

Galle, M. & Kreis, A. (2018). *Teacher Education in the "Third Space". Collaborating Tandems of School-Based Educators and University-Based Educators in Partner Schools*. Poster anlässlich der EARLI SIG 11, 14. Juni, Kristiansand, Norway.

Teacher education in the third space: collaborating tandems of school-based and university-based mentors

School-based teacher education plays a pivotal role in Swiss teacher education. However, it is challenging to bridge the differences between school and university culture. A possible solution for this problem is the collaboration with partner schools using the concept of third space (Zeichner, 2010). Partner schools have been implemented at Zurich University of Teacher Education for the last 15 years, but so far, school-based coordinators mainly acted as organizers of placements with limited responsibilities as equitable partners for the education of student teachers. In a pilot-project we aim to establish a genuine third space culture of teacher education at partner schools. Tandems consisting of a school-based teacher educator and a university-based mentor are responsible on the one hand for groups of student teachers during field placements and on the other hand for the professional development of mentor teachers in their partner school (Kreis, 2017). Compared to the previous model, the roles of former coordinators and university-based mentors are changing and different job profiles are implied: They organize and create learning opportunities for teacher students (reflection seminars in which teaching practice is planned and reflected). To prepare for this shift towards more equality, school-based teacher educators participate in a customized professional development program (1 year, 10 ECTS; contents: e.g. mentoring and coaching, organizational development, higher education) to gain the required competences for this new role. University-based mentors need to be accessible for ideas originating from the practice-oriented culture of the schools and be able to collaborate in a third space. This practice will be developed and established with pilot-partner schools.

The collaborative practice in partner schools will be evaluated. We aim to describe and explain processes of collaboration and learning between different actors in a field, in which relations between university and schools are shifting towards intensified collaboration. Research questions are e.g.:

- What is the content of collaboration in tandems?
- Do the tandem partners collaborate on an equal level?
- Who learns what in the social systems of partner schools?

The sample includes student teachers for kindergarten (children from 4-5 years old), primary (grades 1-6) and secondary school (grades 7-9). Data are collected by questionnaires, group interviews and video recordings of collaborative sessions in a longitudinal setting.

First results of a quantitative pilot-study will be ready for presentation at the conference.

Expectations on this extensive development project are high. The evaluation will show to what extent and under which conditions these expectations can be met.

Kreis, A. (2017). Unterrichtsentwicklung in Partnerschulen - Professionelle Aus- und Weiterbildung von Lehrpersonen im hybriden Raum zwischen Schule und Hochschule. *Schulverwaltung Spezial*, 1-4.
Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99.