Leading Together/Learning Together: Shared Leadership and Professional Learning

by

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B.Ed., University of Victoria, 1986
M.A., University of Victoria, 1996

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Supervisory Committee

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Abstract

Teacher education programs have long grappled with the disconnects between campus and classroom in the preparation of teacher candidates. Both are important sites of learning for teacher candidates, and yet the design of conventional teacher education programs leaves little room for teacher candidates to explore theory and practice simultaneously in ways that recognize the multifaceted nature of learning how to teach. In addition, teacher educators are faced with the complex demands of being responsive to the needs of teacher candidates while at the same time challenging assumptions and beliefs in order to ensure new teachers are responsive to the diverse needs of their students. Teacher educators, too, need to make their own dilemmas and tensions of practice observable both to teacher candidates and to one another as they consider and interrogate their beliefs and assumptions about teaching.

This study explores Link2Practice, a partnership between the University of Victoria and SD 62 (Sooke) which was organized to provide a campus and classroom experience for Elementary Post-Degree Program students from the beginning of their program. A group of participants involved as teacher educators in Link2Practice engaged in a self-study with the purpose of examining how sharing leadership in teacher education provided the participants the opportunity to engage in conversations about the partnership, and how our professional learning, understandings of teacher education, and understandings of ourselves as teacher educators were informed through the research.

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Acknowledgements

Power of the nurturer: protective
and fierce, we mother careers, creations,
children. At once, we are
the daughters and the crones
awed by the strength of fragile bodies
and the wisdom of completions.
we hold every generation,
our arms outstretched in both directions,
birth and death and blood and bone.
midwives to the future, we catch hold the possibilities
and breathe them into being.
From “Age of Wonder” by Joy Kirstin

My friend (and poet) Joy wrote me this poem when I turned 30 in honour of entering the “second third” of life. It seems an apt metaphor for my journey through the program. Professionally, I want to acknowledge those who came before me and created opportunities for which I am very grateful. Those who imagined research in different ways, those who fought to include the voices of women, those who worked daily to improve the lives and opportunities for students and reconsider our system of schooling.

In particular I would like to acknowledge the support and guidance of my supervisor, Dr. Kathy Sanford. I don’t know that she realizes how much her comments, questions, suggestions and interest throughout this journey have given me the energy and direction I needed to continue. I am profoundly grateful for her incisive intelligence, creative thinking and genuine commitment. Dr. Tim Hopper and Dr. Darlene Clover shared wisdom and insights, opening doors to ideas that I didn’t even know existed. Learning from them has been an experience unlike any other.

I thank my participants for their willingness to come along for the ride, and trusting me with their stories, and being generous with their time and expertise. I have learned far more from them than they from me. I hope I have done our work justice.

My husband, Dennis, urged me to work on a Ph.D. years ago and never wavered in his support and belief in me. Although at times I said to him “This was your stupid idea”, I want him to know that he has been a kind ear, warm embrace, and tolerant recipient of my frustration, tears, excitement and self-doubt. I sure do love you. Thank you for all the meals and lattes. Now we can start planning that RV trip.

And to my grown daughters, Ceilidh and Mhairi. Thanks for leaving me alone when I needed, and being cheerleaders when I needed a boost, particularly the time you brought me a pot of Annie’s mac and cheese to eat at my computer. There are not enough words to express how profoundly you have changed me. One day your arms will be outstretched in both directions and you will be ready. I love seeing who you are becoming. Remember those who came before you, with love and gratitude. Use your voice!

Finally, there are dear friends who I had to say good-bye to far too early. I imagined us entering our “third third” together. I miss you every day and yet, when I looked up from my computer during the many hours of writing, there were your photos, your smiling faces, supportive as always.

Dedication

"Ring the bells that still can ring
Forget your perfect offering
There is a crack in everything
That's how the light gets in."
From *Anthem* by Leonard Cohen

This is dedicated to all who see imperfection as a space for the possible.

Chapter 1: Introduction

> "You've been in the system for a long time and so you think you know K to 12 and what that experience is all about, but you really only know your personal student experience…and when it gets hard and gets busy, and you're overwhelmed in the beginning, you're going to go back there…" (Laura, research participant)

When I entered my doctoral program, I was given a copy of Deborah Britzman's *Practice makes practice: A critical study of learning to teach*, which opens:

> That the education of teachers has become one of the great anxieties of the Twentieth Century follows on the heels of mandating education as compulsory and universal and so qualifying education to be a mass experience…We will see how the circumstances of education as a mass experience haunts both the history of teacher education and the experiences of those who live there. And these ghosts are not new; readers have met them before as children. Two tensions should be held in mind. First, because teachers were once students in compulsory education, their sense of the teacher's world is strangely established before they begin learning to teach. We enter teacher education with our own biography. Teaching is one of the few professions where newcomers feel the force of their own history of learning as if it telegraphs relevancy to their work. Second, over-familiarity animates the fantasy that no one can teach anyone to become a teacher; each must learn his or her own way. Theoretical knowledge of teaching is not easily valued and school biography matters too much. (Britzman, 2003, p. 1)

And here we are, now in the third decade of the 21st century, still experiencing the complexity as Laura described above. Britzman had captured exactly the tensions I had been feeling but was unable to articulate, the strange phenomenon that because everyone has

experienced teachers and teaching, and because of our individual and societal commitment to, and investment in, public education, that everyone stakes a claim to knowledge about teaching.

The ramifications of this extend through and beyond initial teacher education programs, an idea so fundamental that *Practice Makes Practice* became the title of Britzman's book. If those entering teacher education programs bring with them the ghosts, biography, and history of their own schooling, how can these be acknowledged, unsettled, challenged, and explored in a program a fraction of the length that was taken to embed them? And if they are not acknowledged and explored, then those new teachers are further inculcated as they join the ranks of teachers, many of whom believe that "practice and a school classroom become affixed to reality, while theory and university courses become relegated to ideals" (Britzman, 2003, p. 5).

Those same tensions continue into a teacher's professional learning life, as practical experience and acquisition of activities and strategies, necessitated by the complex and immediate demands on teachers, dominate the discourse of professional learning (usually labelled "professional development") outside the academy. And if these teachers themselves become mentors for pre-service teachers during the practica required for certification, the cycle of "forget what you learned on campus—the real learning happens here" is perpetuated.

And, as professionals dismiss universities as out of touch, asserting that everything that is worth knowing is learned in practice, even in the preparation of new teachers (Hopper & Sanford, 2004), the academy in turn undervalues practitioner inquiry and teaching-as-research (Clandinin & Connelly, 2000; Pithouse, Mitchell, & Weber, 2009). This, then, is the complex terrain teacher education programs must navigate. Some may experience this terrain as bifurcated, privileging the pedagogy gleaned from practical experience or the pedagogy generated by the academy, depending on where one is situated. Teacher education programs are

caught between these mindsets at the same time that they must collaborate with colleagues at the university and school sites in the provision of programs.

And what about those of us who teach teachers, when many of us come from a classroom teaching background ourselves? How can we step back to more deeply consider who we are, what has shaped our identity and belief about teaching and learning, and how we can interrogate our biographies in ways that renew and invigorate our teaching?

One way forward, and the one I examine in my research, is the path of using a shared leadership approach to teacher education; one that not only recognizes, but purposefully creates spaces for teacher educators to collaboratively examine the complexity of teaching about teaching, drawing on both the specific, situated knowledge of practitioners and the theoretical and generalizable knowledge of teacher educators (Loughran, 2006). This is, however, a messy proposition. As Loughran (2006) notes:

> One difficulty with conceptualizing teaching as being problematic is that, for novices, the messiness, the apparent lack of a clear path . . . may create a yearning for a much simpler solution in order to fashion a sense of control over the impending uncertainty of teaching. (p. 31)

I would add that this "yearning" can also be experienced by teacher educators who, in an effort to support, encourage and sooth anxieties of those learning to teach, can themselves want to "fashion a sense of control". Loughran (2007) describes the importance of making the problematic explicit:

> One approach to enacting a pedagogy of teacher education emerges through the ways in which a teacher educator questions—and encourages students of teaching to question—the taken-for-granted aspects of one's own practice. Seeing teaching

> as problematic, looking into and beyond the idiosyncrasies of practice, being able to abstract from the specific to the general—and vice versa—by developing an approach to pedagogical reasoning that genuinely informs teaching is important. Making that clear to oneself as a teacher educator matters, making it explicit for students of teaching is crucial. (p. 2)

Teacher educators themselves must be able to explore the force of their individual histories and assumptions as they work with teacher candidates.

Defining Terminology

Within this dissertation, I use the terms “teacher education programs”, “teacher candidates”, and “teacher educators”. It is important to describe these here as they apply to my context. Teacher education programs, in my dissertation, refer to the organized and bounded programs that post-secondary institutions offer for teacher certification. These programs are designed to meet the certification requirements to provide specific content and practical experiences, and are subject to university and regulatory body approval.

Teacher candidates (TCs) are those enrolled in a teacher education program leading to certification as teachers in the K to 12 education system. Teacher educators, as used in my research, refer to those involved in the provision of teacher education programs. As programs are required to have both coursework and practica as part of certification requirements, the term “teacher educators” refers to all those who provide opportunities for pre-service and in-service teacher learning, including classroom teachers, instructors, researchers, faculty and staff. Indeed, many of us have multiple roles in these endeavours, an idea I explore in my research.

Professional Learning

In British Columbia, the Ministry of Education sets out the standards of practice in the *Professional Standards for BC Educators*. These standards apply to those enrolled in BC Teacher Education Programs and to all who subsequently hold a certificate of qualification to teach in BC. These professional standards are both "ideals to which educators aspire and expectations that can be reasonably held" (British Columbia Ministry of Education, 2019c, p. 2). Of these nine standards, two in particular focus on educators' responsibilities to engage in their own professional learning and support the learning of others. The two standards state:

> 7. Educators engage in professional learning**:** Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the *Professional Standards for BC Educators*.
>
> 8. Educators contribute to the profession: Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality. (British Columbia Ministry of Education, 2019c, p. 5)

Although ongoing professional learning is a requirement of the profession as stated in the *Professional Standards for BC Educators*, there is no explicit direction as to how and when professional learning occurs. However, my point in including this here is to provide background to the context of my research. The continual improvement of the BC K to 12 education system as

a whole relies on individuals engaging in their own professional learning and growth and supporting the learning and growth of their colleagues. The Link2Practice partnership I examine in my research is closely connected to the above two *Professional Standards for BC Educators*.

Situating Myself in the Research

My interest in researching teacher education intersects with my current work managing teacher education programs at the University of Victoria. This role allows me to connect with faculty overseeing and reviewing programs, instructors teaching in the programs, and field-based partners who welcome our teacher candidates into their districts and schools. In addition, I regularly meet with teacher candidates during their time in our programs.

I am situated amid the tensions and complexity of theory and practice. Teacher education programs are caught between bureaucratic requirements and policy and the need to renew and respond to the changing context of classrooms. Teacher candidates want "to be taught how to teach" and can resist pedagogy that is unsettling or challenges their understanding of what it means to be a teacher. Added to this are tensions about what teacher candidates should be learning. The curriculum of teacher education is itself a contested space, determined by regulatory body and university requirements. Each course in the program is also contested space, as instructors bring their own assumptions, values, experiences and ideologies to their teaching practice.

How our candidates should be learning is also influenced by instructor beliefs and assumptions and teacher education courses run the gamut from lecture and test-based courses, to field-based (in schools), to courses focussed on group projects and collaborative learning. All of this happens alongside the expectation that we are preparing teachers whose job will be, among other things, to help develop citizens who are "thoughtful, creative, flexible, skilled, productive,

principled, cooperative, and have a positive self-image" (British Columbia Ministry of Education, 2019a).

Link2Practice Partnership--Background

What follows is the background and a brief overview of the Link2Practice partnership. A more detailed description of the project, roles and leadership opportunities is examined in Chapter 4, along with the findings.

In 2015, two educators from Sooke School District 62 (SD 62) met with me and two other University of Victoria (UVic) teacher educators about developing a partnership between their school district and UVic. Through the fall of 2015 and spring of 2016 plans were co-developed from the ground up—the five collaborators worked to envision and implement what became known as Link2Practice (L2P) for the fall of 2016. My research explored how the partnership benefitted both UVic and SD 62 by utilizing a unique approach to supporting professional learning—for UVic teacher candidates (TCs) and SD 62 participating teachers. Through the research I also explored my own assumptions and actions as a manager and teacher educator through the utilization of self-study methodology.

The L2P partnership situated pairs of TCs enrolled in our Elementary Post-Degree Professional Program (PDPP) into SD 62 teachers' classes for Wednesday full-day field experiences during the first term of the program (September to December). The teachers (called Partnering Educators, or PEs) who volunteered to host candidates, committed to modelling effective teacher practices, engaging in peer-coaching conversations, providing opportunities for our teacher candidates to work with groups of students in educative ways, offering feedback to our teacher candidates, and attending three district-sponsored professional learning afternoons.

The school district leaders recognized that, along with the benefit of supporting teacher candidates, L2P encouraged capacity building for their teachers. Partnering Educators were encouraged to explore mentoring, professional learning and leadership with TCs and with one another during the fall term through the Wednesday field experiences and the professional learning afternoons.

To further connect the university and school district, the professional seminar course (EDCI 360) in the Elementary PDPP was taught at the end of the school day at one of the participating school sites. This seminar course was co-taught by two SD 62 educators. During the seminar, they facilitated TCs' reflections on their experiences in classrooms. The seminar leaders also led sessions on professional issues and topics such as Indigenous Education, curriculum and assessment, professional learning and teacher identity. The assignments for the course included reflecting on teaching opportunities, engaging in online discussions and reading responses, undertaking a professional inquiry, and presenting that inquiry at a Gallery Walk.

The teaching opportunities and reflections were designed for TCs to see teaching in all its forms. The seminar leaders encouraged the teacher candidates to experience teaching working one-on-one with students, in small groups, co-leading an activity, or working with students in alternative settings such as the library or resource room. This supported TCs in having opportunities to engage with learners in more relational ways, rather than standing at the front of a class delivering a lesson.

The major assignment, the professional inquiry, was scaffolded in several ways (Sanford, et al., 2019). First, teacher candidates learned about inquiry, which is the professional learning model used by practicing educators in SD 62 and supported by the district. Second, teacher candidates developed an inquiry proposal and refined that proposal into their inquiry question.

This was facilitated at one of the professional learning afternoons where PEs shared their inquiry journey with one another and with TCs. The structure of the afternoon was organized so that the PEs provided feedback to TCs on their inquiry proposals. This feedback helped the TCs refine and refocus their inquiry questions. The last part of the professional learning afternoon was organized to connect TCs with teachers and resources that could help them further explore their inquiry questions.

As the culminating assessment at the end of the term, the TCs presented their inquiries at a Gallery Walk at one of the schools involved in L2P. The Gallery Walk format allowed TCs to share artifacts and evidence of their learning in an interactive way. This setting allowed the PEs to engage the teacher candidates in conversations about their questions and discoveries. The authentic audience at the Gallery Walk was important practice for our TCs to engage in professional conversations with one another and with practicing teachers.

The final week of term included a second Gallery Walk at UVic. This was a celebratory affair, as teacher candidates from across our programs presented their inquiries to an audience of peers, teacher educators, family and friends, and practicing teachers. This past December, nearly 200 teacher candidates participated in the UVic Gallery Walk.

As L2P unfolded, I assumed there would be benefit for our teacher candidates' learning in the dual spaces of campus and classroom, but had not anticipated how the partnership between the seminar leaders and myself would become such a powerful opportunity for professional learning and leadership for ourselves. What began as an interest in researching the partnership in terms of its role in preparing new teachers transmuted into exploring how this model of shared leadership contributed to the creation of a professional learning team that has informed, and

continues to inform, our practice (Sanford et al., 2019). In the words of Bullough and Gitlin (2001):

> teacher education needs to be thought of as an ongoing community affair, one that employs public strategies and brings *with* it the responsibility to reach out to others who share the quest to become effective teachers and to *work with* them and others to strengthen and improve our schools. (p. 17, emphasis in original)

Not only did the L2P partnership support the shared quest to work together, it afforded me the opportunity to investigate my own beliefs—where I invested my energy and why.

S-STEP Methodology

Self-study of teacher education practices (S-STEP) is a research methodology positioned as an inquiry-oriented stance to researching one's own practice for "personal-professional development and for broader purposes of enhanced understanding of teacher education practices, processes, programs and contexts" (Cole & Knowles, 2005, p. 252). The main aim of self-study for teachers and teacher educators is to "conduct systematic research of the self-in practice in order to consider and articulate the complexities and challenges of teaching and learning to teach" (Ovens & Fletcher, 2014, p. 6).

Self-study is a way to connect theory-in-practice and practice-in-theory as it is "autobiographical, historical, cultural and critical, supported by multiple sources of data, but always with a focus on practice and the context in which one works" (Hopper, 2015, p. 261). Recalling the Britzman (2003) quote from the beginning of the introduction, self-study is a way to examine the "force of our own history" (p. 1).

Self-study has an orientation to research the self-as-practitioner within the particularities of a situation. This learning can inform the broader work of teacher education. As such, it

provided the research framework to consider how the research participants and I learned from one another through our leadership in L2P. I was also interested in exploring how this new knowledge further contributed to my work in our teacher education programs more broadly.

A more thorough explanation of self-study research methodology and the methods I used to conduct my research will be further explored in Chapter 3.

Research Question and Objectives

My research involved engaging, in person and online, with five school district personnel (district staff and practicing teachers) who helped envision and implement the L2P partnership. The goal of the research was to explore, through self-study, how our individual and shared experiences have allowed us to learn, reflect, collaborate and grow as professionals who are also learning about being teacher educators. In the next chapters, I examine and describe how sharing the work of teacher education between campus and classrooms through L2P informed our understanding of ourselves as teacher educators. This research will contribute and be relevant to the wider community who engage in research about teacher education. Through my research, I explored two questions:

1. How is our professional learning informed by a shared leadership approach to teacher education?
2. How do these findings inform me as a teacher educator and manager of teacher education programs?

The study was conducted within a qualitative research paradigm, using self-study. The participants in the research were six teacher educators (including myself), who were engaged in the L2P partnership through our roles at the school, school district, or university sites. Data collection and analysis included focus groups, online prompts for response and discussion,

examination and analysis of pertinent documents and artifacts (including presentation slides, emails, photos, and written reflections), and my own reflective journal.

This dissertation is organized into the following chapters. Chapter 2 provides an overview of the literature which I reviewed for the study. Chapter 3 describes self-study methodology, including ethical considerations, methods, and analysis. Chapter 4 details my findings and Chapter 5 takes a deeper look, a self-study, at how I have been informed and changed by participating in this research and partnership. Chapter 6 contains an analysis of my findings in relation to all the participants and myself, and finally, in Chapter 7 I outline potential areas for further research.

Chapter 2: Literature Review

> As individuals, we are all products of our experiences and the institutions we were trained at and/or later taught in. We are also products and co-creators of what we are now trying to achieve for, with, and within our current institutions…For the work to be deep, meaningful, and to make change, there must be tensions or differences in perspectives and the presence of those tensions is a strength that helps make the work richer for more of those who are involved. (Melissa, research participant)

Teacher Knowledge

How do teachers come to learn about teaching? Remembering, as Britzman (2003) notes, we come to teaching with our own biographies and a knowledge about teaching informed by our own school experiences, how do we examine these powerful ghosts without being consumed by them? Melissa's articulation of teachers as both products of and creators of the education system is an ongoing theme that wove through the literature and my research findings.

Pajares (1992), in his research on teacher beliefs, describes the difficulty of modifying, adjusting or changing our beliefs. He discovered:

- Beliefs are formed early and tend to self-perpetuate, persevering even against contradictions based on reason, time, schooling or experience;
- The earlier a belief is incorporated, the more difficult it is to alter. Newly acquired beliefs are most vulnerable to change;
- Belief change during adulthood is a relatively rare phenomenon, the most common being a conversion from one authority to another or a gestalt shift;
- Beliefs about teaching are well established by the time a student gets to college. (p. 324-325)

Given Pajares' findings, especially considering that beliefs are self-perpetuated despite evidence (including schooling) that may call into question these beliefs, teacher educators face challenges in reconsidering our own deeply held beliefs and encouraging teacher candidates to reconsider theirs. If schooling does not impact beliefs, how can teacher education programs teach new approaches to teaching?

Teacher candidates bring these beliefs with them into teacher education, along with beliefs about what they need to learn in teacher education programs. Munby et al. (2001) theorized:

- Concerns of teacher candidates centre on managing the systemic functions of school (such as assessment, grading and classroom management).
- Universities, rather than schools, have a social obligation to bring a critical eye to education and teacher candidates cannot turn their attention to this until they feel competent in managing the systemic functions of school.
- The knowledge of teaching is acquired and developed by the personal experience of teaching (p. 897).

This brings to light two significant challenges—1) adults are resistant to rethinking their deeply held beliefs; and 2) teacher education programs need to somehow simultaneously support teacher candidates in building confidence to function in a school, while critically examining schooling, and developing personal experiences in teaching. This in in sharp contrast to traditional teacher education programs, which have been organized under the assumption that:

> no one should be permitted to teach until he or she has been told how to perform. This view is founded on arrogance so deeply rooted that it has given rise to the very description of the field experiences as "practice teaching" as though all that our students

> need do to develop professional knowledge is to practice what teacher educators have preached….now is the time to expose this assumption and to turn teacher education programs around so that the work of the universities may build productively upon what can and must be learned in schools. (Munby et al., 2001, p. 897)

Given all the above impediments, how can teacher education programs simultaneously support the development of teacher knowledge and the rethinking of beliefs? In their research of teacher learning, Munby et al. (2001) examine the notion of "authority of experience" (p. 897). This authority of experience encompasses the knowledge and understanding about teaching that has emerged from many years of practice. They argue that "the authority of experience may well represent the power needed for changes in beliefs" (p. 896). However, the authority of experience cannot be transferred from one person to another. Teacher candidates must *learn from their own experience.* Schön (1991) describes this as the knowledge that "resides in action that cannot be put into words" (p. 90).

Korthagen et al. (2006) apply these precepts to effective teacher education programs. In their research, they identified seven principles to guide the design and content of teacher education programs. These are that learning about teaching:

- involves continuously conflicting and competing demands;
- requires a view of knowledge as a subject to be created rather than as a created subject;
- requires a shift in focus from the curriculum to the learner;
- is enhanced by teacher candidates engaging in research;
- requires an emphasis on those learning to teach working closely with their peers;
- requires meaningful relationships between schools, universities and student teachers;

- is enhanced when the teaching and learning approaches advocated in the program are modelled by the teacher educators in their own practice.

As teacher education programs can never fully "prepare" teachers to teach, program design needs to centre on learning from and through experience and building professional knowledge. However, teacher education programs are relatively short, and cannot prepare teacher candidates for every context in which they will work. Therefore, teacher education programs need to support teacher candidates in developing the confidence to continue to learn about learning and teaching throughout their careers.

For teacher educators, this means acknowledging the complexities of teaching and making these challenges visible to teacher candidates. For teacher educators to "make the problematic observable for their student teachers, they must publicly face their dilemmas and tensions of practice and develop ways of explicitly sharing and responding to these situations for their student teachers" (Loughran, 2005, p. 9). This necessitates resisting the temptation to reduce learning about teaching to a recipe or a series of "tips and tricks" (Loughran, 2005, p. 9).

Korthagen et al. (2006) believe that teacher educators need to "trust that student teachers can and should research their own practice" (p. 1030). This requires that teacher education programs create the time and space for teacher candidates to examine the tensions between theory and practice (or episteme and phronesis), through the context of their own teaching experiences. Engaging teacher candidates in research and teacher candidates seeing themselves as learning professionals allows them to "gain insights into how they might come to better understand [a] situation and act within it" (p. 1030).

Teacher knowledge is cultivated through the complex interplay of theory, practice, experience, and reflection (Korthagen et al., 2006; Munby et al., 2001). Sanford et al. (in press)

describe a “new/third space” for learning about teaching which is created when universities and school communities are integrated as sites for learning. This moves beyond the theory of teaching happening at university and practice of teaching happening in schools to recognize the space that is created through collaboration. Sanford et al. (2015) call for the need to “involve the voices and experiences of all those working in universities and in schools to enable future teachers to meet the increasingly diverse needs of all their students within their contexts of teaching and learning” (p. 29). This is, however, easier said than done:

> Schools and higher education institutions are very busy places. Unless sufficient resources can be freed to provide opportunities to support the extended conversation needed to create a shared agenda and unless there is a greater commitment to stabilizing participation, separate partnership patterns will not only persist but predominate. (Bullough & Kauchak, 1997, p. 231)

Another complexity in teachers’ learning about teaching is understanding the difference between knowledge and knowing. In Aristotelian terms, this is the difference between episteme and phronesis. Korthagen et al. (2001) define these concepts in this way:

> *Episteme* can be characterised as abstract, objective, and propositional knowledge, the result of a generalization over many situations. *Phronesis* is perceptual knowledge, the practical wisdom based on the perception of a situation. It is the eye that one develops for a typical case, based on the perception of particulars. (pp. 30–31, italics in original)

For teacher educators, teachers and teacher candidates the idea of phronesis is a way to recognize and articulate the knowledge that comes from experience, and another way to frame the authority of experience described by Munby et al. (2001). This is not to say that propositional

knowledge lacks importance or a place in our learning about teaching. However, phronesis implies the flexible, adaptable and intimately context-dependent nature of teacher knowledge that allows them to respond to particular situations with the confidence of using the general to inform the particular.

How does phronesis inform how we enact teacher education? Many teacher educators in our programs come from K to 12 teaching backgrounds, but in their attempts to articulate how to teach, end up working "from an episteme conception" (Korthagen et al., 2001, p. 19) as they try to offer an understanding of teaching that might be applicable to a class full of teacher candidates. As well, I would argue, even if teacher educators convey understandings based on their own lived experience, to teacher candidates this is may be perceived as abstract since they teacher candidates lack this live experience. What this means is that teacher education programs need to be designed for *teacher candidates* to acquire experiences so they can develop knowledge as phronesis.

A good example of the importance of personal experience would be the value of relationship building and classroom community to teaching. This belief is espoused in the teacher education programs in the institution in which I work as critical to supporting learners and learning. The conceptual understanding that community building is important is not a difficult "sell"; most of our teacher candidates would be able to articulate relationships as integral to success in the classroom. However, acquiring knowledge as phronesis requires that candidates are in classrooms practicing building relationships with students themselves. How community is built at the beginning of a school year is dependent on a multiplicity of variables, including the age/development of the students, the cultural/gendered/classed experiences of students, how the room is organized, how specific events or activities are structured, and the

infinite variables of the individual students in the class. While this seems relatively simple to explain, watching, learning, practicing and reflecting on community and relationship building adds a new dimension to understanding how this looks and feels in a classroom.

How has the literature on teacher knowledge informed my research? Firstly, it has contributed to my understanding about the design of teacher education programs. This includes considering *where* and *how* teachers learn about teaching, and the need to make explicit the tensions and complexities (for example, the paradox of simultaneously participating in and critiquing schooling). This is a daunting task, given the many ways that *what we do* in teacher education is contradictory to *what we know* about teacher education.

The second is that, as a teacher educator, I need to foreground these notions in our L2P partnership, as we collectively develop our authority of experience. Whether in the role of teacher candidate, Partnering Educator, seminar leader, or UVic staff, understanding the pressures described above help us all in our work in teacher education. We need to keep the principals and tensions described above in the forefront of our partnership, both as we plan and organize for L2P *and* as we work with teacher candidates.

Professional Development and Professional Learning

Improving the effectiveness of teachers is one of the most significant factors in improving student learning and achievement, and promoting education reform (Darling-Hammond & Rothman, 2011; Villegas-Reimers, 2003). Darling-Hammond et al. (2017) define professional development as "structured professional learning that results in changes in teacher practices and improvement in student learning outcomes" (p. v). In their review of the research, they identified that effective professional development:

- Is content-focussed

- Incorporates active learning utilizing adult learning theory
- Supports collaboration, typically in job-embedded contexts
- Uses models and modelling of effective practice
- Provides coaching and expert support
- Offers opportunities for feedback and reflection
- Is of sustained duration (p. 4).

What Darling-Hammond's findings show is that teachers need opportunities to learn, practice in context, and have coaches, mentors or colleagues with whom to reflect and share feedback. Because every teacher's classroom is so different and so context dependent, it is scaffolded practice that will translate learning into improved pedagogy. It takes time and practice for teachers to implement new ideas, and time for students to benefit from changes in pedagogy.

> Darling-Hammond et al. (2017) conceptualize professional learning as:
>
> a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning. Thus, formal PD [Professional Development] represents a subset of experiences that may result in professional learning. (p. 2)

In this definition, professional development is a vehicle through which professional learning can happen—a structure for professional learning. In Darling-Hammond's conception, formal professional development is one means of professional learning.

Although the L2P partnership does encompass the characteristics of effective professional development described above, the L2P partnership is labelled for participants as professional learning (rather than professional development) opportunity for two reasons.

Professional Learning

The first reason that the term professional development is not used in L2P is that the term professional development has come under scrutiny, and the term professional learning has become more widely used. Webster-Wright (2009) describes the shift from professional development to professional learning in her research across a range of professions, indicating that professional development is part of a discourse that imagines the professional as deficient, and in need of development and direction. The change in terminology to professional learning includes concepts of professionalism, autonomy, and excludes managerial or bureaucratic control.

There are also concerns that professional development is often mandated by external agencies, subject to political influence, and focussed on enhancing skills through courses and programs, often likened to filling an ersatz toolbox of gadgets that can be used to fix a problem. Workshops and courses have an appeal—who wouldn't want to learn how to create a racism-free school for aboriginal learners in three hours (as the BCTF offers on its workshop website)? There is a seductiveness to this kind of professional development, one where we, perhaps unwittingly, reinforce the belief that knowledge comes from an external expert and that learning is episodic and discrete (Webster-Wright, 2009).

In contrast to this decontextualized notion of professional development, Pitt and Phelan (2008) describe professional learning which recognizes the importance of "thinking for oneself in uncertain and complex situations, in which judgement is more important than routine" (p. 194). Although Darling-Hammond et al. (2017), whose research was described earlier in this chapter, use the term professional development, the criteria they outline for successful initiatives go beyond one-shot experiences to recognize the importance of "highly contextualized, job-embedded and collaborative" (p. v) learning experiences that recognize the need for "adequate

time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice" (p. vi).

Examining learning in teacher education programs and professional learning throughout one's career reveals some similarities, and offer insights for my research. For example, for both teacher candidates and in-service teachers, the importance of learning in context is critical. If it is difficult to change deeply held beliefs, then teacher learning (whenever it occurs) must allow for connections between the theory and practice of teaching and time to consider and reflect how the new learning can be applied in context. In addition, teachers need time to practice, share with one another, and reflect on and receive feedback on new learning.

Professional Development in BC

The second reason for using the term professional learning is that professional development, as it is used in the BC context, is complex terrain. Professional development is the term used in collective bargaining and therefore carefully monitored. The notion of who "owns" professional development in British Columbia is highly controversial, a source of conflict during provincial bargaining and articulated and delineated in provincial and local collective agreements.

The British Columba Teachers' Federation (BCTF) is the union that represents the 45,000 public school teachers in the province of BC. The BCTF defines professional development for its members as "a process of personal growth through programs, services and activities designed to enable members, individually or collectively, to enhance professional practice" (BCTF, 2020a). In BC professional development is "governed by the collective agreement and local union policies" (BCTF, 2020a). In fact, the BCTF and local associations are responsible for "planning, structuring, organizing, and evaluating professional development programs and services for members" and have the professional autonomy to plan for the five designated professional

development days which occur during the school year (BCTF, 2020b). Anything formally labelled professional development would come under the purview of the BCTF.

The British Columbia Ministry of Education has a more limited view of professional development, describing that "teachers need to stay sharp" by enhancing instructional abilities through courses, programs and other professional development opportunities (British Columbia Ministry of Education, 2019b). The British Columbia Public Schools Employers' Association (BCPSEA), the accredited bargaining agent for the province's K to 12 public schools, defines professional development as "an ongoing process that allows an individual to refine their professional practice and enhance their skills and knowledge" (BCPSEA, 2014).

The political rhetoric surrounding professional development is clearly evident. For example, although the BCTF states ownership of professional development, BCPSEA (2014) argues that, as the teaching profession in the province is certified and regulated by the BC Teachers' Council, the Council has a mandate and responsibility to set standards for professional conduct, which includes career-long learning.

Complex Systems

Although teacher education programs have traditionally focussed on a series of parts to a program (e.g. specific, discrete coursework followed by practical experiences), tinkering with the discrete elements has failed to generate the knowledge needed to understand how to improve teacher quality (Cochran-Smith et al., 2014). A growing understanding of research on complex systems and how they adapt and change recognizes that the interplay of relationships and environments and dynamic interactions among people, ideas and contexts can better inform how learning, including professional learning, can be conceived (Byrne, 1998; Davis & Sumara, 2006).

Cochran-Smith et al. (2014) further consider that disequilibrium, rather than equilibrium, "powers a complex system's learning and change" (p. 8). Whereas conventional professional development seeks to solve, order, and direct, Cochran-Smith et al. (2014) describe professional learning occurring in three overlapping and recursive complex systems—the individual, the school and the professional learning activity. Opfer and Pedder's (2011) research on professional learning suggests identifying "emergent patterns of interaction within and between levels of activity that would constitute an explanatory theory of teacher learning as a complex system" (p. 379).

In addition, complexity theory reveals that learning about teaching does not reside only in an individual, nor is it a discrete body of knowledge which can be transmitted from one person to another. Opfer and Pedder (2011) describe that learning "is a continuous process through which both the learner and the knowledge to be learned is redefined in relation to one another" (p. 388). In other words, as individuals gain knowledge and experience, they are changed. They then bring their changed selves to new learning experiences. Davis et al. (2008) call for a more organic, context-dependent view of learning, one that recognizes learning, rather than the sum of its parts or a series of steps that result in understanding, is inextricably interwoven with other systems in a continual and adaptive "dance of change" (p. 77).

Transformative Learning

The field of adult education yields important research which has informed my L2P research. Although I learned much about pedagogy during my teacher education program and in my career, my understanding of how adults learn has not been research-informed. For those of us who come to teacher education from the K to 12 education system, we often rely on theories and experiences of how children and adolescents learn. Even educational leaders in school districts

almost always come with a K to 12 background and may not consider what is important to adult learners. One of the key tenets in considering adult learning is that adults come to learning situations with significant background experiences. As I have discussed earlier, these background experiences can constrain new learning if adults simply rely on their histories without reconsidering their assumptions. However, adults can use their experiences as catalysts to enable change and growth if learning experiences are designed to support this transformation. Mezirow (1997) states:

> A defining condition of being human is that we have to understand the meaning of our experience. For some, any uncritically assimilated explanation by an authority figure will suffice. But in contemporary societies we must learn to make our own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others. Facilitating such understandings is the cardinal goal of adult education. Transformative learning develops autonomous thinking. (p. 5)

Transformative learning theory offers important insights into adult education. Developed in the 1970s, Mezirow's work has influenced many adult educators, and his theory has evolved in response to reinterpretations and critical discourses (Taylor 1998, 2000). Mezirow (2000) defines transformative learning as:

> the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally able to change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action. (p 7-8)

Originally Mezirow (1991) argued that the process of transformation must be precipitated by an event or situation which causes us to question our assumptions or perspectives. He

described this as a "disorienting dilemma" (Cranton, 2006, p. 23), a single dramatic event which stimulated a process of self-reflection and reorientation. Later, however, he and others (Mezirow, 2000; Taylor, 2000) came to recognize that transformation could be a cumulative process, even a series of "everyday occurrences" (Cranton, 2006, p. 23) that over time became provocations for transformative learning. This notion of a deep, structural shift in thinking which results in a change in feelings, behaviours or mindsets connects back to Pajares' (1992) research, described earlier, that belief change during adulthood, although rare, is often precipitated by a gestalt shift.

For transformative learning to occur, these provocations lead to a series of actions in response, including self-examination, critical reflection, exploration of options, acquiring additional knowledge and skills, trying new roles, building competence and integrating the new learning into one's life (Mezirow, 1991). Mezirow (1991) describes his theory as "constructivist, an orientation which holds that the way learners interpret and reinterpret their sense experience is central to making meaning and hence learning" (p. 223). Thus, as adults consider new ideas and perspectives, they can assess, reconsider and revise their prior belief systems.

This connects to a more fluid notion of professional learning, one which recognizes that tensions, dilemmas, self-examination and trial and error are inherent parts of changing one's practice. This is not to say that one-time professional development activities (seminars, workshops, webinars, conferences and the like) are not useful. They can provide valuable opportunities to connect with experienced educators, network with people from difference contexts and engage with others who have similar interests (Avalos, 2011), and provide a catalyst for considering information and ideas in new ways. Professional development events may be spaces for transformative experiences.

However, traditional "one-shot" professional development activities lack the time to allow for the sustained engagement in specific contexts that translate to changes in practice (Broad & Evans, 2006; Lieberman & Miller, 2011; Warren-Little, 1999). They may provide an impetus for change, but it is in the practice of these new ideas that teachers' authority of experience flourishes.

Individual change is only one aspect of transformative learning. Because teachers are engaging in professional learning to understand their practice and its impact on students, critical and interpretative approaches to research in adult education have recognized the potential for transformative learning to be emancipatory (Cranton, 1997; Freire, 1974; Imel et al., 2000; Willis et al., 2000). Ettling (2006) describes the need to create spaces of learning that enable changes of mind and changes of behaviour for both students and teachers. It is worth a reminder that Munby et al. (2001) indicate that learning to teach involves both learning to function within a school system while critically examining it.

Praxis is also critical for social transformation. Freire (1970) defines praxis as "reflection and action directed at the structures to be transformed" (p. 270). New and experienced teachers need spaces to puzzle through the complexities of theory and practice, to consider their own and other's practice. Partnerships such as L2P can be a place where teacher candidates and teacher educators come together to consider the "what is" and the "what might be".

Feminist and Critical Perspectives on Transformative Learning

Criticisms of Mezirow's transformative learning theory have focussed on the problematic nature of transformation being viewed as a largely individual process focussed on self-improvement (Collard & Law, 1989; Lange, 2012; Newman, 1994). Canadian theorists such as Scott (1992) and Lange (2012) have drawn on Canada's "collectivist heritage" (Lange, 2012, p. 92) to conceive of transformation with the "moral imperative of creating a more just and

democratic society" (Lange, 2012, p. 92). Thus, our individual transformation is important for personal growth, but in the context of working towards the collective transformation of educational systems to address injustice and inequities.

Schugurensky (2002), in his critique of transformative learning, cautions us to consider that individual transformation does not equate to social transformation. He also argues that critical reflection, although an important factor in transformation, does not necessarily lead to transformation. He further comments that although there is a connection between one's consciousness, one's behaviours and one's advocacy, one does not necessarily lead to the next. This is an important thread in my research. For example, educators can critically reflect on their practice and come to understand that some of their behaviours and actions are not consistent with their new awareness. However, it is another step entirely to subsequently change one's behaviours or beliefs as a response to a new understanding. And, even if that occurs, there may not be a resulting advocacy on a larger scale, of using new understandings and behaviours to transform schooling.

Feminist perspectives on transformative learning include understanding and celebrating that welcomes "provisional, situated, embodied, and relational knowledge" (Lange, 2012, p. 98). In the literature reviewed by English and Irving (2012), they noted the importance of emotion and relationships in women's transformative experiences. Cranton and Wright (2008) suggest that relationships, rather than a personal disorienting dilemma, are more likely to be a catalyst for transformation in women. Schugurensky (2002) calls for transformative learning theorists to recognize, value and research ways of knowing beyond the conventional rational discourse that has dominated the field. Alternate ways of knowing, such as valuing affective and emotional communication and indigenous ways of knowing (Shilling, 2002) offer possibilities beyond

conceiving transformation as a solely individual undertaking to including diverse voices and perspectives in our collective move towards solving the pressing problems in our education system.

Collective ways of knowing are threaded throughout feminist theory (hooks, 2015) and feminist scholars express "interest in the transformational potential of community and connectedness" (Webb, Walker and Allen, 2002). For example, Robertson (1994) describes her feminist pedagogy of teacher education as:

> students coming to depend on each other in communities that are non-hierarchical. In order for this to happen, the teacher must resist telling the student what to do and how to do it. The teacher must act as a midwife to empower each group to decide what is important enough for them as a group to work on it together. (p. 13)

If we consider assessment practices in education from a feminist perspective we can note that ranking and competition for marks, so often an outcome of the current system of assessment, results in perpetuating a certain hegemonic order that benefits wealthy and white hegemonic men, who access more science and analytical type careers, and maintain status quo through the ability to purchase additional tutorial guidance to pass examinations (Ziv, 2015). Teachers may, through conversation, reflection, and professional learning come to see traditional grading practices (letter grades, timed tests, for example) as not aligning with their pedagogical practices, their beliefs in how students best learn, and the need for ongoing learning and formative feedback. Too often teachers continue with these traditional practices if they do not have supports, particularly in relation to a community of educators who are working to shift their own assessment practices, including the practical need to share ideas and support one another's learning. Changing practice takes sustained energy to enact. Furthermore, even if a teacher does

change their practice, they still are part of a larger system that uses the discourse of grades and percentages as necessary. Teachers will use examples such as “Because that’s what they use at the university”, “There is competition and selection in the real world”, and “It’s part of the accountability of the school system” to justify the use of evaluative tools. Critical reflection, therefore, is a necessary pre-condition for transformation, but transformation does not necessarily materialize because one engages in critical reflection (Brookfield, 2000; Schugurensky, 2002).

English and Gillon (2000) add that the purpose of critically reflective practice which aligns with the feminist notions outlined above is to challenge the traditional narratives and to use critical self-reflection to make society more just—to use one’s individual new understandings, and understandings generated in communities, in a way that benefits all.

> As adults, we are generally enclosed within our own self-histories. We assimilate and gradually integrate behaviour, ideas and values derived from others until they become to internalized that we define “ourselves” in terms of them. Unless an external source places before us alternative ways of thinking, behaving, and living, we are comfortable with our familiar value systems, beliefs and behaviours. (Brookfield, 1984, p. 19)

Ultimately, we need to remember that professional learning and practice of teachers is one of the most significant factors in improving student learning and achievement, and promoting education reform. As teachers, professional learning is not only about personal and professional growth for oneself, but growth in community with the purpose of “thinking about, negotiating, and transforming the relationships in classroom teaching, the production of knowledge, the institutional structures of the school, and the social and material relations of the wider community” (Nouri & Sajjadi, 2014, p. 78).

The L2P partnership offers professional learning opportunities for all those involved in the work of teacher education. Sanford and Clover (2013) note that pressures to build strong university-community collaborations provide "an opportunity for collaborative learning and working partnerships to produce purposeful knowledge and actions that creatively expand how, together, universities and communities can address the urgent needs of society today" (p. 180).

Sharing Leadership

Sharing leadership recognizes the complex, dynamic and interconnected nature of teaching, learning and leading. Here I will draw on the concept of enactivism and examine what it means to share leadership within the context of L2P and the contribution to the professional learning of those involved.

The notion of shared leadership has emerged in the literature as a response to the conception of a single, heroic leader (Bolden, 2011), an idea that moves from conceiving leadership as an individualistic set of attributes and behaviours, to consider a more systemic perspective of leadership as a collective social process (Uhl-Bien, 2006). This presents a different view of leadership; rather than individualistic, controlling, reacting, and ordering, sharing leadership invites us to innovate, create and respond, an orientation more symbiotic than reactive.

Shared leadership can be difficult in university and school district contexts that operate in hierarchies. There are significant institutional and regulatory requirements, policies, and legislation that govern the provision of teacher education programs and the institutions as a whole. Union contracts, timetables, course content requirements, academic requirements and external certification standards can collide with providing programs that are flexible and responsive. These are ongoing tensions for teacher educators, wherever they are located.

These tensions are exacerbated by the deeply held beliefs embedded in what it means to teach. It is worthwhile revisiting the literature from earlier in this chapter and to remember that if our past experiences influence us as strongly, as Britzman (2003) argues, and our adult beliefs are slow to change (Pajares, 1992), rethinking how sharing leadership in teacher education might be conceived is not an easy task.

Uhl-Bien (2006) suggests that the scientific notion of enactivism and complexity principles offer rich possibilities for reconsidering leadership. Enactivism is the belief that cognition arises through a dynamic interaction between an acting organism and its environment. Our environment "is one which we selectively create through our capacities to interact with the world" (Di Paolo et al., 2014, p. 33). Rodhe (2010) further explains: "knowledge is constructed: it is constructed by an agent through its sensorimotor interactions with its environment, co-constructed between and within living species through their meaningful interaction with each other" (p. 30).

Understanding and considering complexity theory can inform leadership practices and principles through the knowledge that complex systems can spontaneously generate new structures. Complex systems create order by dissipating energy rather than accumulating it. These scientific principles can inform theories of leadership when we recognize that:

> The demands of the changing environment present a complex set of challenges—and require a shift in focus and emphasis—for organizational leaders. The traditional tools and techniques of management are designed, in large measure, to ensure organizational stability, operational efficiency, and predictable performance. …To meet the challenge, organizational leaders must "loosen up" the organization—stimulating innovation,

> creativity, and responsiveness, and learn to manage continuous adaptation to change. (Dess & Picken, 2000, p. 19)

Sharing leadership, then, has possibilities to consider the spaces in which teacher education and teacher education programs occur. Sharing leadership recognizes responsibility that crosses contexts and locations, inherent tensions and complexities, and seeks to recognize the collective efforts of those involved in the work. Spillane, Halverson and Diamond (2001) connect the idea of complexity to shared leadership. They recognize:

> the interdependence of the individual and the environment shows how human activity as *distributed* in the interactive web of actors, artifacts, and the situation is the appropriate unit of analysis for studying practice. Cognition is distributed through the environments' material and cultural artifacts and through other people in collaborative efforts to complete complex tasks. (p. 23, emphasis in original)

Sharing leadership is more than dividing tasks that need to be done. Sharing leadership requires a shift in thinking about leadership through a relational lens. Organizations are seen as "elaborate relational networks of changing persons, moving forward together through space and time, in a complex interplay of effects between individual organizational members and the system into which they enter" (Uhl-Bien, 2006, pp. 661-662).

Tensions in Teaching about Teaching—A Framework

The nature of the transition from school teacher to teacher educator is an under-researched area (Zeichner, 2005). Berry (2008) found that for teacher educators the "difficulties in researching personal practice lie not so much in recognizing the complexities inherent in their work (these they readily see) but in finding ways of representing that complexity to others" (p. 31).

Those of us who find ourselves in the role of teacher educator can experience dilemmas and tensions in considering the differences between teaching and teaching about teaching without the vocabulary to express these differences. As Munby et al. (2001) explain, teacher candidates' confidence and understanding of teaching comes with practice, through which they develop an authority of experience. I would argue it is the same for teacher educators.

To describe my findings in Chapter 4, I am utilizing the following organizational framework developed by Berry (2008). This framework was developed through her own self-study of learning to teach teachers. She characterizes these tensions both for herself as a teacher educator and as these tensions are experienced by teacher candidates.

Berry (2008) describes experiencing tension between:

- Telling and growth (the desire to explain and inform with the desire to challenge and provoke and be challenged and provoked)
- Confidence and uncertainty (trust in our knowledge and experience with vulnerability and openness)
- Action and intent (what we do with what we hope to do or think we are doing)
- Safety and challenge (providing support with unsettling assumptions)
- Valuing and reconstructing experience (recognizing individual experience and background with encouraging reframing based on new experiences)
- Planning and responsiveness (planning for learning with receptiveness to opportunities and emerging situations)

I experienced these tensions both in my own teacher education program and as a teacher educator. The competing instincts of being (and being seen to be) organized, prepared, professional, knowledgeable and competent push against the ideas of responsiveness, challenge,

and vulnerability. It is a relief to have the tensions articulated this way. It is through this framework that I can focus my attention on how I am informed and changed by my participation in the research on L2P and being involved in the L2P partnership.

Chapter 3: Research Methodology

> I think is has been through our collective openness and willingness to combine our efforts, and feeling valued for what we can each contribute that has allowed us to build and sustain a trusting relationship. This is one of the things I value most. I can imagine it took a lot of trust on the part of UVic to look beyond its faculty to consider district teachers as partners in instructing their students. It was a risk, and we appreciate your trust in us… (Laura, research participant)

The notion of trust (in ourselves and one another) was evident throughout the process. Laura's quote articulated for me the importance of trust in the exploration of my question. It was through this building of trust that we could share leadership, knowing that we all had something to bring to the partnership, and trusting that, as we worked together, we would also learn more about the other.

The first part of this chapter will explore self-study as research methodology. I explore the definition and foundations of self-study research methodology, why I chose to use self-study methodology, and the role of critical friendship in self-study. I also describe how my study considers and incorporates LaBoskey's (2004) five characteristics self-study as: 1) self-initiated and self-focused; 2) improvement-aimed; 3) interactive; 4) using multiple, mainly qualitative methods; and 5) defining validity based on the notion of trustworthiness.

The second part of this chapter explains more practically how I undertook the research, a description of the participants, methods used, the timeline for my research, and how I analyzed the data I gathered.

Definitions and Foundations of Self-Study Methodology

Self-study is inquiry into one's own practices for the purpose of better understanding and improving one's practices. Hamilton et al. (1998) define self-study as "the study of one's self, one's actions, one's ideas, as well as the 'not self'…It is autobiographical, historical, cultural, and political…it draws on one's life, but it is more than that. Self-study also involves a thoughtful look at texts read, experiences had, people known, and ideas considered" (p. 236). Self-study methodology seeks to provide insights into the question "How can I improve my practice?" (Tidwell et al., 2009, p. xiii) and provides the opportunity to examine personal, professional, and program renewal (Kosnik et al., 2005). Self-study requires an exploration of one's self to consider and interrogate one's assumptions and beliefs about education. It is therefore well-suited to my research question as I explore how our professional learning is informed by a shared leadership approach to teacher education.

Shared leadership draws on the feminist pedagogical principles of empowerment, building community, privileging voice and respecting the diversity of personal experience (Webb, Allen & Walker, 2002). Feminist pedagogy intersects with self-study as they both recognize that in examining oneself, we are "examining one's self in relation to others" (Feldman, Paugh & Mills, 2004, p. 971) and that our understandings and assumptions are embedded in our historical and cultural contexts (Coia & Taylor, 2013). Drawing on feminist pedagogy to inform my self-study, I sought to inquire further into a "critical examination of what lies below the surface" (Greene, 1992, p. x). Feminist pedagogy calls us to consider the impact of socio-political structures and hierarchies in shaping teachers and teaching (Ziv, 2015). For teacher educators, this interconnects with Munby et al. (2001), who describe universities' social obligation to bring a critical eye to schooling.

As someone who began their education career in the 1980s, I grew professionally alongside such movements as teacher inquiry (Duckworth, 1987), reflective practice (Schön, 1987) and action research (Carr & Kemmis, 1986). This is significant as my career was shaped by the belief that professional learning is informed when teachers inquire into their own practice and are encouraged to think about what they are doing while they are doing it (Schön, 1987). To help understand this process of self-study I consider why I am so interested in this collaborative approach. For example, within my first two years of teaching, my school district implemented a "helping teacher" model, seconding practicing teachers to work at the district level to provide classroom teachers with release time to work on action research projects. The topics were generated by the participating teachers and focussed on a problem of practice we wanted to explore. I distinctly remember that the flyers for participation (all paper then!) came out on lime green paper, and I was so excited by the idea of collaborating with teachers across the district. The workshops and working sessions instilled in me the understanding that teachers continually seek to investigate what will make a difference in learning. I remember one session, in particular, where we assessed writing using the new Performance Standards and how much I learned about descriptive feedback and assessing work using descriptors.

Through the 1980s and 1990s teachers began to inquire into their own practice and understand that the particular contexts in which they worked had an important role to play in researching teaching practice. Prior to this, teachers' practical knowledge about improving teaching and learning were generally not seen as important or even considered as areas of research within the academy (Cochrane-Smith, 1991). However, there continues to be a gap, what Zeichner (2005) describes as a disconnect between academic research knowledge of those

at a university, and the lived experiences, practical wisdom and expertise of classroom teachers (Berry, 2008).

Feminist pedagogies and feminist approaches to teacher education added to the research during this time. Building on the work of liberatory educators such as Freire, feminist educators called for a shift in thinking about teaching to uncovering and dismantling hierarchical structures (Robertson, 1994). Feminists sought to challenge the discourse that privileged male voice and maintained the status quo. Feminist teaching brings to the fore the notion that learning and teaching is not neutral, "but instead a bringing together of the personal, the social, and the political" (Robertson, 1994, p. 11).

Self-study emerged at a time when what was considered knowledge at the academy did not answer the questions of practice being asked by teachers and "teacher educators' increasing discomfort with the representation of their research in the distant voice of the third person" (Pinnegar & Hamilton, 2009, p. 3). Self-study as a legitimate area of scholarship was further developed when self-study researchers organized an AERA Self-Study of Teacher Education Practices-Special Interest Group (S-STEP-SIG) in 1993 (Loughran, 2004; Pinnegar & Hamilton, 2009). Looking back on that time, Zeichner (1999) noted that:

> a significant development of teacher education is that more and more of the research about teacher education is being conducted by those who actually do the work of teacher education. The birth of self-study in the teacher education movement around 1990 has been probably the single most significant development ever in the field of teacher education research. (p. 8)

A peer-reviewed journal, *Studying Teacher Education*, emerged in 2005 and is exclusively focused on self-study research. In their inaugural editorial, Loughran and Russell (2005) wrote:

> *Studying Teacher Education* marks the arrival of this field on the international education scene as part of the growing recognition of the importance and complexity of research on teaching and teacher education practices (p. 1).

Self-study draws from the action research school in that it "provides a method to conduct systematic inquiry into one's own teaching practices" (Samaras & Freese, 2009, p.4) through the cycle of plan, engage, and reflect that recognizes the complex relationships of classroom teachers and learners. Self-study also utilizes elements of reflective practice as it entails teachers examining their own practice, critically reflecting on it, and consciously participating in their own growth and learning (Samaras & Freese, 2009).

Self-study, therefore, aligns with the interpretivist paradigm as it requires "evidence of meaning and relationships among phenomenon from the authority of their own experience" (Pinnegar, 1998, p. 35). The self is not separate from the study; the self as person, teacher, researcher, and colleague is central to the research. Samaras and Freese (2006) note that the relationships among individuals to work within "communities of expertise where learners co-mediate, negotiate, and socially construct an understanding of a shared task" (p. 51) is central to self-study.

Why I Chose Self-Study

As we enter the third decade of the century, S-STEP can claim a 30-year history, providing a rich body of inquiry on which to draw and a firm foundation for me as a new researcher to frame my study. In the exploration of my research questions (How is our professional learning informed by a shared leadership approach to teacher education? How do these findings inform me in my work as a teacher educator?), I am drawn to self-study because it best aligns with my questions and the purpose for my study. It provides the space to explore the

collaborative, shared and professional learning dimensions of my research interests, alongside the space to consider how I am informed and changed by engaging in this work. Pinnegar and Hamilton (2009) articulate the notion that self-study not only acknowledges, but requires a deliberate attention to the

> dynamism in the researcher/researched relationship, where the researcher and the researched are potentially from moment–to–moment in a study both the same person and someone else – the other in practice – calls even more strongly for the use of collaboration and requires attention to strategies that support the development of trustworthiness. (p. 84)

Self-study, therefore, is a way to explore the personal and professional, the practical and academic, the self in community, and to nurture the scholarship of teacher education. Brown (2004) describes this exploration as "a negotiation between the private and public, personal and political, individual and historical (p. 524).

Personal and Professional

With respect to self-study as a way to tie together the personal and professional, I refer to Samaras' (2002) description of self-study: "I use the words self-study to mean critical examination of one's actions and the context of those actions in order to achieve a more conscious mode of professional activity, in contrast to action based on habit, tradition, or impulse" (p. xiii). Returning to Britzman's quote from the introduction to my research, self-study is a means of addressing the ghosts, biography, and history of our own schooling by requiring us to become conscious of what we are doing and why; that is, examining what we are learning and doing as teacher educators and how it contributes to our own further learning, sharing this knowledge, and using it to inform the improvement of our programs.

Another reason why self-study is an appropriate methodology for my investigation is that it both theoretically and practically both supports and challenges me in my career. Self-study encourages both individual uncovering and exploration of one's ideas and assumptions, and an interrogation of those with others. In my role, I feel it is important to be individually committed to growth as well as growth in community with others. Self-study researchers aim to consider themselves and their assumptions (LaBoskey 2004; Loughran, 2007) to better support colleagues and students in thinking about what it means to teach and examine teaching.

Practical and Academic

Self-study is a methodology expressly designed to explore the spaces between the practical and academic. As Korthagen (1995) describes:

> For a long time, the academic world was not supportive of the position of creative researchers who tried to build on another epistemological basis…teacher educator/researchers who dared to carry out this difficult task [self-study] in an area in which this is largely unprecedented; the world of teacher education practices…these people are intimately familiar with the two worlds: the world of scientific research on education and the world of practice. And they try to combine the best of both worlds. (p. 100)

As manager of teacher education, much of my work occurs in the intersection of theory and practice, of knowing about and doing in relation to that knowing. I work with others to create a coherent program for our teacher candidates through connecting coursework and practicum, campus and school, and teaching and learning. When I am in the theoretical space at the university working and meeting with teacher candidates, instructors and administrators, I try to bring practice into the conversation. When out in "the field", working and meeting with teachers, administrators, and district staff, I represent, and am seen to represent, the academic

world of the university. Part of this stems from the responsibility I feel to bring information about our teacher education programs to our field partners as their beliefs about teacher education are often embedded in their own teacher education experience. The other responsibility I feel is to ensure that our programs are changing to meet the needs of students in the K to 12 system.

However, I caution myself to resist the comfort of assuming smooth and seamless connections between the theoretical and practical. Ovens and Fletcher (2014) caution against an overly simplistic view of practice:

> it is important not to be seduced by the illusion that improvement involves the quest for technical mastery or successful application of theory to practice. There are many layers to practice, and many layers of understanding of the experiences we have as teachers and students. The acts of provoking and being provoked involve the deliberate attempt to *call forth a particular response*. In self-study, being provocative in the interests of improving practice implies calling forth the forms of subjectivity involved in enacting good judgment rather than the reductive focus on refining skills and knowledge. (p. 9, emphasis in original)

Enacting good judgement generates two forms of knowledge in respect to improved practice: knowledge situated in the inquirer's embodied practices, and conceptual knowledge that can be shared with other practitioners and contributes to the academic field (Loughran, 2010).

The Self in Community

My research is predicated on the position that collaboration in partnerships is essential in order to share our perspectives, understandings and the knowledge we co-create. Pinnegar and Hamilton (2009) insist that the self is not meant to be the sole focus of the research: "studying his or her own practice and human practice always involves others either in the immediate

present or in the reconstructed memory of interactions" (p. 13). As such, it is the relationship of self to other that is a "central part" of the work (p. i) both in the partnership work and in undertaking a self-study.

Bullough and Pinnegar (2004) note that an essential element of self-study "points toward a specific ontology, which includes a commitment to a quest for understanding and to a way of being with and for children, colleagues, and our students" (p. 340). The self is never merely psychological and individual but "is formed and maintained in relationship to others" (p. 340). Therefore, self-study research enables those involved in the research to reveal/uncover points where relationships have shaped practices and caused reflection and examination.

In the use of texts (emails, presentation slides, handouts and other documentation) created specifically for the L2P partnership, along with a series of meetings and reflective writing, my research was intended to provide a space for considering the work we do in our partnership, the reasons behind the work we do, and to surface stories, anecdotes and incidents that will inform me and my work in teacher education.

Nurture the Scholarship of Teacher Education

Many teachers and teacher educators reflect on practice, engage in professional learning and work to improve their teaching practice. Rich conversations about teaching and learning happen in all kinds of places in schools, both formally and informally. However, the documentation and sharing of the understandings emerging from the opportunities to reflect and interact are often not shared in ways that contribute to the scholarship of teacher education.

There are likely several reasons for this. One is that although conversations occur in a multiplicity of places, most of the time they are not documented and therefore cannot be analyzed as artifacts. It may be that some would not think their conversations worthy of analysis, especially if they do not see themselves as researchers. It was not until I recorded and transcribed

the conversations with my participants that I became aware of the richness of the data which was not at first apparent. Reading through transcripts revealed much more than my initial recollections suggested, and offered insights that not only informed our work but has the potential to inform the teacher education community.

Loughran (2004) considers that self-study is important because beyond the individual or collective desire to be better informed about how we think and act (to purposefully reframe practice), "is an expectation that learning through self-study might also help to positively challenge and change teaching and teacher education practices more generally" (p. 155). This, in turn, can help contribute to the scholarship of teacher education**.**

Critical Friendship in Self-Study

Self-study calls on researchers to examine the self in context critically. From this perspective, we are asked to consider why we do what we do, and unbury our assumptions, often in collaboration with a critical friend (Placier et al., 2005), a "trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person's work as a friend" (Costa & Kallick, 1993, p. 49). As noted by Bass et al. (2002), "Reflexivity, wherein worldviews clash from the input of critical friends and theory, can push reflection past defensiveness into transformative learning" (p. 67).

Self-study research is a way to deeply consider one's practice in order to consider our assumptions and what actions emerge from those assumptions. Although some of this can be done alone, a critical friend can ask new questions, suggest other perspectives and provide a sounding board for talking through ideas and understandings (Bullough & Pinnegar, 2001; Ovens & Fletcher, 2014; Samaras & Freese, 2009).

Critical friendship provides wise counsel to support the researcher, and can "ensure interpretations are ones that others could support – a form of inter-subjective warrant" (Hopper, 2015, p. 262). Examination of the data with a critical friend aligns with methods that:

> facilitate a stepping back, a reading of our situated selves as if it were a text to be critically interrogated and interpreted within the broader social, political, and historical contexts that shape our thoughts and actions and constitute our world. (Pithouse et al., 2009, p. 45)

Interestingly, adult educators Cranton and Wright (2008) use the term "learning companion" in their work, but their description of a learning companion is similar to that of critical friend, as they consider the role as

> one who helps the learner to recognize his or her own expertise and experience and draw on that…helping the learner deliver their words to the world and put the learner in the conversation. A learning companion encourages a shared curiosity and engages in an exchange of learning so that the perspectives of both educator and learner are enhanced. (p. 36)

Feminist scholars Coia and Taylor (2013) describe teaching as a "profoundly personal and social activity that cannot be examined without self-reflection in a collaborative setting" (p. 9). They describe that "composing our autoethnographies together" (Taylor & Coia, 2009, p. 178) allows for the "blurring insider/outsider [which] builds on the understandings of identities are multiple, partial, and dynamic" (Coia & Taylor, 2013, p. 9). The interested other, whether described as a critical friend, learning companions or co-researcher, all speak to the interconnectedness of oneself as learner both informed by and informing the communities in

which we work. As Samaras and Freese note, "self-study requires a commitment to outside interpretations and a willingness to review one's existing frames" (p. 49).

I had initially designed my research to be a collaborative self-study, with all of the participants involved in the research design and questions. However, that did not work as I had hoped, for several reasons. The first reason was the practical reality that I was completing research on my own timeline through my doctoral work. It became clear to me as I went through the Ethics application and designed the study that although my participants were essential to my research, the processes, questions and writing were my responsibility and my interest.

The second reason was that my participants all had full-time jobs in addition to their participation in L2P, and I was hesitant to ask for more of their time. Our meetings were scheduled weeks in advance, taking into account our schedules and commitments, so the meeting times and formats were constricted in recognition that our meetings occurred at the end of busy school days. Although I never got this sense from them, I felt that their time was more valuable than mine, and that I was getting more from our conversations as it was supporting my research needs.

Third, I was not party to the ongoing conversations that Jeannie, Melissa and Laura would have had as they worked together at the school district office. Although Laura did not use the term critical friend, what happened organically for them is described by her:

> …we often say how lucky we are to be in this role because we can ponder…these ideas and bounce things off of each other…because we just relish those kinds of conversations that are always just asking questions and always looking at how we can do better.

This exacerbated my feelings that my research was not unfolding as organically as I had hoped, as it lacked the spontaneity that my participants had in their daily workplace conversations.

As my research progressed, I found myself going back to my supervisor with these questions, and it was through those discussions that I came to realize that my supervisor Kathy was fulfilling the role of my critical friend. Kathy had a deep understanding of L2P, as she had been on the original planning team and had stayed connected through attending planning meetings and the district-sponsored professional learning afternoons. She participated in the Gallery Walk, the original conception of which was hers. She had an in-depth understanding of my context as a doctoral student and manager within our institution. Additionally, she had done extensive research on teacher education, often within a self-study framework. (Hopper & Sanford, 2004, 2006, 2008; Sanford, Hopper & Robertson, 2020).

As a critical friend, Kathy asked questions that both focussed and challenged my thinking. The questions and discussions we had helped me articulate tensions within myself as I engaged in the research. For example, in our discussions, in her comments on my writing, and through email, Kathy consistently reminded me to consider how ***I*** was informed and changed by my self-study. I seemed to gravitate towards explaining and describing the partnership as external to me and avoided digging into the messiness of my assumptions and what challenged me. Schuck and Russell (2006) describe the "difficulty of assessing one's own practice and reframing it" (p. 108), which I certainly found the case.

Kathy challenged my use of language, encouraging me to consider whether L2P was intended to "improve" or "transform" teacher education. As I read her comments, I was challenged to be more precise and unpack what I actually meant and how I came to those

understandings. She encouraged me to go back to my data and reconsider where I skirted around issues and why, particularly around my tendency to avoid critique.

As I lived the tensions of exploring my research question, I drew on Kathy's expertise about teacher education. Unlike me, she had been "thinking and writing about these issues for many years" and freely shared her knowledge to assist me in my research. She took the time, in the words of Costa and Kallick (1993) "to fully understand the context of the work presented and the outcomes that the person or group is working towards. The friend is an advocate for the success of that work" (p. 50).

LaBoskey's Characteristics of Self-Study

The Link2Practice partnership is well-suited to self-study research methodology (Sanford et al. 2019, in press). The partnership's intentions, to "invite elementary teacher candidates into classrooms and school communities to share what school life and our professional practice is all about" (Collyer, 2016, p.1), align with LaBoskey's (2004) description of self-study research described earlier. More recent self-study research has added to the conversation with respect to trustworthiness as examined in the relationship of trust between the researcher and participants. In this section I will elaborate on LaBoskey's (2004) description of self-study and also attend to this expanded definition of trustworthiness. LaBoskey (2004) outlined five characteristics of self-study research methodology (1) self-initiated and focused, (2) improvement-aimed, (3) interactive, (4) multiple, primarily qualitative, methods, and (5) exemplar-based validation.

Self-Initiated and Focussed

The first is that it is self-initiated and focussed on our own practices. The question or problem of practice has to matter to those engaged in the research, with the goal of coming to new understandings or insights about oneself and oneself in practice. It is in the grappling with our existing knowledge (often based on our assumptions), sharing those understandings, and

being provoked and challenged to consider new, expanded or alternative interpretations or ideas that we are changed through the research. This change in thinking can result in changes in what we do.

Self-study offers the time and opportunity for both researcher(s) and participant(s) to rediscover and re-tell their stories through a process of self-inquiry and dialogue with colleagues regarding such inquiry. My intent was that as we engaged in the research, that we collectively looked to one another's stories to illuminate, contradict, interrogate, and inspire our own understanding. It is in this collective space that self-study provides a theoretical base from which to begin the research.

I was very motivated to engage in research with the L2P partners. It provided me the framework to consider and re-examine my practice. I wanted to come to new understandings of myself as a teacher educator and the programs in which I work. Much of what we do in teacher education is regulated by university or certifying requirements, which lay out policy and guidelines for programs. It can be tempting to resist change because of the effort needed to seek approval from governing and external bodies.

Interacting with research participants in school districts allowed me to learn from their perspectives and contexts. Engaging in research with participants who were located in different educational contexts (school classroom, district office and university) allowed me to hear perspectives and experiences across these spaces. How each of us considers teacher education, and how it is enacted in each of these spaces, is a central part of the research. Feldman (2003) notes that "self-study recognizes at least implicitly that to improve our teacher education practices we need to change our ways of being teacher educators" (p. 28).

Improvement-Aimed

I wanted to explore how, in partnership, we learn about being teacher educators while supporting our teacher candidates in L2P. I was interested in continuing to build the partnership, as I saw it as a valuable way to support the personal and professional learning of candidates, partnering educators, instructors and TEO staff. As a researcher, both as a participant and observer, I was intrigued and challenged by the opportunity to explore the work of those of us involved in L2P to more thoughtfully consider what our actions and conversations revealed about what we value and assume, and how this informed my practice.

Schulte (2004) notes that "a good self-study should explicitly indicate how it connects to educational theory and contributes back to the general knowledge base of teacher education" (p. 722). Hoban (2004) notes that one of the critical elements of self-study is the sharing of professional insights with others and, in so doing, being able to articulate a public theory. Self-study makes public the practice of professional reflection that involves a process of thinking, refining, reframing and developing actions.

Loughran (2004) adds that beyond the individual or collective desire to be better informed about how we think and act (to purposefully reframe practice) "is an expectation that learning through self-study might also help to positively challenge and change teaching and teacher education practices more generally" (p. 155). Thus, research on teaching practice by teachers "holds invaluable promise for developing new understandings and for producing new knowledge about teaching and learning" (p.155). By engaging in self-study, we consider our relationships, our singular and collective voices, our understandings of practice, and share our experiences to build validity and reliability. As teacher educators engage in self-study, we have the opportunity to examine other self-study research which may cause us to consider our own experiences differently (Schulte, 2004).

Interactive

Self-study researchers "must have a disposition that is open to ideas from others" (Samaras & Freese, 2009, p. 8). LaBoskey (1994) writes:

> Social constructivist learning theory requires interactive/collaborative pedagogy and research strategies. Likewise, conceptions of cognition that consider it to be social, situated, and distributed mean that we must capture and attend to group interactions and knowledge development, as well as individual. (p. 847)

A central idea in being interactive means teacher educators "collaborate directly with colleagues in an effort to better understand and improve their own practice and institutional contexts" (LaBoskey, 2004, p. 848) and this collaboration indicates that they "worked together on a self-study where they interrogated the various teaching myths they held as professors of different disciplines, which resulted in changes in their respective beliefs and behavior." (p. 848) In addition the interactive nature of self-study is that participants "become informants in our self-studies" and that "self-study teacher educators interact with 'text' of various kinds in varying manners" (p. 849).

Interestingly, the articulated goal of L2P during the preparatory meetings in June was to enhance teacher candidates' first field experiences by "integrating two learning spaces, linking theory to practice, building relationships, investigating pedagogy, approaching teaching from an inquiry stance, and sharing our learning with one another" (Collyer, 2016, p.1). Although these were the stated goals for **teacher candidates**, as our research unfolded, these same outcomes emerged for us as teacher educators. An open disposition recognizes that sharing our perspectives, experiences and understandings will influence our work and our own development as teacher educators.

Multiple, Primarily Qualitative, Methods

According to Vanassche and Kelchterman's (2015) literature review of self-study practices, "self-study has no single method inscribed to it. Self-study borrows its repertoire of research methods and strategies from the conventional methods of empirical-analytical and/or qualitative-interpretive research" (pp. 514-515). Given this, it was important to align the research methods with my theoretical framework and research question.

One of the insights from self-study researchers that I most appreciated is that, because self-study attempts to articulate, problematize and refine one's professional understandings, researchers do not necessarily collect new data, but use existing data to inform research. Vanassche and Kelchtermans (2015) give as examples data that come from lesson plans, meeting reports, recordings, blogs, and photographs, that are generated in the daily activities of the researchers and participants.

The data I collected included materials generated through the natural progress of the term's work. These data comprised emails, presentation slides and notes, flyers, course outlines, readings, assignments, and other written information that was generated as we planned and implemented L2P. I also kept a personal journal during this phase as I reflected and considered the themes and tensions that emerged for me more personally.

Exemplar-Based Validation

Along with the widespread use of qualitative methodologies that emerged throughout the 1980s and 90s came the recognition that the conventional approaches to validity were not aligned with methodologies that recognized the legitimacy of inquiry-focussed research (Mishler, 1990). Therefore, an understanding of validity as more than replicable experimental data developed, one that recognized the social construction of knowledge. In self-study research Lyons and LaBoskey (2002) state that validity "*depends on concrete examples of actual practices, fully elaborated so*

a member of a relevant research community can judge for themselves their 'trustworthiness' and the validity of observations, interpretations" (p. 20, emphasis in original).

The move to consider trustworthiness as a measure of validity over a positivistic notion of a distinct and detached truth recognizes the inherent human endeavour of research that values the multiple perspectives, conundrums and complexities of making sense of the world through studying it. Mishler (1990) explains further that "focusing on trustworthiness rather than truth displaces validation from its traditional location in a presumably objective, non-reactive and neutral reality, and moves it to the social world—a world constructed in and through our discourse and actions, through praxis" (p. 420).

In addition, the notion of trustworthiness has taken on another facet, and some self-study researchers are considering "post-qualitative" notions of trustworthiness founded in the self-study community's responsibility to "the research and those practitioners, students, and communities for whom we write research" (Hamilton et al., 2020, p. 12). This moves the idea of trustworthiness as credibility of one's research to trustworthiness of the researcher's obligation to position oneself as vulnerable (Hamilton et al., 2016) but also worthy of the trust of those with whom we are engaged in the research. Our work with colleagues requires that we act with integrity and commit to improving the work of teacher education. Integrity includes recognizing our limitations and blind spots and celebrating our confidence and growth. Bullough and Pinnegar (2009) counsel us to continue to engage in self-study research to sustain and support the community of teacher educators with whom we work, and the broader community at large.

Reflecting on the L2P Research Site

Right from the beginnings of L2P in June, as we planned for the coming school year, Vivian, Melissa, Laura and Sheri engaged the Partnering Educators and UVic teacher educators

in activities that built trust and community. Norms of working together, which included our individual and collective responsibilities for inclusivity, confidentiality, respect, feedback, and ongoing learning, were articulated (Lancaster, 2018). Stories about the L2P partnership work were shared from the perspectives of seminar leaders, Partnering Educators and previous teacher candidates. Partnering Educators recalled and described their memories of shifting from the role of student to the role of teacher and how that was supported. Together they planned how to welcome new and nervous teacher candidates to their schools in September. Vivian shared her Twitter profile, describing herself as "relentlessly optimistic that through a collaborative culture we can enhance learning for all in our education system" (Lancaster, 2018) and encouraged Partnering Educators to share their teaching and personal passions with one another and with the teacher candidates. In relation to LaBoskey's criteria the L2P site seemed ideal to develop a self-study.

Research Ethics Approval

In March 2019 I received approval from the University of Victoria's Human Research Ethics Board (HREB) to conduct my research. I obtained approval from the Superintendent of SD 62 and the informed consent of the five school district personnel with whom I engaged in this self-study. The information for the superintendent and potential participants outlined the scope and purpose of my study to ensure they were aware of their voluntary participation right to withdraw from the research at any time for any reason.

Because I engaged in self-study research methodology, anonymity of participants was not possible. In fact, self-study is predicated on being open and collaborative (Barnes, 1998). The participants, then, become part of the process of the research, since the notion of validity in self-study is built upon "collaboration including testing, sharing, and challenging exemplars"

(Samaras & Freese, 2009, p. 8). Our field partners are valued members of our teacher education community, and their voice, insights and perspectives are critical to our work.

Methods

I conducted and recorded focus groups during four key phases of the project: one in June as we planned for the September start, one in each of October and November following the professional learning afternoons facilitated by the district, and one in January after the end of the semester. I also kept a personal journal beginning with my Ethics application that continued throughout the data collection phase of my research.

The interviews were semi-structured in nature and inquired into the participants' professional background, their professional learning through L2P, their views of the partnership and insights about teaching and teacher education. To encourage and support a variety of ways for the participants to respond to the research question, consider our shared leadership in the partnership and reflect on their own professional learning, I created a Google Classroom to share ideas and information related to the research. This format allowed for responses and questions that emerged between our meetings and supported multiple ways for participants to respond outside of the focus groups. I wanted to create a space to capture those "aha" moments, questions and ponderings to add to the data.

Finally, I completed a research journal during the research process. The entries focused on the development and implementation of the study as well as my own reflections and interpretations of both my involvement with the team and my own professional learning.

Participants—The Who of Self-Study

I initially identified and approached four educators in SD 62 who had experience in envisioning, planning and implementing L2P over the previous three years. One subsequently

assumed a new role in a nearby district, but as she had been instrumental in identifying and supporting L2P in her role as district principal, she volunteered to be a participant, even though she was in a different role in another district. I then approached a fifth participant who had taken on a district role and was involved in the implementation of L2P for the 2019/2020 school year. During the course of my study, therefore, one of my participants was in a neighbouring district in a new role, three of the participants worked at the School District 62 board office in curriculum support roles, and one participant was a middle school teacher.

Vivian

Vivian is a University of Victoria (UVic) graduate with an extensive background in both public and independent schools in BC. She taught mainly at middle school and has been an administrator in elementary and secondary schools. In her school district work, she has supported K to 12 literacy, staff development and has been a district principal supporting curriculum implementation. Vivian was seconded to the Ministry of Education for two years to work on the Careers curriculum and lead the team finalizing the K to 12 core competencies. Vivian holds a Ph.D. in Educational Studies from the University of Victoria. She is currently Director of Instruction in a Vancouver Island school district. Vivian was one of two district staff who approached the University of Victoria about the L2P project, saying:

> one thing I noticed for myself even as a student teacher...and a new career teacher…it's a very difficult transition from that…student identity, and even that apprenticeship of being a student…and I was feeling that there wasn't enough transition for teacher candidates… how do they transition into the profession?

Laura

Laura also graduated from UVic and has built her career in SD 62, beginning as a Teacher Teaching on Call (TToC). She has taught in many elementary and middle schools in the

district and has been working as a district coordinator since 2007. By her own description the district job has changed over time as the district team revisioned the role in response to the needs of the teachers in the district. What began as a literacy position has morphed for her into early learning, secondary support, curriculum implementation, and most recently, as a result of the number of new teachers being hired in the district, mentoring new and early career teachers. In Laura's words, when asked if she was going to stay in the district role, she responded "Yes, because it's so different every year, which is what I like about it". She, along with Vivian, was one of the original designers of Link2Practice (L2P) and has taken on the role of seminar leader for each of the four years the project has occurred.

Jeannie

Jeannie is also a graduate of UVic's teacher education program and over her career has taught in one room multi-aged schools and in several elementary schools in SD 62. She is a music educator who is also trained in Reading Recovery and completed her Master's degree in Math Education at UVic. She has been an elementary vice-principal and has worked at the school district as a Math resource teacher. Like Laura, her district role has changed over the years and she is now District Vice-Principal of Curriculum, the role vacated by Vivian's move to another district. She describes her career this way:

> I always got…not bored…but I was like 'OK, I've done this, what else could I do? So, becoming a librarian was fascinating…Reading Recovery was fascinating…I love teaching Kodály music…and the Math of course…so I wouldn't say I was bored but I sure wanted to try different things, and have loved everything…

Melissa

Melissa joined the research in October 2019, during her second year as a district coordinator and first year as one of the Secondary Education seminar leaders. Melissa is a

graduate of the University of Alberta and has taught in a number of districts in Alberta and BC. She has also worked for the Ministry of Education as a curriculum coordinator in Mathematics, and in the area of numeracy and literacy provincial assessments. She moved to SD 62 in the fall of 2018, and described her interest in working for the district because:

> I had done a little bit of work in Sooke with Vivian and Laura, and was struck at that time by their groundedness in education, and in the conversations that group had with themselves and with teachers…working at the Ministry you work with lots of people all over the place, and I always remembered them…there was something distinct about that.

Sheri

Sheri graduated from teacher education at UVic in 2000 and has worked in SD 62 for her whole career, beginning as a TToC "in teeny tiny positions. I've had a contract in every grade K to 9…and I've bounced around to different schools, different places…but I knew middle school was my bag". She has been teaching Grade 6 for a number of years, and has volunteered to be a Partnering Educator each year of the project (except the year she was on maternity leave). She co-taught the teacher education seminar for two years and regularly mentors teacher candidates on practicum. She is seen as a teacher leader, because in her words it's important for her:

> to access workshops, do inquiry…that's why we [she and her teaching colleagues] teach the way we teach. We wouldn't have done it if we had just been in our own classrooms…we keep coming [to professional learning opportunities] because it's never enough…

Kerry—researcher

Like most of my participants I completed my teacher education program at the University of Victoria and worked for most of my career in the Victoria area (teaching in SD 61). I have worked at secondary schools teaching mainly Humanities, and like Sheri, took advantage of the

district professional learning opportunities available at the time. I found the ongoing learning and sharing of theory and practice inspiring. Like Melissa and Vivian, I was seconded to the Ministry of Education as worked on curriculum and classroom assessment. After taking time to raise my two daughters, I returned to full time work and have been a staff member in Teacher Education for five years.

Through my previous interactions with my participants, I noted their commitment to L2P and to continuing their own professional growth. Between them, they had been engaged in L2P in a variety of roles, and I wanted to capture what it meant for us all to lead the project from our different perspectives and roles.

I met Vivian and Laura first, as they had initially approached UVic with the idea of the L2P partnership. They had the vision behind the partnership, and as a district Principal, Vivian had authority to allocate funds to support the professional growth of the teachers in her district. As Vivian and Laura were key in supporting teacher inquiry in SD 62, I knew they would bring their wealth of knowledge about the culture of the district to my research. I wanted to hear about their experience in working with adults in professional learning contexts.

As both Sheri and Laura had taught the seminar, they provided insights about the experience of working with teacher candidates and connecting the theories explored on campus and the practical situations of the classroom. Sheri had been a mentor teacher for teacher candidates on a number of occasions, so I knew she was committed to supporting new teachers.

Once Vivian moved to her new position in another district, it made sense to include Jeannie, who stepped into the role vacated by Vivian. I thought her perspectives, as she experienced L2P during the 2019/20 school year, would provide new insights. Melissa joined the research in October as she and Laura worked together in the Board Office, and jointly planned

the professional learning afternoons for the Partnering Educators and teacher candidates. She was the only participant to have significant educational experiences in districts other than SD 62, which provided very useful context.

Link2Practice Additional Context—Partnership Roles

Teacher Education Office (TEO)

I am the Manager of Teacher Education Programs in the Faculty of Education at UVic, supervising a team of four in the administration and program coordination for 450 teacher candidates in three on-campus programs. Along with the Chair of the Department and other department staff, we organize timetables and provide support for all teacher candidates in the preparation and organization of practica within the program. We work closely with field partners (teachers, administrators and district staff) to organize field experiences (such as L2P) and formal practicum experiences. Of the 450 practica we organize each year, the vast majority occur in our local districts (SD 61, 62 and 63) and we have a collegial and collaborative relationship with many educators in these three districts. What is not necessarily present in these relationships is a deliberate attention to building opportunities for shared leadership; rather the educators (teachers and administrators) we work with are generally connecting with us in regards to practicum experiences. Sometimes this can contribute to a sense of disconnection, as we need schools for practicum placements, but these occur after, and separate from, the teacher candidates' coursework.

Teacher Candidates

UVic's Elementary Post-Degree Professional Program (PDPP) is a 16 month after-degree program accredited by the British Columbia Teachers' Council (BCTC). Each year a cohort of 33 is admitted in September. We refer to our students as teacher candidates (TCs) to signal to them and to the field that these candidates are in a professional role, and although are students at

UVic, are in a professional program leading to teacher certification. The individuals in the cohort come from a variety of backgrounds. Some have just completed their undergraduate degrees, some are returning to school after an absence during which they made have had other careers, raised families and/or travelled. Because the group takes every course in the program together, the cohort gets to know one another very well, and has opportunities to work together on campus and in classrooms through a variety of collaborative assignments, discussion forums and group projects.

Seminar Leaders

UVic's Faculty of Education offers three programs leading to teacher certification: Elementary B.Ed. (a four-year first-degree program), Secondary PDP (an after-degree program for those interested in teaching high school), and Elementary PDP (an after-degree program for those interested in teaching K to 7). Each of these three programs offers a professional seminar course which is connected to the Wednesday field experiences in our local districts. The seminar course is intended to support the connection of theory and practice, and to provide our teacher candidates with an early and supported experience in schools. Across the three programs we hire 14 seminars leaders to work in pairs at each of seven school sites during the fall of the teacher candidates' first term. The L2P partnership is associated with the Elementary PDP cohort.

The seminar leaders are hired by UVic as sessional instructors for the September to December term. This is a unique feature of L2P, which recognizes their centrality to the work of teacher education. Because seminar leaders are employed by UVic, we are responsible for hiring and supporting the teachers who take on these positions. The job description for the seminar leader indicates they must be an educator for a partnering school/district in the L2P initiative to ensure that those who are involved as district leaders and PEs have opportunities to share their expertise in the seminar. In addition, the job description states that seminar leaders will model

innovation in teaching, demonstrate leadership in curriculum change, and engage in professional learning communities.

Specifically, the seminar leaders are expected to facilitate experiences for TCs to observe and work with students and teachers within their respective schools and school community sites. The seminar leaders are well-positioned to support these connections and opportunities due to their close working relationships with colleagues in schools and at the district office. These pre-existing professional relationships support our TCs in experiencing much more about school life than if the teacher education office (TEO) was trying to facilitate these opportunities.

Finally, we ask that that the seminar leaders to work with the TEO to support TCs around professionalism and the role of educators. This includes that TCs demonstrate the *Professional Standards for BC Educators*, abide by any provincial, district or school policies, and that through the seminar course and learning afternoons, TCs are apprenticed into ongoing professional learning opportunities.

Since the start of L2P in the fall of 2016, a total of five different people have taken on the role of seminar leaders. Laura has been consistently in the role for the four years of the project, and Sheri was Laura's co-leader for two of those years. In the other years, three other PEs have taken the opportunity to co-lead the seminar alongside Laura. This has given both continuity of the partnership with Laura's participation as well as an important opportunity for other SD 62 teachers to step into a leadership role.

Partnering Educators

Partnering Educators (PEs) are the teachers at the various school sites who volunteer to welcome pairs of teacher candidates into their classrooms each Wednesday in the fall. The district staff identify schools and send out an expression of interest in May each year. In the flyer sent out by the district staff in SD 62, those who wish to volunteer as PEs commit to:

- Welcoming two or more teacher candidates into their classrooms and the schools every Wednesday during the fall;
- Modelling effective teacher practices, trying innovative approaches and reflecting on practice;
- Engaging in peer-coaching conversions as opportunities for candidates to ask questions and reflect on their learning within an inquiry mindset;
- Providing many opportunities for candidates to work with individuals and small groups as part of their school life experience;
- Enhancing teacher candidates' professional learning growth through on-going descriptive feedback and collaboration;
- Participating in this project's professional learning community;
- Participating in one afternoon session on an introduction to the project and peer coaching (June) with fellow Partner Educators, the SD62 Curriculum & Learning Team and UVic Faculty of Education;
- Joining teacher candidates in two Wednesday-afternoon professional learning sessions (in October and November) (Collyer, 2016).

The seminar leaders (described earlier) are hired from the pool of participating PEs and district leaders.

District Staff

SD 62 has a district-supported Curriculum and Learning team that is responsible for helping teachers connect pedagogical theory to practice to support all the students enrolled in the district. The team coordinates and facilitates professional learning opportunities for district teachers, including programs such as Reading Recovery and Activ8 (support for early career

teachers). The Curriculum and Learning Team organizes a professional learning series to support school-based inquiry around improving results for students. They select, house and distribute resources to district teachers, and are invited into schools to team teach and model instructional practices.

Vivian led this team prior to her departure to another district. Jeannie currently leads the team, of which Laura and Melissa are members. Because of their ongoing work in school communities and leadership in the area of professional learning, the team has been invaluable in helping to identify and support Partnering Educators (PEs).

The relationships roles are central to the L2P partnership and my study. Through the role descriptions, I wanted to highlight that it is in the multiplicities of the roles that important cross-fertilization occurs and leadership is shared. For example, PEs are simultaneously working with their own students, teacher candidates and engaging with their colleagues in professional inquiry. It is precisely because the PEs are in the different roles in authentic ways that our teacher candidates are provided with such rich experiences. The perspectives of the school district teachers and administrator as participants, informed by their multiple roles as they worked through the term, has been essential for this study.

The Where and When

I chose to design my research timeline to focus on the fourth iteration of L2P, which occurred in the 2019/2020 school year. I received ethics approval in March, 2019 in time to document meetings in preparation for the September 2019 start of L2P. I wanted to capture the recursive nature of the planning process, as the district team debriefed the prior experiences and planned for the upcoming year. I participated in one planning meeting (May 13, 2019) which was a regularly scheduled meeting as Laura and Jeannie worked with me and a Program

Coordinator in Teacher Education to consider the 2019 iteration of the partnership. A brief overview of the timeline and data gathering is included as Appendix A.

The timeline can be roughly divided into three sections: the planning that occurred prior to the September start; the ongoing work during the term (September to December); and the follow up debrief and reflection that occurred after the completion of the term.

Study Design

My study was designed to take into consideration the timeline and schedule of the L2P partnership. I obtained ethics approval and approval from the Superintendent of SD 62 in time to capture the June planning session for the 2019/20 school year. I set out a timeline to gather data that avoided the summer holidays when my participants were not available, and ensured our focus group meetings and interviews occurred at times during the term (focus groups following the professional learning afternoons, for example). In summary, data gathered included:

1. Focus Groups and interviews
2. Online Forum on Google Classroom
3. Materials generated for partnership work
4. Reflective Journal
5. Participant identification of themes through reading transcripts

I thought carefully about how to address the research questions in a way that allowed participants time and space to reflect and comment in different ways. Where possible I included all participants in the focus groups, but as Melissa joined the research in the fall, I met with her individually to ask her the introductory questions I had asked the others previously. Vivian, who had started a new job in a neighbouring district and had recently moved her family to the new location, was only able to participate in two meetings, which were individual interviews.

In my invitation to participate and informed consent, I indicated I would use pseudonyms unless all participants agreed to the use of their real names. However, I also pointed out that due to the nature of the interviews and the questions I was going to ask, that they would likely be identifiable to those who were familiar with L2P and SD 62. They all consented, and were agreeable to their real names being included in the research findings.

I knew that my participants would not likely be familiar with self-study research methodology, so I developed a one-page information document about self-study (Appendix B) to share the research methodology with my participants. To capture the emerging understandings of how our work together changed our practice and ourselves, I conducted a total of seven focus groups and interviews. All of these were semi-structured, with prompts to begin the discussion. All were video recorded and audio transcribed.

Because we were not physically together very often, and as Vivian now lived outside our area, I decided to use an online forum which provided another way for participants to record their thoughts and ideas. I used Google Classroom, supported by UVic, as my participants were familiar with this platform and I thought it would make participation more convenient for them. Google Classroom allows for questions to be posted and responses to be seen by all participants. These prompts were accessible throughout the data gathering phases, so participants could respond, add, or further comment at any point. A list of the prompts can be found in Appendix C.

Along with the interviews, focus groups and online forum, I also collected data generated in the organization and delivery of L2P. These data included emails, PowerPoints and agendas and other materials created for Partnering Educators, teacher candidates, seminar leaders, school district personnel and teacher educators from UVic. These were particularly useful to see what

themes and messages were shared with the larger group about the purposes and processes in L2P, and provided data for me to consider as part of my research.

To help inform my own understanding and reflection, and to record observations and questions, I also kept a research journal during the data gathering phase. This journal was a place for me to ask myself questions, note observations, reflect on the experiences during the term and remind myself of one of the purposes of the research, which was to inform my understandings as a teacher educator.

Finally, prior to our final focus group, I sent each participant two transcripts to comment on, and asked them to identify themes, tensions or passages of interest to them. Our final focus group was framed around considering these transcripts and generating new understandings.

Upon completion of my data gathering with participants, I read through my journal, online forum contributions, transcripts and adjunct materials and generated categories that emerged. I looked for categories that emerged over time (rather than ones which only emerged in one focus group, for example) as I felt that those which we returned to again were ones that loomed larger in all our minds. These organizers fell under the following overarching headings:

Professional Learning

- L2P is iterative and cyclical (building and growing from previous experience)
- Professional learning involves saying “yes” to opportunities
- Research participants reflected on their own work as teachers
- Research participants learned about self-study methodology

Shared Leadership

- Sharing across roles increases our understanding of perspectives and complexities
- Research participants began to see themselves as teacher educators

- Importance of collaboration to learning and growth

Teacher Education

- Practicing teachers are interested in the work of teacher education in order to support K to 12 students
- Teaching about teaching requires that teacher learning is made visible to teacher candidates

However, although these categories reflected participants' comments, these only reflected one layer of the work, which was how the participants experienced the partnership and research. I needed to then consider how these categories contributed to my understanding of our work together—and how they informed me in my work—a central tenet of self-study.

What I had hoped would be neatly organized categories that informed my question became very muddled at this point. In our attempts to answer the research question I had posed, I unintentionally set up a scenario where I was looking for some inalienable truths—a way to look for answers rather than explore questions. It was in my supervisor's comment to return to the need for me to consider "How does this inform me?" that reminded me to step back from these categories to contemplate how my participation in this research was shaping our collective understanding and my own understanding—to return to the self-study of exploring myself in practice, and how my understanding of teacher education had been informed by our partnership.

Loughran and Northfield (1998) talk about "disappointments and dilemmas that dominate data gathering" (p. 14). Since self-study is initiated in response to problems, questions and frustrations, it is inevitable that these problems, questions and frustrations loom large in the data gathering. It wasn't until I returned to Berry's (2008) work articulating the tensions in teaching about teaching that I felt I could present my findings in a way that acknowledged the tensions I

was experiencing as I considered and reconsidered my data. Therefore, the findings in Chapter 4 are organized under headings that capture specific themes that emerged through my analysis.

Chapter 4: Findings

> Talking about transforming the profession whether you are a new teacher or not…you can read all kinds of stuff, you can hear all kinds of stuff, you may think about it wisely, but it may not translate into action…Try it. Try *something*, and then reflect on it and see how it worked. (Jeannie)

Laura confirmed "what you talked about Jeannie, makes me think of that quote we read in the Dylan Wiliam book. You act your way into new thinking, rather than think your way into new actions…" This motivation to act was prevalent throughout my participants' comments in conversation and through the on-line forum. As indicated in Chapter 3, I facilitated semi-structured focus groups and one-on-one interviews, depending on my participants' availability. I also encouraged participation in a Google Classroom by posting prompts throughout the year. Although we discussed many aspects of teaching and teaching teachers, the focus of our conversations related to my question "How is our professional learning informed by a shared leadership approach to teacher education?"

I wrote this chapter to lay the foundation for my self-study in Chapter 5. I realized I needed to connect two paths that seemed to be running parallel to one another, unconnected, in my mind. I found myself needing to stop and consider how, where and if they intersected. The first path was grounded in the practical. I wanted to explore the key events in L2P as they occurred during the 2019/20 school year to consider how the various experiences provided opportunities for professional learning and shared leadership and how they informed my work in teacher education.

I included the description that follows as it underpins the notions of professional learning and shared leadership. Although the Partnering Educators (PEs) were not part of my research, the

role they played in providing spaces of learning for our teacher candidates and their support for teacher inquiry as a means of professional learning for themselves and teacher candidates is a key element of the partnership. My understanding of teacher education and my self-study were informed by my observations of how TCs, PEs and the seminar leaders journeyed together throughout the term, informed by my participants' reflections, recollections and observations of events, and by my own journals, thoughts, questions and observations.

The second path emerged through an application of theory. I wanted to re-examine the literature and the theoretical framework first discussed in Chapter 2 with perspectives informed by my deeper exploration of L2P. I sought to consider the partnership in light of the theoretical perspectives and research on teacher education, adult education and self-study. This positioning of L2P within the larger context of intersections of theory and practice provided the foundation for my self-study, taken up in Chapter 5.

Link2Practice Additional Context—2019/2020 timelines and activities

The following Link2Practice timelines and activities are included in chronological order as a representation of my first path, grounded in the specific events of L2P as they unfolded in the 2019/2020 school year. Within these key events, I include reflections or comments from me and/or my participants to help ground the events in the context of my research question.

April 2019 Meeting with New TCs

I, along with teacher education office (TEO) staff, connected with our newly admitted teacher candidates during informal interviews in April 2019. The meetings were designed to begin building the relationship between our new teacher candidates, staff and instructors in our program. Teacher candidates met in pairs with two teacher educators to talk through questions designed to connect their prior experiences (experience working with children, understandings of

professionalism, awareness of diversity) with expectations of them as teacher candidates entering a professional program.

The paired meetings allowed for the TCs to meet one another and helped us connect with them. We intentionally modelled the importance of relationships and wanted teacher candidates see how those of us located in different sites (campus and school) work together. Jeannie, Laura and Melissa participated as interviewers in these intake meetings. Although the TEO team took responsibility for organizing the meetings and contacting prospective interviewers, it was helpful for Jeannie, Laura and Melissa, as seminar instructors, to participate as it helped them get to know the incoming cohort, and they were able to hear about the background experiences and skills of the new group. It also broadened their understanding of our program beyond the events which occurred in SD 62. Their involvement was an important indicator of their shared role as leaders in L2P as they met others in the faculty who worked in teacher education.

May 2019 Planning Meeting

In May 2019, I met with Laura and Jeannie to plan for the upcoming school year. This two-hour meeting was organized to review, from our perspectives, how L2P had gone the previous year and to plan for the upcoming school year. We considered what had been successful (for example, the timing of the professional learning afternoons and the run through of the Gallery Walk at a school site). We also reflected on challenges (an assumption that TCs had a shared understanding of professionalism and professional conduct, for example) and how we would adjust to be more intentional about supporting TCs. From the UVic perspective, we shared details about the size of the incoming cohort, and as we had met the new cohort through their intake interviews, we offered some details about the makeup of the group, including prior experiences, for example.

Jeannie and Laura shared information about administrative changes at the district and budgeting timelines (as they relied on an approved budget to fund the TToC costs for L2P). In their work as district staff, they also had many opportunities to connect with the previous year's Partnering Educators and had a sense of who might want to volunteer for the opportunity again. It was notable that, prior to any communication with potential PEs, Laura said during the meeting:

> and already I've heard from, without even me saying, when is the Link2Practice stuff coming out, because I want to …do it again. And another teacher at the school, she said 'Oh, I'd like to do that!' so we are spreading! In fact, a teacher who [participated] the first year said, said after the second year, 'I missed it. I can't believe I missed it. Make sure you tell me because I want to do it again!'

I was really pleased to hear about the PEs' enthusiasm and commitment and that they were actively planning for including our TCs for the upcoming school year. The teachers seemed genuinely excited about their leadership role in supporting new TCs.

Finally, we determined which schools to approach based on proximity, size, experience of staff, and ensuring that new schools were approached in order to distribute the opportunity to participate. As SD 62 is a geographically large district, a group of schools were approached that were close to one another and not too far from UVic.

As I reviewed the transcript from this May meeting, I noted in my journal:

> I realize how much organization is involved, and how we peppered each other with questions as we began the planning. 'I'm just looking at the email we sent participants last year to see when we began this process. What do you remember?' 'I'm hoping to hear from you where things are at your end in terms of numbers and ideas.' 'How did

things go with the PEs from your perspective?' 'Which principals are moving? To where?' 'Which teachers might be involved and where they are teaching the next year?' 'How do you think it went for PEs who were new?' I also realize that as our partnership has developed over the years, the conversation moves seamlessly between recollecting previous experiences, adding new insights, organization and management, budgeting, and thinking about new ideas, such as inviting TCs from the previous cohort to our June meeting.

May/June 2019 Invitation to Participate/Seminar Leader Selection

Subsequent to the May meeting, Jeannie sent the invitation to participate to the selected schools and identified both the willingness of the school as a whole to host our teacher candidates each Wednesday and the specific teachers at each school who were interested in being Partnering Educators. Jeannie and Laura encouraged at least two PEs to volunteer at each school, so that the PEs connected with others on staff and worked together to ensure our TCs were welcomed and involved at their school.

Once the PEs and schools were identified (in late May), I sent the job description for the seminar leader position to the participating schools, as the seminar leaders were chosen from the pool of district or school-based educators who are involved in L2P. Over the four years of the partnership, Laura had been consistent in her role as one of the seminar leaders, which has been a significant advantage as she brought a wealth of educational and leadership experience, and was well-connected to key resource people (e.g. district staff, Indigenous education coordinators, curriculum leaders, etc.) who supported PEs and TCs. She shared the position with four other people over the years, all of whom were practicing teachers, including Sheri for two years. Having a school-based teacher share the responsibility was a good opportunity for practising teachers to take on a leadership role and to bring their particular classroom expertise and practice

to the role. Our teacher candidates appreciated hearing from these teachers currently practicing in classrooms. What it brought to our program and my understanding were voices and perspectives that are not often present in our campus courses.

June 2019 Planning Meeting

In June, all the identified PEs met for an afternoon facilitated by Jeannie and Laura. TEO staff and I also attended. The purpose of the June meeting was to introduce returning and new PEs to one another, share ideas, and to provide an outline for the fall Wednesday field experiences. Each school team considered how they would welcome the TCs to their school. These ideas included a school tour (by elementary/middle school students), meeting with the administrative team, a staff room introduction during recess, and sharing important policies, school calendars, and other organizational information to help the TCs feel a part of the school community.

In our Elementary PDP program, the two practicum experiences occur during the school year (in April/May and October/December). One of the concerns we have heard from both mentor teachers and teacher candidates was that the classroom environment was established months before the practicum began and our TCs did not see how classroom community is built, how relationships were established and the planning work done in classrooms and schools to welcome new students and families. Because L2P began in September, PEs could share with TCs how they engaged with their new learners and our TCs saw what the beginning of the school year looked like.

The UVic team used the June meeting as an opportunity to share our expectations of the TCs from a teacher education program perspective. We shared information about the course assignments (including two teaching opportunities and the professional inquiry) as these directly impacted the PEs.

We also described how the professional inquiry unfolded for our TCs during the term. Professional inquiry was familiar to the PEs as the district had a strong commitment to inquiry as a vehicle to support professional learning for in-service teachers. However, we were able to contribute to the PEs' understanding of how the seminar course scaffolded the inquiry, supported by the two professional learning afternoons.

During the afternoon, we took photos of each PE and asked them to provide responses to the following prompts:

- I am looking forward to welcoming you to our school community because:
- I would like you to notice…

These prompts were a way for our PEs to welcome their pair of TCs to their classroom and to signal what they valued about their school and classroom.

To further support the PEs in working with our TCs, Jeannie, Laura and I asked two of the previous year's TCs to attend the June session. Their comments and reflections about how their Wednesday field experiences, subsequent coursework and spring practicum informed one another were useful for us all to hear. For example, they commented on how nervous they were to be in classrooms on Wednesdays, and how their weekly visits gave them confidence prior to their practicum. The two TCs were in the unique position of being mid-program and were able to articulate how the Wednesdays had given them insights and confidence about being in a classroom.

Finally, I was able to share with the group my recent presentations at two conferences: American Educational Research Association (AERA) in Toronto, and Canadian Society for Studies in Education (CSSE) in Vancouver. My intention in bringing these experiences to the

larger group was to share with everyone that our collective work was worth documenting and sharing, and that researchers were interested in the study of teacher education.

The June meeting with partnering educators was not without its challenges. In June district teachers and staff were busy and tired (as was I), and although planning and anticipating were energizing, it was energy tempered somewhat by fatigue. I noted that while participants were politely interested in hearing about my research, it felt like the gap between research and teachers' lived experiences were at their widest. I considered afterwards what might have made this so—was it my inability to connect with them, the time of day/year in the school cycle, or a disconnect between where the work of teacher education happens—in classrooms, on campus, at conferences?

June 2019 Seminar Instructor Meeting

Each of the three teacher education programs at UVic have a Wednesday field experience and seminar course built into the first term of the program. Within these programs (Elementary PDP, Secondary PDP and Elementary four-year B.Ed.), seminar leaders are district educators who facilitate their cohort's experience in schools and seminar. The Elementary PDP cohort of 33 teacher candidates, and one of the four cohorts of Secondary PDP teacher candidates participated in the Wednesday field experiences in SD 62 schools. Although each of the programs is slightly different, we met as a seminar group across the programs to ensure consistency, and to establish cross cohort dates for the Gallery Walks.

The teacher education team and all 14 seminar leaders meet together in the spring to review course expectations and field experiences prior to fall start-up. This serves to provide some consistency and clarity across all the seminars, with the understanding that each school site and community has a different culture and the seminar at each of the schools will be somewhat customized to respond to the needs of the particular cohort and the expertise at the school. All

the seminar leaders meet again in January after the end of term to debrief. The meetings are an important part of shared leadership as they give space to hear the perspectives and insights of those involved in the partnership. It was through one of these meetings that the idea of two Gallery Walks (a run-through and a celebration) was born. Seminar leaders noted that TCs felt as though the one experience was not enough time to engage in professional conversations and to be able to consider feedback and thought-provoking comments that emerged. It was the year after this discussion that the idea of a school-based and university-based Gallery Walk came to fruition.

Similar to the planning meeting described above, this meeting was held at the end of a school day and towards the end of the school year. It was a comment by Jeannie (district staff) during one of our meetings that highlighted for me that although we talk about preparing "good" teachers, we do not talk about what good teaching means:

> We know what a good teacher looks like, but what is hard to figure out are all the nuances that make someone a good teacher. We can point to some things, but we can't quite teach people to put it all together. Some people limp along and say 'Well now I have THIS problem, what can I do about THIS problem'…

There was an assumption that we have a shared understanding of good. I did not pursue the question further, and somehow did not realize at the time that it was a question that needed digging into. Melissa (district staff), in a later meeting, noted:

> There's the question…it's hard…what is it to be a good teacher? You know, what is it…what is goodness? What is our role as a teacher, and/or a teacher of teachers, or people who are shaping programs, that are supposed to produce these amazing teachers? What does that mean? What does that look like? And it's a funny time in education, too,

> where we don't know what our classrooms should or could look like, or what does learning look like, there's SO many moving parts and pieces…I don't have a good answer…

She further went on to acknowledge that we are accepting candidates into a teacher education program, not as fully formed teachers, and we need to acknowledge that "…people change over time, and you have to allow for that…"

In considering this, the questions I was left with included how I begin conversations about who comes into teacher education programs (are there characteristics, skills or experiences applicants need prior to being admitted? Who determines these? If there are, what are they and how do we determine our applicants have these?) and what is our end goal? How would I know if we have graduated teachers who are committed to working with learners in our K to 12 system?).

September 2019 Program Launch

The September Program Launch was organized on campus as an orientation and welcome. We made the decision to have the Elementary PDP teacher candidates begin their Wednesday field experiences on the second Wednesday of September, recognizing that the very first few days of school are busy and stressful for teachers, students, and administrators. Students in schools may or may not be in their new classes, and for some students, these will be their very first days in school. This gave us the opportunity to organize a different experience for our candidates on campus, a 'Program Launch' to support them in building relationships with their cohort.

By the end of the Program Launch day the cohort had started to develop its own community and they were excited to find out which schools they would be going to on the coming Wednesday. They began to self-organize in practical ways, creating social media groups,

organizing car pooling, and learning more about one another's backgrounds and experiences coming into the program. We also modelled, with intention, the building of a professional learning community.

The Program Launch was organized around three sessions. The purpose of the three sessions broadly was to allow the teacher candidates to interact with one another in a variety of ways and to model different pedagogies. Whereas many orientations are centred around key leaders speaking to an assembled group of novices, we deliberately planned for different experiences. Two teacher educators, including myself, led a session on professionalism and introduced candidates to the *Professional Standards for BC Educators*. We organized this by asking teacher candidates what professionalism "looked like" for teachers, and clustered their thoughts under headings. From there we aligned their categories with the more pedagogical language of the *Professional Standards*. Our intention was for our TCs to begin to think of themselves as teachers—and that they brought many understandings and skills with them to the program. At the end of our session, we let the teacher candidates know which school they would be going to on the following Wednesday.

In the second session, two other teacher educators led team-building games on the lawn near our Faculty's building. The activities were designed to encourage cooperation among the team members and a friendly rivalry between the different teams. There was much laughter through games such as "chuck the chicken" and other ice breakers. The intention of this session was to signal the importance of relationship and community building through activities not necessarily related to formal curriculum. Changing the environment from a classroom to outdoors also provided our teacher candidates with new perspectives and ideas about where learning can happen.

The final session involved teacher candidates heading to a forested ravine known as Mystic Vale. Here teacher candidates were introduced to the concept of place and the importance of the land to our learning and our understandings of the world. The facilitators introduced the teacher candidates to some First Nations' perspectives in line with the First Peoples' Principles of Learning which are infused through the British Columbia K to 12 curricula (Sanford et al., 2012). These principles included an understanding that learning takes patience and time, is informed by where we live, work and learn, and the learning of your peers is put ahead of your own learning.

The Program Launch is often described by our teacher candidates as a very memorable day as for some of them it is the first time (on campus, almost certainly) where they have experienced pedagogy modelled in authentic ways. I include some videos made during the Program Launch and shared with teacher candidates:

> In my journal from that day I wrote:
>
> I always feel such elation at the beginning of the year when we have our program launch. As though there is an alignment between what we hope will happen and what happens—a visible connection between our philosophies and actions. And without the burden of assessment or judging, our teacher candidates seem to enter the space eager, willing and ready…to contribute, communicate, get to know one another and really engage. It is one of my favourite days. Somehow, I want to capture it to share with the group as the term gets underway. (September 5, 2019)

It's that last sentence and intention that gets lost in the busyness of the fall. How do we, intentionally, continue with the kinds of experiences that model practices that disrupt the more conventional notions of teaching, including where and how learning occurs? I felt time moving

faster as we *whooshed* into September and got caught up in the delivery of programs and courses. It was difficult to find time to pause and be more deliberate about how we were constructing learning experiences.

Wednesday Field Experiences and Seminar

Following the Program Launch, beginning on the second Wednesday in September, and on subsequent Wednesday until the end of term in early December, our TCs went, in pairs, to their PEs classrooms for the day. Although I was not in the schools every Wednesday, I visited each school at least once during the term. It was important, from my perspective, to "show up"—to represent our teacher education programs and to show administrators that I was sincerely interested in their school community. It was an important touchstone time, to learn more about their contexts and to see our TCs in classrooms. When I saw the TCs, I would comment that I had come to see them "in their natural habitat".

I arranged a meeting with the principal at each school to connect personally and listen to their perspectives. To a person they described the valuable learning our candidates were engaged in commented that they appreciated the additional adults each Wednesday brought. During the tour of the school I was able to see the TCs working in various ways with students, including helping supervise outdoor play, leading centres or stations, working with students who needed additional help or support, reading stories, and observing the classroom teacher lead lessons.

These Wednesday visits in the schools were ones I looked forward to. I enjoyed and was energized by being in schools, by being immersed in the familiar and the novel. In many ways entering the buildings felt like going back in time—photographs of previous classes lined the walls, students stared or gave little smiles or waved happily, administrators were multitasking as we met and walked through the building. There was also much that was different than when I taught—more diversity, more attention to social-emotional learning through posters identifying

zones of regulation, notices in multiple languages, First Nations welcome words, art and artifacts, classrooms with a range of equipment to support students' needs, such as balance balls, exercise bikes and soft furnishings. I tried to attend to each environment, considering what it was like for our TCs, PEs and seminar leaders to learn and teach in these spaces. I felt both relieved and perplexed—the familiarity made me feel more confident that I had a sense of what today's schools were like, and yet given the decades of investigation and research about educational practice, I wondered what had really changed. And what still needed to.

After school, the TCs moved to the seminar, held at one of the participating schools. During the seminars, Laura and her co-teaching partner facilitated a debrief and engaged in learning about the topic for the week. This was usually scaffolded with a text prompt prior to the seminar, and TCs engaged in online reflections and reading responses. I noted the significant time and energy the seminar leaders put into choosing texts that connected to the focus of the week, and the careful attention they gave to the TCs through feedback and engagement in the online forum. For the TCs, who had five other campus-based classes in the same term, I wondered how they experienced the readings, assignments, posts and discussions across their coursework. Was there overlap? Connection? Overwhelm? The TCs would comment about how overwhelming parts of the term felt, but I was not sure if this was due to the intensity of their experiences in moving into a professional role or due to an overwhelming amount of reading and assignments. This also led me to wonder more about the student experience and where the opportunities might be for them to make connections between what they were experiencing and learning.

October 2019 Professional Learning Afternoon

The two professional learning afternoons (held October 2 and November 6) provided structured opportunities for all PEs, TCs, seminar leaders, district staff and TEO staff to gather,

over lunch and an afternoon, to learn alongside one another. Facilitated by district staff (Melissa, Laura and Jeannie), the October 2 session introduced TCs more formally to the inquiry process.

Teacher inquiry is the model of professional learning used in SD 62. Inquiry requires that teachers, individually or in groups, explore a question of practice that is relevant and important to them. Inquiry means that professionals are taking ownership of their learning in an area that is of immediate concern or interest and sharing their journey and discoveries with their peers through afternoon session where the participants connect and engage with one another (Sanford et al., 2019). Because of the focus on inquiry as a professional learning model for both the PEs and TCs, it is worth describing inquiry as a process a little more fully.

How Does Teacher Inquiry Support Professional Learning?

For many of our teacher candidates, inquiry is a new concept. Laura, Jeannie and Melissa introduce inquiry with a quote:

> Curious leaders believe that there is always more to learn by inquiring into what makes the most difference for their learners—and, as a result, their leadership makes a bigger and more positive impact. Educators with inquiry mindsets allow for a range of outcomes and keep searching for increased understanding and clarity. (Halbert & Kaser, 2013, p. 11)

SD 62 and many other districts have adopted an inquiry model for professional learning by supporting teachers, individually and in groups, generating questions that emerge through a problem of practice. These questions were ones that teachers felt a strong desire to explore in the interest of better understanding and improving their practice. Throughout the school year, inquiry teams conducted research on their question through reading, reflection, practice and sharing. A question may be framed around supporting students (“How can I support my learners seeing themselves as mathematicians?”) or deepening their own understanding (“How can I more

authentically integrate First Peoples' Principles of Learning?"). Teachers engaged with their question, which they shared at a district wide inquiry celebration—an afternoon to gather and share information and ideas. It was these stories and examples that were shared with our teacher candidates as they began their own inquiry journey.

Inquiry is not designed to finish with a final, complete understanding of a question; in fact, one of the challenges is that more questions are often uncovered throughout the process. As new knowledge is generated, so are new questions. As the PEs described their inquiry journey to the TCs, they shared their false starts, changing questions, surprising discoveries and appreciation for the colleagues with whom they collaborated.

The sharing of inquiry topics offered multiple benefits. For the facilitators, it was a chance to highlight the professional learning work undertaken by district teachers, and a way for them to connect teachers from different schools, grades and disciplinary areas. It was also an opportunity for them to "shoulder tap", to encourage PEs to take on a leadership role in sharing their professional learning. For the PEs, it was a chance to share their inquiry journey with colleagues and TCs. Some had collaborated on an inquiry and shared as a team, which was great modelling for our TCs to see how teachers work together, even if they were in different classrooms or schools.

As the PEs described what they did and why, what emerged was a narrative, one that contained struggles and frustrations as well as insights and breakthroughs. The TCs saw the PE they were paired with in a slightly different role—not only as a classroom teacher but as a colleague engaged in professional learning. Laura emphasized to the TCs that "professional learning happens inside and outside classrooms, and is part of the work of teachers".

The second part of the afternoon opened with two TCs who had been in the previous cohort sharing how they developed their inquiry topics, from an initial question or wondering, to refining and exploring, to presentation. Having two TCs so recently through the experience and in their final practicum was really helpful for their own learning and for the current TCs. For the TCs close to the end of their program, it was an opportunity to share their professional learning with those new to the program. The timing was significant in that they were about to begin their final practicum and were only weeks away from graduation and certification, and they were already taking on leadership roles.

While most of the PEs' inquiries focussed on their particular classroom, our TCs' inquiry was intended for them to make connections across campus and classroom, informed by their personal experiences and their participation in our Elementary PDP program.

Finally, the current TCs shared their initial thinking about their own inquiry with their PEs, peers and TEO staff and instructors. The purpose of this afternoon was to hone their question and begin identifying resources to support the TCs' work. Jeannie, Laura and Melissa first had the TCs do a quick write about their topic, and then share their thinking in their table groups. The goal for the PEs was to actively listen and have coaching conversations, a model used in the district to support the mentoring of new teachers. The PEs' feedback helped TCs hone their question and pointed them in the direction of resources. The PE and facilitator background knowledge were critical to the success of the afternoon, as the TCs received invaluable information to further their research.

Melissa, describing the inquiry process for teacher candidates, reflected

> …what are the key questions to ask, or what are the seeds to plant to get the teacher candidates thinking? It's not me telling them what to think, or telling a million stories

> about classroom experiences I've had. It's how to promote inquiry within themselves to answer their own questions…and learning about inquiry as their questions are revealing…themselves and their own journeys…

These professional learning afternoons were one of the innovative features of L2P. The school district allocated budget to provide TToC costs for PEs, a venue to gather and lunch for all, an indication of the district's commitment to the partnership and to professional learning. At the end of the afternoon, a TC mentioned to me that this investment in her professional learning gave her "a good feeling about the district". I noted the use of the word "feeling" and later asked Vivian how she viewed this statement, in light of her goal to support new career teachers:

> I think the emotive piece is probably very significant, especially thinking of teaching and how isolating it is. You don't get regular feedback from other adults that you work with. Your feedback is strictly from students and that's important for the learning piece in the classroom, but you need feedback and you need conversations with others. [New teachers] feel very vulnerable, and they don't necessarily want people to know they don't have all the answers. That's sort of the traditional teacher thing that we've done as a society, that they're the expert. I think maybe this Link2Practice piece makes it easier to accept that, look all of the teachers are learning. You don't have all the answers.

The afternoon informed me as both researcher and manager. It reconfirmed that the inquiry was significant for professional learning, and that as teachers came to understand their questions more deeply, they were able to share their experiences and understandings with their colleagues, benefitting the learning of all participants. As a researcher, however, I was left with other questions, particularly about vulnerability. How can we be leaders and, at the same time,

vulnerable (that is, open to having our assumptions challenged and reconsidering our beliefs)? What does vulnerability look like for those who share leadership?

November 2019 Professional Learning Afternoon

The second professional learning afternoon was held on November 6. The district leadership team of Jeannie, Laura and Melissa collaborated with the TEO staff to determine the focus for the afternoon. As the Elementary and Secondary PDP cohorts were both participating along with the PEs and seminar leaders, we chose the K to 12 Core Competencies as the focus for the afternoon.

The revised BC curriculum has infused the competencies of Communication, Thinking and Personal and Social throughout the K to 12 curricula. These competencies are not evaluated in the conventional sense of teachers reporting out, but are rather self-assessed by learners as they share their evidence that they are developing skills in these competency areas (Sanford & Hopper, 2019).

Teachers support student self-assessment of the core competencies in all grades K to 12, and the focus of the November professional learning afternoon was to share how the PEs were doing this in their particular classroom contexts. Our teacher candidates, along with the district facilitators and TEO team, circulated to various tables where PEs described, with examples, how self-assessment occurred in their classrooms. There were ten table topics, including “Self Reflection through Website Portfolios” in a middle school class, “Critical Thinking in English Language Arts 9 to 12” in a high school setting, and even “Recognizing and Talking about Core Competencies in Kindergarten: Guiding Students in Self-Assessment”. Our teacher candidates had the opportunity to participate in three different 15-minute sessions, and were able to hear how teachers implemented student self-assessment of the core competencies.

One of the assignments for the EDCI 360 seminar course in L2P was for our teacher candidates to self-assess on one of the Teacher Education Competencies, and teacher candidates had the opportunity to share some of their thinking with their cohort and practicing teachers. This was useful on several levels.

First, the activity provided insights for the PEs about the Teacher Education competencies and the alignment of the K to 12 competency-focussed curricula with the competency focus within our programs. Second, it modelled for the TCs the expectations of self-assessment within a competency framework. Third, it provided the leadership team (district facilitators and the TEO team) the opportunity to hear what our teacher candidates were articulating, and how they were integrating campus and classroom experiences in their growing understandings of teaching.

During one of our interviews Vivian connected the competencies identified in the K to 12 system as having significance for adult learners as well. Of her work on the core competencies at the Ministry of Education, she said:

> You know that I worked on the finalization of the core competency piece…one facet is about collective effort…one is about common purpose, and one is about supportive interactions…and what [teachers] said that in our province we've been working on the collective effort and common purpose for decades—look at cooperative learning and all those things…but what wasn't happening in classrooms is that support, like an effort at supportive interactions, and observing how kids are interacting and what feedback would I give and so on…and I thought 'that's the same with adults'. We've done lots of things where we're brought together, and here's our common purpose and let's get this task done, and we all put some effort into it collectively, and we build on…this area of

> expertise, but when it comes to how we negotiate meaning together, how do we manage conflicts that may arise, how do we honour different perspectives, look for missing voices…we don't do that as adults, so it's not surprising that we don't do that with our students.

Her comments about negotiating meaning gave me pause. Just like the "what makes a good teacher" question, it's one I had not explicitly delved into during the partnership work. My research partners and I were engaged in the common purpose of our partnership, and certainly we got things done. However, we all kept within our roles as we worked together. I was an outsider to their district culture and practices, and they were less aligned with the campus than I was. Although we worked together collaboratively, we did not tread on one another's turf to grapple with potentially uncomfortable or disruptive topics.

What I hope can occur is continued integration of our partnership more fully into the work of teacher education. At the very least we could learn more about our TCs' experiences in their various contexts and understand where there may be inconsistency or overlap and how we can better acknowledge or amend. If this happened, we might continue to build our relationship in ways that Vivian described, including considering missing voices and perspectives, and committing to working through inevitable differences of opinions and conflicts.

School-Based Gallery Walk

As the end of term approached, teacher candidates prepared to present their inquiry question and findings. The school-based Gallery Walk occurred first, and was organized after school to ensure that all the TCs and PEs could gather at a central school site. The facilitators ensured that each TC had two teachers or teacher educators come to listen to them talk about their inquiry journey. The conversation was lively—teacher candidates had delved deeply into their questions and were eager to talk to an authentic audience. Each TC was assessed by two

teachers on a scale moving from Developing to Proficient. Any TC who was at the Developing stage received some specific feedback to implement prior to the UVic Gallery Walk. The vast majority of the 33 inquiry presentations were professional and engaging, and provoked a lot of interest from fellow TCs, PEs and the district leadership.

December 2019 UVic Gallery Walk

The culminating celebration and showcase occurred on the last day of term at UVic. All our new teacher candidates from all programs presented their inquiries in the lobby of the Faculty's MacLaurin Building, close to 200 teacher candidates in all. We divided them into two groups so in each half of the schedule, half the teacher candidates were presenting and half were visiting their colleagues, engaging in conversations and sharing ideas and information. Many of the PEs came to the UVic site, as did the district leaders and other school district personnel. All faculty and instructors were invited to share in the celebration and to hear about connections our TCs had made to their fall learning.

January 2020 Debrief

The final stage of L2P occurred in January, when all the seminar leaders from across all the cohorts come to meet with the TEO team and Chair of the Department for a debrief. It was interesting and important to hear, with a few weeks' reflection, what aspects worked well and what might need revisiting. This was particularly important as the Chair of the Department was new, and he was able to hear the perspectives of seminar instructors who also had roles as district staff and teachers. The seminar leaders shared their amazement at the quality and depth of inquiry that emerged after only weeks in the program, for example, and also heard the commitment of the seminar leaders to their students and to ours.

Connecting to the Literature

As I considered L2P in light of my review of the literature and theory, I wanted to interweave how I came to understand the partnership within the larger context of research on teacher education. My understanding of the partnership, as well as my understanding of the research provided the foundation of my self-study in Chapter 5. As I reread the literature again with a specific focus on how the literature informed my theorizing about Link2Practice, the following emerged.

I first returned Munby et al. (2001), who theorized that teacher candidates need to feel confident in managing classroom systems while also being encouraged to consider teaching with a critical eye. In L2P, teacher candidates had the opportunity to work alongside practicing educators right from the beginning of their program and the school year. They experienced the intimate practicalities of what teachers do in classrooms as they got to know their new learners. Because TCs were placed in pairs with a PE, they had a colleague with whom they could consider what they had been experiencing. As they shared on-campus coursework as well, the TCs had a shared experience to draw on for insights and questions.

Korthagen's (2006) seven principles of effective teacher education program design were also evidenced in L2P, especially in two key areas—that effective programs require meaningful relationships between universities, schools and teacher candidates, and that teacher candidates should be engaging in research. L2P was predicated on meaningful relationships between UVic and SD 62. The partnership works because the relationship is important. Laura described:

> By inviting us to sessions where we share successes and challenges, have input into the course, and learn from each other, you have distributed the leadership among university and school districts and nurtured a genuine feeling of team. While we had

> your trust as we developed and carried out our seminar classes and assignments, we also had your support in navigating challenging situations and conflict. I always knew I could contact you, or others at UVic, with any issue, and you were always supportive and encouraging. I never felt on my own, or that I was solely holding responsibility. Our successes were felt together, and so were our struggles, and this I feel speaks to a true collaboration.

While there was significant collaboration within our partnership, there is still more work to do, such as connecting the on-campus teacher educators with the district team. Melissa said:

> It would be great to connect more with the UVic instructors to talk about our shared students and to learn more about the work they're doing—and so they can learn more about our interactions and work too.

This was a significant frustration for me. Although we invited the on-campus instructors to the second professional learning afternoon, none came. While I understood instructors' competing demands, I found it difficult to discern any observable commitment on the part of campus-based instructors to collaborating and sharing with our district-based colleagues. I really wanted to understand what keeps us siloed—and why. We need to be building relationships across our contexts.

I felt, like Melissa (district staff) a genuine interest in connecting with the TCs further along in their program, to learn more about their growth and experience. As she said:

> I would be interested in learning more about the TCs' experiences during the observations. Are they shifting from student to teacher, are they noticing and being able to name what strategies the practicing teachers are employing? And, down the road, do they think back or use those observations? How did the relationships they

developed with each other, the practicing teachers, and the students help inform their teaching practice?

I thought her remarks showed real wisdom as she considered the assumptions of the usefulness of observation. What, exactly, are our candidates observing, and days, weeks or months later, what impact, if any, have these observations had on their development as teachers? What are TCs learning about the profession, and from whom? And what am I learning through these experiences and what, if any, change has occurred in my own understanding?

The inquiry project was a valuable vehicle for teacher candidates to engage in research, research that emerges from their own questions or struggles. The seminar leaders provided feedback and guidance, suggested resources and connected the TCs to practicing teachers who were exploring the same questions. The TCs used observation, research, dialogue, reflection and interactions to develop their understandings about the question, and at the Gallery Walk, spoke with authority and confidence about their discoveries.

The professional learning opportunities for both PEs and TCs align with the characteristics of effective professional learning described by Darling-Hammond et al., (2017) and discussed earlier. In summary, professional learning has the most impact when it is supported in collaborative ways in job-embedded contexts, and occurs over time. In L2P, the PEs were already engaged in professional inquiry, so the professional learning afternoons allowed the TCs a window into the ongoing growth the teachers were engaged in. The afternoons also supported the inquiry the TCs undertook throughout the term.

One area that Darling-Hammond et al (2017) did not focus on in their description of effective professional learning, but that is built into L2P, is the chance to share work, have professional conversations with colleagues, and celebrate learning. These occurred for our TCs

in the two Gallery Walks, and I believe strengthened the inquiry process by allowing our TCs (and PEs) to see and hear what others were examining, and to learn from one another. This exchange of energy and ideas, where one was both the learner and teacher, aligned with the notion of learning as a complex system (Hopper et al., 2019). As the TCs shared their learning with one another and with the variety of educators that attended the professional learning sessions, connections were made, ideas were shared and new understandings were generated. I observed the TCs, although nervous, were genuinely excited to share publicly what had consumed so much of their thinking over the term. They arrived early to set up, chatted with their colleagues, eager to find a spot to display their projects. Some had invited parents and children and were thrilled to have an audience with whom to share their learning. At the end of the Gallery Walk, those of us who had been visiting the TCs noted with amusement that it was hard to get to everyone as each person had so much to say it was hard to find a way to politely end a conversation!

It is disequilibrium and disorientation that powers inquiry. The two TCs from the previous year who returned to share their experiences spoke quite honestly about struggling with the process, wanting to know if they were doing inquiry "right" and when it would be "done". They also described being challenged to reconsider their questions and to be OK with exploring a few rabbit holes to see where they led. The new TCs in the room nodded and laughed. They were feeling the same way but were reassured by the understanding that this disorientation was a "normal" part of the process. Honing an inquiry question involves considering what problems or puzzles about teaching keep one awake at night, the complex space between where there is a misalignment between what we are coming to know and our classroom practice. Jeannie described the problems and puzzles she experiences this way:

> …there is that aspect we just don't know how to teach…what would you call it? The courage to keep trying, the belief that kids can…but what's hard for us to figure out is how do we teach the nuances that we are seeing? The orchestration of all the things we can't teach separately…part of it is you have to have a deeply embedded genuine curiosity about how little people work and those who do keep wondering and keep pushing…

As a researcher, I experienced disequilibrium and disorientation in a different way which was more about my own learning. I wrote in my journal in September, as the partnership was about to get underway for another school year:

> I am feeling tentative in this role. The start of the school year brings with it energy, optimism and new beginnings. It to me feels more like New Year's than January 1 does in most ways. But it also feels overwhelming. It is as though I need to re-find the confidence to do this work. Am I ready for this? Can I manage these roles of knower and learner? How do I engage in my research and think deeply about these issues while at the same time administering a program? My other worry? I feel like this is a public journal and wonder about the authenticity of it as such…Berry (2008) also comments on this—what do you make public and what do you keep private?

As I considered this journal entry examining what I meant by public and private, I began to understand that to make public was to unearth. I was drawn to Berry's (2008) description of self-study as a way "engage in the active exploration of the private or 'implicit theories' you bring to teaching" (p. 2).

L2P Partnership Roles and Leadership Opportunities

The partnership between SD 62 and UVic offered many opportunities for sharing leadership in teacher education for all the different role groups, including TEO team staff, teacher candidates, seminar leaders, Partnering Educators, and district staff as outlined below. Through L2P, there were opportunities for formal and informal leadership in all the sites of learning, including on campus, and in classrooms and schools. Each of these groups interacted with one another in different contexts and spaces, and over the course of L2P, each group had opportunities to lead and to learn with one another.

On-Campus Leadership Opportunities

Right from when they are first hired in June, seminar leaders attended planning meetings at UVic (described earlier) and were encouraged to provide insights and perspectives to help shape the next iteration of the seminar experience. Since most seminar leaders return for at least a couple of years, they became increasingly confident in their roles and offered support for new leaders. Melissa (district staff) noted:

> That's one thing I like is building the collaborative networks all over…getting to know other teachers in the district, and then getting to connect with the other districts, and with UVic. You can just see the knitting together of those relationships that help the whole community, and getting to know people, and being a part of it all together.

For those who were interested in leadership within their district (curriculum positions, administration, etc.) their experience as a seminar leader enhanced their professional growth. Laura described the energy she got from working with others:

> That's one of the things I pulled from both transcripts, whether it's on a smaller scale within a school, with a school to a school district, or school district to UVic, at all levels...we **can't** do this by ourselves at any of the levels without collaboration and so

> when the teacher candidates see you at the end of the day and they see you collaborating and planning, and then they see us and we're collaborating at this level to support them…I think we all have a need for that…like we know that we're going to be better because we have input from others…

In the organization of L2P, there were several on-campus events and activities that allowed for previous TCs and to take up leadership roles. At the September Program Launch, teacher candidates from the previous cohort were included as leaders in the various activities offered during the orientation. Those teacher candidates were only a year further in their program than the new teacher candidates, but they were ready to lead activities and share their perspectives with the new cohorts.

The UVic Gallery Walk at the end of term was designed with the intention of putting the TCs in the centre of the experience. They became the leaders of the Gallery Walk as PEs, TEO staff, UVic faculty instructors and district staff circulated among the TCs, hearing about their inquiries and engaging in professional conversations. This event provided a wonderful opportunity for TCs to reflect on all they had learned, and to see and hear about the learning of their peers. Teacher educators heard how TCs made their own connections between their inquiry question and what they experienced on campus and in classrooms throughout the term.

School-Based Leadership Opportunities

As the TEO met with pairs of TCs as we began the practicum placement process, it provides an opportunity to ask students informally how their program was going, and what they were learning. Almost without exception, our teacher candidates (TCs) described their Wednesday field experiences as a highlight of their week. The district staff and TEO deliberately designed L2P so that candidates were in classrooms in pairs, giving them valuable opportunities to work closely with the PE, students and each other, as they had a colleague with whom to

debrief and share. TCs also had opportunities to lead classroom activities and learning. PEs often arranged their Wednesdays to include stations or other activities where the TCs could be in a teaching role with students.

Partnering Educators were key leaders during the Wednesday classroom interactions as, over the course of the term, they spend 11 full days with their teacher candidates. They provided opportunities for TCs to observe teaching, and encouraged them to visit other teachers' classes to see different teaching styles and how learning occurs at different grades. PEs took the lead in providing TCs spaces to engage with students through one on one, small group and whole group instruction, where appropriate.

Beyond the classroom instruction, PEs were professional role models and offered their perspectives on their own teaching experiences. They facilitated connecting with other key school personnel, including EAs, teacher librarians, counsellors, First Nations support workers, administrators and other specialist staff members (music teachers and ELL teachers, for example). PEs also coordinated how the TCs are welcomed at the school for their first Wednesday visit.

Other staff members at the school who were not in an official PE role also supported our teacher candidates as described above. Some of our TCs had a particular interest in music, inclusive education, First Nations Education or counselling, for example, and those teachers took on a role in sharing their particular expertise. The sharing of their expertise, and learning from the expertise of others was an element of both professional learning and shared leadership.

Additional Learning Spaces: Leadership as Professional Learning

Many PEs returned to the role year after year, but each year there were new teachers who came forward. Because of the relatively small commitment, the district leadership found it a valuable way to encourage teachers into leadership roles. In our planning meeting, I reflected

> When you are asking teachers…that's one of the things we talked about was leadership opportunities. It isn't that you have a title or role as a leader, it's an opportunity to step up to do something, to lead something, to share something, that gives you confidence and it gives you the chance to really reflect…

As most, if not all of the PEs have been involved in the district inquiry professional learning model, they were well-positioned to share their inquiries with the TCs and colleagues at the professional learning afternoon. They were also valuable resource people for the TCs' inquiries.

The district team was particularly interested in fostering and supporting leadership among the teaching community, and as such, actively supported and promoted the PEs sharing their inquiries during the first professional learning afternoon, (Sanford et al., 2019) and leading mini-sessions sharing their classroom practice during the second professional learning afternoon.

For district staff and the TEO team, these afternoons were spaces to share leadership as we supported both practicing teachers and TCs. It was really important for our TCs to see us co-leading and co-learning, and important for us to hear from one another. Even the informal interactions as we gathered for lunch and connected prior to the official start of the afternoon provided the TEO team the opportunity to check in with TCs, PEs, seminar leaders and district staff. It was the one time in the project where we are all together in a shared space.

The two seminar leaders met frequently to co-plan the seminar class. The seminar leaders engaged with the teacher candidates each week in seminar, and interacted through activities and assignments. The seminar leaders and I were in very regular communication through email and phone conversations in order to discuss specific issues and questions. Finally, the seminar leaders and TEO staff met several times to plan and debrief.

Data Analysis Informing Self-Study

Once I had collected the data and transcribed the recordings, I read through the transcripts several times. I read through the first time to capture the ideas that surfaced over and over again, in multiple transcripts and from multiple participants. I read through again considering the speaker and how their comments were informed by their role and experiences in L2P. For example, as a practicing teacher Sheri's focus was different than Vivian's, who came to the research with a district administrator perspective. Laura had been involved for four years, whereas Melissa was new to L2P. Each of them provided a different lens on their experiences.

I then colour coded quotes that emerged over the course of the research meetings and were reiterated in the online comments, to get a sense of which insights highlighted at a particular time in the data gathering and which were consistently apparent throughout the research process. As I analyzed the interview and observational data to inform my self-study, I noted that there were two threads that emerged that aligned with my question. The first thread related to shared leadership and professional learning—how participating in the research and participating in the L2P partnership itself informed and changed us as teacher educators. I would characterize these as personal, internal storylines (how our learning informed and changed us).

The second thread was how our research informed our understandings of teacher education programs, the second element of my question. Much of the time in our focus groups and online, my research partners and I were sharing ideas, successes and frustrations about being teacher educators, which I would characterize as the external conditions in our work (how our learning can inform our programs). Finally, I considered how the self-study research informed me in my multiple diverse roles of teacher educator, administrator and scholar.

Throughout my analysis I noted the implicit and explicit identification of themes which manifested as tensions in teacher education as we shared our stories of teaching. I used the organizational framework developed by Berry (2008) as outlined in my literature review. Berry (2008), through her own self-study, explored and described the tensions she identified in teaching about teaching and the importance of consciously attending to these tensions in ourselves and in our work. Lifting tensions up for examination, reflection, and conversation help those who are engaged in the work of teacher education articulate those tensions to ourselves and our teacher candidates.

Two of the tensions Berry (2008) articulated emerged as themes in my research:

- **Telling and growth** (the desire to explain and inform with the desire to challenge and provoke and be challenged and provoked)
- **Confidence and uncertainty** (trust in our knowledge and experience with vulnerability and openness)

I wanted to delve into those particular themes as I experienced them most profoundly and they emerged most consistently in my data.

Telling and Growth: Urgency

The first theme was one of balancing the sharing of one's own knowledge of teaching with acknowledging the importance of teacher candidates developing those understandings themselves. Teacher educators struggle with the temptation to explain the experience of teaching while at the same time knowing that much of learning to teach comes through one's own experience teaching and growing from those experiences.

If teacher educators understand that learning to teach takes patience and time, why do teacher educators experience the need to tell? My participants articulated the urgency about the

important work of teachers, as their daily support of students is what makes a difference for student learning, and the resulting desire to signify this urgency to teacher candidates. Laura described:

> We talk about this urgency, when someone says 'Well, that kid didn't get it, so whatever', and I'm like, where is that urgency to say 'My God, we cannot let that happen'…when a teacher asked me 'Do you think [the student] can learn?' and I said 'Yes. Yes, I do'…we have to have that urgency that this is our collective responsibility as educators.

However, in juxtaposition to this need to "tell" about teaching was an acknowledgement of the importance of the time and space for candidates to reflect on and debrief experiences and construct their own understandings. Sheri described:

> …it is important to ask the candidate to be reflective both with the students and their ideas and learning and with their own actions. Things like "I wonder how that might have been approached differently? I wonder what needs to be done now to help the students better understand…I wonder how else I can assess this competency…" by putting questions out to the candidates that help them look at different views or where to go next in terms of planning, assessment or even organization will help them move their thinking along—all with the idea in mind that it is all to support the kids in their learning.

One of the threads that emerged from the participant data was the responsibility they felt to ensure that teacher candidates understood the urgent importance of education. The word "urgency" came through several times in our conversation. One of the ways urgency was articulated was in advocating for students in K to 12 classrooms. For example, Sheri described a pivotal moment in her work as a teacher educator:

> A couple of years ago I was talking about how these students…really struggle with working together, and it's a big deal. A couple of weeks later, we are still working on it…and the teacher candidate said 'When do you just give up on them?' and I said 'You don't give up. I cannot have them not working together, and talking to each other, and collaborating in class…you never give up…you **never** give up…you find a different way.

Jeannie used the term "moral imperative" in her description of working with all students:

> There is a moral imperative. I think it shocks us to see…teachers who are quite comfortable saying, 'Well, he's 'fill in the blank' autistic, has a learning disability, is foreign…so what can I do?' And I was just like 'What can you do? Your job is to teach them. You move heaven and earth. You figure it out, you go to a colleague, you talk to someone…that is your job'.

The second way urgency was articulated was to ensure that teacher candidates were aware of entirety of the work of teaching entailed, especially in the context of the current job climate in our province where teaching positions are more plentiful than they have been for decades. Laura, considering her role as a teacher educator, articulated the sense of urgency teacher educators felt around supporting growth in a very short teacher education program. She reflected:

> The stakes are really high…when you think they are going to be in their own classroom in 16 months…and then I feel the weight of responsibility…the program is 16 months and we [in L2P] have them for three months…to really make an impact for them—or to offer that opportunity for them to see what this is really about.

In a subsequent post on the online forum in Google Classroom, Laura wrote about her own tensions in considering herself as both a teacher and teacher educator. She clearly

articulated a tension that all of us involved in the partnership experienced. Teacher candidates were students in our institutions, but they were also enrolled in a professional program, and were only months away from receiving their teaching certification. Laura wrote:

> Tensions... I think these can come into play because we work within different systems, which have different processes, perspectives, focus. When I think of our work with K-12 learners we hold certain values and beliefs about them in their learning - the amount of support we give, the time given to learn, how they show their learning, etc. In working with future teachers, I sometimes feel for me, these same beliefs aren't as flexible; maybe my expectations are different as the goal is different? The adults are not only learners, they are on their way to becoming professionals.

Sheri confirmed:

> The stakes are even higher right now because…they [new teachers] don't get the gift of being a TToC, and the gift of being a TToC is going into multiple classrooms, seeing multiple dynamics, and dealing with multiple kids, multiple grade levels, multiple strategies…things are coming at you all the time. And never knowing what's going to happen…whereas now you are coming into a situation where you're graduated, you are a teacher, and here's your classroom! That's big because there's no practice, like the practicums are this teeny little piece of practice, that's so scaffolded, and then all of a sudden, it's like, well this is yours, this empty room is yours.

To add to this sense of urgency, the teacher candidates themselves came into our programs anxious to learn how to teach by being taught how to teach. As successful products of our K to 12 education and higher education system, they had learned how to "do school", and were usually highly skilled at navigating the ways to achieve their goals. As the students in our

Post-Degree Programs have an undergraduate degree prior to admission, and admission is largely based on GPA, they have learned how to parse course syllabi, "earn" marks, study for conventional exams, and advocate for themselves as students. It was no surprise that they bring this same set of understandings about how courses, teaching and learning "work" to our programs.

It can be disorienting for teacher candidates to experience K to 12 classrooms for the first time since their own schooling, especially as their identity fluctuates between being a student and an emerging professional. Sheri commented "whenever I speak to the student teachers it's like there's this disconnect between 'what they told us and then what happened when I got into a classroom'". Interestingly, the campus classes were at times places where newer pedagogy was enacted. Laura wrote:

> I was just listening in the last two seminars and reading their reflections, and some of them said 'Oh this reminds me about what we talked about in class', so I see they are making connections but I'm also hearing them sometimes saying 'I'm learning about this at the university'…and it's what I would say was great in terms of progressive pedagogy and ideas, and now sometimes they are saying 'but I'm not really seeing it in the classroom'…so it makes me think…in seminar and as an educator in seminar, is how explicit we have to be, so it's good for me to learn…we are teaching the seminar on two levels. There are some content pieces in there but there is also…if we are going to do a placemat strategy [collaborative learning strategy] with you, here's why we're doing this, and here's when this type of strategy could be helpful in a classroom…so we're teaching on these two levels.

Melissa, responded to Laura's comment with another insight:

> With new career teachers, because we do lots of professional learning, they have experiences to attach the new learning to, and experiences with students, but for teacher candidates we're filling in all those additional pieces, like you might have a class that does this and this would be helpful, or you might have a situation where this happens…we're filling in…

The candidates' discomfort and worry about being in these new spaces at times emerged as a discourse that focussed on the quick acquisition of practical tips and tricks: mastering teaching skills, acquiring strategies, and learning how to manage behaviour (Berry, 2004; Kitchen, 2005; Loughran, 2005). An example of this would be TCs wanting to know how to get students' attention through a countdown, call and response or chime to indicate that students needed to focus their attention on the teacher. At the same time, as they entered coursework as students, they brought with them their biographies of themselves as students, including the expectation that there is a body of knowledge to absorb about "how to teach" (Loughran, 2005). Our programs need to support our teacher candidates in understanding that strategies and techniques have a place, but that teachers must be responsive to students' needs and to be aware that these are constantly changing.

From teacher candidates' perspectives, if they enter teacher education programs with uncritical observation of what it means to be a teacher based on their student experience (Britzman, 2003), they too can contribute to the tension of believing they can be taught how to teach by being told—the tips and tricks approach that Loughran (2005) cautions us against. And telling about teaching can be confusing to teacher candidates, as Vivian describes:

> If I'm talking about assessment in this way, it has to connect to how you're talking about assessment, otherwise it's a bunch of fragmented pieces, and I wonder if teacher

> candidates…are getting mixed messages from all over the place and trying to figure out 'OK. Well, which is it? What am I going to do and what's most important? Well, this sounds more comfortable so I'll go with that and forget the rest.' Because when we talk about theory, are we talking about the same theories…or are these theories even connected…do we say 'I know you're learning about this in science, well here's how that might look in English'.

Teacher educators face inevitable tensions, then, between imparting what teacher candidates indicate they need, often framed as "how" questions ("How do I create a lesson plan? How do I differentiate? How do I manage a class?"), with supporting new teachers in developing their own identities, seeing teaching as problematic (Loughran, 2005), and exploring the tensions of practice alongside pre-service teachers. Added to this is pressure teacher educators feel to help candidates fill their teaching 'toolkit'. Offering candidates answers and solutions can fulfill the candidates' desires to be learning something practical and the teacher educators' feelings of being useful and appreciated.

In my first online post with my participants, I asked them to consider how we help teacher candidates look beyond a recipe approach (Loughran, 2005) to their own learning and teaching. Laura commented:

> Well, we're starting with an easy one. Ha ha! This is the perennial question, this tension. I think for teacher candidates to see the importance of even understanding the why behind the teaching they need to engage with learners. They need to watch, ask questions, listen. As they do this, I think they begin to notice the diversity of what the students 'have learned' as well as the 'how' of what they've learned. Only then can we appreciate that our teaching isn't a static delivery taken up the same way by all learners (i.e. the perfect

> lesson plan). I think it's then we see the nuances in learning, and then understand what's next for each learner…if we don't know why, we will keep on doing the same things.

It is important to remember that the theme of telling and growth is not an either/or situation, and there is a place for giving students information and expecting that they can understand and apply this knowledge. Educational theories and strategies can be described for students, experiences shared, evidence and research presented. In our professional learning afternoons, the facilitators described SD 62's commitment to professional inquiry and explained the models they use. All of this involves a certain amount of imparting knowledge about the contexts in which practicing educators work and sharing that with teacher candidates. Certainly, we need teacher candidates to model professional standards, understand the duty to disclose, and follow policies and procedures, and there are ethical boundaries which, if crossed, would prohibit a teacher candidate from continuing in a teacher education program.

What L2P offered, however, was a chance to observe and experience how these tensions were enacted in their Partnering Educators' classrooms. For example, in the first week of L2P, the teacher candidates' first task was to have a meaningful interaction with a student and in the second week to explore how teachers built classroom community. The seminar after these two sessions focussed on teacher candidates debriefing and reflecting on these experiences and allowed them to begin connecting the theory (the what and why) with the practice (how). Laura wrote in the online forum:

> Jeannie and I have had many conversations about the potential value of a more lived experience in teacher education—an apprenticeship model. For a profession that involves the complexities of facilitating learning for a group of students, arbitrarily put together in a room for a whole day (actually the whole idea seems a bit absurd as I write it down), it

> does seem odd that we think we can prepare teachers outside of the very context they will be working within. It's the analogy of 'playing the game'; we can't practice skills in isolation of how they will be used and expect we'll be successful. We had the privilege of hearing Jal Mehta speak...where he made reference to this very idea about 'playing the whole game' when it comes to deep learning. It is through learning alongside an experienced other, where we feel we have something of value to contribute, engaging in the real thing, that we learn more deeply.

Laura's reflection on Mehta's analogy of playing the whole game echoes the authority of experience articulated by Munby et al (2001). Although they did not use the language from Mehta or Munby, our teacher candidates described the importance of experiencing the theory practically applied during an on-campus seminar I facilitated as part of their orientation. Through activities such as think, pair, share, they provided examples of what they had seen specifically in their first Wednesday visits that connected to, for example, the broader ideas of relationship building and classroom community. Their comments and observations about how they were connecting the importance of relationship building to their own experiences revealed they were integrating the ideas and their implementation. They were able to articulate, for example, practical ways teachers got to know students' names, planned specific team building activities, had meetings with parents, and planned instructional activities that allowed for the teachers to engage with their new students, learn about them and begin to build a community of learners. The teacher candidates showed their ability to reflect on their experiences and connect them to pedagogy taught on campus.

There was a general understanding from my participants that, despite the persistence of the "tell me what I need to know" paradigm, coupled with their own desire to ensure they convey

their deep commitment to education, the teacher educators knew that reflecting on practice and asking questions about practice takes time and conversation. Observation alone might not reveal the layers of complex decision making that drives teachers' pedagogy. Laura described:

> I think I have more empathy now than I did earlier…everybody's just starting out somewhere, and yeah, it might be crazy frustrating, but they're just starting out…so we really have to honour that…just being in that position of being out of your comfort zone and learning something completely new…pulling out the threads of what they're saying to help them put the pieces together and then turning it around to put it back…honouring something…that they do know something about this…

Sheri described the importance of reflection for both herself, to be able to articulate her own thinking, and for her to hear from her teacher candidates how they experienced their classroom time with her:

> ...and hearing my reflecting; it's so important because they can observe something, and think they know and they might have a different perspective that's interesting, but if you can't debrief with them and say 'I did that because of this, and this person has this going on in their life, and this helps this person'… they can't really be really good observers and understand the complexity without that reflection, so they can start to hear how deep it goes. It's not just 'we did this fun activity. We did this because I'm trying to get them to communicate more…' and I think the giving more time for the teacher educator to really debrief and reflect aloud with them and have them give their perspectives… some of the best conversations were when we would walk around on duty during the break, and they would walk around with me, and they were talking. That's where they would get to ask me any questions. And again, when someone asks you questions, [then I

> think] ‘OK. Why did I?’ It just makes my understanding of my kids stronger, and my philosophies, or why I'm doing things even stronger…

Complexity

The literature on complexity theory connects to Sheri’s experiences. Cochran-Smith et al. (2014) describe complexity theory as a “loose collection of scholarly work that takes up important questions about systems and how systems change, develop, learn, and evolve” (p. 5). These system theories recognize disequilibrium and dynamic interactions as part and parcel of how we learn as individuals and groups. Within complexity theory, enactivism is the:

> interaction between a system and a medium is the mechanism by which both the system and the medium change. As long as a system and a medium continue to be able to interact, they are said to be *structurally coupled* and they co-emerge. It should be emphasized that co-emergence does not imply that the system and the medium are becoming more fully adapted to each other. All that is certain is that their structures allow them to interact. (Reid, 2017, p.2)

As our TCs, PEs, seminar leaders and those of us working with them in teacher education interacted and connected, we were shaped and changed by those interactions. What we experienced changed us, which in turn changed how we considered the experience. Then when we come to a new learning situation, we are bringing our changed selves. As Sheri described as she articulated why she worked with her students the way she did, her TCs were informed by what they saw *and* what she described that they might not have noticed. They, in turn, developed new understandings as they interacted in her classroom. Cochran-Smith et al (2014) describe that “teaching and learning cannot be understood in terms of direct, causal, linear, and manipulable relationships among various components, but in terms of the dynamic and changing relationships between individuals and the collective” (p. 10).

Structural Tensions

The organization of Wednesday, however, presented a complication. As the teacher candidates needed to be at an after-school seminar by 3:30 at a different school site, both Partnering Educators and teacher candidates expressed frustration to the seminar leaders that the important time for debriefing at the end of the school day did not exist. The shared experience of being in the classroom together was valuable, but there was no significant opportunity to share perspectives on what occurred in the moment. Although the seminar leaders encouraged time for debriefing and reflecting during the seminar, it was difficult for them to help each pair of candidates make sense of their particular experience on that day. Sheri expressed this this way:

I think that's one of the negative things about Wednesdays, is that we don't have that after school time to talk to them. I think that's one of…I mean they're running out at 3:00 to get to the seminar school, and I don't feel like I've properly debriefed with them and we haven't talked about the day and they can say 'Hey. What about…and why…' and they go and debrief amongst themselves and with [seminar leaders] but it feels different than if it was with us first…

Laura confirmed:

> You're right. That's a valuable time after school because that's when you do reflect with them, so maybe they need to be around for that, that's when you and [co-teacher] plan and then they could see that…so maybe we start seminar later…

There was an additional tension for seminar leaders in debriefing field experiences with the teacher candidates. The seminar leaders and Partnering Educators are members of the BCTF which has a very lengthy Code of Conduct including the statement that any concerns about a teacher's conduct or practice must first be brought to the teacher. Munby et al. (2001) describe universities' responsibilities to bring a critical eye to education, but the teacher candidates, Partnering Educators and seminar leaders walk a very delicate path of supporting questions and

complexities without being critical of an individual teacher's practice. It may be that in order to avoid a potentially difficult situation, teacher educators explained a situation away rather than interrogating it too closely. When this is the case, we miss a critical opportunity to learn. Berry (2008) described the importance and difficulty of creating a climate where "teaching was open to professional scrutiny" (p. 78) and where learning was experienced "as a collaborative venture, open to professional critique and challenge, [while] not breaking their confidence in themselves, each other or me" (p. 79).

The weekly debrief sessions with the classroom teachers were a missing piece. If TCs had the opportunity to connect with their PE after school they could discuss ideas and situations as part of their school day rather than talking about the situation in a seminar removed from the immediate classroom experiences. The after school debrief with PEs might allow for a more nuanced discussion about what was observed and the understandings and questions that came from the observations.

Participants' Professional Growth

Along with the growth experienced by TCs, my participants commented on their own growth. They described their own ongoing professional learning, even after years of teaching experience, and that professional learning *over time* had changed them. Laura commented,

> I was thinking back to my own language arts class at university. Only probably five years later did I actually realize that they were teaching… (because it was never explicitly said) that they taught the gradual release of responsibility to us, but we didn't really know we were being taught that because we didn't know about it.

They knew things about teaching now that they did not when they started. They had grown, and were able to reflect on that growth. Laura and Jeannie shared,

> Laura: So, I wonder if that comes down to you also *what is teaching*? My belief, especially when I'm a new career teacher might be 'I believe teaching is teaching this lesson, so check, I've done it …
>
> Jeannie: …the delivery method, rather than understanding children construct their understanding with your guidance, and your facilitation, but you do not put anything into a child's head, it doesn't work that way. I think sometimes if teachers were good at school themselves they think 'Oh the teacher told me that once and I got it, that's how learning works'…School worked for you, but it doesn't work for everybody, and you went to university so school really worked for you…But they don't think about the child constructing it.

All the participants had continued to engage in the growth required of educators. Jeannie described how she tried new things to keep learning, because she was curious and fascinated with how children learn. Sheri described saying "yes" to opportunities to continue her learning, in community with others, about teaching. Laura articulated it as trying things, trying to get closer to understanding what will make a difference in supporting the learning of all children. And for Vivian, it has been networks of people who were connected to the work she does, where she had the chance to share with and learn from others. Melissa described it as:

> …[being] willing to learn at the time…we all know somebody can tell us something 100 times and it doesn't sink in…It's that triggering moment…and for me, I need to talk it through. I don't absorb it the same way than if I have a conversation with somebody…that's how I think deeply about something. It's not a debate, like an aggressive moment, but to really pick something apart with someone or with a group of

people, to be able to turn it upside down, and look at it and hear different perspectives…that's where the deepest learning happens for me.

The quotes from my participants noted the importance of emotions and relationships in supporting their professional journeys. Their experiences and understandings connected to Cranton and Wright's (2008) findings that relationships are, particularly for women, often the catalyst for transformative learning. Navigating the experience of being both knower and learner, holding wisdom alongside openness, emerged as an important theme in my research.

How Does Sharing Leadership Explore the Theme of Telling and Growth?

Sharing leadership with district partners in this project provided space to continue to explore this tension with teacher candidates, Partnering Educators and the teacher educators involved in L2P. Right from the inception of the project, the goals articulated by the district coordinators recognized the place for sharing expertise and allowing space for growth of Partnering Educators and teacher candidates (Sanford et al., 2019). The goals for L2P that were developed and advertised by the district partners included:

- Inviting teacher candidates into classrooms to share what school life and professional practice is all about
- Engaging in peer coaching conversations
- Integrating two learning spaces—the university and the school
- Building supportive and reciprocal relationships in our professional community
- Approaching teaching from an inquiry stance as we explore practices that enhance student learning
- Sharing our learning with one another

At the annual June meeting (described earlier) where Partnering Educators for the coming school year met to learn more about the project and share previous experiences, the norms for the group included "creating a community of respectful dialogue, including contributing our current understandings and staying open to what is new" (L2P PowerPoint, June 2017).

There was a purposeful approach to connecting Partnering Educators to what the teacher candidates might have been feeling. One of the first activities during the June meeting was to ask the Partnering Educators to recall their own experiences as teacher candidates to recall those feelings of uncertainty, nervousness and excitement at the new experiences awaiting them. The teacher educators leading this session described why they want the participation of their teachers:

> …when we tap shoulders and say 'Hey, you should try this, this is worth sharing, would you do this?' And then people step out of their school network to a whole other level of network, and then meet more people who are inspired…so that just continues to build their own leadership." (Laura)

The two joint professional learning afternoons described earlier were spaces for conversations about the use of teacher inquiry for professional learning. The purpose of the afternoons was, as Laura articulated in her opening remarks:

> what teacher candidates see on Wednesdays is a very valuable part of teaching. But part of the profession is to have ongoing professional learning—and this happens during school, after school and outside of school hours when teachers engage in professional learning by working together.

There were two articulated goals for these afternoon sessions. The first was that the practicing teachers had the opportunity to share their inquiry topics with the other attendees at the session, which encouraged district sharing of professional learning. This, in turn, provided

the teacher candidates with the chance to see that their own inquiry, while part of a course requirement, was modelled on current professional learning of their soon-to-be colleagues. The second goal was for the candidates to engage in conversations with their cohort colleagues and Partnering Educators to receive feedback and support as they refined their inquiry question. This format exemplified Mehta and Fine's (2015) findings that "research is unequivocal that teachers learn best when they are working on a problem of practice, with colleagues, that relates to their students" (p. 17).

Confidence and Uncertainty: Acknowledging the Complexity of Teaching

Another tension identified by Berry (2008) that emerged as a theme in my data explored the dual notions of confidence and uncertainty for both teacher educators and teacher candidates. For teacher educators this meant acknowledging the complexity of teaching about teaching, a path that journeys through feelings of self-assurance, self-doubt, professional confidence and insecurity. This is manifested by teacher educators' dilemmas about how to "explain" teaching in a way that offers some reassurance and optimism with the confounding reality that there are so many variables in students and classrooms that are impossible to articulate, or even to notice or understand. In addition, teacher educators experience tensions "between exposing one's vulnerability as a teacher educator and maintaining prospective teachers' confidence in the teacher educator as competent leader" (Berry, 2008, p. 36).

Who is a Teacher Educator?

The participants in my research and I were all fairly new to the work of teacher education, so we experienced doubt and worry about "how we were doing" and how we determined what to teach and how to organize to provide what we hoped was a supportive and challenging learning environment for our candidates. Not only were we experiencing the tension Berry describes as "deciding what aspects of practice to make explicit, how to make them

explicit, and when" (p. 36), many of us have come into these roles without prior experiences of teaching in higher education and without support in exploring the pedagogy of teacher education. Our TCs have come to expect (and be comfortable with) the certainty and linearity they have experienced in previous undergraduate coursework, and are seeking expert advice, both theoretical and practical. This can further compel teacher educators to feel the weight of proving they have the authority to speak of the practical experience of teaching and have the academic background that generates respect within academic institutions.

My participants expressed an awareness of the responsibility of teaching a university course alongside exploring their new identity as teacher educators. Melissa described:

> [L2P] is something connected to an academic institution; I feel like I have to provide an experience that's worth the price of the tuition they're paying, and that would be on a comparable level to the instructors that they have at UVic.

When re-reading transcripts, Laura commented:

> …you know what really struck me first was in one of the transcripts where it was just us three, and your question Kerry was about…how do you see yourselves… 'I want to start by asking you how it's been going for you as a teacher educator?' I went 'oh…that's what we are!', and throughout the whole document reading what we said made it clearer to for me to think about, and surprised me a little bit: 'We are that' [teacher educators] and so when I see it in words it's more real.

Laura's quote was surprising to me as I had initially perceived her as confident in her role as a teacher educator. Even in her role as a district coordinator, working and supporting her teaching colleagues, she did not identify initially with being a teacher educator. Her realization

was an important moment for me as it signalled that our partnership and the research had allowed her to think of herself in new ways.

At the same time as expressing this uncertainty, however, my participants brought their very definite understandings and perspectives about the work of teacher education, particularly the frustrations they have with the structure and organization of university teacher education programs. Jeannie described:

> I've thought about this a lot and I think that the structure of the university is challenging because of the mode of operation is 'I'm the math specialist. I'm going to tell you all about math development. I'm going tell you about math pedagogy. I'm going to give you some research on how the brain works.' But I think that's not the information that students need at that time. I think rather it would be great to say 'Here are some questions. How do you think children come to know number? Do you think it's innate? Do you think it's built in a social setting? Do you think it's both? Do you think it's neither?' And now I'm going to give you three things I want you to go and observe in a classroom. I want you do these three tasks with some children and bring that information back and let's unpack it, and now that we're unpacking it, I'm going to tie it to some research…so that everything I teach them is tied to something they have seen them witness themselves, rather than 'Here's this textbook of information…now you're ready to go teach math', which they're not, they're really not.

Ability to be Vulnerable: The Heart of a Good Teacher

Part of this frustration stemmed from an uncertainty about what actually occurs in various courses and not having an opportunity to hear what other course instructors were doing in their classes. The school-based seminar leaders had limited contact with campus-based instructors, so as Melissa commented:

> I think one thing I would change for next year…[would be] going a little bit deeper…sometimes it feels a little surface level and I feel like we should we should dig a little deeper into this, but then when I thought about that then I also wonder 'Well, am I repeating something that they've already had at their university course?' For example, this coming week we're going to be talking about assessment for learning, and I'm not quite clear on what their experience is at the university…and we don't quite have enough time to survey them, and then to do a needs assessment, figure out what they don't know or want more of, and then plan that into the course, so that would be one place [to explore] when we have that meeting at the beginning of the year, and it was great to meet UVic people. I think I would have better questions for that next year.

With respect to the notion of exposing their own vulnerability, my participants and I both acknowledged that we valued in ourselves, our colleagues and in teacher candidates the ability to reflect, to acknowledge uncertainty, and to be challenged to consider things in new ways. Laura said:

> I have just been reading the students' response to Parker Palmer's article, "The Heart of a Teacher". It has been interesting to read their responses. Many have picked out the following quote as one that resonated with them, "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher". For many, this has been reassuring, as it means that having the 'recipe' for the perfect lesson, implementing the right techniques, is not what makes a great teacher. Rather, Palmer talks about teaching from a place of authenticity, knowing who we are and bringing our whole selves to our teaching, our subjects, and our students. So important in teaching is being willing to be vulnerable and true to one's heart in the classroom,

> which I think then opens up teachers to "accessing their teacher educators' problems, puzzles and curious situations". If it's the heart of the teacher that makes a 'good teacher', we have to be willing to model this in teacher education.

Events such as the professional learning afternoons and Gallery Walk, where there were opportunities for TCs to share their ideas, ask questions and articulate their passions and questions were central to the partnership and to our learning. The conversations and discussions served as formative feedback to all of us about what was important to TCs, where they were experiencing challenges, and what connections they were making, and how they were taking up their place in the program. The seminar leaders could then adjust as they saw a need expressed or clarification needed or a connection to be made. After the Gallery Walk, Laura reflected on how much the TCs had learned, an important reminder both of the short time that had passed and the learning that had happened:

> I think what impressed me most was seeing the growth in the TC's in 3 short months … when I think back to the first seminar when *everything* was new to them... and they saw such a huge learning curve ahead of them on so many levels - getting to know a system, the vocabulary around education, the complexity of students, let alone the curriculum! So, to think in this short amount of time, they chose a topic they were truly interested in, and for many, passionate about, and they could speak so thoughtfully and articulately about it. That shows me the depth of learning that happened in such a short time.

Vulnerability was defined by all of us as a willingness to acknowledge we do not have all the answers, and the importance of life-long professional learning. For example, when considering professional learning, Vivian said:

> …it is having that conversation that we can't really talk about assessment differently if we're not talking about learning differently, and we can't talk about learning differently until we're willing to admit that we've got a lot of structures here that aren't really working for learners and what are we going to do about it? We have to change. It's not something like 'Well, I really don't want to change because I like teaching the way I do for my little group here and I don't care what anybody else is doing.' How are we going to shift that?

With respect to teacher educators exposing their vulnerability, Laura acknowledged:

> … I remember as a new teacher feeling maybe like many new teachers, that I'm supposed to know everything…so even after a few years of tons of learning, and I still don't know everything and admitting I don't know everything. It took getting to a safe place—it's okay that I don't know everything.

However, the vulnerability described above seemed to happen outside their experiences as leaders in L2P, when they engaged in their own professional learning, separate from the shared space of the school visits and seminar. As teacher educators, it is much more difficult to be vulnerable *while engaged with teacher candidates,* as part of the curriculum of learning to teach. Berry's (2008) description of vulnerability includes the willingness to expose "uncertainties behind teaching as a prompt for prospective teachers to begin to view teaching as an uncertain and problematic enterprise" (p. 64). Being vulnerable requires the confidence to share authority with teacher candidates as co-constructors of learning about teaching.

How does L2P Explore the Theme of Confidence and Uncertainty?

I identified two significant contributions shared leadership can have in exploring this tension. The first is to support a trust-building between the leaders in the partnership across institutions. The ability for teacher educators, located in different spaces (campus, classroom,

district office) to recognize that we shared the responsibility for this work, and that exploring teacher education in relationship to one another allowed us to be curious about and open to continuing the work together. The second was that with this trust and the opportunity to share ideas and struggles, we might all be better able to express our vulnerabilities in ways that encouraged our growth and were more explicit for our teacher candidates.

Building trust

The following script from our final conversation provided an insight about the trust and support that existed among the group. The relationship we built was significant to me as I felt our collective commitment to continuing the work. It felt as though this meeting had a different tone, more relaxed and conversational. Whereas some of the conversations included fairly lengthy responses by people (which were useful as it gave my participants the chance to articulate their thinking uninterrupted), the final conversation concluded with the following exchange:

> Kerry: What have you learned from our work together, through this research and through our meetings and so on…
>
> Sheri: It's going to take a lot of time, and if we're really going to make change, it's going to take a lot of time and a lot of people on board.
>
> Laura: And a lot of courage, because it will be a different look than it has traditionally been for a long time…I mean there's been all sorts of gradual changes as well, but…lots of courage.
>
> Sheri: Some leaps of faith. "Ya, OK, let's just try it!"
>
> Laura: And some people behind us saying "Ya!"
>
> Sheri: "Like we're behind you. OK. Let's do it…We've got you!
>
> Kerry: What are you most proud of?
>
> Melissa: Courage! And budget! [Melissa was acknowledging the districts' financial

commitment to L2P through covering TToC costs, for example, without which the professional learning afternoons would not occur]

Jeannie: I think what Link2Practice has done is to help candidates realize that a school district is there to help you. It isn't sink or swim. There are a network of people and if you reach out, they will help you.

Over the course of my research, the participants expressed appreciation for being involved in L2P. Toward the end of our research, Sheri reflected in our online forum:

I do not know of many successful situations where collaboration was not a key component in advancing ideas, wonderings, tangible outputs and goals. I think that working with UVic has helped me to realize that we all are truly on the same team and want the best for our collective profession. It is nice to have bridged the gap between 'us and them' as it is too easy to lay blame when one doesn't understand the scope of the other perspective. Always, when working with another party, one of the goals should be to broaden one's point of view, or as Melissa writes, look 'with a different lens'. This also is true as I work with the teacher candidates. I can more greatly appreciate their learning journey with inquiry as well as their immersion into my class.

Laura articulated the growing trust and mutual respect this way:

Over the 4 years, we have continued to develop our shared understandings of information, issues, situations, and problems in pursuit of our common purpose and goal. From the beginning it has felt like a team approach in the decisions that were made, and in dealing with any issues or conflicts that arose. The lines of communication are always open, and when action needed to be taken you always asked for our thoughts and ideas, and honoured our roles and the system we work

> within (school district). When such challenges came up, we together came up with solutions and refocused goals as needed. I like the term…'co-members'. As co-members of a group, we see one another as valuable resources. I don't ever feel a hierarchy in our collaborative work; our relationship is built upon a mutual respect and a recognition of the strengths, and perspectives, we each bring. I believe what keeps our collaboration strong is our shared commitment to the impact and collective success of our goal…Finally, at the end of each semester I appreciate how we come together as seminar leaders with UVic to 'assess group results' and share in the recognition of achievements. I think this speaks to the partnership between our institutions - that our successes and our learning affects both of us.

Offering Opportunity

However, although there was trust and mutual respect, I am not sure that we are (yet) in the place of being vulnerable with one another in our work as teacher educators. This could be due to several factors. The first is that because our work was focussed on the organization and planning of L2P, our work intersected at specific times during the year rather than on a daily or weekly schedule. Secondly, three of my participants worked together in a shared space at the district office. There was likely a much more natural discourse of working, puzzling, planning, reflecting and sharing problems more deeply in the dailiness of interactions than there was in our L2P partnership and research. Moving forward, I think continuing to explore how we might work more in one another's spaces might help deepen the partnership and open up possibilities for other ways to jointly engage in the work of teacher education. As I said to Vivian during our meeting in January:

> I'm struggling to find the words…one of the things it feels like is there's these rich conversations going on that are probably more natural that I don't have access to, because

> I don't work in proximity with the people who work in the school district…so I'm sort of an outsider…

Melissa acknowledged that the culture of collaboration was one of the reasons she wanted to work in the district:

> I had done a little bit of work in Sooke with Vivian and Laura, and was struck at that time by their groundedness in education, and in the conversations that group has with themselves and with teachers. I had a really memorable…impression of them. Working in the ministry, you…work with lots of people all over the place, and I always remembered them and… there was something distinct about that. So, when I knew I wanted to get back into the school district…there was something about the Sooke district that…appealed to me.

For Vivian, now in another district, she acknowledged the difficulty of staying connected to the L2P partnership:

> …and I'm feeling like when I was part of the group it was easy to embed with my work; I'm really struggling with that now because it's not really attached to anything I'm doing right now.

I found on the drive home at the end of our research meetings that I felt as though "we had just scratched the surface of the conversations we could be having". I wished I could capture the thoughts and ideas that our conversations had generated. Had we come together a day or two later, I wondered what the initial conversations might have led to. As I said to Vivian:

> …if we talk about barriers or complexities it's often about the systems that are in place, or the policies, or the timetables…but how do we find places to be able to be really honest about fears or uncertainty, or I know that I say I do this, but I wonder if I

> really do in an ongoing way…I think that's something that will come out in the findings around how hard it is to have those conversations, and you need to have other things in place for them to emerge naturally.

Introducing my participants to the world of self-study research, albeit in a very limited way, proved a catalyst for them seeing the way we were working together as valuable to the larger research community. I think this connection to the larger community served to give the work credibility as it is studied alongside other teacher educators' investigations into their own practice. Laura reflected:

> …and even to hear, you know, what you're doing and presenting at these conferences… we just think what we're doing in this district is interesting, but wow, it's really worthy of study, and sharing on a larger international scale, and [something] other people want to learn from.

I shared with my participants that there is a research community interested in the same questions they had. I was thrilled to hear that my participants were proud of their work and the interest it generated in the wider community. I believe it gave them more confidence as the project was judged "worthy of study". More significantly for me was that it gave me more confidence in my role in the group, that my knowledge about teaching and teacher education was worth contributing to the group, and that the connections to the wider teacher education community provided my participants with something they might not have experienced if they had not been involved in the research.

Laura also commented on how she has changed through her participation in L2P. She noted,

> I definitely feel more confident in this role now after doing it for a few years. I don't second guess myself as much, wondering if each topic we bring up is helpful/useful/interesting. I have more experience to draw on and can share stories with current TCs about experiences of previous TC's which I think helps give me 'credibility'.

Laura was developing her own authority of experience as a teacher educator, able to reflect on topics that have been useful to previous TCs, and connecting the past cohorts' stories and experiences to help inform the new cohort.

Another way both teacher educators and teacher candidates experienced the confidence/uncertainty tension is through the inquiry project and Gallery Walk, designed for teacher candidates to demonstrate their learning over the term. As candidates delved into their inquiry question, they had conversations with professionals, read applicable research, reflected on what they saw and heard in schools and on campus and shared ideas with one another. The inquiry was scaffolded through the seminar and the two professional learning afternoons, but causes many teacher candidates angst as they struggle with doing it right. They can be frustrated when Partnering Educators and seminar leaders don't have the answers about what it should look like, how long it will take, and what it means to be left with more questions.

The inquiry can further complicate the tension between telling and growth (described earlier) and certainly required teacher candidates to be comfortable with uncertainty. It took confidence to trust the uncertainty, and to struggle with trying to make sense of professional inquiry when candidates were still in a place of wanting to be told how to do things. It made me realize the critical importance of making the struggle and tension explicit in my work. I need to remind myself of this when faced with stress or pushback and remember these experiences are what make the space for growth.

The end of term Gallery Walk was described as a celebration, recognizing the time and thought that candidates have put into their inquiry question. For many candidates, the experience was a chance to speak with the "authority of experience" as they spent three months investigating their topics. The seminar leaders and Partnering Educators engaged the teacher candidates in professional conversations, and it was a wonderful experience watching the animation and enthusiasm the teacher candidates had about their topic, and their interest in sharing their learning with others.

For the seminar leaders and Partnering Educators it was a chance to see and hear about the collective learning of the group. Sheri, Laura and Jeannie all reflected that the Gallery Walk was a turning point in their views of teacher candidates. As the Gallery Walk was focussed on the teacher candidates' learning across the term, it was an important opportunity for them to share their learning with the professionals with whom they worked for the semester. Jeannie said:

> I happened to drive in to UVic with [Assistant Superintendent], and he and I were impressed with the depth of commitment and knowledge about their topics. I heard passion and excitement in the voices of many of the TCs I spoke with.

Sheri described the Gallery Walk as one where the topics presented by teacher candidates were also topics of interest and exploration to her, an experienced teacher:

> It was great to see all the thoughtful and reflective work…it was interesting to note many were inquiring into topics I ask myself as well. Professionally, more teachers, including myself, need to be reflecting on these big ideas and taking the time to develop deeper understandings about these pieces that really impact their students.

Laura also reflected in the online forum, where she connects the reality that our candidates have actually only been in classes for 12 weeks when they present their inquiry.

> They were making connections between their inquiry and other classes. They talked about the more they learned, the more they wondered, and many talked about how this learning is just the start, and they will continue to learn more about this inquiry topic (and some realize this will continue for the rest of their career). I loved hearing a couple of the TC's use the word 'pedagogy' as they spoke about their inquiry (and used it in the correct context!) - I asked them after if they'd ever heard of that word 3 months ago. They hadn't. I also thought that their topics were mostly, very worthy topics (First Peoples, SEL, classroom community, picture books in math, etc.). These topics are worth exploring, digging into. In some cases, I think some of the TCs will know more about their topics than some practicing teachers (ex. integration of First Peoples principles) because it wasn't part of the Teacher Ed program when they went through. In this way, they may be entering schools knowing more about some aspects of teaching than the mentor teachers. How do we in the schools ensure we are supporting the TCs in topics that we might not be as familiar with?

Laura's reflections signalled a confidence, both in herself as a teacher educator and in the teacher candidates. The experience prompted to her to think about how practicing educators could learn from new teachers, and how schools could capitalize on the teacher candidates' knowledge. She was also provided insights into connections made among classes and experiences, which was useful to her in considering her work with the next group of teacher candidates.

Reflection in Preparation for Looking Back

My intention through Chapter 4 was to connect my immediate experience with the L2P partnership to the larger theoretical landscape of research on teacher education. The findings presented in this chapter have provided the context for the self-study presented in Chapter 5. Hamilton and Pinnegar (1998), self-study researchers, call for self-study research that considers that

> each of us is a text to be reviewed for the present and absent ideas and intimately distance our selves from ourselves as if we were a text. As with text, we bring to our reading of self, all of the other textual understandings we have developed over time. No two readings are the same. It is as if we are undertaking a hermeneutic study of self. What are we reading? Who informed the text? Why are these ideas and people important to the text? In what ways do these ideas and people miss the point? As we read our "self-text", we are looking for the events that influenced our thinking. Why do we have these perspectives? How were we influenced by our ethnicity, gender, and social status? (p. 240).

Chapter 5: Self-Study

When I began this journey, although I knew I had not had any formal preparation for my role as a teacher educator and manager, I believed that I knew enough about the world of school and teaching to have wisdom and experiences to offer prospective teachers and our programs more generally. That is not to say I thought I knew it all; I understood that stepping into a new role brings with it the necessity and opportunity to learn about teaching from another perspective. What emerged alongside my previous and new experiences was a realization that learning is not necessarily cumulative. I initially thought that my experiences would accumulate, layered on one another in an increasingly complex understanding. And in some respects that proved to be the case. I was informed by all my experiences in education—student, teacher, parent, manager, teacher educator, graduate student, researcher. What I had not done was to actually stop, go back, and re-examine the data from an introspective standpoint. This chapter includes an examination of tensions I experienced as I grappled with how my understandings have been both informed and unsettled.

Self-study is more than an exploration of one's self: "The heart of self-study is the application of the knowledge one gains through this process to one's teaching practices" (Samaras, 2002, p. xiv). When I stepped back to consider what knowledge I had gained and how it had shaped my understanding of shared leadership and professional learning, I kept returning to the framework of tensions, two seemingly opposite experiences existing simultaneously. In the previous chapter, the two tensions I identified were the tensions between confidence and uncertainty, and between telling and growth (Berry, 2008).

This chapter continues within the framework of tensions, although the tension I experienced through my research is not one Berry (2008) articulated. As I considered what

had caused the most struggle, the most inner turmoil as I grew, I came to define it for myself as the tension between maintaining and challenging the status quo.

The tension between maintenance and challenge only emerged when I understood that my beliefs were based on the assumption of the transformative power of the education system. To help unpack this tension within myself, I share this story.

"Nobody can take an education away from you"

My mother was born in Manchester England in 1920, the youngest of six children. Her father died when she was a year old, leaving her mother to make ends meet by cleaning other peoples' homes and taking in laundry. My mum left school at 14 and went out to work to help support the family.

More than anything my mum wanted an education. Many years later, she said to her own four children, more times than I can count "Nobody can take an education away from you." Education was the great equalizer. The opportunity to rise above one's station, especially in class-bound Britain. She worked to speak without the broad Mancunian accent that would identify her class, her station in life. She read voraciously, listened to the news, told me and my siblings that school was our job. As a single mother herself, she saved for my education. She moved us from Kitimat to Victoria, close to a university, to opportunity.

And yet she was a staunch monarchist. Before I went off to an exam or interview, she would say "Best of British luck", because British luck was just a little better than any other kind. She loved the literary canon, the poets and novelists and playwrights who told the stories of her beloved Empire. She was "mum", not "mom".

She voted NDP. She opposed Walmart opening in Victoria. She had no time for Margaret Thatcher and was appalled at the treatment of the miners during the strikes of the 1980s. She

hated the Fraser Institute. Loved Dave Barrett. Was a card-carrying member of the Council of Canadians.

And yet. She loved the Queen. She believed in keeping a stiff upper lip and would have appreciated the "Keep Calm and Carry On" memes that proliferated a few years ago. When she decided, in her 50's, to do a correspondence course, what did she choose? Latin. Every few weeks a hefty brown envelope would arrive in the mail with the results of her previous assignments, and she would dutifully pore over Latin conjugations, delighting when something was familiar or when she could identify a plant by its Latin name.

My eldest sister attended SFU when it was a brand-new university in the 1960s, and came home talking of feminism, brown bread and yoga. My mum tried it all. My sister convinced her to give up smoking. To stop keeping the chip pan filled with hardened lard under the sink. My mum planted a vegetable garden. She signed petitions, wrote letters, voted. She canvassed for the NDP, worked the phones. She marched in Earth Day protests. Read Silent Spring.

I was born in 1963, the youngest of four. My mother was a librarian (without any formal training) who took me to work on a Saturday while she put the dust jackets on new books and typed out the Dewey decimal classification on catalogue cards. The smell of new books still reminds me of those Saturdays in the Kitimat Public Library when I was the very first person to read the newest children's book. School was a comfortable place. I enjoyed learning.

Before my children head to an exam or interview, I text them "BOBL", my shorthand for "Best of British luck". I tell them, "Nobody can take an education away from you". They call me "mum". I saved for their university education.

I vote NDP. I don't like Walmart. I love the Queen. I hate injustice. Here I am in my 50s, doing my Ph.D. (which is Latin for philosophiae doctor—see mum, I know a Latin word). I live with privilege.

As I write this, the tears stream down my face. I think of her, and her grit and determination, trying new things, educating herself, raising us after my father, an alcoholic, left us in debt. I think of her, holding on to tradition, listening to Christmas carols (always sung by the King's College Choir at Cambridge), tuning into Masterpiece Theatre*, making roast beef and Yorkshire pudding for Sunday dinner. The vegetables overcooked.*

I see her in me. Hanging on to what is familiar, to what holds me to my past. Holds me safe in the hands of my ancestors. Shackles me to old ways of thinking. Loyal to a system that does not work for everyone. A system that excluded my mum.

I see her in me. Seeking out new ideas and understandings. Trying to consider with a critical lens. Trying to help shape a system that can work for everyone but grieving what must give way.

Munby et al. (2001) describe one of the responsibilities of the university to have a critical eye on schooling, but being critical does not sit comfortably with me. Throughout the research process I realized one of the discomforts I experienced most profoundly was the tension between how to work within while maintaining a critical stance about our current teacher education programs and education system. I felt this tension most acutely not by being appreciative *or* critical, but more about experiencing both, simultaneously.

First of all, considering this discomfort in light of the story I included, I wonder if I was so shaped by the narrative of education as emancipation that I find it difficult to interrogate the education system? And yet, as I reflected on this possibility as I reread my story, I also realized

that my mother's education occurred outside the education system—she determined she wanted to learn and found ways to make that happen. Her learning came from either her own interest or being provoked by someone else to learn new ways or consider ideas in a new light. She learned about challenging some of the norms and expectations of society. And yet she also remained steadfastly status quo in some of her beliefs, such as the benefits of the monarchy, despite her leftist leanings and the inequalities inherent the British class system.

Second Wave Feminism

As I considered Hamilton and Pinnegar's (1998) call to interrogate our self-texts for influences and perspectives, including our ethnicity, gender and social status, I realized that my belief in the transformative power of education, and of sharing leadership has been informed by second wave feminism, particularly the liberal feminist movement (Rosen, 2000). Liberal feminists, such as Betty Freidan and Gloria Steinem advocated for enhancing the personal and professional lives of women. My sister, a newly-minted SFU graduate, brought these ideas home to me and my mother. At the time, I remember these ideas making sense—of course we as women had voices which needed to be heard, included and valued.

However, what I did not understand until much later was that although the liberal feminism of Steinem and Friedan resonated in our family, it did not speak to many other women, including women of colour, those in extreme poverty or from working classes. I think back to my family, and consider that my mother saw education as a way out of working-class life and because we were white, and English speaking, I could go to school, work hard and be rewarded. I had the luxury of finding success at school, of having my culture and values reinforced. Much of my avoidance of being critical was because the school system worked for me. What was

implicit in my mother's statement that "nobody can take education away from you" was that we could access education and that it would lead to opportunity. Doors would open.

During one of our early research meetings, I asked my participants, "What difference do you think it makes [to our work together] that we are all women? We're all white women too…" My question was met with silence. After a moment, both Jeannie and Laura commented on it being "an interesting question". I knew in the moment that I did not ask the question with confidence and I was not even sure what I wanted to find out. Laura finally ventured:

> I'd be kind of curious, you know a big part of the seminar conversations…they started the very first year with Sheri and I, was building community. How do we do that? What does it look like? We spent a lot of time on that…and I wonder if that would be the same kind of starting place or emphasis…or what would be the emphasis or starting place? I don't know.

And that's where I left it. I sensed their hesitancy (and felt my own) to go farther down this path. In rereading the transcripts, I wondered what would have happened had I raised the question again later, or if I'd brought the conversation back to the topic. My orientation towards being appreciative (of their work, commitment and time) meant I avoided the opening to ask further about how our gender influenced how the partnership developed and how we came to lead together. I thought it was an important question, but I did not pursue it. The safety of staying within what we were comfortable talking about won out over the discomfort of delving into our identities.

This was not a new response for me. Early on in the research process, I wrote:

> Kathy has encouraged me to be critical—something that is very difficult and challenging…partially because I don't want to criticize the partnership—we need them to

> continue this work! I'd like another word for it. Then I consulted a dictionary—critical means finding fault and judging with severity, but it also means 'to analyze evaluatively and to use careful judgement', 'vital to success' and 'judged worthy' (as in critical acclaim)…This is helping me see being critical as central to what I am doing. It's still challenging, but I see its importance to this work.

I remind myself that I approach notions of being critical from an epistemic perspective. I understand *objectively* the importance of analysis and careful judgement, but struggle with *integrating* it in my own work and thinking. Even in my journal I indicated "I see its importance" but did not commit to applying a critical lens to myself and my practice. I need to continually remind myself that critical reflection for the purpose of consciously participating in my own growth and learning is a key characteristic of self-study. The idea of reframing connects to the Freirean (1970) concept of conscientization where learning is a process of becoming aware of one's social myths and working to uncover what is underneath.

As Coia and Taylor (2013) note, "no one can completely understand others or one's self without others" (p. 9). My own critical reflection offers more insights when informed by co-learners, critical friends and others who can offer perceptions, perspectives and viewpoints that I had not considered. The challenge for me is to balance openness to change and challenge with the confidence of my belief in myself and articulating my understandings of the work. Others' insights, suggestions and perspectives do not mean mine are unworthy or incorrect.

Honour and Interrogate the Work of L2P: Insider/outsider in the Partnership

Another way I experienced tensions between maintaining and challenging the status quo was through negotiating my own understandings of how to both honour and interrogate the work that happens in L2P. On the one hand, those who were involved as Partnering Educators (PEs) or

mentor teacher candidates (TCs) more formally during practicum experiences do this without recompense for taking on these roles. PEs have the option to participate and are not compelled to mentor TCs. In addition, the Teacher Education Office relied on administrators at the school and district level to help us identify teachers who were ready and able to take on the mentorship roles. Mentorship is required as part of the teacher certification process, as TCs must be in classrooms where teachers hold certificates of qualification. Laura's connection to teachers in the district, and Vivian's original commitment to the project made it possible to engage in the partnership work. Their leadership, and the leadership of the other participants in L2P was crucial to its success.

On the other hand, it is university's responsibility to support TCs in learning to examine the education system with a critical lens. The university and school districts are working in partnership in an imperfect system, with PEs, seminar leaders and myself working with TCs to prepare them for the role of teacher while at the same time questioning that role. I found this particularly challenging as I struggled with how to simultaneously articulate the need to question assumptions and develop new approaches, recognize the good things that are occurring in classrooms, and support ongoing professional conversations about the tensions. This is particularly tricky when critiquing a system can sometimes manifest in critique of individuals.

And, even more important is identifying where and how to have complex, critical and open conversations about our work. In order for me to do this I need to continue to recognize my own temptation to let efficiency rule the day ("Things good? Working ok? Good to hear!") and instead nudge myself along to ask questions that allow for more nuanced conversations ("I'm noticing that our similarity (as white women) is likely influencing how we see this work. What could we do to be better informed and/or challenged to include other perspectives?") If L2P is to

be a partnership that offers spaces for continued learning, I need to surface questions that acknowledge areas of discomfort. And perhaps, my participants were waiting for me to ask those questions.

I acknowledged this to Vivian:

> One of the [characteristics] of self-study…is to look at ourselves, and I found that either I wasn't asking the right questions, or the participants were trying to be helpful about teacher education, but I didn't find that we spent a lot of time digging into our assumptions, or questions, or…the places where we don't feel confident….I don't know whether it was our meetings were largely artificial, they're recorded, whether because we are in our roles we need to present as confident and competent….how do we find the places to be really honest about fears, or uncertainty?…

Vivian responded with her own understanding of how her connection with SD 62 had changed now she had moved to another district, in some ways taking on the role of critical friend for me:

> And honestly now I am an outsider as well…I mean a few of those participants I am close friends with, so that's a different thing, we'd be connected anyway but I am an outsider now…so I'm not hearing those ongoing conversations either, so those moments you are talking about, they naturally come up in certain situations, they're not something you are continually doing, unless that's the point of a self-study then that would happen in an explicit question…

Her reflection returned me to the place of researcher as question-asker and how I skirted around the questions I could have asked. I followed the conversations the participants were

having rather than leading them, hesitant to dig in to the thorny topics. Once again, the chance to critically engage slipped by. Vivian offered another insight when she continued:

> Often those conversations are in pairs, not necessarily in a group setting…and I think often just naturally happens…when we have some time, we are working on something together, and say 'Hey, something that's been bothering me is this'…but it's not likely to come out in an organized meeting, because we are used to going to meetings to talk about *something*, right? Here's what we are doing today, and again people are coming with their role as teacher or seminar leader, and so there's a certain expectation that we're asking them to bring their professional selves and we're going to have that kind of meeting…

Although the borders between researcher and researched, insider and outsider, personal and professional are fluid in self-study, I experienced instances where I was not able to articulate, support or enable a real fluidity. Although I felt I understood my participants' contexts and experiences more fully, there remained some boundaries between our professional and personal sharing, and in us asking more uncomfortable or unsettling questions. As Taylor and Coia (2009) write:

> We are insiders, investigating the culture of teaching. Those who collaborate with us are insiders because they are also teachers but at the same time outsiders because their experiences will be different and identities complex. The interweaving of the narratives allows the insider to move from inside/out and the outsider to move outside/in. (p. 178)

As I have lived through several curriculum overhauls in BC, I am also aware of the ongoing learning and growth required by teachers as they implement new curricula, and respond to the changing needs of their students. Students come to schools from diverse backgrounds, with

particular gifts, needs and challenges. Schools and teachers are increasingly called upon to provide services to students, including breakfast and lunch programs, mental health and wellness strategies, learning assistance support, extracurricular opportunities, before and after school care, to name a few. And all this is in addition to the more conventional notions of education as supporting student learning through knowledge, skills and attitudes identified in the curriculum.

It is this recognition of the work of Partnering Educators, coupled with the encouragement of them to share what they are doing in classrooms, that allows the partnership to flourish. Laura describes this as

> …when you're in your classroom doing your thing, you think you're just like everyone else, and when somebody else says 'you should share this', you think 'isn't everyone doing this?' Well, no, they're not! And so, I think it takes somebody else to notice that…the more we can notice that in people and invite them to share, the better off we all are… that's…the luxury of seeing lots of people in lots of different schools and being able to say… 'that's really neat, and you should do a workshop on the next Pro-D'…I think we get so isolated and don't think we're doing anything out of the ordinary, and I think if you asked any one of those people that we would've found-- they would have all thought the same thing.

What was this reluctance on the part of teachers? Did they feel uncomfortable about mentoring or having TCs observe? Were they unaware that their practice, and their thinking about their practice were important for TCs to experience? Certainly, opening one's practice to scrutiny and questions can be daunting. And yet, all teachers had been through a teacher education program and were once mentored themselves. I reflected on Laura's comments and noted that if we did not have the partnership with the district we did, it would have been much

more difficult for me to identify who might be supported in taking on the leadership role of Partnering Educator.

As I reconsidered my conversations through a self-study lens, I identified multiple places where I was hesitant and nervous to engage in gritty conversations, or held back instead of speaking out. In rereading Laura's quote from that perspective, it occurred to me that this fear of being vulnerable and open might be what potential Partnering Educators were experiencing when asked to take on the role. Perhaps others also worry that they will not have enough to offer. How we continue to support one another across roles and contexts to share our knowledge and our questions is explored in Chapter 6.

About Relationships: Building Energy from Group Attunement

Throughout my research, I was reminded again and again that everything started with relationships. People were more likely to step up, say yes, take a risk, and offer to help if they felt trust and commitment to the person or people who asked for their support. I believe part of this is that they feel as though their time, energy and voice will be valued. The work of relationship building takes time and patience. What works in one context might not apply to another. It takes what Laura described above as noticing what teachers are doing and supporting them noticing it within themselves. It also takes work to encourage educators to be able to reflect on and articulate their own questions and learning to others. In my role, I often feel overwhelmed by the volume, pace, and timelines of the work, which brings out a tendency to focus on the urgency of getting the tasks done. Meeting deadlines, quotas, requirements and expectations can easily take precedence over the more labour-intensive, but more rewarding work of building community.

I feel the weight of Bullough and Kauchak's (1997) comments (referenced earlier), "unless there is a greater commitment to stabilizing participation, separate partnership patterns will not only persist but predominate" (p. 231). In using the word "weight" I am reminded of my dragon boating days. Before a race, the dragon must be awoken, through a ceremony where the eyes are painted on the boat to awaken the dragon's spirit. I reflected on the analogy of needing to waken in ourselves and others the energy to engage in partnership work, the commitment identified in Bullough and Kauchak's quote. To move the 1500 lb. boat through the water in a race requires synchronized effort by the 22 paddlers. In fact, the greatest energy is required in the first strokes, which are designed to physically lift the boat higher in the water in order to move forward. The effort is both energizing and enervating. The feeling of moving something forward in collaboration with others, with understanding that the movement would not happen without the group energy and commitment is exhilarating. However, the pace, volume and bureaucratic impediments can be exhausting.

I have noticed that in spaces where roles overlapped and relationships were built and maintained over time that our partnership was strengthened. For example, Laura and Melissa's dual roles as district curriculum staff and seminar leaders provided them with access to teachers in their district and teacher candidates. From this, Melissa and Laura were able to bring their background knowledge about the district and its teachers to their role supporting candidates. Their work with our teacher candidates informed how they developed the professional learning afternoons in ways that attended to the consideration and support for both brand new and more experienced educators. I also realized that when I attended these sessions, I gained more knowledge about the work of the district and how teachers engaged in professional learning which in turn supported my work in teacher education. These experiences served as a reminder

of teachers' everyday lives and work in classrooms, and how they engaged in professional conversations that both informed and were informed by their classroom practice.

In my own journal, reflecting on the June 13 focus group, I noted:

> My participants seem genuinely happy about the project expanding into [a neighbouring school district] and genuinely interested in learning about what is happening in other sites…I was so struck by the commitment of these three teachers [Sheri, Jeannie and Laura] to meet with me after a morning of work and an afternoon of facilitating the first session with the PEs for the fall…their commitment to the profession through taking advantage of opportunities to learn and grow, or as Sheri put it 'to say yes' is really inspiring.

I felt in that moment their energy igniting my own. In fact, when I take myself back to the conversation, I hear the passion in our voices as we expressed our commitment to continuing to learn and grow, of moving our boat forward.

Power Issues and Voices: The Desire to Please

However, programs, partnerships and plans do not always run smoothly. Nor should they, as the conflicts, disruptions and complexities are inherent in the work. For those who have not been part of the development of L2P this can manifest as negative criticism that calls into question the partnership itself. Because field voices are not present in decision making meetings at the university, I feel called on to defend, explain or justify how L2P works to support our TCs. For example, if our TCs describe feeling overwhelmed or stressed, it is easier for campus-situated decision makers to suggest that the Wednesday observation day is too long rather than considering the entirety of the program experience. The theme of voice and voices is further explored below.

Because I am in a staff, rather than faculty role at the university, I do not have a vote in decisions that impact the programs I manage. In fact, in faculty meetings, those with other research interests or in other departments have more decision-making power over teacher education than the many sessional instructors who have taught in the program for years. I experience my role as one of cheerleader or lobbyist; I am careful about expressing critique of our programs for fear of losing support from decision makers.

And yet, if I do not raise issues and concerns, if I am not working to continually develop, improve and transform our programs, then am I actually doing the work required beyond ensuring administrative harmony? This tension within myself and my role, the desire to please with the frustration at "the desire to please", causes me disquiet, a need to return to my stories to revisit, once again, how they have informed who I am.

Navigating tensions can be exhausting. I continually felt the need to advocate for both TCs and PEs trying to convey the importance of sharing spaces for learning, and yet knowing all the while that the classroom spaces were fraught with challenges from the mundane of daily management to the philosophical questions of inclusion, effective assessment practices, and supporting all learners. As well, disconnects, challenges, bumpy relationships and so on brought out in me the desire to smooth, exacerbated by TCs wanting to know definitive answers about how to teach, discussed earlier in Chapter 2. I wonder if my navigation actually got in the way of TCs coming to some new ways of thinking. If I am committed to shared leadership, I need to recognize the importance of getting out of the way, supporting stabilizing and maintaining participation by posing questions and creating generative spaces, rather than smoothing and controlling.

Observation: How Do You See?

However, reflecting on my research conversations allowed me to hear how others were navigating the tension of support and challenge and how that contributed to my own understanding. Melissa described how being involved in the partnership has helped her:

> to think more deeply about what it means to observe a class. How do you learn during observation? What is necessary? What do you need to know?... I would really be curious…to look at some data at the end of year and…how much were they pushing themselves out of their boxes, [we] are encouraging people to go out of their teaching areas, comfort zones…but at the end of the day they make their choices…

In a once a week observation, our TCs likely do not have the context that the classroom teacher does in informing their decisions and actions. Melissa's quote helped me question an assumption I had—that the idea of observation was self-explanatory. I realize that Melissa's question about how learning during observation happens was one I had not given much thought to. It made me consider how layered the term "observation" was, beginning with finding out what our candidates attended to and why. Were they watching students? Which students? Why? Teachers? The instruction? The materials used? The routines enacted? And then, what are candidates taking from these experiences? I wondered whether they paid more attention to the aspects of teaching that were familiar or comfortable, or if they reflected more on situations that unfolded in unexpected or uncomfortable ways. I realized that they were likely experiencing what I was—the tension between being drawn to the familiar, safe and comfortable with openness to interrogating what was new, different and unsettling.

The struggle between comfort and discomfort relates back to the tensions Berry (2008) identified, and I experienced, in teaching about teaching—the navigation between knowing and

learning, between being confident in one's practice and open to new ideas, and the comfort of being in control while at the same time realizing that control can stifle growth.

Additionally, mentoring can often be enacted as one-way learning, from the more experienced knower to the less experienced novice. This is problematic as mentoring conceived in this way does not align with Loughran's (2006) belief that teacher educators can support new teachers by making the problematic observable, by actively interrogating one's practice, and by valuing the tensions between confidence and uncertainty.

As Berry (2008) noted:

> before teacher educators can begin to question assumptions, they must recognize that they exist. Questioning a familiar and comfortable practice becomes much more fruitful after realizing that it is counterproductive. When particular patterns of behaviour become habitual, they come to be thought of as 'natural' and 'self-evident,' even though they may be working against the intended goals for others' learning. (p. 38)

As we continue with our partnership, I believe our institution should be collaborating more with the district to support PEs in areas in which will support their professional growth as mentors through learning more about adult education. I wonder, too, about instructors in our programs (both seminar leaders and teachers of other courses) and where we can create spaces to have pedagogical conversations about our own teaching and learning. Not only do we need to create spaces for exploring our own teaching on campus, our partnership would also be enhanced by our teacher education programs (instructors and academic leaders) being more present in the district. Laura considered:

> Thinking about our June meeting that we have…if we want to venture down this road, having some of the other professors, whether it's Math methods or English Language

> Arts…come to that meeting and say 'is there an opportunity for us to work together? I'm teaching Math methods this term, it might be really beneficial'…It's like we talked about, we do this for the kids, so we're doing this for the teacher candidates. If we could work together…"

I found myself nodding along to Laura's comments but saw them also relating to our own professional learning. Yes, TCs may well benefit if we work together, but *we* (instructors in the program, PEs and teacher education staff) could also learn more about what our work entailed and what understandings, presuppositions or worldviews we brought to our work. For this to happen, we need to find ways to learn together, with conversations shaped by considering how we learn, who we learn from, and how learning happens in authentic ways. I echoed Laura's comments in my journal:

> On my drive home after one of our meetings, I found myself reflecting on the need to consider our programs both forwards and backwards (we are preparing teachers who are, in turn, informing us), and we need to share these conversations seaming pre-service and in-service teacher education. We have much we can learn from one another, and perhaps our discourse is not so easily divided into "theory" and "practice" as I had initially thought. I feel so privileged being part of this research, but also feel a great responsibility to interweave these stories—to find ways to support sharing in our teacher education community. I also feel envious of the community in a school or a district office…and their collaboration is celebrated and valued in real ways. That I want to take the [Teacher Education] team out to these meetings and then go have a meal and talk, talk about the ideas, rather than it being "one person goes to represent UVic Teacher Education". It feels like we are only scratching the surface of the

> conversations we could be having. And, for those of us doing the work of teacher education on campus, it would be great to have such a space at UVic, where there is rich conversation about what's happening in our programs.

The metaphor of scratching the surface struck me as one of the biggest impediments to having critical conversations. Even through the year of meetings, conversations and reflections that occurred during the research, I felt as though we were just getting to the place where we could move to potentially difficult topics that explored more fully the tensions and disconnects we experienced through the partnership. It takes time and trust to build relationships where we could examine our assumptions with an experienced other.

And, as I continue to explore partnership and shared leadership, inviting others into the conversation to learn and lead together as teacher educators supports the feminist pedagogical principles of empowerment and building community (Webb, Allen & Walker, 2002), resisting patriarchy and promoting more socially just practices (Ziv, 2015). As Schniedewind (1994) notes: "because feminists value community and equality, building a trusting environment in which all members are respected and have an equal opportunity to participate is central" (p. 18). Feminist research methodology "asks questions about the relationship between knowledge and power in society, investigates how patriarchal values impact knowledge and processes of research and seeks ways to ameliorate its effects" (Ziv, 2015, p. 198).

Engaging in Self-Study

Another way empowerment and building community has manifested itself for me is through engaging in both collaborative and individual self-study. Engaging with other researchers, having tensions and dilemmas foregrounded explicitly in studying teacher education, and being welcomed into the self-study community has given me more confidence in my voice. As I wrote in my journal after attending AERA 2019:

> I felt welcomed by people who think deeply about their work as teacher educators. I experienced the whole conference as a series of doors that opened to these new communities for me, and inside each room was a crowd of people saying "Welcome! We're so glad you are here." And having the chance to present to an international audience about our work made me realize how important this local, emergent work is, and how important it is to share—to practice articulating my understandings…I feel a responsibility to bring the voices of my participants to this larger community.

The idea of voice has emerged throughout this chapter. Sharing leadership in teacher education could be a way to find and share our voices, with ourselves, each other and the larger community of teacher educators. As LaBoskey (2004) notes that "self-study teacher educators collaborate directly with colleagues in an effort to better understand and improve their own practice and institutional contexts" (p. 848).

Shared leadership: Pre-service and In-service Professional Learning Through Inquiry

During my research methodology course, we explored arts-based research. I was drawn to the idea because it helped remind me that traditional research methodologies privileged certain kinds of research, certain ways of generating and presenting knowledge. So, in response, I wrote a poem. Originally it was written as though I was speaking to someone else, telling someone else to pay attention to different ways of knowing. Here is the revised version:

> *Re-Search*
>
> *Do not believe*
> *That knowing is only words on*
> *White-paper-with-one-inch-margins-12-point-font-APA-style.*
>
> *Ask instead about*
> *CouRAGE*
> *The one who said:*
> *"This is injustice."*

Ask one who
Rebelled
Kirking their tartan
Small squares of defiance.

Ask one who
Dared
To sing songs of protest
To hold hands black and white.

Ask one who
Recalled
The ancient knowing of dance and rhythm
And brought them back to being.

Ask one who
Considered
"Is there another way?"
And worked to make it so.

Ask one who
Offered
To walk alongside
on the journey.

Ask them
Re-search my heart.

As I read through my poem and the story that began this chapter, I noticed that there was a similar tension, expressed in different ways—the struggle I felt between the traditional and the new, between challenging and maintaining the status quo. Through the poem, I expressed the tension I felt in challenging traditional views, of taking up the feminist call to "make explicit that how we experience and understand things is rooted in our social position, based on a variety of factors, including gender, race, ethnicity, class, and sexual preference" (Parry, 1996, p. 47).

I realized that the message was for myself, not others. To remember that I am a product of my social position, still holding uncomfortable deference for the conventional. To articulate

again, in a different way, a prompt for my work. It is to remind me that part of why I explored the question I did was to challenge my own understandings—to uncover thinking buried deep in my history. I needed to understand that my research was enabling me to find my voice, which is both giddying and slightly alarming.

As I reviewed the data I had collected during the research, I came to understand that my participants and I were all operating from a liberal framework of feminist pedagogy described above. In our conversations and writings, we used the language of liberal feminism, valuing our collaboration, shared wisdom, organic development and respecting one another's spaces of campus and district. We were embedded in our systems—supporting the learning of our teacher candidates in both systems, the "interplay between the different kinds of knowledge generated and validated with the different contexts of school and university" (Burn & Mutton, 2015, p. 219). Where I wanted to continue to push boundaries was in advocating for the value of teachers' practical knowledge (phronesis) as critical to our teacher candidates' learning alongside the more conventional notions of campus-based course knowledge, what Russell, Martin and Loughran (2020) describe as "craft knowledge and book knowledge" (p. 445). Craft knowledge means knowledge constructed in practice, whereas book knowledge is about accepted ideas that are seen as universally right, but in reality, do not transfer from university to the school.

As Gawalek, Mulqueen and Tarule (1994) argue: "Voice is the 'currency' of the academy—in lectures, writing, discussion, doctoral committees, and in faculty meetings. If the only voice heard is the instructor's, the students are deprived of a primary and critical way of knowing" (p. 181). Although the quote focused on the relationship between instructor and student, I saw it also in terms of who has voice more generally in the academy. Who makes

decisions and has a vote? What voices were missing from the teacher education conversation? What are the implications for making changes without those voices? If shared leadership is the focus of my research, then it is not *my* voice, but *our* voices about those experiences that needed to be shared.

Institutionally, universities struggle with change. Bureaucratic requirements of calendar changes, scheduling, grading practices, and admissions procedures, to name a few, take concerted effort to question and change. And those who ultimately make the decisions (at the faculty or central administration level) are not always familiar with or invested in the program over which they have purview. So, while partnerships such as L2P may be founded on the principles of shared leadership, the institutions in which L2P exists does not. There is ongoing tension for me working within the two paradigms. As Shrewsbury (1993) writes, feminist pedagogy conceives power as "energy, capacity, and potential, rather than domination." (p. 9).

Tapping into my own and others' energy, capacity and potential fuels my commitment to partnership work. The conversations that begin with "I have an idea…" or "Next time, we could extend *x* or *y* to consider…" are the ones where I feel most enabled and committed. I have learned to identify where I have the capacity to move and shift things within my scope and role. I feel as though I am beginning to develop the authority of my own experience. And, as Vivian observed, recognizing that what works in one context may not in another. Leadership comes from seeing a potential and building on that rather than imposing an idea. She said:

> I'm curious about that [partnership work] because of course every place has their own different culture, their own different starting point, and the same can be said about the post-secondary and the districts, and so when you move to a new place and you want to

> build on those things…what convinces people about the worth of something is when they can see it with their own eyes and what the impact is…

Another theme identified in my poem and experienced during my research was the importance of relationships—of walking alongside one another in learning. The ability to work with one another with a shared sense of the importance of the work is crucial to the partnership. With respect to exploring problems of practice in partnership with other teacher educators, I noted in our online forum in Google Classroom:

> In terms of my professional learning, what I have appreciated more and more are the opportunities to wonder alongside people and the trust to ask questions of one another to see if we share similar responses to situations. There have been several situations over the past years that have been extremely uncomfortable and difficult. Imagine if we did not have the working relationship we did, what might have occurred had we not been able to communicate and problem solve together? It seems to me that it's those tensions that give us opportunities to work together in new ways.

Throughout the iterations of L2P I have experienced challenging situations with TCs' at times unprofessional behaviour, PEs frustrated with a lack of TC commitment, and TCs concerned about their experiences in classrooms. Despite this, my participants and I have experienced positive relationships and have been able to raise and address concerns as they arose. Had we not had a good working relationship, these situations might have undermined trust and commitment, but we were able to use the situations to examine how we supported people through these uncomfortable experiences. What might have been perceived as the university's lack of preparing TCs for their professional role was instead seen as a shared

responsibility to work with the TC. What has emerged was an understanding that we would work on tensions, disconnects and difficulties together.

And, as I have to continually remind myself, teaching requires continual learning and revising one's understandings as a critical component of professionalism. When L2P was first suggested by Vivian and Laura, Vivian recollected:

> I was feeling as if there wasn't enough of that transitioning for teacher candidates…how do they transition into the profession? If it's just always looking at what's happening in the class, but not really seeing what the role entails outside of the classroom time, and what it means to collaborate with others. I knew that TRUVic was already happening in other districts, and the previous assistant superintendent that I worked for, and Laura the coordinator, went to a meeting and they were really interested in Sooke joining in, but I was the one that said to Laura 'I'm okay doing that as long as we think of a different piece with it', because what I really wanted to highlight was how important that is to teaching. That the collaboration and the continuously developing your professional learning is what makes teaching enjoyable, but also effective with students. And I felt like how are we getting people…into that profession and that identity, unless they're starting to do it right away, and so and I was grateful that UVic was open to trying that, because I think it's a it's a crucial component.

In my conversations with Vivian, I shared with her some of what the teacher candidates had indicated after the professional learning afternoon:

> I was talking to one of the students on Friday afternoon and we were talking about the Wednesday [professional learning afternoon] and what the student said to me…was 'I get a good feeling about the district' and so I wonder how much just affective connection

> there is and…if they're thinking about starting a career whether they think, 'it's familiar or it's welcoming or inclusive or I see people like me there' as opposed to feeling perhaps more isolated and just going to do a practicum in a school without any connection to the bigger picture…

This is not to say our work in teacher education is to prepare candidates to work in a particular district. However, what it indicated to me was a sense of connection with the professional world of teachers and the teacher candidate's sense that she was part of a teaching community. I was struck by the focus on emotion and connectedness in Vivian's and my comments, words such as "enjoyable", "welcoming", "identity", "community" and "collaboration", all words rooted in feeling connected and welcomed.

For my participants, who are looking at our teacher candidates as future colleagues, our partnership enables them to connect to pre-service teachers right from the beginning of their program. The partnership reminds me of the work of teaching, in all its forms, and informs the ways we can consider our programs as more than a series of isolated courses and practicum experiences. Indeed, I noted:

> It wasn't that it was less challenging, or that they [teacher candidates] weren't puzzling about their [inquiry] questions but there seemed to be an understanding [for TCs] that teachers engaged in inquiry as part of their ongoing learning…and I don't know if it's something to do with our [research partners'] confidence now, because I think the more you do things even though…it's always different because you're always with different groups, but there's a confidence in the process now, that there is a time when students are frustrated or confused…and so we just know that that's part of it and so we can speak to that better. But we've also had teachers who have been involved in the partnership for

> four years now…there's a sense that this is a shared experience...I think there was more trust in our leadership because we've worked together…I have confidence that there is a shared understanding and commitment to this project in all different ways…

As Vivian had articulated earlier, the original purpose of the partnership was to support the transition of our TCs into practice as learning professionals. This was enacted through the willingness of PEs to open the doors of their classrooms to TCs each week. Through the creation of this space, TCs were also able to access other classrooms at the school, engage with adults in the schools who supported students (counsellors, First Nations workers, administrators and administrative staff, and EAs, for example). Because of the district's willingness to pay for release time for the PEs to meet as a group with all the TCs, there were further opportunities to connect for the purpose of professional learning.

In addition, as I noted above, those of us who were involved in leadership in various capacities developed an ongoing working relationship that nurtured our confidence in the work as we experienced the partnership over the years. During that time, it occurred to us that there were additional connections we could make with other instructors in the cohort. One of these was to consider the other courses that candidates take alongside the L2P partnership and seminar. The on-campus instructors of those courses would benefit from seeing the contexts in which our TCs are learning, and how the seminar experiences scaffold classroom learning. The ongoing work of trying to support a more integrated program for our students where both campus and classroom teacher educators are part of a professional learning community is an ongoing interest to me.

Shared Experiences

The last section brings to the fore one of the significant things I have learned through the research, which is the importance of shared experiences. The sharing of our ideas,

perspectives and learning (both comfortable and uncomfortable) provides space for us to grow in our practice and provides a way to surface the tensions we experience. Through our conversations I was able to hear how my research partners viewed our shared leadership. For example, Laura explained:

> I think it has been through our collective openness and willingness to combine our efforts, and feeling valued for what we can each contribute that has allowed us to build and sustain a trusting relationship. This is one of the things I value most. I can imagine that it took a lot of trust on the part of UVic to look beyond its faculty to consider district teachers as partners in instructing their students. It was a risk, and we appreciate your trust in us, and what we can contribute to the education of the UVic students.

Reading Laura's comments gives me energy to continue the work of sharing leadership through inviting more teacher educators into the conversation, including the on-campus instructors. Broadening the conversation would allow for a more holistic understanding of what teacher candidates are experiencing in their teacher education. These conversations could help instructors better scaffold their course material and school experiences to be able to draw on the candidates' experiences more fully. More collaboration might also enable us as teacher educators to identify and surface tensions and differences. As Noddings (2001) indicates: "I do not think the tension between shaping students toward some pre-established ideal and encouraging them to grow in directions they themselves choose can be resolved. It is a tension that has to be lived" (p. 103).

The third way I experienced the tension of between privileging conventional academic production and distribution of knowledge and the different ways of knowing expressed in my

poem came early on in our research conversations with a focus on introspection and reflection—the need to "re-search our hearts". It related to an understanding that our own ways of understanding needed to be open to change. Jeannie said:

> It's hard to look in the mirror and say "something you're doing, mirror person…is getting in their way, or could potentially be getting in their way. You can't just keep blaming the kids because sometimes it might be something you're doing inadvertently, maybe you don't even notice it. It's that hard self-reflection that we have to do sometimes that people don't want to do. Who likes to do that? But it is part of teaching, because teaching is such an art and a science, right? It really is. It's that wonderful, hard, frustrating blend of scientifically based stuff and this nuance, and this *je ne sais quoi*.

Jeannie's quote relates to both my story and poem. At times it has been relatively easy to acknowledge something in myself, and then make the necessary changes to act more in accordance with my new insights. Sometimes it has been a comment, question or action that provoked the internal niggle of question. However, at other times looking at my "mirror person" is downright painful. Looking past the reflection to better consider how I can come to understand myself and actions requires peeling back the layers of my own stories.

One of my most profound examples of a shift in thinking was during a conversation with Vivian. As she had been one of the initiators of the L2P concept, she had been deeply involved in the planning and visioning. Seeing it come to fruition was exciting for all of us. Imagine. A meeting of five people, each with a different role in education, meeting to talk about an idea, and seeing the partnership flourish over the years.

Because of its success, I began imagining how we could extend the partnership to other nearby districts. If it works in SD 62, I reasoned, then let's expand. Although we

currently work with other local districts with Wednesday field experiences and in-school seminar in both our B.Ed. Elementary and Secondary PDP program, it has never taken on the same characteristics, something that has frustrated me as I would like to explore ways to build partnerships with these districts. Again, however, my attempts to do this have not been successful. I need to learn more about the individual contexts of those districts to determine where some natural places for partnership work might occur within our various contexts.

A comment from Vivian helped clarify my thinking about context. She explained in her new district she was just getting to know "how people engage in professional learning and collaboration" and was wise enough to realize that what worked for one district might not be experienced the same way in another. She went on to say: "In Sooke [SD 62] it made a lot of sense to make [the partnership] about inquiry because that was what we did and we have strong mentorship programs, so teachers are already used to having coaching conversations. What works in one district may not work in another due to factors such as the culture of the district and the roles of the personnel working there.

I was particularly struck by this during the October 2019 professional learning afternoon. Laura, Jeannie and Melissa were able to draw on SD 62 professional inquiry topics to model for our teacher candidates how professional learning is supported in their district. What was different in this context was that we collaboratively developed the partnership. It was not about UVic telling a district what was going to happen or vice versa. It was about really sharing leadership—considering our contexts, timelines, schedules, budgets, possibilities. As Laura said:

> We're continually seeking to understand what it is that's going to make a difference. And so, what drives us in our work, and in our classrooms is the idea of 'If not this, then

> what? And if it's not that, then what?' So, I was curious about what competencies we value in colleagues…and overwhelmingly collaboration came up, that idea of working together. It's about you're going to say something…to bring something to the table, I'm going to make some kind of connection and add to it, and so together it makes something much bigger than we could have come up with by ourselves. Which is what this work does.

Reflections and Feminism

To conclude this chapter, I return to Samaras and Freese's (2006) definition of self-study as "a path to develop a more consciously driven mode of professional activity" (p. xiii). Reflecting on my stories, research conversations and experiences has allowed me to raise my consciousness about how my own upbringing and experiences have created a tension between being change and compliance and how this informs my work. Some of my findings reaffirm many of my beliefs, including the value of sustaining relationships, and the importance of including voices and perspectives from the field in conversations about teacher education at the academy. I have been, and will continue to be and advocate of creating and maintaining partnerships.

However, some of my discoveries created, and continue to create, an internal dissonance. I was, I realized, struggling with "the pervasive effect patriarchal education has had…The training to be passive, malleable, modest, inactive, and deferring is extremely potent" (Bright, 1993, p. 131). I continue to work through the discomfort of developing a more consciously driven practice informed by critical feminist pedagogy. As Ziv (2015) notes, critical feminist pedagogy:

> links discrimination based on race, class, gender, age (ageism) or physical disability(ableism), since all these forms of oppression are based on mechanisms of exclusion. Becoming aware of the ideological links between various forms of discrimination that are targeted against different groups is essential for liberatory education. As long as women's oppression continues it will be hard to achieve ethnic, class or racial equality. By identifying different kinds of oppression in education students develop self-awareness and begin to recognize the common points in various forms of oppression (p. 204).

Continuing to surface and explore the impact of this on myself and my practice will be interesting avenues for further research.

Chapter 6: Analysis and Implications

> I think that the complexities of education…mean there is no other way to lead. It has to be distributed. And I think whether teachers realize it or not, they are already leaders in the classrooms…and when you think of diversity and all of the changes that need to happen in education, and helping kids develop the ownership that they need in learning…everybody has to join in to shift that. There is not one person…we must collaborate, and we must develop our advocacy together. (Vivian)

Early on in the research process Vivian articulated her understandings of the importance of shared leadership in education. In response to my question, "What does shared leadership mean to you?" she responded using words such as 'complexity', 'leaders', 'changes', 'ownership', 'diversity', 'collaborate' and 'advocacy'. The words resonated with me at the time, and still do, months later. She defined the essence of supporting teacher leaders in order to develop advocacy for students and to help students become owners and creators of their own learning.

Throughout my research, Vivian provided some key insights. She brought with her knowledge from her work at the Ministry, along with the experience in a leadership position she held both in SD 62 and in her new district, and it was obvious she had thought about educational change for a long time, especially as it related to working with teachers. She had approached UVic with the idea of Link2Practice (L2P), and because of her administrative leadership role at the district, she had both the vision and the means to make L2P a reality. Because she was now one step removed from L2P (as described earlier), she was able to step back to provide her insights on the broader purpose of shared leadership beyond the particulars of the project. As I

met with her one-on-one due to her location, she often proved a sounding board for me to consider my research, I was informing her about how L2P was going during the school year.

Perhaps it was helpful for her, too, as she was able to reflect on how her experiences in SD 62 were similar and different to her new district context. Sometimes thinking out loud can provide a way to crystallize what is important and to use that thinking to give energy to the work, which can otherwise feel daunting. It was through our conversations that I was able to "level up", to consider the broader context of leadership and change informed by the particulars of L2P. Her quote eloquently described why it is critical to continue with this partnership work.

I undertook this study to examine how the professional learning of those involved in the study was informed by shared leadership in teacher education through our Link2Practice partnership. I utilized self-study methodology to create the time and space for us as research participants to examine our understandings of teacher education, and how the work in our partnership informed us as teacher educators.

My research had an associated, more pragmatic question, which was to consider how the learning enabled through this self-study would inform me as a teacher educator in doing the work of teacher education. I chose L2P as the context for my study as it presented an innovative, mutually beneficial partnership with the added element of professional learning embedded in the organization through the opportunity for teacher candidates and Partnering Educators to work side by side, and to engage in joint professional learning.

This chapter is a stepping back to consider the significant themes my research unearthed, and to analyze the identified themes. As I reflected on my data, especially my self-study chapter, and the understandings about tensions I unearthed, I identified the overarching theme of "voice and space" as significant implications of my research. I begin with a story.

A Metaphor for "Voice and Space": Variations

I have been part of a non-auditioned "Joy of Life" choir for years. We rehearse weekly and perform two concerts a year. I know singing makes me feel energized and connected, and studies have confirmed that choral singing enhances feelings of belonging, and elevates the singer's mood (Levitin, 2006). Listening to voices joining together, each with its own tone and range, singing in harmonies that work because they are sung alongside other parts, and hearing how my voice adds to the music, is a profoundly moving experience for me.

When COVID hit, my choir, like many others, was unable to meet and rehearse in person. We moved to an online environment, connecting via Zoom. It was a strange experience as I could hear myself sing along with the piano accompaniment, and could see, but not hear, my fellow choir members. New faces from across the country appeared in the initial weeks, as their voices joined what had previously been only accessible in Victoria. Choir moved from a physical space to a virtual one as we joined in song.

In an effort to provide the choir with a purpose for rehearsing, Daniel Lapp, our choir director arranged for us to sing along to his recorded track, email the recording to him, and he would lay all our tracks together to create a recording combining our individual parts into a virtual choir. This meant singing solo and recording myself singing solo. I froze. That was going to entail putting my voice out there in a way it had not been before. Then Daniel, in his supportive and encouraging way, sent an email to all of us: "DON'T BE SHY—DON'T BE AFRAID".

I received his email around the same time I received feedback from my supervisor on a draft of my self-study chapter. In the manuscript, more times than I care to admit, she exhorted me to consider: "What do you make of this? How are you experiencing this tension? Dig into the

extremely uncomfortable and difficult…Where is your voice in all this—it is a 'self'-study after all! How do you get heard more clearly?"

Daniel sent another email with a "draft" recording of those who had already contributed to the virtual choir. Others may have been shy and afraid (or confident and excited), but they did it. So, armed with a laptop, microphone, headphones and phone, I headed to the bathroom, reasoning the acoustics were best there, and I started to sing.

While the metaphor might be an obvious one, it provoked my thinking about voice and space in teacher education. I realized that giving voice was both a responsibility and opportunity. The willingness of teacher educators to share their voice contributed to my understandings and ability to share my voice. Whether through the academic discourse of scholarly research articles or through the practical discourse of conversations with teachers, I have realized the importance of continuing to talk about and research our practice, both for our own benefit and to contribute to the community of teacher educators. There is no shared leadership without shared voice. There is no shared leadership without finding space to do the work together.

Variation One: Self as Subject of Study

Throughout my research I have noted some themes and variations in the voices that I have drawn on to inform my understandings. The first is the importance of interrogating self as a way to understand our motivations and assumptions. I draw on the voice of Britzman (2003) who underscored the importance of understanding how the force of our biography and history impacts the work we do. Her quote anchored me right from the beginning of my research. The voice of self-study researchers such as Loughran (2007) reminded me to explore "the taken for granted aspects of one's own practice" (p. 2) and Darling-Hammond et al's (2017) research on the importance of personal reflection for professional learning supported my experiences.

I heard Jeannie talk about her "mirror person" described in Chapter 5, and Sheri's comments about the importance of reflection and action based on new understandings. These notions underlie what is at the essence of learning about teaching—that we must understand where we are situated, and use new insights to better understand ourselves and how this impacts what we do. These new realizations allow us to engage in more "consciously driven modes of professional activity" (Samaras & Freese, 2006, p. xiii). Our awareness and understanding of self are critical so that our voice becomes an increasingly authentic representation of who we are becoming.

Using our voice is crucial to the work of teacher education. If we do not speak of our experiences, and share our questions, insights, concerns, and successes we lose an opportunity to speak our way into new ways of thinking. Sheri noted that thinking out loud helped her be clearer about the "why" of her pedagogy and where there might be inconsistencies between what she says and does. Loughran (2005) describes this as making problems and tensions in practice observable to those who are learning about teaching and learning. As teacher educators as we explore our problems and tensions in practice, we also learn about the work of teacher education and learn about ourselves. And we need the voice of teachers, speaking about their practice and inquiries so their voices articulate the "authority of their experiences" (Munby et al, 2001, p. 897).

As Berry (2008) identified, our voice conveys both confidence and uncertainty, we narrate and we interrogate, and we maintain and challenge. Our voice will be hesitant, cautious, assured, and questioning. Sometimes it will take an interested other to encourage participation, much as Laura did when she commented that those who became Partnering Educators (PEs) did

not always realize they had something to offer until someone else invited them to share their voice, story and experience.

Our voice also signals our presence in the space of teacher education, a space that transcends place, as I will discuss later. Voices of teacher candidates, teachers, and teacher educators belong in this space, not because we know it all, but because we don't. And if we don't speak, teacher education will be influenced by those who do speak, regardless of whether they have intimate and relevant knowledge of the context. The less we bring our individual voice to the conversation, the more teacher education will be shaped by bureaucratic impediments, top-down decision-making and institutional requirements.

While I may not be able to change the structures of the various institutions in which teacher education is enacted, it is incumbent on those of us who do the work of teacher education to bring our voice to the conversations to inform and challenge, and to support personal, professional and program renewal (Kosnik et al., 2005). In doing so we learn more about ourselves, one another and how to continue working to transform our programs.

Variation Two: Self in Community

Bringing one's ideas to the community and being informed and challenged by the community is another variation on the theme of voice. However, voice is more than a sharing of ideas in a transactional sense. Complexity theory, as described by Uhl-Bien (2006) instead describes that when initial conditions exist that allow agents to come together in relation to a common attractor, neighbourly interactions between diverse agents allows new ideas to emerge, ideas that are informed by everyone's voice but result in dynamic and interactive webs where people and their environments inform and are informed by one another.

Laura's comments about partnerships and shared learning echo the conception of complexity that acknowledges that the whole is informed by the parts, but also generates new understandings and learning. As referenced earlier, Laura understood that bringing our energies together has the capacity to create something larger than our individual experiences and understandings. We developed the L2P partnership around the notion of sharing our practice with others as an important part of understanding our own and others' ideas about teaching and professional learning. Through formal and informal opportunities to lead, a professional community of teacher candidates, partnering educators, seminar leaders and teacher education staff was created.

The self-study of teacher education practices (S-STEP) community is designed to offer space to explore teacher education and our own understanding and questions about our work. I have described previously the welcome I received and the joy in finding others who wanted to talk about the same things I did. Involving my participants in my self-study introduced them to S-STEP methodology and brought their voice to the academic community. Having a community in which to engage, in which to share research, and in which to share ourselves for our own and other's benefit helps provide energy for the ongoing and difficult work.

Another benefit to bringing one's voice to the community is that, although I continue to wrestle with my need to smooth and contain, the purpose of a learning community is not only to encourage and support but also to unsettle and challenge. Whether through formal or informal critical friendships, we need to hear other voices that ask uncomfortable questions that I would not or could not have asked myself. My supervisor asked provocative questions that helped me to step outside myself (Loughran & Brubaker, 2015) to better interrogate what motivations, assumptions and beliefs underlay my actions and understanding. Self-study requires the support

of colleagues to help improve one's practice and contribute to the knowledge base of teacher education (Samaras & Freese, 2006). However, there continues to be a tension between the idea of teacher education as preparation for, *and* critique of, practice. More explicit surfacing of the potential of critical friendship to inform both professional and academic learning on campus and in classrooms (as well as across the two sites of learning) is an important concept for our programs to consider as we work with teacher educators in multiple spaces.

The notion of working within while at the same time critiquing returns me to Vivian's quote at the beginning of this chapter. If we are aligned in transforming education with the goal of creating more opportunity, space and voice for our diverse students, then our collective advocacy is essential. From each of our perspectives and overlapping roles, through research, through practice, through reflection, through conversation and partnership, if we can see each of our roles as contributing to the whole, we would be able to work to achieve this goal, informed by all of us with a commitment to the profession. This commitment to advocacy goes beyond advisory groups, stakeholder meetings and one-off input-seeking sessions. What is needed is a collective approach to leadership.

It may sound overly simplistic but relationships based on trust and mutual respect, nurtured by shared experiences and commitment, are essential precursors to engaging in conversations that explore the complexities and tensions of practice. As Laura commented:

> I believe it is through our mutual desire that we combine our efforts in this partnership to successfully educating future teachers. While this domain has largely belonged in the academic setting of the university, with input from practicum mentors, our Link2Practice partnership has expanded that role and responsibility to include more of us in the school districts, in particular seminar leaders (sessional instructors) who are school district

> teachers. I think this speaks to how we appreciate, and value, our interdependence and cooperation…we are not only conscientious in these roles and responsibilities, but feel a strong sense of obligation to contributing to this shared goal.

Supporting others in bringing their voice to the teacher education community is a means of "nurturing professional confidence" (Hopper & Sanford, 2018, p. 242). Through involvement in L2P and in the research, Laura, for example, came to see herself as a teacher educator, and her confidence in her role grew as she reflected on her learning journey. For me, the mentoring I received through my doctoral program, including the encouragement and support to first discover, and then develop my voice, has helped my professional confidence. I recognize that this is much more easily said than done, and as I have explored earlier, my tendency to smooth and maintain runs deep. Before I can speak out, I need to speak up.

"You know things," Kathy said at one of our meetings. I began to speak, to demur, to self-deprecate. Then I wrote it down. I propped the paper up against my computer as I wrote. I know things. I know about the minutiae of our programs, the courses, the practicum experiences. I have interacted with dozens of mentor teachers and administrators and heard their stories. I have read and thought about teacher education, about self-study, about feminism, about adult education. I have engaged in research and academic writing. That knowledge, when shared, and when understood as an imperfect and mutable contribution, can help to improve our collective practice as our experience informs others and others' experiences inform us.

As I worked with my participants, they informed my understandings of the purpose of the partnership from their own perspectives as they had experienced L2P. Hearing their stories reminded me that teacher education, for them, has an additional exigency as they want to support their soon-to-be colleagues in understanding the importance of ongoing professional

commitment. I suggest that professional confidence is sometimes best enacted by listening to other voices, especially those who may have been previously absent or silent. Choirs work when the harmonies and melodies support rather than overpower one another. When sections other than mine practice, I need to listen to them rehearse, as how the different parts work together is what makes the music interesting. Attending to other harmonies, silences, places where we meet on notes and places where we diverge, requires that I attend not only to my voice, but to the others that are contributing to the music.

The attention to other voices can also result in hearing disharmony. The conversations that result from attending to areas where differences of ideas and opinions are surfaced are critical in conversations about teacher education. It is through attending to our own and others voices that tensions in teaching about teaching are explored, where actions to address revealed tensions become clearer, and where the will to act becomes more possible through supportive networks. Such networks often exist outside of the institutional hierarchies.

Variation Three: The Multiple Spaces of Teacher Education

Teacher educators can consider their work in collaboration with others across the sites of campus and classroom. In some ways this is a strength as our teacher candidates can be informed by learning and growth in both spaces. However, the ability to collaborate is also hampered by the fact that teacher education inhabits multiple spaces. It exists in government as an accredited program of certification. It exists at the university where programs are offered. It exists in schools and classrooms during practicum and field experience. It also exists in the public sphere, as Britzman (2004) noted (and as I have referred to in my introduction), because everyone has experienced schooling, everyone stakes a claim to knowledge about teacher education.

These conundrums make studying teacher education challenging. Where does one learn how to be a teacher? Who determines what is taught in a program and how it is taught? Ask any

teacher about where (and what) they learned about teaching, and there will be a multiplicity of responses. Some will teach in alignment (or reaction) to their own school experience, regardless of their teacher education program. Another might remember a certain instructor as instrumental to their learning. Another might note it was during practicum as they engaged with students that they learned about teaching. Someone else might have found the feedback from a mentor and subsequent reflection as the stimulus for learning. Another might have found an informal mentor who helped them generate insights and understandings. Another might say it wasn't until they had their own classrooms that they understood the role.

If, as Britzman (2004) asserts, a teacher's education occurs before they even begin a formal program, and as Pajares (1992) found, teacher beliefs are formed early and are hard to change, we need to recognize and address the spaces where teachers learn about teaching. We need to very deliberately attend to these notions in designing teacher education programs. call on. In Chapter 3, I considered Korthagen's (2006) principles to consider when designing teacher education programs. One of these principles is for teacher educators to make explicit the responsibilities for schools and universities to work together in meaningful ways. For teacher candidates to engage in research, reflect on their backgrounds and assumptions, and see knowledge as constructed from our experiences and interactions, they need to see these approaches modelled consistently by teacher educators in their own practice. These kinds of iterative and integrated programs require that campus and classroom welcome the other.

So how do we work across these sectors and inhabit one another's spaces as both insider and outsider? Both Vivian and I acknowledged that as we were slightly removed from the district context of L2P and not part of the organic conversations that occur as a natural product of working closely on projects. In this sense we were outsiders. However, in contrast, those who

were located at the district were outsiders to the context of the university. And it is not as simple as inviting one another to meetings. Sharing leadership requires an ongoing commitment to creating spaces for people to speak—and be heard.

Variation Four: Creating Intersections of Voice and Space

My research examined L2P as an example of finding places for intersections of university and district conversations about teacher education, and the recognition that these various voices have informed my understanding. Through examining and analyzing my data, including my own personal history, I am reminded of Sanford et al. (2015) noting the importance of involving "the voices and experiences of all those working in universities and in schools" (p. 29).

This involves relational work recognizing that sharing leadership can benefit from insider/outsider perspectives. Rather than seeing one another as outsiders in the sense of being disconnected or uninformed, we need to consider the other as bringing new perspectives and discourses to the conversation. Our varied interests and specialties are strengths in the partnership. My participants are variously passionate about middle schoolers, math education, literacy, and inclusion. We give voice to those commitments when we share space which in turn informs us of others' commitments and passions. The diversity of our strengths and interests strengthens our capacity to adapt and learn and reminds us of the rich backgrounds that teachers and teacher candidates bring to the relationship.

Another way to view an intersection of voice and space is to consider research and literature from beyond K to 12 educational contexts that can inform shared leadership and professional learning. The voice of adult educators, although present in a multiplicity of spaces and communities (environmental education, spiritual transformation, and participatory democracy movements, to name a few), had not previously intersected with my work in teacher education. However, including conceptions of how adults learn and how individual

transformation can lead to social transformation is a critical area of research to include in the discourse of shared leadership and professional learning. After all, as Lange (2012) theorized and as I have alluded to earlier, transformation of self needs to work towards "moral imperative of creating a more just and democratic society" (p. 92), one that will reflect and include the diversities in all our students.

Brookfield's (1986) and Cranton's (2006) research on effective principles of adult education intersect with Darling-Hammond et al.'s (2017) findings on effective professional learning in two key areas. Both findings recognize that collaboration is critical to learning. This collaboration must be both job-embedded and participatory. Adult learners need to engage with others in coming to new understandings. This does not mean that learning does not happen individually in reflection. However, in order to share and learn from the various backgrounds, experiences and worldviews of those in adult education settings, collaboration and participation are essential. Particularly in partnerships such as L2P, one of the purposes of the partnership was to learn from one another and support teacher candidates' learning across campus and school contexts.

The second area of convergence is that effective adult and professional learning understand that praxis is central to learning. Opportunities for adults to reflect on their learning, receive feedback and mentorship allow for more sustained and ongoing learning opportunities that recognize that adults benefit from considering problems of practice, engaging in scaffolded support as they acquire new understandings, and having the chance to talk through their learning with interested others.

While this was explicitly modelled for teacher candidates, especially in the professional learning afternoons and inquiry projects, less attention was paid to our learning as leaders. In

further enacting L2P, I believe we need more robust understandings about adult education. In Canada, concerns raised by adult educators include "an examination of how globalization is destroying Indigenous cultures and the environment that sustains all of us…and pulling back the curtain on dramatic inequities of human rights, poverty, and violence triggered by contemporary capitalism" (Plumb, 2011, pp 11-12). The concerns at the fore for critical adult educators, including "citizenship, gender, health, adult literacy, immigration, transmigration, transformative learning, diversity, race, [and] consumerism" (Groen & Kawalilik, 2013, p. 36) are all societal issues that impact us as teachers and teacher educators. As described previously, all the participants in my research (including myself) came from a K to 12 background. In furthering the project, creating space to include a broader understanding of research in adult education would benefit teacher candidates, Partnering Educators and other L2P participants.

Sharing space allows different people to step into a leadership role. The chance to lead emerges for Partnering Educators during the professional learning afternoons and for teacher candidates during the Gallery Walks. These are temporal spaces, created by providing time for people to share and articulate their questions and emerging understandings. In a profession with instructional time calculated to the minute, holding space for these important conversations about professional learning signals their importance to both the university and school district.

The confidence with which we express our voice can change depending on the context, as we embody different social positions, considering identities based on status, power and authority. The literature on feminist pedagogy describes empowerment as a primary goal (Webb, Allen & Walker, 2002) and recognizes the central importance of building community where voice and space are Treichler and Kramarae (1983) note that "a collaborative floor gives an individual

speaker some power over the meaning of words not usually available to those in a hierarchy who are least powerful and typically muted" (p. 126).

Miles (2002) describes feminist transformative learning that "incorporates progressive personal change and progressive social change as mutually constitutive of each other" (p. 23). Miles' notion of feminist transformative learning calls to mind Vivian's quote from the beginning of this chapter as she describes leadership as advocacy for those in our education system who are underserved. Whether located in a classroom, district position, or working with teacher candidates, the most impassioned comments from my participants were when they were describing students who were not experiencing schooling as a place of support. My participants described the urgency for change, and our responsibilities to students. Sheri said

> you always want to do better, because the next group that you have deserves better, no matter what…and I think about the women I surround myself with in life and work, it's like there's a passion for how the profession is seen, and how they want to hold up that profession as really important and valuable and then there's that lifelong learning piece…that 'I've never done this before but check this out. Let's do this together…"

Jeannie described a pivotal moment in her practice:

> What is it you care so deeply about that it is a justice issue, an ethical question? And I'm thinking 'Is Math ethical?' And I thought I know we are letting kids get through primary hating math and we do nothing about it. That is unethical. That is not right…and that inspired me for the rest of my career and it revolutionized my thinking about education that I could go that deep and care ethically about what' happening with kids, not just sitting in their seats and getting their spelling test right. What I gravitate to is people who care to that depth, who could almost be brought to tears because they are worried about

> that child, and they want to have the situation better for that child…you can't throw children away, not in your class, not even for that day. As soon as you do you are not really a teacher at the core of your heart; I think you are **acting** like a teacher…"

I see in retrospect that there were elements and threads in my research I could have explored more deeply. This especially includes our location as white, middle class women and how we experienced the partnership. While I described earlier my tentative foray into exploring how this might inform our work together, I do not feel as though there was an unearthing of how our gender and status shaped, constrained or enabled our conversations about L2P. It was only after that I recognized the gap I had left by not exploring more intentionally who we were beyond our professional roles and how who we were informed what we believed. This, for me, is an area that requires further illumination. As I consider my position and location from informed by my self-study, I realize how much more there is to do to create spaces with an increased awareness of who we are and including those previously excluded.

Intersections of voice and space have also supported my own and others' learning through sharing why each of us was interested in the partnership and sharing leadership. Sheri, for example, drew on her immediate classroom context and responsibilities to her students. She voiced her commitment as "…the kids in front of us…you need to want each and every one of them to succeed. That is the core…" The voices of Partnering Educators like Sheri kept me grounded in the understanding that our work was *ultimately to support our future teachers in meeting the diverse needs of students.* All of us in the partnership had inhabited various spaces of teaching and were informed by our experiences teaching different grades at different schools, working at the Ministry of Education, assuming district curriculum roles, becoming seminar leaders, and changing districts.

One area of the partnership that I felt was less successful was my attempt to use S-STEP in a fully collaborative way. Although my participants informed and challenged me, and I believe benefitted from conversing and reflecting, I didn't see, or rather I was unable to engage with them in self-study methodology. I am not sure that I even knew the questions to ask (or how to ask them) in a way that gave them the space to reflect on their own assumptions. This may be, in part, to the idea that their professional learning is closely tied to their school district opportunities. Their focus was mainly in supporting my understandings through hearing their perspectives and experiences rather than turning the questions inward to consider their "selves". Although teachers and teacher candidates are present in the S-STEP community, I don't feel I was successful in creating the space for those involved in the L2P partnership to fully participate in my self-study. My hope is that as I come to understand self-study more deeply, I will be able to better share opportunities for those who are interested in the work to become more authentic partners, collaborators and critical friends. I imagine continuing research in L2P involving interested teachers as co-researchers right from the start, with questions more collaboratively developed and explored.

Until COVID made me reimagine my choir as existing beyond a physical space, I had understood shared space to mean physical occupancy. I understood the difficulty of district partners getting to campus and knew that for most teachers, participating in meetings, sessions or working groups on campus during the school day was near impossible. I wonder now about spaces created by technology that allow us to share and connect in virtual ways. While I don't believe they replace the conversations that can occur in person (and I have referred earlier to the importance of ongoing, organic conversations), I now think that we can create online opportunities to continue to share leadership and learning.

It was a comment by my supervisor that made me think more deeply about the intersections, when she noted: "You are not a guest in this space…you are a researcher." Although the term "guest" conveys respect and welcome, it also distances and divides. A guest is invited to speak and share rather than co-habiting the space with the host. In analyzing my data, I noticed that I shifted between feeling like a guest and partner, depending on the context. And both Laura and Melissa described their feelings of appreciation that the university trusted their work rather than feeling like an equal partner in the enterprise. The notion of redundancy in complexity theory, described earlier as commonalities of its agents offers an interesting way to consider why the intersections of voice and space are critical.

Davis and Sumara (2008) describe that a "complex system's capacity to maintain coherence is tied to the deep commonalities of its agents" (p. 39), the ability of the agents of a system to function even as aspects of the system disappear, the is robust based on the redundancy within it. In L2P the commonalities include professional learning as a shared responsibility, and a belief that teacher candidates learn about teaching through the interplay of campus and classroom sites of learning, an overlapping of learning experiences that coalesce within each TC and the TCs as a collective conscience. Laura described it this way:

> We hear from the students that they love their Wednesdays in the schools—it makes it real, and they see ahead to themselves in the role of teacher. I believe it gives them a context through which to make sense of the 'theory' classes. They can picture the students, make connections to what they see and hear in the classroom.

Laura's quote connects to Davis and Sumara's (2008) notion of internal redundancy. Rather than redundancy's somewhat negative connotation of unnecessarily repetitive, redundancy in a complexivist paradigm refers to the interactivity of support required for complex systems to

respond to change. The L2P partnership recognizes that “interactivity in a complex collective must attend to the common ground of its participants” (p. 39). Redundancy has two advantages: “First it enables interactions among agents. Second, when necessary, it makes it possible for agents to compensate for others’ failings. It is in these senses that redundancy is the complement of diversity” (p. 39). Universities and school districts, if considered this way, inhabit common ground through teacher education, and partnerships such as L2P can enable meaningful interactions, enable ideas to emerge in practice that are shared on campus. Davis & Sumara (2008) describe these interactions as “expanding the space of the possible…concerned with ensuring conditions for the as-yet imagined” (p. 38). I am intrigued by the idea of as-yet imagined in continuing this work.

Chapter 7: Conclusion

"Ring the bells that still can ring
Forget your perfect offering
There is a crack in everything
That's how the light gets in."
From *Anthem* by Leonard Cohen

When I began drafting my dissertation, the first thing I did was to include the Cohen quote above in my Dedication. I wasn't sure how it was going to connect to my writing, but I knew it would. What I appreciate about the verse is that, like all good writing (and good research, I would argue), it expresses a complex concept in an evocative way. The verse is at the same time simple and intricate. It is easy to remember, and yet in its 23 words conveys a profound view of the world. It is an anthem, a song of praise, that honours the imperfect. It is a call to show up, despite our apprehension and self-doubt, and to consider our flaws as places ready for illumination.

If we consider Cohen's message along with research on teacher education practices, we can conceive of a pedagogy of teacher education informed by educators with a vast collective knowledge, situated in theory and practice. Pithouse et al. (2009) describe the impetus behind self-study as, "a shared but tacit acknowledgement that because teaching is messy, complicated, contextualized – hard to pin down, we need to be innovative and creative in the search for more suitable ways to understand and improve our practice as teachers and teacher educators" (p. 46). Illumination of the cracks moves the tacit to the explicit, the unspoken to the articulated.

As I consider Cohen's poem in light of my research, I find connections in the research literature that speak to this same understanding. I am reminded of Loughran's (2002) quote about teacher education from Chapter 2:

> For teacher educators to develop their teaching about teaching and to begin to make the problematic observable for their student teachers, they must publicly face their dilemmas and tensions of practice and develop ways of explicitly sharing and responding to these situations for their student teachers.

Loughran writes of foregrounding our concerns and questions as locations of learning about teaching, of making the problematic observable, of illuminating the cracks.

Self-study researchers explore the ideas of articulating knowledge about our individual and collective practices to the larger teacher education community—an offering, to quote Cohen. Samaras and Freese (2006) describe the self-study community as one where we can share our concerns and successes (LaBoskey, 2004) and use the knowledge generated to further explore the work of teacher education across contexts.

When I began my research, I had no idea what I would discover about myself as a teacher educator. The discoveries were, as Davis & Sumara (2008) describe, "as-yet imagined". Although I believed that Link2Practice offered a space for an important district and university partnership that benefitted our teacher candidates, I was less consciously aware of how those of us involved in its leadership informed, supported and learned from one another. The conversations and reflections provided me with rich data to consider how teacher educators conceive and undertake the work, despite (or perhaps because of) its tensions. These tensions include those described by Berry (2008) and articulated earlier, particularly the tensions between confidence and uncertainty, and telling and growth. I unearthed my own tension, that of trying to both maintain and challenge the status quo, of finding ways to address the patriarchal structures in our institutions. Throughout my research I have discovered the importance of making the

tensions we experience (those articulated above or our own personally situated tensions) explicit for our own and other's consideration and illumination.

Engaging in self-study was a vehicle for going back over familiar ground with a lens informed by learning about adult education and feminist theory that was new to me. Specifically, I recalled Pajares' (1992) research on the difficulty of changing beliefs that have been embedded and reinforced over time. His research particularly spoke to me as I considered how my gender, class, education, race and background shaped my understandings and worldview in ways in which I had not been conscious. My ideas of feminism were rooted in reform rather than revolution (hooks, 2015), one that "wanted to project a vision of the movement as being solely about women gaining equality with men in the existing system" (p. 3). As I thought about the conversations I had with my participants, my own discomfort with raising issues of feminism and my own discomfort with my actions not aligning with my beliefs, I realize that my voice was muted, partially due to my unease in disrupting the status quo. I came to understand that I was avoiding, as bell hooks (2015) describes, confronting "internal sexism, and…allegiance to patriarchal thinking and action" (p. 12).

As I read and re-read, supported by my critical friend, she provoked me to consider and reconsider assumptions and beliefs. Surfacing tensions and disconnects which had previously evoked in me a desire to smooth and explain, were used instead as a frame to conceptualize the problematic in teacher education and the problematic in my own behaviours and beliefs. My supervisor's critical friendship provided the support I needed to continue the work and the challenge I needed to go back, once again, over familiar terrain to make new discoveries.

My research allowed me to hear voices previously unknown to me. I was very familiar with the context and discourses of K to 12 education in BC and had been involved in education,

in one way or another, for decades. However, voices from adult education and feminist theory provided news ways for me to illuminate my understandings. In particular, I noted the challenge identified by Pajares (1992) that changing one's beliefs is difficult work, and Schugurensky's (2002) notion that even if these changes occur, there may be no resulting change in one's contributions to the larger agenda of social change. bell hooks' (2015) uncomfortable truth that "reformist feminists…really felt safer working for change solely within the existing social order" (p. 111) resonated with me in light of my story of feeling both angered by, and uncomfortable in, addressing gender, race and socio-cultural inequities.

Moving forward, I look to include new conceptions and research that recognize, include and give voice to previously silenced perspectives. If supporting the professional learning and practice of teachers is one of the most significant factors in improving student learning and achievement, and promoting education transformation, then Giroux's (1983) notion that education must play a role in creating a just and democratic society must be kept at the forefront of why teachers engage in professional learning. My participants' expressions of urgency, described earlier, align with Giroux's concept of school as a place of equity.

In a previous chapter, I used the term "level up" to describe my conversations with Vivian as spaces where I could consider and discuss L2P in the larger context of teacher education. I feel the same way about voice. Finding and sharing my voice has been an outcome of my research, and yet at the same time I have become aware that I have places to use my voice in ways that are not accessible to others. A self-study where the conclusions are only of use to me or only provoke internal change (without accompanying action) does not meet the criteria for self-study research. Self-study research needs to contribute to the knowledge base of teaching.

"There is a crack in everything". New learning reveals new cracks and new chances to bring forward other "imperfect offerings". There were times in my research, especially as I listened to my participants speak of their commitment to the partnership and to education, when I felt my understandings were confirmed, that their voices were echoing and amplifying things I had believed for a long time, things like the importance of working in collaboration, of seeking opportunities for growth, or learning from one another. There were other times when I was delving into unpacking who I was, and when I was challenged to dig and to explore more fully, where the cracks widened and deepened in such a way as to cause a fundamental shift in my foundation.

As I move forward in both my roles, as researcher and manager, I want to continue to explore partnerships such as L2P as a way to empower educators in our system to see themselves as integral to the work of teacher education. How partnerships are nurtured and supported, I have learned, will depend on the context of the district and the teacher leaders who emerge. What I hope to contribute is a continued focus on our collaborative ventures as ways to strengthen the profession. This includes our teacher candidates, to be sure, but involving practicing teachers in our partnerships is also a way to support their developing understandings of teaching.

In conclusion, I return to my research questions, which were to consider how our professional learning is informed by a shared leadership approach to teacher education and more specifically how the findings inform me as a teacher educator. If anything, my understandings and growth ended up being broader than my questions. I came to understand through my conversations and reflections more profoundly that shared leadership informs more than professional learning. Shared leadership is a way of connecting and enacting a view of the world that recognizes the different perspectives and insights about teacher education. Creating space

for conversation and including the *voices* of all those who work in teacher education informs our frames of reference, perspectives and new ways of thinking. Exploring the cracks as places (as spaces) of potential to allow the light—and life—to get in.

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Appendix A: Data Gathering Timeline

Date	Event	Participants
Planning		
March 13, 2019	Received Ethics Approval from HREB at the University of Victoria	
March 15, 2019	Received approval from SD 62 Superintendent	
March 15, 2019 to June 13, 2019	Received signed "Invitation to Participate" and "Informed Consent" from four participants	Vivian, Jeannie, Laura and Sheri
May 13, 2019	Planning meeting	Jeannie, Laura, Kerry and Dana (Program Coordinator)
May 22, 2019	Online Prompt 1	Vivian, Jeannie, Laura and Sheri
June 13, 2019	L2P planning afternoon	Jeannie, Laura, Sheri, Partnering Educators, UVic teacher educators
June 13, 2019	First focus group (three participants)	Jeannie, Laura and Sheri
August 25, 2019	Online Prompt 2	Jeannie, Laura, Vivian and Sheri
Implementation		
October 2, 2019	First Professional Learning afternoon	Jeannie, Laura, Sheri, Melissa, Partnering Educators, teacher candidates, UVic teacher educators
October 3, 2019	Sent and received Invitation to Participate and Informed Consent from final participant	Melissa

October 3, 2019	Second Focus Group	Jeannie, Laura and Sheri
October 7, 2019	Interview	Vivian
October 12, 2019	Online Prompt 3	Vivian, Jeannie, Laura, Melissa and Sheri
October 20, 2019	Interview	Melissa
November 6, 2019	Second Professional Learning afternoon	Jeannie, Laura, Sheri, Melissa, Partnering Educators, teacher candidates, UVic teacher educators
November 14, 2019	Third Focus Group	Jeannie, Laura, Sheri, Melissa
December 6, 2019	Online Prompt 4	Vivian, Jeannie, Laura, Melissa and Sheri

Reflection

January 12, 2020	Online Prompt 5	Vivian, Jeannie, Laura, Melissa and Sheri
January 16, 2020	Fourth Focus Group	Jeannie, Laura, Sheri, Melissa
January 20, 2020	Interview	Vivian

Appendix B: Self-Study Primer shared with Research Participants

Self-Study Research: A Primer

My question
How is our professional learning informed by a shared leadership approach to teacher education?

Definition
Self-study as a methodology involves researching one's practice for "personal-professional development and for broader purposes of enhanced understanding of teacher education practices, processes, programs, and contexts" (Cole & Knowles, 2005, p. 252). It has also been described as "teachers' systematic and critical examination of their actions and their context as a path to develop a more consciously driven mode of professional activity (Samaras & Freese, 2006, p. 11).

Purposes of self-study
To consider, refine and reform teacher education through:

- a practical, pedagogical self-oriented focus with the aim of ongoing improvement of one's own practice
- generating knowledge about teacher education practices, programs, and contexts within which they are (Cole & Knowles, 2005)

Characteristics of self-study

- self-study "is done with other practitioners either in a collaborative or in relation to a critical friend's counsel to ensure interpretations are ones that others could support – a form of inter-subjective warrant" (Hopper, 2015, p. 261).
- "systematic research of the self-in practice in order to consider and articulate the complexities and challenges of teaching and learning to teach" (Ovens & Fletcher, 2014, p. 6).
- primarily qualitative methods including interviews, stories, observations, autobiographical reflections, and, because of focus on personal-professional practice, self-study researchers do not necessarily collect new data "but often use existing written and no-written data to inform their research interests" (Vanassche & Keltermans, 2015, p. 515).

Conditions for success:
Barnes' (2005) conditions for success of self-study:

- **Reframing** requires changing what we do in classrooms to change how we understand classrooms.
- **Collaboration** with trusted colleagues who can be both mirrors and lenses in self-study
- **Openness** to various views and experiences, including the vulnerability of exploring one's assumptions, beliefs, and actions with others.

Why self-study for us?

- deepen our individual and collective understanding of our work
- develop practical knowledge

- investigate our practice in context
- improve our teaching and leadership
- conduct collaborative research for personal, professional and systemic improvement

Examples of self-study

- Teachers exploring questions of practice in order to become more effective, reflecting on and making changes in their classrooms.
- Examining how one's identity impacts teaching (how does place shape professional identity?)
- Exploring complex issues around continuing and thriving in the profession.

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Appendix C: Online Forum Questions

Leading Together/Learning Together: Shared Leadership and Professional Learning

As part of participating in this research project, participants will be asked to contribute to prompts during the course of the research.

Self-study research methodology involves professionals considering themselves and their practice in critical and creative ways to re-imagine what it means to be a teacher and how this informs practice. Because of this, I will initially post a prompt or provocation on the discussion forum. A central tenet of self-study research is that it is open, reflexive, collaborative, and critical, and therefore the subsequent topics for the discussion forum will be generated by questions, concerns, and considerations that emerge as part of the research.

Prompt 1 (May 22, 2019): The following quote is taken from the Loughran article on S-STEP methodology (available in full above) and asks us to consider what it means to become a teacher educator:

"As Berry (2004) and Nicol (1997) have made abundantly clear, moving beyond a tips and tricks approach to teaching about teaching is linked to an understanding of teaching as being problematic. When teaching is viewed in this light, the need for teacher educators to articulate and explicate the problems in their own teaching becomes important so that student teachers may begin to look “beyond a recipe” approach to their own learning about teaching. In accessing their teacher educators’ problems, puzzles and curious situations, student teachers themselves then might begin to apprehend the importance of pedagogical reasoning and begin to more fully conceptualize the value of the knowledge that influences practice.

For teacher educators to develop their teaching about teaching and to begin to make the problematic observable for their student teachers, they must publicly face their dilemmas and tensions of practice and develop ways of explicitly sharing and responding to these situations for their student teachers. Thus, there is an overarching need for teacher educators to pay attention to their own pedagogical reasoning and reflective practice and to create opportunities for their student teachers to access this thinking about, and practice of, teaching. Herein lies the distinction between teaching per se and teaching about teaching."

As we begin our work together, how would you begin to define the "dilemmas and tensions of practice" you have experienced with respect to considering your role as a teacher educator?

Prompt 2 (August 25, 2019): Now that we have had our first focus group and the school year approaches, what thoughts have you had about your understanding of the Link2Practice partnership and how it could inform your professional learning?

Prompt 3 (October 12, 2019): Thank you all for your thoughts in our recent meetings. I'd like to hear what you have to say about collaboration--how is our partnership working as a collaborative effort, both for us individually as contributors and between our institutions? Where are some strengths and where are there tensions?

Prompt 4 (December 6, 2019): The term has just ended and our candidates presented their inquiries at a school and UVic Gallery Walk. What did these reveal to you as teacher educators?

Prompt 5 (January 12, 2020): Thank you all for your continued contributions. I wanted to give this space for any thoughts you wanted to share as we finish the "formal" part of the research. Perhaps consider: What might be next steps in our partnership work? Where are there opportunities to extend our work? What have YOU learned through the research and what continues to puzzle you?

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