, school principal and CT] were *individually* invested in teacher education, they appeared to compete with each other for a pre-eminent role in the process, rather than collaborating around the central task of enhancing PETE student learning (2012, p. 176).

This resulted in tensions therefore existing at the border between school and university (Edwards & Mutton, 2007). Chambers and Armour's (2012) qualitative study reports data on the effectiveness of a SUP from the different perspectives of those engaged in it, namely PSTs, CTs, principals and university tutors. They reported PSTs receiving "conflicting messages from the university and the school" and noted that CTs and principals feel that their opinions are not valued by HEIs, with some principals stating that HEIs need to "get real" (Chambers & Armour, 2012, p. 177) and acknowledge all the work they do in support of HEIs and their students.

How and what PSTs learn is naturally a focus of concern in research (Clarke et al., 2012; Darling-Hammond, 2006b; Edwards, 1998; Lortie, 1975). Despite the principal aim of the *Learning to teach study* (LETS) (Conway et al., 2011) being to explore how PSTs develop their skills, competences and identity as teachers, the importance of developing more collaborative partnerships between schools and teacher education institutions was not overlooked. The report calls for greater opportunities for dialogue between teachers and teacher educators, including the development of policies drawn up by HEIs and schools on how best to "draw upon the expertise of accomplished teachers in supporting the next generation of teachers to learn to teach" (p. 33). Several recommendations were made in the Executive Summary report, which called for "more systematic and graduated support" (p. 33) for PSTs from schools during placement. A minimum level of observation opportunities by the PST was also advocated, spread across the entire placement year. The untapped source of knowledge and expertise of teachers was identified as vital for the development of future teachers' competence in regard to the complexity of pedagogical practices.

Arguments for involving schools more systematically in SP lead to conversations around teacher professional development, pedagogy and professional knowledge (Ní Áingléis, 2009), concepts explored in a five-year qualitative research project in St. Patrick's College, Drumcondra. This research study, titled: *The Teacher Professional Development Partnership with Schools Project*, set out to explore ways of involving schools more systematically in SP practices in partnership with PSTs and supervisors from the HEI. It was found that participant

primary schools wanted to be involved in structured support of PSTs on placement during their ITE. The most valued aspects of mentoring, according to PSTs are observation of teachers at work and observation by teachers of PSTs. Informal learning contexts were found to be more significant for some students "in terms of learning about children and pedagogy than the more 'formal' learning that occurred within structured mentoring or evaluation feedback sessions" (Ní Áingléis, 2009, p. 91). The importance of informality when learning about teaching was also identified by McNally et al. (1997): "Whether it is one relationship or several… it is this social context of the practice which student teachers appear to regard as the most important" (p. 486). Regarding assessment, similar to Ievers et al. (2013) who found that teachers in both NI and the RoI believed their contribution is needed when assessing PSTs, with teachers in the RoI recommending a consultative role, teachers participating in the project also did not wish to be involved in the summative evaluation of PST placements. Whereas no calls for monetary rewards were forthcoming from the primary teachers involved in this project (Ní Áingléis, 2009), participants at second-level in other studies in Ireland believed that remuneration was warranted in light of increased work-loads (Chambers & Armour, 2012; Young et al., 2015).
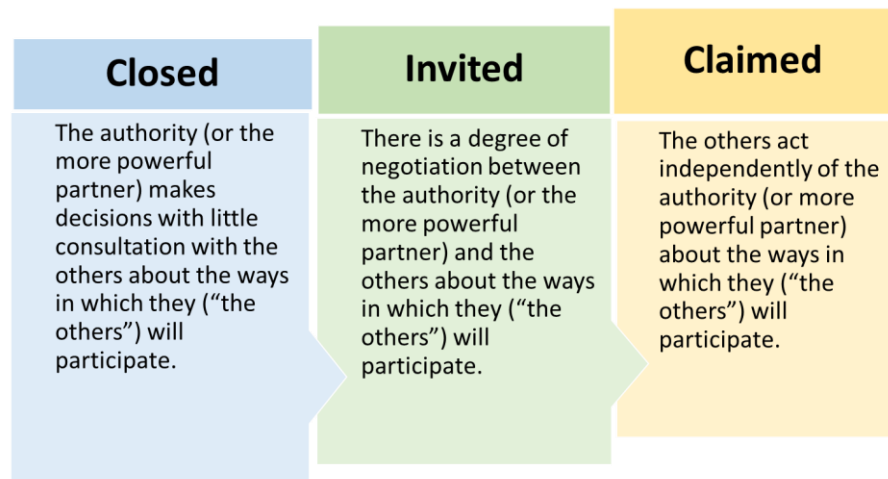
More recently, Young and MacPhail (2015) examined the learning trajectories of physical education CTs in Irish post-primary schools vis-à-vis the development of their understanding of what systematic and graduated support from CTs entails. The study examined CTs' perceptions of and responses to the role of supervision. A five-phase data gathering process was employed, comprising reflective journals, semi-structured individual interviews and focus group interviews. The study explores the potential for the development of communities of practice between PSTs, CTs and university tutors. Despite the influential role CTs play in the development of PSTs' professional learning (Clarke, 2001; McNally et al., 1997; Smith & Avetisian, 2011), a lack of support afforded to CTs by HEIs was highlighted in the study by Young and MacPhail (2015). The support CTs gave to PSTs was often ad hoc and informal and CTs appeared to lack the professional confidence to give feedback to PSTs. Interestingly, some CTs felt that PSTs did not want to receive feedback and did not always value their opinions. Young and MacPhail (2015) argue that if the amount of legitimacy afforded to CTs was denied by PSTs and university tutors, the opportunity for CTs to learn to become effective supervisors is restricted. Their study highlights the need for HEIs to prepare PSTs and university tutors to work effectively with CTs. They note: "the development of the role of the CT will need to be a gradual and agreed process between the schools and the teacher education institutions" (Young & MacPhail, 2015, p. 230). A summary of the research topics recently explored and concerned with ITE in the Irish context is presented in Appendix F.

Co-operating Teachers.

Teachers in Ireland are not obliged to work with PSTs completing SP in their schools, but usually agree to do so. Although many teachers in Irish schools tend to be co-operative and generous in their guidance of PSTs (Coolahan, 2003), the level of "co-operation" offered to PSTs can vary (Conway et al., 2011; Young et al., 2015). Whereas some CTs simply "hand the class over" to the student and perhaps sit at the back of the classroom for a few days to observe the PSTs, other CTs may recognise that PSTs would benefit from more structured supports. Conway et al. (2011) highlight the discrepancies in the level of support offered to PSTs by some CTs, whereas the terms *higher order* and *lower order professional co-operation* are used by Young et al. (2015) to distinguish between the levels of co-operation offered to PSTs on placement.

Clarke, Triggs and Nielsen's (2014) review of literature concerning the role CTs play in teacher preparation problematises three commonly held conceptions about the ways in which CTs participate in teacher education, namely: classroom placeholder, supervisor of practica, and teacher educator (Clarke, 2007; Cornbleth & Ellsworth, 1994). Clarke et al. (2014) argue that their review indicates that CTs' participation in ITE goes beyond these three conceptions to include eleven different categories that suggest the variety of ways that CTs participate in teacher education. They suggest that CTs act as 1) providers of feedback 2) gatekeepers of the profession 3) modelers of practice 4) supporters of reflection 5) gleaners of knowledge 6) purveyors of context 7) conveners of relation 8) agents of socialization 9) advocates of the practical 10) abiders of change and 11) teachers of children (Clarke et al., 2014). The eleven ways CTs participate in teacher preparation (see Appendix G) are considered by Clarke et al. (2014) using Gaventa's (2007) typology of participation, which include *closed, invited* and *claimed* interpretations of participation. Gaventa's typology "positions participation as both a situated and relational practice, both of which are central features of the practicum in teacher education" (Clarke et al., 2014, p. 187). Figure 4 depicts Gaventa's (2007) typology of participation.

Figure 4: Typology of Participation

Closed	Invited	Claimed
The authority (or the more powerful partner) makes decisions with little consultation with the others about the ways in which they ("the others") will participate.	There is a degree of negotiation between the authority (or the more powerful partner) and the others about the ways in which they ("the others") will participate.	The others act independently of the authority (or more powerful partner) about the ways in which they ("the others") will participate.

Gaventa's typology of participation (2007). Sourced from Clarke et al. (2014, p. 187).

The review of literature exploring CT participation in teacher preparation, by Clarke et al. (2014) examined more than 400 papers and articles on the topic. Their review covers sixty years of research on CTs and includes literature from several jurisdictions. Drawing on Gaventa's (2007) typology of participation, Clarke et al. (2014) examine CT participation in teacher preparation vis-à-vis the eleven roles they identified from their extensive review of literature. Figure 5 depicts where the eleven CT roles are located along the spectrum indicating levels of participation, as conceptualised by Gaventa (2007).

Figure 5: Co-operating teacher participation Grid
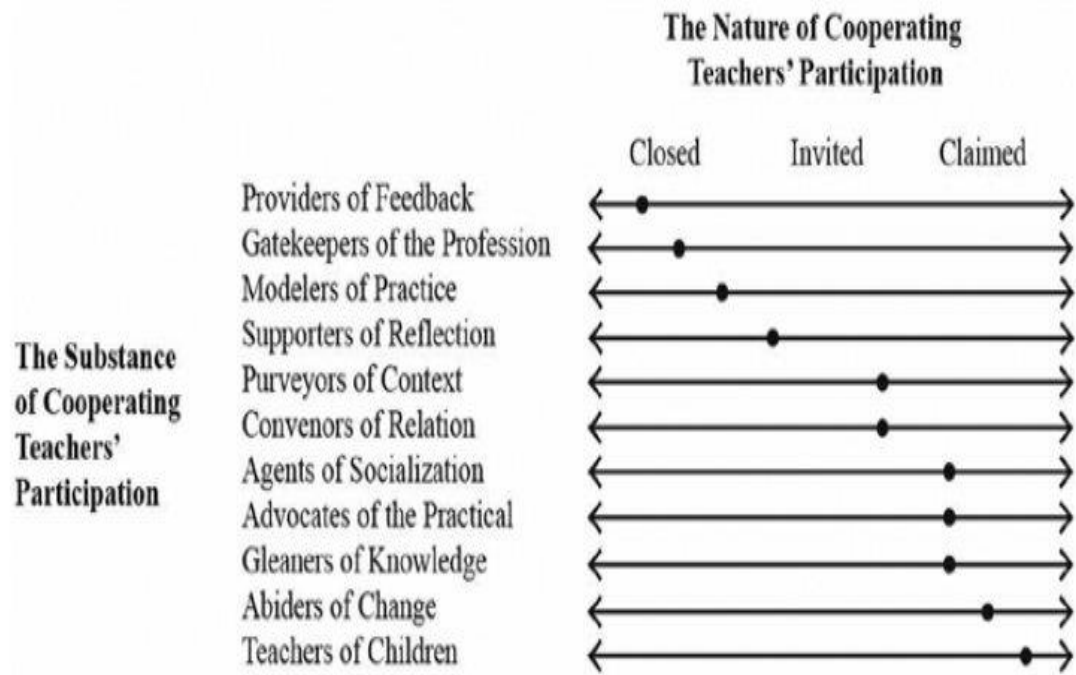
Based on a review of literature by Clarke et al. (2014, p. 190)

The CT participation grid (Clarke et al., 2014) as shown in Figure 5 indicates that CTs strongly "claim" (Gaventa, 2007) the categories referred to as Agents of Socialization, Advocates of the Practical and Gleaners of Knowledge than any of the previous categories. The markers for each therefore appear further to the right-hand side of the grid. Abiders of Change also fall strongly within the realm of the CT's control, namely the extent to which CTs interact, advise and work with PSTs, requiring CTs to withhold judgment and allow student teachers to explore teaching and learning with a degree of freedom. The review by Clarke et al. suggest that CTs "see themselves first and foremost as Teachers of Children" (2014, p 190). This categorisation is the most strongly claimed by CTs of all the eleven categories on the grid. The grid illustrated also raises questions around the role of CTs in teacher education in an Irish context, some of which are raised with participants in this study and are explored in Chapter Five.

Exploring the literature further, the vital role teachers play in creating positive learning environments for PSTs while in their schools has been highlighted in research (Clarke, 2001; McNally et al., 1997; Smith & Avetisian, 2011). Butler and Cuenca (2012) consider the CT as an instructional coach, an emotional support system and as a socialising agent. Zeichner (2002, p. 59) stated that: "… cooperating teachers are key participants in determining the quality of

learning for student teachers." Furthermore, La Boskey and Richert (2002, p. 27) maintain that classroom environments can influence PSTs' learning and development, suggesting that "nested learning" (p. 27) has a huge impact on PST development. They maintain that classroom environments, in which pupils are encouraged to participate in learning, even if they make mistakes, will lead to PSTs also feeling comfortable enough to talk to the teacher about the work of teaching. Equally, if PSTs are aware that pupils are criticised for making mistakes, they will resist approaching the teacher, resulting in a curtailment of learning. LaBoskey and Richert (2002) highlight the challenges facing PSTs when confronted with the negativity of CTs.

> If the cooperating teacher neither believes in, nor enacts the program principles, the student teacher necessarily goes out on a limb when she tries to enact something that is consistent with them. This is especially dangerous with an unsupportive cooperating teacher because there is risk either way; if she fails, she may not only be severely criticized, she may come to believe that such change is not possible, and if she succeeds, she may be seen as threatening and subject to harsh fault-finding anyway (2002, p. 28).

According to the OECD "co-operating teachers and university supervisors often misunderstand each other and fail to work together effectively to assist the student teacher" (2005, p. 109). Furthermore, the way in which CTs participate / could participate in ITE is "rarely the subject of conversation between schools and universities" (Clarke et al., 2014). Bennett (1995) (as cited in Young et al., 2015, p. 28) found that CTs are generally unclear as to how they should help PSTs, and "as a result act intuitively rather than according to clear objectives and guidelines". Evidence suggests that teacher learning is enhanced in SP contexts as professional communities of practice, where teachers have regular professional conversations with one another, with strong leadership and adequate teaching resources (Caena, 2014). Despite, teacher education policy and programmes being reconceptualised to reflect European homogeneity, practices on the ground are contrary to those expressed on paper. CTs in Ireland are not afforded the time to engage in *sustained* observation and feedback opportunities with PSTs nor to engage in professional development around these areas, despite these practices being of "paramount importance in providing both instructional and emotional support" (Caena, 2014, p. 7) to PSTs.

In the Irish context, PSTs on SP should be afforded opportunities to plan and implement lessons and receive "constructive feedback" (Teaching Council, 2011d, p. 13). From whom this feedback is received is not explicitly outlined in the policy document. Regarding university tutors, the purpose of supervision is twofold: evaluative and supportive (Walsh & Dolan, 2009). However, the expectations for teachers to give "constructive feedback" also exists, with teachers expected to "observe the student teacher's practice and provide oral or written feedback to the student teacher in an encouraging and sensitive manner" (Teaching Council, 2013, p. 19). It could be argued that CTs have been doing this for decades, however, the formalisation of the

role and explicit description by the Council of a CT's role and responsibilities, means that the formalised role CTs are expected to play in ITE requires greater collaboration between schools and their HEI partners, so that a shared understanding of expectations, roles and partnership can emerge.

> HEIs should support placement tutors and co-operating teachers to ensure the guidance is implemented in a consistent manner. As a matter of professional courtesy, the HEI placement tutor and co-operating teacher should collaborate, as appropriate, in relation to any recommendations made or advice given to student teachers (Teaching Council, 2013, p. 16).

This statement raises ambiguities surrounding the role and responsibilities of the CT. Teachers are expected to give "constructive feedback" to PSTs, feedback that will enable them to critically reflect on their practice. However, whether and to what extent teachers are actively being supported to do this is questionable. Questions also arise regarding the quality of the feedback given to PSTs by CTs, as well as the level of support afforded to teachers regarding how to give constructive feedback to PSTs. Nevertheless, the development of partnerships in various forms is being encouraged by the Teaching Council with the importance of shared understanding among school and university stakeholders vis-à-vis ITE and the concept of shared professional responsibility being key to the Council's work. The growing call for teacher education programmes to have closer links with schools, in particular teachers, so as to better prepare PSTs to deal with educational change, has also been mooted by Harford (2010) and O'Donoghue and Harford (2010).

Responsibilities of Principals.

Kruger et al. describe the school principal as "the partnership lynchpin" (2009, p. 89). Part of the principal's role is to ensure that the partners fulfil their agreed obligations, especially if the Board of Management ratifies a school policy on SP. As noted previously, the roles and responsibilities of stakeholders involved in SP are outlined in the *Guidelines on School Placement* (Teaching Council, 2013). However, further analysis of the Council's statutory role in the professional accreditation of programmes unveils the practical implications for schools and notably the formalised responsibilities of principals (Teaching Council, 2011c). When reviewing existing programmes, opinions held by a random selection of principals concerning the HEI/school partnership and the extent to which the programme is preparing students for their first years of teaching will be sought by the Teaching Council through "meetings with/ surveys of principals" (2011c, p. 16). The Council's Review Group also envisage visiting schools where students are on placement "with a view to gaining a 'snapshot' of the placement experience" (Teaching Council, 2011c, p. 17). The review will consider the contribution of SP to programme aims; the nature of the SUP; the role of the school principal; the role of the CT; the role of the HEI tutor and the nature of the support/feedback available to students; and the overall process, as experienced by the PST.

The role played by school-based stakeholders has arguably been reconceptualised in light of teacher education policy and programme changes, leading to a growing conceptualisation of the school-based stakeholders as teacher educators. This growing discourse was evident at the Irish EU Presidency conference in 2013 and is evident in other jurisdictions, a case in point being the Donaldson Review (2011), which concluded that teachers should view themselves as teacher educators. Notably, the Director of the Teaching Council, Tomás Ó Ruairc, considers teachers who support students on placement in schools as "teachers of teachers" (Ó Ruairc, 2013; 2014). Changes brought about by the Council through policy, regulation and its accreditation powers have led to major changes being made to the perceived role school-based stakeholders play in ITE. According to Ní Áingléis (2009, p. 17) school principals play "a key role in developing the kind of school culture which encourages student teachers, affirms teachers in their roles as professional mentors and welcomes collaborations which strengthens schools as learning communities."

The pursuit of professionalism.

The pressure PSTs feel to portray themselves as competent teachers from the outset is widely acknowledged in research (Conway et al., 2011; Edwards & Mutton, 2007) with PSTs becoming "invisible learners", hiding their learner identity and fearing that if it was revealed, they would feel undermined and compromised as an authority figure. Conway et al. (2011) explored the concept of professional cultures in schools and maintain that "the dominant professional culture in Irish schools is that of the autonomous professional" (p. 28) evident in numerous ways in their study, including the manner in which opportunities for PSTs to observe or be observed are rare. The autonomous professional culture promotes individualism (Hargreaves, 2000), with teachers often working separately and in isolation from each other. Hargreaves (2000) outlines four ages of professionalism: the pre-professional age, the age of the autonomous professional, the age of the collegial professional and the fourth age - post-professional or postmodern. No one state is universal, instead they overlap at times.

Historically, schools have not been set up to support the learning of teachers, whether pre-service, newly qualified or experienced (Feiman-Nemser, 2003; Sarason, 1990). A review by Clarke et al. (2014) indicates that "cooperating teachers' principal focus is on their pupils" (p. 191) which may reduce CTs' engagement with the mentoring of PSTs. The culture of a school is unique to that particular school and there are several influencing factors and traditions which lead to the establishment and encouragement of a certain type of school environment. A research study by Mooney Simmie and Moles (2011) of 10 masters' theses, highlighted a reticence among mentor teachers to question constraints in their school culture. Despite their research being concerned with mentoring, it is deemed relevant for this doctoral study as their study highlights the enormity of the task of changing inherited practices in schools. They note that a meta-analysis of the 10 theses:

> … interweaved a narrative of a second-level school system deeply fearful of sustainable change, critical thinking and breaking down barriers that retained teachers in isolated classrooms with little or no opportunity for professional learning at their workplace. Mentoring for socialization and maintaining the status quo appeared the preferred safe option (Mooney Simmie & Moles, 2011, p. 476-477).

A study carried out by Conway (2007) also suggests that teachers in Ireland appear to be willing to support PSTs in terms of giving advice and providing access to resources, but less willing to be observed while teaching or to create opportunities for "joint lesson planning and related discussion" (Conway et al., 2009, p. 185). The conclusion is presented that these findings identify "cultural dynamics of teaching in Irish schools that will need to be addressed through dialogue within the profession, focusing on how best to support the next generation of teachers" (2009, p. 185). The study by Young et al. (2015) also pointed to cultural constraints affecting the willingness of CTs to proactively engage with the PLUS initiative. One of the main goals of the study was to establish triadic meetings as "roundtables", between the PSTs, CTs and university tutors, leading to professional conversations concerning the justification of pedagogical practices.

According to Edwards and Mutton (2007, p. 505) "The willingness of schools to accept HEI-led partnerships which were largely bureaucratic can be explained by a reluctance to disrupt their historically formed and sometimes precariously sustained social practices aimed at promoting pupil achievement." Although I concur that cultural dynamics are likely to play a role in the willingness shown by some teachers to work collaboratively with PSTs, I would argue that practical dynamics play an equally big role in determining teachers' willingness to engage in more formalised, collaborative practices with PSTs in their schools. Increased workloads, due to a moratorium on posts of responsibility, increases in supervision and substitution hours, greater accountability, policy overload and higher expectations by the public [including parents and pupils] regarding performance and outcomes, have left little time for teachers to reflect on their own practices, never mind collaborate meaningfully with PSTs on theirs.

Nevertheless, the formalised concept of partnership, between school and higher education stakeholders is beginning to embed, due to the establishment of partnership initiatives and the posting of SP directors in teacher education departments. However, SUPs remain a relatively new concept in Ireland. Ní Áingléis (2009, p. 84) recommends that "states of 'readiness-for-partnership' should also form part of this debate around partnerships with schools alongside the more obvious pedagogical and accountability considerations." While we can certainly learn from the experiences of other jurisdictions, it is important that we also consider our own sociocultural histories and perspectives, when considering developing models of partnership. The 'ideal types' of partnership, which may be "determined theoretically are likely

to be mediated by tradition and by the availability of resources" (Brisard et al., 2005, p. 5). Hargreaves (2000, p. 166) warns that "if collegiality is 'forced' or 'imposed', teachers can quickly come to resent and resist it (Grimmett & Crehan, 1992; Hargreaves, 1994)".

Research concerned with partnership development has focused to date, on what works or does not work well when creating such initiatives. However, few research studies explore the perspectives of or give voice to school-based stakeholders. Further research is recommended by Conway et al. (2011) regarding the role of schools in post primary ITE in Ireland, particularly with respect to the influence of school cultures and leadership on opportunities to learn to teach. An examination of the impact of school culture on the development of quality placement experiences and CT learning was deemed beyond the scope of this study, but its importance nonetheless is acknowledged.

Policy into Practice: Successful Change

The changes made to teacher education policies, changes shaped by supranational organisations and mandated by the state are only beginning to be implemented by teacher education partners. When considering how changes to teacher education and specifically SP are perceived by school-based stakeholders and how the *Guidelines on School Placement* might "bed down" (Teaching Council, 2013, p. 3) a framework associated with successful curriculum change (Fullan, 1988) was considered. This framework outlines the *initiation, implementation* and *institutionalisation factors* associated with change. The *initiation* phase is about deciding to embark on innovation, and of developing commitment towards the process. *Implementation* is the phase of the process that tends to receive the most attention, due to policy influences and the importance placed on concepts or practices considered innovative. *Institutionalisation* is the phase when innovation and change become part of the school's usual way of doing things.

Initiation.

Fullan (1988) argues that if a political need and an educational need are linked together, it strengthens the chance of successful change. Although the link between collaborative partnerships and quality teacher education is well-documented (OECD, 2005; Sahlberg, 2012), a clear model of partnership is arguably still evolving with various models of collaborative partnerships sought by the Teaching Council. That said the *Guidelines on School Placement* (Teaching Council, 2013) along with a template for developing a school policy on SP have provided a starting point from which the roles and responsibilities of stakeholders may be formalised and embedded in practice. With regards to "strong advocate" the policy trajectory explored in Chapter Two (see Table 1), provides a long history of advocates, at least on paper, of developing partnerships between schools and HEIs. Examples of active initiation include partnership projects conducted in Ireland, as explored in the literature, and led by various HEIs.

Implementation.

Orchestration is concerned with co-ordination. HEIs have developed posts for SP directors, whose responsibilities include developing closer partnerships with schools. Although some schools have designated post holders who look after and organise placement in their schools, a moratorium on posts of responsibility has provided a further stumbling block to the implementation of new conceptualisations of SP and SUPs. The level of co-ordination between stakeholders, warrants exploration. The extent to which school-based stakeholders consider having "shared" control is unclear, even though national stakeholders were invited to participate in a working group to look at this critical component of ITE (Teaching Council, 2013). Working Group members included representatives from organisations such as; the ASTI; HEI institutions; the National Association of Principals & Deputy Principals; the National Parents' Council, amongst others. Concerning pressure and support, the media, Teaching Council, DES, Inspectorate and Teaching Unions, among others, will play a role in this regard. Information seminars for schools and workshops for CTs by HEIs will help to maintain commitment to the emergence of partnership models, with credits, in part fulfilment of a qualification, being cited as possible rewards for teachers engaging in more supportive placement experiences.

Institutionalisation.

As noted earlier whether policy changes are successfully embedded in practice or not, lies primarily with the school principal. The change needs to be built into the structure of the organisation in order for it to survive. One method to help ensure the *Guidelines on School Placement* are embedded into school life, is if the policy template for SP, made available to schools, is ratified by the Board of Management. Doing so, it becomes a quasi-legal document and should become embedded in school life. The 2013 Guidelines outline the roles of CTs and recommend greater levels of observation by and of teachers. Normalising (peer) observation in schools amongst teachers helps to link the guidelines in an active way to classroom practice. As more schools adapt to change, widespread use of the partnership model will become the norm.

A shared understanding of roles and responsibilities by HEIs and schools will help to remove any perceived competing priorities, and help build trust among partners. In genuine partnership, opportunities for each partner to learn from the other and offer support for the development of genuine SUPs will lead to change in ITE and the conceptualisation of SP being embraced. Professional development in such collaborative communities of learning could also involve research by teachers in collaboration with their HEI counterparts becoming the standard practice. Figure 6 synopsises the factors and concepts relevant to the implementation of the *Guidelines on School Placement* (Teaching Council, 2013) which promote greater collaboration between stakeholders. When the factors are explored in this way, possible strengths and weakness of the policy implementation process become more apparent.

Figure 6: Fullan's Analysis of Successful Change adapted to include changes already occurred and future prospective changes.

Initiation Factors	Implementation Factors	Institutionalisation Factors
Linked to high profile need. o OECD (PISA) / EU / DES. **Clear Model.** o Template for school placement. **Strong advocate.** o Long list of policy recommendations made over last 20 years or so. o Teaching Council o DES **Active initiation.** o Partnership projects between HEIs and schools.	**Orchestration.** o Cross-sectoral linkages between school management/ mentors/ CTs and HEI tutors and HEI school placement directors. **Shared understanding of control.** o Democratic collaboration between HEIs and schools. **Pressure and support.** o Media/ Teaching Council/ Inspectorate/ Unions. **Professional development supports to maintain commitment.** o Seminars led by HEIs and schools. **Rewards.** o Accreditation for CTs o Improved teaching and learning o Cross-sectoral research opportunities.	**Embedding into practice.** o Adoption of placement policy by BoM. o Structured supports for schools **Linked to classroom practice.** o Focus on pupil learning o Greater levels of observation / peer observation by CTs **Widespread use.** o Growth in number of schools adopting the policy. **Removal of competing priorities.** o Shared understanding of roles by HEIs & schools. **Professional development / support for consolidating commitment to change.** o e.g. HEIs and schools engaging in research projects, workshops for CTs.

Factors associated with each stage of the change process. Adapted from (Fullan, 1988, p. 17).

Fullan and Mundial (1989) explain the term "adoption" as referring to the decision to take on an innovation, while "implementation" concerns actual use. However, they warn that adoption by organisations tells us almost nothing about how individual members feel or act. This led me to consider how many schools have agreed to adopt the policy template for SP (Teaching Council, 2013), but more importantly whether the "innovation" (policy) is actually in use/active. Bearing in mind their exploration of the terms "adoption" and "implementation" the data collection instruments designed for this study take into account these issues, so that both

the rate of adoption of the *Guidelines on School Placement* (Teaching Council, 2013) and quality of implementation are examined.

Chapter Summary

The review of literature in this chapter explored how the theory-practice divide has shaped models of ITE. Recommendations by researchers of models that appear to bridge the divide were explored. The concept of communities of practice (Wenger, 1998) scaffolded the concept of developing SUPs, drawing on the boundary crossing (Edwards & Mutton, 2007) between HEIs and schools as mandated by recent teacher education policy in Ireland. The contested notion of partnership as well as various models of partnership in other jurisdictions were examined and opportunities for learning among PSTs, teachers and HEI stakeholders were explored. Deficiencies in SUP models and challenges facing collaborative SUP development internationally were also presented. These included how to build trust in SUP relationships (Sim, 2010), how to develop a shared understanding and language of partnership (Jones et al., 2016), how time to build relationships based on trust, mutuality and reciprocity (Kruger et al., 2009) is essential to the success and sustainability of any partnership arrangement and how a lack of support and targeted funding by government hinder the widespread adoption and sustainability of SUPs.

The review of literature in this chapter explored SUPs in the Irish context and private troubles (Gale, 2001) as experienced by stakeholders were identified. Innovative placements and collaborative partnership arrangements between universities and schools are now considered integral to teacher education policy (Teaching Council, 2011b, 2011d, 2013) and HEIs and schools are expected to forge new partnerships with each other. Several studies in the Irish context outline the enduring challenges which Irish ITE providers have faced in this regard (Higgins et al., 2013; Young et al., 2015). Challenges have recently been further compounded by budget constraints and new pressures facing schools as a result of Ireland's economic crisis (Harford, 2010; Higgins et al., 2013; Mulcahy & McSharry, 2012). The review highlighted a growing discourse in Ireland describing teachers as teacher educators, a concept that is unprecedented in Ireland and arguably gives rise to some concern among stakeholders from different communities of practice.

Exploration of the literature highlighted that research on SUPs at post-primary level is limited in the Irish context, with the analysis of research conducted in Ireland over recent years highlighting a lacuna in research on SP which places school-based stakeholders at the centre of the investigation. To date, studies at post-primary level have focused on the development of models of SUPs, the perspectives of HEI tutors and the learning experiences of PSTs while on placement. Although the study by Chambers and Armour (2012) considered the opinions of CTs and principals at post-primary level, the focus of their study was on the professional learning experiences of PSTs. Only one study has focused on the opinions of CTs at post-primary level

concerning their perceptions of the role of supervision (Young & MacPhail, 2015). The review of the literature and policy examined in Chapter Two indicate that a further examination in the Irish context is required of the experiences of post-primary school-based stakeholders in relation to SP. Despite several studies, outlining these challenges, none of the research explored looks at the policy implications of extended SP demands on schools, teachers, PSTs and pupils, with researchers' attention to date undoubtedly placed on the perspectives of those working in HEIs. No research study examined, considered the policy implications the extended SP model demands of the post-primary school site and from school-based stakeholders who are asked to work with students from different HEIs.

While Conway et al. (2011, p. 34) recommend that in light of the "changing expectations for teachers and teacher education, further study is needed on the dynamics of the consecutive model of initial teacher education at post-primary level", the focus of this doctoral study is not placed on consecutive courses alone, rather it is concerned with exploring post-primary school-based stakeholders' perspectives in relation to the dynamics of SP as it has been reconceptualised. This research study attempts to examine the private troubles as perceived by school-based stakeholders and to consider what public and private issues are emerging for post-primary school management and CTs (in)directly involved in ITE and SP specifically.

While the topic of partnerships has evidently become both a policy focus and emerging research focus in Ireland, the question of how recent policy changes concerning SP and how school-based stakeholders' level of co-operation with them, affect the development of such partnerships requires further exploration. Recent changes to teacher education policy, ITE programmes and SP provide a timely back-drop for this investigation. Undoubtedly PSTs and pupils in schools are also key stakeholders in SP and SUPs, but exploration of their perspectives was deemed beyond the scope of this research study. In this regard, this research study explores how changes to post-primary ITE programmes have been perceived by school-based stakeholders, namely school management and CTs. Young et al. (2015, p. 28) note:

> Research suggests that there is a need to strengthen school–university partnerships but emphasise that for the school placement triad of student teacher, cooperating teacher and university tutor to work effectively, all participants must not only understand the various processes involved in the school placement, but also they must also have *a voice* in the process, thus establishing and enabling non-hierarchical professional conversations (Johnson, 2011; Moody, 2009; Sudzina, Giebelhaus, & Coolican, 1997) [*emphasis added*].

In order for implementation of policy changes to be embraced by the teachers and schools, to whom greater levels of responsibility for ITE are being devolved (Teaching Council, 2011c), then it is vitally important that the voices of school-based partners be sought and heard, so that their concerns and hopes for such partnership initiatives will be documented and considered when partnership models are being established in the future. The next chapter

describes the research design and the methods used in conducting this research study. The conceptual framework, which emerged from the review of both the policy analysis in Chapter Two and the literature review in this chapter, is introduced in Chapter Four and drawn on again in Chapter Five, where the findings of this research project will be presented and discussed.

METHODOLOGY CHAPTER

Introduction

The previous chapter examined a number of research studies which explored the concept of SUPs at primary (Ievers et al., 2013; Ní Áingléis, 2009) and post-primary level (Chambers & Armour, 2012; Higgins et al., 2013; Young et al., 2015). The roles and perceptions of stakeholders, particularly HEI-based stakeholders were explored and the literature reviewed indicated a gap in research examining the perspectives of post-primary school-based stakeholders concerning SUPs in Ireland. The recent reconceptualisation of ITE provides a timely opportunity to explore how changes to ITE and SP are perceived by these "teachers of teachers" (Ó Ruairc, 2013; 2014).

The purpose of this study was to investigate the perspectives of school-based stakeholders at post-primary level concerning a) recent changes to SP, within the broader context of emerging SUPs and b) the formalisation of their responsibilities vis-à-vis ITE. While the research explored in the literature review chapter mainly employed qualitative research approaches, this study used a sequential explanatory mixed methods design (Creswell & Plano Clark, 2011), comprising two distinct phases and the collection of both quantitative and qualitative data. In short, this study involved a survey within a multiple case study. To answer the main research question and the guiding research questions, a mixed methods approach was deemed most appropriate. The main research question was posed, as follows:

> *How do post-primary school-based stakeholders perceive recent changes to school placement, and what opportunities and tensions arise within the broader context of emerging school-university partnerships?*

Three guiding questions also framed the study:

1. What opportunities, following the extension of ITE programmes, are perceived by school-based stakeholders?

2. What tensions, following the extension of ITE programmes, are perceived by school-based stakeholders?

3. In what domains do school management and co-operating teachers' perceptions of their respective roles in ITE, meet and diverge?

This chapter is organised around five main sections: the theoretical perspective and the conceptual framework; the methodological approach adopted; and the research design. The methods used to analyse the data are outlined in section four, and the rationale for discounting

others is presented. Finally, ethical considerations and the validity and limitations of the research process are outlined.

Theoretical Perspective

The research design for this study was based on the epistemological position of pragmatism arising from my belief as a researcher that a) "there is [both] a single 'real world' and that all individuals have their own interpretations of that world" (Mertens, 2014, p. 37); and b) it affords me the freedom as a researcher to choose the methods and procedures of research that are best suited to the needs of the research study (Johnson & Onwuegbuzie, 2004). Certain research questions in this study required a post-positivist approach, with an importance being placed on measurement of variables, indicating for instance whether, and to what extent, the reconfiguration of ITE programmes and extension to SP have affected the workload of principals / DPs. However, other questions required an interpretive/constructivist approach when exploring the perspectives and experiences of research participants regarding changes to ITE programmes.

Although anxious to obtain some numerical sense of the research landscape using a post-positivist approach to data collection, Stage 2 of the study adopted the epistemological position of social constructivism. Both Stake (1995) and Yin (2009) base their approach to case study on a constructivist paradigm. It rests on the belief that interpretations of knowledge are constructed socially by people within the confines of their cultural domains/understandings. Schwandt explains: "We do not construct our interpretations in isolation but against a backdrop of shared understandings, practices, language, and so forth" (2000, p. 197). This interpretive theoretical approach aims to describe how things are experienced at first hand by those involved, to see things through the eyes of the research participants. Nevertheless, I recognise that I potentially "inject a host of assumptions" (Crotty, 1998, p. 17) into everything I do as a researcher and that my interpretations about the data may also be influenced by my professional experience as a teacher and CT. I have unique insights and understandings of schools and the role they do and potentially could play in ITE. My own assumptions as a teacher, of the constraints and challenges in schools that possibly prevent authentic partnership are also at play. As a researcher, I was conscious of the potential of biased interpretations of data and attempted to be critically aware and mindful of this potential bias throughout the research process. I therefore engaged in a process that included writing my own educational life-history and critically reflective pieces about my own beliefs, concerns and assumptions about ITE and the role schools and teachers play in that regard. I reflected on my experiences as a PST, an NQT and as an experienced teacher and CT. These writings coupled with a review of the literature and analysis of teacher education policy, heightened my awareness of my own position vis-à-vis this research study. I recognised that "without unpacking these assumptions and clarifying them,

no one [including myself] can really divine what our research has been or what it is now saying" (Crotty, 1998, p. 17). My theoretical perspective takes account of and acknowledges the need for reflexivity on my part as an insider-researcher.

Rationale for the research stance.

In this instance, the research question was primarily concerned with seeking to understand the perspectives of research participants who are either directly or indirectly working with PSTs on SP in their respective schools. The study does not intend to test theories but rather, sets out to seek patterns in the accounts of principals/DPs and CTs with respect to their roles in ITE. The various paradigms considered for this study and the rationale for discounting them are outlined in Appendix H. Leshem and Trafford (2007) refer to Punch (2000) who suggests that an advantage of planning research in terms of research questions is that it makes explicit the idea of levels of abstraction in research. He identifies five levels of concepts that form an inductive-deductive hierarchy (See Figure 7).

Figure 7: Punch's hierarchy of concepts (2000)
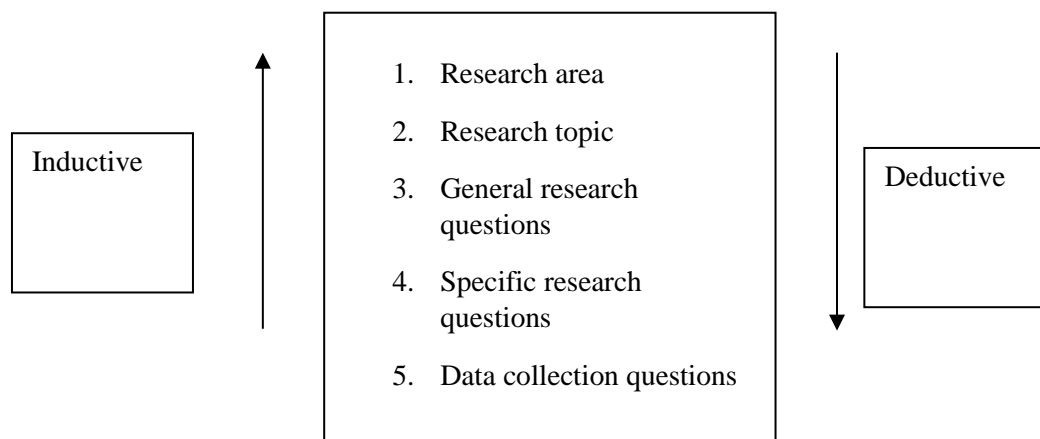
Sourced from Leshem and Trafford (2007).

Punch (2000) explains that this hierarchy portrays a continuum which varies in levels of abstraction and generality. He argues that "levels of conceptualisation for deductive approaches would decrease as the research process 'descended' the hierarchy. The opposite tendency would apply to inductive approaches, where levels of conceptualisation would increase as the research process 'ascended' the hierarchy" (Leshem and Trafford, 2007, p. 99). The nature of the research questions and my own epistemological stance as researcher were strong indicators that the pragmatic paradigm was most appropriate, within which to explore the questions posed (Johnson & Onwuegbuzie, 2004).

An examination of school-based stakeholders' attitudes could have formed the basis for the adoption of a positivistic paradigm, involving the construction of a hypothesis and the

subsequent attempt to prove or disprove it. In this instance, I could have solely adopted a quantitative approach, gathering data that provide an overview of attitudes towards changes in ITE. A purely quantitative approach would have provided data on participant school profiles, management experience and practical issues experienced by schools taking student teachers from various HEIs. Doing so would indeed have addressed part of the research question, however it would not allow me to interrogate my main research question with sufficient rigour. My interest in the experiences and perspectives of school-based stakeholders suggested that qualitative data were also required to address the research.

Nevertheless, the employment of a purely qualitative methodology however, would equally have ignored variables which possibly influence the perceptions of stakeholders, namely size of school, number of student teachers on placement, number of HEIs linking with schools. Bearing in mind the understanding by Leshem and Trafford that: "The conceptual framework is a bridge between paradigms which explain the research issue and the practice of investigating that issue" (2007, p 99), pragmatism was the overarching theoretical approach adopted. The theoretical approach adopted in this study is illustrated in Figure 8. Please refer to Appendix I, which attempts to explicitly illustrate how my ontology and epistemology are reflected in the research design of the study.

Figure 8: Theoretical Perspective
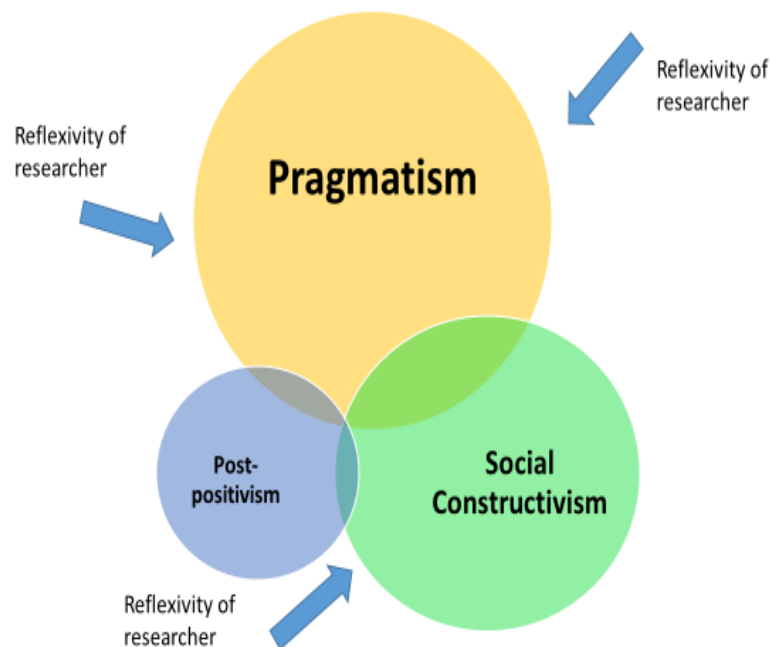
The Conceptual Framework

The conceptual framework "explains, either graphically or in narrative form, the main things to be studied – the key factors, concepts, or variables – and the presumed relationships among them" (Miles & Huberman, 1994, p. 18). Leshem and Trafford locate it as "giving coherence to the research act through providing traceable connections between theoretical perspectives, research strategy and design, fieldwork and the conceptual significance of the evidence" (2007, p. 99). Taking cognisance of the research by Leshem and Trafford (2007), which highlights the difficulty doctoral candidates have in "visualising concepts within a framework" (p. 95), and of the definition of conceptual frameworks by Miles and Huberman (1994), the conceptualisation of this research study is illustrated in Figure 9.

My assumptions as an experienced post-primary teacher, the perceived relationships between and impact of certain concepts and variables, as well as my ontological and epistemological views inform the framework conceived. The conceptual framework illustrated below outlines the interdependence between stakeholders at school and HEI level, in the context of SP, and in the broader context of SUPs. The two main stakeholders are linked indirectly via two conceptual bridges, which represent the crossing of "institutional boundaries" (Wenger, 1998, p. 119). They connect the individual institutions to the student teacher and represent the level of social interaction between parties. The importance of social interaction between school-based and HEI-based stakeholders, in the absence of established structures and designated roles for those involved in SP was noted by Higgins et al. (2013). The level of interaction between stakeholders is explored later in the findings chapter. The illustration depicts the interdependence of these stakeholders with each other in relation to improving ITE and PSTs' experiences of placement.

The concept of partnership links both stakeholders and conveys the mutual facilitation by stakeholders concerning the transition of student teachers to "teacherhood" (McNally et al., 1997, p. 493). The other four circles represent concepts explored in the literature and raised in the findings chapter. The arrow, which now traverses the outer circle represents outside policy influences on the national policy landscape, as explored in previous chapters. The absence of structured support and resources for school-based stakeholders, as outlined in the literature review provides the backdrop for the investigation of the research problem. The conceptual framework employed for this study also informed the methodological approaches used to create a research design for this research study, with investigation of certain relationships, concepts and variables demanding alternate methods. My own philosophical perspectives, values, beliefs and lived experiences also shape how the findings were interpreted. In Chapter Five, the conceptual framework will be relied on again to "shape how research conclusions are presented by emphasising the conceptualisation of those conclusions within their respective theoretical context" (Leshem & Trafford, 2007, p. 99).

Figure 9: Conceptual Framework for the study
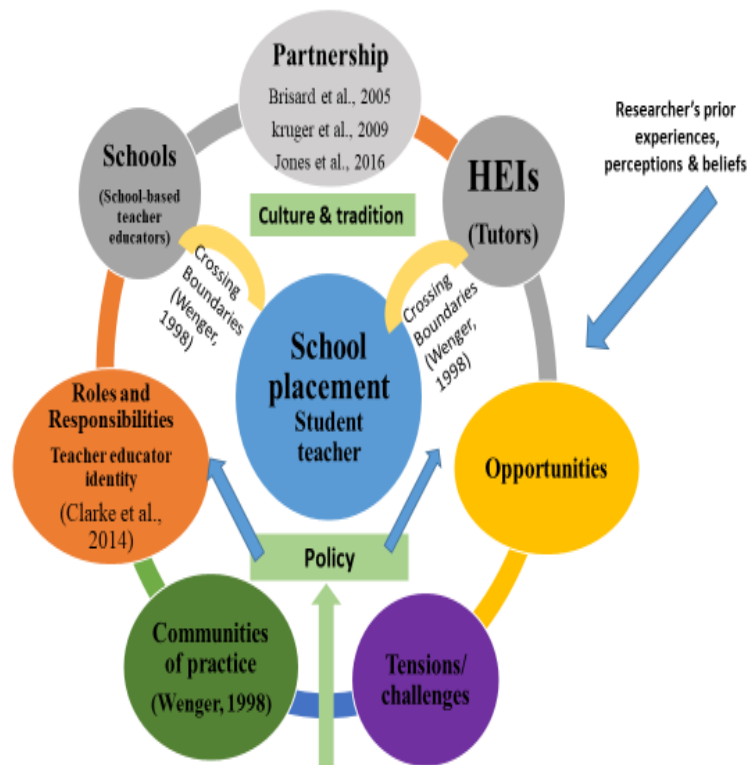
Methodological Approach

The research questions determined the mixed methods approach used, Creswell and Plano Clark maintain that mixed methods research (MMR) should "incorporate many diverse viewpoints" and "rely on a definition of core characteristics of mixed methods research" which "combine methods, a philosophy, and a research design orientation" (2011, p. 5). Much has also been written about the various designs for MMR, which can be overly-complicated (Johnson & Onwuegbuzie, 2004; Leech & Onwuegbuzie, 2009; Tashakkori & Teddlie, 2003). The complexity associated with deciding on a MMR design is evident from the literature. Nineteen definitions of MMR are explored and summarised by Johnson, Onwuegbuzie and Turner (2007). Creswell and Plano Clark (2011) explore six common mixed methods designs, whereas thirty-five MMR designs are identified by Tashakkori and Teddlie (2003). Eight designs comprising twenty-four combinations are presented by Leech and Onwuegbuzie (2009), who used a notation system to denote the priority of methods and sequence of data gathering (See Appendix J).

Rationale for Using Mixed Methods

Despite MMR design complexities, the positive attributes associated with MMR designs have been explored by several researchers (Cohen, Morrison, & Manion, 2011; Collins, Onwuegbuzie, & Sutton, 2006; Denscombe, 2010). MMR design can improve accuracy of data, it can offer a more complete picture, it can compensate for strengths and weaknesses of methods used, develop the analysis and aid sampling (Denscombe, 2010). Moreover, MMR designs also facilitate flexibility regarding ontological and epistemological stances (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2003). Drawing on Greene, Caracelli and Graham's (1989) typology for mixed methods designs (See Appendix K), which outlines five purposes of MMR, the rationale for employing mixed methods in this study was primarily to scaffold *complementarity* (Combs & Onwuegbuzie, 2010). Whereby the results from one method are used to elaborate, enhance, or illustrate the results from the other. In using complementarity as a rationale "elaboration, illustration, enhancement and clarification of the findings" (Combs & Onwuegbuzie, 2010, p. 3) are sought from the quantitative and qualitative data. Greene et al. (1989, p. 258) elaborate:

> In a complementarity mixed-method study, qualitative and quantitative methods are used to measure overlapping but also different facets of a phenomenon, yielding an enriched, elaborated understanding of that phenomenon. This differs from the triangulation intent in that the logic of convergence requires that the different methods assess the same conceptual phenomenon. The complementarity intent can be illustrated by the use of a qualitative interview to measure the nature and level of program participants' educational aspirations, as well as influences on these aspirations, combined with a quantitative questionnaire to measure the nature, level, and perceived ranking within peer group of participants' educational aspirations.

Although the seminal article published by Greene et al. (1989), a little less than 30 years ago, cites development as a separate purpose for using MMR, aspects of the development design are also evident in this study. The salient feature of the development design is that "one method is implemented first, and the results are used to help select the sample, develop the instrument, or inform the analysis for the other method" (Greene et al., 1989, p. 267). It is hoped that by using this MMR approach, compensation for weakness and bias in both the quantitative and qualitative data gathering approaches will be safeguarded.

The main research question and guiding questions to be explored in the study are a combination of quantitative, qualitative and "hybrid" (Tashakkori & Creswell, 2007) questions, with collected data providing a deeper understanding of the main research question. The gathering of qualitative data in Stage 2 to obtain more detailed information from principals/ DPs and CTs was deemed necessary after the collection of data in Stage 1. The quantitative and qualitative data gathered from principals/DPs coupled with qualitative data from them and CTs provide both the "numbers" and the "stories" about the research problem being explored.

Although the focus could have remained on school management, the role of the CT has become more prominent (Young & MacPhail, 2015). At post-primary level, CTs work more closely with PSTs and their involvement is central to ensuring that Council policies and initiatives are implemented at micro level. Whether and where the perceptions of principals/DPs and CTs regarding recent changes to ITE programmes meet and diverge is central to this research study.

Rationale for a Survey Within a Multiple Case Study Design.

Drawing on Punch (2000), the "how" and "why" questions guiding the research have identified the case study approach as one of the appropriate methods for this study. Acknowledging Yin's (2009) advice to state the research propositions, suggested propositions for the study are outlined in Appendix L. Baxter and Jack (2008, p. 551) argue that "propositions may come from the literature, personal/professional experience, theories, and/or generalizations based on empirical data." The case study approach can use several social phenomena as the unit of analysis or case, including inter alia an organisation, an individual, an educational programme, a policy (Denscombe, 2010).

Rationale for employing the case study approach was to enable greater understanding of results and to provide a more complete understanding of various school-based stakeholders' experiences, perceptions and opinions. Exploration of their perspectives was facilitated by the multiple case-study approach and allowed the researcher to explore and consider where respondents' opinions on the research phenomena merged and diverged. It should be noted that the terms "comparative case method" and "collective case study" are sometimes used interchangeably to denote a multiple case study (Yin 2009). Luck, Jackson and Usher (2006) identify subtle differences between them:

> Commonly, multiple case studies have positivistic derivations and include the goal of replication; thus, they are a vehicle for generalisability (Yin 2003) … However, collective case studies can be undertaken to understand a phenomenon, a population or a general condition (Luck et al., 2006, p. 106).

Love (2004) cites a noted benefit of case studies as their "flexibility and ability to assemble a comprehensive array of quantitative and qualitative data to provide in-depth analysis" (p. 82). Furthermore, "the real value of a case study is that it offers the opportunity to explain *why* certain outcomes might happen – more than just find out what those outcomes are" (Denscombe, 2010, p. 53). Multiple cases are suggested to increase the methodological rigor of the study through "strengthening the precision, the validity and stability of the findings" (Miles & Huberman, 1994, p. 29), particularly, because "evidence from multiple cases is often considered more compelling" (Yin, 2009, p. 53). Nevertheless, the researcher was cognisant of perceived disadvantages of the case study approach and has outlined in Table 4 how such obstacles were handled in this study.

Table 4: How case study obstacles were confronted.

Disadvantages of case study	Overcoming obstacles
1. "The point at which the case study approach is most vulnerable to criticism is in relation to the *credibility of generalizations* made from its findings. The case study researcher needs to be particularly careful to allay suspicions and to demonstrate the extent to which the case is similar to, or contrasts with, others of its type" – (Denscombe, 2010, p. 62).	1. External validation, in terms of limited generalisability was established using replication logic. Cross-case synthesis was employed within and across cases and the survey data helped to improve the credibility of whole study's generalisation.
2. Case studies are often perceived as producing "soft data" – (Denscombe, 2010, p. 63).	2. To safeguard against producing "soft data" a multiple case study was undertaken. The research design also incorporated a quantitative element. The subunits of analysis within each case study (management and CTs) also produced rich data.
3. Misconceptions concerning the case study approach include it being regarded as "acceptable in terms of providing descriptive accounts of the situation but rather ill-suited to analyses or evaluations" (Denscombe, 2010, p. 63).	3. The researcher was rigorous in providing detail of the case study approach used and the framework for case study selection. Braun and Clarke's (2006) analytical strategy for thematic analysis was employed to avoid shallow description of themes.
4. The boundaries of the case can be difficult to define.	4. Case boundaries have been explicitly outlined - Cases were second-level schools in the Leinster region, which host at least three student teachers on placement, from three different ITE course providers. One outlier school was also selected, which had only one PST on SP.
5. Negotiating access to case study settings can be challenging.	5. By giving some insight into Stage 2 of the study via the online questionnaire, 30 schools indicated willingness to take part in Stage 2 of the research study. When approaching prospective case schools, a guiding list of interview questions was forwarded to prospective participants.
6. There is a chance that the observer effect may influence behaviour of participants involved in the study.	6. Observation was not used as part of the case study approach adopted.

Research Design

The voluntary, unstructured nature of SP in Ireland has possibly contributed to deeply held beliefs about what role schools and teachers play in ITE. The importance placed on the research question(s), without doubt scaffolded the MMR design used. This strategy would hopefully provide insight into the perceptions, attitudes, hopes and fears of school-based stakeholders involved in ITE. Moreover, the multiple case-study of post-primary schools, which host student teachers from several different HEIs would allow for more rigorous insights into the cultural, educational and policy experiences of these research participants.

This research design involved a partially mixed, sequential, qualitative dominant status design, resulting in a survey within a multiple case study. With partially mixed methods designs, "both the quantitative and qualitative elements are conducted either concurrently or sequentially in their entirety before being mixed at the data interpretation stage" (Leech & Onwuegbuzie, 2009, p. 267). This typology is also referred to as *explanatory* mixed methods design (Creswell & Plano Clark, 2011). The premises of the explanatory design are that a single data set is not sufficient to answer the research questions posed and the need to further explore quantitative results by gathering rich qualitative data. By analysing data strands separately and then "connecting" them as appropriate all research questions could be explored. Ultimately, how the data were to be analysed and connected in this mixed methods study was deemed more important than the terminology used to describe the design of the study.

This two-stage research design involved the gathering of quantitative and qualitative data using an online survey creator and the collection of qualitative data from semi-structured interviews conducted at four case schools (CSs). An "interactive level of interaction" (Creswell & Plano Clark, 2011, p. 65) occurred between the quantitative and qualitative strands. The two methods are mixed before the final interpretation, with case respondents' data gathered during Stage 1 being mixed with the qualitative data from Stage 2. NVivo was used to facilitate this interactive level of interaction. The priority was given to the qualitative approach, because it explored data obtained in Stage 1 of the study with Stage 2 participants and involved qualitative data collection from multiple case studies. Both qualitative and quantitative data were gathered in Stage 1 and questions generated from this stage of the study informed the qualitative component of the study. Case study is generally situated in a research paradigm that is both subjective and interpretive (Cohen et al., 2011), seeking as it does to understand the specific world occupied by individuals. However, it does not fit exclusively into a qualitative research paradigm (Yin, 2009) nor does it exclude the gathering of quantitative evidence from its design. Figure 10 illustrates the design for the study.

Figure 10: Research design
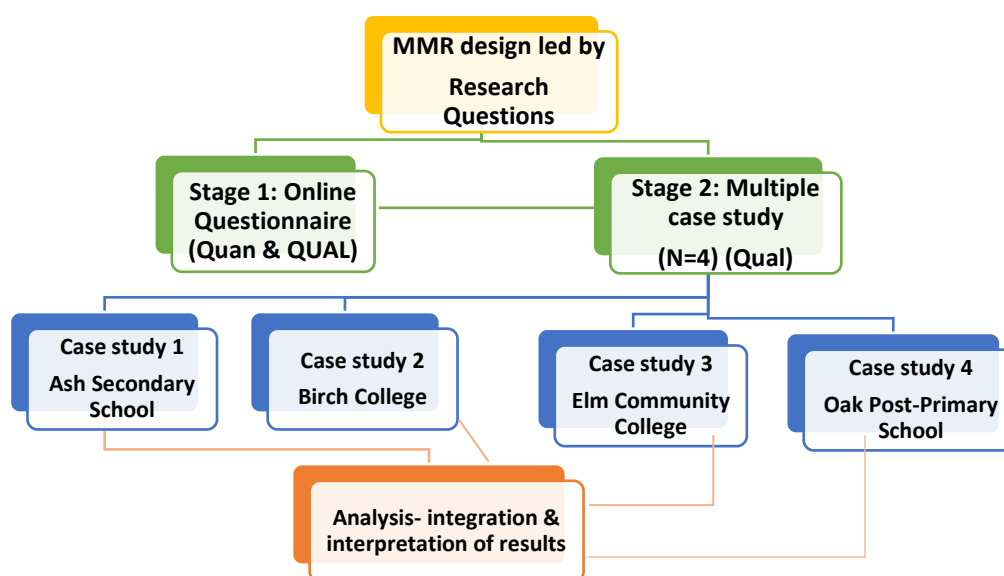
Piloting.

Stages 1 and 2.

Ten schools took part in the pilot from the counties of Galway, Mayo, Kildare, Meath and Dublin. Piloting occurred between 11th May 2015 and 16th October 2015 (delay due to postal strike). The documents piloted included 1) the participant invitation letter; 2) the plain language statement; 3) the Informed Consent Form; and 4) the questionnaire. The feedback gathered from pilot-participants included identifying ambiguous items in the instrument, ascertaining the time needed for completion, and checking the order of items (face validity). Following the pilot, a non-standardised questionnaire was created to obtain quantitative and qualitative data from a purposive sample of principals and DPs (see Appendix M). From a design point of view, although the questionnaire was piloted by ten principals/ DPs in hardcopy format, in hindsight piloting of the online questionnaire would have highlighted any flawed design features or difficulties that may have emerged for respondents when completing the online version of the questionnaire. Pilot interviews were also conducted in my own school with willing teachers and the school management team between October 2015 and in April 2016. The interview schedules were then revised and edited (see Appendix N and Appendix O).

Sampling: Stage 1.

Non-probability, purposive sampling was employed, in which the researcher deliberately selected a particular group of prospective respondents to include in the sample. Cohen et al. note:

> though they may not be representative and their comments may not be generalizable, this is not the primary concern in such sampling; rather the concern is to acquire in-depth information from those who are in a position to give it (2011, p. 157).

The intention was not to represent the population numerically or in a way that proportions could be predicted, rather it was to represent the sample in a way that facilitates description and possible interpretation of the population. The participants required for this study were targeted based on their professional experiences as principals/DPs of post-primary schools. An online questionnaire or "E-Survey" was created for ease of completion and data coding. Headings included: 1) background information; 2) school information; 3) practical issues; and 4) opinions/perceptions. The literature explored in the previous chapter informed many of the questions included in the questionnaire and this interconnectedness will be explicitly outlined in the next chapter.

Originally it was proposed to use the National Association of Principals and Deputy Principals (NAPD) regional map to bind the study geographically (See Appendix P). An email was sent on 10th March 2015, to a (gatekeeper) member of the NAPD, requesting information regarding the total number of schools in regions 3, 4, 8 and 9. Information received via telephone indicated there was a total of 220 (NAPD represented) schools in the population. However, due to data protection it was not possible to obtain a contact list of NAPD member schools in the selected regions. Eventually it was decided to search for schools in the same regions as identified on the NAPD map, by using the website of the DES. Colleges of Further Education were not included in the total sample population. Using the DES website, 324 schools were identified in the targeted geographical area for Stage 1 of the study. Table 5 illustrates the number of schools identified in each county.

Table 5: Total population of schools.

County	Number of post-primary schools
1. Carlow	11
2. Dublin	171
3. Kildare	28
4. Laois	8
5. Longford	9
6. Louth	17
7. Meath	34
8. Offaly	12
9. Westmeath	15
10. Wicklow	22
Total	327
Pilot participant schools in area.	Minus- 3
Total population	**324**

Information obtained in Stage 1 provided the sampling frame for the subsequent qualitative phase. It should be noted that a potential for sampling bias in the study exists, given the nature of the research being conducted, the researcher's professional experience and the fact that purposive sampling was chosen. Steps taken to reduce bias in the study will be examined later in the chapter. Nevertheless, purposive sampling "…does not pretend to represent the wider population; it is deliberately and unashamedly selective and biased" (Cohen et al., 2011, p. 157).

Sampling: Stage 2.

As noted earlier in this chapter, *development* was one of the research design purposes (Greene et al., 1989), namely to use results from Stage 1 to help develop and inform Stage 2. Participants who completed the online questionnaire were invited to express willingness to take part in Stage 2 of the study. Thirty schools indicated willingness to do so. Being a multiple case study, the strategy for selecting prospective case study schools was not merely focused on the purpose of the case study, that is, to develop propositions for further enquiry (exploratory), to develop and test theories (explanatory) or to provide narrative accounts (descriptive) (Yin, 2009), rather it considered the issue of external validity of the case inquiry.

The multiple case study approach employs replication logic rather than a sampling logic and relies on analytical generalisation, rather than following a statistical sampling rationale (Stake, 2006; Yin, 2009). Analytical generalisation is the generalisation of "a particular set of results to some broader theory" (Yin, 2009, p. 43). Replication logic is similar to sampling logic, but it is more concerned with the approach applied to multiple case studies, namely that each case or unit of analysis is treated in the same manner. When cross-case conclusions are

being made, the extent of the replication logic must be indicated, why certain cases were predicted to have certain results, whereas other cases (alternative/outlier cases), were predicted to have contrasting results (Yin, 2009).Two approaches for establishing replication logic in the multiple case study were considered: 1) literal replication, where the case is "selected on the basis of known attributes" (Denscombe, 2010, p. 56) and from which similar results will be predicted (Yin, 2009, p. 54); and 2) theoretical replication, where contrasting results are predicted but for reasons that could be anticipated (Yin, 2009).

The strategy of literal replication was deemed most appropriate for this study, meaning that there should be similar results from CSs selected for the multiple case study. In short, it was expected that interviewees from similar schools would have similar perspectives regarding the extension to ITE courses, compared to schools that are dissimilar, or only take students from either Year 1 or Year 2 or have fewer student teachers than the other CSs. However, deciding on this strategy did not automatically provide the methodological guidelines for multiple case selection. To this end, I referred to Patton's (1990) sixteen purposeful sampling strategies, which identified certain sampling strategies that are more appropriate to multiple case designs.

"Binding the case".

Both Stake (1995) and Yin (2009) recommend placing boundaries on case studies to ensure the study remains in reasonable scope and a hybrid of typical case sampling and maximum variation sampling was undertaken in Stage 2 of the study. A two-step case selection procedure was developed. Initially, prospective cases were selected from a list of self-proposed CSs (Stage 1), based on their responses to the online survey questions; i.e. the number of HEIs working with them and the number of student teachers on placement in the respective schools. Typical case sampling "includes the most typical cases of the group or population under study, i.e. representativeness" (Cohen et al., 2011, p. 157). Each unit of analysis was a post-primary school, bounded geographically using the NAPD map, with two subunits comprising the principal/ DP and the CTs. Semi-structured interviews were carried out in four post-primary schools, two in Co. Dublin, one in Co. Kildare and one in Co. Wicklow. This geographical area was selected due to the number of HEI providers in the region. Each CS hosted at least three student teachers on placement, from three different HEIs. Justification for the selection of CSs include the fact that they are similar to each other and would be typical of many other schools "hosting" student teachers on placement around the country.

The second stage involved using a maximum variation strategy. Maximum variation sampling involves selecting cases from as diverse a population as possible. Cases were also selected for displaying different dimensions on demographic characteristics such as size of school, location and categorisation of post-primary school. The differences allowed for

preserving multiple perspectives on the changes to SP procedures in post-primary schools. During the sampling process, the decision was made to also include one alternative or "outlier" case. This case concerned a post-primary school that had only one PST on placement. Furthermore, it was the school's first experience of having a PST on placement. The reason for including this school was to improve the analytical generalisability of the study (Flyvbjerg, 2006). Although there is no agreement in the literature about the recommended number of cases in a multiple case study design (Patton, 1990), Yin (2009) suggests two-three cases for literal replications and four-six cases for theoretical replications. Table 6 outlines the profile of each CS.

Table 6: Profile of case schools

Cases	County	School type	No. of pupils.	No. of Student Teachers	No. of HEIs.
Case School 1: *Ash Secondary School*	Dublin	Voluntary secondary school (VSS). Single sex girls' school.	501-800	6	5
Case School 2: *Birch College*	Dublin	Fee-paying VSS.	Fewer than 1000	6	3
Case School 3: *Elm Community College*	Kildare	Education & Training Board (ETB). Coeducational school.	1001+	17	6
Case School 4: *Oak Post-Primary School*	Wicklow	ETB Coeducational school.	501-800	1	1

Data Gathering: Stage 1

An initial email was sent on 7th November 2015 to all schools, which briefly outlined the study and sought the direct email addresses of the school principal and DP (see Appendix Q). The rationale for seeking the responses of DPs as well as principals, is that DPs are often given the task of organising placements for PSTs in their schools. I had initially hoped to forward the link to the online questionnaire via email to schools and request that the link be forwarded to school management, however the online survey creator used (Esurveycreator.com) automatically sends each email recipient a personalised survey link. If the link had been sent to schools' administration email addresses, it could only have been used by one respondent in each school. Consequently, an email was sent to the 324 schools on November 7th, 2015, which

briefly outlined the study, explained the issue with the personalised link and requested the direct email addresses of the principal and DP of each school. 116 direct email addresses were received and all emails received were acknowledged.

Finally, on 18th November 2015, an email was sent to 331 email addresses, inviting recipients to partake in the study and included a personalised link to the E-Survey. This figure included the 116 direct email addresses received, with the remainder comprising the administrative emails of schools obtained from the DES website. Having a personalised link to the online survey prevented duplication of response by participants. A plain language statement and an Informed Consent Form were also attached (see Appendix R). The E-survey was then launched, with 331 email addresses being inserted into the "distribution list" via the online survey creator. All "Gaelcholáistí" were emailed in Irish inviting them to partake in the study, along with other relevant documents translated into Irish (see Appendix S). Before launching the online survey, the "anonymous survey option" was enabled, thus suppressing any connection to corresponding email addresses. This means that I was prevented from identifying any respondent/school (unwilling to be identified) and was mindful of conducting an ethical audit trail. Despite repeated efforts to increase the response rate, which included informing all prospective respondents of the launch of the online survey, sending an invitation email and as two reminders, it remained low. Lefever, Dal and Matthíasdóttir (2007) found that online survey participation rates are low compared postal surveys and cite Comley (2000) who found most virtual surveys showed a response rate of between 15 and 29%. In this doctoral study, as of 27th November 2015, 91 questionnaires were returned for analysis (response rate = 27.49%)[8] of which three incomplete questionnaires were excluded prior to analysis. All Stage 1 prospective participants were emailed (See Appendix T) to thank them for their co-operation and offered feedback on the findings from the questionnaire.

Data Gathering Stage 2

Stage 2 commenced in April 2016 and was completed by June 2016. It focused on the qualitative element of the study, comprising the multiple case study. On completion of Stage 1, thirty participants had expressed a willingness to participate in the second stage of the study. Stage 2 involved identifying four CSs (See Appendix U) and conducting semi-structured interviews with willing participants in each CS. Interviews were conducted with three stakeholders in each CS, namely; the principal/DP and two CTs. Only one CT was interviewed in *Oak Post-Primary School.* Participants were given the opportunity to view the basic interview schedule prior to the interview in order to have time to consider their responses. It was

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[8] Per http://fluidsurveys.com/university/response-rate-statistics-online-surveys-aiming/ (22 October 2016) the average response rate for online email surveys is 24.8%.

explained to interviewee participants that the schedule emailed to them was a guide for the interview and that questions would not necessarily be asked in that order. As promised, interviews lasted no longer than forty minutes and took place in the respective CS. A structured interview offers many of the same constraints as the questionnaire and therefore, the semi-structured format was used for the interviews. It allowed for more flexibility as the researcher was guided by a list of questions or issues to be explored. Neither the exact wording nor the order of the questions was determined ahead of time, thus allowing interviewees to be in some control of topics raised (Denscombe, 2010). Each interview was audio-recorded and transcribed. Transcription conventions included: a) giving each interviewee a pseudonym; b) recording hesitations, pauses, using ellipsis (…) in the text; and c) referencing audible breathing out or breathing in.

Transcriptions were then subject to thematic analysis (TA), which is one of the most common approaches employed in qualitative data analysis (Howitt & Cramer, 2008). TA has the potential to yield a deep understanding of key findings. The conceptual framework of the analysis for the interviews was built upon the theoretical positions of Braun and Clarke (2006). Before beginning phase 1 of the analysis as per Braun and Clarke's (2006) framework (See Table 9), notes were also taken concerning nonverbal utterances, pauses, silences, laughter and sarcasm. Figure 11 outlines the approach to data gathering.

Figure 11: Data gathering approach
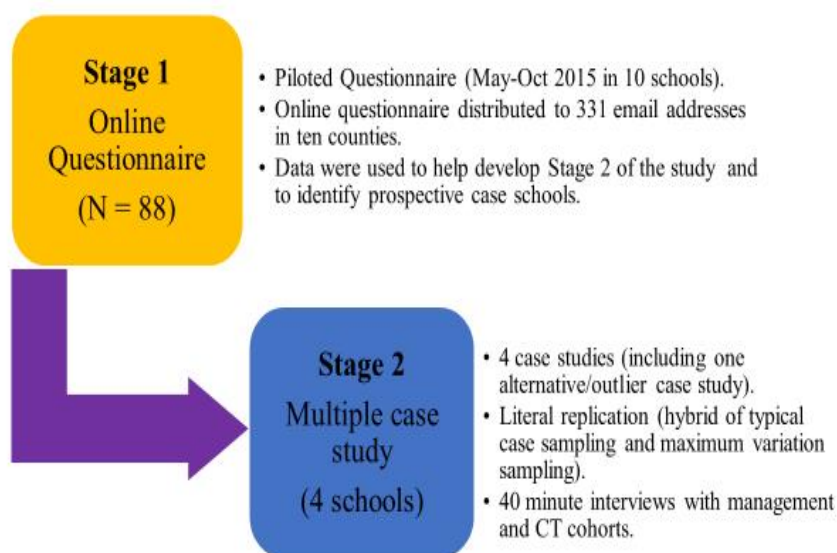
<center>**Analysis**</center>

Stage 1

      The online questionnaire creator used produces aggregated reports for each question with diagrams and suitable key figures including arithmetic average, percentages and standard deviation. The collected quantitative responses were downloaded as an Excel file and then imported into Statistical Package for the Social Sciences (SPSS version 23) for descriptive and inferential analysis. Variable names were inputted for each question, as well as variable labels and values. Missing values were labeled as "99". Levels of measurement, i.e nominal, ordinal, scale, were associated to each variable. Data were then cleaned and checked for errors. The characteristics of the data set were then sought, and descriptive statistics were performed to report on frequencies (number), relative frequencies (percentage) for categorical data (i.e. gender) and measures of central tendency and variation for numerical data. Analysis of individual variables and also comparison of paired variables was done.

      Bearing in mind the importance that has been placed on the induction stage of the continuum in recent years, the influence the Sahlberg Report (2012) has had on shaping the current teacher education landscape and the recommendation that schools should play a role in the assessment of PSTs (Sahlberg, 2012), it was deemed of interest to explore whether management from schools that have NIPT trained mentors, believe CTs should play a part in assessing student teachers on SP. Inferential analysis was then conducted to test the hypothesis that schools with an NIPT trained mentor would indicate that CTs should play a part in assessing PSTs on placement. Variables were collapsed and negatively worded items were recoded and reversed. Correlations were run and reliability analysis preformed on Likert scales. Figure 12 outlines the steps taken when conducting the analysis of the quantitative data and significance tests used to examine the two research study's hypotheses.

Figure 12: Analysis of Quantitative Data.
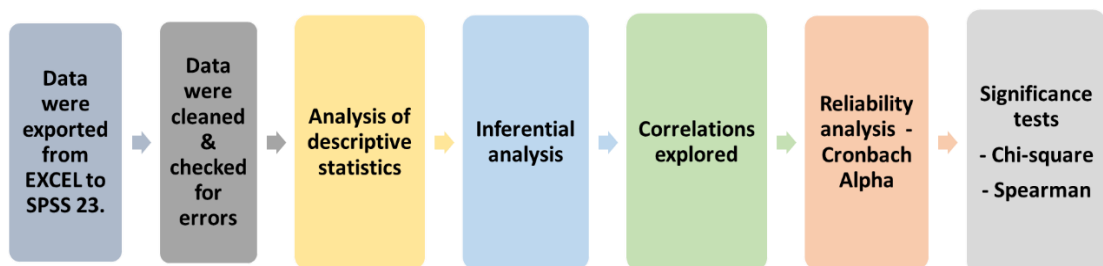
Hypotheses

Hypothesis 1.

An alternative non-directional hypothesis was explored and is denoted by H_1: *There is a difference between schools that have an NIPT trained mentor on staff and schools that do not vis-à-vis whether co-operating teachers should play a part in assessing student teachers on SP.* In short, no indication as to what the direction of the difference might be is given. Creswell explains "In a non-directional alternative hypothesis the researcher predicts a change, a difference, or a relationship for variables in a population but does not indicate whether the direction of this prediction will be positive or negative, or greater or less" (2012, p. 127). The null hypothesis (H_0) states: *There is no difference between schools that have an NIPT trained mentor on staff and schools that do not vis-à-vis whether co-operating teachers should play a part in assessing student teachers on SP.* The independent variable for this hypothesis is nominal and is operationalised by whether a respondent's school has an NIPT trained member on the staff. The dependent variable, is also nominal, and is operationalised by respondents indicating support for CTs to assess student teachers.

Hypothesis 2.

The second non-directional alternative hypothesis states that: *There is a correlation between levels of positivity by respondents towards the extension of ITE programmes and the number which have more than six student teachers on placement.* The rationale for using a non-directional alternative hypothesis includes the researcher suspecting a relationship exists between the two variables, but has no prior knowledge of what the nature of that relationship could be (Connolly, 2007). The null-hypothesis (H_0) is: *There is no difference in levels of positivity by respondents which have more than six student teachers on placement towards the extension of ITE programmes.* The dependent variable, i.e. the level of positivity towards the reconceptualisation of ITE programmes is operationalised by the ranking response given by respondents concerning changes to ITE programmes. The independent variable for this hypothesis is ordinal and concerns the number of PSTs on placement in respondent schools.

While hypothesis testing is not always deemed necessary when using purposive sampling and could "quite legitimately" (Connolly, 2007, p. 171) be ignored, hypotheses were tested for this study. Connolly (2007) argues that although researchers using purposive sampling may feel they have highlighted the issue of bias, "it is still useful just to test whether the findings you have produced could have occurred by chance" (p. 171). By testing the hypotheses, the variation between data results were examined, enabling greater validity. Table 7 summarises the two hypotheses explored in this study, the ways of displaying the relationship between the

variables, the appropriate method for analysing the relationship between the different types of variables and the statistical tests used to calculate the significance level of the relationship between the two variables. The hypothesis test used a p-value to calculate the significance level of the relationship between two variables. The p-value is a number between 0 and 1 and interpreted in the following way: 1) a small p-value (typically < 0.05) indicates sufficient evidence to reject the null-hypothesis and therefore accept the alternative hypothesis; 2) a large p-value (> 0.05) indicates that not enough evidence exists to reject the null- hypothesis that the distribution is normal.

Table 7: Statistical testing

	Types of variables being analysed	**Ways of displaying the relationship between the variables**	**Appropriate method for analysing the relationship**
Hypothesis 1	Nominal - Nominal	o Contingency tables o Clustered bar charts	o Percentage comparisons between categories of one of the variables o Sig. Test: Chi-square test
Hypothesis 2	Ordinal- Ordinal	o Contingency tables o Clustered bar charts	o Spearman correlation o Sig. Test: Spearman correlation

Responses to the open-ended questions from Stage 1 were counted and analysed for content. Qualitative data gathered in Stage 1 from the four CS respondents were also mixed or "connected" with the respective case study interview data gathered in Stage 2. The final interpretation of the individual case study reports and the subsequent cross-case synthesis are presented in the next chapter.

Stage 2: Qualitative data analysis

The audio-transcripts of each interview were imported into NVivo 11, which assists qualitative researchers working with rich text-based data to enable them to organise, classify and arrange their information into manageable components in order that they might discover patterns and linkages more fluidly in their analysis. NVivo facilitates analysis of data, but does not conduct the analysis by itself. Various methods of analysis were considered in an attempt to identify a suitable analytical framework for the analysis of the qualitative data. Table 8 provides a review of four well-known approaches to qualitative data analysis, which were considered for this study. The second column provides a description of the process of each approach, while a

critique for each method and the rationale for discounting them are set out in columns three and four.

Table 8: Four approaches of qualitative data analysis.

Analysis method	Description	Critique	Rationale for discounting method
Content analysis (CA)	CA is the analysis of texts of various types including writing, recordings or sounds. It is used as a way of quantifying the contents of the text, i.e. specific words (Denscombe, 2010), in order, to reveal what is deemed as relevant, to identify priorities in the text, to reveal values conveyed in the text. It has the potential to disclose "hidden" aspects of what is being communicated through the written text.	Its main limitation is that it has an in-built tendency to dislocate the units and their meaning from the context in which they were made. CA cannot deal with implied meanings in text, or meanings drawn from what is left unsaid	This EdD study is a mixed methods study, it was not the researcher's intention to quantify themes. Priority is placed on the qualitative data strand. The units of analysis are the case schools, not certain themes or words.
Discourse analysis (DA)	DA focuses on the implied meaning of a text or image rather than its explicit content. Texts should not be taken "at face value" (Denscombe, 2010, p. 287), rather they should be investigated to reveal the hidden messages they contain. This involves "deconstruction" of the data by the researcher. The purpose of using this analytical approach is to show how power is exercised through language.	DA looks at what is missing from the text. In order, to know what to look for, the researcher needs to use "prior assumptions" to analyse the data.	Data collection strategies for DA can use a mix of observation, interviews, and close reading of texts. However, the collection of quantitative data was a necessary element of this study. By observing participants' speech, DA can provide insight into how participants deploy language to accomplish their objectives and position themselves in relation to others. However, this was not the objective of this study.

Grounded theory (GT)	The purpose of using GT is to develop concepts or generate theory through the analysis of data (Glaser & Strauss, 1967). This approach emphasises the importance of empirical fieldwork and the need to link any explanations very closely to what happens in practical situations in 'the real world'" (Denscombe, 2010, p. 107). Data collection is undertaken "in the field".	Tendency for researchers to "adopt and adapt" GT and to use it selectively. It does not lend itself to precise planning and therefore is impossible to predict in advance the nature of the sample that will be used.	The aim of this study was not to generate concepts or theory, which generally requires the researcher to re-enter the field, until a point of theoretical saturation occurs, i.e. "when additional analysis no longer contributes to discovering anything new about a category" (Strauss, 1987, p. 21), as cited by Denscombe, 2010, p. 117). GT does not generally involve statistical analysis of quantitative data – which were deemed necessary for certain research questions in this mixed methods study.
Narrative analysis	A narrative relates to a story, which can be told in writing, in speech, visual image, music or drama. Such stories "can be analysed in terms of how they *construct the social world*" (Denscombe, 2010, p. 291). Focus is placed on the meanings and ideology the story conveys, the techniques the story-teller uses and how the story links with the cultural and historical context within which it is told (Denscombe, 2010).	The approach is not overly concerned with whether the story being analysed is based on truth or myth. The text is by its own nature linguistically subjective and therefore, difficult to quantitatively access in an objective manner.	The purpose of this research study was not to explore the "stories" of research participants in the context of social events and human interaction. (Denscombe, 2010).

It should be noted that Content Analysis is an analytical approach used to identify patterns across qualitative data and tends to allow for the quantifying of qualitative data. TA differs from this in that themes tend not to be quantified and the unit of analysis tends to be more than a word or phrase, which it typically is in content analysis (Braun & Clarke, 2006). Although Grounded Theory also seeks to describe patterns across qualitative data, its approach is theoretically bounded, TA is not tied to any pre-existing theoretical framework, and so it can be used within different theoretical frameworks.

Having reviewed several methods, it was decided to employ TA as the analytical framework for the qualitative data in this study. Braun and Clarke define TA as: "a method for identifying, analysing, and reporting patterns (themes) within data" (2006, p. 6). Critics argue that reliability with this method is a concern because of the wide variety of interpretations that arise from the themes, as well as the difficulty of applying themes to large amounts of text. Bazeley notes: "The problem in much current practice is that thematic analysis has become a label applied to very descriptive writing about a list of ideas (or concepts or categories), supported by limited evidence" (2013, p. 191). In short, there is sometimes over-reliance on the presentation of themes supported by participant quotes as the primary form of analysis rather than as an outcome of rigorous data analysis processes. Although Bazeley (2013) is critical of common approaches taken by researchers claiming to employ TA, it was deemed most appropriate because of its flexibility and accessibility. Furthermore, "thick description" (Geertz, 1973) of the data set becomes apparent, similarities and differences across the data set are highlighted, which represent the complexity of situations and unanticipated insights can be generated.

To this end, in an attempt to avoid the pitfalls of TA and to justify the categories identified in the data and link them to a "more comprehensive model" (Bazeley, 2013, p. 191), the 6-phase analytical strategy as outlined by Braun and Clarke (2006) was applied using NVivo 11 (see Table 9). Doing so aided me to go beyond identifying thematic statements, supported simply by quotation and to consider how the various themes identified intersect with each other and link back to the research questions, which helps to build a co-ordinated network of understanding. Furthermore, the recoding phase of the framework ensured that data were "saturated" (Miles & Huberman, 1994) until no new categories emerged. A qualitative codebook was also developed for the first five phases of analysis (See Appendix V). The rationale for choosing this method was that "rigorous thematic approach can produce an insightful analysis that answers particular research questions" (Braun & Clarke, 2006, p. 97).

Table 9: Phases of thematic analysis

6 Phases of Thematic Analysis (Braun and Clarke, 2006)	Process
Phase 1: familiarising yourself with your data:	"Repeated reading" of the data by the researcher, helps to immerse the researcher with the data. Initial ideas are noted and patterns in the text are sought.
Phase 2: Generating initial codes:	Researcher begins to code the data and generates an initial list of ideas about what is interesting about the data.
Phase 3: searching for themes:	The researcher collates all the relevant coded data extracts into potential themes. The relationship between codes, between themes, and between different levels of themes, is considered.
Phase 4: reviewing themes:	Themes are reviewed and refined. "The need for recoding from the data set is to be expected as coding is an ongoing organic process" (Braun & Clarke, 2006, p. 21). This allows the researcher to generate a thematic "map" of the analysis.
Phase 5: defining and naming themes:	The researcher furthers refines the themes to be presented for analysis, thereby generating clear definitions and names for each theme. Sub-themes may also be identified.
Phase 6: producing the report:	This phase involves the final analysis and write-up, including data extracts, of the report. The analysis provides a concise, coherent and "interesting account of the story the data tell – within and across themes" (Braun & Clarke, 2006, p. 23), which relates back to the research questions and literature.

Advantages and disadvantages of using data analysis software.

Data analysis software (NVivo) allows for unstructured data to be sorted, coded and interrogated. The software manages the data and facilitates analysis of the data by the researcher – it does not carry out the analysis. Links between codes are established and the visualisation of data facilitated by the software. It also renders all stages of the analytical process traceable and transparent, facilitating the researcher in producing a more detailed and comprehensive audit trail. Nonetheless, the reliability or trustworthiness of results can be affected due to researcher inexperience. Pitfalls include potential data loss and over-coding. Data loss as a threat was

addressed by regular backups of data files, while over-coding was addressed by meticulously following Braun and Clarke's strategy until data saturation occurred.

Mixed methods analysis

A survey within a multiple case study.

Once both quantitative and qualitative data were analysed using the analytic approaches outlined previously in this chapter, individual case study reports were written for each CS. Data from both strands were connected, when deemed appropriate, namely to explore the guiding research questions. Data were interpreted considering the research questions posed. Data from Stage 1 were connected to the individual case study reports and cross-case conclusions were drawn showing where stakeholders' perspectives on SP merge and separate. Finally, "meta-inferences" (Teddlie & Tashakkori, 2009, p. 300) or interpretations drawn separately and across both data strands were provided. The steps taken when conducting the multiple case study are outlined in Figure 14 and draw on Yin's framework (2009). The initial step involved the development of research questions. The dotted line looping back represents the situation where important discovery occurs, perhaps requiring the researcher to reconsider one or more of the study's original propositions and even redesign the study (Yin, 2009). The literal replication (LR) approach to the multiple-case study is also illustrated in Figure 13.

Figure 13: Case study method: approach adapted from Yin (2009).
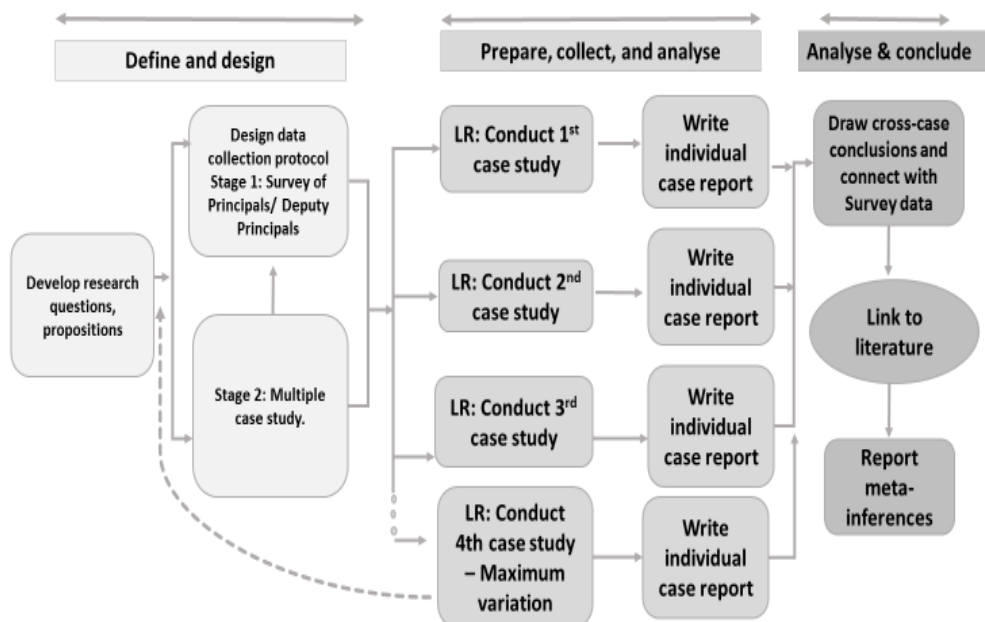
<center>**Ethical Issues**</center>

The procedures involved at every stage of the research project were subject to the scrutiny of the Research Ethics Committee (REC). In accordance with REC guidelines and the ethical guidelines published by the British Educational Research Association (2011), every effort was made to ensure the ethical rigour of the project. This EdD research study was initially proposed to the REC at St. Patrick's College, Drumcondra, which during the course of the EdD programme was incorporated with Dublin City University. The principle of informed consent underpins participation in the study. A Plain Language Statement, Informed Consent form and Proof of Ethical approval from St. Patrick's College REC were also given to participants. Respondents were also informed that their participation was voluntary and that their consent could be withdrawn at any time. To protect the confidentiality and anonymity of participants, identifying information was deleted and pseudonyms were assigned to each of the case study subjects. For the two respondents who refrained from indicating their gender, the unisex names of "Dara" and "Jean" were assigned to them. Concerning the issue of non-maleficence (Cohen et al., 2011), care was taken to ensure that the ethical principle of "do no harm" was employed. Giving case study participants the rights of veto on sections of the draft case study reports allowed them not only to reword their direct quotes to ensure greater coherence in their sentences but also to decide whether the reports accurately represented them, thereby reducing misinterpretation of the data gathered. All raw and processed qualitative and quantitative data were securely stored by the researcher for the duration of the study.

Validity of the Research Study

      Quality assurance.

Since MMR involves both quantitative and qualitative data, the relevant validity checks must be done for both strands of data. Creswell and Plano Clark define validity in MMR as:

> employing strategies that address potential issues in data collection, data analysis, and the interpretations that might compromise the merging or connecting of the quantitative and qualitative strands of the study and the conclusions from the combination (2011, p. 239).

To minimise any threat to the study's validity at the data collection stage of the study, the strategy of addressing many of the same questions in both the quantitative and qualitative strands was used, furthermore, the same individuals were selected to follow up on findings from Stage 1, with CTs also being given a voice in Stage 2 to help develop interpretation of concepts. Concerning any potential threat to the validity of the data analysis, quotes from respondents that concurred with the statistical results were merged, any qualitative responses that were quantifed were inputted into SPSS and the descriptive statistics for these data were explored. Potential

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threats to the study's validity when interpreting data were also considered, for example when mixed methods questions were explored, both data sets were considered. For other guiding questions, the form of data deemed most appropriate for providing a better understanding of the problem, was explicitly stated (Creswell & Plano Clark, 2011). In an attempt to increase confidence in both the results of the research and in the methodology employed, four tests generally known as; 1) construct validity 2) internal validity 3) external validity and 4) reliability, were considered.

Construct validity.

Construct validity is reliant on the establishment of correct "operationalized" (Cohen et al., 2011, p. 188) forms for studying the concepts or constructs i.e. in the quantitative strand, that my understanding of a concept is similar to that which is generally accepted to be the construct; that the data gathered is suitable for investigating the research questions and that they have been measured correctly. The rationale for employing mixed methods for this study was to scaffold complementarity and development (Combs & Onwuegbuzie, 2010), by way of "methodological triangulation" (Denscombe, 2010, p. 347). However, triangulation in this instance is not just a tool of validation or of data corroboration, it also allows the researcher to see things from multiple perspectives, adding richness and depth to the study. The use of multiple sources of evidence, including questionnaire data and interviews also contributed to a process of triangulation of the data. In addition, each CS principal or DP was given the option to review his/her draft case study report. This helped to ensure that the report accurately represented the information given for the construction of the reports. None of the participants requested changes to be made to the case reports. The above steps combine to increase the construct validity of the subject.

Internal validity.

Internal validity seeks to demonstrate that interpretations made in a research study can actually be sustained by the data. In the quantitative strand, given the non-standardised nature of the instrument used, statistical analyses were undertaken to determine the reliability of the scale as a whole. The Cronbach alpha coefficient was used to measure the internal consistency of the instrument namely, to how closely related a set of items are as a group. A questionnaire is generally accepted as reliable when the coefficient alpha is higher than 0.6 (Connolly, 2007), while Cohen et al. (2011) maintain above 0.7.

The alpha coefficient for the 18-item scale in this study was .631. However, unnecessary or unreliable items were identified and removed with two 5-item scales emerging. The values reported in range from .703 to .707 for the two scales, meaning the internal

reliability of the scales was improved, thereby verifying the robustness of the instrument and its use in this study[9]. Concerning the qualitative data, three specific components of the research approach are designed to assist in ensuring internal validity, namely *literal replication* of cases, *theoretical replication* of cases and *cross-case synthesis.* This study focused on literal replication and cross-case synthesis (Yin, 2009).

Literal replication of cases.

The literal replication within the selection of case studies allowed for pattern-matching logic to be employed. The pattern that is determined for case study 1, a single-sex VSS, should be similar to case study 2, a fee-paying post-primary school. The same logic also holds true for case study 3, an ETB school with over 1001 pupils and case study 4, an ETB with only one student teacher (See Table 6).

Cross-case synthesis.

A uniform framework using the same headings was created, across which information categories from each of the case studies could be compared. Using NVivo, a case-by-code matrix was generated directly from the coded data, then relationships in the patterns of distribution across columns were sought. Bazeley notes:

> Synthesising case studies to build a common narrative allows the researcher to see essential relationships between circumstances, events, and responses that go beyond single instances to become evident for multiple cases (2013, p. 289).

NVivo also facilitates exploring overlapping sets of cases using interactive modelling. The association of codes across cases are visually displayed in the next chapter (See Table 15).

External validity.

External validity in quantitative research concerns how far one can generalise from a sample to a population. Independent variables were described and dependent variables operationalised, so as to facilitate future replications of the study. In the qualitative strand, the use of multiple case design, with replication logic, greatly enhanced this concept of validity, as the cases can be considered as examples of a broader class of things (Denscombe, 2010). Drawing wider inferences from the study of multiple cases meant explicitly identifying significant features of cases, on which comparison with other similar cases nationally can be made (Denscombe, 2010). The identification of consistent patterns across several of the case

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[9] See appendix W for detail on scale reliability, Appendix X for Stage 1 frequency tables and crosstabulation data, Appendix Y for Bar charts, Appendix Z for attitudinal scale data and Appendix AA for data on hypotheses.

studies provides strong support for the development of a theory about school-based teacher educator identity. If external validity is viewed in terms of reader generalisability, the provision of "*rich, thick description* [emphasis original] … so that readers will be able to determine how closely their situations match the research situation" (Merriam, 1998, p. 211) enhances the possibility of case-to-case transfer as a way of generalising the findings. Table 10 summarises steps taken in the research process to protect the analytical generalisability of the study.

Table 10: Protecting the analytical generalisability of the study.

Concerns	**Steps taken to protect generalisability of study**
1. *How representative is the case?*	By gathering survey data, I could tell how many schools had more than 3 student teacher (PSTs) and how many schools had PSTs from 3 HEIs or more on placement. This allowed me to better determine the representativeness of the cases under investigation. The survey data also facilitate readers of the multiple case report to determine how comparable the multiple case studies are to other similar cases nationally. Thereby, enabling readers of this research to make informed judgements about how far the findings have relevance to other instances.
2. *Is it possible that the findings are unique to the particular case under investigation?*	By using replication logic and cross-case synthesis, I could better determine the uniqueness and representativeness of the cases under investigation. In order to be able to draw wider inferences from the study of multiple cases, significant features of each case were explicitly identified, from which comparison with others can be made.
3. *How can you generalise on the basis of research into one instance.*	By using a multiple case study approach, the findings could be more easily validated, as the cases can be considered as examples of a broader class of things (Denscombe, 2010, p. 60).

In this study, one could nevertheless argue that the sample is small and, as such, the possibility of generalisability is reduced. As noted in the Chapter Two, the context of ITE, including the role schools play in ITE, varies both between and within countries, resulting in a non-standardised system at both national and international levels. Although the research sample is small, the methodological approach is rigorous and the individual cases are explored at considerable depth, thus increasing the reliability of the findings and allowing for the study to be replicated. Furthermore, the "thick descriptions" (Geertz, 1973) offered within the study allow the reader to determine if the findings are applicable to his/her reality or experience.

Reliability / trustworthiness.

Reliability is associated with the degree to which the research findings would have been obtained by two researchers independently studying the same subjects at the same time. The research design and operations of data collection and analysis procedures were explicitly outlined. Dependability of the qualitative data was secured through the establishment of an "audit trail" (Lincoln & Guba, 1985) by offering a clearly documented account of the procedures utilised. It was vitally important that the assumptions and biases that I could potentially bring to this study, as a post-primary teacher, were acknowledged and challenged[10]. Finally, the use of analytical software (NVivo) helped to reduce bias through the determination of patterns within the data and the frequency of occurrence of such patterns. This also assisted in the generation of themes and created a uniform framework, across which concepts were organised, compared and analysed.

Chapter summary

This chapter has outlined the research methodology and design of the study. It has explained how the methodology, which is influenced by my epistemology, guided the research design and methods used in research. Particular attention has been paid to the rationale for the research stance and for the selection of the MMR design employed. The mixed methods approach has placed this research study in the pragmatic paradigm that drew on both post-positivist and interpretive theoretical stances as necessary. Drawing on the belief that interpretations of knowledge are constructed socially by people [school-based stakeholders] within the confines of their cultural domains [post-primary schools]. Priority was placed on the qualitative approach and the epistemological position of social constructivism in this survey within a multiple case study. The purpose of this study was to investigate the perspectives of school-based stakeholders at post-primary level concerning a) recent changes to SP, within the broader context of emerging SUPs and b) the formalisation of their responsibilities vis-à-vis ITE. The conceptual framework for the study was also presented in this chapter, it was used to visually illustrate the key concepts to be explored in the study and will be drawn on again in the next chapter.

The analytical frameworks used to analyse both the quantitative and qualitative data collected were also presented in this chapter. Drawing on Braun and Clarke's (2006) framework to employ TA for the qualitative element of the study, a coding system was used to identify themes and subthemes, some of which were suggested by the review of the literature and also

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[10] Yin's (2009) advice was heeded that a researcher should test his/her tolerance for alternative findings by reporting the preliminary findings to a critical friend. I also engaged in a process that included writing critically reflective pieces about my own beliefs and assumptions concerning the role of ITE and the role schools and teachers play in that regard. These writings heightened my awareness of my own position vis-à-vis the research topic.

new themes that have arisen from the data and research questions posed. Key themes were identified: 1) partnerships; 2) perceptions; 3) roles and responsibilities; 4) support; and 5) tensions. Other subthemes were identified, including inter alia opportunities for professional development, whether school-based stakeholders feel the role they play in teacher education is valued by HEIs, HEI guidance for schools, remuneration, parental complaints and a fear of conflicting expectations. The final section of this chapter discussed the ethical considerations of this study and the steps taken to protect the anonymity of research participants, in particular of the CSs. The chapter concluded with a discussion on the construct validity, internal validity, external validity and reliability of this piece of research.

The next chapter is divided into two sections. Part 1 will present the findings from Stage 1 of the study, during which quantitative and qualitative data were gathered from a purposive sample of post-primary school principals and DPs. Part 2 will include each of the individual case study profile reports and multiple case study report. The report will present a cross-case analysis from the multiple case studies and draw on the five main themes.

CHAPTER FIVE

FINDINGS AND DISCUSSION CHAPTER

Introduction

The sequential research design involved the gathering of quantitative and qualitative data using an online survey creator and the collection of qualitative data from semi-structured interviews conducted at four post-primary schools. This chapter is divided into two sections. Part 1 presents the data findings from Stage 1 of the study, which gathered data from a purposive sample of post-primary school principals and DPs. Part 2 presents each of the individual case study profiles and the multiple case study report. The report includes a cross-case analysis from the multiple case studies and draws on five main themes; 1) partnerships; 2) perceptions; 3) roles and responsibilities; 4) support; and 5) tensions. The meta-inferences interpreted from the research findings will be presented and comparisons with results of other research studies will be made within the context of literature already explored.

Part 1: Stage 1 Findings

Instrument

The design of the research instrument was informed by a review of national and international literature on teacher education. The instrument was divided into four sections; 1) *background information*; 2) *school information;* 3) *practical issues;* and 4) *opinions and perceptions*. Demographic data pertaining to the management role held by respondents and years' experience in said capacity were sought. Section two collected descriptive data about SP procedures in schools. Section three explored practical issues concerning SP in light of recent changes to ITE programmes and teacher education policy at a national level. Section four sought to examine the practicalities of recent policy and programme changes, as well as respondents' perceptions of, attitudes towards and experience of the changes made to SP procedures since 2012/2014.

A total of ninety-one participants completed the online questionnaire giving a response rate of 27.49%, with eighty-eight questionnaires being fully completed. Following best practice (Connolly, 2007) the percentages listed relate to those who answered the question. Data obtained were analysed using SPSS (version 23.0). When setting up the SPSS database, variable names were inputted for each question, as well as variable labels and numeric values. Missing values were labeled as "99" and "-1" represented items legitimately skipped. Levels of measurement, i.e nominal, ordinal or scale, were associated to each variable and data were then cleaned, i.e. checked for errors. A nominal variable comprises a specific number of categories where each category simply describes a subgroup of cases, the numbers used have no actual meaning. An ordinal variable is also one that comprises a certain number of categories, but

unlike nominal variables, the categories of an ordinal variable can be rank ordered in some meaningful way. However, it is not possible to be any more precise in measurement terms than this. Scale variables are not organised into a particular number of categories, instead they take specific numerical values, "these numbers are usually meaningful in and of themselves." (Connolly, 2007, p. 40). Analysis of individual variables and then of paired variables, where deemed necessary, was undertaken. Finally, inferential analysis was conducted to test hypotheses and the appropriate significance tests were applied.

Analysis of qualitative data from online questionnaire

The qualitative responses were measured in terms of thematic content of comments as they related to respondents' perceptions of changes to SP practices, as per the main research question. The open-ended questions were presented to elicit principals' and DPs' attitudes concerning (a) the extension of ITE programmes; (b) the establishment of a national SP database; (c) the requirement by the Teaching Council to seek the opinions of principals on the quality of the SUP; d) the evolving responsibilities of school principals regarding ITE; e) the role of school-based stakeholders vis-à-vis evaluation of PSTs on placement; and f) university-led professional development for CTs. Where possible, variables were created in SPSS for the open-ended questions from Stage 1. Qualitative data gathered in Stage 1 from the four CS respondents were also mixed or "connected" with the respective case study interview data gathered in Stage 2. These responses were inputted into NVivo, coded and analysed using Braun and Clark's (2006) TA framework (See Table 9). Doing so facilitated case study descriptions and the merging of quantitative and qualitative data.

Descriptive Statistics

Section 1: Background information.

Eighty-eight respondents fully completed the questionnaire. 53.4 % were post-primary school principals, with 44.3% being DPs. "Other" respondents included one acting principal and one assistant principal. 51% of respondents were female. The majority of respondents were less than eleven years in their respective management role. (See Appendix X for frequencies and crosstabulations outlining descriptive findings from Stage 1 of the research study and Appendix Y for Bar charts).

Section 2: School information/demographic.

Just less than 58% of respondents (N =88) indicated that their schools had >501 pupils and 58% of respondents reported working in a VSS. 28.4% of respondents reported having more than six students on placement. Cross tabulation was performed on variables representing school description and the number of PSTs on placement in respondent schools. Data indicate that all respondent schools have PSTs on placement, with 11.4% (N=88) indicating that they

have only one PST on placement. Data also indicate that VSS in this study tend to have more than six PSTs on placement compared to other school types, i.e. ETB or Community Schools. Data gathered from respondents also appear to indicate that neither the principal or DP role takes precedence over the other concerning the organisation of SP, with "other" representing post holders. Figure 14 illustrates the number of PSTs on placement, as reported by respondents.

Figure 14: Grouped bar chart showing type of school and student teacher numbers.
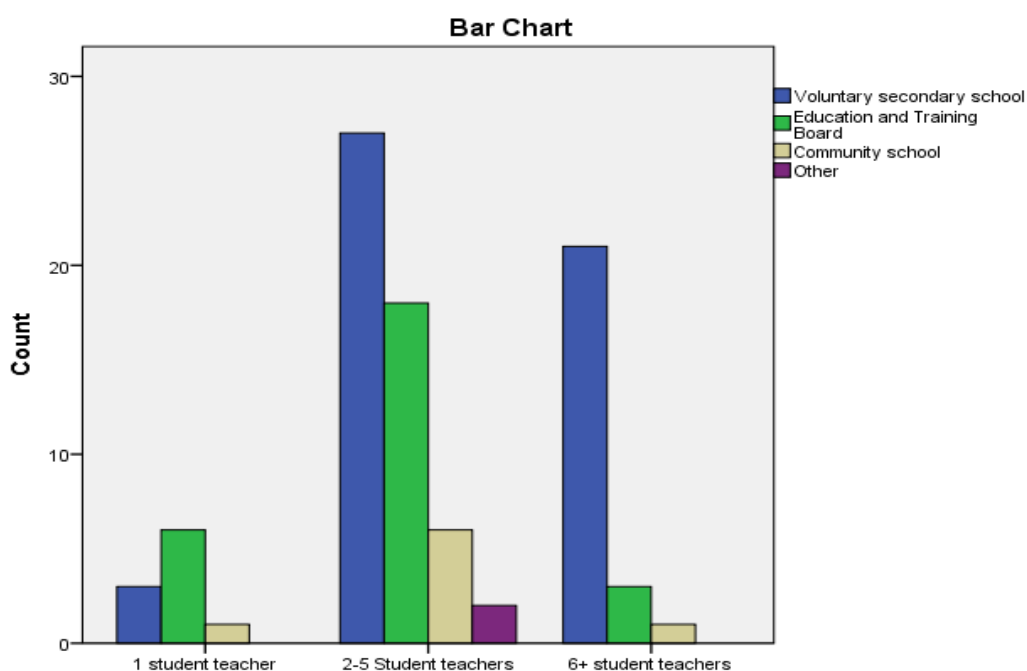
As noted in the previous chapter, this study was bounded by schools in the Leinster region. A multiple response question was formulated, inviting respondents to indicate the HEIs from which they had PSTs on placement. Respondents were also invited to name any other relevant HEI, which was not included on the list provided, with six other HEIs being included by respondents. Other HEIs listed by respondents included: NCAD; NUIG; St. Angela's College, Sligo; GMIT Letterfrack; St. Patrick's College, Thurles; Marino Institute of Education; The Spanish Institute and Duquesne University, Pittsburgh, USA. The data indicate that a for-profit online institution which has offered online post-primary level ITE courses since 2014, appears to be catering for a sizable cohort of PSTs. 30.2% of respondents (N= 86) indicated having PSTs on placement in their respective schools from this provider. The placement of PSTs by each institution is displayed visually in Figure 15 (see Appendix X for Multiple Response Set frequencies). Unfortunately, the data does not indicate the actual number of PSTs on placement from individual providers.

Figure 15: Names of HEIs with PSTs on placement in respondent schools.
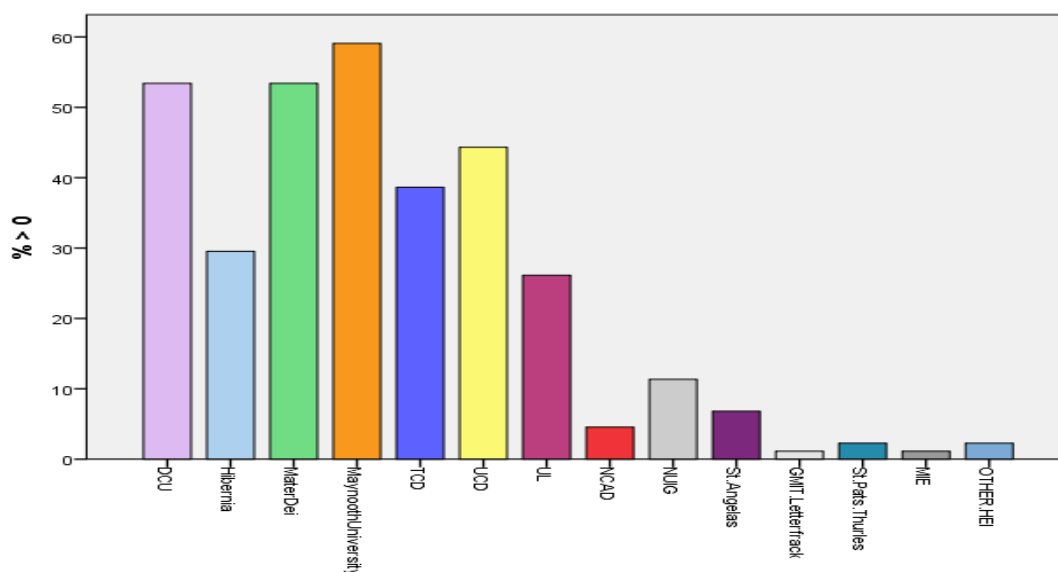
School placement policy.

As noted in the Literature Review chapter, changes brought about by the Teaching Council through policy, regulation and its accreditation powers have arguably also led to changes being made to the role school principals play in ITE. The *Guidelines on School Placement* (Teaching Council, 2013) refer to Section 15 of the *Education Act* (Government of Ireland, 1998), which concerns a Board of Management's responsibility to ensure that once a policy is ratified, it must be adhered to. The 2013 Guidelines provide a template for schools to use to help create school policy on SP. Most schools represented in the survey do not have a SP policy (71.3%, N= 87). Of those that do, only 45.5% of respondents indicated that the policy had been ratified by the school's Board of Management and only 24% of those indicated using the policy template provided by the Teaching Council (2013).

Section 3: practical issues.

When asked whether the extension of ITE programmes impacted on the work of post-primary principals and DPs, 57% of respondents (N= 86) indicated that the extension to programmes has impacted on their work as a school leader. Data gathered indicate that both cohorts report an impact on their workload, with 42.9% of DPs and 57.1 % of principals answering "Yes". The Pearson Chi-Square test of association was also carried out to explore whether there was any difference between principals and DPs in terms of whether they have

found their workload has been impacted due to extension of ITE programmes. The conditions for the test had been met. Conditions included: 1) that no more than 20% of cells in the contingency table should have expected values less than 5. Figure was 0% of cells in this test; and 2) no cell has an expected value of less than one. No evidence was found of any professional role differences between respondents in terms of their reporting that their workload had been affected since the extension of ITE programmes. Although the results of the Pearson chi-Square test suggest that more principals appear to have had their workload impacted since the programme changes, one cannot confidently suggest that these findings reflect an underlying trend in the population as a whole. In fact, there is an 82.7 percent chance that the findings could have simply been the result of sampling error. (p= 0.827, Chi-Square = 0.048, df = 1). Different from claiming that no such relationship exits, all that can be concluded from this analysis is that this present sample has not provided sufficient evidence of a relationship between the two variables.

Respondents were also invited to offer examples of how the extended duration of SP has affected their work as school leaders. The most frequent responses concerned the number of requests to schools for placements by both prospective PSTs and HEIs and the amount of administrative work involved in organising a placement. Practical implications facing school management offering placements to PSTs from several HEIs included logistical difficulties regarding the timetabling of classes for PSTs according to distinctive HEI programme requirements. However, when respondents were asked whether they would welcome a standardised SP timetable for HEI students, the data gathered indicates indecision, as noted in Table 11. One respondent stated that: "It would have to be very well coordinated in order to work. All student teachers in schools at the same time would be difficult. (Sarah, Principal, VSS).

Table 11: Responses concerning establishment of a standardised school placement timetable. (N = 88)

		Frequency	Percent	Valid Percent
Valid	Yes	31	35.2	35.2
	No	33	37.5	37.5
	Unsure	24	27.3	27.3
	Total	88	100.0	100.0

National database.

A slim majority of respondents, 59.8% (N= 87) would, however, welcome the establishment of a national database, through which post-primary schools could submit the number of placements they are willing to offer for the following academic year, in specific subject areas. Respondents were also invited to comment on this question and comments were coded and the label "with conditions" was included as appropriate. Comments made by respondents who would welcome such an initiative concerned the concepts of subject control and workload. One respondent noted that such a database might offer schools "more control over subject areas" (Orla, Principal, Community School). I understand this to refer to the number of PSTs applying for placements in particular subject areas. Other comments supporting such an initiative included: "A database would alleviate workload for both applicant and school" (Ruth, Principal, ETB) and: "this might stop the huge amount (*sic*) of requests that schools are receiving each year" (Declan, DP, ETB). One respondent simply wrote "this is now essential" (Shane, Principal, VSS).

16.1% of respondents (N = 87) reported being "unsure" as to whether they would welcome the creation of a national database, citing several reasons and highlighting concerns. One respondent suggested that: "many schools would not submit to it" (Eoghan, DP, VSS), reflecting the Teaching Council's concern that a number of schools do not offer placements to PSTs. James, a principal of a VSS expressed concern regarding the possible formalisation of placement processes, stating: "I wouldn't want this if it meant that schools having (*sic*) to take more students through a formal process." Diana also commented: "The placements are generated after requests from students rather than a school need that has to be filled" (DP, VSS). This comment offers insight into this respondent's sense of shared professional responsibility vis-à-vis ITE and echoes the opinions of participants in other research studies (Chamber & Armour, 2012).

Other respondents expressed uncertainty about such a database, expressing concern about a perceived loss of school autonomy to decide on the offer of placement. Some respondents noted that past pupils of their schools are given preference when allocating placement offers and queried whether such a database would allow for this practice to continue. Guardedness was also expressed by Liam: "We would be wary as universities may place students without interview or really seeing if they are suitable for the school" (Principal, VSS). Most open comments made in response to this question concerned the retention of school autonomy, with respondents highlighting the need for schools to decide on whether to offer PSTs a placement or not. The following comments highlight this concern: "I would like to be

able to interview potential student teacher *(sic)* prior to accepting them" (Janet, DP, ETB) and: "Choice must remain with school" (William, Principal, VSS).

Reconceptualising the role of the principal.

The Teaching Council's intention to seek the opinions held by a sample of principals concerning SUPs and the extent to which ITE programmes are preparing PSTs for their first years of teaching, was explored in Chapter Two. As part of this study, respondents were asked to indicate whether they were aware of this intention by the Council to seek the opinions of school principals. Direct quotations from pages 16 and 17 of the policy (Teaching Council, 2011c) were included on the questionnaire. Only 24.4% of respondents (N= 86) indicated that they were aware of the Teaching Council's intention to seek the opinions of principals of post-primary schools on the quality of the SUP and the extent to which ITE programmes prepare PSTs for the profession. Respondents had the option of including a comment for this question and Jane wrote:

> I was never told this as a Deputy Principal. In addition, is it just the Principal that should be involved in this process given the fact that it is the Deputy that has more day to day contact with the student teachers (DP, ETB).

The response below, echoed those of other respondents, and gives insight into a perceived gap in relationships between the Teaching Council, HEIs and schools:

> I don't think anyone values the school opinion. I wrote to the heads of several ed depts *(sic)* in the big universities asking for more of a relationship and more input by the universities into the school and asking for support for co-operating teachers. There was no interest at all in developing this (Martha, Principal, ETB).

A sense of frustration with the Teaching Council was also clearly communicated in this section of the questionnaire: "The Principal with their staff have a more evidence based opinion of the teaching and learning experience of the PME student. 'Snap shots' don't give the whole picture" (Pamela, Principal, VSS). Sarah noted: "There should be some suitable training of Principals for this. Exact details of what is required of the Principal must be clearly detailed" (Principal, VSS). Another respondent simply quipped: "The Teaching Council doing something......I don't believe it??" (Harry, DP, VSS).

Respondents were also asked to indicate whether they believed principals should play a role in the Council's review of ITE programmes and 45.3% of respondents (N= 86) indicated that such a task should not form part of a school principal's duties. Once again comments were welcomed from respondents which gave further insight into their opinions. Amy, an acting

principal noted: "The workload of a Principal is very extensive and so I do not believe that more should be added." Nevertheless, 32.6% of respondents (N= 86) indicated that the review of ITE programmes as outlined by the Teaching Council (2011c), should form part of the responsibilities of school principals. "The role is overburdened as it is. However, feedback to the Teaching Council (and colleges) would be very beneficial" (Brian, DP, VSS). 8.1% of respondents (N = 86) expressed a willingness to offer their opinions to the Council's Review Group, albeit with certain caveats mentioned. Edward, stated: "P, DPS already under tremenduous (*sic)* pressure with cutbacks. Just adding to the burden. Would be better for the DES to recognise this and bring back Special Duty Posts to alleviate the burden, then YES" (DP, VSS). Tanya, principal of Ash Secondary School wrote: "So long as it does not involve adding significantly to the workload which is already unsustainable. We do not wish to do the work for the universities." Another respondent stated: "If we are to facilitate the teacher training, our concerns and difficulties around that should be considered. However, the already huge workload of school management should not be overlooked when determining who is responsible for reviewing" (Clíona, DP, VSS). Mark simply states: "Happy to meet and report progress, don't have time to analyse" (Principal, ETB). Frequencies for responses are illustrated in Table 12.

Table 12: ITE Review: Responsibility of the Principal

		Frequency	Percent	Valid Percent
Valid	Yes	28	31.8	32.6
	No	39	44.3	45.3
	Unsure	12	13.6	14.0
	On condition	7	8.0	8.1
	Total	86	97.7	100.0
Missing	Missing	2	2.3	
Total		88	100.0	

The issues of workload and "responsibility overload" were once again raised by several respondents who commented: "The term 'responsibility' is strong. Advice yes […] the cooperating teacher should be involved" (Ivor, Principal, ETB). "Principals are willing to give feedback and provide insights and advice. I think most principals will say that they are suffering from 'responsibility overload' and can do without other duties and expectations been foisted upon them" (Ian, Principal, VSS). A sense of frustration with HEIs was evident in several comments. Barbara responds: "It's not my job to educate students who are paying fees to a university" (DP, VSS). Another principal noted:

> The workload of principals is constantly increasing with no regard to them.
> Schools/Principals are being asked to take on these extra responsibilities at no cost to

the state whereas third level institutions are getting grants for every student they enrol onto their courses. Surely, this is wrong (James, Principal, VSS).

The pressure to fulfil the role of principal is undoubtedly stressful in current times, due in part to cutbacks, a moratorium on posts of responsibility, ever-increasing quality assurance demands and arguably an emerging reconceptualisation of the role of the principal. Kruger et al. (2009, p. 11) noted in their report which sought to promote the adoption of partnerships as a condition of teacher education in Australia that: "The school principal is the partnership lynchpin".

Section 4: opinions and perceptions.

The final section of the questionnaire explored the attitudes of respondents vis-à-vis the topics of assessment, professional responsibility and professional development. Attitudinal scales were also used to probe respondents' perceptions concerning the reconceptualisation of SP and the broader terms of tensions, support and development of co-ordinated partnerships between schools and HEIs.

Assessment role of school-based stakeholders.

Data gathered indicated that 57.1% of respondents (N = 84) believe CTs should play a role in the assessment of PSTs. Respondents were also in favour of management having a role in the assessment of students' placement experiences, with 61.4% (N= 83) of respondents indicating that school management should play a role in the assessment of students' placement experiences. Comments invited from respondents when analysed suggest that the percentage of respondents, who claim that school management should play a role in the formal assessment of PSTs is actually higher than 61.4%, but that stipulations are associated with respect to school management adopting an assessment role in ITE.

> Yes, if some of the present workload was moved elsewhere!! I believe that school management should be focused on quality teaching and learning in the school including student teachers. However, the reality is a far cry from that - I think it would be a very good move, but school managers are already completely overburdened. (Imelda, DP, VSS).

Put simply one respondent notes: "In an ideal world yes. The difficulty is time", (Colin, DP, VSS). The nature of the assessment also appears to be a factor affecting responses with informal feedback being considered as acceptable by some respondents, particularly concerning extra-curricular participation by PSTs in school life, their socialisation process and verbal appraisal to visiting HEI tutors. With regards to more formal assessment, one respondent indicated willingness to engage in formal assessment of PSTs "But only via a set rubric and only in conjunction with the University" (Brian, DP, VSS). Nevertheless, 19.3% of respondents (N=

83) staunchly indicated that school management should not play a role in the assessment of PSTs' placement experiences.

By inviting respondents to comment on this question, certain issues and barriers to greater engagement by school leaders in the assessment of student teachers were highlighted including; the nature of assessment, workload and a lack of structured school support. One respondent Barbara commented: "Not assessment but feedback" (DP, VSS). Nóra, a principal of a VSS wrote: "I think it would be a very good move, but school managers are already completely overburdened." The lack of time as a resource available to school personnel to engage in formalised assessment of PSTs was commented on by other respondents and cited as the reason for answering 'no' to this question. Some responses indicated a level of frustration, Hugh states: "No Time to do this!" (DP, VSS). The difficulty of embedding of the concept of shared professional responsibility among all stakeholders is evident in the data given by respondents concerning the workload of principals. The following statement is a case in point: "Schools will have to do this as part of the *Droichead* programme for NQTs. The 3rd level institutions are being funded to train their students - I feel it is their responsibility to assess their students" (James, principal, VSS). An absence of clearly defined supports and resources appears to also hinder respondents' willingness to engage in a more formal assessment role of PSTs on placement in their respective schools. "I see a role but I'm not aware of any resources (CPD etc) available to management in this area" (Ruth, Principal, ETB).

Professional development of co-operating teachers.

As explored in the Literature Review chapter, collaborative partnership models of SP are promoted in policy by the Teaching Council (2011b; 2011d; 2013). The facilitation by HEIs of accredited CPD for CTs who have involvement in ITE is now considered a formal requirement for the accreditation of all ITE programmes in Ireland (Teaching Council, 2011b). Only 9.5% of respondents indicated that CTs would not benefit from attending professional development courses concerning SP, whereas 69% (N= 84) of respondents indicated that CTs would benefit from professional development courses led by HEIs. Ivor stated: "I think this is essential" (Principal, ETB), while Sarah commented: "Many cooperating teachers don't know what is expected of them by the HEI" (Principal, VSS). The influence of accountability and quality assurance discourses were also evident from some comments, with Ruth's response being a case in point: "Effective CPD is essential for improving outcomes" (Principal, ETB). An awareness of how some PSTs receive little support from their CTs is acknowledged by some respondents: "Far too easy to just pass classes over and leave them to it rather than give professional guidance" (Dervla, DP, ETB). In spite of this positivity, the murkiness of developing collaborative partnership models is conveyed in respondents' comments concerning

issues of time, cost and personnel. Optimism for such collaboration was tempered, with several respondents raising queries around supervision and substitution for attendance at such professional development courses. Concerns were expressed as to whether such professional development courses for CTs would take place during the school day, after working hours or at weekends. One principal (Rory, VSS) with over seventeen years' experience noted: "Good idea but would be difficult to get underway without carrot such as reduced teaching hours." Orla, a principal in a Community School simply stated: "Provided they are after school time". While Pamela asks:

> But [the] co-operating teacher [is] already burdened with this extra work. So when would the teacher get time to do the course? Would a substitute be paid to cover the co-operating teachers *(sic)* classes while they attended a course in the University by day? (Principal, VSS)

Frank, a DP in a community school simply states: "When these [courses] take place and cost involved could be an issue". The need to facilitate substitution for teachers attending HEI-led courses was also highlighted: "Only if paid cover was available to the school from the fees paid" (Harry, DP, VSS).

Concern for the prospective alteration of teachers' roles vis-à-vis formalisation of CTs' roles was also expressed. One principal (Ian, VSS) stated: "This would depend on what the education departments are offering. Are the courses designed to train teachers to carry out the work of the universities ITE programmes as unpaid proxy staff?" Scepticism and cynicism were also apparent from other responses, one participant quipped: "More unpaid work for teachers - I'm not in favour" (Barbara, DP, VSS). Janet wrote: "They have considerable CPD to do for their own careers never mind someone else's" (DP, ETB) while another cynically asked: "Do you want to secure the future co-operation of co-operating teachers?" (Clíona, DP, VSS).

Despite the contention surrounding the issue of professional development, the concept of professional responsibility, as promoted in Teaching Council publications was once again expressed by respondents; "Proper professional training is required if teachers are to take on a new level of responsibility in formalising their mentoring" (Robert, Principal, ETB). The importance of being able to offer informed advice to PSTs was highlighted by one respondent, who also questioned the example being given to PSTs in "certain schools":

> I think it is as important as the training of the NQT actually. There is no quality check on the co-operating teacher at all. Who knows what kind of example they're given in very traditional schools for example? (Martha, Principal, ETB).

The opportunity for university-based stakeholders to also benefit from such an initiative was also recognised by Amy:

> However, I think that the Education departments would gain more from contact with practising teachers. Too often it is lecturers with experiences based on 5 /10 years previously or longer and with less then (*sic*) 10 years (*sic*) experience of the classroom (Acting Principal, VSS).

The content of professional development courses was also queried by one respondent; "Depends on content. Must not be theoretical. Are third level colleges fully in tune with the reality on the ground in schools?" (Irene, DP, VSS). The latter comments raise questions about the concept of shared professional responsibility among all stakeholders. The questions posed by some respondents, which perhaps appear to show an unwillingness to engage more formally in collaborative SUPs, also raise pragmatic, realistic questions for consideration by all stakeholders, particularly those in policy and HEI landscapes. Nevertheless, data as outlined in Table 13, suggest that principals and DPs who took part in Stage 1 of this study, believe that the CTs on their staffs would benefit from HEI-led further professional development.

Table 13: Benefit of professional development courses for co-operating teachers.

		Frequency	**Percent**	**Valid Percent**
Valid	Yes	58	65.9	69.0
	No	8	9.1	9.5
	Unsure	18	20.5	21.4
	Total	84	95.5	100.0
Missing	Missing	4	4.5	
Total		88	100.0	

Perceptions to changes.

A number of attitudinal scales were created to explore respondents' attitudes towards the reconceptualisation of ITE programmes. The data gathered from the Likert scales created for this study are ordinal. Data were rank ordered, with ratings being ordinal rather than interval. The dependent variables are not measured on a formal measuring device, such as a test score. Therefore, actual numbers cannot be used in the analysis and calculations on the raw data cannot be performed. No assumptions can be made about the underlying population distribution, i.e. that populations were normally distributed and that samples came from distributions of equal variance. It would have been inappropriate to perform parametric tests on the hypotheses, to do so on ordinal data would render the results unreliable. Nonparametric testing was therefore performed on the ordinal data, which: "does not make an interval assumption about the scale of measurement nor any assumptions about the underlying distributions" (Hinton, 2004, p. 210).

Scale 1: Tensions: reluctance to offer placements since reconceptualisation of ITE programmes.

A five item Likert scale measuring the reluctance of respondents to offer PME students placements since the extension to ITE programmes, was created. Cronbach alpha was used to assess the scale's internal consistency, which tells how well the five items measure the construct. Item statements included: 1) The extension to SP from 1 to 2 years has had a negative impact on my workload as a (deputy) principal; 2) The extension to SP has made my school reluctant to offer placements to PSTs; 3) Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 PSTs; 4) Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 PSTs; 5) As a (deputy) principal, I am considering taking students from only one university in future.

The data analysed from the question asking respondents how difficult is it to place PSTs coming from different universities which have different placement timetables only relates to those respondents who expressed an opinion, the response "Not applicable" was treated as "missing", not to redefine this category would have invalidated the ordinal nature of the variable and potentially led to false results (Connolly, 2007). A coefficient alpha is generally accepted as reliable when the coefficient alpha is higher than 0.7 (Hinton, 2004; Pallant, 2007). A Cronbach alpha was reported of .707 for this construct. 49.1% of respondents (N= 57) indicated that they strongly agreed with statement that the extension to ITE courses has had a negative impact on their workload. One third of respondents (N=57) indicated that the extension to SP has made them reluctant to offer placements to PSTs. Over one-third of respondents also reported being hesitant about offering placements to PSTs from particular year groups due to complexities surrounding the HEI timetable requirements. 32.7% of respondents (N=57) also reported that they were considering taking PSTs from only one university in future. These figures suggest a reluctance by some schools to offer placements and that a significant minority of schools are facing particular difficulties since ITE programmes and SP formats have been changed.

Scale 2: Support required by schools.

A second five-item scale measuring attitudes towards the construct of support was created. Items stated: 1) Schools should be remunerated for hosting PSTs; 2) The work CTs do in supporting PSTs should be formally acknowledged by universities; 3) Teacher Education departments at universities should provide professional development courses for CTs; 4) Schools require more resources in order to improve SP experiences for PSTs; 5) Schools require more support due to extension of SP. The Cronbach alpha is .703, once again indicating strong item covariance.

40.4% of respondents (N= 57) either agreed or strongly agreed that schools should be remunerated for hosting PSTs. 83.9% (N= 56) indicated that the work of CTs to support PSTs

should be formally acknowledged by universities. 70.1% (N = 57) reported that Teacher Education departments in Universities should provide professional development courses for CTs. 77.2% (N= 57) reported that schools require more resources to improve SP experiences for PSTs. 69.6% (N=57) of respondents indicated that they either agreed or strongly agreed that schools require more support due to extension of SP. These data findings suggest that a majority of the principals and DPs, who took part in Stage 1 of this study are of the opinion that more assistance is required by schools in their attempt to support the ITE experiences of PSTs on placement in their respective schools.

Quantitative hypotheses

As noted in the previous chapter, Connolly (2007) argues that although researchers using purposive sampling may feel they have highlighted the issue of bias, "it is still useful just to test whether the findings you have produced could have occurred by chance" (p. 171). By testing the hypotheses, the variation between data results could be examined.

Hypothesis 1.

Hypothesis 1 (H_1): *There is a difference between schools that have an NIPT trained mentor on staff and schools that do not vis-à-vis whether co-operating teachers should play a part in assessing student teachers on SP.* The null-hypothesis (H_0) is: *There is no difference between schools that have an NIPT trained mentor on staff and schools that do not vis-à-vis whether co-operating teachers should play a part in assessing student teachers on SP.*

53.4% (N= 88) of respondents indicated that there was an NIPT mentor on their staff. In order to run a Chi-Square test, the two categorical variables were recoded and collapsed, with any "unsure" response being relabelled as "No". The assumptions on which Chi-squared test are based were met (see Appendix AA). The data gathered produced no evidence of any differences between schools that have an NIPT trained mentor on staff and schools that do not concerning whether CTs should play a role in the assessment of PSTs, meaning that there is no evidence to reject the null-hypothesis (p = 0.334, Chi-Square = 0.895, df = 1), and therefore no evidence that there is a significant difference between schools that have an NIPT mentor and those that do not vis-à-vis whether CTs should play an assessment role. Figure 16 illustrates the count for each variable.

Figure 16: Illustration of Hypothesis 1 Findings.
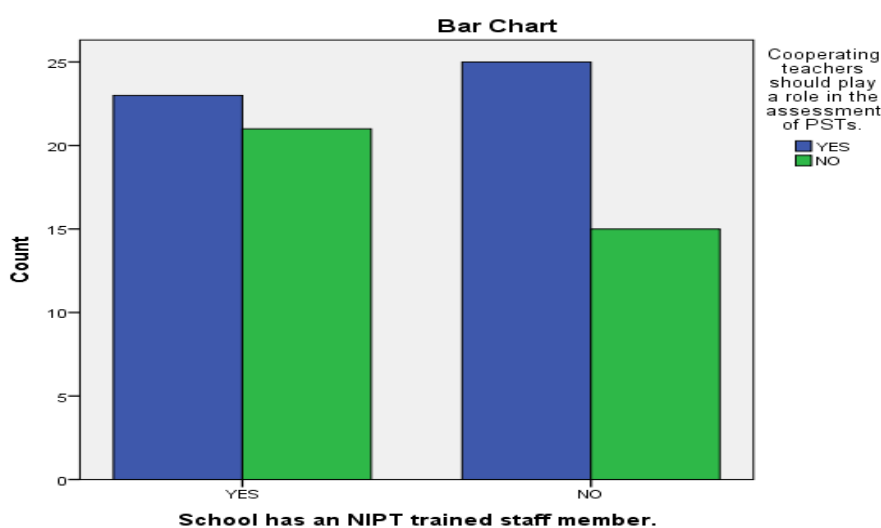
Hypothesis 2.

Hypothesis 2 (H$_1$): *There is a correlation between levels of positivity by respondents towards the extension of ITE programmes and the number which have more than six student teachers on placement.* The null-hypothesis (H$_0$) is: *There is no difference in levels of positivity by respondents which have more than six student teachers on placement towards the extension of ITE programmes.* The Spearman correlation test was conducted to calculate the strength of the relationship/correlation between the two respective continuous variables (See Appendix AA). A weak correlation coefficient (r= .270) was reported, indicating that the two variables only share 7.29% of their variation in common. No correlation can be interpreted.

Summary of Part 1

The reconceptualisation of ITE programmes appears to have negatively affected the workloads of almost half of the Stage 1 respondents, with almost one-third of respondents considering only offering placements to PSTs from one HEI programme in the future – a potentially troubling finding for a myriad of actors. The vast majority of respondents reported that schools require more support and resources and that their work should be formally acknowledged in some way. Although data indicate indecision regarding the standardising of SP calendars, a slim majority of respondents would welcome the establishment of a national database through which post-primary schools could indicate the number of placements they are willing to offer PSTs, albeit in a way that does not compromise their autonomy and choice in relation to the selection of ITE students. Whether such a database could prove to be another bridge further dividing HEIs and schools would need to be considered.

Interestingly, less than one quarter of Stage 1 respondents were aware of the Teaching Council's intention to seek the opinions of a sample of post-primary school principals when

reviewing ITE programmes. While almost half of respondents indicated that principals should not play a role in reviewing ITE programmes, most respondents indicated that both CTs and school management should play some sort of role in the assessment of PSTs' placement experiences. Data indicate however, a reluctance towards summative assessment. While professional development courses for CTs on SP and observation and feedback skills were welcomed by most respondents, queries were raised about the quality and timetabling of such courses.

Stemming from the data gathered, an important finding appears to be that most schools involved in this study do not have a policy on SP. Of those that do, less than half have been ratified by their respective Boards of Management. More worryingly for policy actors is that only 24% of respondents indicated using the policy template provided by the Teaching Council (2013). This suggests a major disjuncture between policy making and policy enactment. There are several possible interpretations for this finding. Maguire, Braun and Ball note that "very often implementation failure gets blamed on policy actors who, it is alleged, choose not to enact the policy reform or who ignore it" (2015, p. 486). While some policy makers and actors may perceive schools as not "doing their duty" in relation to SP, this finding could suggest that enactment of SP policy is not placed on the agenda of importance by most school management teams. Moreover, with policy overload cited as a concern by participants in this study, this finding could possibly suggest that schools are not aware of the *Guidelines on School placement* (Teaching Council, 2013). It also supports the argument that the "enactment of texts relies on things like commitment, understanding, capability, resources, practical limitations, cooperation and (importantly) intertextual compatibility" (Ball, 1993, p. 12-13), rather than merely on guidelines, recommendations and policy templates. Data gathered in Stage 1 generated further questions and informed Stage 2 of this doctoral research study.

Part 2: Multiple Case Study

In this part of the chapter, the sampling methods used to select the case studies are reintroduced and the case study profiles are presented. Drawing on Braun and Clarke's (2006) framework for TA, the latter part of this chapter presents a cross-case analysis from the multiple case studies. The TA framework used to analyse the data gathered identified five key themes, namely; 1) partnerships; 2) stakeholders' perceptions of new ITE programmes; 3) roles and responsibilities; 4) support; and 5) tensions. Drawing on these themes, similarities and differences across the case studies and participant roles are presented in a cross-case synthesis and discussed in light of the literature reviewed. To aid readers at this stage of the chapter, the key themes identified in the study are illustrated in Figure 17.

Figure 17: Key themes identified from the multiple case study analysis.
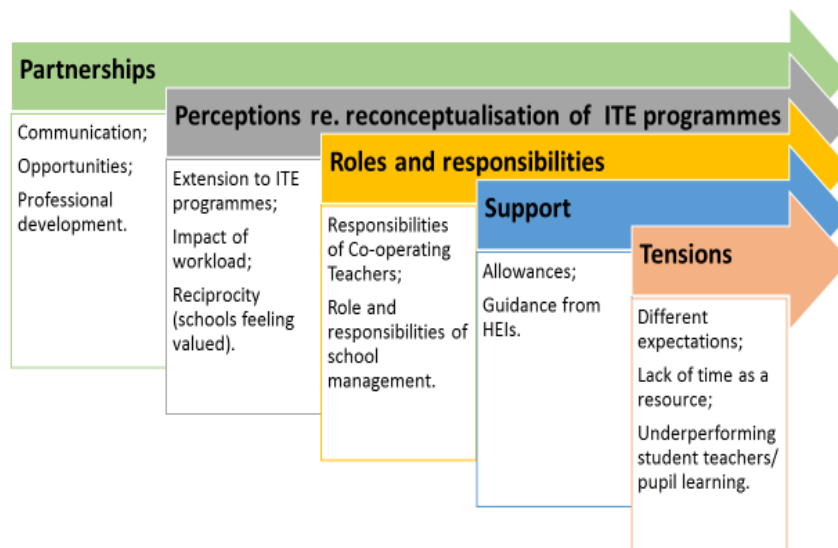
Sampling

A hybrid of typical case sampling and maximum variation sampling was undertaken in Stage 2 of the study. Justification for the selection of CSs included the fact that they were similar to each other and would be typical of many other schools "hosting" student teachers on placement around the country. Each CS hosted at least three student teachers on placement, from three different HEIs. Maximum variation sampling was also employed and involved selecting cases from as diverse a population as possible. Cases were selected for displaying different dimensions on demographic characteristics such as size of school, location and categorisation of post-primary school. The differences allowed for preserving multiple perspectives on the changes to SP procedures in post-primary schools. During the sampling process, the decision was made to also include one "outlier" case. This case concerned a post-

primary school that had only one PST on placement. Furthermore, it was the school's first experience of having a PST on placement. The reason for including this school was to improve the analytical generalisability of the study (Flyvbjerg, 2006).

Thematic analysis framework.

The 6-phase analytical strategy (Braun & Clarke, 2006) which was applied using NVivo 11 aided me to go beyond identifying simple thematic statements, supported simply by quotation. It allowed me to consider how the various themes identified intersect with each other and link back to the research questions, helping to build a co-ordinated network of understanding. Limitations in space prevented me from reporting in this paper the full extent of the data gathered in this study. The codebook for each stage is included in Appendix V. These themes were drawn on to help frame the writing of the individual case reports and the multiple case study report.

Case School Profiles

Case descriptions were developed using a template devised by the researcher and included information about the: size of school, number of PSTs and interviewee background information (See Appendix BB). For fear that particular schools and respondents could be identified, several details reported in this thesis have been changed in an attempt to safeguard the anonymity of research participants. Notes were taken about interviewees' opinions about the structure of SUPs and changes to ITE. Descriptions for each of the four cases are outlined below.

Case School 1: Ash Secondary School.

CS1 is an all-girls' VSS in West Dublin, with 501-800 pupils enrolled. SP is organised by both the principal and DP. There were six PSTs on placement from five HEIs at the time of the study. The principal, Tanya, was interviewed as part of this study and has been in the role for 4-10 years. Two other CTs were interviewed, Thérèse and Trish. There was no SP policy in the school. There was an NIPT mentor on the staff.

Tanya (Principal) would welcome the introduction of a standardised SP timetable. Regarding the introduction of a national database, which would allow schools to indicate the number of placements they are willing to offer prospective PSTs, she stated: "The placement system as it currently operates is not working well. In whatever new arrangements are put in place, it would be very important that schools retain autonomy in offering (or not offering) placements." Tanya was not aware of the Teaching Council's intention to seek the views of principals when reviewing ITE programmes. Thérèse, a CT teaching for over twenty-seven years, has had one student working with her over the past few years and when interviewed was sharing four periods a week with one PST. Thérèse would welcome greater support from HEIs:

> Oh, I think it would be invaluable and I think the universities ... I've been involved *(sic)* all the universities in relation to this and I think that, the universities, their approach

differs considerably. Well that's the impression I get from the dealings they've had with me as co-operating teacher in a school. I feel that their level of support varies and the level of guidance they provide varies considerably, yeah (Thérèse, CT).

The second CT interviewed, Trish, has been teaching for thirteen years and at the time of interviewing was sharing six periods a week with one PST. She has worked with one PST roughly every two years since graduating. On professional development for CTs, Trish notes:

> … it would have to be managed in so far as that co-operating teachers don't end up then with all of this extra work on top of … [pause] some years looking after a very vulnerable or needy student and you end up then absolutely run ragged between supporting them from 9.00 to 4.00 in school and then perhaps you know you're having to go to sessions from 5.00 to 8.00 in the afternoon. So, some sort of a once a year in-school training or something like that, and that you were freed up, absolutely. Once it doesn't start adding to our time because otherwise teachers won't do it, you know.

Trish stated that HEI expectations of CTs are not clearly expressed or communicated directly to them.

Case School 2: Birch College.

CS2 is a fee-paying school in Dublin, with an enrolment of fewer than 1000 pupils. There were six PSTs on placement in the school from three HEIs. The DP, Larry, has been in the role for less than 10 years and indicated that he would welcome the establishment of a SP national database. Two CTs Leona and Luke, were interviewed. Leona organises SP in the school as part of her assistant principal's role of responsibility and also interviews prospective PSTs. There is a school policy on SP in CS2, which has been ratified by the Board of Management. Similar to CS1, there is also an NIPT mentor on the teaching staff. Larry (DP) was not aware of the Teaching Council's intention to seek the views of principals when reviewing ITE programmes. Leona (CT) has taught for 18 years and shares three periods a week with a PST on placement in CS2. Leona believes that some HEIs are better than others at communicating their expectations with school-based stakeholders and would welcome greater professional development support from HEIs, stating:

> I think a lot of the courses are outside of school time and I think it would need to be something within school time. Teachers are under so much pressure between school work, home life, the Croke Park 33 hours – that may or may not be gone now (laughs). So, I feel a lot of ... I know ▓▓▓▓▓▓▓▓ [name of HEI], there was *(sic)* forms to fill in and I actually said 'No, the teachers are not going to do that, that's adding another few hours onto their workload.' So, I think if they're going to offer something it needs to be within the school day and schools need to release the co-operating teachers for that training because I think teachers won't take up after school. They just don't have the time.

The second CT interviewed, Luke, has taught for 10 years and was sharing classes with three PSTs. Luke stated that the school's expectations of him as a CT differ at times from those

of HEIs, with him being "less clear" on what is expected of him by HEIs. Concerning professional development, Luke, states that he would "most definitely" welcome professional development from universities in regard to observation and feedback techniques. Although the term "co-ordinated partnership model" is not explicitly referred to, it is precisely what Luke describes in the following quotation:

> I mean what I might think is a good class or what a student teacher might think is a good class their supervisor or inspector might think otherwise so I think there might be room for improvement… [pause] So more or less guidelines and meeting halfway and seeing what are they looking for as an inspector, what's the goal from the lesson and so on and just to kind of ... so that the co-operating teachers can help along as opposed to the student teacher waiting on that one individual lesson to be examined on. You know if the co-operating teacher could help out maybe it could happen on a more continuous basis as opposed to that individual time when an inspector arrives… I think the co-operating teacher should be the first inspector rather than waiting for the university inspector to come out and I think some of the feedback let's say, as I said, some correlation between the university and the co-operating teacher would allow that more formal advice at an early stage. And I think it can only but help the student teacher in the long run (Luke, CT, CS2).

Case school 3: Elm Community College.

Elm Community College is a co-educational school, with more than one thousand pupils (Refer to Appendix CC for attitudinal responses given by management at each CS. The DP, Declan, organises SP and has been in the role less than 10 years. Two CTs were also interviewed Dan and Deirdre. This case had more than 17 PSTs from six HEIs on SP during the academic year. In spite of this, no SP policy for PSTs exists in the school. Declan (DP, CS3) was not aware of the Teaching Council's intention to seek the opinions of principals when reviewing ITE programmes. Nevertheless, he indicated that the review of ITE programmes should form part of the responsibilities of a school principal.

Dan (CT) has taught for seven years and had three PSTs sharing classes with him, meaning that PSTs took his lessons for six hours each week. As a Year Head, this time was welcomed by Dan and facilitated him in carrying out more administrative tasks relating to his role as Year Head. Dan understands his role as a CT from the school's perspective, but is not clear on HEIs' expectations of him as a CT. Deirdre (CT) has taught for almost 20 years and was working with two PSTs. She is also an NIPT mentor. She expressed that she was not fully clear on what was expected of her as a CT, noting:

> I think you'd have an idea maybe of what you're supposed to do but there is no set sort of guidelines or a procedure or you know you have to do a, b, c and d. We were never given any sort of clarification… I would prefer that it was a little more structured and maybe that there would be preliminary meetings beforehand to say you know this is what we would envisage would happen over the year or even if they were guidelines rather than set pieces that you had to do.

Case school 4: Oak Post-Primary School.

Oak Post-Primary School is a co-educational ETB school in Co. Wicklow, with fewer than 800 pupils. The DP, Gavin has been in the position for less than ten years. This case study represented the outlier case study, with only one PST being on placement, furthermore, it was the school's first experience in almost twenty years to have a PST on placement in the school. There was no policy on SP in the school, but there was an NIPT mentor on the staff. Gavin (DP) indicated that he would welcome the establishment of a national database, through which schools could submit the number of placements, in specific subject areas that they are willing to offer for the following academic year. Gavin was not aware of the Teaching Council's intention to involve a sample of principals in the evaluation of ITE programmes and indicated that they should not play a role in such evaluation processes.

Gillian, has worked in CS4 since graduating in 1997 and was working as a CT for the first time in her career when interviewed for this research study and was sharing seven periods a week with a PST. As a newcomer to SP, Gillian would welcome greater guidance from HEIs with the "transition" from teacher to teacher educator. Concerning allowances for CTs, Gillian responded as follows:

> Yeah well, time because I know they're taking your class, you now have less time in the classroom but you don't really because you're still involved and like it's not where you're going to be gone on somewhere else, you're still ... that's your class at the end of the day, you're responsible for them. So maybe if there was some allowance in time because you do ... even to stay back after a class and meet the teacher and speak to the teacher and maybe even plan out maybe things … maybe that he could improve on or I could include in my lessons from now. So, I suppose a little bit of time but whether that will be possible from a timetabling point of view.

A summary of the case profiles is outlined in Table 14.

Table 14: Profile of case study schools and interviewees.

Case	School type	No. of pupils	No. of PSTs	No. of HEIs	Organisers of School placement	Interviewees
Case School 1 – *Ash Secondary School* **(Dublin)**	Voluntary secondary school All girls' school.	501-800	6	5 HEIs	• Principal • Deputy principal	• Principal- Tanya • CT 1- Thérèse. • CT 2 - Trish.
Case School 2 – *Birch College* **(Dublin)**	Fee-paying.	Fewer than 1000	6	3 HEIs	• Post-holder	• Deputy Principal - Larry • CT 1 (Post-holder for SP) – Leona. • CT 2 - Luke.
Case School 3 – *Elm Community College* **(Kildare)**	Education and Training Board (ETB). Co-educational school.	1001+	17	6 HEIs	• Deputy principal	• Deputy Principal - Declan. • CT 1 - Dan. • CT 2 - (NIPT mentor) - Deirdre.
Case School 4 – *Oak Post-Primary School* **(Wicklow)**	ETB Co-educational school.	501-800	1	1 HEI	• Principal • Deputy principal.	• Deputy Principal - Gavin. • CT -Gillian.

As noted earlier, five key themes were identified using a framework for TA (Braun & Clark, 2006). A cross-case analysis of the four CSs was then conducted, drawing on these identified themes. Cross-case conclusions are drawn, with the main and guiding research questions being central to the multiple-case study report. Key features of the report include a retelling of specific stories related to the perceptions, attitudes and experiences of case study participants that were conveyed during data collection, as well as comments highlighting issues directly related to the research questions. Each issue is developed using quotations and quantitative data from Stage 1, with similarities and contrasts in the data collected being highlighted. The cross-case synthesis outlining the major and sub-themes of the study is outlined in Table 15. The information shown below merely depicts the number of references made about certain topics or concepts across the four CSs.

Table 15: Cross-case Synthesis of Case Schools - Major and sub-themes.

	Case School 1 Ash Secondary School	Case School 2 Birch College	Case School 3 Elm Community College	Case School 4 Oak Post-Primary School
1 : Partnerships	43	29	30	23
Communication	26	15	8	14
Opportunities	10	4	7	4
Professional development	3	3	7	3
2 : Perceptions of new ITE programmes	17	14	21	8
Extension to ITE Programmes	6	6	6	5
Impact on workload	7	6	13	2
Schools are Valued	4	2	2	1
3 : Stakeholders' roles and responsibilities	29	22	31	15
Responsibilities of Co-operating teacher	20	16	22	10
Role of management, role of school	9	6	9	5
4 : Support	14	11	10	3
Allowance	6	3	7	2
Guidance from HEIs	8	8	3	1
5 : Tensions	11	3	8	2
Different expectations	4	1	3	0
Lack of time	4	2	3	1
Underperforming Student Teachers	3	0	2	1

The data will now be examined in light of the key themes with several sub-themes coming to the fore as being of concern or interest to the cases involved in this study. The meta-inferences presented in the report below are drawn from the research findings and compared with results from other research studies already presented in the Literature Review chapter.

Theme 1: Partnerships.

The level of communication from HEIs appears to vary according to Thérèse and Trish (CTs, CS1). In contrast to their experiences, Tanya, (Principal) acknowledges receiving a lot of email communication from universities requesting placements for students. Even so, she too,

calls into question the level of communication and the level of support made available to schools when difficulties arise with a PST stating: "They [HEIs] don't actively seek our opinion at all". Walsh and Backe (2013, p. 603) advise: "Clear communication within the context of a trusting relationship among the key members of a partnership can go a long way to building trust, making conflicts easier to handle when they do arise."

The level of communication with CTs was again noted by participants from CS2. Leona, (CT) was of the opinion, that some universities are better than others at communicating with CTs. Luke stated: "I think there's very little communication between the co-operating teachers and so on. I think that needs to be improved." And once again highlighted perceived discrepancies in the information given to PSTs from different stakeholders; "As I said, we'd need to be singing on the same hymn sheet as the universities." Larry's (DP) experience with HEI personnel was casual and based on the exchange of informal pleasantries with visiting HEI tutors. Regarding whether HEI tutors actively seek Larry's input regarding a student teacher's performance, he stated:

> Not actively. Just in a casual conversation they might say 'How is x getting along?' or if I'm at one of those seminars then they might say 'Oh we've got x, y and z in your school at the moment, how are they doing?' but it's very casual not an active seeking.

The level of communication experienced by CS3 participants also varied. In Dan's (CT) experience HEI tutors "actively seek" to speak with him, Deirdre on the other hand, only interacts with HEI tutors if a problem/ concern with a PST is raised with the HEI in question. Declan's (DP) interaction with HEIs is more administrative rather than personal, with information packs being sent to him from various HEIs.

The benefits of having a PST on placement in the school were outlined by all interviewees from CS2. Leona (CT) commented on how PSTs get involved in extra-curricular activities in the school, Luke (CT) described them as a "breath of fresh air", bringing new ideas, lesson plans and teaching methods into the school. Larry also recognised the benefit for schools. The opportunities for schools to learn from PSTs were also acknowledged by CS1 respondents. Thérèse and Trish (CTs), both emphasised the opportunity to create and share resources with PSTs, to co-plan lessons, enabling the creation of mutual learning opportunities for both teacher and PST. The principal welcomed having "new blood" in the school, people who are "in touch with new ideas."

Similar to the previous CSs, Declan, Dan and Deirdre cite several benefits of having PSTs on placement in their school. Benefits include the sharing of resources and ideas. Declan (DP) stated: "new face to the job, new ideas, fresh blood, a bit of energy around the place". The opportunity for CTs to learn from PSTs is highlighted by Deirdre and a practical suggestion was

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forthcoming by Dan (CT), who suggested that a professional learning opportunity for all staff could be created by encouraging the PST to give a talk on Assessment for Learning (AfL) strategies or teaching methodologies at staff meetings. Opportunities for established teachers to learn from PSTs are recognised by both Gavin and Gillian (CS4) and are supported by research (Jones et al., 2016).

Interestingly, as new stakeholders in ITE, both Gavin (DP) and Gillian (CT) would welcome more communication and greater guidance from HEIs. Young and MacPhail (2015) whose study examined CTs in terms of the development of their understanding of what an effective mentor entails, found that a lack of communication between the university and the school around the roles and expectations for all stakeholders in the supervisory process, led to the CTs feeling disillusioned and frustrated. The various levels of guidance and communication offered to and experienced by school-based stakeholders is considered later in the chapter.

Theme 2: Perceptions concerning reconceptualised ITE programmes.

Thérèse (CT) is positive about the extension of ITE programmes seeing it as a learning opportunity to hone one's skills. Nevertheless, the possible financial burden on PSTs to engage in a two-year ITE programme was raised as a concern, and identified by Thérèse as a possible mitigating factor for some prospective students. She suggested financial support of some kind to be made available to PSTs, as is done for nursing students. The second CT, interviewed, Trish, believes that since the extension to ITE programmes, she does not see the PSTs as often.

> I have always worked generally with students from ▉▉ [name of HEI], so they were here every day until lunch time. I saw them on a daily basis for a transfer of information. I don't know whether that is still the case with ▉▉ [name of HEI] because I haven't had a ▉▉ [name of HEI] student for a number of years, I've had ▉▉ [name of HEI] last year and ▉▉ [name of HEI] this year. So, I'm not seeing them as much. They're not here as much. Even to get involved in to go on a trip or to help you, support you, on a daily basis – maybe run a club or something like that. I'm not seeing the student as much this year but I don't know whether that's because ▉▉ [name of HEI]in essence is different to ▉▉ [name of HEI] (Trish, CT).

The principal, Tanya, has mixed feelings about the newly reconceptualised programme. Although positive about the experiences gained by PSTs in two different schools: "we can certainly see a difference in terms of confidence and I'd say competence very often as well with the year 2 students", she questions whether the academic element of the course has changed. Tanya, also raises the issue of financial stress on PSTs.

Respondents from CS1 appear to have been affected in different ways by the reconceptualisation of ITE programmes. Whereas Thérèse experienced no impact on her workload, as a post holder and programme co-ordinator, Trish (CT) had a different experience. The promise of "free time" to complete other obligations was rescinded after PSTs timetables

changed during the year, without notice to the CTs. Tanya indicated that there was a bigger impact on the workload of the DP, stating:

> I would say it has impacted more on the work of the deputy principal, it certainly has because the deputy principal in this school and probably in many schools, does the timetable and it can present difficulties when the hours need to change and that in itself wouldn't be a problem if all of the universities had the same requirements. But not only do they have different requirements, but they have different requirements for each year so it means revisiting the timetable a number of times in the year and reorganising it and that is a lot of work (Principal, CS1).

Similar to CS1, mixed feelings were expressed by CS2 participants. Leona (CT) cited the real benefit of the new ITE programme as being the extended period PSTs get to spend in schools, thereby enabling them to participate in extra-curricular activities and embed themselves in school life. Luke (CT), however, queried whether the reason behind the extension was to slow down the output of teachers graduating each year. He also questioned the benefit of the "Block" element of the new ITE courses, as in his opinion the substantial increase in the number of lessons taught during "Block" in the past, appeared to be missing from the new courses. Although Larry (DP) acknowledges the benefit of PSTs working in two different schools, due to difficulty in obtaining placements, he questions whether that actually happens in reality. Unsurprisingly, Larry stated that there had been no impact on his workload since the reconceptualisation of ITE programmes. Unlike the other cases, Leona (CT) who organised SP in her school noted that the changes made to SP have had a huge impact on her workload, stating:

> Yes, because as different universities have different times so it's hard to kind of get all that in line and then sometimes you know you have people who are absolutely desperate to get a place and they might arrive ... like we had one student who arrived I think it was from ... was it ████ [name of HEI] rang us and said: 'Please can you place this student?' She arrived after Christmas and you don't like to let anybody down so we took her in and then that's a lot of work to try and get her up to speed, so yeah.

Referring to the newly extended 2-year PME programme, Declan (DP of CS3) is positive about the 2-year element of the course in that PSTs can gain experience in two different schools. Dan (CT), however, states that he "would have absolutely hated it [a two-year course] [and would] … feel sorry for anyone who has to do it", as he found the H.Dip. long and repetitive. Nevertheless, he welcomes the opportunity for PSTs to spend more time on SP and to gain teaching experience in different schools. Dan is the only case study participant to raise the issue of "over-load" during the interviews. Believing that nowadays more work is being foisted on and demands being made of PSTs and NQTs. In Dan's opinion, more experienced teachers should be made the focus of professional development initiatives:

> I suppose one overall comment is, I think there's a lot more work put on them now, especially follow up programmes like *Droichead* and stuff and I actually think we're

hitting the wrong people sometimes. I think ... I know they're going to bring in Continuous Professional Development for all teachers eventually through the Teaching Council, but I do definitely think that it's the wrong people who are being hit, if they are doing a 2-year degree or course on that and then they have to come and do follow-up courses, which are repetitive in themselves by their nature, I think it's rather unfair on them.

In stark contrast to Dan, Deirdre (CT) believes the newly reconceptualised and extended courses are welcome. Deirdre acknowledges that the one-year HDip. course was reflective of the business of a teacher's life, but believes the one-year duration was too "intense and compact". Deirdre is positive about the extension to ITE programmes, believing PSTs will "cover a lot more" and gain more teaching experience.

> I do welcome the fact that it's 2 years, I definitely think they need the time. I don't know now from having talked to them whether it's as intense as before, maybe it is, but I'd like to see a departure from so much written work and reporting and paper. There seems to be a huge amount of paperwork and that's not very indicative of what they will have to do when they start teaching, I don't think … I suppose I think it depends from school to school how committed the management are to the programmes. When I did my Dip in ▮▮▮▮▮▮▮▮ [name of placement school] we would have met with the co-operating teacher and the deputy principal once a month and we would have gone through all our lesson plans, any problems we were having, discipline issues. My co-operating teacher would have met with me at least once a week for coffee, but we would have had time allocated to us to do that (Deirdre, CT).

Dan and Deirdre have contrasting opinions on whether newly-conceptualised ITE programmes are affecting their work as CTs. Dan has experienced no change, whereas Deirdre is anxious that her pupils may be falling behind in classwork. Smith and Avetisian (2011) also refer to the "two-fold challenge" (p. 336) faced by CTs in supporting student teachers' 'progressive' ideas while also ensuring their own pupils do well. Deirdre articulates this conundrum stating:

> It has because the length of time is so extensive now it would be a case that, for example, the first student I had this year took them for one class a week for the year, for most of the year, and then I would have had them only for two classes then. Now, the class that I had were actually fluent Irish speakers so it didn't impact on them so much because they're very advanced anyway, but if they had have been an English-speaking class I would have struggled to cover the course on time and I was very aware that maybe even though I had set chapters to cover I didn't know how much of it was being covered or whether it was being done the way it would be expected, according to the Department here. And I was trying to allow for creativity, they were using a lot of IT skills and AfL [assessment for learning] and games. So, you know that's what doing the teaching practice is all about, but at the same time I was worried coming up to tests whether they [the pupils] would be prepared or not.

Deirdre's concern of ensuring pupils learning and PSTs' learning while on SP has been identified as "a key tension in developing the role of schools in teacher education" (Ní Áingléis, 2009, p. 92). With almost twenty PSTs on placement in the school, the DP, Declan indicated

that the extension to SP has dramatically impacted on his workload and that parents do complain about the number of PSTs teaching their children:

> Absolutely yeah. We're getting more applicants now. We've always got a lot of applicants here … but I've noticed certainly over the last 2 years we're getting more [applicants] because every year now you have the year 1s and you have the year 2s who are applying as well…The only one concern we would have is just I suppose the volume of them. We have taken on quite a lot and we would have had a few complaints from parents that their son or daughter has a lot of PME classes … I try to avoid hitting the same class twice or three times. But, again, I just find there is such a volume of PMEs coming in now and they are here more often that situation is happening more often, where you'll have a class and they could have 2 or 3 PME teachers in the week and there will be a complaint from a parent or two in relation to that you know because ... and especially with first years because the first years, they're coming from primary school where they have 1 teacher, but you're coming into a school where they now have 11 teachers in a given week and now, all of a sudden, they have another 2 or 3 on top of that.

The concern expressed by participants concerning whether the progress of pupils is being hindered, is perhaps to some extent reflected in the Stage 1 data finding, whereby almost 46% (N=57) respondents indicated that they either agreed or strongly agreed with the statement that "Parents complain about the number of student teachers teaching their child". When the data from the online questionnaire for this respondent was reviewed the vast numbers of PSTs applying to the school were staggering. Declan typed:

> More PMEs applying to our school looking for placement ... over 100 applied to our school for this academic year alone...a lot of correspondence required to deal with same PMEs spending more time in school.... for example, ██████ [name of HEI] students were with us for 5-week placement last year ... this is now 12 weeks!!!!! Teachers not happy giving up their classes for so long. Each University have *(sic)* different requirements...takes a lot of time to get all the timetables sorted....and then they change with block placement etc...

Unsurprisingly, Declan would welcome the establishment of a national database for SP, indicating that it might reduce the number of requests the school receives each year from HEIs and PSTs.

Predictably, because CS4 had not had a PST on placement in the school in the past, neither interviewee had experienced a difference in their workload since the resconceptualisation of ITE programmes. In fact, Gavin (DP) was "very positive" about the newly-conceptualised ITE programmes, believing that PSTs now get more:

> in-depth study of pedagogy and teaching methods and an understanding of teaching methods and developing research skills and I think there's also greater emphasis maybe on reflective practice for student teachers as well.

The requirement for PSTs to spend time on placement in two contrasting schools is an advantage, as "The longer a student teacher has in class to develop their skills, to develop their strategies and their coping mechanisms, the more valuable they are going to be to schools in the future." The concept of mutuality is brought to mind, as explored by Jones et al. (2016), who cite Kruger et al. (2009). Mutuality, according to Kruger et al. (2009) represents the degree to which each partner understands the positive joint outcomes that working together leads to.

Theme 3: Roles and responsibilities.

According to Tanya (Principal, CS1), neither principals nor CTs should play a role in the evaluation of PSTs' placement experiences. Concerning assessment by management, the establishment of a Master's degree programme for teacher education was a factor, she stated:

> In the assessment, I think if they [school principals] were to play a role I think it would have to be a very defined role and a very limited role and I think with very clear criteria really because in the assessment I mean it is after all a Master's degree and I'm not sure that it's really appropriate really for schools to do it and certainly it could be very subjective if it wasn't very clearly managed, yes, yeah.

Concerning observation of PSTs, the DP "takes the lead" on observation. Tanya (Principal, CS1) has observed student teachers "once or twice" since taking on the role (4-10 years in role). While, Tanya reported that CTs should not play a role in the assessment of PSTs, the teachers indicated that they do have a role to play in this regard, albeit an informal one. Issues such as objectivity, competence and professional development were raised, Thérèse (CT) stated:

> I definitely think yeah that co-operating teachers [pause] I think if you're very objective and I think if you've done CPD programmes and that I think you have the ability and the professionalism to be able to judge these people on a purely objective basis.

In short, Trish (CT) would like to play an informal role, but not have a say on the final grades awarded to PSTs.

Larry (DP from CS2) does not observe PSTs while teaching, but would like to have some input into the SP grade PSTs are awarded. Larry can see a role for management in assessing the involvement of PSTs in other aspects of school life, sporting and cultural extra-curricular activities. Nevertheless, Larry is "not as sure" about whether CTs should play a role in the assessment of PSTs' placement experiences, due to consistency of assessment approach and "lack of training". Although both the CTs interviewed were open to playing "some part" in the assessment process, Luke was concerned that bias could play a part in a CT's assessment of a PST, due to the nature of the working relationship/friendship that can develop. He stated:

> I would like the co-operating teacher's advice taken on, but I don't know if they should have any input on the grade… I suppose you *(sic)* kind of ... you build up a rapport with the teacher and I just think it might be slightly biased.

Declan (DP, CS3) stated that it would be "a grey area" for school management to play a role in assessment of PSTs' SP grades. Management's involvement would be dependent on professional training. Declan is open to CTs playing a more formal role in the assessment of PTS, but only if "adequate training" was provided by HEIs. The teachers were less inclined to participate in an assessment role, with Deirdre's statement summing up the teachers' perspective "I think the final say about grading should be really left to the college". Contact with HEI tutors appears to be sporadic, with Declan meeting some tutors, whereas other HEI personnel do not request to meet with school stakeholders. Regarding whether he or the school principal observe PSTs in lessons, Declan says; "we kind of leave a lot of that up to the co-operating teachers."

Gavin (DP, CS4) shared the DP's opinion of Birch College (CS2) that management should play some role in the evaluation of PSTs, believing management can offer insight into PSTs' work and commitment outside the classroom. Gavin stressed however, that although observation of PTS by management should take place, it needs to be part of school culture, which is not always the case. Gavin also sees a role for CTs in the evaluation of PSTs placements. Regarding this concept, he stated:

> The reality is that if there's a student teacher in your school every week for 1 day or 3 days or whatever it is, as a school manager, you're going to have a very good read or understanding of how that person is performing whereas an inspector could come in to observe teacher practice they could get that teacher on a very good day but they could get the teacher on a very bad day as well and that can happen every teacher no matter how long they've been teaching. So, I suppose the fact that or if school management and indeed supervising teachers had a role to play in the evaluation of that student I think that would be very valuable. I think it would be valuable for us as school managers as well and it would be valuable for supervising teachers in terms of their own reflective practice. So yeah, I think that's a very good idea.

The "spirit of volunteerism" (Cannon, 2004; Coolahan, 2001) that continues to prevail in post-primary schools vis-à-vis SP, is to some extent disrupted by the quantitative data in this study, which suggest that 68.4% of respondents (N= 57) either agree or strongly agree that facilitating PSTs on placement is an integral aspect of a school's responsibilities. Whether schools should play a more formal role in PST assessment was less apparent. Concerning management playing a role in the assessment of PSTs' placement experiences, there was discrepancy between CS respondents in management positions. Management from Ash Secondary School (CS1) and Elm Community College (CS3) were hesitant to play a role in the assessment of PSTs, whereas respondents from Birch College (CS2) and Oak Post-Primary School (CS4) recognised a role for management. The conflicting views held by case-school respondents in this study are reflective of the conflicting views held among school-based ITE stakeholders, HEI tutors and policy makers in relation to roles and responsibilities associated, or

those which ought to be associated, with certain stakeholders in school-based ITE, as found by Brisard et al. (2005). In their study, respondents perceived the assessment of PSTs on placement to remain the main responsibility of the HEI tutor, but equally saw a role for school-based stakeholders in the assessment process. In a comparative study by Ievers et al. (2013), which explored the views and attitudes of university staff, student teachers and class teachers from the Republic of Ireland (RoI) and Northern Ireland (NI), the hidden complexities of collaboration between school and HEI-based stakeholders were examined. The research carried out by Ievers et al. (2013) found that the teachers in NI and the RoI believed they had a significant contribution to make to PSTs' assessment and experience, but that they and the HEI tutors in NI and the RoI believed that ultimate responsibility remained with the HEI tutor. The findings in this study concerning school management and CTs attitudes towards PST assessment, support the respective findings by Ievers et al. (2013).

As noted from Part 1 of this chapter, 61.4% (N= 83) of respondents who completed the online questionnaire indicated that school management should play a role in the assessment of students' placement experiences. Comments invited from said respondents, when analysed, suggested that this figure is higher, but that stipulations are associated with their support of such an orientation. The form of assessment was deemed a factor, in short formative assessment was most welcomed, including informal written and verbal appraisal to visiting HEI tutors concerning 1) extra-curricular participation by PSTs in school life; and 2) their socialisation into "teacherhood" (McNally et al., 1997, p. 493). Fears by school-based stakeholders concerning summative assessment were expressed in this research study, a finding which is in line with conclusions from other studies (Ní Áingléis, 2009). However, the findings in this study also contrasted with those of *The Teacher Professional Development Partnership with Schools Project* (Ní Áingléis, 2009), in which many principals in the partnership project believed that CTs were "well placed to evaluate student teachers' work and therefore to "call the grade" (2009, p. 88). In this doctoral study, data gathered from principals and DPs indicated that 57.1% of respondents (N = 84) believe CTs should play a role in the assessment of PSTs.

Theme 4: Supports.

In terms of allowance for CTs working with PSTs, both Thérèse and Trish (CTs, CS1) would welcome some sort of structured time allowance, enabling them to plan lessons with PSTs, in a less haphazard way. The introduction of a "structured meeting", to include an agenda and minutes was suggested by Trish, who found it difficult to meet with her PST on a regular basis, meaning that the PST working with her, often sent text messages late at night regarding lesson plans. However, the principal did not think a time allowance should be given to CTs, as it could potentially attract teachers to become involved in the SP process, but who are possibly not suited to the role.

Greater levels of guidance from HEIs was highlighted as a support needed by schools. Thérèse cited guidance on observation as a support needed, Trish listed three supports, professional development for CTs concerning their role, information packs and templates for giving feedback to PSTs. Trish states: "Now, this might all exist already but it hasn't been given to me. But this could come to us through the student teacher, you know it doesn't have to be through management within the school." Tanya (Principal) indicated that more open communication and support are needed by schools, especially "when things go wrong."

Whether CTs should receive an "allowance" for working with PSTs. Leona (CT, CS2) indicated that CTs should be allocated time to enable then to work and plan more closely with PSTs, stating:

> Yes, because it is ... well it depends on the quality of the student that you're getting, you don't know that at the time. Some are absolutely fantastic and you could leave them to it and others need a lot of care and a lot of work and once you as a school are responsible for them it is your job to help them as much as possible and all the staff here would be very ... you know we all remember what it was like when we were there, but sometimes it takes a lot of work.

The other two interviewees, Luke and Larry (DP) did not think CTs should be given any allowance, monetary or time-wise, "No, it's part of your job" (Larry, DP). The issue of communication, although linked to the concept of "partnerships", is relevant to the support requested by the interviewees. All three of CS2 interviewees requested further guidance from HEIs concerning how feedback can be given to a PST. The DP, Larry, also believed that guidance on observation and CT responsibilities would also be welcomed.

In terms of supports needed by schools, the issue of a time allowance was explored with CS3 participants. As DP, Declan would welcome a time allowance be given to CTs for attendance at HEI-led "training workshops." Although Dan, in his role as year Head, was benefiting from the class time allocated to PSTs taking his lessons, he was not of the opinion that CTs should get a time allowance for taking on PSTs. It was not made explicit what he understood as being a "time allowance", which is a limitation of the data.

Reflecting on the issue of HEI guidance for CTs, training in observation, mentoring and feedback techniques were cited as being welcome potential supports. Just as Luke (CS2) had raised his concern about teachers needing to sing from "the same hymn sheet" as HEI tutors when giving observation feedback, Declan (DP) was concerned about school-based stakeholders giving conflicting information to PSTs and would welcome workshops in this regard. Young et al. (2015) also found in their study that CTs expressed concerns about giving contradictory information to PSTs. Concerning professional development, Deirdre would welcome further guidance from HEIs, stating:

> I think it would … be fabulous to get a little bit of training, something similar to the *Droichead* project, with the NQTs, I mean we just found that just fabulous…I suppose especially in the observation process you know even taking notes on observations to have an idea beforehand of what you're going to look at, you know the types of things that you would write rather than being critical all the time maybe to look at encouraging things and how many of those you would use and then definitely to be trained in how to do the post-observation pieces I think is really important.

Regarding professional development for CTs on observation and feedback techniques, Dan noted: "It's not something I really ever thought of but I could see the benefit of it yeah definitely." New to working with PSTs on placement, in terms of allowance for CTs working with PSTs, Gillian would welcome dedicated CT-PST structured time, enabling them to co-plan lessons and schemes of work in a less haphazard way. When asked if schools should be given either monetary or time allowances for their involvement with PSTs, Gavin (DP, CS4) replied:

> I don't think there's any necessity for that. I think all schools should be training institutions as well, that's part of the profession renewing itself and it's part of professional development so no, I wouldn't see any need for that at all.

The use of historiography in Chapter Two revealed that greater attention has been paid to the induction and latter stages of the profession (Byrne, 2002; OECD, 1991), with recent publications (Teaching Council, 2011d; 2015; 2016) also focusing on the latter stages of the continuum. A lacuna in policy and legislation concerning the explicit description of and provision for resourcing of SP and the development of SUPs appears to be hindering the development of sustainable partnership practices. Kruger et al. (2009, p. 11) query "how the conditions needed to create enduring spaces spanning university and school borders might be formed without the direct participation of resourceful school/education system authorities." They warn that SUPs involving multiple universities and schools have only ever succeeded "when supported by government" (Kruger et al., 2009, p. 95).

Drawing on the concept of "reciprocity" whereby "each stakeholder recognises and values what the others bring to the partnership" (Kruger et al., 2009, p. 10), responses by Stage 1 participants were sought concerning the statement: "universities value the role school management plays in ITE". An almost equal division of responses (N= 56) from Stage 1 respondents indicated that they were either undecided, in agreement or disagreement with the statement. Shane comments:

> We are struggling to find enough classes for students to teach and enough co-operating teachers to work with the students. We are inundated with CVs, emails and calls from student teachers looking for placements. I think it is very unfair on students that the colleges take the fees over two years, but do not put in place a proper system of organising teaching placements. Also, it has become quite clear that the school's role in this arrangement is being taken for granted by the colleges. The work done by the schools in working with the student and helping them through their course is not recognised or rewarded at all (Principal, VSS).

These conflicting viewpoints are also exemplified by the case study management respondents. Tanya (Principal, CS1) noted:

> Well I really don't know. I really don't have any way of knowing that. I assume they do. They tell us they do in their letters but whether they really do or not but ... and not meaning to be rude or anything but I wonder does that make any huge difference really, you know really.

However, management respondents from the other CSs did indicate that they believed that HEIs value the contribution schools make to ITE. This would suggest that the findings in this study contrast to some extent with the findings by Chambers and Armour (2012). Respondents in their study indicated that the role of the school principal in ITE "was not acknowledged or valued" (p. 177), but also that "universities did not appear to value school contribution" (p. 177). The perceived lack of parity highlighted by Chambers and Armour (2012), between schools and the university in terms of relationships between school-and university-based stakeholders, was not reflected in responses by respondents in either stage of this study. Instead, the valuable, contrasting, yet complementary roles of stakeholders from both HEI and school landscapes were acknowledged by respondents.

Remuneration.

Interestingly, although the majority of Stage 1 respondents indicated that hosting PSTs on SP *is* part of a school's responsibilities, a substantial 40.4% of Stage 1 respondents (N= 57) believed that schools should be remunerated for hosting student teachers. Pamela commented: "Schools should receive at least 1000 euro per student on PME. Too many different timetables and request from universities for PME students" (Principal, VSS). Shane also commented on this issue:

> The workload for schools with the new 2-year programme has increased hugely in schools. Schools have always felt an obligation to support student teachers and we will continue to do that. However, the new 2-year programme seems to be the same as the 1-year programme but stretched out. Nearly all teachers starting off will have to take up some LC [leaving Cert] classes to fill a timetable and they should be ready for that straight away, and the skills they learn from that should be used in the mainstream classes also, it is also time for colleges of education to 'pay' schools for their co-operation, either through cash, IT resources, access programmes etc. (Principal, VSS).

Notably there were "no calls for monetary reward" (Ní Áingléis, 2009, p. 87) by participants from *The Teacher Professional Development Partnership with Schools Project*, with schools instead recommending "the development of accreditation pathways for teachers involved in supporting student teacher professional development during teaching practice" (Ní Áingléis, 2009, p. 87). More recently, however, the issue of remuneration to schools as partner institutions appears to be a growing discourse among some school managers. Chambers and

Armour (2012) reported in their study the recommendation by principals for schools to receive remuneration. The issue of remuneration was also explored by Young et al. (2015) who reported concerns by some CTs in their study regarding "a lack of a system of remuneration for increased workload" (p. 35). Whether, the issue of remuneration is deemed too uncomfortable an issue for discussion, it should be noted that none of the case study respondents in this study, irrespective of their role, stated that either individuals or schools should receive remuneration for working with PSTs in their schools. Nevertheless, Kruger et al. (2009) recommend that:

> For university-school partnerships to be effective and sustainable, systems will need to make financial and related investments in workload provisions for participating teachers … Supporting the partnership with resourceful system authority would be an emphatic boost to partnership sustainability (p. 100).

Theme 5: Tensions.

Closely connected to the need for greater school supports, was the issue of tensions. The varying demands of HEI programmes and the different expectations held among stakeholders appear to be causing tension in what is already an informal partnership between HEIs and schools. Although opportunities have been created within ITE programme design to incorporate research projects and extended placement experiences, schools have not been facilitated to make changes to school-based ITE practices. The issue of time and the lack thereof, appears to be a major factor for CTs in CS1, which affects their ability to truly engage in observation, co-planning, research, and the delivery of quality feedback to PSTs on placement in schools. The various HEI SP timetables and starting dates were proving a challenge for Leona, who organised SP at CS2. As part of this role of responsibility, she interviewed prospective PSTs, offered them placements and arranged their timetables. The different expectations held among school and HEI-based stakeholders concerning what constituted a good lesson was also of concern to Luke (CT). The lack of time to engage fully with all the information sent to the school was identified as a source of tension for Declan (DP, CS3), who struggled to read all the booklets sent to him. The scarcity of time allocated to CTs and PSTs was also an issue for Deirdre, who wanted to spend more time working with and guiding the PSTs teaching her pupils. Deirdre expressed some reservations about how, in her experience since the formation of extended ITE programmes, PSTs appeared to not require or feel the need to seek support or advice from teachers. On whether the support given by CTs to PSTs should be formalised in some way, Deirdre says;

> I think so because, like I said, there was a big departure from the support that I received when I did my Dip which was fantastic and the support that I'm willing to give but doesn't seem to be looked for… You know, it would have been really just a passing comment in the corridor or the staff room, a very occasional cup of tea at break time, but I never felt that it was enough and I wanted to be more involved in what they were doing but they seemed to be confident in what they wanted to achieve and they didn't

really need or want my help. So, I think if there was more of a formalised process I think it would benefit both of us.

A lack of tensions or challenges reported by CS4 are perhaps atypical of those raised by other CSs in the research study, this is possibly because only one PST was on placement in CS4 and that they were only in "partnership" with one HEI. However, one apprehension was raised by Gavin (DP) concerning how a PST's focus is often on developing their teaching methodologies rather than on the syllabus. This mirrors Deirdre's concern (CT, CS3) examined earlier that her pupils were falling behind. Evidently, certain challenges facing schools are time old, whereas others are emerging since the reconceptualisation of ITE programmes.

Obstacles to developing partnerships

Several tensions in relation to the reconceptualisation of ITE programmes have been identified in this study, including an increase in administrative workloads for school principals and DPs concerning the placement of PSTs in schools. Concerns regarding the roles and responsibilities of school-based stakeholders in ITE have also been highlighted by respondents. Despite a willingness by school-based teacher educators to engage in a more structured way with HEI stakeholders in their role as partner schools, a lack of structured support for schools and teachers working with PSTs is undoubtedly creating a vacuum between stakeholders, and likely prohibiting them from engaging fully with their respective roles as teacher educators. Reflecting on the literature reviewed in Chapter Three, Young et al. (2015) argue that several cultural and contextual challenges affect the development of effective SP models and SUPs including; the trust required to enact authentic partnerships, a difficulty in finding time for PSTs, CTs and HEI tutors to meet, timetable constraints, extra-curricular issues and school politics.

The extension to SP, coupled with the fact that schools often now have both year 1 and year 2 students as well as PSTs from concurrent courses on placement, means that many pupils in Irish post-primary schools are being taught by student teachers. The scarcity of time available in schools to facilitate meeting time, planning or de-briefing time between CTs and PSTs was also clearly forthcoming in the case study data gathered and best described by Trish (CT, CS1):

> I'm working with a ███ [name of HEI] student this year. She's here Mondays, Thursdays and Fridays. I teach the class Tuesday, Wednesday. There is absolutely no crossover there you know. For Transition Year, it is fine, she has two periods, she can run a module and I can run a module. With first and second years in a language you can't separate it at that point. With older students, you can. So, it's a nightmare, it is text message which is so informal. Text message and email but even at that, I can't get to emails every day and often times she could be texting me at 10.00 o'clock at night asking for the information. So, if we had a structured time to meet it would be perfect, yeah.

The call to offer support via the formalisation of CT-PST time was highlighted by several case study respondents, Deirdre (CT, CS3) noted:

> I definitely think that there should be time set aside. I don't ... I think it kind of goes against the grain of teachers that we don't like to be given remuneration in monetary value but if we would have, yeah, time allocation on our timetable, even if it was only a couple of times a month where you would have a class freed up so that you could actually sit down with them, prep some classes, go through lesson plans and schemes and then obviously for observation time then and post-observation would be fabulous, yeah.

Nevertheless, in response to the question as to whether CTs should be given some allowance for taking on student teachers, concerns were expressed by Tanya (Principal, CS1) who stated:

> I don't actually because the allowance they get really is the class time they give up to the student teacher. I think that could be fraught because then we would have people perhaps asking to have student teachers, that would present timetabling problems and it would be very difficult in the case of maybe a teacher that we wouldn't deem at all suitable to be a co-operating teacher. Not everyone is suited to the role. Some are way more helpful than others.

The lack of structured time for CTs, PSTs and HEI tutors to meet, not only impacts on whether formative feedback is given to PSTs, it prevents the development of a school culture which promotes professional conversations between CTs and PSTs, and HEI tutor, around lesson planning, pedagogy, reflection and classroom management. Young et al. noted: "Within the Irish context of SP, it is unusual for a student teacher to plan any aspect of their schemes of work or lesson plans with a cooperating teacher" (2015, p. 34). This study supports this finding, with only one CT (Luke, CS2) stating that he planned lessons for the first month with PSTs taking his classes, other CTs either did not or did so only on a sporadic basis. From the data gathered in this study, the biggest obstacle to the development of SUPs, even at a superficial level of collaboration, is time. The lack of structured time built into CTs' timetables to enable them to interact with PSTs and HEI tutors is highlighted in this doctoral study as hindering the creation of collaborative SUPs. This finding is supported by other studies as one of the main challenges facing the development of partnerships (Chambers & Armour, 2012; Jones et al., 2016; Young & MacPhail, 2015; Young et al., 2015).

Literal Replication Findings

The multiple case study required the exploration of propositions to improve the analytical generalisability of the study. The propositions were presented in the Methodology Chapter.

Proposition 1: *Schools that offer placements to more than six student teachers undertaking ITE programmes from at least three HEIs, are experiencing challenges.*

Proposition 2: *It is expected that interviewees from typical case schools who are responsible for organising SP, will have similar perspectives regarding the extension to ITE courses (compared to schools that are dissimilar, i.e. only take students from either Year 1 or Year 2 or fewer student teachers than the other case school).*

When cross-case conclusions are being made, the extent of the replication logic must be indicated, why certain cases were predicted to have certain results, whereas other cases (alternative/outlier cases), were predicted to have contrasting results (Yin, 2009). Concerning literal replication 1, cross-case analysis indicates that the more student teachers a school offers placements to, the more difficulties being experienced by school-based stakeholders. Difficulties include timetabling issues and management and CTs having to navigate the various timetabling requirements of individual ITE providers. When this question takes the quantitative data into consideration, the results are supported, see Figure 18.

Figure 18: Quantitative data supporting Literal Replication 1.
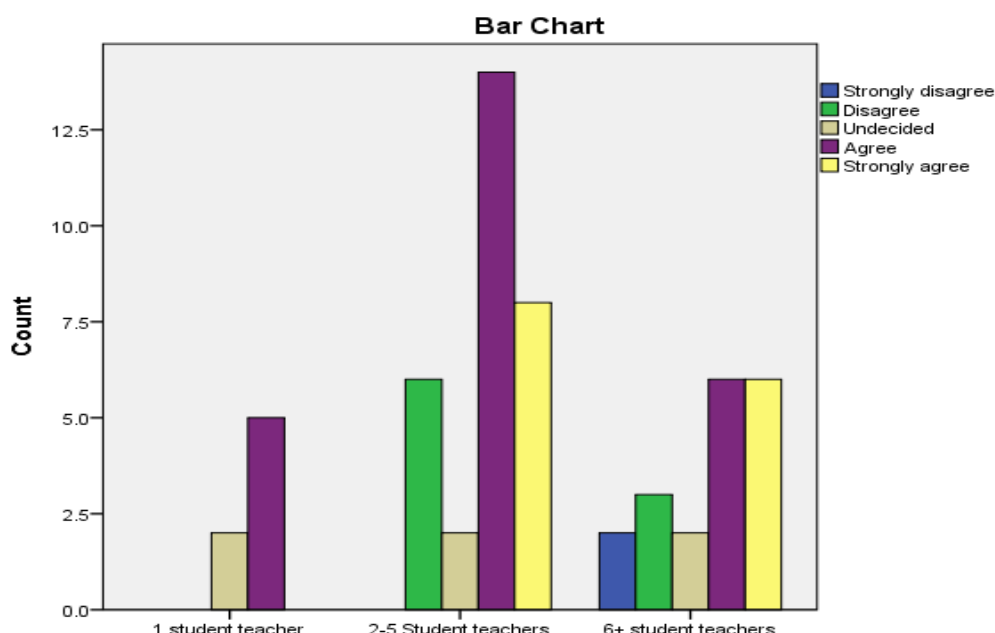
Literal replication 2, when explored, highlighted similar perspectives from CS respondents concerning the extension to ITE programmes. Each respondent, Tanya (Principal, CS1), Leona (CT, CS2), Declan (CS3) and Gavin (DP, CS4) were in favour of PSTs gaining teaching experience in two different post-primary schools. Spending extra time on placement was considered as enabling PSTs to hone their teaching skills. By being in schools more it allowed them to build relationships with pupils and challenge themselves. Gavin (CS4) stated: "So, the longer a student teacher has in class to develop their skills, to develop their strategies

and their coping mechanisms, the more valuable they are going to be to schools in the future." Similarly, negative aspects of the extension to ITE programmes were cited by respondents from CS1, CS2 and CS3, namely the timetabling of large numbers of PSTs, with various needs and requirements. An increase in the volume of applicants to schools and concerns raised by parents were also cited by half the respondents to this question.

Merging and diverging school-based stakeholders' perceptions.

Data gathered from the four case studies were also considered in terms of who referenced certain topics. Table 16 depicts the number of responses coded by participant groups, i.e. management participants and teacher participants. With four interviews carried out with participants in management roles and seven with CTs, the ratio of response is almost 1:2. This was considered when examining the data. The "0" listed under the column labelled "Role = Co-operating teacher" should not be considered as a theme that is unimportant to the CT group, rather CTs involved in the multiple case study were not asked their opinion on said topics. When the topics are examined with the above data already explored in mind and the knowledge of the participant ratio, certain issues appear to be of more concern to the CTs in this multiple-case study.

The qualitative data analysis concerning the topic of communication with HEIs appears to be a theme of greater interest to CT participants in this study, who indicated that it is deficient or could be improved. The opportunities cited by both management and CT participants referred to the prospective development of co-learning and professional development learning opportunities between school and HEI-based stakeholders as well as with PSTs. References by both management and CT participants concerning guidance given to them by HEIs reflected the participant ratio, and when individual responses were explored using Braun and Clark's (2006) TA framework, the support of guidance appears to be of concern to both participant groups. The lack of time to engage in formalised SUPs or support for PSTs was highlighted as an issue by the vast majority of respondents in this study. The lack of time was attributed to the realities of day-to-day teaching, a finding also supported by Young and MacPhail (2015). However, five times more references were made by CTs regarding the need for more structured time to be provided to facilitate greater collaboration between CTs and PSTs, as well as CTs and HEI tutors. The only topic that did not closely reflect the participant ratio, was "professional development", with participants in management roles referring to it slightly more often than

CTs in the multiple case study. Nevertheless, CTs did recognise the opportunity for professional development.

Table 16: Themes sorted by participant role.

Themes	Role = Management	Role = Co-operating Teacher
1 : Partnerships	53	82
Communication	25	39
Opportunities for co-learning	7	19
Professional development	13	12
2 : Perceptions of new ITE programmes	27	34
Extension to ITE Programmes	8	15
Impact on workload	10	19
Schools are Valued	9	0
3 : Stakeholders' roles and responsibilities	36	61
Responsibilities of Co-operating teacher	7	61
Role of school management in ITE	29	0
4 : Support	16	30
Allowance	7	12
Guidance from HEIs	9	18
5 : Tensions	8	18
Different HEI expectations	3	5
Lack of time	2	10
Underperforming Student Teachers	3	3

Communication between stakeholders.

The practice of developing partnerships between schools and HEIs is widely encouraged (European Commission, 2009). However literature suggests that formalised collaborative links between HEI and school-based stakeholders are often absent (Beck & Kosnik, 2002; European Commission, 2007c; Scottish Executive Education Department, 2005). A similar concern has also been found in recent research carried out in Ireland (Conway et al., 2011; Higgins et al., 2013; Moody, 2009). Sim succinctly summarises many of the challenges facing both school and HEI stakeholders, who would like to collaborate with each other:

> Partnerships are a major focus of current discourse in teacher education. The constraints of collaboration are known to many who seek to carry out research or other projects in schools with teachers: the different institutional 'cultural politics'; time demands; teachers focus on their own practice; and insufficient preparation by faculty members with teacher participants in the theoretical underpinnings of a project (2010, p. 19).

Drawing on the cross-case synthesis, the concept of communication was explored in this study as a subcategory of "partnerships", with case-school data indicating that irrespective of a school's prior experience of working with PSTs, school-based stakeholders from each of the four cases would welcome more communication between HEIs and their respective schools. Communication was considered as lacking by most case study respondents, an opinion also

reflected in data gathered from participants of the quantitative stage of the study, with 80.7% of respondents (N = 57) indicating that they either agreed or strongly agreed that greater communication from teacher education providers is required by schools. Although the new configuration of SP was proposed as a partnership, as noted in Chapter Three, "whereby HEIs and schools actively collaborate in the organisation of the placement" (Teaching Council, 2011d, p. 13), both quantitative and qualitative data from this study indicate that this is not the reality experienced by school-based stakeholders "involved" in ITE.

Management perceptions.

When the concept of communication is explored more deeply with CS participants, communication from HEIs appears to be mainly at an administrative level between stakeholders, with all management stakeholders from the CSs acknowledging the amount of correspondence received from programme providers. However, criticism is also forthcoming from case respondents, concerning complaints about PSTs and support for schools new to offering SPs. Tanya's (Principal, CS1) experience of communication from HEI providers is largely positive, however, discord was also expressed regarding reciprocal communication levels; i.e. the opportunity to praise PSTs to HEI tutor was not always possible. Furthermore, Tanya highlights the need for more support when things "go wrong" stating "we could do with more support, more open communication." A further issue with the level of communication between stakeholders was also identified with Tanya (Principal, CS1) giving the example of how when they had a concern over a PST's teaching competence, the school's concerns were not dealt with to the school's satisfaction. The following quote exemplifies the perceived divergence in communication as experienced by stakeholders:

> We did have a situation where it really wasn't going very well, while we did get an immediate response from the university the problem still continued from our point of view, but once they had put in place what they saw as the necessary interventions we had one further visit to say things were improving and we had a final visit to say everything was wonderful. Everything was excellent. But it actually wasn't and I really don't feel that was fair either to us and certainly not fair to the student teacher who I think went into year 2 very ill-prepared and I don't know how he's getting on now (Tanya, Principal, CS1).

Gavin (DP, CS4) also criticises the level of communication and support given by providers:

> No, I don't think schools are clear [about what is expected of them]. We linked them in with the supervising teacher but to my recollection nobody from the university or institution actually came to us and sat down and said, 'this is what we need from you now that you're taking this on'.

Furthermore, the level of communication between HEI tutor and school management is rated as "poor" by Gavin, who states:

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Now, we might get a phone call saying 'Listen, thank you very much for taking the student on and if there's any problems contact us' but it's not enough to do that because if you're running a school with 600 students in it and 60 staff your time is going to be taken up elsewhere. You are not going to have the time unless there's a complete disaster and it shouldn't get to that point, so the universities need to link in. As well as that supervisors come in from the college and very often unless you are on hand and available you don't meet them, so you don't get any feedback on what's happening within the programme as well because the supervisor can come and go and they may not necessarily look to meet with the principal (Gavin, DP, CS4).

CTs perceptions.

CTs' perceptions of HEI communication levels with them vary from low to high and appears to vary depending on the HEI department. Deirdre noted that she had "absolutely no contact" from HEI personnel or visiting HEI tutors (CT, CS3). The levels of communication ranged from "very little communication" (Luke, CT, CS2), to being given a "booklet" about the course, which "explained exactly ... what was expected of you and really what would happen over the course of the time of the student being [in the school]" (Gillian, CT, CS4). Leona stated:

I get lots of emails from ▓▓▓▓▓▓ [name of HEI] inviting us to workshops, team teaching workshops, things like that. I feel ▓▓▓▓▓ [name of HEI] we don't hear so much about and ▓▓▓▓▓ [name of HEI] they give us *some* [emphasis added] information. But ▓▓▓▓▓ [name of HEI], I don't know if it's because we're close and we take a large number of students from ▓▓▓▓▓ [name of HEI] purely for the logistics of it, they seem to give us a lot more information" (Leona, CT, CS2).

However, Trish (CT, CS1) had contrasting experiences of communication with HEIs. Her comments summarise the difficulty of building partnerships between stakeholders:

Well ▓▓▓▓ [name of HEI] invited me once to an information afternoon but, again, it was outside of school hours. It was on a Wednesday afternoon, it was quite late, with previous arrangements I couldn't attend. They were the only university to ever offer me any information regarding it ... Now that's not saying that the information doesn't come to the school but it's not passed on to me, you know what I mean, I could be invited to many things but this was directly to my email and as I couldn't attend another teacher did attend and she was given a pack for me so it was the first time that I received information into my hands.

Trish also expresses frustration with the new course structure and how a lack of communication between HEI and CT directly affected her work:

This year, with regards to year 2 students they had taken on the teaching practice within the school you know, we felt, with the promise of being here for the entire year but they did until Christmas and then this information came out then that they were not obligated to do it from Christmas on. So, it really impacted on teachers who had taken on other commitments with the view of perhaps having a lighter timetable you know so, for example, other projects and then they received, very last minute, their classes back. That has never happened before … So, I don't know whether they had withheld that

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information for fear of not getting the teaching placement within the school or whether they themselves were unsure of what was required of them and then when they went to university they were told then you're only obligated to complete until Christmas. ... with decreasing numbers in the school and positions within the school, we didn't get our time allowance for programme coordinators and were promised a student teacher but then the student teacher is gone halfway through the year, I still don't have time allowance for my programme and I'm [pause] you know so that has been the first time I've ever seen that, you know.

Evidently, the recent changes made to post-primary ITE courses are impacting on school-based stakeholders in different ways, furthermore the examples shown above, merely highlight a superficial level of communication and collaboration with schools. What comes from the data is that although many of the initiatives cited by respondents do exist, CTs are less likely to be aware of these supports than principals and DPs, to whom most information is sent.

Opportunities for learning.

Drawing on the definition of partnerships explored in the Chapter Three, as to whether "partnership" is conceived as being between two institutions or between individuals, the concept of partnership portrayed in the conceptual framework shows both definitions of partnership are in existence in this study, but often at superficial levels. Drawing on the latter definition, teachers and management interviewed highlighted several examples of how PSTs and teachers work in partnership together and outline the opportunities such partnership creates. The co-creation and sharing of resources was cited by several case study respondents. The opportunities to learn up-to-date methodologies and thinking on teaching and learning strategies from PSTs, were also mentioned. The unplanned learning by CTs of new ideas through observation or even from pupils telling them about a methodology used by PSTs taking their classes, encouraged reflection by teachers on their practices. The energy of PSTs was deemed invaluable to several CSs, their "fresh faces" in staffrooms and their involvement in extra-curricular activities, including with school musicals, were welcomed. A practical suggestion was also forthcoming by Dan (CT, CS3), who suggested that a professional learning opportunity for staff could be created by encouraging the PST to give a talk on AfL or teaching methodologies at staff meetings.

Professional development.

Focusing on partnerships between schools and HEIs, Stage 1 findings show that 61.4% (N =57) of respondents indicated that they either disagreed or strongly disagreed with the statement: "Universities actively engage with my school regarding the development of SUPs". Data gathered from the multiple case study is mainly positive towards the creation of professional development courses for CTs, which might focus on, inter alia, observation and feedback techniques. Although concern was expressed by some respondents from Stage 1, as to

when such courses would take place, Gavin's (Principal) response was indicative of case study respondents in management roles. He noted:

> The observation skill and the feedback skill or evaluation skill, it's a skill that you have to learn so certainly guidelines or workshops or help from any institution in relation to that, I think that would enhance teacher practice across the system" (CS4).

Tanya (Principal, CS1) expressed other concerns regarding a prospective formalisation of the CT role in ITE:

> Teachers feel very put upon and my worry is that in offering it to some teachers as a means of promotion or a means of extra remuneration or extra time off that it could lead to a kind of careerism that isn't actually of any real help to the student teacher and doesn't enhance the quality of teaching (Principal, CS1).

Tanya also criticises how ITE programmes were reconceptualised and implemented noting:

> While in general the universities seem to appreciate the role of school management in ITE, more work needs to be done in developing this collaborative partnership. The changes were, in my opinion, rushed through without adequate planning and with the universities blaming the Teaching Council and the Teaching Council blaming the universities (Tanya, Principal, CS1).

The transition from "host" to "collaborative" / "co-ordinated" models of ITE which embrace collaborative SUPs is problematised in the above quote, supporting the proposition that the lacuna evident in the policy trajectory, as presented in the Literature Chapter, is compounding the issues around partnerships, stakeholder responsibility and resourcing that are central to SUP success and sustainability. The need to build on a "shared understanding of responsibility" towards ITE as noted by Chambers and Armour (2012) is echoed in this study.

Building Bridges

Reflecting on the concept of communities of practice (Wenger, 1998) and drawing on the findings from this study, the creation of greater engagement between HEI and school-based stakeholders is necessary if stakeholders from both schools and HEIs are to create quality learning opportunities for PSTs while on SP. A blurring of traditional boundary lines between stakeholders' "communities of practice" (Wenger, 1998) is required. Stakeholders must recognise the diversity of members working together towards the creation of collaborative SUPs. In order for school-based stakeholders to participate fully in such a community/ partnership, HEI stakeholders should encourage a sense of belonging among school-based stakeholders to the partnership. This could be done through both formal and informal communication channels. The engagement between HEI tutors and CTs would be vital in this regard.

Wenger (1998) argues that mutual engagement involves "the competence of others" (Wenger, 1998, p. 76). Participants in aspiring school-university communities of practice have different roles which complement each other. Wenger (1998) states "I cannot emphasize enough that these interrelations arise out of engagement in practice and not out of an idealized view of what a community should be like" (p. 76-77). The community of practice approach provides a framework which prioritises enabling a dialogue among HEI tutor, school staff and PSTs whereby their assumptions and goals as teacher educators and as PSTs would be made explicit, the constraints and possibilities of their contexts would be recognised, and the ongoing work of all participants would be valued.

In order to establish joint enterprise between schools and HEIs with regard to placement and the support of PSTs, policy makers must recognise how the situated contexts of schools and HEIs, their respective cultures and the traditional roles played by these stakeholders can all influence the successful negotiation of a joint enterprise. Wenger (1998) emphasises that every stakeholder, coming from their own separate communities of practice, must not believe or agree with everything being done as practice, instead joint enterprise must be "communally negotiated" (p. 78). Cognisant that school and HEI-based stakeholders may have different priorities, nevertheless when agreeing to place a PST and offer a placement to a PST, schools and HEIs need to work in partnership to negotiate "their understanding of their enterprise" (Wenger, 1998, p. 79). To what extent CTs feel they have the freedom or competence to negotiate their role as CTs is explored in this study. Wenger (1998) emphasises that the "enterprise is never fully determined by an outside mandate, by a prescription, or by any individual participant", power is "always mediated by the community's production of its practice" (p. 80).

Although the emerging community of practice negotiates its form of enterprise, this negotiation gives rise to interactions of mutual accountability between partners, in this instance by HEI partners and school partners, towards each other, the PST(s) on placement and also the school pupils being taught by the PSTs. Developing collaborative SUPs will involve allowing "participants to negotiate the appropriateness of what they do" (p. 81). Reciprocal communication, the sharing of judgements about the quality of SUPs and partners' engagement and roles in them, will identify not only frustrations and difficulties, but also opportunities for research and learning in the creation of school-university communities of practice. How various stakeholders interpret "aspects of accountability and integrate them into lived forms of participation" (p. 82) in the school-university community of practice was explored in this study. A shared repertoire between CTs and PSTs often develops at the beginning of a placement when CTs discuss classes and lessons with the PST. The new model of SP allows for the development

of a shared repertoire between HEI and school-based stakeholders. By negotiating (new) "ways of doing things" (Wenger, 1998, p. 83), relationships can flourish, enabling improved learning and teaching experiences for all, including PSTs and pupils. Drawing on Kruger et al. (2009), Figure 19 illustrates how the dimensions of communities of practice are applicable to the creation of new communities of practice, placement and partnership in regard to SP practices, whereby PSTs and pupils remain at the heart of them.

Figure 19: Communities of practice, placement and partnership.
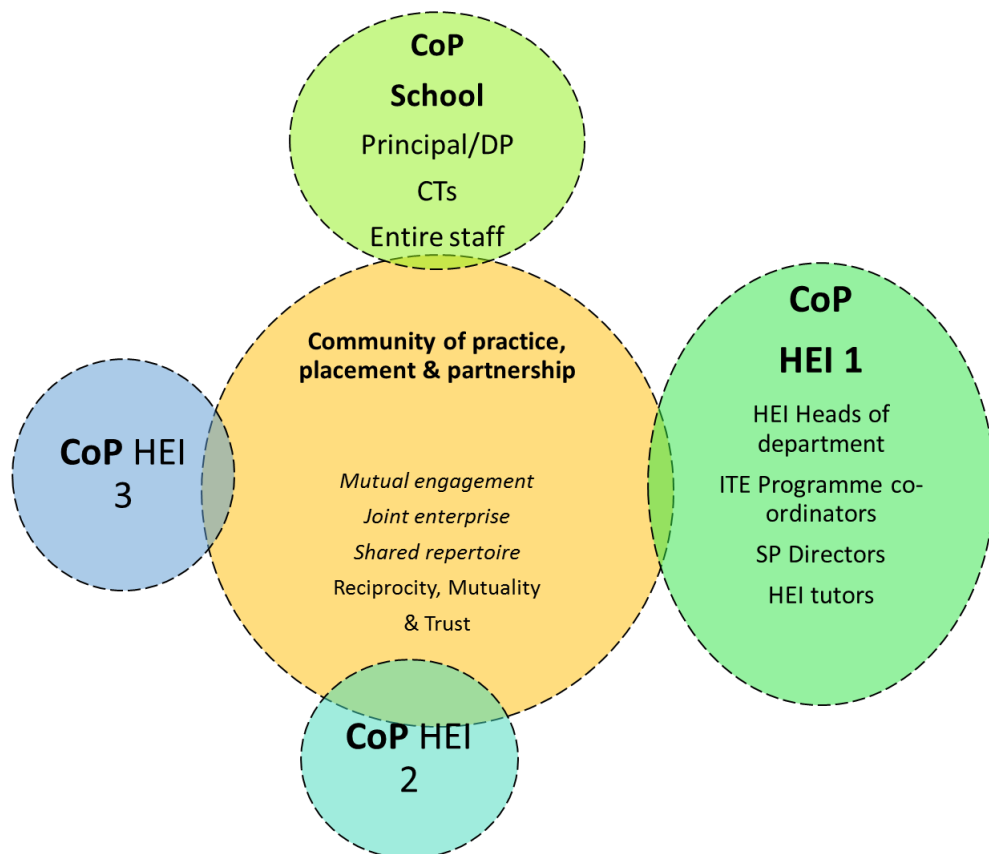
Chapter Summary

This chapter presented the results from the analyses undertaken in respect of this MMR study, which sought to investigate:

How do post-primary school-based stakeholders perceive recent changes to school placement, and what opportunities and tensions arise within the broader context of emerging school-university partnerships?

Stage 1 of the study gathered data from a purposive sample of post-primary school principals and DPs. Stage 2 involved a multiple case study with four CSs. The multiple case study report presented in this chapter also included a cross-case analysis from the multiple case studies and drew on five main themes; 1) partnerships; 2) perceptions; 3) roles and responsibilities; 4) support; and 5) tensions. This chapter summary draws together the contradictory evidence and multiple views of participants, creating a collage of perspectives, contextual understandings and lived experiences of school-based actors in SUPs. The findings of each of the main and guiding research questions are summarised in Appendix DD.

The findings from the analyses indicate that post-primary school-based stakeholders in this study appear to perceive recent changes to ITE programmes as mainly positive. A requirement for PSTs to go on a number of placements in different schools was deemed most worthwhile, thus improving PSTs' confidence and offering them valuable teaching experience. Several opportunities to strengthen partnerships and mutual learning by all involved in ITE, including CTs and HEI tutors, were identified by respondents and a desire to engage more systematically with HEI stakeholders was evident from both the online questionnaire data and from the multiple case study.

Nevertheless, tensions are also evident within the broader context of emerging SUPs. The demanding timetabling requirements of individual HEIs are causing tensions for SP organisers, with an impact on workload being reported by school management participants in this study. The role of the school as per the *Guidelines on School Placement,* places the "learners", namely the school pupils at the heart of SUPs:

The primary role of the school is to facilitate learners reaching their full potential, therefore the best interests of learners must be central to national policy on teacher education and, in particular, to the school placement experience (Teaching Council, 2013, p. 7).

However, in an age of accountability, concern was expressed by several stakeholders about whether pupil learning was being negatively affected by the number of PSTs taking their classes. Similarly, several participants at management level commented on the number of complaints received by parents concerning the number of PSTs teaching their children.

Drawing on the literature reviewed in Chapter Three, a lack of a shared understanding around the definition and purpose of SUPs is evident in the Irish context. Moreover, a lack of understanding by stakeholders at school-level regarding their envisioned roles as partners in teacher education was forthcoming from this research study. The issue of school remuneration raised in this study, appears to be a growing issue for some stakeholders. In light of changes to the conceptualisation of SP, it is an important finding as it falls within the central and continuing dilemma as to whether the workload associated with SP is a professional obligation of school-based stakeholders or whether schools should be funded to offer structured support for what many school-based stakeholders perceive as additional work. In light of cutbacks and increased accountability, a sense of frustration was also evident from the findings. Some research participants queried the rationale for recent programme reforms and expressed concern with regard to increased expectations on the role of school-based stakeholders.

Although ITE has been reconceptualised and undergone major change at both programme and policy level, the changes in how schools approach SP and SUPs appear to be superficial. Cultural norms in some schools appear to be holding steadfast despite the changes made by HEIs to the organisation of SP, with most CTs not observing or giving structured feedback to PSTs. While some policy actors may criticise schools for this, a lack of structured time afforded to CT-PST partnerships appears to be the main hindrance to CTs engaging in more fulfilling collaboration with PSTs. The absence of formalised and clearly defined support structures for schools and school-based stakeholders is hindering their progressive involvement in SUPs and are rendering the development of genuine partnership practices problematic at best.

This research study indicates that many CTs, who work most closely with PSTs are not aware of the changes to ITE programmes, what is expected of them as CTs and of the PSTs working with them. Despite recent changes, a lack of communication between CTs and HEI tutors continues to exist. The data indicate that the CTs are to some extent the invisible partners in SUPs, with relevant information often not being communicated directly to them. Recently Young and MacPhail (2015) argued that a lack of communication between CTs and HEI tutors reveals a lack of a supportive partnership between the school and the university and serves to reinforce CTs' role "on the periphery of supervision" (p. 230). The development and communication of a shared understanding by *all* stakeholders around SUPs, the language of partnerships, their purpose and the formalisation of necessary resources for their sustainability are required if the learning of school pupils is to remain at the core of the vision for such partnerships, as per Teaching Council policy.

Chapter Six will summarise the findings of this research study and the contribution of this EdD research study will be examined more closely. Its limitations will also be considered including any potential flaws in the methods, the data gathering and analysis techniques used.

The research questions explored in this study will be considered and questions posed for further consideration. Stemming from the findings recommendations for future research will be made relating to policy, practice and partnership.

CHAPTER SIX

CONCLUSION

We are living in a period where a paradigm shift
may be afoot in the duration, design, quality and
process of teacher education in Ireland. It is
also an era when the influence of the teaching
profession on teacher education was never greater
and where the scope for its professional engagement as
a partner in the process is much enhanced (Coolahan, 2013, p. 9).

Introduction

Internationally, teacher education has become the focus of policy makers and Ireland is no exception (Conway, Murphy, & Rutherford, 2013). In recent years, the development of collaborative partnerships between various stakeholders involved in ITE has become a more prevalent discourse, with more collaborative practices between schools and HEIs being promoted by the government and the Teaching Council in Ireland (2011b; 2011c; 2011d; 2013). The above quotation, in reference to the teaching profession in Ireland illustrates the potential for school-based stakeholders to more fully engage as partners in teacher education. While scholarship about the development and benefits of greater collaboration between schools and HEIs is enjoying greater prominence in teacher education policy texts and discourse (Brisard et al., 2005; Butler & Cuenca, 2012; Jones et al., 2016; Sim, 2010), the concept of collaborative SUPs is at an early stage in the Irish context. Recent changes in the teacher education landscape provide the opportunity for the creation of collaborative partnerships and for school-based stakeholders' roles in teacher education to be re-imagined. To this end, the purpose of this research study was to investigate their perspectives. The main research question asked:

> *How do post-primary school-based stakeholders perceive recent changes to school*
> *placement, and what opportunities and tensions arise within the broader context of*
> *emerging school-university partnerships?*

This chapter synopsises each of the previous chapters and draws together the research findings in light of key themes identified in the analysis. The contribution of this doctoral research study to current understandings of SUPs and school-based stakeholders' perspectives of their roles in ITE is considered. The study's limitations are also contemplated and stemming from the findings, the chapter concludes with recommendations for future practice and research relating to teacher education policy and the development of sustainable partnerships.

Thesis Synopsis

The improvement of world economies and production of skilled workforces with competences deemed necessary for the 21st century have legitimised education reform by organisations and governments internationally. Since 2000, ITE programme reforms have been

implemented in several countries (European Commission, EACEA, & Eurydice, 2013) so as "to adapt the higher education system to the Bologna Bachelor/Master degree structure" (European Commission et al., 2015) (see Appendix EE). The objectives of the Bologna Process (1999), which sought to promote and facilitate European employability and the international competitiveness of the European higher education system, have led to the reconceptualisation of ITE programmes in several jurisdictions, including in Ireland. The focus on developing an internationally competitive market place and the dominance of international comparative indicators of school performance (via inter alia, PIRLS, PISA and TIMSS) have also led to the international promotion of standardisation and competence-based approaches in education. As Maguire (2014) explains:

> In an internationally competitive market place, education plays a critical role in helping each nation to create and maintain a competitive edge – or so the argument goes. Thus, in response to aspects of the globalisation discourse, attempts have been made to align educational provision to the 'needs' of capital in many international settings (p. 778).

What has emerged is a "new set of public policy demands for efficiency, accountability, effectiveness and flexibility" (Maguire, 2014, p. 778), rendering teacher education critical to the delivery of these demands and consequently resulting in teacher education policy receiving even greater attention in recent years by policy makers internationally and in Europe (Caena, 2014; European Commission et al., 2015; OECD, 2005). In many countries, attention has been paid to curriculum, assessment and ITE and reforms in these areas have led to various conceptualisations in different national settings (Maguire, 2014; Maguire et al., 2015). New reform policies of governance in Ireland are primarily concerned with economic imperatives for the generation of data-driven systems of education (Mooney Simmie et al., 2016) and have resulted in a market-led discourse shaping teacher education (Kirwan and Hall, 2016). Since the economic crisis, new reform policies of governance concerning curriculum, evaluation and teacher education have been published at an unprecedented rate in Ireland (DES, 2011; 2012a; 2012b; 2012c; Teaching Council, 2011b; 2011c; 2011d; 2013).

Drawing on Chapter Two, exploration of international and European influences on policy development in Ireland (Coolahan, 2013) shows that the seeds for a new way of conceptualising teacher education were sown in previous decades. Several concepts promoted as "public issues" in policy publications, including inter alia, the quality of teaching and learning in the 21st century, teacher professionalism and teacher competences, were revealed through analysis of the trajectory explored. Evidently, teacher quality and accountability have become key focus points of the reform agenda in Ireland (Coolahan, 2013; Sahlberg, 2012) and the

development of collaborative partnerships between schools and universities has been encouraged via policy, to help resolve these perceived public issues.

Chapter Three explored various models of ITE and partnership, with effective ITE programmes now recognised by many as those which include extended placements in schools that share the vision and values of the ITE programme (Zeichner & Conklin, 2008). The complexities of ITE are considered hegemonic policy issues in Europe (Caena, 2014) and internationally (Darling-Hammond, 2006a) and the development of successful SPs and various models of SUP are being promoted as the solution to the theory-practice "problem" in teacher education. The need for stronger partnerships to be fostered between HEI-based teacher educators and those considered school-based teacher educators have long been championed (Darling-Hammond, 2006a) as a means to improve teacher education. The trajectory of national policy explored also highlighted the importance placed on the creation of collaborative partnerships between schools and HEIs, however, despite the adoption of many policy recommendations, the analysis highlighted lacunae in policy, legislation and provision concerning State support for the development of collaborative SUPs. A deficit that has arguably compounded the problem of "ad hocery" regarding SP practices in schools in Ireland.

The murkiness of developing collaborative partnership models also draws greater attention to the contested nature of SUPs. Whereas some partnership models focus on the learning of student teachers or the bridging of theory and practice (Walsh & Backe, 2013), others concentrate on improving the learning of pupils, the professional development of experienced teachers, the promotion of mentoring practices and/or on collaborative research (European Commission 2007a). In light of this, various typologies of partnership in Australia, Scotland and England were explored in this study and models of partnerships and recent research carried out in Ireland were examined. Exploration of the literature indicates that researchers' attention in Ireland has for the most part been placed on the "private troubles" (Gale, 2001) of HEI-based stakeholders or of PSTs, highlighting a lacuna in the research concerned with the experiences of post-primary school-based stakeholders in the Irish context.

Synopsis of Research Findings

The main ITE model for post-primary teachers in Ireland is the consecutive model (European Commission et al., 2015; Hyland, 2012). There are currently seventeen consecutive ITE courses and thirty-one concurrent post-primary courses (see Appendix FF) offered by HEIs in Ireland. Although a geographical area was selected based on the number of HEI providers in the region, data indicate that respondents in this study had PSTs on placement in their schools representing every teacher education provider in Ireland bar one. A summary of findings is

presented under the themes which emerged from the TA conducted and presented in the previous chapter.

Finding 1: Partnerships

Despite ITE programmes being reconceptualised and undergoing major change at both programme and policy level, the findings from this study clearly suggest that changes occurring at school level concerning the development of collaborative SUPs are superficial. School-based stakeholders at management level acknowledge receiving requests for placements for PSTs and general information about ITE programmes from respective HEIs. Nevertheless, a desire for greater interpersonal communication with HEI programme providers and tutors was forthcoming from participants in this study. A need for greater reciprocal channels of communication was also highlighted by respondents, with school-based stakeholders not always having the opportunity to communicate to HEI tutors praise for PSTs on placement in their respective schools. Furthermore, some respondents indicated that when they expressed concern about a PST to HEI tutors or directly to HEI programme coordinators, problems were not always solved to the satisfaction of the schools, despite issues being deemed resolved from a HEI perspective.

This multiple case study indicates that the teachers working voluntarily with PSTs are to some extent the invisible partners in teacher education. The CT has more interaction with the PST while on SP than the principal or DP, yet this study shows that relevant information is not always communicated to them. Case study participants acknowledged that information packs may be sent to the schools, but stated that CTs may not receive them. In addition, interpersonal communication between school-based stakeholders (particularly CTs) and HEI tutors appears to be ad hoc, with only Dan (CS3, CT) reporting that HEI tutors "actively seek" to speak with him after visiting a PST on placement in his school. The overwhelming experience of CTs in this study was that HEI tutors rarely, if ever, engaged with them, suggesting that although changes have occurred at programme level since their reconceptualisation, little has changed vis-à-vis the interaction in schools between HEI tutors and school-based stakeholders. Both school management and CTs in this study indicated a desire for greater structured support from and collaboration with HEIs in their efforts to provide supportive SP experiences for PSTs in their schools.

Data gathered from the purposive sample of post-primary principals and DPs indicated that most schools involved in this study do not have a policy regarding SP. Of those that do, less than half have been ratified by their respective Boards of Management. This raises questions about school-based stakeholders' perceptions of ITE, the extent to which schools view themselves as playing a central or peripheral role in ITE, and the level of importance or status afforded to SP within the school context. Nevertheless, the findings suggest that school-based

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stakeholders do recognise the opportunities for learning that PSTs on placement can bring, as well as the potential for improved professional learning via the creation of stronger partnership links with teacher education departments. Despite this, a lack of shared understanding of their prospective roles is hindering the development of collaborative SUPs, which are viewed as being critical to the development of 21st century teacher education (Darling-Hammond, 2006a).

Finding 2: Perceptions

Coolahan (2013) noted that the introduction of Master's level teacher education has been widely welcomed, however the findings from this study suggest both ongoing and emerging difficulties for school-based stakeholders. Findings indicate that the extension to ITE programmes has affected the workload of those responsible for organising SP, with administrative workload increases being cited most frequently by school management participants in this study. Some participants questioned the financial burden on PSTs to engage in extended consecutive ITE courses, whether the rationale behind the extension was to slow the annual output of graduating teachers and the extent to which the new ten-week "Block" element of placement reflects the reality of a full teaching timetable. Despite these reservations, participants in this study perceived recent changes to ITE programmes as mainly positive. The most worthwhile change to ITE courses deemed by school-based stakeholders was the opportunity for PSTs to go on placement in various schools and gain valuable teaching experience. Participants in this study reported improved levels of PST confidence, particularly among Year 2 PME students and an increased involvement by PSTs in extra-curricular activities. Interestingly, although the contrasting yet complementary roles and expertise of stakeholders from both HEI and school landscapes were acknowledged by respondents in this study, management participants in Stage 1 of this study were almost equally divided as to whether universities value the role school management plays in ITE. The findings suggest that just one-third of respondents believed that HEIs value the role school management plays in ITE – a finding that should be of concern to ITE providers.

Finding 3: Roles and Responsibilities

The Sahlberg Report (2012) calls for teachers in Ireland to play a role in assessing the competences of PSTs on placement, noting: "Ideal partnerships involve shared responsibility between the school and the university for the assessment of student competence" (p. 22). Concerning the growing discourse describing teachers as teacher educators (Ó Ruairc, 2013; 2014), it was interesting to note that this study indicated a desire for both CTs and school management to play a greater role in the evaluation of PSTs' engagement with SP. However, data also indicated a reluctance towards school-based stakeholders being involved in summative assessment procedures.

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This study suggests that many CTs at post-primary level, who are working most closely with PSTs, are unfamiliar with changes to ITE programmes as they are conceptualised today, other than the fact that programmes have been extended and that PSTs go on several placements. Furthermore, findings indicate that CTs are not fully aware of what is expected of them by HEI stakeholders and would welcome further instruction and guidance, especially in relation to observation and feedback techniques. These findings are consistent with Conway et al. (2013) who also reported that "schools perceived themselves as relatively unaware of the content and processes" (p. 83) of ITE programmes and "sought greater knowledge of how best to bring both the world of school and university into closer contact" (p. 84). Growing directly from this finding, Conway et al. (2013) identified the challenges of bridging and brokerage (Hargadon, 2002) for the new two-year post-primary ITE programmes that would begin in September 2014.

Bridging refers to the cross-institutional features of the SUP, for example how partners communicate with each other and the dissemination of ITE course handbooks, what Wenger identifies as a "boundary object" (1998, p. 106). Smith and Avetisian (2011, p. 350) note: "Although time-consuming, cross-institutional networks can help to build shared knowledge, practices and discourses for teaching and develop trust across institutions." Brokerage refers to the development "by each partner of its own expertise" (Hargadon, 2002) vis-à-vis ITE (Conway et al., 2013, p. 84). Conway et al. (2013) illustrate some of the existing practices that schools engage in to support PSTs on placement, having for example a mentor teacher, a mentor folder, a school handbook for PSTs, debriefing sessions regarding HEI tutor feedback between CT and PST, weekly meeting time dedicated to those involved in PSTs, shared teaching files. They suggest that these practices could be distributed across many schools in the future. The reality is that if most schools, as identified in this study, do not have a school policy on SP, then the development of PST learning is most likely not viewed as a priority for them. The mutual benefits for all partners involved in ITE need to be communicated more clearly to school principals, who are described as the "the partnership lynchpin" (Kruger et al., 2009, p. 89).

Furthermore, the moratorium on posts would also suggest that very few schools would have a teacher on staff whose responsibility it is to support and guide PSTs on placement, or engage with HEI tutors and ITE programme coordinators. However, teacher educators cannot be expected to be able to successfully create sustainable SUPs if school-based partners are not in a position to engage more formally with them. National stakeholders, namely the DES and the Teaching Council need to recognise this glaring pitfall that affects the continued and sustainable development of collaborative SUPs.

Finding 4: Support

Concerning the concept of bridging (Conway et al., 2013), this study found that greater communication is required by all school-based stakeholders. CTs reported that information, although likely sent to schools, was not always being disseminated to the CTs working most closely with PSTs. Greater guidance from HEIs concerning programme modules, observation and feedback skills and professional development for CTs were highlighted as supports required by school-based stakeholders. The importance of social interaction between school-based and HEI-based stakeholders, in the absence of established structures and designated roles for those involved in SP was noted by Higgins et al. (2013). CTs in this study did not request remuneration for working with PSTs, but the issue of remuneration to schools as partner institutions does appear to be a growing discourse among some school managers in this study and is also reflected in other recent studies (Chambers & Armour, 2012; Young et al., 2015). Rather than remuneration, allocated time was the allowance most requested by CTs in this doctoral study. This resource was perceived as being essential to enable them to give improved, structured and focused support to their PSTs. Many respondents emphasised that this would not be "free" time, but rather structured time, set aside within their timetables enabling them to meet with PSTs and HEI tutors, facilitating opportunities for feedback, planning, co-teaching and reflection. Jones et al. (2016, p. 118) found that "collaboration, coordination and communication between the various stakeholders are essential to ensure the respective partner needs are being met." The importance of dialogue between experienced teachers and PSTs has also long been highlighted in research (Clarke et al., 2014; McNally et al., 1997; Sim, 2010).

Several studies in the Irish context outline the enduring challenges which Irish ITE providers face vis-à-vis ITE (Higgins et al., 2013; Young et al., 2015) challenges, which have recently been further compounded by budget constraints and new pressures facing schools as a result of Ireland's economic crisis (Harford, 2010; Higgins et al., 2013; Mulcahy & McSharry, 2012). Several opportunities to strengthen partnerships and mutual learning by all involved in ITE were identified by respondents and a desire to engage more systematically with HEI stakeholders was evident from the data gathered. To this end, school-based stakeholders require more support and resources from teacher education departments, the Teaching Council and DES. The notion that their endeavours with PSTs be formally acknowledged in some way was also communicated, with calls for greater structured, resourced and financed support to be made available to schools.

Finding 5: Tensions

Data from this multiple case study indicate that cultural norms in schools, and possibly in teacher education departments appear to be holding fast, regarding the organisation of SP. Despite the changes made at programme and policy levels, school-based stakeholders continue

to engage with PSTs as they have done prior to the reconceptualisation of ITE courses and data suggest that HEI tutors visiting schools are also upholding the status quo. Fifteen years ago, the Byrne Report (2002) recommended closer partnerships between HEIs and schools; moreover, the need has long been highlighted for national policy to provide greater support to schools and to teachers working with student teachers "so that they are facilitated to engage more fully in such a partnership" (Coolahan, 2003, p. 40). Nevertheless, teachers' engagement in mentoring practices in schools or formalised mentoring professional development programmes is neither mandated nor actively encouraged. Engagement in such practices occurs of teachers' own volition, resulting in the mentoring of PSTs remaining mainly ad hoc at school level. Only one exception to this was noted in this study – that of Birch College, where Leona an NIPT-trained mentor, had been assigned a post of responsibility to act as PST coordinator and mentor. In the absence of a shared understanding of the purpose of SP and the importance of the CT role for future generations of professional teachers, CTs understandably rely on their own ITE experiences and beliefs about student teaching (Smith & Avetisian, 2011). The continued and prolonged absence of formalised and clearly defined support structures and provision for schools and school-based stakeholders is undoubtedly hindering schools' progressive involvement in SUPs and rendering the development of partnership practices problematic at best.

In summary, findings from this study suggest a willingness and desire among school-based stakeholders to take on a greater role in ITE and to engage in more collaborative partnerships with HEIs. Nevertheless, this willingness is tempered, with many respondents expressing a sense of frustration with the perceived lack of support given to schools offering placements to PSTs. On a more fundamental level, the extended duration of ITE courses and of SP appears to be causing various practical issues for schools willing to take PSTs from different HEIs. Despite a growing focus being placed on teacher education and the development and collaborative SUPs, this study suggests that CTs are the invisible partners in SP partnerships, whose expertise will be needed to help both schools and HEIs develop more collaborative partnership practices in the future. The development and communication of a shared understanding by all stakeholders concerning partnerships, the language of partnerships, and the formalisation of necessary resources for their sustainability are required.

Limitations of study.

Certain limitations were continually highlighted throughout this thesis, however upon reflection of the findings a number of other limitations were identified. Firstly, it must be acknowledged that this study provides a snapshot from a purposive sample of school-based stakeholders. Although it was never intended for the findings of this study to be representative

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of the entire population, participation in Stage 1 could have been improved by extending the deadline for completion of the online questionnaire and by bringing greater attention to the study through advertising in school management magazines. Secondly, it could be argued that the thirty schools that expressed willingness to take part in the multiple case study stage of the research were self-selected, at least to some degree. This raises the possibility that they were motivated by a desire to express strongly held views, which may not be typical of the views held by their peers. Notwithstanding best efforts made to be conscious of my own biases as a researcher and teacher, it must be acknowledged that interpretations of the data could potentially be influenced by my professional experience. Lastly, although this study attempts to offer an insight into the perspectives of school-based stakeholders, the voices of other school-based stakeholders namely PSTs, pupils and parents, were omitted as it was deemed beyond its scope of exploration. In the spirit of "partnership", future investigation into the perspectives of all school-based stakeholders could give greater agency to the collective voice of stakeholders and may shed light on further opportunities and tensions concerning newly reconceptualised SP models.

Research Contribution and Implications

1) **The Concept of partnership.**

This study identifies certain "emerging public and private issues" (Gale, 2001) around ITE, SP and the concept of partnership. By exploring various definitions of partnership (Brisard et al., 2005; Smith, 2016; Teaching Council, 2013), models of partnership in Ireland (Chambers & Armour, 2012; Higgins et al., 2013; Ní Áingléis, 2009; Young et al., 2015) and in other jurisdictions (Jones et al., 2016; Kruger et al., 2009; Sim, 2010), this study has problematised the seemingly generic term of "partnership". The findings in this study problematise both contextual understandings of partnership and the perspectives of school-based stakeholders in relation to SP. The findings suggest that the "vanilla-flavored" idea (Goodlad & McMannon, 2004, p. 37) of developing collaborative SUPs is in reality, more challenging and also highlight the need for the development of shared understandings around partnership in the future. Findings from this study should be of concern and interest to the Teaching Council of Ireland and the myriad of actors involved in SP.

2) **The use of language concerning school-based teacher educators.**

The language used to describe teachers as teacher educators equally raises questions about the role to be played by school-based stakeholders in ITE in Ireland resulting in the need for a collective understanding of the term and role of the "school-based teacher educator". The promotion of a partnership model of SP has led to a growing discourse identifying teachers in schools as "teachers of teachers" (Ó Ruairc, 2013; 2014). In light of changes to ITE

programmes, increased involvement is required from CTs and school management in regard to SP practices in their schools. Consequently, the new partnerships "involve school principals and staff in a much more pro-active role as mentors and guides to student teachers" (Coolahan, 2013, p. 24). Further complicating the landscape of ITE, the role school principals are being asked to fulfil concerning the review of HEI courses, as outlined by the Teaching Council (Teaching Council, 2011c) implicitly raises questions regarding the responsibilities, accountability and evaluation roles of school principals. From this emerging discourse describing teachers as "teachers of teachers" springs a reconceptualisation of the roles and responsibilities of both teachers and school management and the subtle blurring of boundary lines (Edwards & Mutton, 2007) between schools and HEIs as separate "communities of practice" (Wenger, 1998).

Conscious of movements towards models of school-based ITE in other jurisdictions, the quasi-formalisation of school-based stakeholders' roles in ITE, coupled with a growing discourse describing teachers as teacher educators, although unprecedented in Ireland, arguably gives rise to some concern among stakeholders from different communities of practice. The emergence of this discourse could suggest that HEI-based teacher educators will be ousted, that there is a perceived deficit in HEIs, or that it would be economically more viable for schools to assume the role of teacher education provider. Such questions raise tensions for both schools and HEIs and such concerns need to be managed respectfully and sensitively by the HEA, the Teaching Council and the DES. It is evident from this study that a shared understanding of these roles and responsibilities has not yet been negotiated.

3) Practical realities in conflict with policy expectations.

Placement is at the heart of the partnership process in ITE, however this study suggests a major disjuncture between policy making and policy enactment, with a minority of schools in this study having ratified policies on SP in their schools. While some policy makers and actors may perceive schools as not viewing or engaging with SP as part of their professional responsibilities, this finding could suggest that enactment of SP policy is not perceived to be an issue of importance by many school management teams. This study also suggests that school-based stakeholders' desire to engage in a more formal or structured way with PSTs and HEI partners is tempered due to a lack of professional supports, namely allocated time for meetings with PSTs and HEI tutors. This study has identified a lack of understanding around the role of the CT, which has been further compounded by reconceptualised ITE programme designs. Further research exploring whether school-based stakeholders self-identify as teacher educators, and to what extent, could create knowledge and greater understanding in this regard, helping to forge contrasting yet complementary roles for school-based and HEI-based stakeholders in the future.

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4) A lack of genuine engagement.

The findings suggest that the implementation of programme changes at school level has not resulted in true engagement by school-based stakeholders with SP. Schools continue to offer placements to PSTs, but genuine collaboration with PSTs and their HEI counterparts remains ad hoc and informal at best. This study suggests a disjuncture between school-based stakeholders' perceptions of engagement with SP as a managerial system of clarity and instruction rather than as prospective educative experiences and relationships of learning. Conway et al. (2013) refer to three types of school culture identified by (Moore-Johnson, 2004) in a large-scale study of induction in the USA, concerned with teacher learning among PSTs and NQTs. They identified 1) *novice-oriented professional culture*, in which PSTs and NQTs are offered little or no mentoring or opportunities to observe and share practice; 2) *experienced/veteran-oriented professional culture*, where experienced teachers are supportive in a general way, but provide no mentoring, observation opportunities or feedback on classroom teaching; and 3) *integrated professional culture,* where learning to teach is seen as a task for all in the school and supports include peer observation, feedback and "a coaching culture centred around sharing professional practice and a deep focus on pedagogy" (Conway et al., 2013, p. 68). The schools that took place in this multiple case study appear to fall somewhere between the novice-oriented professional culture and the experienced/veteran-oriented professional culture. This study highlights the need for schools to be supported to embed integrated professional cultures, that do not merely "coach" PSTs, but endeavour to facilitate professional conversations about teaching and learning, co-inquiry, shared reflective practice and collaborative learning opportunities among all involved in the community of practice.

The consequences of having no national policy for explicit provision of structured supports for schools offering placements to PSTs, are also compounded by "the inherited teacher contractual arrangements" (Coolahan, 2003, p. 51). With a long tradition of goodwill being shown by schools towards PSTs, arguably the lack of true engagement by school-based stakeholders with SP practices is not due to a lack of interest by the teaching profession in ITE nor in the development of student teachers. Rather, emerging from the data are infrastructural obstacles and managerial challenges to greater engagement by school-based stakeholders. Although, these obstacles include a sense of frustration among some research participants stemming from increased workloads and levels of accountability, logistical obstacles and a lack of financial support, this study suggests that there are also conceptual, historical obstacles, whereby the school-based stakeholders possibly view their relationships with PSTs as merely managerial and instructive rather than educative.

5) **Challenges.**

   Whilst schools are encouraged and expected to offer placements to PSTs, to provide systematic mentoring and to liaise with HEIs (Teaching Council, 2013), there is no obligation to do so, resulting in the SP partnership between schools and HEIs continuing to be based on the goodwill of school-based stakeholders. Acknowledging that it is understandable that new demands on teachers' efforts may not be welcomed by some teachers in the context of severe cutbacks, Coolahan (2013) warns that "it would be shortsighted for the profession to adopt a defensive, negative stance" (p. 22-23). However, policy makers and other stakeholders must question where the sense of vocation and that of profession meet and diverge when considering the more formalised role school-based stakeholders are being asked to play in teacher education. In short, a lack of government support for both school-based and HEI-based stakeholders is hindering both the development of sustainable SUPs and the professional development of CTs.

   Harford and O'Doherty suggest that against the backdrop of greater demands being placed on schools "that capacity and 'good will' within the system are now under threat" (2016, p. 44). Giving voice to the experiences and perceptions of school-based stakeholders raises both strengths and weaknesses in the inherited practices of schools vis-à-vis SP and their role in ITE. Nevertheless, this research study indicates a desire by school-based stakeholders to engage more systematically with HEI teacher educators and to play a greater, albeit formative, role in PSTs' placement experiences. Exploration of their experiences highlights a desire for systematic practices to be implemented whilst also recognising schools' own agency around PST selection. The accounts given in this study identify opportunities, tensions and deficits within the current "partnership" format and should be contemplated and acted on by policy makers and other stakeholders.

6) **Recognising the priorities of schools.**

   This study has highlighted a variety of challenges facing schools and, arguably HEIs in their attempt to support the ITE experiences of PSTs on placement. Whereas the learning of PSTs is the priority of the teacher education departments, the priority for schools remains their pupils. This is evidenced by few schools having and ratifying policies on SP. Furthermore, the concept of remuneration to schools as partner institutions appears to be a growing discourse among some school managers in this study and falls within the central dilemma as to whether SP a professional obligation that school management and CTs should add to their workload or whether some structured support for this additional workload should be offered by the DES, the Teaching Council or HEIs. Undoubtedly, going forward both schools and HEIs need to be supported in the creation of a joint enterprise (Wenger, 1998) concerning collaborative SUPs. Mutual understanding around the expertise each stakeholder brings to the partnership is

required. These differences are worthy of future consideration by HEI stakeholders, but also by the Teaching Council and DES in the ongoing pursuit of developing collaborative partnerships.

7) Political will.

In order for schools to provide improved placement experiences for PSTs, and by extension improve pupils' and CTs' experiences of working with them, policy makers must be cognisant of the basic resources needed at school level. Kruger et al. (2009) warn that SUPs "flounder if they become additional work for teachers and deflect them from their primary interests" (p. 11). Many of the key recommendations of the Sahlberg Report (2012) have been implemented, but the recommendation for more systematic partnerships between schools and HEIs is yet to be properly supported by government. Findings in this study suggest that schools would welcome greater support from HEIs with regard to creating supportive mentoring environments for PSTs.

Since 27 March 2009, schools have been unable to fulfil posts of responsibility, meaning that even if schools sought to create the post of PST mentor, these were unpaid posts and the mentor may not have completed professional training in mentoring. Although a limited alleviation of moratorium on filling posts of responsibility at Assistant Principal [middle management] level did occur for some schools for the duration of the Haddington Road Agreement which ended in June 2016, the moratorium on posts persists and industrial relations remain fraught. Reflecting on the title of this doctoral thesis, we are reminded of the importance of creating connections between policy, practice and partnerships in the following quotation:

> Many of the recent educational policy developments imply greater time availability from teachers for other than teaching duties. However, there has not been a successful re-negotiation of teachers' contractual requirements to match the changed situation. Such a re-negotiation can be a sensitive, complex and costly process, but it is hard to avoid the conclusion that such a re-negotiation needs to be a fundamental policy issue in re-structuring the teaching career to meet new demands upon it (Coolahan, 2003, p. 51).

8) ITE, Induction and Professional Development.

Policy has without doubt altered the face of ITE programmes in Ireland, but in order to embed policy into practice, all stakeholders must feel a sense of agency regarding the policy initiative. Furthermore, policy must be supported by provision, if it is to be embedded and enacted (Ball, 1993) into practice. Although the development of SUPs and quality SP experiences are being promoted through policy, this study indicates that this is not reflective of the reality on the ground. Existing SUPs cannot be sustained or improved by policy alone. Moreover, research shows that the development and sustainability of SUPs cannot be left to individual initiative (Kruger et al., 2009). At this time of programme and policy change, it is vital that schools are supported to create supportive mentoring environments for PSTs and

professional learning environments. Going forward HEIs will also need support from national stakeholders. To this end, suggestions, whether imaginative or practical are required and could include inter alia: grant-assisted CPD, Master's accreditation pathways and mentoring development for school-based stakeholders, SUP research grants which focus on pupil learning and the introduction of designated special duties posts for school-based SP co-ordinators. Kruger et al. (2009 p. 89) advise that: "the allocation of defined responsibilities to at least one member of staff appeared to be important in the maintenance of partnership activity." The introduction of such measures, will require planning and foresight by policy makers.

While participants in this study requested the provision of allocated time for dialogue with PSTs, CTs and HEI tutors, school-based stakeholders also need guidance from HEIs concerning inter alia, approaches to mentoring and the development of observation, feedback and reflection skills. Allocated times dedicated to PSTs would also more easily facilitate research partnerships between HEIs and schools. Kruger et al. (2009, p. 89) found that successful SUPs "were formed to address school priorities around the enhancement of school student learning". This could form a basis for the development of partnership cultures in Irish post-primary schools. Walsh & Backe note:

> For universities, partnerships with schools represent an opportunity to ground research questions in real-world contexts. Schools, in turn, benefit from university partnerships that allow them to transform ideas into concrete testable interventions. Together, schools and universities have the opportunity to co-construct best practices in educational practice and research (2013, p. 605).

An allocated time for such collaboration would also facilitate a smoother integration of ITE with the induction stage of the continuum. Mindful of the announcement made by the Director of the Teaching Council in March 2016, namely that the extended SP in the latter half of ITE programmes will now be recognised as part of the professional practice requirement of *Droichead*, the opportunity exists to facilitate greater coherence and support across the initial and induction phases of the continuum at school level. The policy trajectory explored in the literature showed that emphasis has been placed on the induction stage of the continuum. Since 2002, the 15 years dedicated to this stage of the continuum reflect this emphasis, which is grounded in the belief that the quality of pupils' learning "stands to benefit when the quality of new teachers' learning is enhanced and when they have space and time to engage with their more experienced colleagues" (Ó Ruairc, 2016, March 2). Many concerns expressed by principals and teachers in the ESRI report on *Droichead* (Smyth et al., 2016) are reflected in this doctoral study, namely the lack of release time to engage in observation, feedback and meetings. This should be of interest to the Teaching Council, who have invested time and resources into the induction stage of the continuum and anticipate the greater involvement of school-based stakeholders in SP practices and experiences. We must be careful, however not to

overload the system and the demands placed on schools, or to inadvertently endeavour to reinvent the wheel when attempting to improve teacher education.

In-career, professional development is also a concern of the Teaching Council (2016), with professional development for CTs regarded as being of major importance for the development of teacher and PST learning and partnership development (Chambers & Armour, 2012; Smith & Avetisian, 2011; Teaching Council, 2016). However, the development of a shared understanding around the responsibility of stakeholders involved in ITE only goes so far. A research study of SUPs commissioned by Teaching Australia (The Australian Institute for Teaching and School Leadership) sought to identify examples of effective and sustainable SUPs as part of ITE programmes and to identify the characteristics of effectiveness and sustainability. Stemming from this study, Kruger et al. (2009) advise that:

> An appropriately resourced re-direction of teacher education to focus on the interests of school students would encourage teachers to see participation with preservice teacher learning as a regular part of their professional responsibilities and practices (p. 11).

Ní Áingléis (2009, p. 84) warns that: "States of 'readiness-for-partnership' should also form part of this debate around partnerships with schools alongside the more obvious pedagogical and accountability considerations." The findings from this doctoral study suggest that the mutual benefits of professional learning via collaborative practices must be communicated not only to school-based stakeholders, but in particular to prospective school-leaders engaged in accredited courses, leading perhaps to an increase in the status of SP and the promotion of professional learning across schools in the future.

Future Research

This research study explored the perspectives of school-based stakeholders and although offering insight into the current SP landscape, perspectives and lived experience of the school-based actors, it raises questions around the levels of engagement between school-based and HEI-based stakeholders with PSTs and teacher education more generally. Drawing on the concepts of trust, mutuality and reciprocity as explored by Kruger et al. (2009), further research into the role of post-primary schools in ITE could offer insight into the definition, conceptualisation and implementation of collaborative SUPs. Further research exploring how the triadic school-PST- HEI relationship could be brought to a more educative stance, whereby educative relationships of learning needed for a new pedagogy of teacher education and school-based partners' roles as "teachers of teachers" and "school-based teacher educators" are considered. While the topic of partnership has evidently become both a policy focus and emerging research focus in Ireland, recent policy changes have an impact on SP and school-based stakeholder co-operation, so too has the continuum of primary and post-primary education with several ITE courses supporting placements across the continuum. Comparison of

SUP at both primary and post-primary level would be of great interest and could inform stakeholders involved in ITE regarding the development and implementation of policy, potentially enabling greater collaboration among all partners in the future.

The role of the school as per the *Guidelines on School Placement* places "learners", namely school pupils, at the heart of SUPs, stating that "the best interests of learners must be central to national policy on teacher education and, in particular, to the school placement experience" (Teaching Council, 2013, p. 7). The findings from this doctoral study highlight tension in this regard, with the priorities of schools and HEIs perceived by school-based stakeholders to be at times, at odds with each other. In this regard, inconsistencies in understanding concerning schools' roles in teacher education were also forthcoming. Future research exploring the extent to which teachers self-identify as school-based teacher educators would be welcome.

Finally, although the mentoring needs of NQTs and PSTs differ, future research concerned with the implementation of a pilot project which would support and examine a hybrid approach to mentoring of *both* PSTs and NQTs in schools would valuable. It could contribute to the wider knowledge of mentoring, SUPs and needs of partners across the stages of the continuum, possibly leading to the alleviation of policy overload, as communicated by participants in this doctoral study.

Conclusion

The boundaries that have traditionally separated stakeholders in ITE are being renegotiated, with recent policy directives (DES, 2011; Teaching Council, 2011b; 2011c; 2011d; 2013) blurring the established boundaries of school and university-based communities of practice. This study has delved into the murkiness of SUPs and the findings create a complex collage of perspectives, contextual understandings and lived experiences of the school-based actors in relation to SP and SUPs. The recent reconceptualisation of ITE programmes, the extension to SP and the promotion of SUPs, provided the backdrop for a timely investigation into the perspectives of school-based partners, as well as the opportunities and tensions created by the blurring of traditional boundary lines. Wenger notes that: "even when communities of practice are formed more or less along institutional boundaries, they entertain all sorts of relations of peripherality that blur those boundaries" (Wenger, 1998, p. 119).

This study shed light on the perceptions of school-based stakeholders concerning the recent changes to SP, within the broader context of emerging SUPs. While opportunities for greater collaboration between stakeholders in schools and teacher education departments have been recognised, practical realities, cultural restraints and other challenges have also been

identified as hindering the development and sustainability of genuine SUPs. Although, my professional positioning as a post-primary teacher affords me with "insider" experiences of SP, this study identifies issues that are beyond the level of practical, managerial and infrastructural realities, findings that raise further questions around the conceptualisation of ITE and SUPs and which have implications for sustainable teacher education development and are potentially significant for several policy actors.

Reflecting on the opening quotation by Korthagen et al. (2006) at the beginning of Chapter One of this thesis, we must remain mindful that changes in programme structures and practices also require attitudinal change. This study suggests cultural norms persist in placement practices, from both a school and HEI perspective and once again leads to the question as to whether the reconceptualised concepts of placement and partnership as proposed by policy makers in Ireland are merely concerned with fostering and formalising existing cultures in schools or whether the development of collaborative SUP models aspires to go beyond the "host" model of partnership. The development of SUPs as school-university communities of practice, whereby the dimensions of mutual engagement, joint enterprise and a shared repertoire (Wenger, 1998) are promoted, requires a change in attitude, vision and practice by all stakeholders - at government, HEI and school levels.

The continuance of traditional roles played by school and HEI-based stakeholders, a lack of structured supports and of understanding regarding school-based stakeholders' roles in ITE, and the ongoing moratorium on posts of responsibility in certain post-primary schools, have been identified in this doctoral study as challenges to the development of effective SUPs. Conway et al. (2013) hypothesised that the reason more than half of respondents in their study indicated that their schools did not have an overall coordinator for PSTs was that "perhaps there were very few PDE [*Professional Diploma in Education*] students in these schools, or that the principal or vice-principal fulfilled this role, or that the person in question had not identified themselves as such to the students" (p. 74). Conway et al. (2013) argue that:

> there seems to be an obvious gap here, and the appointment of such a person in all schools that take students on teaching placement seems an obvious pre-requisite for the further development of partnerships between school and university (p. 74).

Whether policy makers at national level will recognise the importance of facilitating such appointments in the future or whether a reliance on the volunteerism of schools and CTs will persist, remains to be seen.

The importance of providing positive SP contexts as professional communities in student teacher learning is widely acknowledged (Caena, 2014). Undoubtedly, greater structured supports, coordination, targeted funding and a shared understanding around the concept of

partnership are necessary if ITE programmes are to fully engage the professional expertise of post-primary teachers in Ireland. Nevertheless, in an era when accountability, measurement and quality assurance are hegemonic discourses, a balanced approach to the development of SUPs is also required. We should be wary of over-formalising the partnerships we attempt to create, remaining mindful of the expertise of each stakeholder in their own right. Trust is also needed so that in the absence of systematic resources, the goodwill that has been shown by thousands of teachers is not taken for granted or eroded, instead harnessed and encouraged.

Teachers willing to engage in the development of improved SP experiences for PSTs should be encouraged. If attention is to be placed on the creation of collaborative SUPs, then HEI-based teacher educators must look at how best to facilitate the potential for school-based stakeholders, particularly CTs, to play a more engaged role in the learning of PSTs. This role would not seek to replace the role played by HEI tutors or teacher educators; rather it would offer a different form of expertise and complement the HEI learning experiences of PSTs. To this end, new ways of bridging the theory-practice divide may be imagined. This study highlights the need for the development and communication of a shared understanding by all stakeholders around partnerships, the language of partnerships, and the provision of necessary resources for their sustainability. Future examination of this topic should neither centre on which expertise is more valuable nor on how to replace one form of expertise with another. Instead, future research is required concerning how to develop partnerships whereby the disparate, yet mutually beneficial expertise of stakeholders can foster a sense of joint enterprise and sustain partnerships into the future that extend "beyond ITE to continuous professional development and shared research agendas" (Sahlberg, 2012, p 23). The learning of pupils should remain at the core of the vision of such partnerships, the importance of its centrality highlighted in international research (Kruger et al., 2009).

This study offers insight into school-based stakeholders' perspectives on SP, within the broader context of SUPs, assisting other stakeholders to better understand their perspectives and use this knowledge to improve teacher education for the benefit of today's pupils and future teachers. It may also inform a range of stakeholders involved in ITE to reflect on the pedagogy of SUP models and to consider ongoing and future implementation of policy and programme changes, potentially enabling greater collaboration and understanding of partnership among all stakeholders in the future. In doing so, the dimensions of mutual engagement, joint enterprise and shared repertoire (Wenger, 1998) could become more evident and more vibrant in the process. As Smith (2012) stated: "The challenge now facing teacher education policy makers is to identify the opportune and resist opportunistic programme and structural reform" (p. 75). Moving beyond recent programme reforms, an additional challenge for the future is how stakeholders in ITE can be supported to recognise and respect the boundary "lines of distinction

… areas of overlap and connections… and organized and casual possibilities for participation" (Wenger, 1998, p. 120). By creating opportunities to promote reflection on, critique of and dialogue around the pedagogy of partnerships and the role of school-based stakeholders in ITE, true collaboration and partnership in all its conceptualisations may be promoted, developed and sustained in the future. With this belief, the Irish proverb "Ní neart go cur le chéile[11]" rings true.

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[11] Translation: "There is no strength without unity".

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APPENDICES

1991- 1999

Title of event/ document	Outline
OECD (1991) *Reviews of national policies for education, Ireland.*	• This report centred on the teaching career and on the issues of teacher supply and training. • The concept of the "3 Is" approach was promoted, namely that teacher education should encompass initial, induction and in-career education. • The reviewers did not favour the extension of ITE courses, considering induction as a preferable option (Coolahan, 2007). • Recommendation was made for the professional development of teachers. • OECD (1991) commented on the voluntary nature of SP in teacher education.
Green Paper, *Education for a Changing World* (GoI, 1992).	• Chapter devoted to teacher education and the teaching profession. • Concept of teacher education as a continuum is promoted. • Over 1000 written submissions were lodged with the DES in response to the Paper.
National Education Convention (October, 1993).	• The National Education Convention (NEC) was convened in advance of the Government finalising its policy decisions on the White Paper. • The report of the Convention was published in January 1994 (Coolahan, 1994). • A chapter is devoted to teacher education and the teaching profession. • Concept of teacher education as a continuum is promoted. • Lengthening the duration of ITE Programmes was considered. • "The Convention urged closer partnerships between the training institutions and the schools, and more use of teachers as mentors for the students on teaching practice" (Coolahan, 2007, p. 11-12).
White Paper, *Charting our Education Future* (Government of Ireland, 1998).	• Chapter also devoted to teacher education and the teaching profession. • Concept of Teacher education as a continuum.
Education Act (1998)	• This was the first comprehensive Education Act since the establishment of the State system of education in 1831.

	• The *Education Act* (1998) indicates that schools and the Inspectorate have roles to play in Teacher Education (Refer to Byrne, 2002). • Refer also to Sections 9, 13 and 23.
Bologna Process (1999)	• In order to promote and facilitate European employability and international competitiveness of the European higher education system, a system was adopted, whereby degrees from European member states are more easily read and comparable. • This system affected the length, structure and location (university v. non-university) of teacher education courses, which vary so much within Europe (OECD, 2005).

2000 – 2009

Event / document	Outline
Green Paper on Teacher Education in Europe (Buchberger et al., 2000).	Issues covered include: • Politics of teacher education; Partnerships between teacher education and schools; Reflective practice in teacher education; Establishing powerful learning environments in teacher education; Multiculturalism and teacher education, and; Gender issues and teacher education.
Teaching Council Acts (2001 - 2015)	• Legislation was passed in 2001 to establish a Teaching Council, which gave extensive responsibilities to the teaching profession on entry standards, ITE courses, in-service education, research and professional conduct. The Act was amended in 2006, 2012 and 2015.
Kellaghan Report (2002)	• The *Working Group on Primary Preservice Teacher Education* made 61 recommendations in its report. • It explored the lack of integration between coursework components, in particular foundation courses and the practicalities of SP. • The extension of ITE courses was mooted by the review body.
Byrne Report (2002)	• The *Advisory Group on Post-Primary Teacher Education* made over 65 recommendations. • Unlike the Working Group on Primary Preservice Teacher Education, the post-primary review report did not seek an extension of time for pre-service courses. • It recommended greater partnership between teacher education departments and schools. • This report was never circulated.
Establishment of Hibernia College (2003)	• In July 2003, *Hibernia College*, a privately owned, online organisation was established, offering ITE courses to prospective primary level PSTs. • The first cohort of post-primary-level PSTs began their ITE courses in September 2014. • These ITE courses are accredited by Quality and Qualifications Ireland (QQI) and the Teaching Council.
Teachers Matter (OECD, 2005)	• This report was informed by the *Country Background Report for Ireland (2003)*. • The "3 Is" framework is again evident here. • Trend internationally to increase length of ITE programmes. • Mentoring in schools has developed internationally.

	• Recognition of successful SUPs in various jurisdictions. • Highlighted the need for more structured formal partnerships, regarding SP.
Teaching Council established in 2006	• Its functions and powers include the governance, regulation and promotion of the teaching profession. • It exercises a statutory role in the professional accreditation of ITE programmes.
Code of Professional Conduct for Teachers (Teaching Council, 2007)	• The first edition of the Code makes explicit the essential values which underpin the profession of teaching in Ireland. • Core values are outlined which span many aspects of teaching from the quality of education, to teachers' commitment, to holistic development, and to caring for students.
PISA 2009	• Results acted as a stimulus for policy reform and production. • *Literacy and numeracy for learning and life: The national literacy and numeracy strategy, 2011-2020* was published in 2011. Other relevant publications followed in 2012. • These policy initiatives had far reaching consequences for teaching and learning at all levels, including ITE programme development.
Practical classroom training within Initial Teacher Education (European Commission, 2009).	• The concept of partnership is promoted. • More effective communication and collaborations between stakeholders (HEIs, schools, teachers) is stressed. • Consultation from all the partners is encouraged. • Benefits of partnership for both schools and HEIs are explored.
Learning to teach: A nine country cross-national study. (Conway et al., 2009).	• Recommendations include; lengthening ITE programmes at post-primary level to be in line with the then 18-month Graduate Diploma in Education (primary level) and introducing a variety of placements.

2010 – 2013

Event / document	Outline
DES (2010). *Better Literacy and Numeracy for Children and Young People*.	• A Draft National Plan to Improve Literacy and Numeracy in Schools was published.
DES (2011). *Literacy and numeracy for learning and life: The national literacy and numeracy strategy, 2011-2020*. Dublin: Department of Education and Skills.	• The extended duration to primary and post-primary level ITE courses was communicated through this document (DES, 2011).
Further education: General and programme requirements for the accreditation of teacher education qualifications (Teaching Council, 2011a).	• Published in March 2011, it is concerned with the assessment and accreditation of further education teacher education programmes.
Initial teacher education: Criteria and guidelines for programme providers (Teaching Council, 2011b).	• Published in June 2011, it sets out the criteria and guidelines for ITE programme providers, enabling them to ensure that programmes meet the Council's accreditation requirements. • The *Guidelines on School Placement* (2013) are described as an addendum to this policy document.
Policy on the continuum of teacher education (Teaching Council, 2011d).	• Published in June 2011, it provides the framework for the reconceptualisation of teacher education across the continuum. The Council adopts another set of "three 'I's", namely, *innovation, integration* and *improvement*, underpinning all stages of the continuum.
Initial teacher education: Strategy for the review and professional accreditation of existing programmes (Teaching Council, 2011c).	• The fourth publication was published in September 2011 and provides the framework within which the Council will exercise its important statutory role in the professional accreditation of ITE programmes.
Hyland report: *A review of the structure of initial teacher education provision in Ireland: Background paper for the international review team* (Hyland, 2012).	• Offers a detailed overview of the provision for ITE in Ireland at that time, including the Teacher Education Graduate Statistics.
Code of Professional Conduct for Teachers (Teaching Council, 2007)	• Second edition of this publication.

Sahlberg Report (DES, July 2012) –*Report of the international review panel on the structure of initial teacher education provision in Ireland.*	• Reported on international trends in ITE; 1) teaching is increasingly viewed as a high-status profession; 2) teacher education relies increasingly on research knowledge; 3) a focus on preparing teachers to use and carry out research themselves; 4) critical reflection 5) placements are giving way to clinical learning. • Recommendations included; the reduction of 19 State-funded providers of teacher education to six "centres for teacher education"; a greater focus on research as a basis of teaching and learning; the restructuring of ITE courses; shared responsibility between schools and HEIs concerning assessment of PSTs.
Ireland's EU presidency conference (2013)	• Held in Dublin Castle 18-19 February 2013. • Title of conference: *Integration, innovation and improvement- the professional identity of teacher educators.* • *The theme of the Irish Presidency was "Stability, Jobs and Growth."* • Roles played by teachers and teacher educators are considered of paramount importance.
Education at a glance 2013, OECD indicators: A country profile for Ireland (OECD, 2013).	• Offers comparable data on education in Ireland with other OECD countries. The report explores: Education levels and student numbers; higher education and work; the economic and social benefits of education; country expenditure on education; the school environment and how education and socio-economic background affect skills for life.
Teaching Council (2013). *Guidelines on School Placement.*	• Described as an "addendum" to the *Initial teacher education: Criteria and guidelines for programme providers* (Teaching Council, 2011b). • The aim of the Guidelines is "to ensure greater consistency in the school placement experience for all student teachers" (p. 3). • Enhanced collaboration between HEIs and schools is promoted.

Appendix D

Teacher Education Policy in Europe Conference Themes 2007-2017

2017	Education for all: issues for teacher education
2016	Teacher education from a global perspective
2015	Building partnerships
2014	Overcoming Fragmentation in Teacher Education Policy and Practice"
2013	Learning Spaces with Technology in Teaching and Teacher Education**.**
2012	Research, Policy and Practice in Teacher Education in Europe
2011	Research-Based Teacher Education Reform: Making Teacher Education Work.
2010	Developing Quality Cultures in Teacher Education: Expanding horizons in relation to quality assurance.
2009	Quality in Teacher Education
2008	Teacher Education in Europe: mapping the landscape and looking to the future.
2007	Inaugural meeting at Tallinn University in February 2007 with an overarching aim to develop Teacher Education (TE) policy recommendations at institutional, national and European level.

Five models of collaboration between schools and HEIs. Sourced and adapted from Maandag et al. (2007, p. 153-154).

Model A: Work placement /host model:

The school is the where the student teacher gains practical experience, with the higher education institution providing all coursework, including supervision by a "coach" (experienced teacher, who is not teaching in the host/ placement school.

Model B: Co-ordinator model:

In this case, an experienced teacher in the school acts as a central supervisor of student teachers on placement and acts as co-ordinator of teacher education, including coaching other trainee teacher supervisors and co-ordinating their supervision.

Model C: Partner Model:

The school is partly responsible for the teacher education course curriculum and also provides some of the "training" itself. The HEI takes responsibility for the subjects to be taught and the more conceptual themes in the course. In the initial phase of teacher education, the institution also monitors the student teacher's progress.

Model D: Network model:

In this model, the school is partly responsible for the course curriculum, with a trainer in the school acting as the leader of a training team in the school. This team consists of one or more trainers at the school and coaches who are trained in teaching methods. Once again, the HEI takes responsibility for the more conceptual aspects of the course. Collaboration between the training teams and ITE programme providers is very intensive.

Model E: Training school model

The school provides the entire ITE programme, with the HEI acting as a support institution, focusing on training the trainers at school and developing teaching and training methods.

Research in the Irish context

Author (s)	P/ PP[12]	Data collection methods	Main topic focus
Young, O'Neill & Mooney Simmie (2015)	PP Conc.	- Case study - Reflective journals - Pre-and post interviews (5 student teachers) with one "researcher in residence".	The focus of this paper was to implement a structured democratic partnership model, through a PLUS initiative in one HEI. The study investigated the impact of having a 'researcher-in-residence' as a PLUS Champion embedded in the school environment facilitating a variety of dyadic and triadic professional conversations between stakeholders.
Higgins, Heinz, McCauley & Fleming, (2013).	PP Cons.	- Collaborative self-study by university tutors. - Data included individually written self-reflections; e-mail conversations; notes taken from meetings.	This paper outlines a collaborative project between university tutors and CTs in self-selected partner schools with the aim of improving the SP experience of student teachers. The study explores the role that interpersonal relationships and emotions played in the implementation of the pilot initiative and is explored from the university tutors' perspective.
Ievers et al. (2013)	P Conc.	- A mixed-method approach. - Questionnaire to university tutors, class teachers and students (N = 150). - Focus-group discussions (n = 6) - One-to-one interviews with the head of school-based work in two teacher training colleges (one in the Republic of Ireland and one in Northern Ireland).	This comparative study focused on exploring the perceptions of the role of the university tutor in the supervision of prospective primary-level student teachers during SP in both Northern Ireland (NI) and Republic of Ireland (RoI). The roles of the CT and PST were examined to a lesser extent, that is the extent to which they complemented and interacted with that of the university tutor.

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[12] Focus of study: P = primary level. PP = post-primary level. Conc = concurrent. Cons = consecutive

Author (s)	P/ PP	Data collection methods	Main topic focus
Clarke, Lodge & Shevlin (2012)	PP Cons.	• Mixed survey instrument which contained both closed-ended and open-ended items. (N = 2244[13]).	This study focused on the processes through which professional learning is acquired and investigated the attitudes and views of 2348 student teachers about the ITE programmes that they completed. The elaboration likelihood model of persuasion[14] is used to provide an integrative framework to analyse the empirical evidence from this five-year study. It argues that the study of attitudes and persuasion is very important in Teacher Education.
Conway, Murphy, Delargey, Hall, Long, McKeon. Murphy, O'Brien, & O'Sullivan (2011 – executive summary).	PP Cons.	• A mixed methods study incorporating a multiple case study research design. • Data were gathered through semi-structured interviews (17 x PSTs), analysis of documents and a survey questionnaire (N = 133).	The aim of the *Learning to Teach Study* (LETS), was to explore how student teachers develop their skills, competences and identity as teachers, as well as to identify the individual and contextual dynamics of how student teachers develop curricular and cross-curricular competences during ITE. Findings and future recommendations are made concerning SUPs.
Chambers and Armour (2012)	PP Cons.	• Range of qualitative research methods - focusing on one umbrella case study and five individual case studies. (5 PSTs and 5 CTs) • Questionnaires, observation; post-lesson conference with PST, CT & University Tutor; focus groups; student assignments; in-depth interviews with PSTs, CTs; one University Tutor & five Principals; researcher reflective journal writing.	This research study considers the impact of ineffective SUPs on the professional learning of post-graduate physical education teacher education (PETE) students, from one Irish university, during SP. The paper reports data on the effectiveness of a SUP from the different perspectives of those engaged in it.

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[13] There were 2348 respondents, giving a response rate of 63%, and in total, 2244 usable responses for analysis were received in the returned questionnaires

[14] According to the ELM, when a person carefully considers how the presented information bears on the recommended attitude or behaviour, the new attitude is more likely to be integrated into a belief system, that has the potential to influence behaviour over a wide range of relevant situations (Cacioppo & Petty, 1984, p. 673).

Author (s)	P/ PP	Data collection methods	Main topic focus
Ní Áingléis (2009)	P Conc.	• A five-year qualitative research study, involving an annual research sample of 6-10 primary schools. • A mixed methodological approach was adopted, with primary data collection techniques including participant research diaries, focus groups and a researcher observational diary.	This paper describes a research project concerning SP, which involved primary school teachers becoming more systematically involved in all experiences for student teachers during placement, including their mentoring and evaluation.
Young & MacPhail (2015)	PP Conc.	• A five-phase data gathering process. • Reflective journal recording observations of year two and year four PSTs on placement; • Semi-structured individual interviews with CTs; • Focus group interviews with CTs.	This study examined the learning trajectories of Irish physical education CTs vis-à-vis the development of their understanding of what systematic and graduated support from CTs entails. The study examined CTs' perceptions of and responses to the role of supervision.

Teacher Participation in Teacher Preparation

11 Ways that co-operating teachers participate in teacher education	
1. *Providers of Feedback*	Co-operating teacher gives feedback (usually oral feedback) to the student teacher.
2. *Gatekeepers of the Profession*	Depending on the ITE model, co-operating teachers may provide either formative and/or summative assessment of student teachers. The latter of which plays a significant role in the entry of student teachers to the profession.
3. *Modelers of Practice*	Co-operating teachers often tend toward an apprenticeship model whereby student teachers observe them teaching. Student teachers, in many cases, model / mimic this observed practice as they begin to experiment with their own classroom teaching.
4. *Supporters of Reflection*	Co-operating teachers encourage and engage student teachers in reflective practice in support of HEIs' aims for student teacher learning.
5. *Purveyors of Context*	Co-operating teachers manage the placement context and introduce student teachers to the obvious as well as the hidden dimensions of teaching.
6. *Conveners of Relation*	An important aspect of the co-operating teacher role is the nature of the relationship that he or she is able to develop with the student teacher. Power differentials aside, the teacher should try to develop supportive, trusting, respectful relationships with their student teachers.
7. *Agents of Socialization*	Co-operating teachers' socialisation of student teachers into the profession is a powerful factor within the placement setting.
8. *Advocates of the Practical*	Modelling for student teachers "best practice" and the hands-on experience of teachers' daily practice.
9. *Gleaners of Knowledge*	As a result of the interaction with student teachers co-operating teachers can increase their own professional knowledge, often forcing co-operating teachers to question their own classroom practices.
10. *Abiders of Change*	Co-operating teachers tolerate many unacknowledged dimensions of working alongside a student teacher. Aiding change requires co-operating teachers to withhold judgment and allow student teachers to explore teaching and learning with a degree of freedom.
11. *Teachers of Children*	Co-operating teachers are first and foremost teachers of children. Some teachers see working with student teachers as a challenge to be managed and done with little or no disruption to pupil learning. Others believe that mentoring a student teacher is an add-on to a teacher's regular work.

Sourced from Clarke et al., 2014, p. 174-186.

Rationale for discounting other paradigms

Paradigm considered	Description:	Rationale for discounting the paradigm:
Post-positivist	Singular reality exists that can be known only imperfectly because of the researcher's human limitations (Mertens, 2014). The belief is that the social hypotheses cannot be proved, instead the researcher must either reject or fail to reject them.	Discounts possibility of socially constructed realities. This paradigm will not answer the Research Question in its entirety.
Constructivist	Multiple realities, socially constructed. Belief that knowledge is socially constructed by people active in the research process.	Although priority is given to this theoretical stance, this paradigm will not answer the research question in its entirety. Post-positivism was necessary to measure certain variables. Descriptive statistics were sought for example to indicate whether the reconfiguration of ITE programmes and extension to school placement affected the workload of principals / DPs.
Transformative	Multiple realities shaped by political, cultural, social, economic, ethnic, gender and disability values. "The transformative paradigm directly addresses the politics in research by confronting social oppression at whatever level it occurs" (Mertens, 2014, p. 21). Its aim is to not only understanding situations and phenomena but seeks to actively change them. Mertens (2014) uses the term "transformative", seeing both "critical theory" and "emancipatory" approaches as being included in the umbrella term of the transformative paradigm. Mertens (2014), argues that the term "transformative" more accurately reflects the overall intent of the paradigm.	Highlighting social and gender influences is not the focus of this study. While this study highlights areas where institutional structures and assumptions result in different experiences and opportunities for school-based stakeholders depending on the nature of their voluntary relationship with student teachers and HEI personnel, the purpose of this study was not to explore the concept of oppression in any form.

How the researcher's ontology and epistemology are reflected in the research design.

Worldview element	Implications for practice	As reflected in Research Design
My ontology: *What is the nature of reality?*	**Pragmatic.** As a researcher both *singular and multiple realities* exist. Some research questions are answered through probability, while others are shaped socially.	Closed questions on the questionnaire examine "singular" realities. The use of open-ended questions in Stage 1 and the multiple case studies explore the existence of multiple realities, as experienced by principals/DPs and CTs.
My epistemology: *What is the nature of the knowledge and the relationship between me and that being researched?*	**Pragmatism:** How realities can be made known, is dependent on how the researcher draws on relationships with participants and the data gathered. Both post-positivist and interpretive epistemologies are drawn upon. **Post-positivism:** Distance; impartiality implied; role of empirically collected data; objective data collection instruments. + **Constructivist/ interpretivist** In matters concerning the study of individuals and their interpretations of the world around them, reality is socially constructed both within the mind of the person and in their interactions with others. = **Pragmatism:** data collection is determined by research question (s).	Questionnaire (gathering both quantitative and qualitative data) was sent to principals/DPs in post-primary schools. + Stage 1 qualitative data and semi-structured interviews with school-based stakeholders. = A survey within a multiple case study.
Methodology: *How can I go about obtaining the desired knowledge and understanding?*	Research question are of primary importance and determine the methods used. The "forced-choice dichotomy between post-positivism and constructivism is abandoned" Creswell & Plano Clark, 2011, p. 44).	Mixed methods sequential, explanatory design. Quantitative data informs the interview schedule and helps with the sampling in Stage 2.
Axiology: *Are values biased/unbiased?*	Multiple stances are acknowledged, including biased and unbiased perspectives (Creswell & Plano Clark, 2011).	Multiple stances, both biased and unbiased perspectives. Researcher and participant bias.

Research design adapted from Notation System designed by Leech and Onwuegbuzie (2009).
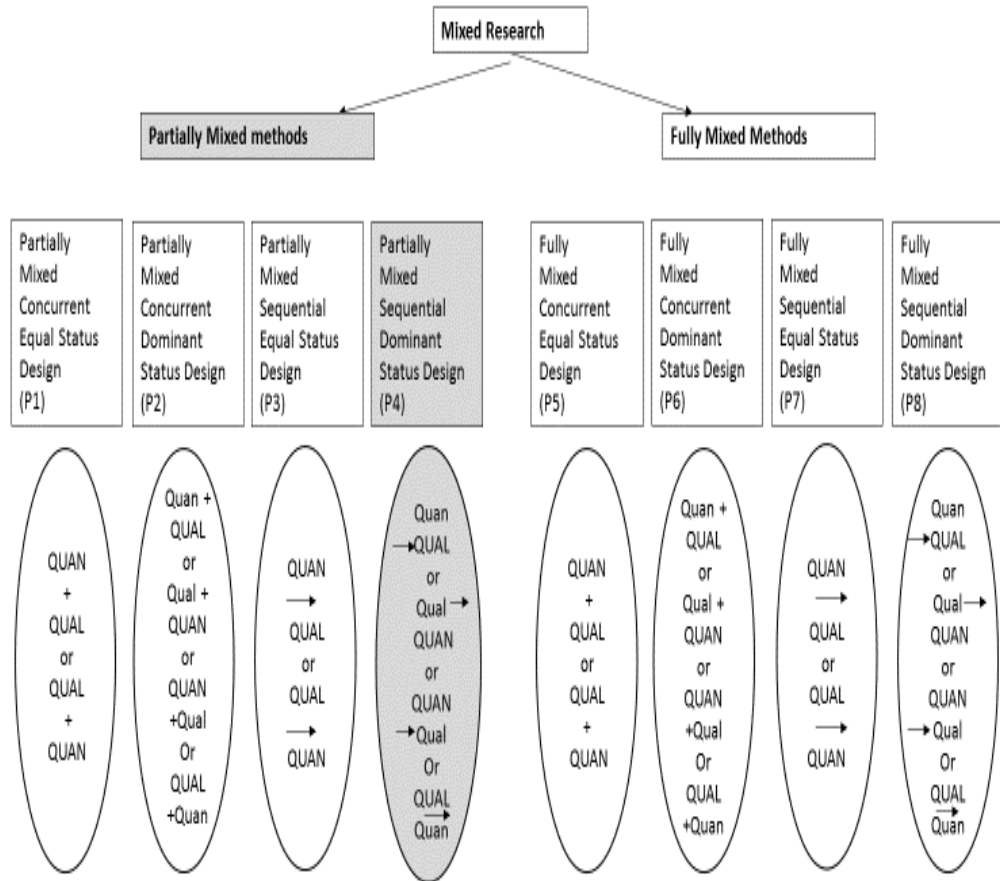
Purposes for mixed-method designs, sourced and adapted from Greene et al. (1989, p. 259)

Purpose	Rationale
1. **Triangulation** *seeks convergence, corroboration, correspondence of results from the different methods*	*To increase the validity of constructs and results by counteracting or maximising the heterogeneity of irrelevant sources of variance attributable especially to inherent method bias. Seeks to reduce inquirer bias, bias of substantive theory, biases of inquiry context.*
2. **Complementarity** *seeks elaboration, enhancement, illustration, clarification of the results collected from one method with the results from another.*	*The rationale is to increase the interpretability, meaningfulness and validity of constructs and results by both capitalising on the strengths of the methods used and counteracting their inherent biases and other sources.*
3. **Development** *seeks to use the results from one method to help develop or inform the other method. Development is broadly construed to include sampling and implementation, as well as measurement decisions.*	*The rationale is to increase validity of constructs and inquiry results by capitalising on inherent method strengths.*
4. **Initiation** *seeks the discovery of paradox and contradiction, new perspectives of frameworks, the recasting of questions or results from one method with questions or results from the other method.*	*To increase the breadth and depth of the inquiry results and interpretations by analysing them from different perspectives of different methods and paradigms.*
5. **Expansion** *seeks to extend the breath and range of inquiry by using different methods for different methodological approaches.*	*To increase the scope of inquiry by selecting the methods most appropriate for multiple inquiry components.*

Appendix L

Case Study Propositions.

a) Schools which offer placements to more than six student teachers undertaking ITE programmes from at least three HEIs, are experiencing challenges (adjusting to the new PME school placement formats, (because each HEI has the autonomy to decide on the configuration of SP).

b) It is expected that interviewees from typical case schools who are responsible for organising SP, will have similar perspectives regarding the extension to ITE courses (compared to schools that are dissimilar, i.e. only take students from either Year 1 or Year 2 or fewer student teachers than the other case school.)

Stage 1 : Questionnaire

**"Exploring the perceptions of principals and deputy principals of
second level schools in relation to recent changes to school
placement for student teachers."**

Page 1

St. Patrick's College, DCU

The purpose of the study is to investigate the perspectives of second-level principals and deputy principals concerning a) recent changes to school placement and b) the formalisation of their responsibilities vis-à-vis initial teacher education (ITE), within the broader context of school-university partnerships.

This online survey is anonymous. It is not be possible to identify who has/ has not chosen to complete the online survey. If survey participants give their details via the online questionnaire and are willing to be interviewed at a later date as part of the multiple case study, the anonymity of interview participants will be safeguarded through the deletion of identifying information and the use of pseudonyms. It will not be possible to recognise or identify any questionnaire respondent, school or interview participant.

Please confirm that you received via email, a Plain Language Statement and an Informed Consent Form, explaining that participants reserve the right to withdraw from the study at any time.

○ yes

○ no

BACKGROUND INFORMATION

1. Are you male or female?

○ Male

○ Female

2. What is your management position in the school? *

○ Principal

○ Deputy Principal

○ Other. Please specify: [   ]

3. How long have you worked in this capacity?

○ Less than 1 year

○ 1-3 years

○ 4-10 years

○ 11-16 years

○ 17 years +

SCHOOL INFORMATION

4. How many pupils are currently enrolled in your school?

○ 0-250

○ 251-500

○ 501-800

○ 801-1000

○ 1001 +

5. Please tick the relevant school description.

○ Voluntary secondary school

○ Education and Training Board

○ Community school

○ Other: [＿＿＿＿＿＿＿＿＿]

6. How many student teachers are on school placement (teaching practice) in your school this academic year (2015-2016)? *

○ None

○ 1

○ 2-5

○ 6+

7. Who organises school placements in your school? *

○ Principal

○ Deputy Principal

○ Both Principal and DP

○ Other: [＿＿＿＿＿＿＿＿＿]

8. Please tick the name(s) of the Higher Education Institution(s), from which your school has/ will have student teachers on placement in your school this academic year (2015-2016). *

☐ DCU

☐ Hibernia College

☐ Mater Dei

☐ Maynooth University

☐ Trinity College

☐ UCD

☐ UL

☐ Other [＿＿＿＿＿＿＿＿＿]

9. Does your school have a School Placement policy?

If NOT, please go directly to QUESTION 12

○ Yes

○ No

○ Unsure

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10. If YES, has the has the policy been ratified by the Board of Management?

○ Yes

○ No

○ Unsure

11. Was the policy template from the publication "Guidelines on school Placement" (Teaching Council, 2013) used when writing your school's policy on School Placement?

○ Yes

○ No

○ Unsure

12. Is there a National Induction Programme trained mentor available to newly-qualified teachers on your staff?

○ Yes

○ No

○ Unsure

PRACTICAL ISSUES

13. Has the extension of Initial Teacher Education (ITE) programmes to two years' duration impacted on your work as a school leader?

○ Yes

○ No

○ Unsure

14. If you answered YES to the above question, please indicate in what way the extended duration of school placement has affected your work as a school leader.

15. How difficult is it to place student teachers coming from different universities which have different school placement timetables?

○ Very difficult

○ Difficult

○ Not difficult

○ Not at all difficult

○ Not applicable

16. Would there be any benefit to having a common, standardised school placement timetable? (i.e. students coming from different universities would spend the same days/ weeks in your school). *

○ Yes

○ No

○ Unsure

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17. Would you like to see a national database set up, by which each school would submit the number of placements in specific subject areas they are in a position to offer for the incoming school year?

Universities would tap into the national database to find out what placements are available, in which schools and in which subjects.

- ○ Yes
- ○ No
- ○ Unsure
- ○ Please comment: [   ]

18. PLEASE READ THE FOLLOWING: When initial teacher education programmes are being evaluated by the Teaching Council, opinions held by principals on the university/school partnership and the extent to which the programme is preparing students for their first years of teaching, will be sought by the Teaching Council through "meetings with/ surveys of principals" (p. 16). The Council's Review Group may also envisage visiting schools where students are on placement "with a view to gaining a 'snapshot' of the placement experience". (Cited from: "Initial teacher education: Criteria and guidelines for programme providers", Teaching Council, 2011, p. 17).

- ○ Yes, I was aware of this.
- ○ No, I was not aware of this.
- ○ Please comment: [   ]

19. Do you believe the review of ITE programmes as outlined in the question above should form part of the responsibilities of a school principal?

- ○ Yes
- ○ No
- ○ Unsure
- ○ Please comment: [   ]

20. Do you discuss a student teacher's progress with university supervisors, when they visit your school?

- ○ Never
- ○ On occasion
- ○ Regularly

OPINIONS/PERCEPTIONS

21. Do you think school management should play a role in the assessment of student teachers' placement experiences?

- ○ Yes
- ○ No
- ○ Unsure
- ○ Please comment: [   ]

22. Do you think co-operating teachers should have a greater role in the evaluation of student teachers?

- ○ Yes
- ○ No
- ○ Unsure

23. Do you think co-operating teachers working with student teachers would benefit from professional development courses given by university Education Departments?

- ○ Yes
- ○ No

- ○ Unsure
- ○ Please comment: [   ]

24. Please indicate to what extent you agree / disagree with the following statements.

	1 = Strongly disagree	2 = Disagree	3= Undecided	4 = Agree	5 = Strongly agree
1. The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	☐	☐	☐	☐	☐
2. Facilitating student teachers on placement is an integral aspect of a school's responsibilities.	☐	☐	☐	☐	☐
3. Greater communication from teacher education programme providers is required.	☐	☐	☐	☐	☐
4. Universities actively engage with my school regarding the development of school-university partnerships.	☐	☐	☐	☐	☐
5. Schools should be remunerated for hosting student teachers.	☐	☐	☐	☐	☐
6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.	☐	☐	☐	☐	☐
7. Teacher Education departments at universities should provide professional development courses for co-operating teachers.	☐	☐	☐	☐	☐
8. Schools require more resources in order to improve school placement experiences for student teachers.	☐	☐	☐	☐	☐
9. Universities value the contribution schools make to initial teacher education (ITE).	☐	☐	☐	☐	☐
10. It is a responsibility of mine as a (deputy) principal to prepare student teachers for the teaching profession.	☐	☐	☐	☐	☐
11. Parents complain about the number of student teachers teaching their child.	☐	☐	☐	☐	☐
12. The extension to school placement has made my school reluctant to offer placements to student teachers.	☐	☐	☐	☐	☐

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13. Universities acknowledge and value the role school management plays in ITE.	☐	☐	☐	☐	☐
14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.	☐	☐	☐	☐	☐
15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.	☐	☐	☐	☐	☐
16. As a (deputy) principal, I am considering taking students from only one university in future.	☐	☐	☐	☐	☐
17. Schools require more support due to extension of school placement.	☐	☐	☐	☐	☐
18. I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.	☐	☐	☐	☐	☐

If you wish to make any other comment regarding initial teacher education, please feel free to do so below.

[ ]

CONCLUSION

Thank you very much for taking the time to complete this online questionnaire. Please note that a further stage of the study involves conducting a short interview (20 minutes) with willing participants, i.e. a (deputy) principal and two co-operating teachers from the same school (4 schools are sought). Participation is entirely voluntary and you can withdraw from the research study at any time. All names and identifying information will be changed so as to protect the anonymity of participants and their place of work.
Are you willing to consider taking part in Stage 2 of the study?

NB - Respondents reserve the right to opt out of the study at any time, even if they express willingness to take part in Stage 2 via this online questionnaire.

○ yes

○ no

If you are willing to take part in Stage Two, please include your contact details below.

Name:	[ ]
School:	[ ]
School's address:	[ ]
Email:	[ ]
Phone:	[ ]

Appendix N

Stage 2: Principal/Deputy Principal Interview Schedule

Opening

1. **(Establish Rapport)** [shake hands]. My name is Sarah O'Grady, I am a post-primary teacher, working full-time in ███████████████████████████ and I am currently studying part-time for a Doctorate of Education (EdD) at St. Patrick's College, Drumcondra (DCU). I am in year three of the Teacher Education strand of the EdD course (2013-2017).

2. **(Purpose)** The purpose of my doctoral study is to investigate **the perspectives of school-based stakeholders concerning a) recent changes to school placement, within the broader context of emerging school-university partnerships and b) the formalisation of their responsibilities vis-à-vis initial teacher education**. In short, I would like to ask you some questions about your experiences as a principal/deputy principal, any benefits/ difficulties you may experience and how you might perceive your role in Teacher education.

3. **(Motivation)** I hope that the data gathered in this research study may help to inform schools, universities and policy makers regarding the needs of schools and school-based stakeholders.

4. **(Time Line)** The interview should take no longer than 40 minutes.

5. **Clarify anonymity: BEFORE WE BEGIN –** I just want to reiterate that although the interview will be audio-recorded **no school or interviewee will be identifiable from the data used in the research study**. Furthermore, in order to contribute to the overall trustworthiness of the study interview participants will be **afforded the opportunity to read the original transcript** of their respective interview.

Guiding interview Questions for Principal/ Deputy Principal:

	Introductory Questions
1.	How long have you been working as a Principal/Deputy principal?
2.	Do you have many student teachers on placement at the moment?
3.	Do you offer placements to PSTs from various year groups and courses, i.e. Y1 and Y2, concurrent, consecutive? Preference…?
4.	As you know, ITE progs. Have been expanded to 2- years' duration. What do you think about the expansion of ITE programmes?
5.	Do you see any benefits for schools taking on a ST?
6.	In general, do you think Teachers are happy to get a ST?
7.	Is there a school policy regarding student teachers OR school placement in the school?
	Role/ Assessment
8.	Do you ever observe PSTs taking a lesson?
9.	Do you give feedback to PSTs after you see them give a lesson?
10.	Do you think school management should play a role in the assessment of Student Teachers' School Placement experiences?
11.	Do you think Co-operating teachers should have a say in the grade given to student teachers for teaching practice?
12.	Do you think schools should have a formal role to play in teacher education?
	SUPPORTS
13.	Are schools fully clear on what is expected of them re. school placement?
14.	How would you rate the communication levels between HEIs and your school?
15.	Have you received any guidance from the universities in regard to observation or feedback techniques?
16.	Would you like to get more support from them? CPD?
17.	Do you think HEIs value the contribution schools make to Initial Teacher Education (ITE)?
18.	Do you believe HEIs acknowledge and value the role school management plays in ITE?
19.	Do schools require more supports re school placement? What supports?
20.	Who should provide these supports?
21.	Do you believe that co-operating teachers should be given some allowance (time / monetary) for taking on PSTs?
22.	Do you think CTs should be remunerated for taking on PSTs?

PARTNERSHIP
23. School placement / teaching practice has now been extended, where between 25% and 40% of time during ITE courses are spent in schools. Has the change to SP impacted on your work as a principal/ DP? If so, how?
24. Do you ever meet with HEI tutors, when they visit your school?
25. Do HEI tutors actively seek your input regarding a PSTs' placement performance? NB
26. Do you have any general comments to make about the new 2-year HDip/PME course?

Closing: Is there anything else you would like to say regarding this research topic, that hasn't already been covered in today's interview?

Before concluding the interview, I would genuinely like to thank you for all your support with this research project. You have gone out of your way to help me and I am most grateful.

Thank you very much!

Stage 2: Co-operating teacher Interview Schedule

Guiding interview Questions for CT:

BACKGROUND
1. How long have you been teaching?
2. How many student teachers are taking your classes this year?
3. How many lessons per week?
4. Have many student teachers taken your classes in the past?
5. Can you refuse to take on a student teacher? Were you asked to be a co-operating teacher / did you feel you had a choice?
6. How do you find working with student teachers?
7. Are you fully clear on what is expected of you as a co-operating teacher from a school perspective? / university- perspective? From TC perspective?
8. Do you see any benefits for you as a CT, taking on a ST?
9. In general, do you think Teachers are happy to get a ST?
OBSERVATION/FEEDBACK
10. Can you tell me about how you introduce the ST to your class? The hand-over per say….
11. Do you stay in the classroom and observe the student teacher for a number of weeks?
12. Do you plan lessons with your ST?
13. Do you give feedback to PSTs after you see them give a lesson?
14. Do you engage in conversations with your student teacher regarding pedagogy, teaching and learning?
15. Do you feel "qualified" to offer critique to student teachers following observation of a lesson?
SUPPORTS
16. Would you welcome professional development from HEIs in observation/ feedback techniques?
17. Have you received any guidance from the universities in this regard? Would you like to get more support from them?
18. What supports do co-operating teachers need?
19. Who should provide these supports?

20. Do you believe that co-operating teachers should be given some allowance (time / monetary) for taking on PSTs?
21. Do you think CTs should be remunerated for taking on PSTs?
22. Do you believe the support given by CTs needs to be formalised?
PARTNERSHIP
23. School placement / teaching practice has now been extended, where between 25% and 40% of time during ITE courses are spent in schools. Has the change to SP impacted on your work as a co-operating teacher? If so, how?
24. Do you think CTs have a role to play in teacher education?
25. If you were better supported in your role as CT, how could CTs better help PSTs?
26. Do you think Co-operating teachers should, along with HEI tutors, decide on the teaching practice grade of student teachers?
27. Do you ever meet with HEI tutors, when they visit your school?
28. Do HEI tutors actively seek your input regarding a PSTs' placement performance?
29. Do you think co-operating teachers are willing to engage in conversations with university tutors post observation?
30. Have you noticed an increase in your workload vis-à-vis being a co-operating teacher in recent years? (what has changed/responsibilities…?)
31. Do you have any general comments to make about the new 2-year PME course?

Closing: Is there anything else you would like to say regarding this research topic, that hasn't already been covered in today's interview?

Before concluding the interview, I would genuinely like to thank you for all your support with this research project. You have gone out of your way to help me and I am most grateful.

Thank you very much!

Appendix P

NAPD Regional Map

Downloaded from:

Appendix Q

Emails sent in English and Irish

1) **Email sent 7th-9th November 2015 requesting the direct email addresses of school management.**

Dear school administrator,
My name is Sarah O'Grady. I am a full-time post-primary level teacher and I am studying on a part-time basis for a Doctorate in Education at St. Patrick's College, Drumcondra (DCU). As part of my doctoral studies I request the participation of school management in 313 second level schools in an online questionnaire in the coming weeks. The questionnaire will take 10 minutes to complete.

I had initially hoped to forward the link via email to schools and request that the link be forwarded to school management, however the online survey creator I am using (Esurveycreator.com) automatically sends each email recipient a personalised survey link. If I send the link to the above email address, it can only be used by one respondent. I therefore, kindly request that the direct email addresses of the principal and deputy principal(s) be forwarded to me.

Before launching the online survey the "anonymous survey option" will be enabled, thus suppressing any connection to corresponding email addresses. This will mean that I will be prevented from identifying any respondent, thereby **ensuring anonymity of all respondents**.

If further information regarding the study is required, please do not hesitate to contact me.
 Kind regards,
Sarah O'Grady.

███████████

2) **Reminder email sent November 11th 2015 to schools' administration offices requesting direct email addresses of school management.**

Dear school administrator,

My name is Sarah O'Grady. I am a full-time post-primary level teacher and I am studying on a part-time basis for a Doctorate in Education at St. Patrick's College, Drumcondra (DCU). As part of my doctoral research I am contacting 313 schools via email and I will be requesting the participation of school management in an online questionnaire over the coming weeks.

I had initially hoped to send schools the link to the online survey and request that the link be forwarded to school management, however the online survey creator I am using (Esurveycreator.com) automatically sends each email recipient a personalised survey link. If I send the link to the above email address, it can only be used by one respondent. I therefore, kindly request that the direct email addresses of the principal and deputy principal(s) be forwarded to me.

Before launching the online survey the "anonymous survey option" will be enabled, thus suppressing any connection to corresponding email addresses. This will mean that I will be prevented from identifying any respondent, thereby **ensuring anonymity of all respondents**. The questionnaire will take 10 minutes to complete.

Just to give a brief outline of the study … In short, the online survey will explore the perspectives of principals and deputy principals of second level schools in relation to recent changes that have been made to school placement (teaching practice).

My main research question is currently phrased as follows:

In the absence of any formalised or clearly defined support structures, how do post-primary school (deputy) principals and co-operating teachers perceive recent changes to school placement, within the broader context of emerging school-university partnerships?

I would very much appreciate you forwarding me the direct email addresses of the principal and deputy principal(s). If further information regarding the study is required, please do not hesitate to contact me.

Kind regards,
Sarah O'Grady.

████████████

3) Final reminder sent 26th November 2015.

Dear Principal / Deputy Principal,
My name is Sarah O'Grady, I am a post-primary teacher working fulltime and studying on a part-time basis for a Doctorate in Education at St. Patrick's College, Drumcondra (DCU). An email was recently sent to you, which included as attachments, documents outlining my doctoral study in greater detail as well as an "Informed Consent Form". This online survey explores the perspectives of principals and deputy principals of second level schools in relation to recent changes that have been made to school placement (teaching practice).
In order to increase the response rate for my doctoral study, this e-mail is a final reminder to request your participation in the online survey.

Please find attached a link to the online questionnaire which forms part of my doctoral studies. The survey is anonymous and should take 10 minutes to complete. If you are willing to participate in the study, I kindly ask that the online questionnaire be completed by tomorrow, Friday November 27th.

Here is the survey link: https://www.esurveycreator.com/s/6d313a1&id=e79cd72
No further requests for participation in this study will be sent in the future.
I thank you in advance for participating in my research study.

Kind regards,
Sarah O'Grady

Emails sent in Irish

1)   Email sent in Irish to the Gaelcholáistí on 12 November 2015 requesting direct email addresses of (deputy) principals.

A rúnaí, a chara,

Sarah Ní Ghráda is ainm dom. Is múinteoir meanscoile mé atá ag teagasc go lánaimseartha i mBaile Átha Cliath. Táim ag staidéar go páirtaimseartha i gcomhair dochtúireacht san oideachas i gColáiste Phádraig (DCU) faoi láthair.

Sheol mé ríomhphost chuig an scoil cúpla lá ó shin. Bhí ríomhphost scríofa agam as Gaeilge ach sheol mé é as Béarla trí thimpiste! Tá brón orm faoi sin. Bheinn an-bhuíoch díot seoladh ríomhphoist an phríomhoide agus seoladh ríomhphoist an leas-phríomhoide a sheoladh chugam.

Tá mé ag iarraidh ríomhphost a sheoladh chucu le nasc chuig ceistneoir ar líne. Faigheann gach rannphairtí nasc pearsanta (a direct link) ó "Esurveycreator.com", sin é an fáth go bhfuil mé ag iarraidh seoladh ríomhphoist gach oide a fháil.

Tá sé mar aidhm agam féachaint ar dearcadh príomhoidí agus leas phríomhoidí maidir le hathruithe atá déanta ar fhad na gclár d'oideachas tosaigh múinteoirí (initial teacher education) agus socrúchán scoile (school placement) le déanaí.

Tá sé ar intinn agam ráitéas i bhfriotal simplí (plain language statement) a sheoladh chucu i gceann seachtain nó dhó, a dhéanann cur síos ar an taighde, chomh maith le foirm i ndáil le toiliú feasach (Informed Consent Form), a chuireann in iúl do phríomhoidí agus leasphríomhoidí gur **ceistneoir anaithnid** (anonymous) atá ann. Ní bheidh aon duine a léann an taighde in ann aon rannpháirtí, scoil, oide nó múinteoir a aithint sa tráchta scríofa.

Má tá aon cheist agat nó ag an bpríomhoide/ leasphríomhoide maidir leis an gceistneoir ar líne nó maidir le mo chuid taighde, ná bíodh aon driogall ort/oraibh dul i dteagmháil liom.
Go raibh míle maith agat.
Le dea-ghuí,
Sarah Ní Ghráda

2. **Email sent directly to *Príomhoidí* and *leas-phríomhoidí*, which included as attachments an Irish version of the plain language statement and the Informed consent form.**

A phríomhoide/ a leasphríomhoide, a chara,

Sheol mé ríomhphost chugat (chuig do scoil) cúpla lá ó shin. Sarah Ní Ghráda is ainm dom agus is múinteoir meanscoile mé atá ag teagasc go lánaimseartha i mBaile Átha Cliath. Táim ag staidéar go páirtaimseartha i gcomhair dochtúireacht san oideachas i gColáiste Phádraig (DCU) faoi láthair.

Táim ag scríobh chugat chun iarraidh ort **ceistneoir ar líne** a líonadh isteach dom. Sheolfaidh mé ríomhphost eile i gceann cúpla lá le nasc chuig an gceistneoir. Tá sé an-éasca le líonadh isteach agus ní thógfaidh sé ach **10 -15 nóiméad** chun é a dhéanamh.

Tá sé mar aidhm agam féachaint ar dearcadh príomhoidí agus leas-phríomhoidí maidir le hathruithe atá déanta ar fhad na gclár d'oideachas tosaigh múinteoirí (initial teacher education) agus socrúchán scoile (school placement) le déanaí.

Ceangailte leis an ríomhphost seo tá ráiteas i bhfriotal simplí (Plain Language Statement) a dhéanann cur síos ar an taighde atá á dhéanamh agam. Tá an ráiteas scríofa as Gaeilge agus as Béarla. Tá foirm i ndáil le toiliú feasach (Informed Consent Form) ceangailte leis an ríomhphost seo freisin. Cuireann sé seo in iúl do phríomhoidí agus leasphríomhoidí gur **ceistneoir anaithnid** (anonymous) atá ann agus **nach gá d'ainm a thabhairt ar an gceistneoir**. Ní bheidh aon duine a léann an tráchtas scríofa in ann aon rannpháirtí, scoil, oide nó múinteoir a aithint sa tráchta scríofa.

Bheinn an-bhíoch díot as an gceistneoir ar líne a líonadh isteach roimh **Dé hAoine, 27 Samhain**. Seolfaidh me meabhrúchán chugat i gceann cúpla seachtaine. Ba mhaith liom ráta neamhfhreagartha an staidéir a laghdú a oiread agus is féidir. Má bhíonn an ceistneoir líonta isteach agat ag an am sin déan neamhaird ar an meabhrúchán le do thoil.

Dá bhféadfá cabhrú liom le mo chuid taighde bheinn iontach buíoch díot. Má tá aon cheist agat maidir leis an gceistneoir ar líne nó maidir le mo chuid taighde, tá fáilte romhat teagmháil a dhéanamh liom ag sarah.ogrady24@mail.dcu.ie

Go raibh míle maith agat.

Le gach dea-ghuí,

Sarah Ní Ghráda

Plain Language Statement and Informed Consent Form

Esurvey Plain Language Statement
(To be retained by willing participants)

1. Introduction to the Research Study

The purpose of the study is to investigate the perspectives of school management and co-operating teachers at post-primary level regarding recent changes made to school placement (teaching practice), within the broader context of emerging school-university partnerships. It is anticipated that this research will stimulate reflection on, critique of and dialogue around the role of co-operating teachers and schools regarding initial teacher education. Participation in this study may have the potential to offer insight into the possible supports and professional development needs of schools and co-operating teachers, working with student teachers on school placement (teaching practice).

2. Involvement in the Research Study

The research will take place over two stages. Stage 1 involves the gathering of online survey data from principals and/or deputy principals in 313 post-primary schools. Stage 2 involves conducting semi-structured interviews, lasting no longer than 40 minutes, with willing participants in four case schools. It is anticipated to conduct separate interviews with the (deputy) principal and two co-operating teachers in each school. It is anticipated that Stage 2 will commence in February 2016 and be completed by April 2016. The proposed date for thesis submission is February 2017.

*<u>Participants may withdraw from the study at any point.</u> Data collected will not be used for any purpose other than for this research study. The online survey is anonymous. It will not be possible to identify who has/ has not chosen to complete the online survey. If survey participants give their details via the online questionnaire and are willing to be interviewed at a later date as part of the multiple case study, the anonymity of interview participants will be safeguarded through the deletion of identifying information and the use of pseudonyms. **It will not be possible to recognise or identify any questionnaire respondent, school or interview participant.***

3. Data storage:

Raw and processed data will be securely stored in the investigator's home for the duration of the study. Any data retained at the end of the project will be archived securely and will be disposed of after a minimum period of five years.

If participants have concerns about participating in this study and wish to contact an independent person, please contact:

REC Administration,
Research Office,
St Patrick's College,
Drumcondra,
Dublin 9.
Tel: 01-884 2149
Email: research@spd.dcu.ie

E-survey Informed Consent Form
ST PATRICK'S COLLEGE DRUMCONDRA
(To be retained by willing participants)

Participants will be asked to tick a box when taking the online survey, which will indicate that they received via email a *Plain Language Statement*, outlining the research study and an *Informed Consent Form*, explaining that data gathered will remain confidential, that participants' identities will be safeguarded through the use of pseudonyms and that participants reserve the right to withdraw from the study at any time.

Requirements of Participation in Research Study
Completion of an anonymous online questionnaire by principal/ deputy principal. Willingness to consider proposing one's school to participate in a multiple case-study. The case study will involve conducting separate interviews at a later stage, with willing participants, i.e. with (deputy) principal and two co-operating teachers from the same case study school.

Confirmation that involvement in the research study is voluntary
I am aware that if I agree to take part in this study, I can withdraw from participation at any stage. There will be no penalty for withdrawing before all stages of the research study have been completed.

Confidentiality of data
Please note that the information retrieved from the online questionnaire will remain anonymous. Responses cannot be tracked via email. If online survey participants include their details, this information will remain confidential. Protection of participants' anonymity will be safeguarded through the deletion of identifying information and the use of pseudonyms, which will be assigned to each of the case study subjects. **It will not be possible to recognise or identify any questionnaire respondent, school or interview participant.**

I have read and understood the information in this form. I am willing to take part in this research project which will be conducted by Sarah O'Grady, doctoral student at St. Patrick's College of Education, Drumcondra (DCU).

Irish documents emailed – Plain Language Statement and Informed Consent forms

Ráiteas i bhFriotal Simplí: E-Shuirbhé
(Le coinneáil)

1. An taighde:

Tá sé mar aidhm agam anailís a dhéanamh ar dhearcadh phríomhoidí, leasphríomhoidí agus múinteoirí comhoibreacha maidir le hathruithe atá déanta ar fhad na gclár d'oideachas do mhúinteoirí tosaigh agus go háirithe ó thaobh an tsocrúchán scoile de.

2. Na Rannpháirtithe:

Tá dhá chuid sa taighde:

1) an ceistneoir ar líne atá á sheoladh agam go príomhoidí agus leas príomhoidí i 313 meánscoileanna; agus

2) agallamh (20 nóiméad an ceann) le déanamh le triúr nó ceathrar duine i ceithre meánscoileanna. Tá sé ar intinn agam tosnú ar na hagallimh i mí Feabhra 2016 agus iad a chríochnú i mí Aibreáin. Má athraíonn rannpháirtithe a n-intinn níos déanaí agus níl siad ag iarraidh páirt a ghlacadh sa taighde atá á dhéanamh agam, is féidir leo tarraingt siar láithreach nó ag am ar bith le linn an taighde agus gan a bheith páirteach sa taighde ar chor ar bith.

Ní bheidh aon duine a léann an taighde in ann aon rannpháirtí, scoil, oide nó múinteoir a aithint sa tráchtas críofa. Beidh ainm cleite tugtha do gach rannpháirtí.

3. Stóras sonraí:

Coinneofar na sonraí ar eochair USB agus ar ríomhaire faoi ghlas i m'oifig féin sa bhaile. Ní bheidh duine ar bith eile teacht ar na sonraí ach mé féin. Scriosfar na sonraí tar éis 5 bliana.

Má tá tú ag iarraidh labhairt le duine eile maidir leis an taighde seo, téigh i dteaghmal le;

Riarachán REC,
Oifig Taighde
Coláiste Phádraig
Droim Conrach
Baile Átha Cliath 9
Fón: 01-884 2149
R-phost: research@spd.dcu.ie

Esurvey Plain Language Statement
(To be retained by willing participants)

1. **Introduction to the Research Study**

The purpose of the study is to investigate the perspectives of school management and co-operating teachers at post-primary level regarding recent changes made to school placement (teaching practice), within the broader context of emerging school-university partnerships. It is anticipated that this research will stimulate reflection on, critique of and dialogue around the role of co-operating teachers and schools regarding initial teacher education. Participation in this study may have the potential to offer insight into the possible supports and professional development needs of schools and co-operating teachers, working with student teachers on school placement (teaching practice).

2. Involvement in the Research Study

The research will take place over two stages. Stage 1 involves the gathering of online survey data from principals and/or deputy principals in 313 post-primary schools. Stage 2 involves conducting semi-structured interviews, lasting no longer than 40 minutes, with willing participants in four case schools. It is anticipated to conduct separate interviews with the (deputy) principal and two co-operating teachers in each school. It is anticipated that Stage 2 will commence in February 2016 and be completed by April 2016. The proposed date for thesis submission is February 2017.

*Participants may withdraw from the study at any point. Data collected will not be used for any purpose other than for this research study. The online survey is anonymous. It will not be possible to identify who has/ has not chosen to complete the online survey. If survey participants give their details via the online questionnaire and are willing to be interviewed at a later date as part of the multiple case study, the anonymity of interview participants will be safeguarded through the deletion of identifying information and the use of pseudonyms. **It will not be possible to recognise or identify any questionnaire respondent, school or interview participant.***

3. Data storage:
Raw and processed data will be securely stored in the investigator's home for the duration of the study. Any data retained at the end of the project will be archived securely and will be disposed of after a minimum period of five years.

If participants have concerns about participating in this study and wish to contact an independent person, please contact:

REC Administration,
Research Office,
St Patrick's College,
Drumcondra,
Dublin 9.
Tel: 01-884 2149
Email: research@spd.dcu.ie

FOIRM I NDÁIL LE TOILIÚ FEASACH
Coláiste Phádraig, Droim Conrach.
(Le coinneáil)

Ag tús an cheistneoir ar líne, beidh ar rannpháirtithe tic a chur i mbosca ag taispeáint go bhfuair siad 1) Ráitéas i bhfriotal simplí, a dhéanann cur síos ar an taighde; agus 2) Foirm i ndáil le toiliú feasach a chuireann in iúl dóibh gur ceistneoir **anaithnid atá ann agus gur féidir leo beartaigh gan a bheith páirteach sa taighde seo ag aon am sa todchaí.**

Má athraíonn siad a n-intinn níos déanaí agus níl siad ag iarraidh páirt a ghlacadh sa taighde atá á dhéanamh agam, is féidir leo beartaigh gan a bheith páirteach sa taighde seo.

Participants will be asked to tick a box when taking the online survey, which will indicate that they received via email a *Plain Language Statement*, outlining the research study and an *Informed Consent Form*, explaining that data gathered will remain confidential, that participants' identities will be safeguarded through the use of pseudonyms and that participants reserve the right to withdraw from the study at any time.

Requirements of Participation in Research Study

Completion of an anonymous online questionnaire by principal/ deputy principal. Willingness to consider proposing one's school to participate in a multiple case-study. The case study will involve conducting separate interviews at a later stage, with willing participants, i.e. with (deputy) principal and two co-operating teachers from the same case study school.

Confirmation that involvement in the research study is voluntary

I am aware that if I agree to take part in this study, I can withdraw from participation at any stage. There will be no penalty for withdrawing before all stages of the research study have been completed.

Confidentiality of data

Please note that the information retrieved from the online questionnaire will remain anonymous. Responses cannot be tracked via email. If online survey participants include their details, this information will remain confidential. Protection of participants' anonymity will be safeguarded through the deletion of identifying information and the use of pseudonyms, which will be assigned to each of the case study subjects. **It will not be possible to recognise or identify any questionnaire respondent, school or interview participant.**

I have read and understood the information in this form. I am willing to take part in this research project which will be conducted by Sarah O'Grady, doctoral student at St. Patrick's College of Education, Drumcondra (DCU).

Appendix T

"Thank you" email sent to all 331 email addresses - 27th November 2015

Dear Principals/ Deputy Principals,
This is the final email being sent to you regarding this doctoral study. The survey link has now been deactivated.

As I have no way of knowing which schools took part in the survey, this email is being sent to every school that was invited to participate.
I would like to thank all schools for taking the time to read my emails. I am very aware that as school leaders many requests are made of you and your time.
To those schools who expressed a willingness to take part in Stage 2 of the research, I will be in touch in the New Year. Once again, if you decide at any point to withdraw from Stage 2, you have the right to do so.
If you would like feedback on the findings from the questionnaire, please feel free to contact me at sarah.ogrady24@mail.dcu.ie

As a teacher who is working full-time and studying on a part-time basis for a doctorate, I would like to thank you wholeheartedly for taking part in my study. I am extremely grateful. Although demands to take part in educational research can be frustrating, I hope that you will continue to support educational research in the future.

Wishing you, your colleagues and pupils a peaceful Christmas and all the best in the New Year.

Kind regards,
Sarah O'Grady

Appendix U

Stage 2 Email - Case study invitation letter

<div align="right">6th April 2016</div>

Dear ███████,

Thank you very much for taking my call earlier today. Just in case, you wish to forward this email to the principal/deputy principal of █████████████████, I have taken the liberty of once again introducing myself and briefly outlining my research study.

In short, I am a full-time post-primary level teacher working in Dublin and I am studying on a part-time basis for a Doctorate in Education at St. Patrick's College, Drumcondra (DCU). The purpose of my study is to investigate the perspectives of deputy principals / principals and co-operating teachers regarding recent changes made to school placement (teaching practice).

As part of my doctoral studies I requested the participation of post-primary principals and deputy principals in an online questionnaire last November. With the collection and analysis of the online survey data now complete, I am finally in a position to begin Stage 2 of the research. This final stage of the research study involves conducting three **separate** semi-structured interviews, lasting 30-40 minutes, with willing participants in four case schools. In short, I hope to hold separate interviews with either the principal or deputy principal and two co-operating teachers in each school.

Interviews will take place at a location and time that is most suitable for interview participants. Each interview will be audio-recorded, transcribed and subject to thematic analysis. **The anonymity of interview participants will be safeguarded through the deletion of identifying information and the use of pseudonyms. It will not be possible to recognise or identify any school or interview participant.** Participants may withdraw from the study at any point.

During the interviews, emerging themes from the questionnaire data will be explored. Broad topics to be discussed include 1) how the extension to school placement has impacted on schools and those working in them; 2) the extent to which case-schools envisage their role to include the role of school-based teacher educator; 3) the concept of school-university partnerships; and 4) the opportunities and/or challenges such partnerships may pose to schools.

Please find attached a) my Garda vetting form from St. Patrick's College (DCU); b) the suggested interview schedule for principals/deputy principals; c) the interview schedule for co-operating teachers (i.e teachers who share classes with student teachers); and d) a copy of the online survey, which was completed last November.

I finish work every Wednesday at 13:00 and can travel to schools at a time convenient to willing interview participants. My aim is to complete Stage 2 of the study before the end of this academic year. If you or ███████████████ have any queries or concerns about the interviews, please feel free to contact me at any time. My email is sarah.ogrady24@mail.dcu.ie and my mobile number is █████████.

Thank you once again for taking the time to complete the online survey last November, I was genuinely delighted with the response and was heartened by the emails of encouragement I received from many of the Esurvey participants.

As agreed, I will telephone you tomorrow at 13:00.

Kind regards,

Sarah O'Grady.

Appendix V

Codebooks for Stage 2

Codebook 1 - Phase 2 - Generating Initial Codes

Phase 2 - Generating Initial Codes	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
Extension to ITE Programmes	Extension to ITE programmes	12	23
Learning	Opportunities to learn from Student Teachers	10	22
Impact on workload	Extension to ITE progs has impacted on workload	12	22
Guidance from HEIs	Guidance from HEIs in context of support for school-based stakeholders	13	21
SUP	Opportunities for schools and HEIs to learn from each other.	10	20
HEI tutor seeking input from school-based personnel	HEI tutors are more actively seeking out school-based personnel when visiting schools	12	20
Observation	Co-operating teacher observes the student teacher.	8	19
Allowance	Allowance for co-operating teachers for working with student teachers	12	18
Lack of communication	Info not communicated to co-operating teachers	6	17
Professional development		9	14
Lack of HEI guidance	Tension re. lack of guidance from HEIs	9	13
Benefit to school	Having a Student teacher on placement is of benefit to the school community	9	12
Feedback	Feedback to ST in context of Teacher responsibilities.	7	12
Expectations of school	Co-operating teacher is aware of what school expectations are of them re. co-operating teacher role	7	11
Yes- Teacher Assessment Role	Teachers should play a role in assessment of SP teaching grade.	7	10
HEI expectations	Co-operating teachers are aware of their responsibilities from a HEI perspective	7	10
Formalisation of support by Co-operating teachers	That the nature of the support given by Co-operating teachers should be formalised.	5	10
Lack of time	Lack of time to work with other partners, student teacher/ HEI tutor.	6	10
No - Teacher Assessment role	Teachers should not play a role in SP grade assessment	7	9
Timetable considerations	Student teachers are assigned to certain staff to help free up staff.	3	9

Phase 2 - Generating Initial Codes	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
HEI communicate expectations to school	HEIs communicate with schools re their role in SP	5	9
Observation by Management	observation by management of PSTs	4	9
Schools are Valued	Sense that schools are valued or not	4	8
Workload changes	Changes to workload since reconceptualisation of School Placement.	5	8
Introducing the ST to the class	Under responsibilities of the co-operating teacher, how student teachers are introduced to pupils.	4	7
Meet with HEI tutors	Do school leaders meet with HEI tutors	5	7
School contribution valued	Sense that HEIs value the contribution made by Schools re. SP, ITE...	4	7
Different expectations	Different expectations of HEIs in context of school personnel's' role	6	7
Willingness to give feedback to HEI tutors	Willingness by Co-operating teachers to discuss progress of student teachers with HEI tutors.	6	6
Assessment role of management	Management should play role in assessment of PSTs.	4	6
Planning with Student Teacher	Teacher plans lessons with Student Teacher	3	5
Parents complaining	Parents complaining about number of student teachers taking child's classes each week.	1	5
Timetabling	Timetabling of various HEI students on placement in school	3	5
Underperforming Student Teachers	Underperformance by student teachers as a tension	5	5
Willingness to meet with HEI tutor	Willingness on part of teacher to meet with HEI tutors	4	5
Two schools	Two school placements are a positive change to ITE programmes	4	4
Financial impact of extension on prospective student teachers.	The financial aspect of new ITE programmes -	2	2
Teaching Council expectations	Awareness by school-based stakeholders of TC's expectations of them re. student teacher support.	2	2
Industrial action	Industrial action in context of Tensions highlighted, which may impact on Teachers' willingness to engage in more formal ITE practices.	1	1
Over formalisation of support	Over formalisation of school/teacher role re. support given to Student Teacher	1	1

Codebook 2 - Phase 3 - Searching for Themes (Developing Categories)

Phase 3 - Searching for Themes (Developing Categories)	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
TENSIONS	Tensions re. changes to school placement	14	80
Lack of communication	Info not communicated to co-operating teachers	6	17
Lack of HEI guidance	Tension re. lack of guidance from HEIs	9	13
Lack of time	Lack of time to work with other partners, student teacher/ HEI tutor.	6	10
Workload changes	Changes to workload since reconceptualisation of School Placement.	5	8
Schools are Valued	Sense that schools are valued or not	4	8
Different expectations	Different expectations of HEIs in context of school personnel's' role	6	7
Underperforming Student Teachers	Underperformance by student teachers as a tension	5	5
Timetabling	Timetabling of various HEI students on placement in school	3	5
Parents complaining	Parents complaining about number of student teachers taking child's classes each week.	1	5
Industrial action	Industrial action in context of Tensions highlighted, which may impact on Teachers' willingness to engage in more formal ITE practices.	1	1
Over formalisation of support	Over formalisation of school/teacher role re. support given to Student Teacher	1	1
Responsibilities of Co-operating teacher	Co-operating teacher is aware of responsibilities, expectations	9	72
Observation	Co-operating teacher observes the student teacher.	8	19
Feedback	Feedback to ST in context of Teacher responsibilities.	7	12
Expectations of school	Co-operating teacher is aware of what school expectations are of them re. co-operating teacher role	7	11
HEI expectations	Co-operating teachers are aware of their responsibilities from a HEI perspective	7	10
Introducing the ST to the class	Under responsibilities of the co-operating teacher, how student teachers are introduced to pupils.	4	7

Phase 3 - Searching for Themes (Developing Categories)	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
Willingness to give feedback to HEI tutors	Willingness by Co-operating teachers to discuss progress of student teachers with HEI tutors.	6	6
Planning with Student Teacher	Teacher plans lessons with Student Teacher	3	5
Teaching Council expectations	Awareness by school-based stakeholders of TC's expectations of them re. student teacher support.	2	2
Perceptions of new ITE programmes	Respondents perceptions to reconfiguration of ITE programmes.	14	71
Extension to ITE Programmes	Extension to ITE programmes	12	23
Impact on workload	Extension to ITE progs has impacted on workload	12	22
HEI tutor seeking input from school-based personnel	HEI tutors are more actively seeking out school-based personnel when visiting schools	12	20
Two schools	Two school placements are a positive change to ITE programmes	4	4
Financial impact of extension on prospective student teachers.	The financial aspect of new ITE programmes -	2	2
Opportunities	Opportunities created in the context of reconfiguration of ITE programmes	13	54
Learning	Opportunities to learn from Student Teachers	10	22
SUP	Opportunities for schools and HEIs to learn from each other.	10	20
Benefit to school	Having a Student teacher on placement is of benefit to the school community	9	12
Support		16	49
Guidance from HEIs	Guidance from HEIs in context of support for school-based stakeholders	13	21
Allowance	Allowance for co-operating teachers for working with student teachers	12	18
Formalisation of support by Co-operating teachers	That the nature of the support given by Co-operating teachers should be formalised.	5	10
Role of management, role of school	Role of management in School placement	5	38
Observation by Management	observation by management of PSTs	4	9
HEI communicate expectations to school	HEIs communicate with schools re their role in SP	5	9

Phase 3 - Searching for Themes (Developing Categories)	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
School contribution valued	Sense that HEIs value the contribution made by Schools re. SP, ITE...	4	7
Meet with HEI tutors	Do school leaders meet with HEI tutors	5	7
Assessment role of management	Management should play role in assessment of PSTs.	4	6
Assessment role of Co-operating teacher	Assessment role of Teacher re. SP grade.	12	19
Yes- Teacher Assessment Role	Teachers should play a role in assessment of SP teaching grade.	7	10
No - Teacher Assessment role	Teachers should not play a role in SP grade assessment	7	9
Assigning PSTs - considerations	Assigning Student Teachers to Co-operating teachers.	3	9
Timetable considerations	Student teachers are assigned to certain staff to help free up staff.	3	9

Codebook 3 - Phase 4 - Reviewing Themes (Drilling Down)

Phase 4 - Reviewing Themes (Drilling Down)	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
Responsibilities of Co-operating teacher	Co-operating teacher is aware of responsibilities, expectations	12	85
Observation	Co-operating teacher observes the student teacher.	8	20
Assessment role of Co-operating teacher	Assessment role of Teacher re. SP grade.	12	19
School Expectations of CT role	Co-operating teacher is aware of what school expectations are of them re. co-operating teacher role	9	13
Feedback to Student teachers	Feedback to ST in context of Teacher responsibilities.	7	13
Introducing the ST to the class	Under responsibilities of the co-operating teacher, how student teachers are introduced to pupils.	4	7
Willingness to give feedback to HEI tutors	Willingness by Co-operating teachers to discuss progress of student teachers with HEI tutors.	6	6
Planning with Student Teacher	Teacher plans lessons with Student Teacher	3	5
Teaching Council expectations	Awareness by school-based stakeholders of TC's expectations of them re. student teacher support.	2	2
Perceptions of new ITE programmes	Respondents perceptions to reconfiguration of ITE programmes.	14	82
Impact on workload	Extension to ITE progs has impacted on workload	12	24
Extension to ITE Programmes	Extension to ITE programmes	12	23
HEI tutor seeking input from school-based personnel	HEI tutors are more actively seeking out school-based personnel when visiting schools	12	20
Schools are Valued	Sense that schools are valued or not	4	9
Two schools	Two school placements are a positive change to ITE programmes	4	4
Financial impact of extension on prospective student teachers.	The financial aspect of new ITE programmes -	2	2
TENSIONS	Tensions re. changes to school placement	13	48
Workload changes	Changes to workload since reconceptualisation of School Placement.	11	14

Lack of time	Lack of time to work with other partners, student teacher/ HEI tutor.	6	10
Different expectations	Different expectations of HEIs in context of school personnel's' role	7	8
Underperforming Student Teachers	Underperformance by student teachers as a tension	6	6
Timetabling	Timetabling of various HEI students on placement in school	3	5
Parents complaining	Parents complaining about number of student teachers taking child's classes each week.	1	5
Communication	Communication between HEI and school-based partners.	13	43
Teachers' perceptions of communication	Teachers' perceptions of communication with HEIs re HEI expectations of role CT plays.	7	23
Managements' perceptions of communication from HEIs	Managements' perceptions of communication from HEIs.	5	17
Support		15	39
Guidance from HEIs	Guidance from HEIs in context of support for school-based stakeholders	13	21
Guidance from HEI-Teacher	Teachers' opinions of level of guidance given by HEIs to co-operating Teachers	6	10
Guidance from HEIs-Management	Perception by management of level of guidance given by HEIs	6	7
Allowance	Allowance for co-operating teachers for working with student teachers	12	18
Allowance- Teachers' opinions	Teachers' opinions re. possible allowances afforded to co-operating teachers working with student teachers.	7	9
Allowance – Management	Opinions by management re. possible allowances that could/should be made to co-operating teachers.	5	7
Role of management, role of school	Role of management in School placement	5	29
Observation by Management	observation by management of PSTs	4	9
School contribution valued	Sense that HEIs value the contribution made by Schools re. SP, ITE...	4	7
Meet with HEI tutors	Do school leaders meet with HEI tutors	5	7
Assessment role of management	Management should play role in assessment of PSTs.	4	6
SUP	Opportunities for schools and HEIs to learn from each other.	10	20

Opportunities	Opportunities created in the context of reconfiguration of ITE programmes	11	27
Co-Learning	Opportunities for Student Teachers and CTs to learn from each other.	6	15
Benefit to school	Having a Student teacher on placement is of benefit to the school community	9	12
Professional development		10	16
Assigning PSTs – considerations	Assigning Student Teachers to Co-operating teachers.	3	9
Timetable considerations	Student teachers are assigned to certain staff to help free up staff.	3	9

Codebook 4 - Phase 5 - Defining and Naming Themes (Data Reduction)

Phase 5 - Defining and Naming Themes (Data Reduction)	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
Partnerships	Opportunities for schools and HEIs and for stakeholders to learn from each other.	17	137
Communication	Communication between HEI and school-based partners.	14	64
Opportunities	Opportunities created in the context of reconfiguration of ITE programmes	13	26
Professional development		12	25
Stakeholders' roles and responsibilities	Roles and responsibilities of CTs and School management (P/DP).	13	92
Responsibilities of Co-operating teacher	Co-operating teacher is aware of responsibilities, expectations	12	63
Role of management, role of school	Role of management in School placement	5	29
Perceptions of new ITE programmes	Respondents perceptions to reconfiguration of ITE programmes.	14	61
Impact on workload	Extension to ITE progs has impacted on workload - this has been merged with "workload changes" under "tensions"	13	29
Extension to ITE Programmes	Extension to ITE programmes	12	23
Schools are Valued	Sense that schools are valued or not	4	9
Support		16	46
Guidance from HEIs	Guidance from HEIs in context of support for school-based stakeholders	14	27
Allowance	Allowance for co-operating teachers for working with student teachers	13	19
TENSIONS	Tensions re. changes to school placement	14	26
Lack of time	Lack of time to work with other partners, student teacher/ HEI tutor.	8	12
Different expectations	Different expectations of HEIs in context of school personnel's' role	7	8
Underperforming Student Teachers	Underperformance by student teachers as a tension	6	6

Scale Reliability

Scale 1: Tensions: reluctance to offer placements since reconceptualisation of ITE programmes.

Case Processing Summary			
		N	%
Cases	Valid	54	61.4
	Excluded[a]	34	38.6
	Total	88	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.707	5

Item Statistics			
	Mean	Std. Deviation	N
Q24.1 The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	3.26	1.247	54
Q24.12. The extension to school placement has made my school reluctant to offer placements to PSTs.	2.87	1.229	54
Q.24.14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.	2.69	1.179	54
Q.24.15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.	2.74	1.185	54
Q24.16. As a (deputy) principal, I am considering taking students from only one university in future.	2.78	1.284	54

Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

Q24.1 The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	11.07	13.579	.234	.749
Q24.12. The extension to school placement has made my school reluctant to offer placements to PSTs.	11.46	10.744	.624	.589
Q.24.14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.	11.65	10.572	.694	.562
Q.24.15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.	11.59	11.114	.603	.601
Q24.16. As a (deputy) principal, I am considering taking students from only one university in future.	11.56	13.346	.244	.748

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.33	17.283	4.157	5

Scale 2: Support Required by Schools

Case Processing Summary

		N	%
Cases	Valid	55	61.1
	Excluded[a]	35	38.9
	Total	90	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.703	5

Item Statistics

	Mean	Std. Deviation	N
Q24.5. Schools should be remunerated for hosting student teachers.	3.07	1.399	55
Q24.6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.	4.07	.836	55
Q24.7. Teacher Education departments at universities should provide Prof. devel. courses for Co-op. Ts	3.82	1.124	55

Q24.8. Schools require more resources in order to improve school placement experiences for student teachers.	3.89	1.117	55
Q24.17. Schools require more support due to extension of school placement.	3.71	1.133	55

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q24.5. Schools should be remunerated for hosting student teachers.	15.49	9.329	.403	.691
Q24.6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.	14.49	10.477	.658	.601
Q24.7. Teacher Education departments at universities should provide Prof. devel. courses for Co-op. Ts	14.75	10.638	.386	.683
Q24.8. Schools require more resources in order to improve school placement experiences for student teachers.	14.67	9.372	.601	.593
Q24.17. Schools require more support due to extension of school placement.	14.85	10.830	.351	.697

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
18.56	14.732	3.838	5

Appendix X

Stage 1 Data – Frequencies and Crosstabulations

Q1. Gender:

		Frequency	Percent	Valid Percent
Valid	Female	44	50.0	51.2
	Male	42	47.7	48.8
	Total	86	97.7	100.0
Missing	Missing	2	2.3	
Total		88	100.0	

Q2. Management Role of Respondents:

		Frequency	Percent	Valid Percent
Valid	Principal	47	53.4	53.4
	Deputy Principal	39	44.3	44.3
	Other	2	2.3	2.3
	Total	88	100.0	100.0

Q3. Years' Experience in Role:

		Frequency	Percent	Valid Percent
Valid	Less than 1 year	7	8.0	8.0
	1-3 years	29	33.0	33.0
	4-10 years	34	38.6	38.6
	11-16 years	13	14.8	14.8
	17 years +	5	5.7	5.7
	Total	88	100.0	100.0

Q4. No. of pupils in the school:

		Frequency	Percent	Valid Percent
Valid	'0-250	13	14.8	14.8
	'251-500	24	27.3	27.3
	'501-800	34	38.6	38.6
	'801-1000	6	6.8	6.8
	1001 +	11	12.5	12.5
	Total	88	100.0	100.0

Q5. School description:

		Frequency	Percent	Valid Percent
Valid	Voluntary secondary school	51	58.0	58.0
	Education and Training Board	27	30.7	30.7
	Community school	8	9.1	9.1
	Other	2	2.3	2.3
	Total	88	100.0	100.0

Q6. No. of student teachers on placement in the school (2015-2016):

		Frequency	Percent	Valid Percent
Valid	1 student teacher	10	11.4	11.4
	2-5 Student teachers	53	60.2	60.2
	6+ student teachers	25	28.4	28.4
	Total	88	100.0	100.0

Q7. Staff member who organises school placement:

		Frequency	Percent	Valid Percent
Valid	Principal	25	28.4	28.4
	Deputy Principal	28	31.8	31.8
	Principal and DP	33	37.5	37.5
	Other	2	2.3	2.3
	Total	88	100.0	100.0

Q8. Multiple Response Set - HEIs with student teacher on placement in schools surveyed:

		Responses		Percent of Cases
		N	Percent	
HEI.names[a]	DCU	47	16.0%	54.7%
	Hibernia	26	8.8%	30.2%
	MaterDei	47	16.0%	54.7%
	MaynoothUniversity	52	17.7%	60.5%
	TCD	34	11.6%	39.5%
	UCD	39	13.3%	45.3%
	UL	23	7.8%	26.7%
	NCAD	4	1.4%	4.7%
	NUIG	10	3.4%	11.6%
	St.Angelas	6	2.0%	7.0%
	GMIT.Letterfrack	1	0.3%	1.2%
	St.Pats.Thurles	2	0.7%	2.3%
	MIE	1	0.3%	1.2%
	OTHER.HEI	2	0.7%	2.3%
Total		294	100.0%	341.9%
a. Dichotomy group tabulated at value 1.				

Q9. No. of schools which have a school placement policy:

		Frequency	Percent	Valid Percent
Valid	Yes	21	23.9	24.1
	No	62	70.5	71.3
	Unsure	4	4.5	4.6
	Total	87	98.9	100.0
Missing	Missing	1	1.1	
Total		88	100.0	

Q10. Ratified school placement policy by Board of Management:

		Frequency	Percent	Valid Percent
Valid	Yes	10	11.4	45.5
	No	9	10.2	40.9
	Unsure	1	1.1	4.5
	Missing	2	2.3	9.1
	Total	22	25.0	100.0
Missing	Legitimately skipped	66	75.0	
Total		88	100.0	

Q.11. *Guidelines on School placement* **(2013) used as a template to formulate school placement policy document:**

		Frequency	Percent	Valid Percent
Valid	Yes	6	6.8	24.0
	No	16	18.2	64.0
	Unsure	2	2.3	8.0
	Missing	1	1.1	4.0
	Total	25	28.4	100.0
Missing	Legitimately skipped	63	71.6	
Total		88	100.0	

Q12. NIPT trained mentor on school staff:

		Frequency	Percent	Valid Percent
Valid	Yes	47	53.4	53.4
	No	34	38.6	38.6
	Unsure	7	8.0	8.0
	Total	88	100.0	100.0

Q13. Workload of respondents impacted due to extension of ITE programmes:

		Frequency	Percent	Valid Percent
Valid	Yes	49	55.7	57.0
	No	27	30.7	31.4
	Unsure	10	11.4	11.6
	Total	86	97.7	100.0
Missing	Missing	2	2.3	
Total		88	100.0	

Q15. Level of difficulty reported in offering student teachers school placement opportunities from various HEIs:

		Frequency	Percent	Valid Percent
Valid	Very difficult	23	26.1	27.1
	Difficult	42	47.7	49.4
	Not difficult	16	18.2	18.8
	Not at all difficult	4	4.5	4.7
	Total	85	96.6	100.0
Missing	Missing	3	3.4	
Total		88	100.0	

Q16. Would there be a benefit to having a standardised school placement timetable across all HEIs?

		Frequency	Percent	Valid Percent
Valid	Yes	31	35.2	35.2
	No	33	37.5	37.5
	Unsure	24	27.3	27.3
	Total	88	100.0	100.0

Q17. Recommendation: National database for number of placements available in each school:

		Frequency	Percent	Valid Percent
Valid	Yes	52	59.1	59.8
	No	12	13.6	13.8
	Unsure	14	15.9	16.1
	With conditions	9	10.2	10.3
	Total	87	98.9	100.0
Missing	Missing	1	1.1	
Total		88	100.0	

Q18. Awareness by respondents of Teaching Council's intention to survey principals and visit schools when reviewing ITE programmes.

		Frequency	Percent	Valid Percent
Valid	Yes, I was aware of this	21	23.9	24.4
	No, I was not aware of this	54	61.4	62.8
	Comment	11	12.5	12.8
	Total	86	97.7	100.0
Missing	Missing	2	2.3	
Total		88	100.0	

Q19. Review of ITE programmes should form part of school principals' responsibilities:

		Frequency	Percent	Valid Percent
Valid	Yes	28	31.8	32.6
	No	39	44.3	45.3
	Unsure	12	13.6	14.0
	On condition	7	8.0	8.1
	Total	86	97.7	100.0
Missing	Missing	2	2.3	
Total		88	100.0	

Q20. Frequency of discussion with HEI tutors re. Student teacher's progress:

		Frequency	Percent	Valid Percent
Valid	Never	4	4.5	4.5
	On occasion	38	43.2	43.2
	Regularly	46	52.3	52.3
	Total	88	100.0	100.0

Q21. Principals should assess Student teachers:

		Frequency	Percent	Valid Percent
Valid	Yes	51	58.0	61.4
	No	16	18.2	19.3
	Unsure	9	10.2	10.8
	Other	7	8.0	8.4
	Total	83	94.3	100.0
Missing	Missing	5	5.7	
Total		88	100.0	

Q22. Co-operating teachers should have a role in assessment of student teacher:

		Frequency	**Percent**	**Valid Percent**
Valid	Yes	48	54.5	57.1
	No	24	27.3	28.6
	Unsure	12	13.6	14.3
	Total	84	95.5	100.0
Missing	Missing	4	4.5	
Total		88	100.0	

Q23. Would co-operating teachers benefit from professional development courses run by HEIs?:

		Frequency	**Percent**	**Valid Percent**
Valid	Yes	58	65.9	69.0
	No	8	9.1	9.5
	Unsure	18	20.5	21.4
	Total	84	95.5	100.0
Missing	Missing	4	4.5	
Total		88	100.0	

Frequencies for Questions 24.1 to 24.18

Q24.1 The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	6	6.8	10.5
	Disagree	10	11.4	17.5
	Undecided	13	14.8	22.8
	Agree	18	20.5	31.6
	Strongly agree	10	11.4	17.5
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.2 Facilitating student teachers on placement is an integral aspect of a school's responsibilities.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	2	2.3	3.5
	Disagree	12	13.6	21.1
	Undecided	4	4.5	7.0
	Agree	28	31.8	49.1
	Strongly agree	11	12.5	19.3

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			Frequency	Percent	Valid Percent
	Total		57	64.8	100.0
Missing	System		31	35.2	
Total			88	100.0	

24.3 Greater communication from teacher education programme providers is required.

		Frequency	Percent	Valid Percent
Valid	Disagree	5	5.7	8.8
	Undecided	6	6.8	10.5
	Agree	32	36.4	56.1
	Strongly agree	14	15.9	24.6
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.4 Universities actively engage with my school regarding the development of SUPs

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	11	12.5	19.3
	Disagree	24	27.3	42.1
	Undecided	10	11.4	17.5
	Agree	11	12.5	19.3
	Strongly agree	1	1.1	1.8
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.5 Schools should be remunerated for hosting student teachers.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	9	10.2	15.8
	Disagree	16	18.2	28.1
	Undecided	9	10.2	15.8
	Agree	11	12.5	19.3
	Strongly agree	12	13.6	21.1
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.6 The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.

		Frequency	Percent	Valid Percent
Valid	Disagree	4	4.5	7.1
	Undecided	5	5.7	8.9
	Agree	29	33.0	51.8
	Strongly agree	18	20.5	32.1
	Total	56	63.6	100.0
Missing	99	1	1.1	
	System	31	35.2	
	Total	32	36.4	
Total		88	100.0	

24.7. Teacher Education departments in Universities should provide Prof. Development courses for Co-operating Teachers

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	3	3.4	5.3
	Disagree	4	4.5	7.0
	Undecided	10	11.4	17.5
	Agree	21	23.9	36.8
	Strongly agree	19	21.6	33.3
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.8 Schools require more resources in order to improve school placement experiences for student teachers.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	2	2.3	3.5
	Disagree	7	8.0	12.3
	Undecided	4	4.5	7.0
	Agree	24	27.3	42.1
	Strongly agree	20	22.7	35.1
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.9 Universities value the contribution schools make to ITE.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	1	1.1	1.8
	Disagree	10	11.4	17.9
	Undecided	16	18.2	28.6
	Agree	19	21.6	33.9
	Strongly agree	10	11.4	17.9
	Total	56	63.6	100.0
Missing	99	1	1.1	

		Frequency	Percent	Valid Percent
	System	31	35.2	
	Total	32	36.4	
Total		88	100.0	

24.10 It is a responsibility of mine as a (deputy) Principal to prepare PSTs for the teaching profession.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	7	8.0	12.3
	Disagree	11	12.5	19.3
	Undecided	6	6.8	10.5
	Agree	27	30.7	47.4
	Strongly agree	6	6.8	10.5
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.11 Parents complain about the number of student teachers teaching their child.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	7	8.0	12.3
	Disagree	12	13.6	21.1
	Undecided	12	13.6	21.1
	Agree	22	25.0	38.6
	Strongly agree	4	4.5	7.0
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.12 The extension to school placement has made my school reluctant to offer placements to PSTs.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	6	6.8	10.5
	Disagree	20	22.7	35.1
	Undecided	12	13.6	21.1
	Agree	11	12.5	19.3
	Strongly agree	8	9.1	14.0
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.13 Universities value the role school management plays in ITE.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	9	10.2	16.1
	Disagree	9	10.2	16.1
	Undecided	19	21.6	33.9
	Agree	14	15.9	25.0
	Strongly agree	5	5.7	8.9
	Total	56	63.6	100.0
Missing	99	1	1.1	
	System	31	35.2	
	Total	32	36.4	
Total		88	100.0	

24.14 Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	7	8.0	12.3
	Disagree	23	26.1	40.4
	Undecided	13	14.8	22.8
	Agree	9	10.2	15.8
	Strongly agree	5	5.7	8.8
	Total	57	64.8	100.0
Missing	System	31	35.2	
Total		88	100.0	

24.15 Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	7	8.0	12.5
	Disagree	22	25.0	39.3
	Undecided	10	11.4	17.9
	Agree	13	14.8	23.2
	Strongly agree	4	4.5	7.1
	Total	56	63.6	100.0
Missing	99	1	1.1	
	System	31	35.2	
	Total	32	36.4	
Total		88	100.0	

24.16 As a (deputy) principal, I am considering taking students from only one university in future

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	11	12.5	20.0
	Disagree	13	14.8	23.6
	Undecided	13	14.8	23.6
	Agree	13	14.8	23.6
	Strongly agree	5	5.7	9.1
	Total	55	62.5	100.0
Missing	99	2	2.3	
	System	31	35.2	
	Total	33	37.5	
Total		88	100.0	

24.17 Schools require more support due to extension of school placement.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	2	2.3	3.6
	Disagree	9	10.2	16.1
	Undecided	6	6.8	10.7
	Agree	25	28.4	44.6
	Strongly agree	14	15.9	25.0
	Total	56	63.6	100.0
Missing	99	1	1.1	
	System	31	35.2	
	Total	32	36.4	
Total		88	100.0	

24.18 - I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	2	2.3	3.6
	Disagree	3	3.4	5.4
	Undecided	4	4.5	7.1
	Agree	25	28.4	44.6
	Strongly agree	22	25.0	39.3
	Total	56	63.6	100.0
Missing	99	1	1.1	
	System	31	35.2	
	Total	32	36.4	
Total		88	100.0	

Crosstabulations

Q2. What is your management position in the school? * Q13. Has the extension of ITE progs impacted on your work as a school leader? Crosstabulation						
			Q13. Has the extension of ITE progs impacted on your work as a school leader?			Total
			Yes	No	Unsure	
Q2. What is your management position in the school?	acting principal	Count	0	0	1	1
		% within Q13. Has the extension of ITE progs impacted on your work as a school leader?	0.0%	0.0%	10.0%	1.2%
		% of Total	0.0%	0.0%	1.2%	1.2%
	Assistant principal	Count	0	1	0	1
		% within Q13. Has the extension of ITE progs impacted on your work as a school leader?	0.0%	3.7%	0.0%	1.2%
		% of Total	0.0%	1.2%	0.0%	1.2%
	Deputy Principal	Count	21	14	3	38
		% within Q13. Has the extension of ITE progs impacted on your work as a school leader?	42.9%	51.9%	30.0%	44.2%
		% of Total	24.4%	16.3%	3.5%	44.2%
	Principal	Count	28	12	6	46
		% within Q13. Has the extension of ITE progs impacted on your work as a school leader?	57.1%	44.4%	60.0%	53.5%
		% of Total	32.6%	14.0%	7.0%	53.5%
Total		Count	49	27	10	86
		% within Q13. Has the extension of ITE progs impacted on your work as a school leader?	100.0%	100.0%	100.0%	100.0%
		% of Total	57.0%	31.4%	11.6%	100.0%

Q6. How many student teachers are on placement this academic year (2015-2016)? * Q5. Tick the relevant school description. Crosstabulation

			Q5. Tick the relevant school description.				Total
			Voluntary secondary school	Education & Training Board	Community school	Other	
Q6. How many student teachers are on placement this academic year (2015-2016)?	1 student teacher	Count	3	6	1	0	10
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	30.0%	60.0%	10.0%	0.0%	100.0%
		% within Q5. Tick the relevant school description.	5.9%	22.2%	12.5%	0.0%	11.4%
		% of Total	3.4%	6.8%	1.1%	0.0%	11.4%
	2-5 Student teachers	Count	27	18	6	2	53
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	50.9%	34.0%	11.3%	3.8%	100.0%
		% within Q5. Tick the relevant school description.	52.9%	66.7%	75.0%	100.0%	60.2%
		% of Total	30.7%	20.5%	6.8%	2.3%	60.2%
	6+ student teachers	Count	21	3	1	0	25
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	84.0%	12.0%	4.0%	0.0%	100.0%
		% within Q5. Tick the relevant school description.	41.2%	11.1%	12.5%	0.0%	28.4%
		% of Total	23.9%	3.4%	1.1%	0.0%	28.4%

Total		Count	51	27	8	2	88
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	58.0%	30.7%	9.1%	2.3%	100.0%
		% within Q5. Tick the relevant school description.	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	58.0%	30.7%	9.1%	2.3%	100.0%

Q6. How many student teachers are on placement this academic year (2015-2016)? * Q24.17. Schools require more support due to extension of school placement. Crosstabulation

			Q24.17. Schools require more support due to extension of school placement.					Total
			Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
Q6. How many student teachers are on placement this academic year (2015-2016)?	1 student teacher	Count	0	0	2	5	0	7
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	0.0%	0.0%	28.6%	71.4%	0.0%	100.0%
		% within Q24.17. Schools require more support due to extension of school placement.	0.0%	0.0%	33.3%	20.0%	0.0%	12.5%
		% of Total	0.0%	0.0%	3.6%	8.9%	0.0%	12.5%
	2-5 Student teachers	Count	0	6	2	14	8	30
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	0.0%	20.0%	6.7%	46.7%	26.7%	100.0%

		% within Q24.17. Schools require more support due to extension of school placement.	0.0%	66.7%	33.3%	56.0%	57.1%	53.6%
		% of Total	0.0%	10.7%	3.6%	25.0%	14.3%	53.6%
	6+ student teachers	Count	2	3	2	6	6	19
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	10.5%	15.8%	10.5%	31.6%	31.6%	100.0%
		% within Q24.17. Schools require more support due to extension of school placement.	100.0%	33.3%	33.3%	24.0%	42.9%	33.9%
		% of Total	3.6%	5.4%	3.6%	10.7%	10.7%	33.9%
Total		Count	2	9	6	25	14	56
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	3.6%	16.1%	10.7%	44.6%	25.0%	100.0%
		% within Q24.17. Schools require more support due to extension of school placement.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	3.6%	16.1%	10.7%	44.6%	25.0%	100.0%

Q6. How many student teachers are on placement this academic year (2015-2016)? * Q15. How difficult is it to place PSTs coming from different universities which have different placement timetables? Crosstabulation							
			Q15. How difficult is it to place PSTs coming from different universities which have different placement timetables?				
			Very difficult	Difficult	Not difficult	Not at all difficult	Total
Q6. How many student teachers are on placement this academic year (2015-2016)?	1 student teacher	Count	3	4	0	0	7
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	42.9%	57.1%	0.0%	0.0%	100.0%
		% within Q15. How difficult is it to place PSTs coming from different universities which have different placement timetables?	13.0%	9.5%	0.0%	0.0%	8.2%
		% of Total	3.5%	4.7%	0.0%	0.0%	8.2%
	2-5 Student teachers	Count	10	28	11	4	53
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	18.9%	52.8%	20.8%	7.5%	100.0%
		% within Q15. How difficult is it to place PSTs coming from different universities which have different placement timetables?	43.5%	66.7%	68.8%	100.0%	62.4%
		% of Total	11.8%	32.9%	12.9%	4.7%	62.4%
		Count	10	10	5	0	25

	6+ student teachers	% within Q6. How many student teachers are on placement this academic year (2015-2016)?	40.0%	40.0%	20.0%	0.0%	100.0%
		% within Q15. How difficult is it to place PSTs coming from different universities which have different placement timetables?	43.5%	23.8%	31.3%	0.0%	29.4%
		% of Total	11.8%	11.8%	5.9%	0.0%	29.4%
Total		Count	23	42	16	4	85
		% within Q6. How many student teachers are on placement this academic year (2015-2016)?	27.1%	49.4%	18.8%	4.7%	100.0%
		% within Q15. How difficult is it to place PSTs coming from different universities which have different placement timetables?	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	27.1%	49.4%	18.8%	4.7%	100.0%

Bar Chart

Q15. How difficult is it to place STs coming from different universities which have different placement timetables?

- Very difficult
- Difficult
- Not difficult
- Not at all difficult
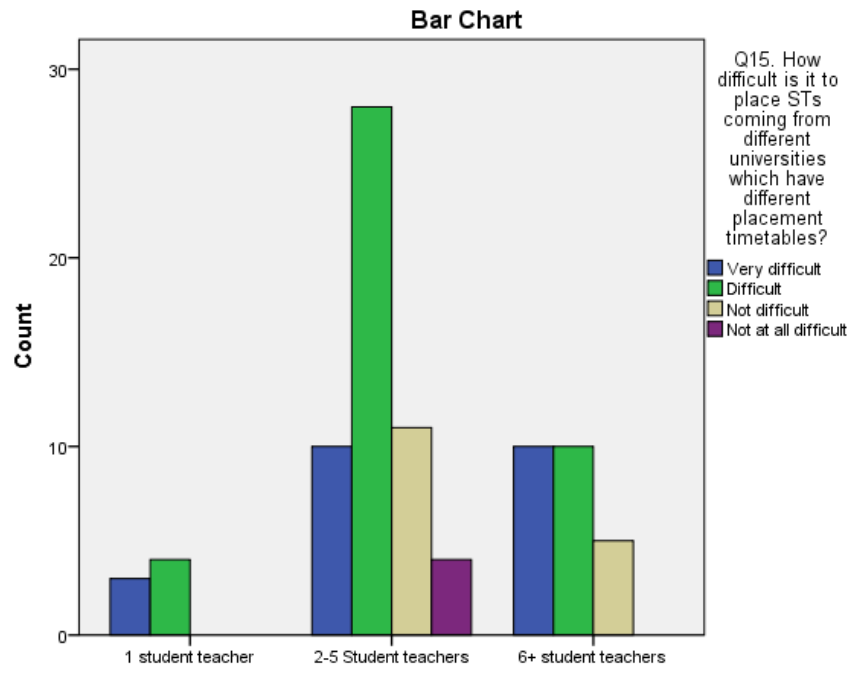
Q6. How many student teachers are on placement this academic year (2015-2016)?

Appendix Y

Bar Charts
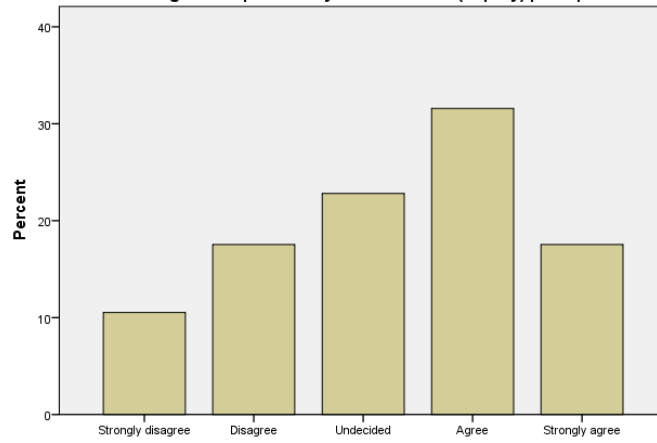
Q24.1 The extension to school placement (teaching practice) from 1 to 2 years
has had a negative impact on my workload as a (deputy) principal.
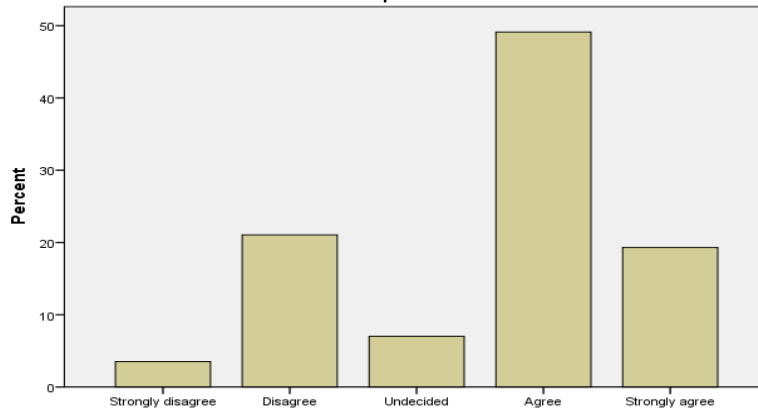
Q24.2. Facilitating student teachers on placement is an integral aspect of a
school's responsibilities.

Q24.3. Greater communication from teacher education programme providers is
required.
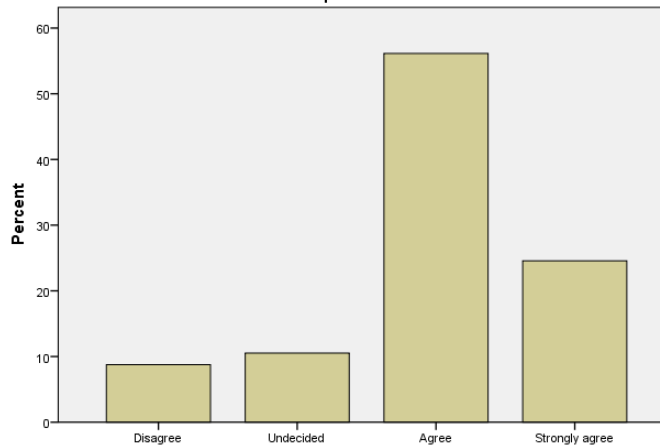
252

Q24.4. Universities actively engage with my school regarding the development of SUPs
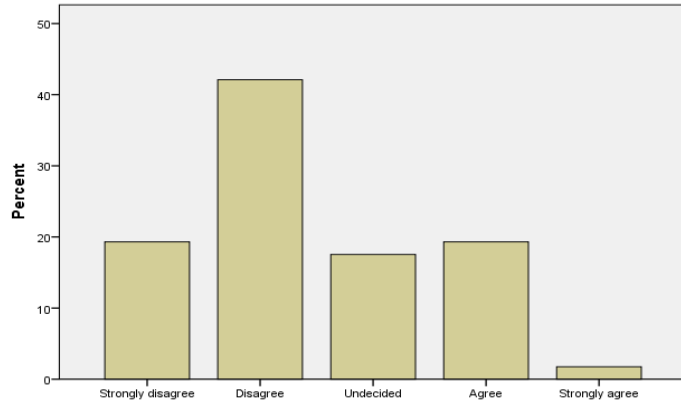
Q24.4. Universities actively engage with my school regarding the development of SUPs

Q24.5. Schools should be remunerated for hosting student teachers.
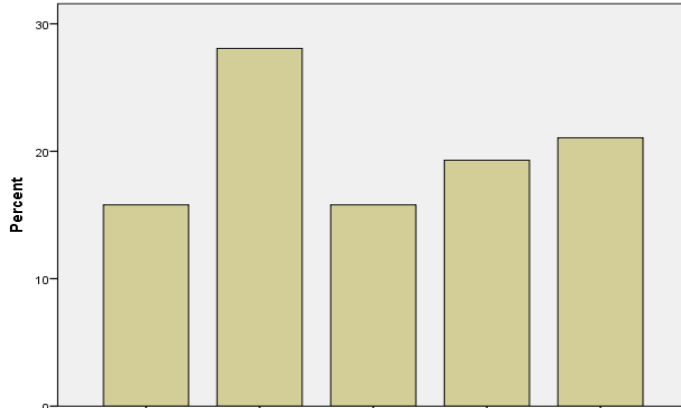
Q24.5. Schools should be remunerated for hosting student teachers.

Q24.6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universitives.

Q24.6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universitives.

253
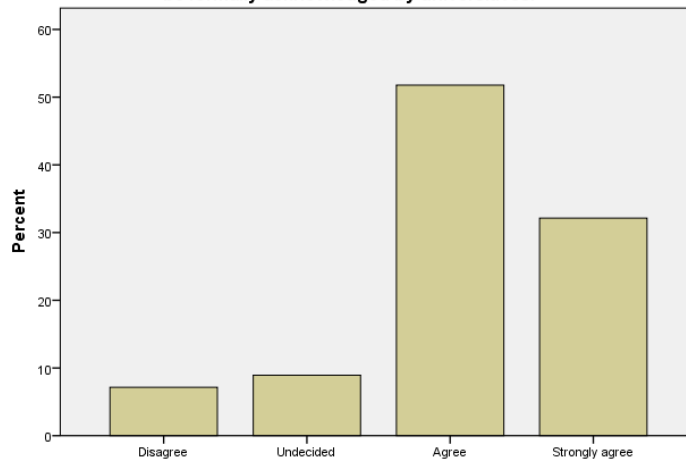
Q24.7. Teacher Education departments at universities should provide Prof. devel. courses for Co-op. Ts
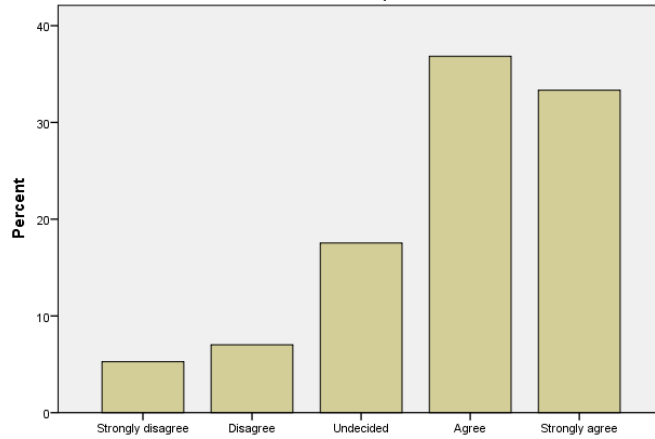
Q24.7. Teacher Education departments at universities should provide Prof. devel. courses for Co-op. Ts

Q24.8. Schools require more resources in order to improve school placement experiences for student teachers.
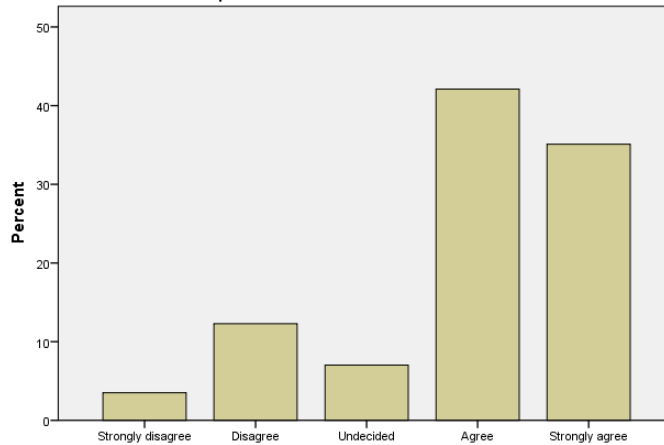
Q24.8. Schools require more resources in order to improve school placement experiences for student teachers.

Q24.9. Universities value the contribution schools make to ITE.
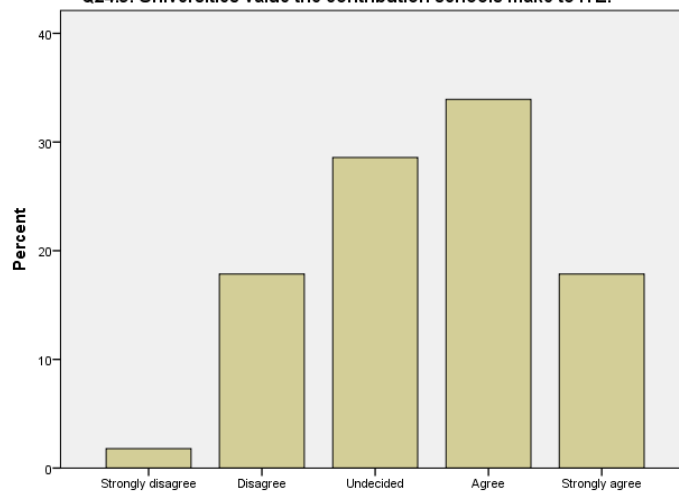
Q24.9. Universities value the contribution schools make to ITE.

254

Q24.10. It is a responsibility of mine as a (deputy) Principal to prepare STs for the teaching profession.
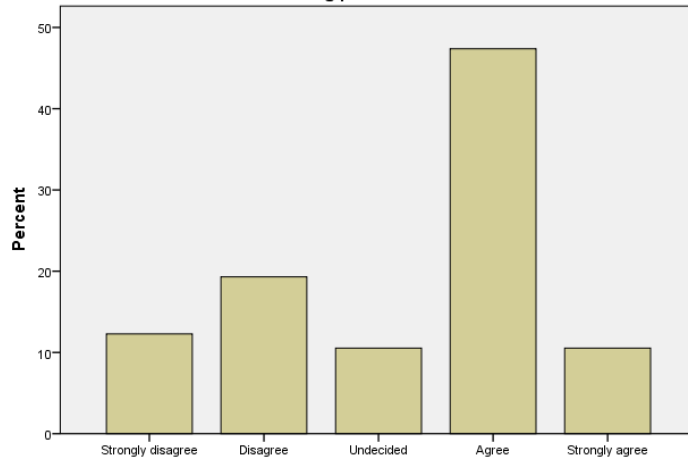
Q24.10. It is a responsibility of mine as a (deputy) Principal to prepare STs for the teaching profession.

Q24.11. Parents complain about the number of student teachers teaching their child.
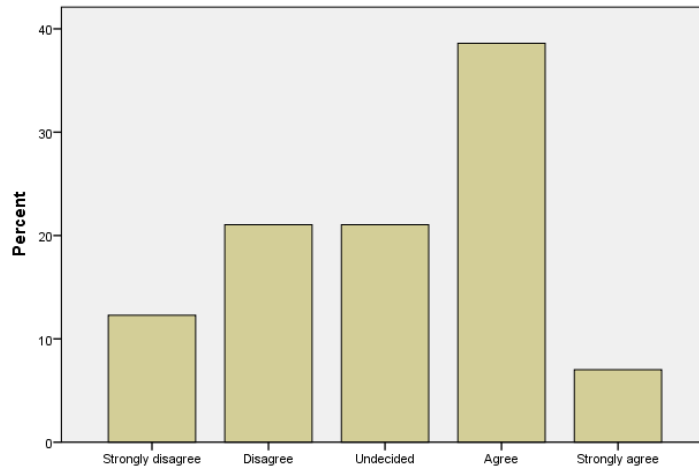
Q24.11. Parents complain about the number of student teachers teaching their child.

Q24.12. The extension to school placement has made my school reluctant to offer placements to STs.

Q24.12. The extension to school placement has made my school reluctant to offer placements to STs.

255
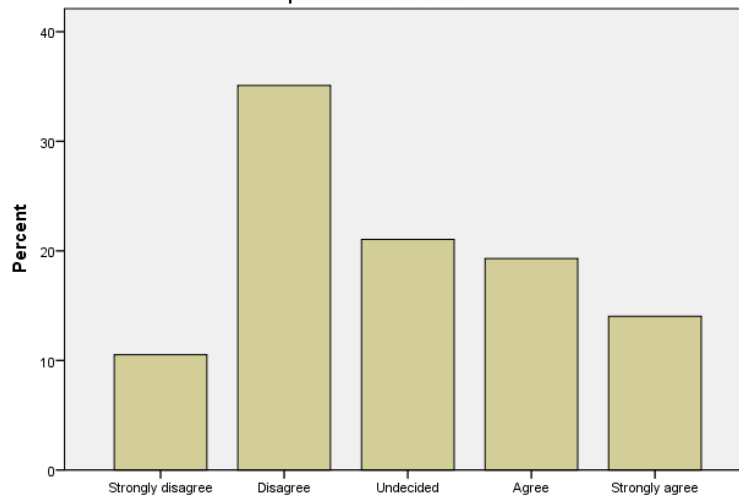
Q24.13. Universities acknowledge and value the role school management plays in ITE.
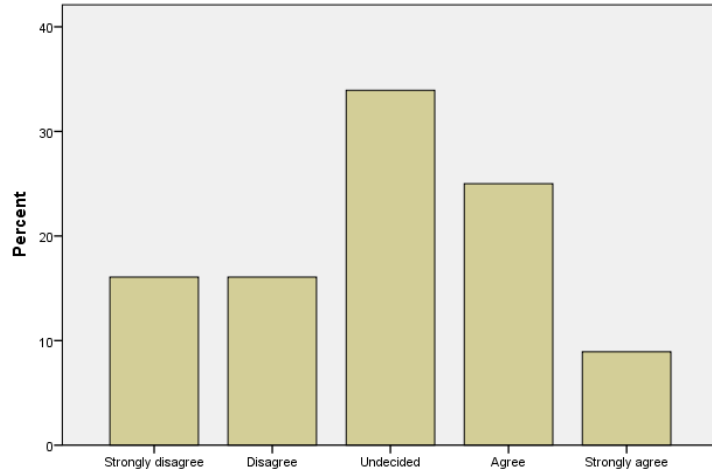
Q24.13. Universities acknowledge and value the role school management plays in ITE.

Q.24.14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.

Q.24.14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.

Q.24.15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.

Q.24.15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.

256
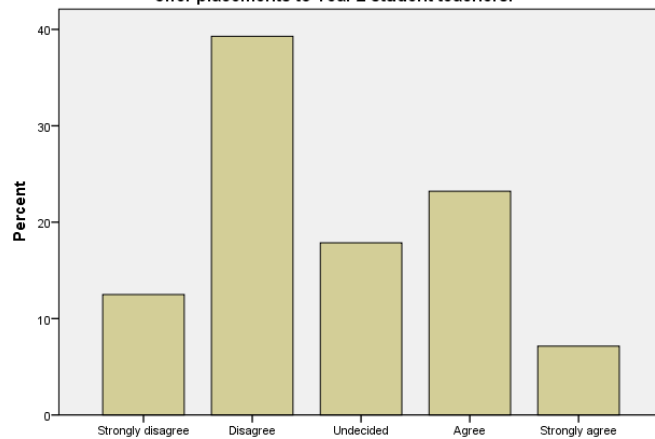
Q24.16. As a (deputy) principal, I am considering taking students from only one university in future.

Q24.16. As a (deputy) principal, I am considering taking students from only one university in future.

Q24.17. Schools require more support due to extension of school placement.
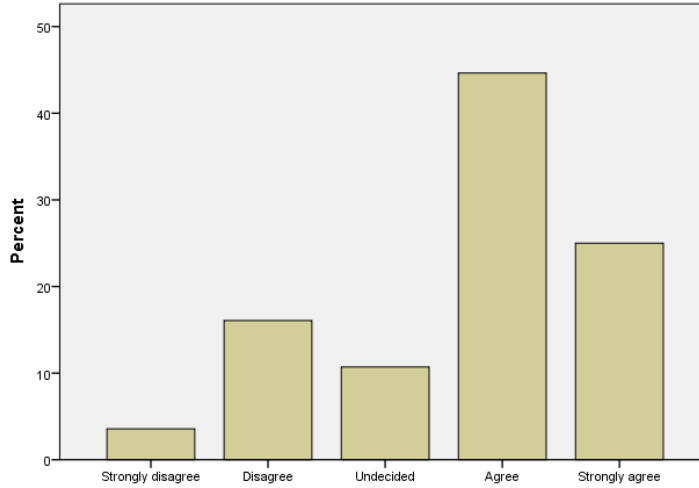
Q24.17. Schools require more support due to extension of school placement.

Q24.18. I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.

Q24.18. I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.

257
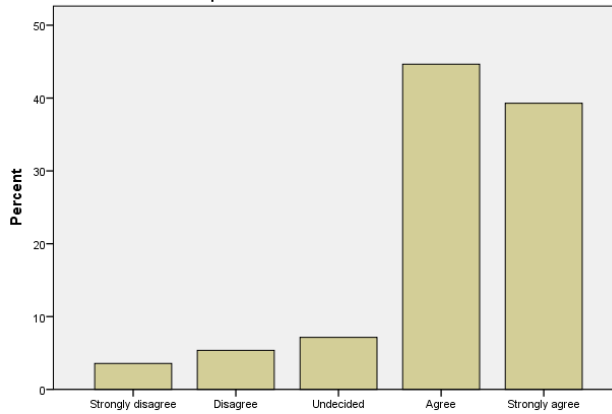
18-item Attitudinal Scale Data

Case Processing Summary			
		N	%
Cases	Valid	50	56.8
	Excluded[a]	38	43.2
	Total	88	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics

Cronbach's Alpha	N of Items
.631	18

Item Statistics			
	Mean	Std. Deviation	N
Q24.1 The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	3.26	1.242	50
Q24.3. Greater communication from teacher education programme providers is required.	3.96	.856	50
Q24.4. Universities actively engage with my school regarding the development of SUPs	2.46	1.073	50
Q24.5. Schools should be remunerated for hosting student teachers.	3.10	1.403	50
Q24.6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.	4.04	.832	50
Q24.7. Teacher Education departments at universities should provide Prof. devel. courses for Co-op. Ts	3.84	1.076	50
Q24.8. Schools require more resources in order to improve school placement experiences for student teachers.	3.92	1.122	50
Q24.9. Universities value the contribution schools make to ITE.	3.44	1.033	50
Q24.10. It is a responsibility of mine as a (deputy) Principal to prepare PSTs for the teaching profession.	3.20	1.245	50
Q24.11. Parents complain about the number of student teachers teaching their child.	3.12	1.136	50
Q24.12. The extension to school placement has made my school reluctant to offer placements to PSTs.	2.88	1.256	50

Q24.13. Universities acknowledge and value the role school management plays in ITE.	3.00	1.229	50
Q.24.14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.	2.66	1.136	50
Q.24.15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.	2.74	1.175	50
Q24.16. As a (deputy) principal, I am considering taking students from only one university in future.	2.80	1.309	50
Q24.17. Schools require more support due to extension of school placement.	3.80	1.088	50
Q24.18. I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.	4.08	1.027	50
Reverse.24.2.sch.resp	2.44	1.146	50

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q24.1 The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	55.48	50.540	.335	.602
Q24.3. Greater communication from teacher education programme providers is required.	54.78	53.481	.302	.611
Q24.4. Universities actively engage with my school regarding the development of SUPs	56.28	56.410	.027	.643
Q24.5. Schools should be remunerated for hosting student teachers.	55.64	50.643	.269	.612
Q24.6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.	54.70	50.827	.546	.587

Q24.7. Teacher Education departments at universities should provide Prof. devel. courses for CTs.	54.90	53.969	.181	.624
Q24.8. Schools require more resources in order to improve school placement experiences for student teachers.	54.82	49.253	.475	.584
Q24.9. Universities value the contribution schools make to ITE.	55.30	54.051	.189	.623
Q24.10. It is a responsibility of mine as a (deputy) Principal to prepare PSTs for the teaching profession.	55.54	53.764	.147	.630
Q24.11. Parents complain about the number of student teachers teaching their child.	55.62	54.812	.112	.633
Q24.12. The extension to school placement has made my school reluctant to offer placements to PSTs.	55.86	51.266	.286	.609
Q24.13. Universities acknowledge and value the role school management plays in ITE.	55.74	56.849	-.020	.653
Q.24.14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.	56.08	51.177	.340	.603
Q.24.15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.	56.00	52.245	.257	.614
Q24.16. As a (deputy) principal, I am considering taking students from only one university in future.	55.94	52.956	.174	.627
Q24.17. Schools require more support due to extension of school placement.	54.94	49.486	.478	.585
Q24.18. I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.	54.66	55.535	.092	.634
Reverse.24.2.sch.resp	56.30	54.051	.156	.628

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
58.74	57.992	7.615	18

Appendix AA

Hypotheses information

Hypothesis 1

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
NIPT.RECODED * CT.Assess.role.RECODED	84	95.5%	4	4.5%	88	100.0%

NIPT.RECODED * CT.Assess.role.RECODED Crosstabulation

			CT.Assess.role.RECODED		Total
			YES	NO	
NIPT.RECODED	YES	Count	23	21	44
		% within NIPT.RECODED	52.3%	47.7%	100.0%
		% within CT.Assess.role.RECODED	47.9%	58.3%	52.4%
		% of Total	27.4%	25.0%	52.4%
	NO	Count	25	15	40
		% within NIPT.RECODED	62.5%	37.5%	100.0%
		% within CT.Assess.role.RECODED	52.1%	41.7%	47.6%
		% of Total	29.8%	17.9%	47.6%
Total		Count	48	36	84
		% within NIPT.RECODED	57.1%	42.9%	100.0%
		% within CT.Assess.role.RECODED	100.0%	100.0%	100.0%
		% of Total	57.1%	42.9%	100.0%

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.895[a]	1	.344		
Continuity Correction[b]	.526	1	.468		
Likelihood Ratio	.897	1	.343		
Fisher's Exact Test				.383	.234
Linear-by-Linear Association	.884	1	.347		
N of Valid Cases	84				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.14.

b. Computed only for a 2x2 table

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	-.103	.344
	Cramer's V	.103	.344
N of Valid Cases		84	

Hypothesis 2: spearman correlation

Correlations

			Q6. How many student teachers are on placement this academic year (2015-2016)?	Q24.1 The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.
Spearman's rho	Q6. How many student teachers are on placement this academic year (2015-2016)?	Correlation Coefficient	1.000	.270[*]
		Sig. (2-tailed)	.	.042
		N	88	57
	Q24.1 The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	Correlation Coefficient	.270[*]	1.000
		Sig. (2-tailed)	.042	.
		N	57	57

*. Correlation is significant at the 0.05 level (2-tailed).

Chi- Square - Any difference between principals and deputy principals in terms of whether they have found their workload has been impacted due to extension of ITE programmes?

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Q2. What is your management position in the school? * Q13. Has the extension of ITE progs impacted on your work as a school leader?	86	97.7%	2	2.3%	88	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.048[a]	1	.827		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.048	1	.827		
Fisher's Exact Test				1.000	.501
N of Valid Cases	86				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.51.					
b. Computed only for a 2x2 table					

Q2. What is your management position in the school? * Q13. Has the extension of ITE progs impacted on your work as a school leader? Crosstabulation

			Q13. Has the extension of ITE progs impacted on your work as a school leader?		
			Yes	No	Total
Q2. What is your management position in the school?	Principal	Count	30	17	47
		% within Q13. Has the extension of ITE progs impacted on your work as a school leader?	55.6%	53.1%	54.7%
		% of Total	34.9%	19.8%	54.7%
		Std. Residual	.1	-.1	
	Deputy Principal	Count	24	15	39
		% within Q13. Has the extension of ITE progs impacted on your work as a school leader?	44.4%	46.9%	45.3%
		% of Total	27.9%	17.4%	45.3%
		Std. Residual	-.1	.1	
Total		Count	54	32	86
		% within Q13. Has the extension of ITE progs impacted on your work as a school leader?	100.0%	100.0%	100.0%
		% of Total	62.8%	37.2%	100.0%

Case Study Template

Case Study No:	New Case School name: _____ No of Pupils: _____ No. of PSTs: _____
Interviewed: Principal☐ Deputy Principal ☐ Pseudonym: _____ No. of years in role _____	Co-operating teacher 1: _____ Pseudonym: _____ No. of years in role _____
	Co-operating teacher 1: _____ Pseudonym: _____ No. of years in role _____
Comments (P/DP): 	
Co-operating Teacher 1: 	
Co-operating Teacher 2: 	

Appendix CC

Attitudinal Data (Case School Management)

CS1 - Attitudinal responses given by Tanya, principal of Ash Secondary School.

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1.The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	-	-	-	✔	-
2. Facilitating student teachers on placement is an integral aspect of a school's responsibilities.	-	-	-	-	✔
3. Greater communication from teacher education programme providers is required.	-	-	-	-	✔
4. Universities actively engage with my school regarding the development of school-university partnerships.	-	-	✔	-	-
5. Schools should be remunerated for hosting student teachers.	✔	-	-	-	-
6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.	-	-	✔	-	-
7. Teacher Education departments at universities should provide professional development courses for co-operating teachers.	-	-	-	✔	-
8. Schools require more resources in order to improve school placement experiences for student teachers.	-	✔	-	-	-
9. Universities value the contribution schools make to initial teacher education (ITE).	-	-	-	-	-
10. It is a responsibility of mine as a (deputy) principal to prepare student teachers for the teaching profession.	-	-	✔	-	-
11. Parents complain about the number of student teachers teaching their child.	-	✔	-	-	-
12. The extension to school placement has made my school reluctant to offer placements to student teachers.	-	✔	-	-	-
13. Universities acknowledge and value the role school management plays in ITE.	-	-	✔	-	-
14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.	-	✔	-	-	-
15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.	-	✔	-	-	-
16. As a (deputy) principal, I am considering taking students from only one university in future.	-	-	✔	-	-
17. Schools require more support due to extension of school placement.	-	-	-	✔	-
18. I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.	-	-	-	-	✔

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CS2 - Attitudinal responses given by Larry, DP, Birch College.

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1.The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	✓	-	-	-	-
2. Facilitating student teachers on placement is an integral aspect of a school's responsibilities.	-	-	-	-	✓
3. Greater communication from teacher education programme providers is required.	-	-	-	✓	-
4. Universities actively engage with my school regarding the development of school-university partnerships.	-	✓	-	-	-
5. Schools should be remunerated for hosting student teachers.	✓	-	-	-	-
6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.	-	✓	-	-	-
7. Teacher Education departments at universities should provide professional development courses for co-operating teachers.	-	-	-	-	✓
8. Schools require more resources in order to improve school placement experiences for student teachers.	-	-	-	✓	-
9. Universities value the contribution schools make to initial teacher education (ITE).	-	-	-	-	✓
10. It is a responsibility of mine as a (deputy) principal to prepare student teachers for the teaching profession.	-	-	-	✓	-
11. Parents complain about the number of student teachers teaching their child.	-	-	✓	-	-
12. The extension to school placement has made my school reluctant to offer placements to student teachers.	-	✓	-	-	-
13. Universities acknowledge and value the role school management plays in ITE.	-	-	-	-	✓
14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.	-	✓	-	-	-
15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.	-	✓	-	-	-
16. As a (deputy) principal, I am considering taking students from only one university in future.	✓	-	-	-	-
17. Schools require more support due to extension of school placement.	-	-	✓	-	-
18. I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.	-	-	-	-	✓

CS3 - Attitudinal responses given by Declan, DP of Elm Community College.

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1.The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	-	-	-	✓	-
2. Facilitating student teachers on placement is an integral aspect of a school's responsibilities.	-	-	-	✓	-
3. Greater communication from teacher education programme providers is required.	-	-	✓	-	-
4. Universities actively engage with my school regarding the development of school-university partnerships.	-	-	-	✓	-
5. Schools should be remunerated for hosting student teachers.	-	-	-	✓	-
6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.	-	-	-	✓	-
7. Teacher Education departments at universities should provide professional development courses for co-operating teachers.	-	-	-	✓	-
8. Schools require more resources in order to improve school placement experiences for student teachers.	-	-	-	-	✓
9. Universities value the contribution schools make to initial teacher education (ITE).	-	-	✓	-	-
10. It is a responsibility of mine as a (deputy) principal to prepare student teachers for the teaching profession.	-	✓	-	-	-
11. Parents complain about the number of student teachers teaching their child.	-	-	-	✓	-
12. The extension to school placement has made my school reluctant to offer placements to student teachers.	-	-	✓	-	-
13. Universities acknowledge and value the role school management plays in ITE.	-	-	-	✓	-
14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.	-	✓	-	-	-
15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.	-	✓	-	-	-
16. As a (deputy) principal, I am considering taking students from only one university in future.	-	✓	-	-	-
17. Schools require more support due to extension of school placement.	-	-	-	-	✓
18. I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.	-	-	-	✓	-

CS4 - Attitudinal responses given by Gavin, DP of Oak Post-Primary School.

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1.The extension to school placement (teaching practice) from 1 to 2 years has had a negative impact on my workload as a (deputy) principal.	✔	-	-	-	-
2. Facilitating student teachers on placement is an integral aspect of a school's responsibilities.	✔	-	-	-	-
3. Greater communication from teacher education programme providers is required.	-	-	-	✔	-
4. Universities actively engage with my school regarding the development of school-university partnerships.	✔	-	-	-	-
5. Schools should be remunerated for hosting student teachers.	✔	-	-	-	-
6. The work co-operating teachers do in supporting student teachers should be formally acknowledged by universities.	-	-	-	✔	-
7. Teacher Education departments at universities should provide professional development courses for co-operating teachers.	-	-	-	✔	-
8. Schools require more resources in order to improve school placement experiences for student teachers.	-	-	✔	-	-
9. Universities value the contribution schools make to initial teacher education (ITE).	-	-	-	✔	-
10. It is a responsibility of mine as a (deputy) principal to prepare student teachers for the teaching profession.	-	-	-	✔	-
11. Parents complain about the number of student teachers teaching their child.	✔	-	-	-	-
12. The extension to school placement has made my school reluctant to offer placements to student teachers.	✔	-	-	-	-
13. Universities acknowledge and value the role school management plays in ITE.	-	-	✔	-	-
14. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 1 student teachers.	-	✔	-	-	-
15. Due to complexities re. individual university timetables, I am reluctant to offer placements to Year 2 student teachers.	-	✔	-	-	-
16. As a (deputy) principal, I am considering taking students from only one university in future.	-	-	-	✔	-
17. Schools require more support due to extension of school placement.	-	-	✔	-	-
18. I view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.	-	-	-	-	✔

Appendix DD

Summary of Findings as per Research Questions

Research Questions	Summary of Findings
1. How do school-based stakeholders perceive recent changes to school placement? (part of main RQ)	• Mainly positive towards the change. • Two SPs are considered a good idea; • Respondents praised how new SP format allows PSTs to embed themselves in the school, i.e. involvement in extracurricular activities, school musical; • Consensus that the extension to SP allows for a growth in PST confidence and teaching experience. Negative aspects: • A majority of respondents (57%, N= 86) indicated that the extension to programmes has impacted on their work as a school leader. • Practical implications facing school management taking on PSTs from several HEIs, included logistical difficulties regarding the timetabling of classes for PSTs as per respective HEI requirements. • The most frequent response concerned the number of requests to schools for placements by both prospective PSTs and HEIs and the amount of administrative work involved in organising a placement. • Concerns expressed by CTs regarding academic progress of pupils.
Guiding research questions	**Summary of Findings**
1. What opportunities, following the extension of ITE programmes, are perceived by school-based stakeholders?	• Participants in this study recognised opportunities to develop partnerships with HEIs, namely co-learning opportunities between PST, CT and HEI tutors; • Quality professional development of teaching staff required. • Almost 84% (N= 56) of Stage 1 respondents view the development of collaborative partnerships with Teacher Education departments in universities as worthwhile.
2. What tensions, following the extension of ITE programmes, are perceived by school-based stakeholders? (Qualitative).	• Increased workload for management; • Almost 70% of Stage 1 respondents (N= 56) indicated that schools require more support from HEIs due to extension to SP; • Lack of communication with and guidance from HEIs. • Just over 20% of stage 1 respondents indicated that universities actively engage with their respective schools regarding the development of SUPs; • Lack of time to engage with other stakeholders reported - HEIs, PSTs. • Concern that PSTs could be given contradictory feedback or advice – different HEI expectations. • Lack of information being communicated directly to CTs by HEIs/ HEI tutors/ PSTs/ school management.

		• Parents complaining about increased number of PSTs teaching their children – 46% of Stage 1 respondents. • 77% (N= 57) agreed that schools require more resources to improve SP experiences for PSTs; • Over one-third of respondents also reported being hesitant about offering placements to PSTs from particular year groups due to complexities surrounding the HEI timetable requirements. • 32.7% of respondents (N=57) also reported that they were considering taking PSTs from only one HEI in future.
3.	In what domains do school management and co-operating teachers' perceptions of their respective roles in ITE, meet and diverge?	• Majority of respondents believe that the main responsibility for assessment should remain with the HEI tutor, but that both management and CTs should play a formative role in PST assessment; • 61.4% (N= 83) of Stage 1 respondents indicated that school management should play a role in the assessment of students' placement experiences. Concerning management playing a role in the assessment of PSTs' placement experiences, there was discrepancy between case school respondents in management positions. Management CS1 and CS3 were hesitant to play a role in the assessment of PSTs. CS2 and CS4 recognised a role for management; • Stage 1 data indicate that 57.1% of respondents (N = 84) believe CTs should play a role in the assessment of PSTs; • Both management and CT cohorts recognise opportunities for co-learning between CT-PST and HEI tutor. • Both cohorts indicated that greater support and guidance from HEIs are required, regarding feedback and observation techniques; • CTs highlighted issues with communication from HEIs – information not reaching them. • A lack of time to engage in feedback, mentoring and reflective practices with PSTs was a bigger issue for CTs.

Appendix EE

Changes to Duration of ITE programmes in Europe since 2000

Country	Increases in minimum total duration of ITE	Since
1. Estonia	4 to 5 years	2001/02
2. Montenegro	2 years to 4 years	2002/03
3. Slovenia	4 to 5 years	2007/08
4. Croatia	4 to 5 years (Concurrent model)	2008/09
5. Spain	Standardised at 5 years across all universities	2009/10
6. France	4 to 5 years	2010/11
7. Iceland	4 to 5 years (Concurrent model)	2011/12
8. Italy	7 to 6 years (SP was also shortened from 2 to 1 year)	2011/12
9. Poland	3 to 5 years	2012/13
10. Serbia	4 to 5 years	2012/13
11. Ireland	o 3 to 4 years (Concurrent model) o 1 to 2 years (postgraduate consecutive programme upgraded to Master's degree).	2012/13 2014/15
12. Hungary	o Standardised at 5 years across all providers (concurrent model) o Phasing out the 2.5-year programme (consecutive model). Last year of entry was 2016/2017.	2013/14
13. Austria	o 4.5 years to 5 years (consecutive route) o One single consecutive route at Master's level introduced – 5.5 years' total duration	2012/13 2016/17

Source: Eurydice (2015)

Post-primary ITE courses

Consecutive Post-primary ITE courses	
1. Dublin City University	Professional Master of Education
2. Hibernia College	Professional Master of Arts in Post Primary Education
3. Limerick Institute of Technology	Professional Master of Education (Art and Design)
4. National College of Art and Design	Professional Master of Education (Art and Design)
5. National University of Ireland, Galway	Máistreacht Gairmiúil san Oideachas
6. National University of Ireland, Galway	Professional Master of Education
7. Maynooth University	Professional Master of Education
8. Trinity College, University of Dublin	Professional Master of Education
9. University College Cork and Crawford College of Art and Design/Cork IT)	Professional Master of Education - Art and Design
10. University College, Cork	Professional Master of Education
11. University College Dublin	Professional Master of Education
12. University of Limerick	Professional Masters in Education (Business)
13. University of Limerick	Professional Masters in Education (Languages)
14. University of Limerick	Professional Masters in Education (Mathematics)
15. University of Limerick	Professional Masters in Education (Music)
16. University of Limerick	Professional Masters in Education (Physical Education)
17. University of Limerick	Professional Masters in Education (Technology)
Concurrent post-primary level ITE courses	
1. Dublin City University	Bachelor of Science in Science Education
2. Dublin City University	Bachelor of Science in Physical Education (Biology)
3. Dublin City University	Bachelor of Science in Physical Education (Mathematics)
4. Galway-Mayo Institute of Technology	Bachelor of Science in Education (Design Graphics and Construction) *Formerly known as Bachelor of Science in Design and Technology Education*

5. Mater Dei Institute of Education	Bachelor of Religious Education and English
6. Mater Dei Institute of Education	Bachelor of Religious Education and History
7. Mater Dei Institute of Education	Bachelor of Religious Education and Music
8. National College of Art and Design	BA (Joint Hons) in Fine Art and Education and a (Joint Hons) in Design and Education
9. National University of Ireland, Galway	Bachelor of Arts in Mathematics and Education
10. Maynooth University, National University of Ireland, Maynooth	Bachelor of Science in Mathematics Education
11. Maynooth University, National University of Ireland, Maynooth	Bachelor of Science in Science Education
12. St Angela's College, Sligo	Bachelor of Education (Home Economics with Gaeilge)
13. St Angela's College, Sligo	Bachelor of Education (Home Economics with Biology)
14. St Angela's College, Sligo	Bachelor of Education (Home Economics with Religious Education)
15. St Angela's College, Sligo	Bachelor of Education (Home Economics with Economics)
16. MIC (St. Patrick's College, Thurles)	Bachelor of Arts in Education, Business Studies and Accounting
17. MIC (St. Patrick's College, Thurles)	Bachelor of Arts in Education, Business Studies and Religious Studies
18. MIC (St. Patrick's College, Thurles)	Bachelor of Arts in Education, Irish and Religious Studies
19. MIC (St. Patrick's College, Thurles)	Bachelor of Arts in Education, Irish and Business Studies
20. Trinity College	Bachelor in Music Education
21. University College, Cork	Bachelor of Education, Sports Studies & Physical Education
22. University College, Cork	Bachelor of Science in Education
23. University College, Dublin	MSc in Mathematics and Science Education: Applied Maths and Mathematics
24. University College Dublin	MSc in Mathematics and Science Education: Biology - Mathematics
25. University College, Dublin	MSc in Mathematics and Science Education: Chemistry -Mathematics
26. University College Dublin	MSc in Mathematics and Science Education: Physics – Mathematics
27. University of Limerick	Bachelor of Science in Physical Education with English, Gaeilge, Geography or Mathematics

28. University of Limerick	Bachelor of Science (Education) in Biology with Chemistry or Physics or Agricultural Science
29. University of Limerick	Bachelor of Science (Education) in Physical Science with Chemistry and Physics
30. University of Limerick	Bachelor of Technology (Education) in Materials and Architectural Technology
31. University of Limerick	Bachelor of Technology (Education) in Materials and Engineering Technology