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## Formulating EQUITY in preservice teacher fieldwork

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## **Formulating EQUITY in preservice teacher fieldwork**

**E**ducational institutions hold a vital role in promoting social justice and driving positive changes in society.

**Q**uality teacher education programs, in particular, must uphold their commitment to equity in education while empowering students to become agents of change in their lives.

**U**niversity-level preservice teachers deserve work-integrated learning (aka “student teaching”) that supports their professional development and centres their unique identities, experiences, and needs.

**I**n this context, my research examines the transformative potential of progressive policies, partnerships, and programs that support the distinctive academic and vocational needs of equity-deserving teacher candidates.

**T**his action research addresses the (complex!) organizational challenge of effectively managing equity-related considerations in highly regulated field placements with multiple stakeholders within and across organizations.

**Y**our main takeaways: my research promotes systemic organizational change that works in solidarity with equity-deserving students, supports their personal and professional identity development during fieldwork, and facilitates their successful and sustainable transition into the workplace.