



HIBERNIA
COLLEGE

Partnership in Work Integrated Learning: The Efficacy of a Partnership Model in Facilitating School Placement Based Learning and Assessment

Item Type	Book chapter
Authors	Casey, Elva
Publisher	Infonomics Society
Rights	Attribution-NonCommercial-NoDerivatives 4.0 International
Download date	2026-03-09 09:12:29
Item License	http://creativecommons.org/licenses/by-nc-nd/4.0/
Link to Item	http://hdl.handle.net/20.500.13012/204

Partnership in Work Integrated Learning: The Efficacy of a Partnership Model in Facilitating School Placement Based Learning and Assessment

Elva Casey
Hibernia College, Ireland

Abstract

Work integrated learning (WIL) is an educational approach that integrates learning with practical work experiences. Within the structure of Initial Teacher Education (ITE) in the Republic of Ireland, WIL is facilitated through School Placement (SP). SP is widely recognised as sitting at the fulcrum of ITE. It is primarily valued by partners in education as the opportunity to put learnt pedagogy and foundational knowledge into practice within a school setting and as such is a form of authentic assessment. Moreover, it is an opportunity for student teachers (STs) to become socialised into the profession as active partners in educational practice. The Teaching Council, as the regulator of the teaching profession in the Republic of Ireland, has emphasised the role of the ST as researcher and pedagogical collaborator, moving the focus of SP away from a singular consideration of practice within the classroom and towards a whole school and system wide approach. This expands the potential scope of SP towards a reciprocal relationship whereby the ST has agency to impact on the actions of the site of practice by sharing new and emerging practice and pedagogy from their research and studies. However, beyond these lofty ideals, SP is a formative assessment and determines the success of STs in obtaining their professional qualifications. Given the centrality of SP to ITE, the prevailing lack of consistency and clarity around the partnership model, the roles of partners and the future of SP, are worthy of exploration. This paper presents current doctoral research and preliminary results on the impact of the partnership model on the efficacy of SP as a robust form of assessment and proposes the introduction of a new SP partnership framework.

1. Introduction

Measuring the efficacy and robustness of School Placement (SP) is a more complex and nuanced task than may appear on first consideration due to the broad spectrum of purposes pertaining to it. Although first and foremost a mode of assessment, SP is also a form of mentoring and apprenticeship, an authentic learning experience and more recently, a domain for practice-based research. Add to this wide scope the assumption of a partnership model but the lack of clarity around the role of partnership within this

model, and it is little wonder that SP has seen very little meaningful change in recent years. Those significant changes which have occurred, specifically relating to developments in virtual and online assessments, were firmly based on emergency response measures during the pandemic.

This paper presents some of the early findings from doctoral research, conducted within the space of Initial Teacher Education (ITE) in the Republic of Ireland, on the efficacy of the partnership model of SP. The case study-based research was conducted within Hibernia College, the biggest single provider of ITE in the Republic of Ireland and included participants from across the partnership spectrum of SP; Co-operating teachers (CTs), School Placement Tutors (SPTs), School Principals, Student Teachers (STs), Academic Faculty (AF) and Newly Qualified Teachers (NQTs). To narrow this chapter's focus, the research specific to the partnership model's impact on academic integrity is concentrated on. The initial phase for developing a proposal for a revised SP partnership framework is also outlined. This framework is adaptable to a variety of contexts where partnership models are used.

2. Modes of Assessment

The use of authentic assessment by institutions of higher education in the Republic of Ireland, as a mode of assessing achievement of learning outcomes conducted through real world experiences, has grown in popularity in recent times. Authentic assessment generally includes a single task relevant to the real-world setting and is then formally evaluated in the curriculum [1]. The rising popularity of authentic assessment is to a large degree linked to the requirement for students to produce unique responses, which is recognised as beneficial in light of challenges presented to academic integrity from advances in generative artificial intelligence (GenAI). Although authentic assessment is not, on its own, the solution to new challenges to best academic practices, it does offer some assurances of a level of engagement and active learning. Consequently, the already central place of SP in ITE has become even more significant as a potential response to escalating academic integrity concerns.

2.1. Work Integrated Learning and School Placement

Work Integrated Learning (WIL) is a form of authentic assessment long associated with ITE and facilitated through SP. WIL can be defined as the act of engaging students in authentic industry or profession-based experiences to prepare them for the challenges of work, including professional socialisation [2]. Although integral to ITE, Ferns and Zegwaard [3] note that assessment of WIL often involves high levels of student dissatisfaction and an ongoing tension between validity and reliability in assessment. In the context of ITE, SP has the additional role of introducing STs to their professional work environment, one which varies significantly between different school models and patronage systems, and to their role within that environment. Although ITE programme content and module design differ to some extent between ITE providers, SP is an area which has remained relatively consistent. Despite the centrality of SP to ITE, it has undergone only minor changes within the Republic of Ireland over the years. Donlon et al [4] note three key areas of SP which have changed significantly in recent years:

- The requirement that Student Teachers (STs) undertake at least one extended placement (10 week block) as part of SP.
- The expectation that all STs participate in school life in a structured capacity.
- A shift in language away from terms such as ‘teaching practice’ towards ‘school placement’ in order to reflect non-teaching tasks.

Given the status designated to SP by STs and colleges alike, these are relatively minor changes over a long history of placement. The changes appear even less impressive on consideration of the fact that teachers and educators often site SP as one of the most significant aspects of ITE [5] and SP is viewed as playing a complex but critical role in the development of professional dispositions and career attitudes [6].

Viewed within the context of a global pandemic which not only necessitated change but gave the green light for creative and innovative solutions to new problems, the abrupt return to traditional practices is remarkable. The convening of The School Placement Working Group (SPWG) by the Teaching Council in November 2018 and the publication of reports and action plans on the implementation of SP [7], [8] on the surface mark a long-awaited move in the direction of a collaborative approach to SP and a nationally centralised SP system. However, this new system has not emerged, with considerable divergences in opinion as to how it can or should be implemented, monitored and administered.

2.2. Assessment and Academic Integrity

Within this context of reluctance on the part of partners in SP to engage in significant or radical change, the reason for that inertia becomes a factor worth considering. Is the reluctance to implement change due to SP being considered by partners to be an apt form of assessment and consequently not in need of change? More pointedly, if SP is to be used as the more robust alternative to summative assessments or continuous assessment does SP at a most basic level meet the challenges of academic integrity?

Robust assessment design is integral to promoting academic integrity. According to the National Academic Integrity Network (NAIN), assessment integrity refers to the upholding of ‘principles of honest and trustworthy assessment...so that the learner undergoes a fair assessment of their learning to determine whether programme/module learning outcomes have been achieved’ [9]. This begs the question; is SP a robustly conceived and designed form of assessment? The evidence would seem to suggest otherwise. Robust assessment design includes due consideration of the practical assurance of fair evaluative processes, the promotion of learner accountability and the provision of consistency in the assessment process. This research exposes a perception across SP partners, to varying degrees depending on their partnership role, of an informal, tradition-based system, dependent on the fostering of individual relationships with partners and lacking in consistency or transparency.

3. Partnership in School Placement

If the partners in SP lack conviction in the robust nature of the process, it is worth considering what the nature of that partnership is and who those partners are. The concept and language of partnership are prevalent in SP literature, theory and policy [10]. While partnership is generally associated with mutual gain, reciprocity [11] and trust [12], the word is often quite loosely applied to things which are perceived as positive, collaborative and of some shared benefit. Definitions of partnership in SP can be vague and lacking in consensus of what is meant by the term, how it is practiced and what specific interpretations of it are being applied to different contexts [13].

The word ‘partnership’ is used in relation to SP to describe a system, an aspiration, and a theory. At a systematic level, the Teaching Council, the professional body with responsibility for overseeing standards, accreditation and certification of teachers, outlines partnership in terms of the practical, institutional, and individual roles and responsibilities involved in administering and assessing students. This vision of partnership in SP is most thoroughly described in the Teaching Council Guidelines on School Placement (revise 2021). The updated

Guidelines open with the grandiose statement that they mark a culmination in the partnership process started in 2012 [8]. They also claim that the partnership model of SP involves active collaboration between Higher Institutes of Education (HEIs) and schools as sites of practice. This, they hold, enables SP to act as an important step in the continuum of teacher education.

From an aspirational perspective, ‘partnership’ is related to the ‘greater good’ and the informal, goodwill-based nature of SP. SP in the Republic of Ireland sits within a historical context including the establishment (and reluctant acceptance) of a regulatory body (The Teaching Council), changes in educational policy related to the priorities of the political parties in power and the growth of a powerful teacher’s union for primary school teachers. SP is traditionally facilitated through quite informal arrangements between ITEs and schools, which depend heavily on the willingness of the school to continue to engage with the HEI. This results in a partnership model where power and responsibility sit in tension with supporting the best interests of the ST and teacher education more widely. Mumby [14] states that the group that can best fix and articulate meaning to a concept in line with its own interests, holds the power. In this interpretation, ITEs hold the power as the articulators of the SP model within their programmes however the good functioning of that model is based on the goodwill of schools. As Gorman and Furlong [15] noted:

“...the concept of partnership in ITE is used to describe a whole host of ways of organising collaborations between ITEs and SoPs but can also be used to describe a collective agreement (often informal) as to how to facilitate SP. Partnership can be interpreted as a guiding principle for a form of mutually respectful engagement, an institutional level arrangement or a relationship between individuals with different roles but similar aims.”

In partnership theory, management and experts are strategic partners and both parties should be involved in all strategic stages and decisions [16]. The partners involved in SP sit across the spectrum of teacher education. At an individual level, they are the participants in SP with a role to play; as assessor, facilitator, educator or student. Each partner has their own motivations and agendas which colour their view of what SP and partnership in SP should be.

4. The Research Question

This section focuses on a specific aspect of a larger piece of doctoral research. For contextual purposes, it is noteworthy that the doctoral research questions are as follows:

- i. Partnership and Innovation: Is School Placement accurately defined as a partnership?
- ii. Perspectives and Integration: What are the experiences of partners in School Placement of partnership?
- iii. Professional Development and Improvement: Can School Placement function as an early step in a continuum of professional development?

However, for the purposes of this chapter, the research question focuses specifically on the ability of the partnership model of SP to function as a mode of authentic assessment and to thus support academic integrity:

Does the partnership model of School Placement support, facilitate and enable robust assessment practices?

5. Research Participants

The research approach was a single case study with embedded units. Each embedded unit comprised of a partnership group; School Placement Tutors (SPTs), Academic Faculty (AF), Student Teachers (STs), Newly Qualified Teachers (NQTs), Co-operating Teachers (CTs) and Principals. The research context was Hibernia College, the largest single provider of teachers in Ireland, and the Professional Master of Primary Education (PME). I acknowledge that my role as Registrar within this College holds the potential for bias and have addressed this in the wider research and through the ethics application process with Trinity College Dublin. All participants were linked to Hibernia College in one or more of the following ways; as current students, past students, employees, or facilitators of STs on the PME. Triad participants are the traditional triad of SPTs, STs and CTs. They are universally recognised as core to the SP experience and accepted as having a role in all visions of SP [17]. ‘Partnership participants’ is used to identify those partners whose role and impact within SP is less clearly defined and less universally implemented; principals, NQTs and academic faculty. There were 55 participants in total.

6. Research Paradigm and Methods

The research sits within an interpretivist and constructivist research paradigm. This enables the valuing of participant perspectives and the knowledge emerging from those perspectives as personal and unique [18]. It also enables the research to focus on the experiences of participants as individuals, as groups and as partners. The research methods employed included online questionnaires, focus

groups, reflective diaries, and semi-structured interviews. The use of reflective diaries let me track changes in experiences and perspectives over a prolonged period.

7. Data Analysis and Preliminary Findings

The data analysis comprised of a grounded theory approach to coding and analysing data from the transcripts and questionnaires in order to identify patterns and relationships with the data generated. Initially open coding was employed to break down the data into discrete parts, closely examining and comparing codes for differences and similarities, This was followed by axial coding and a reassembling of the data in new ways to identify connections between categories. Finally selective coding was used to refine these categories into a framework.

The researcher also employed narrative analysis to integrate the codes into a cohesive narrative that tells the story of partnership in SP from the perspectives and contexts of the different partners. The specific narrative approach used was to build case and unit vignettes and present a response through narrative analysis to these, focusing on the use of language to construct meaning and shape perceptions and the development of recurring themes. Narrative data analysis enables the researcher to present data as stories which reflect both the participants and their context and thus depict multiple ways of knowing [19], while facilitating an element of the interpretative [20]. The participants become characters, the institutions and schools become the setting and SP functions as the story arc connecting all the narratives.

8. Partner Perspectives on SP and the Impact on Academic Integrity

Across all participant groups, a lack of clarity on the purpose, meaning and extent of partnership in SP was expressed. However, in tandem with this was a broad understanding of it as not being entirely fit for purpose. In the quantitative data, respondents were asked to confirm or disagree with the statement that SP is either accurately defined as a partnership or that 'real' partnership exists in SP. N=38 (100%) of SPTs, AF and STs agreed that host schools adequately facilitate students for the purposes of SP. However, although all STs and SPTs also perceived SP as accurately defined as a form of partnership, a significant majority of AF disagreed with the statement that partnership exists in SP, with only 37% in agreement. This contrasted with the responses given by AF in the qualitative data during Semi Structured Interviews (SSIs), where all AF participants described some form of partnership as existing, however the majority expressed concerns or

uncertainty as to the accuracy, validity or consistency of interpretation of the definition of partnership.

One member of the AF case unit, Liam, asserted that:

“Partnership depends on so many variables, it depends on the experiences of schools and principals in particular. If they’ve had positive experiences in the past, then they are going to have a sense of freedom to embrace partnership. But if they’ve been burnt then they are going to have a far more restrictive outlook. Essentially it comes down to how the school sees their concept of their duty-their mentality as to whether it is just a hindrance or they see value.”

All school principals identified partnership as linked with the potential for networking; whether inter-school networking of school leaders at a national or regional level or networking with the local or wider community. They described partnership as a broader concept than as it is applied to SP, with value existing in the opportunities for partnership to be used as a model to address other areas of concern in their leadership capacity such as whole school planning, diversity policies and community-based initiatives. Principals also highlighted the need for structured supports to enable any form of partnership to be enacted and although they expressed a willingness to be consulted, the structures and practical supports would need to be sourced elsewhere, notably within HEIs or the Teaching Council. Although CTs did not argue against the accuracy of the partnership definition, their responses indicated a low level of engagement with it as a concept and a low degree of value attributed by them to the idea of partnership. The primary benefits attributed to SP by CTs related to practical benefits such as freeing the class teacher up to do other tasks and secondarily professional development opportunities related to learning about innovative practices from the ST. CTs emphasised the need for better supports from HEIs but paradoxically expressed disinterest in engaging with training provided by a HEI in the role of a CT. Although SPTs expressed significant divergences of opinion as to what a definition of partnership means, whether they see themselves as partners and how authentic that partnership can be in the enactment, they were broadly in favour of the partnership as a definition for placement with one SPT summarising as follows:

“School Placement only works when we are all broadly pulling in the same direction and for the same purposes. Sometimes its not altogether clear that we are doing this.”

STs were the most accepting of partnership as an accurate definition of SP and expressed very few doubts as to its accuracy.

Across all partners, the concept of fairness emerged organically in the discussions. All participant units agreed that SP is vulnerable to unfairness due to inconsistencies in the implementation and conceptualising of the model. These inconsistencies fell under four broad themes:

- How SP is Assessed
- How SP is Facilitated
- How SP is Supported
- How SP Facilitates Professional Development

8.1. How SP is Assessed

SPTs debated within their Focus Groups whether SP is best defined as partnership between individuals, and broadly based around the triad of SPT, ST and CT or as institutional and primarily between the host school and the HEI. Although SPTs agreed SP is based on relationships, the lines between formal roles such as assessing and more informal roles such as mentoring and pastoral support were often blurred. The SPT role, as the key assessment role in SP, emerged as multifaceted and highly complex in the eyes of SPTs themselves and was perceived as a straightforward assessor role by participants in the school setting (notably principals, NQTs and CTs). Other participants (AF, STs) took a more nuanced view, including the mentoring aspect as key to the role but putting it as secondary to the assessment role. SPTs in this group expressed concern regarding how STs could feel confident in a partnership arrangement and assessment experience within which they do not experience parity. SPT Zoe summarised this as:

“I do see myself as a partner on individual terms with the student but perhaps the student sees me more as an assessor. They are very, very willing to take on the mentoring advice but there is that boundary. And we both have to be very careful not to overstep it.”

The SPT experience of SP presented by participants was one involving tensions within the diverse aspects of the role, namely mentoring, supporting, quality assuring and assessing. How the role of SPT is perceived by others occupied this unit considerably during the FGs. They expressed significant concerns that they were seen or experienced primarily as enforcers and assessors and used the words ‘power’ or ‘power imbalances’ multiple times throughout the discussion. Ironically, this was in stark contrast to CTs, who expressed no discernible concern as to how they were perceived by other partners but emerged as the most ‘commented upon’ unit. A strong sense of responsibility, balanced with a desire to be empathetic emerged across SPTs.

Although primarily expressed in relation to responsibility towards the individual student, a professional responsibility to the integrity of teaching and assurance of standards through the assessment process was also evident.

The SPT role and the variety of understandings of that role, suggests a disparity between the emphasis placed on assessment by different partner units and the understanding of the place of assessment within SP. The word ‘power’ was used 14 times across the Focus Groups with this unit, indicating fears regarding imbalances in partnership relationships. The language used by the SPTs indicates a strong sense that the full burden of assessment and delivering that outcome sensitively sits with them and not with any other partners. It emerged that some SPTs found this level of responsibility isolating and burdensome although all praised the supports offered by the HEI.

STs described the ongoing anxiety, pressure and stress caused by SP as often overwhelming and counterproductive. In comparisons with other assessments they had engaged with at third level, they found it to be ‘significantly more stressful.’ Reasons for this included the time pressure, burden of written work and complex relationships with the CTs. While they valued the feedback received as part of the assessment process, they noted that it was of varying standards and reflected the particular interests of the SPT. STs emerged as doubtful of the ability of SPTs to adequately assess their performance based on a number of classroom visits and planning work.

8.2. How SP is Facilitated

On an institutional level, the facilitation of STs for SP by schools was felt to work ‘well’ or ‘relatively well’ by all partner units. However, a desire for a more systematic and consistent approach to the administration of SP was expressed as a medium to high priority by all units. The nature of communication from ITEs to schools in organising placements was criticised by principals, CTs and NQTs as overly burdensome, lacking clarity and verbose in nature. AF and SPTs were more positive about their engagements with schools but also expressed concerns regarding the ad hoc nature of some of those communications.

All partner units discussed the centrality of the CT role in facilitating SP, with the role of the principal interpreted as significantly less important and marginalised to the practicalities of allowing initial access to the school and contacting the HEI in the case of underperforming STs. However, the CT partner unit also stood out for two fundamental reasons; firstly, they are the group who were described in the most negative terms by all other partners. While all units referenced the fact that many good CTs exist, without exception they described concerns regarding inconsistencies in the quality and professionalism of

CTs in facilitating STs in their classrooms, the reasons for CTs taking on the role and the ability of some class teachers to adapt to this mentoring and facilitating role without training. Secondly, the CT unit expressed the most concerns regarding the abilities of other units and across those units, citing incidents of poor or questionable practice in STs, SPTs and AF.

Across partner units a recurring theme was a lack of understanding and/or appreciation for the roles undertaken in SP by other partners in facilitating SP. A distinct HEI/School divide was apparent and most noticeable in the opinions expressed by and in relation to CTs. Principal expressed their frustration with communication from HEIs repeatedly and in strong terms. Although they expressed a willingness to engage with institutions such as HEIs, it was apparent that this communication was viewed as ‘reciprocal’ rather than an initiator and that any engagement must be evidently beneficial to the school and easily maintained.

The fairness of SP was viewed by partners as hindered by inconsistencies in the manner in which SP was facilitated within the classroom by the CT, within the school under the principal and by ITEs in their engagements with schools.

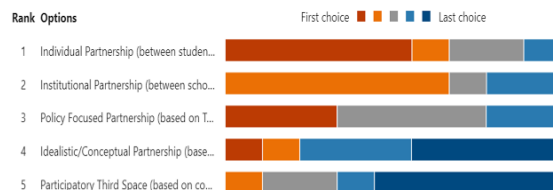
8.3. How SP is Supported

As previously noted, the CT partners play an integral role in facilitating SP however they are also, according to the Teaching Council School Placement Guidelines [8], in the role of mentors. The Teaching Council describes this mentoring role as supporting and guiding STs during their SP experience. However, no centralised supports, training and benchmarks for the role have been established by the Teaching Council. While individual ITEs have initiated their own training courses for CTs, there is no requirement for teachers to engage with these. Therefore, counterproductively, the development of good ‘opt in’ courses for CTs has the potential to result in further disparities between the levels of support afforded to STs.

In the quantitative data, STs and AF were asked to rank the aptness of different models of partnership according to accuracy in describing the current situation in SP. They were then asked to rank these same partnership models according to the ideal model of SP (under a partnership structure), in their opinion. The models of partnership presented to the participants derived from the literature review. The researcher provided a simplified definition of each model along with the questions. It is noteworthy that I did not include the ‘participatory third space’ option for STs in acknowledgement that this would be a term they lacked familiarity with and one which may be overly complex at their point in the professional continuum.

Tables 1 and 2 below represent the rankings of the partnership models in ‘reality’ according to AF and STs.

Table 1. Academic Faculty Reality



Keys:

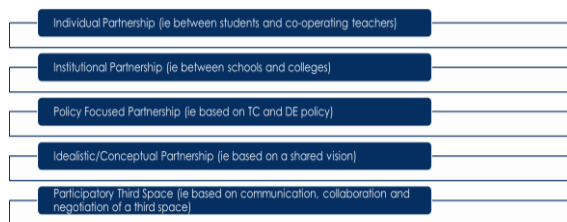
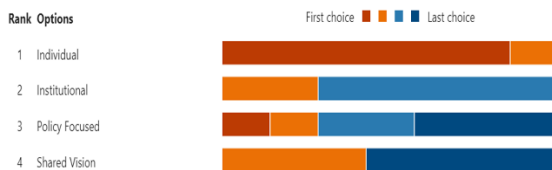
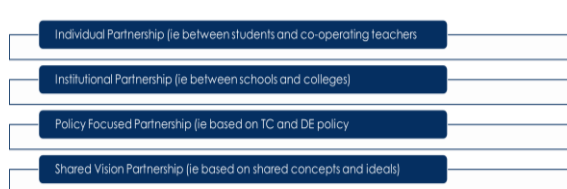


Table 2. Student Teacher Reality



Keys:



There is a broad convergence between AF and ST in their interpretation of the most accurate model to reflect the reality or existing mode of partnership. Individual partnership is seen as the most accurate model by both case units. There is a high degree of agreement expressed amongst ST respondents, with 71% confirming ‘individual partnership’ as the most accurate model of partnership in SP. A majority of AF, at 56%, agreed with this ranking.

Policy focused partnership came third place in the rankings for both units, with a greater spread of rankings from first place to last place by STs and first place to second last by AF. The shared vision partnership model was ranked last place by STs and second to last by AF. SPTs also agreed that individual partnerships are the most accurate model to describe the reality with 84% strongly agreeing 16% agreeing

that CT and ST interactions are core to the experience of partnership in SP.

In the qualitative data, further nuance was given to these rankings. In approaching the definition of SP as a particular partnership model, AF and SPTs addressed the question from a conceptual level and a system wide level, whereas STs, principals, CTs and NQTs primarily focused on their own experiences or localised experiences. The language used by AF reflects a strong understanding of the theoretical grounding for models of partnership.

The ‘ideal model’ of SP, it is of note that neither AF nor STs see the current reality as the ideal (see Tables 3 and 4). What is ranked as first place is a model based on a shared vision. In discussion with both groups, this shared vision included more collaboration across partners, less focus on excessive planning and more opportunities for innovation. Notably, policy also ranks lowest in an ideal model for AF and STs. Again in discussions with the participants, a lack of engagement with the policy development process and a lack of understanding of and/or valuing the role of the Teaching Council were factors in this ranking.

Table 3. Academic Faculty Ideal

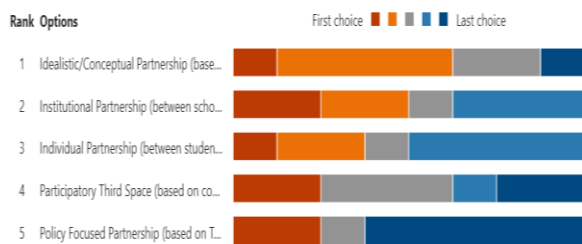
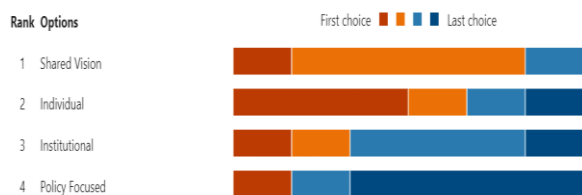


Table 4. Student Teacher Ideal



8.4. How SP Facilitates Professional Development

School Placement is described by The Teaching Council as part of the continuum of professional development and an opportunity for STs to integrate theory with professional practice [8]. As such, it sets STs on the road to continuous professional development. NQTs, as the unit best positioned to discuss SP as a recent experience within the context of newly developing careers, did emphasise the important role SP played in guiding their professional

decisions. They describes how it impacted practical decisions such as what schools to present for interview for but also higher level decisions such as types of research to engage with. Consequently, the link between SP and professional development, professional decision-making and establishing professional practices is much more evident in this unit than others, followed most closely by STs. STs spoke of the link between research and practice and generally expressed an enthusiasm for applying their research to their practice. They also discussed the value of the variety of SP experiences across different placements in informing their pedagogical practice. However, this valuing of SP as part of the professional development process was not apparent in the CT unit.

9. Conclusion

A New Partnership Framework - Returning to the research question, ‘Does the partnership model of School Placement support, facilitate and enable robust assessment practices?’ The experiences of partners suggests that, despite the value attached to SP, it is experienced to varying degrees across all partner groups as flawed, lacking in consistency and lacking in transparency. While the learning, experiences and opportunities for research-based discovery are valued to varying degrees, there is a lack of trust that all STs will have an equal and therefore comparable experience. Although the concept of partnership is generally welcomed, the lived experience emerges as diverse and ill-understood. Roles and responsibilities lack clarity and the supports to provide that structure and transparency of purpose. To address these inadequacies, they must in the first place be acknowledged and fully understood. It is my conclusion that a new partnership framework is required, which includes opportunities for collaborative learning, engagement across partnership units, mentoring and review. A fundamental error of the current partnership system is to assume shared understandings of what partnership is and how SP can best function.

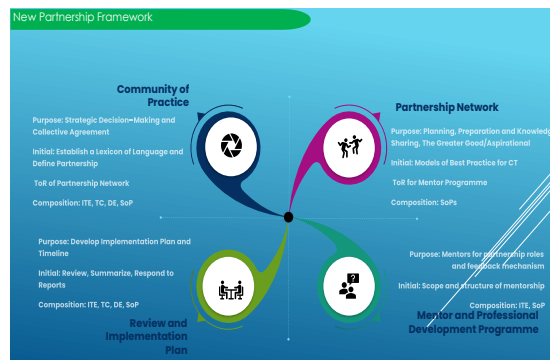


Figure 1. New Partnership Framework

In implementing this new partnership framework, an underlying priority should be to improve the trustworthiness of SP as a form of assessment. The Figure 1 provides an overview of the framework. The four stages of the framework are detailed in Table 5.

Table 5. Stages of Partnership Framework

Stage	Purpose	Composition
Community of Practice	Strategic Decision-Making and Collective Agreement Establish Lexicon of Language Define Partnership Propose Draft Terms of Reference for Partnership Network	ITE Teaching Council Department of Education Sites of Practice
Partnership Network	Planning, Preparation and Knowledge Sharing, The Greater Good/Aspirational Peer Review Terms of Reference of Partnership Network Draft Terms of Reference for Mentor Programme Key Findings Report	Sites of Practice
Mentor and Professional Development Programme	Mentors for partnership roles and feedback mechanism Peer Review Terms of Reference of Mentor Programme Key Findings Report	ITEs Sites of Practice
Review and Implementation Plan	Develop Implementation Plan and Timeline Initial Review and Response to Reports	ITE Teaching Council Department of Education Sites of Practice

10. References

[1] Gore, J., Griffiths, T., and Ladwig, J. (2004). Towards better teaching: Productive pedagogy as a framework for teacher education. *Teaching and Teacher Education* 20 (4), 375-387.

[2] Jackson, D., Dean, B., and Eady, M. (2023). Equity and inclusion in work-integrated learning: participation and outcomes fro diverse student groups. *Educational Review*, 1-22.

[3] Ferns, S., and Zegwaard, K. (2014). Critical assessment issues in work-integrated learning. *Asia-Pacific Journal of Cooperative Education* 15 (3), 179-188.

[4] Donlon, E., McDonald, E., Fitzsimons, S., and Sexton, P. (2020). Being and Belonging: Student-Teachers' Contextual Engagement in Schools. *Australian Journal of Teacher Education* 45 (6).

[5] Grudnoff, L. (2011). Rethinking the practicum: limitations and possibilities. *Asia-Pacific Journal of*

Teacher Education 39 (3), 223-234.

[6] Hanly, C., and Heinz, M. (2022). Extended School Placement in Initial Teacher Education: Factors Impacting Professional Learning, Agency and Sense of Belonging. *European Journal of Educational Research* 11 (4), 2373-2386.

[7] The Teaching Council. (2019). Report and Action Plan of the School Placement Working Group (SPWG) to the Department of Education and Skills' Teacher Supply Implementation Group. Maynooth: The Teaching Council.

[8] The Teaching Council. (Revised ed. 2021). Guidelines on School Placement. Maynooth: The Teaching Council.

[9] NAIN. (2021). NAIN Academic Integrity Guidelines. Quality and Qualifications Ireland.

[10] Farrell, R. (2020). Co-operating Teachers: the Untapped Nucleus of Democratic Pedagogical Partnerships in Initial Teacher Education in Ireland. *Educational Research and Perspectives*, 131-156.

[11] Martinez-Lucio, M., and Stuart, M. (2002). Assessing Partnership: the prospects for, and challenges of modernisation. *Employee Relations* 24 (3), 252-261.

[12] Guest, D., and Peccei, R. (2001). Partnership at work: mutuality and the balance of advantage. *British Journal of Industrial Relations* 29 (2), 207-236.

[13] Brinkerhoff, J. (2002). Government Non-Profit Partnership: A Defining Framework. *Public Administration and Development* 22, 19-30.

[14] Mumby, D. (2001). Power and Poilitics. *The new handbook of organisational communication: Advances in theory, research and methods* 2, 585-623.

[15] Gorman, A and Furlong, C. (2023) Partnership or prescription: a critical discourse analysis of HEI-school partnership policy in the Republic of Ireland, *Asia-Pacific Journal of Teacher Education*, 51:2, 198-212.

[16] Teisman, G., and Klijn, E. H. (2002). Partnership Arrangements: Governmental Rhetoric or Governance Scheme? *Public Administration Review*, 62(2), 197-205.

[17] McIntyre, D and Morris, W. (1980) Research on the Student Teaching Triad, *Contemporary Education*, 51(4), 193-96

[18] Creswell, J.W. (2014) *Qualitative inquiry and research design: choosing among five approaches*, 3rd ed., Los Angeles: Sage.

[19] Pinnegar, S., and Daynes, J. G. (2007). Locating Narrative Inquiry Historically: Thematics in the Turn to Narrative. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 3–34). Sage Publications, Inc.

[20] Barone, T. (2001) *Touching Eternity: The enduring outcomes of teaching*, New York.