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### **(2020) Partnerschools for Professionalisation as Areas of Development for Students and Trainer-teachers. Results of a Multilevel Analysis**

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Presently teacher education in German-speaking countries increasingly deals with its practices (Leonhard et al. 2018) and develops an understanding of the heterogeneity of the educational careers of prospective teachers. School internships are a key element in teacher education. They are the focus of the comprehensive discourse on the professionalisation of teachers and have undergone numerous conceptual changes in recent years. Long-term internships in particular are credited with the opportunity to experience realistic conditions in school and class (author 1 et al 2019).

In 2017 the University (anonymous) implemented the one-year partnerschool-internship into in the three-year Bachelor course. Aspiring primary teachers go through it during their second year of study. They will be accompanied and trained by experienced, specially qualified teachers (trainer-teachers) in their classes. Trainer-teachers as educators are considered as role models, who are believed to have a central influence on student values and beliefs (Arnold et al. 2014). However, the importance of their understanding of training in interaction and of working with their students has so far hardly been researched (author 1 u.a. 2017).

Long-term-internships are associated with "ambitious professionalisation expectations" (Weyland et al. 2019, 8), whereby it is assumed that "all participants will be professionalized" (ibid. 17), i.e. students, practice teachers and university lecturers. The partnerschool-model is based on the concept of collegial cooperation (s. Fraefel et al. 2017, 62) and the establishment of a hybrid space (Zeichner 2010). The duration and continuity of the partnerschool-year require intensive involvement of all participants. With the introduction of the partnerschool-internship, the traditional framework of the internship support is abandoned. The students' personal responsibility for the design of their own professionalisation is encouraged and a cooperative collaboration between them and the trainer-teachers is sought. This changes the requirement profile of practice teachers and requires innovations from them (cf. Bormann 2011). How they interpret and deal with these changed framework conditions and expectations is analyzed in the project "Professionalisation processes of prospective primary teachers in the context of practical studies - a reconstructive multilevel and longitudinal analysis" (anonymous 2017-2020).

In terms of content, the practical studies of the University (anonymous) follow the concept of occupational biographical professionalisation (Keller-Schneider & Hericks 2011): the subject interprets and processes requirements individually based on their own resources and knowledge. According to the theory of learning by experience (Combe 2015), the "state of tension between ability and non-ability, between knowledge and non-knowledge contains that learning energy" that can cause changes in orientations and forms of action. The starting point is the crisis or irritation that the subject experiences when there is no certainty of action or it has not yet been acquired (author 1 2014). This is where our contribution comes in, with which, in addition to the perspective of the trainer-teachers, the orientations of the students are also taken into account: Central results from a Multilevel analysis of the SNF-funded study are presented.

The project examines two priorities:

A. Professionalisation processes of students: The focus of the interview-study is on the professionalisation-related orientations of students and the importance which they assign to the respective internship, the trainers and their tandem-partners. Differences in their interpretation and the processing of professional requirements are shown by means of multidimensional type formation.

B. Professionalisation-related orientations of the trainer-teachers: The examining questions focusses on how they deal with the requirements constituted in the partnerschool-year and which understanding of training can be analysed.

Using Multilevel analysis (Nohl 2013), the results of the two sub-studies are related with each other in order to work out insights into the dynamics between the training environment of a partnerschool and different types of students.

#### *Methodology, Methods, Research Instruments or Sources Used*

In the presented qualitative longitudinal study data were collected through interviews (students) and group-discussions with trainer-teachers. The data material was transcribed and analyzed using the Documentary Method (Bohnsack 2014, Asbrand/Martens 2018). This reconstructive method enables the researchers to find out the implicit knowledge and orientations.

The students (n=24) were interviewed at three points in time by means of individual narrative interviews, always at the end of the respective internship phase. Using the Documentary Method, descriptions by students were used to work out their experiences in their process of professionalisation as well as their concepts of school and teaching. Through a comparative analysis and type formation, we were able to identify five different types of students. They differ in terms of the meaning they assign to the partnerschool-year, in their addressing the trainer-teachers and their handling of professional requirements: 1. Development within school reality, 2. Development towards the realization of ideals, 3. Imposition, 4. Exploration, 5. Probation.

The practical-teachers of the three partnerschools the students were interviewed from, were asked about their experiences at the end of the partnerschool-year by means of group discussions (Bohnsack 2014). Using this method, it is envisaged that the respondents will have a discussion after a conversation impulse. This was realised in relation to their experiences within the partnerschool-internship. The interpretation deals with the question of how a group negotiates their topics in the

discourse. The focus of the case-related group-discussion analysis was on the reconstruction of the collectively shared orientations with regard to their understanding of training and their handling of the changed requirements for accompanying students in the partnerschool-year.

We were able to reconstruct three divergent training environments in partnerschools: 1. Participation, 2. Close-Guidance and 3. Enabling. Our contribution clarifies that interactions with the types of students can be traced. The results show that practical-teachers at partnerschools are irritated in their understanding of training by the long internship period, by the students-type "Imposition". This is how the partnerschool "Enabling" begins to negotiate the need for common requirements and standards. The partnerschool "Close-Guidance" in turn is stimulated by the type "Development" to think about giving the students more space.

As our analyzes show, the trainer-teachers start to question their mostly occupational biographical convictions in some areas and embark on a search-movement. As a result, modifications in two of three training milieus are indicated, which is demonstrated at the congress using concrete examples.

#### *Conclusions, Expected Outcomes or Findings*

The partnerschool-concept envisages closer cooperation between students and trainer-teachers. As our findings show, each partnerschool or each trainer-teacher has to deal with a variety of students. In this encounter at the microlevel (trainer-teacher, two students), but also as an entire partnerschool, changes in the understanding of training can be recognized after internship year. This is partly explicitly negotiated in the group discussions, but sometimes the first irritations and questions can only be analysed implicitly.

The students, in turn, are hardly aware of the importance of the partnerschool as an educational environment. They enter a negotiation process with their direct trainer-teacher: In the milieu "Close-Guidance", the type "Development" lacks space to develop, but with the type "Probation", this close support remains unquestioned. From the point of view of those responsible for teacher education, however, we definitely see a need for action, because with a view onto the students it becomes visible that certain types can develop in all training environments, but others are hindered in their process of professionalization.

For this reason measures of further training are currently being carried out. On the one hand, they are conducted in the shape of an exchange in the partnerschool-group between the practice teachers and the university lecturers. On the other hand, workshops in adult education are provided for the type-appropriate accompaniment and advice of the students.

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