Developing an appreciation of what it means to be a School-Based Teacher Educator

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Abstract
The nature of partnership between schools and higher education institutions is changing in many countries, with experienced teachers taking on more responsibility for teacher education whilst remaining in their school as teachers, rather than entering the higher education sector to become teacher educators. This research considers the perspectives of these school-based teacher educators in England, exploring the impact that this role has on them, their student-teachers and their schools. Some benefits and challenges that they face in the dual role of teacher and teacher educator are revealed.

The research takes an interpretive perspective, listening to the meanings being constructed by the participants through use of a questionnaire, semi-structured interviews and a focus group of student-teachers who learned from these school-based teacher educators. Possible impacts on student-teachers' learning and implications for the development of high quality teacher education are examined.

Introduction
The environment for professional learning in education in many countries is changing. Teacher education, from initial training and induction, to career-long professional learning has gained increasing attention as an effective way of raising the quality of teaching and improving student outcomes (Musset 2010). High quality initial teacher education is expected to:
- respond to the latest findings in education
- comply with accreditation requirements
- develop the ability of student-teachers' to employ an enquiry stance towards their practice (Tatto 2015).

Teacher educators working in initial teacher education need to embrace these mandates as they engage a new generation of prospective teachers. The extent to which they do varies between different programmes and different countries (Tatto 2015).

There has been a shift internationally towards more flexible, school-based routes (Musset 2010; Tatto and Furlong 2015). This has led to increased diversification of teacher educators ranging from those employed by higher education institutions (HEIs), to those with split contracts, and those who are solely employed by a school (Musset 2010; Zeichner 2010). Many of the latter group are both teachers and teacher educators (White 2014). In addition to having different employers, teacher educators have varied locations where they carry out their role of leading the professional learning of teachers, some leading learning in an HEI, others in a school, and others in a mixture of educational settings. Teacher educators can be involved in the preparation, leading and evaluation of many activities, including those associated with the traditional mentoring role, for example:
- mentoring a student-teacher one-to-one for a short period of school-based training
- daily supervision of a student-teacher
- planning learning opportunities such as observations and team teaching

and those associated with a supervisory role across a school(s):

- the coordination of the professional learning of teachers
- overseeing quality of teacher education
- the overall guidance of student teachers
- maintaining the link with the HEI

and those associated more commonly with Institute-based teacher educators (IBTEs):

- facilitating sessions on pre-service training programmes
- research into aspects of education

Musset (2010) describes an increase in alternative pathways into teaching, including those that are school-based, designed to attract different applicants and to meet different school needs, developed mainly in England and the USA, but now in two thirds of OECD countries. In the USA some of the alternative programmes for initial teacher education involve hybrid teacher educators taking on roles such as building partnerships between schools and the education faculty of the HEI, or arranging and supervising school experiences (Zeichner 2010). Whilst in the Netherlands about 20% of student-teachers are educated in partnerships between schools and HEIs inspired by similar alternative developments like the Oxford Internship Model in England and the Professional Development Schools in the USA. There are two types of cooperating teachers in these schools. Those called school-based teacher educators (SBTEs), who are recognised as teacher educators and meet the same professional standards as the IBTEs. They are responsible for supervisory aspects described above. The others are traditional teacher mentors, and are not usually seen as teacher educators in the Netherlands. Van Velzen and Timmermans (2014) have found that traditional teacher mentors can act as teacher educators, whilst being a teacher, when they are guiding student teachers, modelling and scaffolding practical knowledge.

It is apparent that there is a huge diversity in teacher education models, and the school-based experiences are very diverse in these different national locations. As seen above, in England school-based models are probably more developed, and other countries are rapidly following this same approach. It is therefore timely to develop our appreciation of what it means to be a SBTE in a context where increasingly more responsibilities are shifting from IBTEs to these dual-role professionals.

The literature on teacher educators focusses primarily on those who are solely second-order practitioners, having left school and entered academia (Murray and Male 2005; Swennen, Jones and Volman 2010; Davey 2013) where they teach 'teaching'. In this research these are referred to as institute-based teacher educators (IBTEs). The literature on those who are additionally first-order practitioners (school teachers) and who remain in their first-order setting focusses predominantly on those who mentor student-teachers. The term school-based teacher educator (SBTE) is used in this research to refer to all of those school colleagues who educate teachers including mentors and those leading professional learning of other teachers, from student-teachers to experienced colleagues.

In England there has been a policy-driven move towards school-led initial teacher education, largely through the introduction of the School Direct route into teaching. This route enables schools to select candidates and to work with an accredited provider to develop and facilitate the programme (see Whitty 2014 for a review of the developing situation in England). In this research the participants are all SBTEs involved with School Direct student-teachers. They all have the dual role of teacher and teacher educator. They also have in common that they are all involved in planning, leading and evaluating at least one aspect of the taught course, for instance: subject knowledge development days in school; seminar groups; school-led training sessions and one-to-one tutorials to support students in the directed tasks that focus on developing their subject and professional knowledge for teaching. Some additionally have the role of mentor for a student-teacher in their school. The participants were chosen because of the teacher educator responsibilities that they had during the year that were either in addition to mentoring, or did not include mentoring at all. This allowed direct comparison to IBTEs where a similar teaching role rather than mentoring role is predominant. SBTEs undertaking aspects of the role that relate to parts of the taught course were referred to during the programme as 'teacher tutors', to distinguish from the mentoring role. This term was chosen with the hope that those who were mentoring would identify this as an additional role, and would relate to the term. Past research suggests a reluctance of some IBTEs to embrace the term 'teacher educator' and the associated identity (Cochran-Smith 2003, Murray and Male 2005). Similarly, recent research suggests that SBTEs may also be averse to adopting the term 'teacher educator' and are ambivalent about this being a new aspect to their identity (White 2013; 2014).

In listening to the perspective of SBTEs we have sought to become aware of the demands and rewards of the dual role and how schools and IBTEs can best support their professional learning to ensure the student-teachers have the best learning experiences possible. By professional learning we are using the definition of Mitchell et al. (2010:536) 'to describe both formal and structured programs to support teachers' learning in schools, as well as the more informal processes of teachers' learning associated with thinking about and reflecting on aspects of their practice'.

The advantages and challenges of being a Teacher Educator
This research builds on previous work (White 2013; 2014) listening to the voice of SBTEs involved in leading subject knowledge development in initial teacher education and continuing professional learning for teachers. The beneficial impact leading the professional learning of others has on their own professional practice, and the positive influence on their career development, is becoming a strong theme in the responses from SBTEs. Many find this work personally motivating and engaging. Jackson's research (2011) into mentors through the eyes of IBTEs revealed a limited view of the gains that mentors draw from their role, suggesting that these were mainly to do with the development of their own practice and opportunity for self-reflection, rather than the reward of giving to the next generation of teachers. In this research we hear views of SBTEs about the perceived benefits of their role, which are more extensive than previously assumed by IBTEs.

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Responses from SBTEs (White 2013) have revealed professional learning needs, including developing pedagogical approaches suitable for teacher education, especially explicit modelling, which is a similar need to any new teacher educator (Field 2012; Van Velzen 2013). The research of Westrup and Jackson (2009) found that IBTEs and SBTEs felt a need for a community where they could develop their professional knowledge and understanding together as teacher educators rather than having taught sessions for their professional learning, revealing a need for ownership and autonomy.

Reynolds, Ferguson-Patrick and McCormack (2013: 309) recognise the challenge of identifying exactly the role of the teacher educator. From their study of IBTEs working with experienced teachers in Australia, they suggest that 'A key role of a teacher educator is to work the interface between the academic world, the world of teacher education and the world of the practising teachers'. They recognise this as a unique and transformative role compared to the teacher or the academic in higher education, embracing a complex array of skills, including the ability to move responsively between schools and the HEI. Our research will listen to the views of SBTEs about their role. SBTEs may also have to embrace a bridging role in partnerships between schools and HEIs.

The need for the work of SBTEs to be transformative is vital to teacher education. There is unease in the literature regarding the growth of school-based teacher education, in particular the perceived professional learning needs of SBTEs, as seen by experienced teacher educators. Van Velzen and Volman's research (2009) in the Netherlands showed that SBTEs used tools developed by IBTEs and relied on their own professional knowledge as teachers, leaving the student-teachers unable to interpret and elaborate their experiences from a theoretical perspective. Similarly, from considering the Oxford Internship Scheme, Ellis (2010) expresses concern that experiential learning is impoverished when understanding and new ways of knowing are not extracted from school experiences. He suggests that a richer more transformative understanding of experience is needed in teacher education. Tapsfield (2013) also conveyed apprehension where mentors are expected to take a major responsibility for subject knowledge development in School Direct, the new school-led training course in England, without having the resources, particularly time, and without training for the role. She also highlighted the implications for schools in releasing their best and most experienced subject teachers to act as mentors and manage teacher training whilst their focus is the education of pupils. This may be an unnecessary anxiety, if the experience of being a SBTE provides the stimulus for the continued professional learning of the teacher and appropriate time is available for the role. All of these perspectives indicate the complexity of demands and expectations on SBTEs and signal the need for clarity of what it means to be a SBTE.

Research Approach
This research was carried out in a UK University School of Education. All thirteen of the SBTEs working with the School Direct student-teachers were invited to be involved in the research, as all were new to the role of 'teacher tutor' and this was a new aspect within a new programme. Eight SBTEs responded to the emailed questionnaire (SBTE 1-8). The questionnaires were self-completed to avoid the potential for interviewer bias (McColl et al.

2001). The respondents were a disparate group having a range of prior experience from leading whole school professional learning, quality assuring initial teacher education within their school and leading subject knowledge support across schools, to those who had no prior experience in leading professional learning of a group of teachers/student-teachers, but had mentoring experience for a varied number of years. One was a primary teacher and seven were secondary teachers. The questionnaire was piloted beforehand to test how the questions were interpreted within the context of the complete questionnaire (McColl et al. 2001).

The research uses an interpretive approach, characterised by specific interest in the participants as individuals and a desire to understand the subjective world of their experiences and how they interpreted them (Cohen, Manion and Morrison 2007), drawing on a phenomenological perspective of 'standing in the shoes' of the participants (Van Manen 2003). This led to multidimensional images as varied as the situations in which the SBTEs were working in. The data arose from listening to the meanings being constructed by eight SBTEs through use of questionnaires and a focus group of four student-teachers who worked alongside the SBTEs, as well as in depth semi-structured interviews exploring the experiences through the perspectives of SBTEs and IBTEs working together.

The areas of questioning included: how the SBTEs described their role; ways that their involvement has impacted their personal and professional practice within and beyond their school; whether these effects would have happened anyway and their views on who should be involved in teacher training. Questions were open-ended, designed to generate rich and in-depth data, possible because of the small sample size. From the responses to the questionnaires five respondents were selected on an interesting case basis and invited to take part in an interview. Those chosen had described that their involvement as an SBTE had a significant influence on their own professional learning as well as realising the significance of their contribution to initial teacher education. They also identified that they had benefitted from working with an IBTE. Two took up the invitation to participate further in the research (SBTE A & B), as did two IBTEs who had worked alongside these participants in school (IBTE C & D). The interviews were carried out by telephone for the SBTEs and face-to-face for the IBTEs.

The balance of power in the relationship between the researcher and the teacher educators could have an effect on the honesty of answers (Cohen, Manion and Morrison 2007). The teacher educators may want to appear in a good light, and give answers they think the researcher might want to hear, so that the researcher is re-assured that it was the right decision to ask them to be involved in this role. For this reason a researcher who was unknown to the participants collected the data from the questionnaires, the focus group and the interviews. It was also made plain to all teacher educators at the initial contact that their participation (or otherwise) in the research would not have any influence on their involvement with the programme of teacher education, and that their anonymity would be protected. Some of the responses of the teacher educators revealed a willingness to be vulnerable, suggesting that they are honestly revealing their perceptions and experiences, and that the researcher had produced a suitably safe environment for real sharing to take place.

For example, one gave constructive criticism of the mentor preparation: 'the mentor training needs to be pre-emptive rather than reactionary' (SBTE 6) and another disclosed: 'seeing what should be done has highlighted to me what I do not do all the time myself when I am teaching' (SBTE 3). This environment was produced by ensuring the purpose of the research was to be supportive of the role that the participants were undertaking. The interviews were set up with the explicit aim beforehand to benefit all involved (Cohen, Manion and Morrison 2007). The teacher educators were viewed as 'conversational partners' (Rubin and Rubin 2005:14), and their involvement sought at each stage of the process, in order to build a constructive relationship. The open-ended nature of the questions and the intention to build a mutually safe and supportive environment gave interviewees some power over what was discussed and understanding was constructed together through the process. The hope was that the teacher educators would gain immediately from participation in the research, finding it useful to have an interested partner with which to have a focus for reflection.

The fact that the teacher educators knew the lead researcher, who had a dual role in leading the teacher education programme, appeared to be an advantage because it helped them to see the purpose and benefit of the research, and to be motivated to be involved (Rubin and Rubin 2005).

Open-ended questioning was employed in the focus group to allow participants opportunity to comment, explain and share their experiences and attitudes. The questions explored their opinions on the support they had experienced from the teacher tutors; having practising teachers involved in the training; having sessions in schools; and their perceptions on how others appreciate the work of teachers who are engaged in their training within their school. The comments from the focus group of student-teachers are taken from the researcher's notes from the session, rather than direct quotations.

The validity and reliability of responses were checked by cross referencing to previous research with teacher educators as well as by triangulating the more in-depth data collected from semi-structured interviews with SBTEs and IBTEs with the responses of the student-teachers within the focus group and the questionnaire responses.

Findings
How do SBTEs see their role?
The SBTEs became involved in the professional learning of beginning teachers because of their own experiences of initial teacher education, previous mentoring experience, and for some, their further studies in education at Master's level. One had extensive experience of leading whole school training and one had wider involvement, across schools, in leading development of subject knowledge for teachers. Despite the range of prior experiences of this group, and the range of settings in which they worked, there were many commonalities in their responses, including between the SBTE in a primary setting and the SBTEs in secondary settings.

Some of the SBTEs participating in the research were 'teacher tutors' responsible for some of the taught input for just one student-teacher and they were also the mentor for this student-

teacher. These SBTEs all identified firstly with the familiar role of mentor. They focussed their description of their role on the mentoring aspect. They did not view the teacher tutor role as separate to this, but rather as additional focussed responsibilities within the mentor role. For each their teacher identity was strong, but recognised as a separate aspect of their identity to that of being a mentor, for example one stated: 'My role [for the programme] is a teacher mentor … I do as much as time allows as I am a full-time teacher'. Where the SBTEs had responsibility for a group of student-teachers in their teacher tutor role, they saw this as a discrete aspect of their role, whether or not they were a mentor, even though these sessions took place within their own school context. Both SBTEs questioned further in the interviews identified how they had to develop their own knowledge to do the role, indicating how they did not restrict their skills to purely mentoring, but had a fuller role, for example 'I worked with [an IBTE] to create the programme, so I actually wrote the directed learning tasks for the subject' (Interview SBTE A).

How do student-teachers view SBTEs?
The student-teachers valued the interest and passion that the SBTEs had, the time that they gave to their development, their availability and their insightful views into teaching their subject. The student-teachers felt 'able to ask [the SBTEs] anything'. They appreciated their practical and contextualised skills. Some were of the view that their teacher mentor really cared about their professional learning 'my teacher mentor wants to see an improvement in my teaching throughout the year, which is very helpful for me; he is making me a better teacher'. Others felt that the balance was towards meeting the needs of the pupils above all else: 'my mentor wants me to focus on teaching as that has to come first'. The student-teachers did not see the roles of mentor and teacher tutor as two separate roles where the same person was fulfilling both roles for them. They referred to them as mentors throughout the focus group.

The student-teachers recognised that the SBTEs were committed to the school/HEI partnership and had knowledge and understanding of both sides of the partnership, which enabled them to fulfil their role. From the student-teachers' point of view, the senior leadership in the schools generally gave the SBTEs autonomy, and in many cases were unaware of just how much SBTEs do, and how much time the role of mentor or teacher tutor takes. The IBTEs both emphatically confirmed in their interviews that the SBTEs were appreciated by the student-teachers. The SBTEs responses in the interviews implied an understanding that they were valued in this role by the student-teachers and that SBTEs knew that they had a worthwhile contribution to make to their professional learning.

How has their involvement impacted on their personal and professional practice?
There was a strong sense of personally and professionally benefitting from taking on the role of SBTE, for example: 'I have continued to develop my role as a teacher, learning from student[-teacher]s and developing my confidence' (SBTE 1). There were several comments revealing an increase in self-awareness and reflecting on own practice: 'I feel that perhaps I started to teach in exactly the same way all of the time and fell into the "comfortable trap" that is so easy to follow. Mentoring does not allow this as you constantly observe others and

therefore are far more critical and reflective of your own teaching' (SBTE 2). Development of mentoring skills was also appreciated by several SBTEs: 'I have developed my skills in observation, difficult conversations and [being] a critical friend' (SBTE 1).

There was a sense that leading subject knowledge development for student-teachers provided the focus and drive for experienced teachers to further develop their own subject knowledge and pedagogy: 'helps to remind me of pedagogical practices and helps to keep me up to date with the latest developments. Discussing ideas … gives me fresh ideas to try in the classroom personally, which I can then share with my department' (SBTE 5).

With respect to leadership, there were many examples of direct impact, for example: 'This will benefit me at my current school in terms of passing on ideas and theory during meetings [in school] and also benefit my further career as I progress into middle management' (SBTE 2) and 'Being involved in the development of the course has made me far more confident in driving forward a teaching and learning agenda within the school as a whole' (SBTE 7).

Several SBTEs recognised the impact that their work had on the student-teachers, for example: 'Student-teachers would have significantly struggled with development of pedagogical approaches. They would have struggled to breakdown subject knowledge and apply it to their teaching in an appropriate manner' (SBTE 8). The interview responses reinforced the value their involvement had on student-teacher learning.

Would this have happened anyway?
SBTEs are a very diverse group. Many are very pro-active in terms of their own professional learning. It was possible that many of the aspects of being an SBTE that had an impact on their personal and professional learning might have happened anyway. The responses to the hypothetical question about how much of this impact would have happened without being an SBTE included those who found the experience invaluable: 'When observing my trainee and seeing what should or could have been done from the outside it has highlighted what I do not do all the time myself when I am teaching …I doubt this would have happened at all' (SBTE 3) and 'This has impacted on me as I feel personally that teaching can be quite an insular career where it is easy to become involved deeply in your own day to day teaching and as our career is so fast paced working with [the programme] allows you to reflect and improve your own practice' (SBTE 1).

Some felt the experience speeded up their professional learning:
'I imagine I would have continued teaching as I was taught and not develop with the new ideas and initiatives as quickly' (SBTE 2) and 'I still discuss pedagogy and teaching and learning strategies with colleagues in my school, however undoubtedly taking part in the programme guarantees fresh input on a regular basis … talking to colleagues from other schools widens my teaching perspective' (SBTE 5).

Who is best placed to facilitate initial teacher education?

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All the SBTEs felt that it was critical that student-teachers should train alongside practising teachers, for example: 'I think it is best to learn while doing with regards to teaching – there are plenty of theories but nothing beats watching/copying experienced teachers, being in the front of the class finding your own style and then trying these theories' (SBTE 3). This comment may reinforce the concerns of Ellis (2010), that experiential learning can be impoverished by lack of drawing understanding from school experiences. A further concern, expressed by one SBTE, was that 'sometimes schools do not quite know what they are getting involved in as they do not have enough prior knowledge of training teachers' (SBTE 8). Implicit in both these comments is a need for the involvement of a more experienced partner in teacher education to guide and support new SBTEs in optimising the learning of the student-teachers in their workplace.

One of the SBTEs demonstrated a clear understanding of the purpose of their role, of what it involved practically and a strong belief in the need for teachers to be doing this role 'I love the academic bit; the bit that forces the teacher to appreciate pedagogy and to invest that time. I think it is an essential part of the course. I think it has been lacking up until now…I think that what happens at school is practical; what happens at university is academic and it's almost like never the twain shall meet….That was a really good bridge, the fact that the task exists…' (SBTE A) referring to the task of the teacher tutor providing structured support for subject knowledge development throughout the year.

Most of the SBTEs felt that there was a role for both SBTEs and IBTEs, for example: 'I can see the benefit of both university tutors and practising teachers. The experience of university staff is invaluable, and adds to the academic rigour of the course, however, practising teachers are more likely to add more personal advice based on their experiences, and may be able to challenge the literature because of this' (SBTE 5) and 'University tutors provide an absolutely critical role in teacher training. .. providing structured networking opportunities for [student-teachers], ensure [student-teachers] have a formally structured programme and reputable experience that is formally appreciated through certification… University tutors build up subject knowledge … and have a better understanding of it than some teachers and advisers. Tutors have better knowledge of best teaching approaches through research and also because of their experiences through multiple observations' (SBTE 8). IBTE C felt that 'having another subject specialist to bounce ideas off has been invaluable, absolutely invaluable'.

Two respondents recognised that the location was not as important as the quality of the work that the teacher educators were doing: 'it takes a community to train a teacher. Practising teachers are essential for teacher training but they are not always consistent nor are they always any good' (SBTE 6) and '…need to be very strict about quality control however… there are excellent people in all these areas as well as less impressive ones' (SBTE 7).

All the student-teachers felt there were advantages of having experienced teachers involved specifically in the development of their subject knowledge for teaching, rather than just as mentors, because they were able to give instant feedback relating to subject content and their

views were insightful because they were currently teaching the subject. The student-teachers valued the diversity of views in supporting their subject knowledge development.

The student-teachers had some strong misgivings about having taught sessions in schools. Where the SBTEs did not have experience or understanding of a range of contexts so that they could appreciate what student-teachers were experiencing, the student-teachers felt the teaching was irrelevant, because the 'learning was not easily transferable'. Where maximum use was made of the context to help the student-teachers to learn, for example in an inner city school being able to experience the amazing rapport the teachers had with their pupils, they found the experience a 'big eye opener'.

One SBTE was concerned about having time to fulfil the role: 'there is still a great place for advisers, tutors and consultants as they have the time that full time teachers do not' (SBTE 1). This theme of time to fulfil the role was also brought up by some of the student-teachers who felt they had to be proactive in keeping their SBTE focussed on their commitment because of the other pressures that arise in the school context.

Implications
Given that the sample size for this research is small, the findings cannot be generalised, however, they contribute to further understanding of what it means to be a teacher educator based in school, and provide some indicators for the development of high quality teacher education. The learning of student-teachers is directly influenced by who is teaching them as much as by the content of the programme (Furlong et al. 2000) therefore the development of the professional identity and practice of SBTEs is of paramount importance in the present context.

The challenge of developing a new identity as an SBTE
Where SBTEs are predominantly mentors, they saw additional responsibilities as an extension of that role, whereas if their responsibilities were predominantly as a tutor facilitating taught sessions, then they saw this role as separate from the mentoring role. This may have been because those mentoring were also working one-to-one with the same student-teacher in the 'teacher tutor' role, so the mentoring relationship and identity was well established and familiar. One of the SBTEs who had joint role of mentor and teacher tutor resolved this situation for themselves and the trainee by planning and reviewing the learning, but involving other subject specialists within the school to facilitate the learning opportunities with the student-teacher. None of the SBTEs used the less familiar terms 'teacher educator' or 'teacher tutor' but identified themselves as mentors, teachers and helpers, these responses show concurrent validity with previous research with SBTEs (White 2013). Hall et al. (2008) explored the perceptions that mentors had of their roles and responsibilities. They found that mentoring is a complex construct, influenced by the kinds and quality of mentoring that the mentors had experiences themselves. Where mentors do not have a clear sense of their roles and responsibilities they lack self-efficacy, an important attribute of a successful mentor. Korth et al. (2009) explored how mentors defined the term teacher educator, suggesting that 'it is possible that the manner or degree classroom teachers function as teacher educators

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might be determined by the way that they define this role or even acknowledge their role as teacher educators' (p3). Taken together with our findings, there is a need for a shared understanding of the role of SBTEs between the schools and HEIs. Like the SBTEs, the student-teachers did not see the role of mentor as separate from the role of leading taught sessions in school, referring to all SBTEs as mentors or teachers. We suggest that where SBTEs have responsibility for more than mentoring a student-teacher, then it is important that they are able to develop an identity as a teacher educator – more than 'just a teacher' (Swennen 2014) or 'just a mentor', and that this identity is recognised and valued by student-teachers, the senior leadership in the school and by IBTEs (Jackson 2011).

The student-teachers inferred that the role lacks recognition and appreciation within their schools, and one of the SBTEs suggested that the lack of time available for the role in school added to the overload of teachers. Whilst only one SBTE commented regarding the time, the student-teachers felt that time for SBTE's to do this role was an issue. These different perspectives may have arisen from differing expectations regarding time management between SBTEs and student-teachers. For some SBTEs the personal and professional benefits of carrying out the role may have outweighed any concerns about the time commitment.

Experienced teachers being more involved in initial teacher education as SBTEs may lead to the challenge of having two (sometimes) conflicting priorities: the needs of the pupils and the needs of the student-teacher. This might cause identity dissonance (Boyd and Tibke 2012). The degree to which student-teachers felt their needs were being prioritised varied in the focus group, suggesting that SBTEs balanced these interests in different ways. When there is a conflict of interests for those directly involved in teacher education it is difficult to see who will champion the case of the student-teacher without a third party in the form of an IBTE acting as a critical friend.

The advantages of being a SBTE
The SBTEs expressed many benefits of working with student-teachers including being motivating, giving them new ideas, causing them to reflect on their own practice and to strive to model good practice. They appreciated that this work was opening up opportunities for leadership in school and beyond and there was a realisation that their schools were benefitting from the experience they were having, for example being involved in this way has 'given me a better understanding of school curriculum in a much wider sense, from which my school has gained' (SBTE 7). This is similar to previous findings (White 2014) where SBTEs were found to benefit personally and professionally and in terms of career progression, providing on-going gains for schools.

All of the teachers felt that the positive effects of their involvement, personally and professionally, were unlikely to have occurred, or would have occurred much more slowly if they hadn't had this experience. The teachers who were taking on the most as SBTEs tended to value the university contribution most and had a clearer understanding of how both parties were contributing to the partnership to give the student-teachers the best experience. The student-teachers also recognised the partnership aspect that SBTEs had embraced in their role, which links to the bridging role that Reynolds, Feruson-Patrick and McCormack (2013)

identified for IBTEs. Jackson (2011) found that IBTEs mainly perceived the benefits of being an SBTE in terms of inspiration and regeneration of their own professional practice rather than what they gave to the student-teachers. In this research nearly all the SBTEs expressed the belief that it was invaluable for student-teachers to work alongside practising teachers and several gave specific examples of how the student-teachers gained from their input into the programme. From this research the student-teachers also recognised the value of working alongside practicing teachers, and having these subject specialists who were experienced in the shared context in which they were working. The research of Boyd and Tibke (2012) of the workplace learning and developing identity of a SBTE also found that a school-based approach can provide significant learning opportunities for student-teachers when experiences are reinforced with reflection, discussion and coaching, thus avoiding the impoverished experiential learning that was highlighted as a danger by Ellis (2010).

A role for HEIs?

The development of high quality teacher education is about having the right people involved rather than where the taught sessions are taking place or whether the teacher educators are school-based or HEI-based, as one participant commented 'there are excellent people in all these areas as well as less impressive ones' (SBTE 7) – so quality assurance is the key. Whilst all the student-teachers felt they had gained from the involvement of SBTEs, they also had concerns where they felt the SBTEs were unable to appreciate the settings that they were experiencing. This had a directly negative effect on the student-teachers' learning as they instantly dismissed the teaching as irrelevant, because they needed scaffolding to transfer the learning to their context. The student-teachers could have experienced a similar problem with an inexperienced IBTE, pointing to the need for new teacher educators to have appropriate support for their professional learning wherever they are based. Experienced teacher educators can nurture new SBTEs in some of the more nuanced aspects of the role. IBTEs can be these critical friends for new SBTEs, sharing the same aims but coming from outside their institution. The need to address the mentoring of new SBTEs is a developing aspect of the role of HEI's in school-led partnerships. These research findings point to the need of initial teacher education programmes to provide appropriate opportunities for SBTEs to explore and develop their professional knowledge, pedagogy and identity through mentoring and belonging to a community of practice. It is well documented that to be effective professional learning 'is best situated within a community that supports learning' (Webster-Wright 2009:703).

The student-teachers felt a need to have opportunities to learn away from their school context to avoid becoming imitators, but to develop the depth of understanding gained from underpinning theories. As we progress in this new climate of school-led teacher education we face an opportunity to develop new approaches and pedagogies rather than mimicking the approaches and pedagogies of HEI-led initial teacher education and re-locating them into a school setting. It will be important to evaluate new and transferred approaches to make sure they are fit for the purpose of developing high quality teaching and learning in schools. SBTEs have the advantage of being within the work-based learning context and it will be

important that to enable them to fully use their context to develop the learning of the student-teachers (Van Velzen and Volman 2009; Van Velzen and Timmermans 2014).

For initial teacher education to be postgraduate rather than training in teaching skills, there are implications for the professional learning of SBTEs. Boyd and Tibke (2012: 56) recognised that 'becoming a school-based teacher educator, facilitating work-based higher education, is complex and challenging'. For example the challenges described by Tatto (2015) to respond to the latest findings in education or to enable student-teachers' to employ an enquiry stance towards their practice when you are not geographically situated within the professional learning community of teacher educators. There are only a few initiatives to support teacher educators to cultivate an identity as teachers of teachers, including opportunities to enable them to develop pedagogies for teacher education (Boyd, Harris and Murray 2011; Swennen 2014). There is a need to provide suitable opportunities for new SBTEs to integrate with the wider community of teacher educators for the on-going development of their professional and academic identity, knowledge and understanding and practice.

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