



REVIEW

August 2003

Which school-based elements of partnership in initial teacher training in the UK support trainee teachers' professional development?

**This review is supported by the Teacher Training
Agency (TTA) to promote the use of research
and evidence to improve teaching and learning**

Review conducted by the Partnership in ITT Review Group

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LIST OF ABBREVIATIONS

APU	Anglia Polytechnic University
B. Ed	Bachelor of Education
BEI	British Education Index
BIDS	Bath Information and Data Services
CEP	Career Entry Profile
CERUK	Current Educational Research in the United Kingdom
CREATE	Centre for Research into Education and Teaching
DfES	Department for Education and Skills
EPPI-Centre	Evidence for Policy and Practice Information and Co-ordinating Centre
ERIC	Educational Resources Information Centre
ESRC	Economic and Social Research Council
GTP	Graduate Teacher Programme
HE	Higher Education
HEI	Higher Education Institution
ICT	Information and Communication Technology
IT	Information Technology
ITE	Initial Teacher Education
ITT	Initial Teacher Training
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
OfSTED	Office for Standards in Education
PDS	Professional Development School
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
RTP	Registered Teacher Programme
SCITT	School Centred Initial Teacher Training
SCRE	Scottish Centre for Research in Education
SOSIG	Social Science Information Gateway
TTA	Teacher Training Agency
UK	United Kingdom
URT	User Review Team
USA	United States of America

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TABLE OF CONTENTS

SUMMARY	1
Background	1
Aims and review question	1
Methods.....	1
Results	2
Conclusions	3
1. BACKGROUND	4
1.1 Aims and rationale for current review	5
1.2 Definitional and conceptual issues	5
1.3 Policy and practice background	7
1.4 Research background.....	7
1.5 Authors, funders and other users of the review	8
1.6 Review questions.....	9
2. METHODS USED IN THE REVIEW	11
2.1 User involvement.....	11
2.2 Identifying and describing studies	11
2.3 In-depth review	15
3. IDENTIFYING AND DESCRIBING STUDIES: RESULTS	17
3.1 Studies included from searching and screening	17
3.2 Characteristics of the included studies.....	19
3.3 Identifying and describing studies: quality assurance results	22
4. IN-DEPTH REVIEW: RESULTS	24
4.1 Selecting studies for in-depth review.....	24
4.2 Further details of studies included in the in-depth review	27
4.3 Synthesis of evidence	28
4.4 In-depth review: quality assurance results	30
4.5 Nature of actual involvement of users in the review and its impact.....	30
5. FINDINGS AND IMPLICATIONS	31
5.1 Summary of principal findings	31
5.2 Strengths and limitations of this systematic review.....	34
5.3 Implications.....	35
6. REFERENCES	39
6.1 Studies included in the descriptive map	39
6.2 Other references used in the text of the report.....	44

APPENDIX 2.2: APU Partnership review-specific keywording sheet.....	47
APPENDIX 3.1: Details of studies included in the descriptive map	48
APPENDIX 4.1: Studies excluded from data-extraction	66
APPENDIX 4.2: In-depth review study aim(s) and rationale.....	68
APPENDIX 4.3: In-depth review study research question(s) and policy or practice focus.....	71
APPENDIX 4.4: In-depth review study methods – design	75
APPENDIX 4.5: In-depth review study methods – groups.....	76
APPENDIX 4.6: In-depth review study methods – sampling strategy.....	77
APPENDIX 4.7: In-depth review study methods – recruitment and consent.....	79
APPENDIX 4.8: In-depth review study methods – actual sample.....	80
APPENDIX 4.9: In-depth review study methods – data-collection.....	82
APPENDIX 4.10: In-depth review study methods – data analysis	84
APPENDIX 4.11: In-depth review studies – results and conclusions.....	85
APPENDIX 4.12: In-depth review quality of the study – reporting	92
APPENDIX 4.13: In-depth review quality of the study – methods and data.....	93
APPENDIX 4.14: In-depth review – weight of evidence	96

SUMMARY

Background

The term 'partnership', in the context of this systematic review, refers to the various models of collaboration and co-operation implemented between Higher Education Institutions (HEIs) and schools, with the objective of providing quality Initial Teacher Training (ITT) experiences for trainee teachers.

Successful partnerships in initial teacher training (ITT) are important in ensuring the best experiences for ITT students across primary and secondary courses.

In 1992, Government Circulars 9/92 (England) and 35/92 (Wales) were issued to all those secondary schools and higher education institutions (HEIs) offering ITT. These circulars set out the Government's requirements from September 1992 for the accreditation of secondary phase ITT. A similar document for primary ITT providers was issued in 1993. There was much that was new in these documents and their implementation required a fundamental change to the design, organisation, and management of ITT. The changes engendered by these circulars form the basis for the current United Kingdom (UK) partnership system.

The purpose of the review was to identify and synthesise research evidence pertaining to the school-based elements of partnership and how they support trainee teachers following the changes implemented in 1992/3.

Aims and review question

The aims of the review are to have an informed and informative literature review which (a) highlights the varying facets of the schools' participation in partnership, and (b) establishes which of these facets appears to be the most effective in supporting student teachers throughout their ITT courses and provides them with the best professional basis upon which to continue successful careers in teaching.

Review question

The review question was:

- Which school-based elements of partnership in initial teacher training in the UK support trainee teachers' professional development?

Methods

The review was conducted using the procedures for systematic review of research in education as developed by the EPPI-Centre. A wide-ranging search was carried out

for studies that were written in English, conducted after 1992, and conducted within the UK, United States of America (US), Australia, Canada and Europe.

Stage One involved searching the databases Ask ERIC, ERIC via BIDS, and BEI via BIDS using a controlled vocabulary. **Stages Two and Three** involved screening abstracts and titles and including or excluding studies according to inclusion and exclusion criteria. **Stage Four** involved obtaining the full texts and keywording them using the *EPPI-Centre Core Keywording Strategy* (version 0.9.6: EPPI-Centre, 2003) and the APU Partnership review-specific keywording sheet to produce a descriptive map. Stage five involved applying narrower inclusion criteria after the descriptive map stage (to reduce the number of studies) followed by the in-depth review. The studies identified for inclusion in the in-depth review were data extracted using the *EPPI-Centre Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational Research* (version 0.9.5: EPPI-Centre, 2002). In light of the data-extraction outcomes, the quality and weight of evidence of the studies were addressed. To do this, the studies were rated according to the three dimensions: (A) soundness of the study (i.e. internal coherence and implementation of design), (B) research design and analysis employed, and (C) external relevance. On the basis of how a study was rated on each of these three dimensions, an overall weighting (D) was given.

Results

The initial search resulted in 660 potentially relevant studies. Successive stages in the systematic review involved excluding some studies for reasons that were documented. Of the original 660 studies, 82 were used to construct the descriptive map. Following the descriptive map, two studies were identified as being the most relevant to the review question.

Findings from the descriptive map show the following:

- The proportion of studies into partnership is well balanced between the US and the UK.
- There is a slightly higher proportion of studies conducted within secondary schools than within primary schools.
- There are more detailed studies of HEIs' roles in partnership than the schools'.
- Research into the role of the supervising teacher is prevalent.

Findings from the two studies in the in-depth review suggest the following:

- Trainee teachers' professional development is supported by regular constructive feedback. Regular oral feedback offers the chance for constructive dialogue between the trainee teacher and supervising teacher on issues of immediate concern and practical relevance. Written feedback is linked more with long-term development and identification of aspects that the trainee should strive to improve in the longer term.
- The following professional skills are supported and developed via paired school experiences (experience in which two students are placed together in a single

classroom): organisation and management, compromise, communication, problem-solving, sharing tasks and teamwork.

The weight of evidence result for each study was deemed to be low so the results need to be tested by further studies.

Conclusions

There appears to be a dearth of research into what schools actually do in partnership. This could be attributed to two factors. Either, there has been no in-depth research into what it is the schools actually do; or, the reality is that schools do little in the organisation and management of the partnership, apart from to provide a classroom and a supervising teacher. The latter may go some way to explaining the plethora of studies concerning supervising teachers.

The review would suggest the need for a clearly formulated empirical study with the express aim of examining how schools within a partnership system support students, which would identify not just perceptions of experience but criteria for specific – and effective – practices.

Implications

If this systematic review, as we believe, reflects accurately the dearth and poor quality of research into the school-based elements of partnership, then partnership – even where it includes the many facets in the original Government Circulars – still may not achieve a level of depth and quality to support trainees as future teachers.

As indicated above, an in-depth conceptualisation of partnership is required which involves a collaboration of those agents within the partnership, i.e. the schools, trainees and HEIs who could contribute to building a clearer understanding of this complex area.

1. BACKGROUND

This chapter outlines the theoretical, policy, practice, and research background to the systematic review, including details of the authors and other users of the review, and the development and aims of the review question.

The term 'partnership', in the context of this systematic review, refers to the various models of collaboration and co-operation implemented between Higher Education Institutions (HEIs) and schools, with the objective of providing quality Initial Teacher Training (ITT) experiences for trainee teachers. Successful partnership in ITT is an area of significant concern to all those involved. Ensuring the best experiences for initial teacher education students across primary and secondary courses is of paramount importance.

Partnerships between HEIs and schools exist in a multitude of forms. It seems clear that the main agents involved in partnerships in England and the United Kingdom (UK) as a whole, are the HEI, the trainee teacher and the school. But working within and for these agents, there is also the university tutor (working through the HEI) and the supervising teacher (working through the school). On 25 June 1992, Circulars 9/92 (England) and 35/92 (Wales) were issued to all those secondary schools and higher education institutions offering ITT. These circulars set out the Government's requirements from 1 September 1992 for the accreditation of secondary phase ITT. They emphasised the following:

- Schools should play a much larger part in ITT, with trainee teachers spending more time in schools during their courses.
- HEI and schools should form partnerships to ensure an effective school-basis for training.
- Courses should focus on developing in trainee teachers the professional competences defined and expected of newly qualified teachers.

There was much that was new in these requirements. School-based training was not just extended teaching practice. It involved a fundamental change to the design, organisation and management of ITT. It required a more substantial and continuous contribution from teachers. It was therefore important that HEIs and schools considered their joint responsibilities in implementing the new partnership requirements. A document for Primary ITT (Circular 14/93) carried similar partnership requirements for this phase. These were the last major changes in ITT in the UK and form the basis for the current UK partnership system. Although the guidance was set out in some detail in these and subsequent supporting circulars, 'partnership' is still open to diverse interpretations.

1.1 Aims and rationale for current review

1.1.1 Aims

Within the time constraints and resources available to undertake the review, it would be extremely difficult to cover all aspects of ITT partnerships. First, the topic area is potentially broad: an initial ERIC search yields over 10,000 results, with many potential variables. Second, the topic includes many potential conceptual and policy/practice issues that would require more than a three-month period to articulate and put into operation. With this in mind, the User Review Team (URT) developed an interim question that should be answerable from the research already undertaken in the field (see section 1.6).

By the end of the review, URT aimed to have an informed and informative literature review which (a) highlighted the varying facets of the schools' participation in partnership, and (b) established which of these facets appears to be the most effective in supporting student teachers throughout their ITT courses and gives them the best professional basis upon which to continue successful careers in teaching.

1.1.2 Rationale

Before undertaking any new research, policy or practice, it is vital first to be informed about what already exists on the topic. Such information may be known by experts in the field or may already have been summarised within a literature review. But these have not necessarily, in education, been based upon systematic methods to ensure extensive searching and valid assessing of potentially relevant studies. The URT has therefore been committed to using a systematic approach. For this reason, the review has been undertaken in conjunction with the EPPI-Centre. Systematic reviews are also in alignment with a general move towards evidence-informed policy and practice in the UK. In systematising the review, we shall be synthesising the results of primary research and in doing so, use explicit and transparent methods. This review can therefore be deemed to be accountable, replicable and updateable, and involves potential users.

1.2 Definitional and conceptual issues

So what is the basis of partnerships in ITT in general? Words like collegiality, collaboration and partnership have become 'imbued with a global sense of virtue' (Fullan and Hargreaves, 1992, p 63). All ITT partnerships are altruistic to the extent that, at their heart, they share a commitment to developing trainee teachers' professional competence and confidence. However, the relationship may be one of complementary partnership (where the HEI and school bear separate but complementary responsibilities for advising and assessing the trainee without systematic dialogue – see Furlong *et al.*, 2000), or collaborative partnership (where teachers have greater involvement in the planning and implementation of the ITT programme – see Morine-Dersheimer and Leighfield, 1995). Between these, there is

a range of multi- and uni-dimensional models that have been explored by various authors (e.g. Slick, 1997; Saunders *et al.*, 1995; Bines and Welton, 1995).

The areas of trainee competence most generally recognised within a range of background literature are as follows:

- *Foundational studies in education*, such as knowledge base of curriculum subjects, learning and development, social, and political context
- *Generic teaching knowledge and skills*, such as general pedagogical knowledge, professional skills, teaching techniques and strategies
- *Specialised pedagogical knowledge and skills*, such as subject or content to be taught, age group of learner, meeting individualised needs of learners and understanding pupils' backgrounds
- *Field experiences*, such as teaching practice, observation of teaching, microteaching and assessment of teaching (Cherukian, 1993; Grossman, 1990).

It is therefore not surprising that defining and operating quality partnerships in ITT is an area of significant concern in many countries. In the United States of America (US), Australia, Canada and some European countries, universities make efforts to ensure the best experiences for trainees across primary and secondary initial teacher courses in the four areas outlined above. In England, partnership is frequently under scrutiny as attempts are made by central government and local partnerships to improve and extend existing provision (e.g. training schools).

The review will necessarily examine models that may be very different from the UK partnership system, but will attempt to contextualise them within a recognisable framework. For example, the US has Professional Development Schools (PDSs). PDSs are designated elementary or secondary schools, generally characterised by college/school district collaborations, that operate programmes in three areas: teacher education and development, research and experimentation, and improvements of teaching and student learning. However, the US does not have a standardised model, and methods of teacher training can vary significantly from state to state and even within states.

Central government in England has set great store by 'partnership' as a model within both ITT and other policies related to wide-ranging initiatives (e.g. the Early Years Development and Childcare Partnerships and the Connexions Partnerships and Networks).

Whilst the Teacher Training Agency (TTA) is keen to encourage and extend partnerships in ITT, in particular, Partnership Promotion Schools (http://www.tta.gov.uk/itt/partnership/promotion_schools.htm), it has not attempted to define or conceptualise partnership from the perspectives of those involved. The TTA's focus, on the other hand, has been on broad recommendations regarding features of such schools, which are stated as:

- a commitment to excellence in the quality of initial teacher training
- a commitment to increasing the number of initial teacher training placements
- the development of close partnership links with one or more initial teacher training provider

- the adoption of an agreed whole school initial teacher training policy
- the enthusiasm and willingness of the staff to promote partnership in the school
- a commitment to reviewing and developing provision in initial teacher training' (<http://www.tta.gov.uk/itt/partnership/index.htm> 13.03.03)

A series of consultations with regional ITT partnerships is reported on the TTA website, the intention of which is to:

- increase ITT capacity in schools
- improve the quality of ITT in schools
- consider the training skills needed by teachers working with ITT and to improve the quantity and quality of the training available to them (<http://www.tta.gov.uk/itt/partnership/index.htm> 13.03.03)

1.3 Policy and practice background

As mentioned above, circulars 9/92, 35/92, and 14/93 form the policy basis for partnership. These circulars set out a framework for considering how potential responsibilities could be shared between the school and HEI. These include:

- designing courses
- meeting validation and accreditation requirements
- preparing tutors and teachers to train students
- selecting students
- setting objectives and devising programmes for students
- placing students in schools
- supervising students
- teaching students specialist subjects
- training students to teach their specialist subjects
- developing understanding of how pupils learn
- training students to manage classes and to assess pupils
- assessing students' professional competences
- assuring the quality of training

The original focus of the review was informed by these criteria in the attempt to see how much responsibility schools take in these elements of the partnership, and, following that, how these elements in turn support trainee teachers.

1.4 Research background

Much research has been undertaken into partnership in general. A main study from the UK is that by Furlong (1994) which researched integration and partnership in initial teacher education. Other studies include those dealing with particular subject areas such as Green and Mitchell's (1998) research into partnership in primary art and Barton's (1996) research into secondary information and communication technology (ICT).

The research background specifically related to schools in partnership is particularly limited. Chapter 3 of this report describes the field of research of partnership in ITT.

1.5 Authors, funders and other users of the review

The User Review Team (URT) comprised and represented a cross-section of the community involved in ITT. The URT covered almost all of the potential user-groups. Some potential users – such as students, newly qualified teachers (NQTs), Local Education Authority (LEA) representatives, school governors and parents – were not included due to the limited time available to assemble the URT. Those involved in the review and the nature of their involvement in ITT are listed below. With this constitution, the ultimate intention was to create an interface useful to all possible user groups; none was under-represented in the construction of the question; everyone participated in the discussions to formulate the review question.

The review was funded by the Teacher Training Agency (TTA).

The URT comprised the following members:

- Alan Bradwell, Education Librarian and the academic liaison between the ITT students and the library at Anglia Polytechnic University (APU)
- Tim Cooper, a Research Administrator at APU
- Alison Feist, a supervising teacher for ITT at a local maintained secondary school
- Ann Lahiff, the Learning and Teaching Advisor in the School of Education at APU, concerned with the professional development of teachers and trainers across the entire age range from pre-school and early years to post-compulsory education and training
- Jenny Lansdell, Deputy Dean of the School of Education at APU
- Jill Martin, Deputy Head of a local maintained secondary school in charge of ITT partnerships with higher education institutions (HEIs)
- Professor Janet Moyles, Director of Research in the School of Education at APU
- Andy Scott-Evans, Deputy Head of a local Church of England (Voluntary Aided) junior school in charge of ITT partnerships with HEIs
- Alison Shilela, Associate Dean of the School of Education at APU
- Douglas Stuart, a Researcher at APU
- Richard Yates, a Researcher at APU

Advisory members of the URT are as follows:

- Hugh Baldry from the TTA;
- Nicholas Houghton from the EPPI-Centre.

1.6 Review questions

The interim review question agreed by the user review team at the outset is:

- How do schools approach partnership in ITT and how do schools' partnership practices support student teachers?

The question is two-tiered. First it addresses how schools approach partnership and second how this supports student teachers. It was with this question in mind that all the searches and exclusions and inclusions were carried out up to the descriptive map stage of the review. The in-depth review question was changed twice in response to the findings of the descriptive map, as the scope of research in the area became more apparent. To focus the review for data-extraction, the URT decided that the review should focus only on studies conducted within the UK. The rationale for this was that these studies would be most relevant to the URT and any findings would not have to be interpreted or contextualised to account for cultural differences in education, and had much less potential, for being misinterpreted or misrepresented. This resulted from the belief by the URT that the first element of the question was unanswerable from the studies found. Hence the question for the in-depth review was finalised as:

- Which school-based elements of partnership in initial teacher training in the UK support trainee teachers' professional development?

1.6.1. Definitions of terms

The definitions of the four key components of the interim question are as follows:

- **Partnership:** by this we mean the collaboration and co-operation undertaken between two or more institutions or agencies with the aim of providing a formalised alliance in support of initial training for teachers.
- **Trainee teachers:** by this we mean male or female students training to be teachers in either the early years, primary or secondary phases of education through to under-graduate or post-graduate routes.
- **ITT:** by this we mean a course or programme of extended duration which trains and educates students to become early years, primary or secondary teachers. This review deals specifically with ITT as envisaged in circulars 9/92, 35/92 and 14/93, i.e. not Graduate Teacher Programmes (GTPs), Registered Teacher Programmes (RTPs), or School Centred Initial Teacher Training (SCITT).

- **Professional development:** by this we mean the development of teaching and learning skills, attributes, attitudes, knowledge and professional understanding required of all those who are working towards the achievement of qualified teacher status as outlined in the TTA guide *Qualifying to teach: professional standards for qualified teacher status and requirements for initial teacher training* (<http://www.tta.gov.uk/itt/qtt/index.htm>).
- **School-based:** by this we mean the experiences of the trainees in the physical school context. This includes visitation from the higher education institution (HEI) tutors and other involvement from the HEIs. However, in line with the TTA's request, the report does not include research on the role of the supervising teacher in the student's teacher training.
- **Support:** by this we mean aid, assist, encourage, help and facilitate.

The first three terms formed our three families of search terms in Appendix 2.1 (ERIC via BIDS and BEI via BIDS). The term 'professional development' was added to the question after the original searches and is thus not included in the search terms. This was not deemed a problem by the URT, as professional development of trainee teachers is a subsection of the broader search terms outlined above; there was therefore no risk of inadvertently omitting studies.

2. METHODS USED IN THE REVIEW

This chapter details each stage of the review to ensure that it is accountable, replicable and updateable.

2.1 User involvement

2.1.1 Approach and rationale

The URT was involved in the process for a number of reasons. Firstly, it was crucial to the success of the review that it raised questions that users wanted answering rather than questions that might have had more limited practical application or relevance. Secondly, in undertaking a process in which the review question is (at least in the early stages of research) continually changing and is informed and refined by the research itself, it was important to have valid interest groups contributing to the nature and definition of the question. User involvement, therefore, was one form of quality assurance.

2.1.2 Methods used

User involvement was organised in a number of ways. First, the screening stage when the inclusion and exclusion criteria were applied to full texts took place in URT face-to-face meetings. These meetings were arranged so that as many members of the URT as possible were present. The meetings were conducted weekly for the main purpose of screening texts. Studies that were not screened during these meetings were sent by post to paired reviewers. Second, users were also involved in the keywording and data-extraction stages of the review. During keywording, much of the data, whilst they originated from and were generated by members of the URT, had to be input into the EPPI-Centre website by the Administrator because of lack of time for URT members to become sufficiently familiar with accessing the website facilities. That said, all but two members of the URT received training in inputting keywording data and data-extraction using the EPPI-Centre website facilities directly and would have been able to input data, had more time been available. Prior to submission to the Teacher Training Agency (TTA), the draft review was distributed to all members of the URT for preliminary quality assurance.

2.2 Identifying and describing studies

2.2.1 Defining relevant studies: inclusion and exclusion criteria

To ensure that only papers focusing on the review question were selected for mapping, an explicit list of inclusion and exclusion criteria were developed to exclude inappropriate papers.

- Included (1): Studies that were published after 1992. *Rationale:* This was the period from which the current ITT partnership system began. Anything prior to this date was likely to emanate from a different contextual basis.
- Included (2): Studies that were conducted within the UK, US, Australia, Canada and Europe. *Rationale:* Achieving consistency in ideology, culture, and practice (i.e. comparing like with like) was one of the foremost concerns of the URT. The URT determined that those from other English-speaking areas of the world, such as Hong-Kong, would be too culturally and educationally different to be either informative or comparative.
- Included (3): Studies written in English. *Rationale:* The timescale was limited and the first (and main) language within the URT was English.
- Excluded (4): Studies that focus on the development of the supervising teacher/university tutor/in-service teacher/intern within partnership. *Rationale:* The focus of the review is on the development and support of the student teacher within partnership.
- Excluded (5): Studies that focus on the training of student teachers to deal with special education/at-risk/gifted/ethnic minority pupils. *Rationale:* These are specific areas within teacher training and constitute a small percentage of the student teacher's educational experience.
- Excluded (6): Studies that deal with the training of foreign/ethnic-minority/cross-cultural student teachers. *Rationale:* These are specific areas within teacher training and constitute a small percentage of student teachers.
- Excluded (7): Studies that focus on after-school projects (e.g. reading/writing groups, science clubs). *Rationale:* A large percentage of these studies focus on the benefits to the pupils, and constitute a small percentage of the student teacher's educational experience.
- Excluded (8): Studies that dealt with the assessment of student teachers. *Rationale:* The review is concerned with partnership.
- Excluded (9): Studies that focus on the nature of 'learning'. *Rationale:* Teaching theory is a specific area of ITT that is generally the domain of the HEI.
- Excluded (10): Studies that are duplicates. *Rationale:* Allowance had to be made for human error during the searching, screening and data-entry stages of the review process. Identifying duplicates early on was one way in which the budget could be more effectively utilised.
- Excluded (11): Studies that are digests from the ERIC database. *Rationale:* First, these texts are generally reviews and are therefore secondary data research. Secondly, in view of the deadline for completing the review and the time it would have taken to acquire these texts, they were deemed unobtainable.

2.2.2 Identification of potential studies: search strategy

Initially relevant sources were searched using a controlled vocabulary which placed our searches firmly within the topic area of partnership. Due to the time constraints, electronic databases were used for initial searches and handsearching was not undertaken. The databases, Ask ERIC, ERIC via BIDS and BEI via BIDS, were searched. The websites of government organisations and agencies, the TTA, the Qualifications and Curriculum Authority (QCA), and the Department for Education and Skills (DfES) were searched to supplement the bibliographic database searches.

In order to obtain an idea of the extent of the research on partnership, an initial pilot Ask ERIC search was conducted using the term PARTNERSHIP. This yielded over 13000 results (n=13113) and it became apparent that the search would need to be refined. The initial search included studies conducted into non-educational partnerships, such as business and media, so a search was required that specified the educational aspect. With this in mind, a number of additional pilot searches were conducted to discover conceptual synonyms for PARTNERSHIP and the main agents involved in partnership, i.e. the HEI, the trainee teacher, the supervising teacher, the school, and the HEI tutor. After a number of such searches, the following conceptual synonyms were inferred through Ask ERIC:

- PARTNERSHIP or COLLABORATION or FIELD EXPERIENCE PROGRAM or PROFESSIONAL DEVELOPMENT SCHOOL or PRACTICUM
- HEI or HIGHER EDUCATION INSTITUTE or UNIVERSITY or TEACHER TRAINING COLLEGE
- STUDENT TEACHER or PRESERVICE TEACHER or BEGINNING TEACHER or PROSPECTIVE TEACHER
- SUPERVISING TEACHER or MENTOR or COOPERATING TEACHER or ASSOCIATE TEACHER or SCHOOL BASED TUTOR or MASTER TEACHER or CLINICAL MASTER TEACHER
- SCHOOL
- UNIVERSITY TUTOR or TEACHER EDUCATOR

Using the Boolean operators **AND** and **OR**, these search terms were combined with their equivalents to find studies under specific areas.

Initially it was necessary to place partnership in an educational context this was done in two ways:

#1 PARTNERSHIP OR any of its conceptual synonyms AND STUDENT TEACHERS OR any of its conceptual synonyms.

#2 PARTNERSHIP OR any of its conceptual synonyms AND HEI OR any of its conceptual synonyms.

Although these searches placed partnership into an educational context, it was then necessary to further refine the searches due to the large number of citations retrieved. This was done by combining the above two searches with the search term **AND SCHOOL**. Further refinements were considered necessary in the searches but resulted in the message: 'Error 2803: Query is too long'. In order to maintain the

breadth of the search terms, but to ensure that the searches were manageable within the tight timescale (less than three months). The following two searches were finalised and completed:

#1 PARTNERSHIP OR COLLABORATION AND STRUCTURE AND HIGHER EDUCATION INSTITUTE OR UNIVERSITY AND SCHOOL OR SCHOOLS ROLE NOT PARENT OR COMMUNITY

#2 PARTNERSHIP OR COLLABORATION AND STUDENT TEACHER OR PRESERVICE TEACHER OR BEGINNING TEACHER AND INITIAL TEACHER TRAINING OR PRESERVICE TRAINING AND TEACHER EDUCATOR OR SUPERVISOR OR MENTOR

Searches carried out using ERIC via BIDS was a much more straightforward resource. Within ERIC via BIDS certain terms are already grouped under subject headings, e.g. partnership in ERIC via BIDS is grouped as PARTNERSHIPS IN EDUCATION which in turn is a blanket term for ACADEMIC ALLIANCES, COLLABORATIVES (EDUCATION), EDUCATIONAL PARTNERSHIPS, and PARTNERS IN EDUCATION PROJECTS. Likewise the terms STUDENT TEACHER, PRE-SERVICE TEACHER, and EDUCATION MAJOR, are blanket terms for all the other conceptual synonyms relating to trainee teachers. The full list of terms and combinations is available in Appendix 2.2.

2.2.3 Screening studies: applying inclusion and exclusion criteria

Following the searches citations were screened on the basis of abstracts and titles and included or excluded according to inclusion and exclusion criteria 1 to 9. These studies were put on to a database (DB1). A second stage of screening was then carried out on all papers in database 1. This process involved scanning studies again and including or excluding them according to inclusion and exclusion criteria 1 to 11. The final two criteria were devised at the stage in the process when full texts were to be acquired.

2.2.4 Characterising included studies

For articles meeting the inclusion and exclusion criteria the full text articles were obtained and keyworded using the *EPPI-Centre Core Keywording Strategy* (version 0.9.6: EPPI-Centre, 2003). Keyword categories are as follows:

- origin of the report
- publication status of the report
- other linked reports
- language of the report
- country of the report
- main topic focus of the study
- programme name related to the study
- population focus of the study
- educational setting of the study

- type of study the report describes

Additional keywords were developed to create an APU Partnership review-specific keywording sheet (see Appendix 2.2).

2.2.5 Identifying and describing studies: quality assurance process

Quality assurance was applied in a number of ways.

Application of inclusion and exclusion criteria

First, during the application of the inclusion and exclusion criteria, the first 10 abstracts were subjected to review by the URT to ensure parity of approach. Second, 20 abstracts then had the inclusion and exclusion criteria applied by independent members of the URT, which were compared with other URT members' results. Finally, inclusion and exclusion criteria were applied to 20 studies by an EPPI-Centre representative who then compared results with the URT. Within the URT it was also possible to pair people across partnership contexts; that is, school personnel were paired with HEI members and researchers which enabled cross-fertilisation of views on the studies.

Keywording

During keywording, the first two studies were reviewed by the researchers with the URT to ensure parity of approach. Following that, the remainder of the studies were keyworded by independent members of the URT, and then compared with other URT members' results. Finally, an EPPI-Centre representative then compared results of 10 studies already keyworded by members of the URT.

2.3 In-depth review

2.3.1 Moving from broad characterisation (mapping) to in-depth review

Following the map and keywording process the URT could have:

- gone straight to 'in-depth review'
- undertaken a two-stage process in which narrower inclusion criteria were applied, and then have the descriptive map repeated on these studies, followed by an in-depth review

The second choice was chosen because the number of studies included in the descriptive map was too many to data extract within the time period of the review. Therefore the studies included in the descriptive map were scanned again for relevance in answering the review question.

This process of moving from the broad characterisation to the in-depth review involved devising a series of searches using keywords that identified the studies most relevant to defining, refining and answering the review question. Studies that met all the inclusion criteria and were deemed the most relevant to answering the research question were then data extracted.

2.3.2 Detailed description of studies in the in-depth review

The studies identified for possible inclusion in the in-depth review were data-extracted using the the *EPPI-Centre Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational Research* (version 0.9.5: EPPI-Centre, 2002).

2.3.3 Assessing quality of studies and weight of evidence for the review question

In light of the data-extraction outcomes, the quality and weight of evidence of the studies were assessed. To do this, they were rated according to the three dimensions: (A) soundness of the study (i.e. internal coherence and implementation of design), (B) appropriateness of research design and analysis employed, and (C) external relevance. On the basis of how a study was rated on each of these three dimensions, an overall weighting (D) was given (see section 4.3).

2.3.4 Synthesis of evidence

The relevant information for this section was identified during data-extraction. In section 4.3, the studies included in the in-depth review are assessed and synthesised in relation to the weight of evidence they were awarded during data-extraction by the URT.

2.3.5 In-depth review: quality assurance process

One-hundred percent of the data-extraction was undertaken by two members of the URT working independently and two reports were data-extracted by an EPPI-Centre representative who then compared results with the URT.

3. IDENTIFYING AND DESCRIBING STUDIES: RESULTS

This chapter outlines the search strategy employed to identify studies for the systematic review, and describes the nature and extent of research within the field.

3.1 Studies included from searching and screening

The number of studies identified by the search process and included in different stages of the process of the review are shown in Figure 3.1. Table 3.1 illustrates the process of identifying, obtaining and describing papers for the review. Incorporating all the searches, the total number of papers prior to the next stage of screening (which involved scanning the abstracts and titles and excluding those outside of the geographic areas and not in English) was 660.

Table 3.1: Flow of pages from searching to inclusion in map

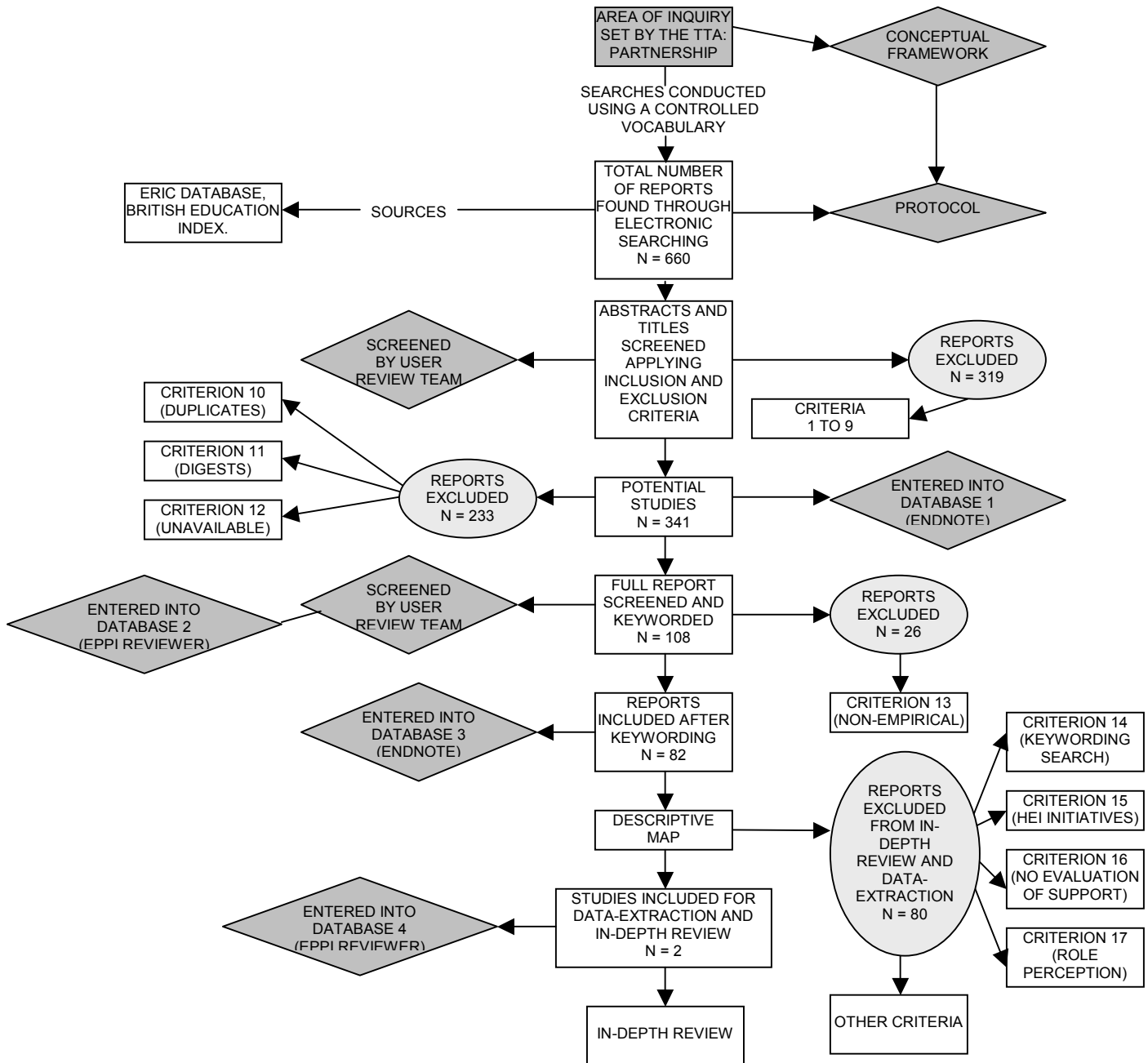
Flow of papers	Number excluded	Number included
Number of studies identified using a controlled vocabulary		660
Studies excluded under criteria 1 to 9	319	341
Studies excluded under criteria 10 to 12	233	108 (studies keyworded)
Full studies excluded from descriptive map after keywording	26	82 (reports included in descriptive map)

Note: There is no figure in the second column of the second row as this figure is the sum of every study on the ERIC and BEI databases minus the 660 included. This is not known.

The results of ERIC via BIDS was 290 potentially relevant studies and BEI via BIDS 152. The searches on 'Ask ERIC' produced 218 potentially relevant studies totalling 660 potentially relevant citations. Abstracts were obtained for the 660 and under inclusion/exclusion criteria 1 to 9, 319 studies were excluded. Of the remaining 341 studies, a further 233 were excluded because they were duplicates, digests, were not received by the deadline (10/03/2003) or were not able to be obtained by the university library.

To recap, having applied criteria 1 to 12, of the initial 660 studies identified, 108 were keyworded.

Figure 3.1: Filtering of studies from searching to map



Which school-based elements of partnership in initial teacher training in the UK support trainee teachers' professional development?

3.2 Characteristics of the included studies

Whilst the *EPPI-Centre Core Keywording Strategy* (version 0.9.6: 2003) was designed for characterising only studies based on empirical research (i.e. *reports* of actual *studies*), the URT uncovered a number of studies that had no empirical foundation, and were instead conjectural, philosophical or positional. Of the 108 keyworded studies, 82 (76%) were empirical and 26 (24%) non-empirical. Only 82 studies, therefore, qualified as 'reports' according to the definitions used by the EPPI-Centre (see *EPPI-Centre Core Keywording Strategy* (version 0.9.6: 2003), p 7. Although all 108 items were put on EPPI Reviewer, only 82 could be keyworded under section 10 of the EPPI-Centre Educational Keywording Sheet. Therefore, only 82 reports were keyworded completely and feature in the descriptive map (see Appendix 3.1).

The findings of the map are based upon the 82 keyworded empirical reports.

- All reports were in English.
- All reports were of published status.
- No report was linked to another.

Table 3.2 shows the number and percentage of studies according to the country in which they were conducted.

Table 3.2: Study by country (N=82, mutually exclusive coding)

Country	Number	Percentage (%)
USA	40	49
UK	34	42
Canada	4	5
Australia	1	1
Greece	1	1
Ireland	1	1
USA and Canada	1	1
Totals	82	100

Note: These figures may reflect bias within the bibliographic sources searched towards reports published within North America and the UK.

Table 3.3 shows the number and percentage of studies according to their topic focus/foci.

Table 3.3: Topic foci of studies (N=82, not mutually exclusive)

Topic focus/foci of the study	Number	Percentage of total focus codings (%)	Percentage of studies (%)
Teacher careers	58	41	70
Organisation and management	52	37	63
Teaching and learning	4	3	5
Policy	4	3	5
Curriculum	4	3	5
Equal opportunities	3	2	4
Methodology	3	2	4
Assessment	1	1	1
Other topic focus	12	9	15

Note: The codings are not mutually exclusive as a study could have more than one topic focus. The percentage of total focus is based on 141 results.

Table 3.4 shows the number and percentage of studies according to their population focus/foci.

Table 3.4: Population foci of the studies (N=82, not mutually exclusive)

Population focus/foci of the study	Number	Percentage of total focus codings (%)	Percentage of studies (%)
Learners	59	48	72
Teaching staff	49	39	60
Non-teaching staff	3	2	4
Senior management	2	2	2
Other education practitioners	1	1	1
Other population focus	11	9	13

Note: The codings are not mutually exclusive as a study could have more than one population focus. The percentage of total focus is based on 125 results.

Table 3.5 shows the number and percentage of studies according to their educational setting(s).

Table 3.5: Educational setting(s) of the studies (N=82, not mutually exclusive)

Educational setting of the study	Number	Percentage of total settings (%)	Percentage of studies (%)
Secondary school	43	37	52
Primary school	32	27	39
Higher education institute	26	22	32
Independent school	3	3	4
Special needs school	2	2	2
Local education authority	1	1	1
Other educational setting	10	9	12

Note: The codings are not mutually exclusive as a study could be conducted in more than one educational setting. The percentage of total settings is based on 117 results.

Table 3.6 shows the number and percentage of studies according to the type(s) of study the reports describe.

Table 3.6: Type(s) of study the report describes (N=82, not mutually exclusive)

Type of study the report describes	Number	Percentage of total study type (%)	Percentage of studies (%)
Description	30	32	37
Exploration of relationships	23	24	28
Evaluation: Naturally occurring	19	20	23
Evaluation: Researcher-manipulated	7	7	9
Development of methodology	8	8	10
Review	1	1	1
Review: Systematic	0	0	
Review: Other review	7	7	9

Note: The codings are not mutually exclusive as a report could describe more than one type of study. The percentage of total study type is based on 95 results.

3.2.1 Review-specific characterisation of the included studies

An APU Partnership review-specific keywording sheet was developed (see Appendix 2.3). Keyword categories included the following:

- which institution's role in the organisation and management of the partnership is the focus of the study
- whose career development is the focus of the study
- type of learner on which the study focuses

- type of research described in the study

Table 3.7 cross-tabulates the topic focus/foci of the study (organisation and management) and the educational institution on which the report focuses in the study. The intention of this cross-tabulation is to ascertain the balance of research into each educational institution's role in the organisation and management of partnership.

Table 3.7: Topic focus of the study (organisation and management) by educational institution the study focuses on (N=49 studies)

Institution	Organisation and management
HEI in partnership	6
School in partnership	10
Both	33

Note: 52 of the 82 studies dealt with organisation and management. Of these 52 studies, 49 dealt with the organisation and management of partnership by schools and HEIs.

Table 3.8 cross-tabulates the topic focus/foci of the study (teacher careers) and those agents within the educational institutions whose professional development is the focus of the study. The intention of this cross-tabulation is to ascertain the balance of research into the professional development of the agents within the partnership.

Table 3.8: Topic focus of the study (teacher careers) by agent whose career development the study focuses upon (N=58 studies, not mutually exclusive)

Agent	Teacher career
Trainee teacher	44
Supervising teacher	17
In-service teacher	9
HEI tutor	8
Intern	0

Note: The codings are not mutually exclusive as a study could focus upon more than one agent's development. 58 of the 82 studies dealt with teacher careers. The focus on professional development was dealt with 78 times within these 58 studies.

3.3 Identifying and describing studies: quality assurance results

3.3.1 Application of inclusion and exclusion criteria

The first 10 titles and/or abstracts were worked through with the URT to ensure parity of approach. Next, 20 titles and/or abstracts then had the inclusion and exclusion criteria applied by members of the URT working independently, and were then compared with other URT members' results. Finally, 20 titles and/or abstracts, having been screened by the URT, had the inclusion and exclusion criteria applied independently by EPPI-Centre personnel. The quality assurance result was that the EPPI-Centre representative was more exclusive.

3.3.2 Keywording

The first two studies were keyworded with the URT together as a group to ensure parity of approach. Next, the remaining studies were then keyworded by independent members of the URT and then compared with other URT members' results. Finally, 10 studies were keyworded by EPPI-Centre personnel who then compared results with the URT. The quality assurance result was that section 10a of the EPPI-Centre Core Keywording Sheet (version 0.9.6) was the only area in which the EPPI-Centre and the URT differed. As a result, section 10a on all studies was re-keyworded in close contact with the EPPI-Centre representative to ensure agreement.

4. IN-DEPTH REVIEW: RESULTS

This chapter details the studies included in the systematic review drawing on the data extracted using the *EPPI-Centre Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational Research* (version 0.9.5: EPPI-Centre, 2002).

4.1 Selecting studies for in-depth review

For the purposes of the review question and because of the nature of partnership, the URT decided that the studies included in the in-depth review should be focused on two specific areas:

- Trainee teachers on under-graduate and post-graduate courses;
- Studies which are evaluative.

Table 3.9 is a condensed representation of the combined search strategy used by the URT to find studies from the systematic map that enabled the review question to be answered. This strategy was devised by combining keywords from both the EPPI-Centre Educational Keywording Sheet (version 0.9.6) and the APU Partnership review-specific keywording sheet. The third column refers to the sections on these two sheets, which must be viewed together. The review-specific keywords were devised specifically for the purpose of identifying reports that would answer the in-depth review question. The strategy was also a way of reducing 82 reports to a manageable number for deeper interrogation through data-extraction.

Table 4.1: Search strategy

Search	Keyword	Section of keywording sheet	Number of hits
1	Under-graduate trainees OR post-graduate trainees	8c	55
2	Evaluation: Naturally occurring OR Evaluation: Researcher-manipulated	10a	26
3	Studies conducted within the UK	5	34
4	(Under-graduate trainees OR post-graduate trainees) AND (Evaluation: Naturally occurring OR Evaluation: Researcher-manipulated)	8c/10a	19
5	(Under-graduate trainees OR post-graduate trainees) AND (Evaluation: Naturally occurring OR Evaluation: Researcher-manipulated) AND (Studies conducted within the UK)	8c/10a/5	6
6	School in partnership OR Both	6b	54

Search	Keyword	Section of keywording sheet	Number of hits
7	Student teacher	6c	51
8	4 AND 6	8c/10a/6b	14
9	5 AND 6	8c/10a/5/6b	5
10	4 AND 7	8c/10a/6c	17
11	5 AND 7	8c/10a/5/6c	5
12	4 AND 6 AND 7	8c/10a/6b/6c	12
13	5 AND 6 AND 7	8c/10a/5/6b/ 6c	4

- Search 8 identified the reports which would best answer the ‘schools’ approach to partnership’ element of the review question (n=14).
- Search 10 identified the reports which would best answer the ‘how schools’ partnership practices support trainee teachers’ element of the review question (n=17).
- Search 12 identified the reports which would answer both elements of the interim review question (n=12).

These searches left the URT with too great a number of reports to data extract within the time frame, so it was decided to limit the studies to those undertaken within the UK. The rationale for this was that these studies would be most relevant to the URT and any findings would not have to be interpreted or contextualised to account for cultural differences in education, and had much less potential for being misinterpreted or misrepresented. This had the effect of changing the title of the review.

The new title became:

- How do schools approach partnership in initial teacher training within the UK and how do schools’ partnership practices support trainee teachers?’
- Search 9 identified the reports which would best answer the ‘schools approach to partnership’ element of the new review question (n=5).
- Search 11 identified the reports which would best answer the ‘how schools’ partnership practices support trainee teachers’ element of the new review question (n=5).
- Search 13 identified the reports which would answer both elements of the new review question (n=4).
- Search 9 and search 11 identified the same four reports as search 13 and one different one each.

There were six studies remaining after the application of the additional exclusion criteria which are as follows:

Search 13

- Baird A (1996) Primary partnership: the forgotten partner. *Welsh Journal of Education* **5**: 66-79.
- Hannon P, Welch J (1993) Bringing parents into initial teacher education in the context of a school partnership. *Educational Review* **45**: 279-291.
- Pickford T (1996) A balance of responsibility? *British Journal of Educational Technology* **27**: 61-64.
- Whitehead J (1996). The reform of initial teacher training: the fragility of the new school-based approach and question of quality. *Research Papers in Education: Policy and Practice* **11**: 307-321.

Search 11

- Mills J (1995) Partnership experiences for students. *Mentoring and Tutoring* **3**: 39-44, 49.

Search 9

- Fursland L, Green P (1996) Partnership in secondary initial teacher education. *Forum (For Promoting 3-19 Comprehensive Education)* **38**: 26-28.

The six reports were re-read by the URT, in light of the new review question, and it was decided that they appeared to provide very little information about schools' approaches to partnership and would not enable the review question to be answered. From the six reports, it appeared that the school's only role in partnership was to offer a supervising teacher and a classroom of pupils. The expected studies pertaining to the schools' involvement in the elements outlined in section 1.3 were not apparent. Any evidence of organisational and management practices which supported the trainee teacher were implemented by the HEIs. However, there did appear to be two studies which could tenuously inform the 'support of trainee teachers' professional development' element of the question. With all these points in mind, the URT made the decision once again to refocus the review question within the limits of the search criteria. The final review question was:

- Which school-based elements of partnership in initial teacher training in the UK support trainee teachers' professional development?

The review question was changed within its inclusion/exclusion limits, i.e. any studies that were excluded due to the revision of the question would have been excluded anyway if the new question had been the original question, and no studies would have been included within the limits of the new question that would have been excluded by an earlier version of the review question.

Search 11 identified the reports that would best answer the final review question. Of the five reports remaining after the descriptive map and the final review question,

only two studies were deemed worthy of data-extraction and judged to have sufficient information effectively to apply the data-extraction processes.

The two included studies were as follows:

- Baird A (1996) Primary partnership: the forgotten partner. *Welsh Journal of Education* **5**: 66-79.
- Mills J (1995) Partnership experiences for students. *Mentoring and Tutoring* **3**: 39-44, 49.

The three excluded studies were as follows:

- Hannon P, Welch J (1993) Bringing parents into initial teacher education in the context of a school partnership. *Educational Review* **45**:279-291.
- Pickford T (1996) A balance of responsibility? *British Journal of Educational Technology* **27**: 61-64.
- Whitehead J (1996) The reform of initial teacher training: the fragility of the new school-based approach and question of quality. *Research Papers in Education: Policy and Practice* **11**: 307-21.

A brief overview of these three excluded studies and reasons for excluding them can be found in Appendix 4.1.

In short, having developed a map describing the research field of schools' approaches to partnership in initial teacher training and their partnership practices that support trainee teachers, a combined search of relevant keywords was undertaken using the EPPI Reviewer. The result of this combination search was five reports meeting the inclusion criteria for the in-depth review. On further inspection, three of the number were judged to be unsuitable for data-extraction, leaving two remaining reports. Prior to data-extraction, therefore, it was evident there was a paucity of studies which examined school-based elements of partnership and how practices supported trainee teachers. Only two studies were identified and the degree to which they are relevant to the review question remains in doubt.

4.2 Further details of studies included in the in-depth review

For detailed descriptions and analysis of the studies, see Appendix 4.1-4.13.

The Baird study highlights, amongst other points, the importance of constructive feedback in the support and professional development of trainee teachers in a partnership in Wales. The study utilised questionnaires and interviews with university tutors, trainee teachers and supervising teachers to inform a move towards a more formalised partnership arrangement, in response to Welsh Office Circular 62/93. One of the aims of the new formalised arrangements is to place teachers in a pivotal position in teacher training, so as best to employ their expertise in students' professional development.

The Mills' study investigated a scheme within one specific partnership, whereby trainee teachers undertook their initial school experience in pairs. The study utilised questionnaires filled in by 123 Bachelor of Education (B.Ed) students to discern how they believed the school experience had supported their professional development, and the advantages and disadvantages of the experience.

4.3 Synthesis of evidence

For detailed syntheses of evidence of the studies, see appendices 4.1 and 4.2.

Table 4.2 outlines the weight of evidence results for each study in the in-depth review.

Table 4.2: Weight of evidence of the two studies in the in-depth review

Study	A	B	C	D
Baird A (1996)	Low	Medium	Medium	Low
Mills J (1995)	Low	Low	Medium	Low

Note: Full details of these results can be found in Appendix 4.13 and Appendix 4.14.

Weight of evidence A: Taking account of all quality assessment issues, can the study findings be trusted in answering the study question?

The reliability and trustworthiness of the findings of both studies must be classed as low as the methods of data-collection and data analysis are not comprehensively reported. For both studies there is not an adequate description of methods for data-collection or data analysis, moreover no attempt was made to establish the reliability and validity of the data-collection methods and tools, or the reliability and validity of the data analysis. In the Mills study, the author cites seven authors who have found similar results, but in the Baird study there was no attempt at justifying the conclusions. A good aspect of both studies is that the aims are clearly stated, although this does not result in clear research questions or hypotheses being stated. Ultimately, far too little information was given regarding the actual methods of the research and more focus was placed on the results.

Weight of evidence B: Appropriateness of research design and analysis for addressing the question, or sub-questions, of this specific systematic review

The appropriateness of the research design and analysis for the Baird study is reasonable and is classed as medium. As a survey design, with interview support, this study is able to address the review question in terms of gathering different people's perceptions of partnership arrangements in the context of primary schools and how they support trainee teachers. It does not address the 'reality' in classrooms which could have been achieved by observation.

The research design and analysis for the Mills study is not as appropriate and is classed as low. One of the aims of the study was to encourage the students to reflect on the perceived advantages and disadvantages of the pairing. The advantages stated could be taken as being in line with professional development as part of the school-based experience. However, this is a by-product of the study that informs this specific systematic review rather than a stated aim in line with the review.

Weight of evidence C: Relevance of particular focus of the study (including conceptual focus, context, sample and measures) for addressing the question or sub-questions of this specific systematic review

The relevance of the focus for both studies is classed as medium. In the Baird study the conceptual focus is briefly outlined and some of this relates directly to the review question. The context of the study is clearly stated, although the sample of teachers involved is not clearly described or defined. Clear information is not given regarding the content of the questionnaire interview schedules, or regarding how they were analysed. Therefore the study can only partly be relied on to address this specific systematic review. In the Mills study, the focus was on students' perceptions of what they had learnt from the pairing. This begs the question, who is the more reliable judge on the level of professional development, the trainee teachers (those who can ascertain the development at a personal level and what their individual strengths and weaknesses may be and what needs working on) or the teacher trainers (who may have a better idea of what skills are required from a good professional teacher)? The context and the sample of the study are both highly relevant to this specific systematic review; that is, the study deals with an element of a partnership involving trainee teachers that should fundamentally support professional development.

Weight of evidence D: Taking into account quality of execution, appropriateness of design and relevance of focus, what is the overall weight of evidence this study provides to answer the question of this specific systematic review?

Ultimately, the Baird study must be classed as having low relevance as well as low reliability and trustworthiness in its potential to answer the review question. The study offers some indication of the kinds of school-based experiences which are perceived by the different people involved (e.g. the trainee teachers, the class teachers and the tutors) to be important in the school-based element of the partnership, i.e. constructive oral and written feedback. However, because we do not have sufficient information on which to judge the quality and type of the tools used or the analysis of data gathered, the weight of evidence can only be deemed low in regard to answering the review question.

The Mills' study must also be classed as having low relevance and low reliability and trustworthiness in its potential to answer the review question. The data analysis is very low in trustworthiness, the method used to collect the data is of limited trustworthiness, and the focus of the study only addresses the review question as a by-product of its own agenda.

4.4 In-depth review: quality assurance results

Each study was data-extracted using the *EPPI-Centre Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational Research* (version 0.9.5: EPPI-Centre, 2002) by two separate reviewers in isolation from one another. The extractions were then compared, discrepancies discussed, and changes negotiated. A third version of the data-extraction was then amended to reflect the agreement of both reviewers. Both studies registered a good inter-rater reliability score: the Baird study was 84% and the Mills study was 73%. The majority of disagreements arose because the reviewers disagreed on whether the data were explicit or implicit, although both reviewers cited the same passage or segment. The data-extractions were then quality assured by EPPI-Centre personnel. There was only one minor discrepancy. The EPPI-Centre representative believed the choice of research design was not appropriate for addressing the review question (see Appendix 4.13) which was opposed to the URT's opinion.

4.5 Nature of actual involvement of users in the review and its impact

The URT was involved in the review at all stages: the screening of abstracts, the screening of full texts, keywording, and data-extraction.

The URT brought to the review significant expertise and ensured that the questions asked and the consequent findings were of use to other partnership contributors. Some challenges were experienced by the teachers and tutors within the team because of the speed with which all the processes had to occur in the review period (less than three months). For this reason, the majority of the inputting of the studies into EPPI Reviewer, was undertaken by the URT's administrator to save time and inconvenience for the teacher and tutor members of the team. All team members, however, checked their data inputs for accuracy.

5. FINDINGS AND IMPLICATIONS

This chapter details the findings and implications of the search results at each stage of the systematic review.

5.1 Summary of principal findings

5.1.1 Identification of studies

It is immediately apparent that much research has been conducted into partnership in ITT. It was discernible from the studies found through the initial searches that the predominant research in the area has been concerned with supervising teachers and their roles and responsibilities as mentors within the partnership. However, this was an area of research that the TTA and URT did not wish to pursue for the very reason of its prevalence and a concern that such a focus would not have been manageable within the timescale.

Whilst many studies relating to partnership exist, those which report empirical research in a systematic and rigorous manner are significantly more limited. The majority of studies constitute surveys of individuals in individual institutions which amount to rather narrowly focused perceptions, views and beliefs being described rather than outcomes of randomised controls or other experimental research. The URT would not wish to suggest that the latter are necessarily preferable or more desirable. Equally, it would appear that those undertaking and reporting qualitative research need to be much more specific in the information provided about research methods, data-gathering and analytical processes, if they are to offer valid and reliable evidence. We would wish to argue that interpretative research can be equally powerful and rigorous and has the advantage to practitioners of 'relevance, plausibility, illustrativeness [and] responsiveness to subjects' experiences' (Oakley, 2000, p 27). However, it is beholden upon researchers to be meticulous in their data gathering methods, data analysis and accurate interpretation. As Oakley (2000) also suggests '... the distinguishing mark of all 'good' research is the awareness and acknowledgement of error ... [to] minimize the effect such errors may have on what counts as knowledge' (p 72). It would appear from the two data-extracted studies (and many others within this systematic review) that this idea of very basic error minimization is not well considered by researchers in the field of ITT partnership.

It may equally well be that partnership is now so much a part of ITT practices that researching it is not felt to be necessary, beyond (and maybe because of) the regular evaluations undertaken as part of quality assurance procedures or OfSTED (Office for Standards in Education) ITT inspections. Equally, it may be that the focus on mentors and mentoring (a key part of all school-based partnership initiatives) has dominated research in the field.

5.1.2 Mapping of all included studies

From the descriptive map, it appears that the proportion of studies into partnership is well balanced between the US and UK, with Europe, Canada and Australia having a far smaller proportion of studies. However, the US's greater proportion of studies could be attributed to a) its size and b) the clear emphasis in recent years on Professional Development Schools. The figures may in themselves reflect bias within the bibliographic sources searched towards studies published within North America and the UK.

The application of such select inclusion and exclusion criteria prior to mapping the studies, means the topic focus/foci of the studies is inevitably likely to be weighted toward studies concerned with 'teacher careers' (trainee teachers') and 'organisation and management' (the core issue of partnership).

This was reflected in the proportions noted in section 3.2, Table 3.3. This is also true of the population focus/foci of the study as outlined in section 3.2, Table 3.4.

There is a slightly higher proportion of studies conducted within secondary schools than within primary schools. The fact that partnership reforms have been in place in secondary schools for a slightly longer period might be a factor. Importantly, however, studies often do not give the phase information. Otherwise, primary partnerships may be seen as a minor gap in the conducted research.

The proportion of types of study is interesting as it shows that basic evaluative studies of partnerships are fairly widespread, as are descriptions.

Table 3.7 suggests that there are similar amounts of research on school and HEI organisation and management of the partnership. However, this may be very misleading. On closer inspection, the studies dealing with both educational institutions' contributions (HEI and schools) are generally more detailed when studying the HEI's contributions – a consequence, perhaps, of a concentration of researchers in HEIs.

As to the focus of the research studies, most focused on trainee teachers which is as expected as it is an inclusion criteria (see Table 3.8). Studies keyworded as focusing on the professional development of agents other than the trainee teachers were all multi-coded; that is, they dealt with the professional development of trainee teachers and one or more other agent(s). The table shows that studies including supervising teachers are fairly common even when they themselves are not the focus of the study.

5.1.3 Nature of studies selected for in-depth review

As part of the final search for studies for data-extraction, all studies included were empirical, evaluative and conducted within the UK. Both studies were naturally occurring evaluations. The Baird study dealt with both under-graduates and post-graduates, whilst the Mills' study dealt only with under-graduates.

5.1.4 Synthesis of findings from studies in the in-depth review

The Baird study

Baird A (1996) Primary partnership: the forgotten partner. *Welsh Journal of Education* 5: 66-79.

The findings of the Baird study suggest that trainee teachers' professional development is supported by regular constructive feedback. Regular oral feedback was recognised as being important by trainee teachers, university tutors and supervising teachers alike. This was because its immediacy after teaching classes of children offered the chance for constructive dialogue between the trainee teacher and supervising teacher on issues of immediate concern and practical relevance. Written feedback was also stated as being important in supporting the trainee teacher as it was linked more with long-term development and identification of aspects on which the trainee should strive to improve in the longer term.

Although these may seem fairly obvious findings, the study suggests that not all supervising teachers may be aware of the importance of this element in trainee teachers' professional development.

The Mills study

Mills J (1995) Partnership experiences for students. *Mentoring and Tutoring* 3: 39-44, 49.

The findings from the Mills' study suggest that the following professional skills are supported and developed via paired school experiences (experiences in which two students are placed together in a single classroom):

- Organisation and management: Preparation of lessons and co-operation were deemed to be professional skills developed by the pairings in collaboration with the supervising teacher.
- Compromise: The trainees' tolerance and diplomacy were developed.
- Communication: The trainees realised the importance of being open and willing to communicate to work through problems.
- Problem-solving: The trainees' development of problem-solving skills seemed to come about as a direct result of their improved communication skills and their willingness to admit weaknesses.
- Sharing tasks: Delegation and trust in others' abilities were important skills to be developed.
- Teamwork: Reliability and reliance were highlighted as being important professional skills for teachers.

The findings of the Mills' study seem all to be inter-related and could probably be categorised under just two of the headings outlined by the author - 'teamwork' and 'communication'.

Both studies

The findings of the studies indicate the value of effective communication between students and between students and teachers. However, the findings must be treated

with some reservations due to both studies being awarded a 'low' level of reliability in the weight of evidence section.

Gaps in research

During the course of the review, and especially after producing the descriptive map, the most revealing feature is what the URT did *not* find rather than what it did.

As can be seen in Section 3, undertaking this systematic review did not unearth any studies that could effectively answer the interim review question. There appear to be two reasons why this should be the case. Either, there has been no in-depth research into what it is the schools actually *do* in partnership; or, the reality is that schools do little in the organisation and management of partnership, apart from provide a classroom and a supervising teacher/mentor. The latter may go some way to explaining the plethora of studies concerning supervising teachers/mentors.

From the research into the area undertaken by the URT for this systematic review, it would appear that HEIs do the majority of the organisation and planning in partnerships – from training the supervising teachers/mentors to initiating programmes for the trainee teachers to integrate them within the local community and to support their professional development. The two studies that would appear to be the two most pertinent to our review question actually confirm this. The Mills' study deals essentially with an HEI initiative and the Baird study outlines the role of the supervising teacher. However, each has very little relevance to the aims of the review question, although each was revealed by the systematic review to be the most appropriate of the studies found.

This review would suggest the need for a clearly formulated empirical study, with the express aim of examining how schools within a partnership system support students, which would identify not just perceptions of experiences but criteria for specific – and effective – practices.

5.2 Strengths and limitations of this systematic review

5.2.1 Strengths of this systematic review

The main strength of this review is that it identifies the need for further and deeper exploration into a specific area that has been researched already: that is, evaluations of the role of the school in teacher training and identification of what the school does to support the trainee teachers' professional development. More reliable and carefully conceived studies need to be conducted better to inform the UK education system about the schools' partnership practices.

5.2.2 Limitations of this review

The main limitation of this review is that it cannot describe with any confidence the school-based elements of partnership that support trainee teachers; neither can it

offer a great deal of insight into the interplay between the HEIs and schools. Problems with uncovering more definitive findings may stem from:

- the review question itself
- the type of research in the field
- the research may not have been undertaken
- the fact that partnership in relation to the schools' roles may actually be quite limited

It is also acknowledged that, by disassociating the partnership school from the HEI, the question effectively moves away from a full notion of partnership. However, as this appears currently not to have been conceptualised by practitioners, researchers or policy-makers in ways which offer in-depth, shared meanings, then perhaps the apparent confusion is not so surprising.

A systematic EPPI-Centre review should take at least twelve months to complete; this particular review was undertaken in less than three months, with a relatively small URT. Time to formulate the question under review was, therefore, limited. We also acknowledge that, had more time been available for exploring the various studies on partnership initially uncovered, it might have been possible to generate a revised question with the potential to offer a richer outcome.

5.3 Implications

5.3.1 Policy

As indicated above, an in-depth conceptualisation of 'partnership' is required which involves a collaboration of those agents within the partnership: that is, the schools, trainees and HEIs who could contribute to building a clearer understanding of this complex area.

5.3.2 Practice

As stated above, roles need to be clarified within partnership. Whilst it is accepted that schools' and teachers' main priorities have to be the children and their learning, in the current recruitment and retention situation, the development of new teachers cannot be ignored or marginalised. As teaching is about practice, reflection on practice and deeper theoretical understanding, then in terms of the former, the school-based elements of the partnership are critical to developing effective, competent and confident new teachers. If roles were clarified through greater collaboration between the key partners in the partnership, then having clearly defined roles for teachers and other school personnel would enable better planning and use of time to support student teachers. Personal knowledge within the URT of individuals operating within clearly defined partnership roles suggests the efficacy of this approach. The Baird study (and others within the systematic review) appears to make an *assumption* that the roles of support teacher, tutor, student and other school personnel, for example, are understood and unproblematic. None of the

studies clearly defines their terms or offers explanation of the support structures which are the subject of the investigation.

5.3.3 Research

The evidence suggests that there are limited, if any, studies which delve in any depth into partnership from the schools' perspectives or practices. This is clearly an extensive area ripe for research at a time when Partnership Promotion Schools are a key feature of TTA strategy. As we have suggested, such research would need to investigate the support structures developed within effective partnerships, which include, but go beyond, the role of the individual teacher/mentor. If this systematic review, as we believe, reflects accurately the dearth and poor quality of research into the school-based elements of partnership, then partnership – even where it includes the many facets in the original government Circulars – may still not achieve a level of depth and quality to support trainees as future teachers.

The reality of the schools' role within partnerships in the UK is not apparent from the studies reviewed. The question arises as to whether the elements of partnership in section 1.3 are mostly being organised and managed by the HEIs; hence the lack of detail for the schools' role in these areas. Alternatively, has research into the schools' responsibilities in this area just not been undertaken? A possible reason for any inequality in the roles of the HEIs and schools, could be due to the unbalanced nature of partnerships whereby HEIs are required to involve schools in ITT, but schools do not have a reciprocal duty to be involved in ITT. As stated above, this is an area for further research if we are to ascertain a fuller representation of ITT partnerships in the UK.

As many of the studies reviewed also fail to identify whether the research was undertaken with under-graduate or post-graduate trainees, we are left wondering whether the apparent lack of differentiation is, in itself, an area for investigation. It would seem that a single year or part-time post-graduate trainee might require very different support within the school-based partnership than under-graduates, both in relation to age and experience differentials.

5.3.4 Additional points

An EPPI-Centre education systematic review is often scheduled as a twelve-month project. As there are no non-essential stages, this particular review had to condense twelve months work into three months. No stage could be bypassed. Putting this into operation was challenging and generated significant work. One of the options considered by the URT to make the review more manageable and the outcomes more useable, was disengagement from the EPPI-Centre process.

Indeed, following the EPPI-Centre procedures resulted in a relatively small yield of usable studies. One of the available options was to take a step back and depart from the process at the descriptive mapping stage prior to data-extraction. This would have meant the presentation of more findings and a larger review, drawing on more studies. In order to address this issue and reach agreement, the User Review

Team (URT) scheduled a meeting at which they agreed to continue in alignment with the EPPI-Centre. Some of the reasons for this decision include:

- *The impossibility of making the review exhaustive:* Because of the limited timeframe, performing an exhaustive review was not possible. The need for a systematic review, therefore, was great. If the review was neither exhaustive nor fully systematic, it was unlikely to be informative. If the review was not exhaustive but was replicable and reliable, at least a large surface area of the field of research would be covered and an existing database generated. Furthermore, what had and had not been synthesised would be apparent.
- *The need for evidence-informed policy and practice:* Policy and practice in education should ideally be informed by research that is not just empirical but also rigorous and trustworthy. By disengaging from the EPPI-Centre process, the URT might have perpetuated the view that was emerging of weak research in the field of partnership.
- *The need for transparency:* The URT resolved that there would be no justification for making only part of the process transparent, and leaving the latter, perhaps most important stages of the review process, obscure or potentially subjective.
- *The need for standardised quality assessment:* To follow the EPPI-Centre process to the descriptive mapping stage and then depart from it would have denied the URT the opportunity to weigh the evidence in the studies in a standardised way. The weight of evidence stage of the EPPI-Centre process allows transparent and replicable judgements to be made about the quality of the studies, the appropriateness of their research design, and the relevance of their focus. An overall weight is then awarded. It is on this basis that recommendations are made.
- *Retaining the integrity of the field and of the keywording:* The URT was confident that the retrieval system it had created with keywords would accurately describe the field and a search using it would include only relevant studies. Ignoring the keywording could have distorted the nature and extent of the field and perpetuated the glut of poor research.
- *The need for synthesising primary research:* At the end of the EPPI-Centre review process, the evidence is synthesised. If the data had not been extracted systematically to ensure consistent extraction across the board, the synthesis of evidence would have been less reliable.
- *The need for detailed characterisation of studies:* The difference between keywording and data-extraction is that the former employs limited coding, and describes the characteristics of the studies. Data-extraction, however, describes in more depth, assessing findings and methodological quality.
- *The need for consensus judgements:* In continuing the systematic process throughout, the URT made use of the utility of 'double reviewing' at the data-extraction stage. Moreover, aligning with the EPPI-Centre during the latter

stages of the review opened the extraction of data up to another stage of peer review for the purposes of quality assurance.

In short, had the User Review Team decided to disengage from the EPPI-Centre process, the review might indeed have synthesised more studies, but it might also have been misleading and would certainly not have had the same level of accountability and replicability, or the capability of being updated.

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APPENDIX 2.1: Search strategy for electronic databases

ERIC via BIDS subject headings

Partnership	AND	ITT	AND	Trainee teacher
Partnerships in Education OR Co-operative Programs OR College School Co-operation OR Institutional Co-operation OR Co-operative Planning OR Professional Development Schools		Preservice Teacher Education OR Student Teaching OR Practicums OR Field Experience Programs		Student Teachers OR Preservice Teachers OR Education majors

BEI via BIDS subject headings

Partnership	AND	ITT	AND	Trainee teacher
Educational Co-operation OR Co-operative Programmes OR College School Co-operation OR Institutional Co-operation		Preservice Teacher Education OR Teaching Practice OR Experiential Learning OR Teaching Experience OR Teacher Education		Student Teachers

APPENDIX 2.2: APU Partnership review-specific keywording sheet

<p>6b. Organisation and management</p> <p>Who does the report focus on?</p> <p>HEI in partnership School in partnership Both</p> <p>6c. Teacher careers</p> <p>Whose career development does the report focus on? (Circle more than one if necessary.)</p> <p>HEI tutor Supervising teacher In-service teacher Intern Student teacher</p> <p>8c. Learners</p> <p>Type of learner? (Circle more than one if necessary.)</p> <p>Under-graduate trainees Post-graduate trainees SCITT trainees GTP trainees RTP trainees</p>	<p>9a. Primary school/secondary school</p> <p>When does the teaching take place?</p> <p>During school After school</p> <p>10c. Type of research</p> <p>Empirical Non-empirical</p> <p>Definition of empirical research: empirical – <i>adj.</i> 1 based or acting on observation or experiment, not on theory (<i>The Concise Oxford Dictionary</i>); i.e. being or including a report based on data gathered first-hand</p>
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APPENDIX 3.1: Details of studies included in the descriptive map

Item ID	Item	In which country / countries was the study carried out? (please specify)	What is/are the topic focus/foci of the study?	What is/are the population focus/foci of the study?	Age of learners (years)	What is/are the educational setting(s) of the study?	Which type(s) of study does this report describe?	Who does the report focus on?	Whose career development does the report focus on?	Type of learner
IT12677	PAERIC 016: Campbell TA <i>et al.</i> (1996) Professional Development Schools: collaboration and change	Details USA	Organisation and management Other topic focus <i>unclear</i>	Other population focus <i>Organisation – Governance of System</i>		Other educational setting <i>Professional Development Schools</i>	Exploration of relationships	HEI in partnership <i>vaguely</i>		
IT12592	PAERIC 020: Carnes N, Schwager S (2000) Managing simultaneous renewal: reward structures for school and university faculty	Details USA	Teacher careers Other topic focus <i>mentors</i>	Teaching staff Other population focus <i>mentors</i>		Higher education institution	Evaluation Evaluation: Researcher-manipulated	School in partnership	Supervising teacher	
IT12587	PAERIC 041: Swanson J (1995) Systemic reform in the professionalism of educators	Details USA	Organisation and management Teacher careers	Learners Teaching staff	17 to 20 21 and over	Secondary school Other educational setting <i>PDS</i>	Description	Both	In-service teacher Student teacher	Under-graduate trainees Post-graduate trainees
IT12726	PAERIC 048: Whitehead J <i>et al.</i> (1996) The reform of initial teacher training: the fragility of the new school-based approach and	Details UK: <i>England/Wales</i>	Organisation and management Policy	Learners	17-20 21 and over	Primary school Secondary school	Evaluation Evaluation: Naturally occurring	Both	Student teacher	Under-graduate trainees Post-graduate trainees

Appendix 3.1: Details of studies included in the descriptive map

	questions of quality									
IT12533	PAERIC 050: Reid D, Jones L (1997) Partnership in teacher training: mentor's constructs of their role	Details <i>UK:</i> <i>England/</i> <i>Wales</i>	Teacher careers	Teaching staff			Exploration of relationships		Supervising teacher	
IT12697	PAERIC 052: Hodkinson H, Hodkinson P (1999) Teaching to learn, learning to teach? School-based non teaching activity in an initial teacher education and training partnership scheme	Details <i>UK:</i> <i>England/</i> <i>Wales</i>	Organisation and management Teacher careers	Learners	17-20 21 and over	Secondary school	Description	Both	Student teacher	Under-graduate trainees
IT12565	PAERIC 055: Edwards A (1995) Teacher education: partnerships in pedagogy?	Details <i>UK</i>	Organisation and management Teaching and learning	Learners	17-20 21 and over		Development of methodology	Both		
IT12528	PAERIC 056: Townshend J (1994) Developments in school-based Initial Teacher Training	Details <i>UK</i>	Organisation and management	Learners	17-20 21 and over		Description	School in partnership		SCITT trainees GTP trainees RTP trainees
IT12455	PAERIC 064: Thompson S, Cooner DD (2001) Grand rounds - not just for doctors	Details <i>USA</i>	Teacher careers	Learners	17-20 21 and over	Primary school <i>PDS</i>	Description		Student teacher	Under-graduate trainees Post-

Appendix 3.1: Details of studies included in the descriptive map

										graduate trainees
IT12738	PAERIC 065: Sandholtz JH, Wasserman K (2001) Student and co-operating teachers: contrasting experiences in teacher preparation programs	Details USA	Organisation and management Teacher careers	Learners Teaching staff	21 and over	Other educational setting <i>PDS</i>	Exploration of relationships	Both	Supervising teacher Student teacher	Post-graduate trainees
IT12599	PAERIC 067: Beck C, Kosnik C (2002) Professors and the practicum - involvement of university faculty in preservice practicum supervision	Details Canada	Organisation and management Teacher careers	Learners Teaching staff	17-20 21 and over	Primary school	Evaluation Evaluation: Naturally occurring		HEI tutor Student teacher	Under-graduate trainees
IT12397	PAERIC 068: Kauffman D (1992) Supervision of student teachers	Details USA	Organisation and management Teacher careers Other topic focus <i>partnership</i>	Learners Teaching staff	21 and over	Higher education institution Primary school Secondary school	Review: Other review	Both	Student teacher	Under-graduate trainees Post-graduate trainees
IT12402	PAERIC 071: Walling B, Lewis M (2000) Development of professional identity among Professional Development School preservice teachers: longitudinal and comparative analysis	Details USA	Teacher careers Teaching and learning Other topic focus <i>partnership</i>	Learners Other population focus <i>Preservice Teachers</i>	17-20 <i>deduced</i> 21 and over <i>deduced</i>	Higher education institution Primary school Secondary school	Evaluation Evaluation: Researcher-manipulated		Student teacher	

Appendix 3.1: Details of studies included in the descriptive map

						Other educational setting <i>PDS</i>				
IT12598	PAERIC 074: Carroll S, Yarger-Kane G (2000) Designing projects to promote student teacher inquiry: an evolutionary approach	Details <i>USA</i>	Organisation and management Teacher careers	Learners	17-20 21 and over	Primary school	Exploration of relationships	Both	Student teacher	Under-graduate trainees
IT12750	PAERIC 076: Sanford K, Hopper T (2000) Mentoring, not monitoring: mediating a whole-school model in supervising preservice teachers	Details <i>Canada</i>	Teacher careers	Learners	17-20 <i>assumed</i> – <i>U/G</i>	Higher education institution Secondary school	Exploration of relationships	Both	Student teacher	Under-graduate trainees
IT12748	PAERIC 079: Daane CJ (2000) Clinical master teacher program: teachers' and interns' perceptions of supervision with limited university intervention	Details <i>USA</i>	Teacher careers	Learners	17-20 <i>assumed</i> – <i>U/G</i>	Primary school	Evaluation Evaluation: Researcher-manipulated	School in partnership	Supervising teacher Student teacher	Under-graduate trainees
IT12582	PAERIC 080: Kuhns P <i>et al.</i> (1997) Teaming student teachers in the middle school to create successful partnerships	Details <i>USA</i>	Organisation and management Teacher careers	Learners Teaching staff	17-20 <i>assumed</i> 21 and over <i>assumed</i>	Secondary school Other educational setting <i>middle school</i>	Description	Both	Student teacher	Under-graduate trainees <i>Assumed</i>
IT12586	PAERIC 087:	Details	Organisation	Learners	17-20	Secondary	Evaluation	School in	Supervising	Under-

Appendix 3.1: Details of studies included in the descriptive map

	Sandholtz JH, Dadlez SH (2000) Professional Development School trade-offs in teacher preparation and renewal	USA	and management Teacher careers	Teaching staff Other population focus <i>Higher Education Staff</i>	<i>assumed</i> 21 and over <i>assumed</i>	school	Evaluation: Researcher-manipulated	partnership	teacher Student teacher	graduate trainees <i>Assumed</i>
IT12596	PAERIC 088: Romeo WJ (1999) The Chauncey Partnership: 'A community of successful learners'	Details USA	Organisation and management Teacher careers	Learners Teaching staff	5-10 <i>assumed</i> 11-16 <i>assumed</i>	Primary school	Description	School in partnership	Student teacher	Under-graduate trainees
IT12658	PAERIC 091: Fischetti J <i>et al.</i> (1999) This just makes sense: year-long experiences in a High School Professional Development School	Details USA	Organisation and management Teacher careers	Learners	21 and over	Secondary school <i>PDS</i> Other educational setting	Description	HEI in partnership	HEI tutor In-service teacher Student teacher	Post-graduate trainees
IT12595	PAERIC 092: Kimball WH (1999) Changing roles of teacher education students	Details USA	Teacher careers	Learners	17-20 21 and over	Primary school Secondary school Other educational setting <i>PDS</i>	Description	Both	Student teacher	Under-graduate trainees Post-graduate trainees
IT12516	PAERIC 093: Resta V <i>et al.</i> (1999) Issues in secondary teacher preparation	Details USA	Organisation and management	Learners	17-20 21 and over	Secondary school	Evaluation Evaluation: Naturally	Both	Student teacher	Under-graduate trainees

Appendix 3.1: Details of studies included in the descriptive map

			Teacher careers				occurring			Post-graduate trainees
IT12422	PAERIC 099: Bullough RV <i>et al.</i> (1999) Paradise unrealized: teacher educators and the costs and benefits of school/university partnerships	Details <i>not stated</i> (probably USA)	Organisation and management Teacher careers	Learners Teaching staff Non-teaching staff Other population focus <i>spouses of HEI faculty staff</i>	17-20 21 and over	Higher education institution Independent school	Description	HEI in partnership	HEI tutor	Under-graduate trainees Post-graduate trainees
IT12520	PAERIC 100: Panella E (1999) Toward better teaching: partnerships that make a difference	Details USA	Teacher careers	Teaching staff		Secondary school	Description		In-service teacher Student teacher	
IT12701	PAERIC 103: Wyatt F (1999) A cohort model for supervision of preservice teachers developed by mentor teachers	Details USA	Other topic focus <i>model of partnership</i>	Learners	21 and over <i>deduced</i>	Higher education institution	Description	HEI in partnership	Intern	Post-graduate trainees
IT12659	PAERIC 115: Slick SK (1998) The university supervisor: a disenfranchised outsider	Details USA	Organisation and management	Teaching staff		Secondary school	Exploration of relationships	HEI in partnership		Post-graduate trainees
IT12662	PAERIC 128: Kamens MW (1997)	Details USA	Organisation and	Learners	17-20	Primary school	Evaluation: Naturally	School in partnership	Student teacher	Under-graduate

Appendix 3.1: Details of studies included in the descriptive map

	A model for introducing student teachers to collaboration		management Teacher careers	Teaching staff	21 and over		occurring			trainees Post-graduate trainees
IT12583	PAERIC 129: Blocker LS, Mantle-Bromley C (1997) PDS versus campus preparation: through the eyes of the students	Details USA	Teacher careers	Learners	17-20 21 and over	Higher education institution Secondary school PDS Other educational setting	Exploration of relationships Evaluation: Naturally occurring		Student teacher	Under-graduate trainees Post-graduate trainees
IT12672	PAERIC 148: McEwan H <i>et al.</i> (1997) Learning to teach through action research	Details USA	Teacher careers	Learners Teaching staff	17-20 <i>assumed</i>	Higher education institution Secondary school	Evaluation Evaluation: Naturally occurring		HEI tutor Supervising teacher Student teacher	Under-graduate trainees
IT12517	PAERIC 149: Hamlin K. (1997) Partnerships that support the professional growth of supervising teachers	Details USA	Teacher careers	Teaching staff		Primary school Secondary school	Evaluation: Naturally occurring		Supervising teacher	
IT12739	PAERIC 150: White CS <i>et al.</i> (1997) Changes in roles and relationships in a school-university partnership	Details USA	Organisation and management Teacher careers	Learners Teaching staff	21 and over	Higher education institution	Exploration of relationships	Both	HEI tutor Supervising teacher Student teacher	Post-graduate trainees
IT12518	PAERIC 152: White	Details	Organisation	Learners	17-20	Secondary	Description	School in	Student	Under-

Appendix 3.1: Details of studies included in the descriptive map

	B (1997) Supporting student teachers in an urban, multicultural setting	USA	and management Teacher careers		21 and over	school		partnership	teacher	graduate trainees
IT12420	PAERIC 154: Potthoff D, Alley R (1996) Selecting placement sites for student teachers and pre-student teachers: six considerations	Details USA / Canada	Organisation and management Teacher careers	Learners Other education practitioners	17-20 deduced 21 and over deduced	Higher education institution Independent school Primary school Secondary school	Evaluation: Naturally occurring	Both	Student teacher	Under-graduate trainees
IT12519	PAERIC 155: Weaver D, Stanulis RN (1996) Negotiating preparation and practice: student teaching in the middle	Details USA	Organisation and management Teacher careers	Learners	21 and over	Primary school Secondary school	Description	School in partnership	Student teacher	Post-graduate trainees
IT12724	PAERIC 166: Wiseman DL, Nason PL (1995) The nature of interactions in a field-based teacher education experience	Details USA	Organisation and management	Learners Teaching staff	21 and over	Higher education institution Secondary school	Description Development of methodology	Both		
IT12400	PAERIC 167: Hegarty P, Simco N (1995) Partnership and progress: teacher mentoring in United Kingdom teacher education (Primary)	Details UK: England	Organisation and management Policy Teacher careers	Learners Teaching staff		Primary school	Description	School in partnership	Supervising teacher Student teacher	

Appendix 3.1: Details of studies included in the descriptive map

			Teaching and learning							
IT12665	PAERIC 169: Gaffey CS <i>et al.</i> (1995) Improving school experience: an Australian perspective	Details <i>Australia</i>	Organisation and management Teacher careers	Learners	17-20 21 and over	Primary school	Exploration of relationships		Student teacher	Under-graduate trainees
IT12401	PAERIC 181: Blocker LS, Swetnam LA. ((1997) The selection and evaluation of co-operating teachers: a status report	Details <i>USA</i>	Teacher careers Other topic focus <i>co-operating teachers</i>	Teaching staff		Other educational setting <i>schools (unknown)</i>	Description Development of methodology		Supervising teacher In-service teacher	
IT12593	PAERIC 183: Hanes JM, Schiller M (1994) Collaborating with co-operating teachers in preservice art education	Details <i>USA</i>	Teacher careers Other topic focus <i>Collaboration</i>	Learners Teaching staff	17-20 <i>unclear</i> 21 and over <i>unclear</i>	Higher education institution Primary school Secondary school	Evaluation Evaluation: Naturally occurring	Both	Student teacher	Under-graduate trainees Post-graduate trainees
IT12667	PAERIC 184: Catelli LA (1995) Action research and collaborative inquiry in a school-university partnership	Details <i>USA</i>	Methodology Organisation and management	Learners Teaching staff	17-20 21 and over	Primary school Secondary school	Description	Both	Supervising teacher Student teacher	Under-graduate trainees Post-graduate trainees
IT12584	PAERIC 190: Schneider H <i>et al.</i> (1994) Ten steps to collaboration: the story of a Professional	Details <i>USA</i>	Other topic focus <i>collaboration</i>	Learners Teaching staff Other	17-20 21 and over	Secondary school Other educational setting	Evaluation Evaluation: Naturally occurring	Both	Supervising teacher Student teacher	Under-graduate trainees Post-graduate

Appendix 3.1: Details of studies included in the descriptive map

	Development School			population focus <i>mentors</i>		<i>middle school</i>				trainees
IT12680	PAERIC 191: Kagan DM <i>et al.</i> (1993/1994) Benefits of crisis: the genesis of a school-university partnership	Details USA	Teacher careers	Teaching staff	17-20	Secondary school	Exploration of relationships		Supervising teacher Student teacher	Under-graduate trainees
IT12752	PAERIC 230: Makrakis V (1997) Perceived relevance of Information Technology courses to prospective teachers' professional needs: the case of Greece	Details Greece	Curriculum Organisation and management Teacher careers	Learners	17-20 <i>assumed</i>	Higher education institution	Evaluation Evaluation: Researcher-manipulated		Student teacher	Under-graduate trainees <i>assumed</i>
IT12720	PBEI 001: Manouchehri A (2002) Developing teaching knowledge through peer discourse	Details USA	Teacher careers	Learners Other population focus <i>student teachers</i>	17-20	Secondary school	Exploration of relationships		Student teacher	Under-graduate trainees
IT12515	PBEI 003: Lombardi J (2001) Supervision of student teachers: emerging models and innovative approaches in the USA	Details USA	Organisation and management Teacher careers	Learners	17-20 21 and over		Evaluation Evaluation: Naturally occurring	Both	Student teacher	Under-graduate trainees Post-graduate trainees
IT12749	PBEI 004: Geen A <i>et al.</i> (2000) Benefits and costs: the impact of	Details UK:Wales	Organisation and management	Teaching staff		Secondary school	Description	School in partnership	Supervising teacher In-service	

Appendix 3.1: Details of studies included in the descriptive map

	partnership in Initial Teacher Education upon secondary schools in south-east Wales		Teacher careers						teacher	
IT12744	PBEI 005: Nixon J <i>et al.</i> (2000) University-based Initial Teacher Education: institutional re-positioning and professional renewal	Details UK: England and Scotland	Organisation and management Teacher careers	Teaching staff		Higher education institution		HEI in partnership	HEI tutor	
IT12465	PBEI 006: Catelli LA <i>et al.</i> (2000) Action research in the context of a school-university partnership: its value, problems, issues and benefits	Details USA	Methodology Organisation and management Teacher careers	Learners Teaching staff Non-teaching staff	17-20 21 and over		Evaluation Evaluation: Researcher-manipulated	Both	HEI tutor In-service teacher	Under-graduate trainees
IT12463	PBEI 011: Kirk G (1997) Partnership: the sharing of cultures?	Details UK	Organisation and management Policy	Learners Senior management Teaching staff	17-20 21 and over	Higher education institution Primary school Secondary school	Review Review: Other review	Both		UG trainees Post-graduate trainees SCITT trainees GTP trainees RTP trainees
IT12649	PBEI 014: Sobel D <i>et al.</i> (1998)	Details USA	Equal opportunities	Learners	21 and over	Primary school	Description		Student teacher	Post-graduate

Appendix 3.1: Details of studies included in the descriptive map

	A partnership to promote teacher preparation for inclusive, urban schools: four voices		Teacher careers			Secondary school	Review: Other review			trainees
IT12651	PBEI 015: Stevens DD (1999) The ideal, real and surreal in school-university partnerships: reflections of a boundary spanner	Details USA	Organisation and management	Non-teaching staff Other population focus <i>boundary spanner</i>			Exploration of relationships Review: Other review	Both		
IT12524	PBEI 019: Smith K, Averis D (1998) Collegiality and student teachers: is there a role for the advanced skills teacher?	Details UK	Teaching and learning	Teaching staff	21 and over	Secondary school	Exploration of relationships	Both	Supervising teacher In-service teacher Student teacher	
IT12567	PBEI 024: Newman E (1997) Primary teachers' dilemmas in Initial Teacher Training	Details UK: England	Organisation and management Teacher careers	Learners Teaching staff	17-20 21 and over	Higher education institution Primary school	Exploration of relationships Development of methodology	Both	Supervising teacher Student teacher	Under-graduate trainees
IT12457	PBEI 026: Bullough RV, Kauchak D (1997). Partnerships between higher education and secondary schools: some problems	Details USA	Organisation and management Teacher careers	Teaching staff		Secondary school	Description	Both	Supervising teacher	
IT12563	PBEI 029: Baird A (1996)	Details UK:	Organisation and	Learners	21 and over	Primary school	Evaluation: Naturally	School in partnership	Student teacher	Post-graduate

Appendix 3.1: Details of studies included in the descriptive map

	Primary partnership: the forgotten partner	<i>Wales</i>	management Teacher careers	Teaching staff			occurring Development of methodology			trainees
IT12430	PBEI 030: Ward S (1996) Partnership in primary teacher education	Details <i>UK: England</i>	Organisation and management Teacher careers	Teaching staff		Primary school	Exploration of relationships	Both	Supervising teacher	
IT12523	PBEI 032: Dunne M <i>et al.</i> (1996) Partnership in Initial Teacher Training: after the shotgun wedding	Details <i>UK</i>	Organisation and management	Learners	21 and over		Exploration of relationships Development of methodology	Both	HEI tutor Student teacher	Post-graduate trainees
IT12705	PBEI 033: Walsh PN <i>et al.</i> (1996) In-service training for teachers involved in link schemes: a consultative process	Details <i>Ireland</i>	Equal opportunities	Teaching staff	21 and over	Secondary school Special needs school	Evaluation: Naturally occurring Development of methodology Review: Other review			
IT12403	PBEI 034: Zenanko MA, Zenanko M (1996) A model tutorial program for university and school collaboration	Details <i>USA</i>	Organisation and management Teacher careers	Teaching staff		Higher education institution Primary school Secondary school	Description	Both	Student teacher	
IT12681	PBEI 035: Peterat L, Smith MG (1996)	Details <i>Canada</i>	Other topic focus	Learners	17-20 <i>deduced</i>	Higher education	Exploration of relationships	Both	HEI tutor	Under-graduate

Appendix 3.1: Details of studies included in the descriptive map

	Metaphoric reflections on collaboration in a teacher education practicum		<i>Collaboration</i>	Teaching staff	21 and over <i>deduced</i>	<i>institution deduced</i> Primary school <i>deduced</i> Secondary school <i>deduced</i>			Supervising teacher Student teacher	trainees Post-graduate trainees
IT12424	PBEI 036: Furlong J <i>et al.</i> (1996) Re-defining partnership: revolution or reform in initial education?	Details UK: <i>England</i>	Organisation and management	Learners	17-20 21 and over	Higher education institution	Description	Both		Under-graduate trainees Post-graduate trainees
IT12395	PBEI 038: Butroyd R, Dunnill R (1995) Subject knowledge and subject application in an Initial Teacher Education partnership	Details UK: <i>England</i>	Teacher careers	Learners Teaching staff	17-20 21 and over	Secondary school	Description Review: Other review		Student teacher	Post-graduate trainees
IT12396	PBEI 039: Mills J (1995) Partnership experiences for students	Details UK: <i>England</i>	Organisation and management Teacher careers	Learners	17-20 21 and over	Primary school	Evaluation: Naturally occurring	HEI in partnership	Student teacher	Under-graduate trainees
IT12460	PBEI 040: Fursland L, Green P (1996) Partnership in secondary Initial Teacher Education	Details UK: <i>England</i>	Organisation and management	Learners	21 and over	Independent school Secondary school Special needs school	Evaluation Evaluation: Naturally occurring	Both		Post-graduate trainees
IT12404	PBEI 041: Pickford T	Details	Curriculum	Learners	21 and	Higher	Evaluation	Both	Student	Post-

Appendix 3.1: Details of studies included in the descriptive map

	(1996) A balance of responsibility?	UK: England		Teaching staff Other population focus <i>students</i>	over	education institution Primary school	Evaluation: Researcher-manipulated		teacher	graduate trainees
IT12645	PBEI 047: Lally V, Scaife J (1995) Towards a collaborative approach to teacher empowerment	Details UK: England	Methodology Teacher careers	Teaching staff			Exploration of relationships		In-service teacher	
IT12561	PBEI 052: Blake D <i>et al.</i> (1996) Change in teacher education: interpreting and experiencing new professional roles	Details UK: England/ Wales	Organisation and management Teacher careers	Learners	21 and over	Secondary school	Evaluation Evaluation: Naturally occurring	Both	Student teacher	Post-graduate trainees
IT12405	PBEI 058: Eke R, Lee J (1995) Our mutual friends: partnership and primary schools	Details UK: England	Organisation and management Teacher careers Other topic focus <i>planning/development and ITT</i>	Teaching staff		Higher education institution Primary school	Exploration of relationships	School in partnership	Student teacher	
IT12423	PBEI 060: Miles S <i>et al.</i> (1994) Primary partnership matters: some views from the profession	Details UK: England	Organisation and management	Senior management Teaching staff		Primary school Secondary school	Description Evaluation: Naturally occurring	Both		

Appendix 3.1: Details of studies included in the descriptive map

IT12700	PBEI 062: Peckett J, Shepherd C (1994) An evaluation of learning contracts within the context of partnership in school-based training: implications for school based mentoring	Details UK: <i>England - unclear</i>	Assessment Other topic focus <i>Partnerships, Learning Contracts</i>	Learners Teaching staff Other population focus <i>school-based mentors</i>	21 and over	Higher education institution Secondary school	Exploration of relationships	School in partnership	Supervising teacher	Post-graduate trainees
IT12655	PBEI 066: McManus M (1994) Dull Mondays, glorious mornings and teaching beautifully: partnership in secondary education	Details UK: <i>England</i>	Organisation and management	Learners	17-20 21 and over		Description	Both		Under-graduate trainees
IT12399	PBEI 068: Furlong J (1994) Integration and partnership in initial teacher education - dilemmas and possibilities	Details UK	Organisation and management Teacher careers	Learners Teaching staff	17-20 21 and over	Higher education institution	Description	Both	Student teacher	Under-graduate trainees Post-graduate trainees
IT12421	PBEI 069: White GR (1994) Partnership, mentoring and competencies in teacher education	Details UK: <i>Scotland</i>	Organisation and management	Learners Teaching staff	21 and over <i>PGCE-deduced</i>	Primary school <i>deduced</i> Secondary school <i>deduced</i>	Description	Both		Post-graduate trainees
IT12751	PBEI 072: Johnson S (1994) Sharing visions, control and professional honesty	Details UK	Curriculum Organisation and management Teacher careers	Learners Teaching staff	21 and over	Higher education institution Primary school Secondary school	Exploration of relationships	Both	Student teacher	Post-graduate trainees

Appendix 3.1: Details of studies included in the descriptive map

IT12564	PBEI 073: Lewis T (1995) Partnership schools, universities and the shortage of D and T skills	Details <i>UK:</i> <i>England</i>	Curriculum	Learners	17-20 21 and over	Higher education institution Secondary school	Evaluation Evaluation: Naturally occurring			
IT12526	PBEI 074: Stewart SR, MacDonald CJ (1994) One classroom teacher's personal narrative of collaborative research on the teaching practicum	Details <i>Canada</i>	Other topic focus <i>Teaching Practicum</i>	Teaching staff Other population focus <i>Student and Associate Teachers</i>	21 and over	Primary school	Description	School in partnership	Supervising teacher	
IT12392	PBEI 082: Gargano R, Taylor SA (1993) School-college partnership for student teaching	Details <i>USA</i>	Teacher careers	Teaching staff			Evaluation: Naturally occurring		Supervising teacher	
IT12527	PBEI 084: Hannon P, Welch J (1993) Bringing parents into initial teacher education in the context of a school partnership	Details <i>UK:</i> <i>England</i>	Organisation and management Teacher careers	Learners	21 and over		Evaluation: Naturally occurring Development of methodology	Both	Student teacher	Post- graduate trainees
IT12521	PBEI 085: Taylor WH (1993) The multi-ethnic inner city: its teaching practice potential for under- graduate (secondary) students of education in non-city training institutions	Details <i>UK</i>	Equal opportunities Organisation and management Teacher careers	Learners	21 and over	Local education authority Secondary school	Exploration of relationships	Both	Student teacher	Under- graduate trainees

Appendix 3.1: Details of studies included in the descriptive map

IT12394	PBEI 091: Everton T, White S (1992) Partnerships in training: the University of Leicester's new model of school-based teacher education	Details <i>UK:</i> <i>England</i>	Organisation and management Teacher careers	Learners Teaching staff	21 and over	Higher education institution Secondary school	Description	Both	HEI tutor Supervising teacher Student teacher	Post-graduate trainees
IT12532	PBEI 097: Mills C (1992) Learning about partnership in professional development	Details <i>UK:</i> <i>England</i>	Teacher careers	Teaching staff		Primary school	Exploration of relationships		In-service teacher	
IT12398	PBEI 109: Hartley D (1989) Beyond collaboration: the management of professional development policy in Scotland, 1979-89	Details <i>UK:</i> <i>Scotland</i>	Policy Teacher careers	Teaching staff			Review: Other review		In-service teacher	

APPENDIX 4.1: Studies excluded from data-extraction

Study
Hannon P, Welch J (1993) Bringing parents into initial teacher education in the context of a school partnership. <i>Educational Review</i> 45 : 279-291.
Aim and rationale
The aim of the report is to evaluate an initiative that prepared trainee teachers to effectively interact with parents. The rationale for this is that ‘...a problem for Initial Teacher Education (ITE) is how best to prepare teachers to work with parents’ (p 279).
Study design
The three-day initiative had been running for two years. The report is based on the results of students’ written evaluations from the first two years.
Findings
The initiative was a success, enabling and prompting trainee teachers to consider and reflect critically on their future relationships with parents.
Conclusions
The model is offered as an effective means of introducing trainee teachers to the realities of dealing with pupils’ parents, and developing their professionalism.
Reasons for exclusion
Although the actual interviews with the parents in the initiative were carried out in the schools, the study was almost wholly instigated, organised and managed by the HEI and could therefore not be seen as a school-based element of partnership.

Study
Pickford T (1996) A balance of responsibility? <i>British Journal of Educational Technology</i> 27 : 61-64.
Aim and rationale
The aim of the report is ‘...to investigate the partnership between college and schools in the context of IT’ (p 61). The rationale is that the researcher of the study was responsible for the co-ordination of IT provision on the course, and wished to ascertain the impact on the trainee teachers of a more school-based approach to their IT capabilities.
Study design
Questionnaires first asked trainee teachers to rate their level of competence in seven areas of IT capability. They were then asked to rate the relative influence on their development of IT competence of school-based and college-based experiences.
Findings
‘Overall, all the elements were perceived as being a shared responsibility between college and schools with HE taking the leading role in four. Some students felt that responsibility was evenly shared on all seven elements’ (p 63).
Conclusions
An effective balance seems to have been achieved between the college and the school in the provision of IT to trainee teachers. However, the areas the trainee teachers felt they had low competence on need working on.
Reasons for exclusion
Although the study comments on what the students perceive they have gained from each member of the partnership, there is no evaluation or connection between how the school-based element has supported or improved the trainee teachers’ professional development.

Study
Whitehead J (1996) The reform of initial teacher training: the fragility of the new school-based approach and question of quality. <i>Research Papers in Education: Policy and Practice</i> 11 : 307-321.
Aim and rationale
The aim of the report is to gauge early responses to the Government's reforms of initial teacher education (DFE Circular 9/92 and 14/93). The rationale is to see if the predictions of major disruption and collapse had occurred.
Study design
'The research was based on detailed questionnaires returned from ITT co-ordinators and NUT [National Union of Teachers] representatives in 110 secondary and 56 primary schools and from senior staff in 53 higher education institutions (HEIs) throughout England and Wales. Questionnaires were completed during autumn 1994 and were designed to elicit respondents' views on the reforms in ITT'. (pp 307-308)
Findings
The findings show how much involvement the institutions and individuals within the institutions feel they should have in various aspects of the partnership: for example, workload/balance of responsibilities, counselling, supporting students and planning courses.
Conclusions
'The conclusion reached is that predictions of collapse and major disruption have not materialised but that there is instability and fragility in the system which raises questions about quality' (p 307).
Reasons for exclusion
The study deals with what agents within the partnership believe their responsibilities to be, rather than what they are actually doing and how this supports trainee teachers.

APPENDIX 4.2: In-depth review study aim(s) and rationale

Item ID	IT12563
Item	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner
What are the broad aims of the study?	<p>Explicitly stated (Please specify.) <i>'The first aim of this paper is to identify a coherent perspective for teacher education that will enable one major educational institution in Wales to move from informal co-operation to formalized partnership arrangements' (p 66)</i></p> <p><i>'The second aim of this paper is to delineate a working model for implementing the new arrangements. This model fully recognises the role of the classroom teacher and in so doing ensures that this professional occupies a pivotal position when the new initiatives are established'(p 66)</i></p> <p><i>A further aim is to 'explore and evaluate various facets of partnership from a research and developmental perspective' (p 66).</i></p>
Why was the study done at that point in time, in those contexts and with those people or institutions?	<p>Explicitly stated (please specify) <i>'The University of Wales Institute, Cardiff (UWIC) is responsible for two primary teacher education courses, the BA (Ed.) and the PGCE (Primary). These necessitate the organisation of almost 850 primary placements each year. In response to Welsh Office Circular 62/93, the institute established a Primary Partnership project in October 1994. Its main aim is to devise and implement a partnership scheme with local primary schools by September 1996' (p 66)</i></p> <p><i>Hence the study was done to inform this endeavour.</i></p>
Was the study informed by, or linked to, an existing body of empirical and/or theoretical research?	<p>Explicitly stated (Please specify.) <i>The research is grounded in a number of empirical and theoretical studies undertaken in the field of models of professional training and practice.</i></p> <p><i>The three perspectives of teacher participation in teacher training according to Elliot are cited - the Rationalist or Platonic perspective, the Social Market perspective and the Hermeneutic perspective. The rationalist and social market perspectives have been criticised, since both contain a gap between theory and practice that is unhelpful for developing the competencies required by trainee teachers. (pp 67-68)</i></p> <p><i>The author cites the work of Michael Armstrong and Stephen Rowland, who conducted studies within a hermeneutic framework. It is claimed that the levels of joint reflection in this framework have significance for the relationship between the ITE student and the class teacher. (p 68)</i></p> <p>Also: <i>'The primary partnership team at UWIC was impressed by the Reading University model with its emphasis on the primary school as a mentoring unit in which all the teaching staff are accorded mentoring status.' Arrangements are built into the system, which ensure class teachers have time and opportunity to share situational understanding with the students assigned to their classrooms. Furlong and Maynard have suggested that 'there is little understanding about what it is that practising teachers can best contribute to the development of the student teachers' professional knowledge'. This suggests that there is a need to focus on what happens in the classroom context and how that is mutually explored as a central facet of students' professional development.</i></p>

Item ID	IT12563
Item	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner
	<i>Research conducted at Manchester Metropolitan University, as part of a national research project on 'Mentoring', has indicated that the essential culture of primary schools is based on collaboration and that a whole school approach is essential to the development of mentoring. When only one member of staff in the primary school is trained and given status as the mentor, it is possible for the class teacher to become the 'forgotten partner'. A general finding was that the role of the class teacher is undervalued, needs resourcing and should be seen as an important part of the mentoring process in schools. A lack of non-contact time for the class teacher could also mean the reflection of the daily teaching episodes, which formed an important part of the research into primary practice described by Armstrong, may not be possible.' (pp 68-69)</i>
Which of the following groups were consulted in working out the aims of the study, or issues to be addressed in the study?	<p>Researchers (Please specify.) <i>The researcher and her colleagues appear to be tutors on the Primary teacher training courses at UWIC. At the Primary Partnership Project team, several people (unstated number) were involved in developing the PPP and the research which underpinned it.</i></p> <p>Headteacher/Senior management (please specify) <i>'The content of the questionnaires was to a great extent informed by the deliberations of initial discussions that the Primary Partnership Project team had with a group of headteachers who had volunteered to work with the team as a partnership management working party' (p 69)</i></p> <p>Teaching staff (Please specify.) <i>It is inferred that some teachers were involved, e.g. the writer states: 'Draft forms of each questionnaire were circulated to individuals with knowledge of primary teacher education for comment and criticism (p 69). This aspect is based on the reviewer's inference. Coding is based on: Authors' description 'The content of the questionnaires was to a great extent informed by the deliberations of initial discussions that the Primary Partnership Project team had with a group of headteachers who had volunteered to work with the team as a partnership management working party' (p 69)</i></p> <p><i>The article states who was involved explicitly, except in terms of numbers and, in the case of teachers, this has had to be inferred.</i></p>
Do authors report how the study was funded?	<p>Not stated/unclear (Please specify.) <i>No information is given as to funding. One has to assume that, as this was part of primary course development at UWIC, it was internally funded.</i></p>
When was the study carried out?	<p>Implicit (Please specify.) <i>The Primary Partnership Project was set up in October 1994 and the student questionnaires were circulated to the primary PGCE trainee teachers in their final term in college, so it is inferred that the study took place in early/mid 1995 for implementation in the new school year 1996.</i></p>

Item ID	IT12396
Item	PBEI 039: Mills J (1995) Partnership experiences for students
What are the broad aims of the study?	Explicitly stated (Please specify.) <i>What is the perspective of the students, who might be expected to work alongside their class teacher or, indeed, another student in the same position as themselves? To what extent can particular patterns of training prepare students for teamwork and what are students' attitudes to working towards collaborative ways of working?</i>
Why was the study done at that point in time, in those contexts and with those people or institutions?	Not stated/unclear (Please specify.) <i>There is no reference as to why the study was carried out at this time in these contexts. It can only be assumed that, due to the author being Head of Educational studies at Westhill College, Birmingham, the people and institutions were selected as they were involved in the Partnership in Training in Primary Education (PITPE).</i>
Was the study informed by, or linked to, an existing body of empirical and/or theoretical research?	Not stated/unclear (Please specify.) <i>This is not stated.</i>
Which of the following groups were consulted in working out the aims of the study, or issues to be addressed in the study?	None/Not stated
Do authors report how the study was funded?	Not stated/unclear (Please specify.)
When was the study carried out?	Implicit (Please specify.) <i>The latest citation in the report is 1995 from the author's own work (p 39).</i> <i>Mills, J and Mills, RW (1995) Primary School People. Getting to Know Your Colleagues.' Routledge</i>

APPENDIX 4.3: In-depth review study research question(s) and policy or practice focus

Item ID	IT12563
Item	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner
What is/are the topic focus/foci of the study?	<p>Organisation and management (Please specify.) <i>'...to identify a coherent perspective for teacher education that will enable one major educational institution in Wales to move from informal co-operation to formalised partnership arrangements...to delineate a working model for implementing the new arrangements.'</i> (p 66)</p> <p>Teacher careers (Please specify.) <i>'...recognises the role of the classroom teacher and in so doing ensures that this professional occupies a pivotal position when the new initiatives are established.'</i> (p 66)</p> <p><i>'The results of the questionnaires reported below are mainly focused on the role of the class teacher and the significance of that person in the experiences that the student has in school. The main areas that were investigated were: the support and responsibility for planning and preparing the content of the students' teaching programmes; the selection of teaching methods used; and the type and quality of feedback received by students.'</i> (p 67)</p> <p>Coding is based on: Authors' description <i>'...to identify a coherent perspective for teacher education that will enable one major educational institution in Wales to move from informal co-operation to formalised partnership arrangements...to delineate a working model for implementing the new arrangements.'</i> (p 66)</p> <p><i>'The results of the questionnaires reported below are mainly focused on the role of the class teacher and the significance of that person in the experiences that the student has in school. The main areas that were investigated were: the support and responsibility for planning and preparing the content of the students' teaching programmes; the selection of teaching methods used; and the type and quality of feedback received by students.'</i> (p 67)</p>
What is/are the population focus/foci of the study?	<p>Learners (Please specify.) <i>'The results of the questionnaires reported below are mainly focused on the role of the class teacher and the significance of that person in the experiences that the student has in school. The main areas that were investigated were: the support and responsibility for planning and preparing the content of the students' teaching programmes; the selection of teaching methods used; and the type and quality of feedback received by students.'</i> (p 67)</p> <p>Teaching staff (Please specify.) <i>'The results of the questionnaires reported below are mainly focused on the role of the class teacher and the significance of that person in the experiences that the student has in school. The main areas that were investigated were: the support and responsibility for planning and preparing the content of the students' teaching programmes; the selection of teaching methods used; and the type and quality of feedback received by students.'</i> (p 67)</p> <p>Coding is based on: Authors' description <i>'The results of the questionnaires reported below are mainly focused on the role of the class teacher and the significance of that person in the experiences</i></p>

	<p>that the student has in school. The main areas that were investigated were: the support and responsibility for planning and preparing the content of the students' teaching programmes; the selection of teaching methods used; and the type and quality of feedback received by students.' (p 67)</p>
<p>If learners are the population focus of the study, what is the relevant age group?</p>	<p>17-20 (Please specify.) <i>B.Ed under-graduates.</i> 21 and over (Please specify.) <i>B.Ed under-graduates and PGCE students.</i> Coding is based on: Authors' description '...(UWIC) is responsible for two primary teacher education courses, the BA (Ed.) and the PGCE (Primary)' (p 66)</p>
<p>If learners are the population focus of the study, what is the sex of the learners?</p>	<p>Not stated/unclear (Please specify.) <i>No information is given about the sex of the learners. We must infer that they are mixed sex but female dominated by knowledge of the primary trainee teacher population.</i> Coding is based on: Reviewers' inference <i>The gender is inferred by the rationale that a single sex study would have been stated in the focus.</i></p>
<p>What is/are the educational setting(s) of the study?</p>	<p>Higher education institution (Please specify.) <i>The Primary Partnership project operates between the HEI and the primary schools. Therefore, both settings are involved in the research, the survey emanating from the HEI (and being responded to by an unknown number of HEI staff) but focused on primary school PGCE trainees and teachers.</i></p> <p>Primary school (Please specify.) <i>'Primary partnership: the forgotten partner' (p 66)</i></p> <p><i>'Its main aim is to devise and implement a partnership scheme with local primary schools...'</i> (p 66)</p> <p><i>'The student questionnaire was used with a cohort of PGCE (Primary) students and it explored particularly their responses to professional placements prior to the move to formalized partnerships.'</i> (p 67)</p> <p><i>'The results of the questionnaires reported below are mainly focused on the role of the class teacher and the significance of that person in the experiences that the student has in school' (p 67)</i> Coding is based on: Authors' description <i>'Primary partnership: the forgotten partner' (p 66)</i></p> <p><i>'Its main aim is to devise and implement a partnership scheme with local primary schools...'</i> (p 66)</p> <p><i>'The student questionnaire was used with a cohort of PGCE (Primary) students and it explored particularly their responses to professional placements prior to the move to formalized partnerships.'</i> (p 67)</p> <p><i>'The results of the questionnaires reported below are mainly focused on the role of the class teacher and the significance of that person in the experiences that the student has in school' (p 67)</i></p>
<p>In which country or countries was the study carried out?</p>	<p>Explicitly stated (Please specify.) <i>UK. It could be inferred that the focus was in Wales as well, as the partnership was with local schools to UWIC (pg.66), but this is not stated.</i></p>

If a programme or intervention is being studied, does it have a formal name?	No (Please specify.) <i>UWIC Primary Partnership Project.</i>
Please describe in more detail the specific phenomena, factors, services or interventions with which the study is concerned	
What are the study research questions and/or hypotheses?	Not stated/ unclear (Please specify.) <i>Whilst aims are given, no research questions or hypotheses appear to have been formulated. It would appear, through inference, that the research question is related to 'What is the significance of the primary class teacher on the experiences that students have in school?' As such, it has the potential to answer the Review question.</i>

Item ID	IT12396
Item	PBEI 039: Mills J (1995) Partnership experiences for students
What is/are the topic focus/foci of the study??	Organisation and management (Please specify.) <i>Cites the HEI's role in the course structure and aims to discover ways of improving it (p 40).</i> <i>'The placement consisted of: one day a week commencing in the last five weeks of the autumn term, continuing through the spring term, finishing with a two- week block at the beginning of the summer term' (p 40)</i> Teacher careers (Please specify.) <i>As stated earlier the study aimed to discover the effects of the experience. These included familiarity with teamwork which incorporated the development of skills such as problem-solving and sharing tasks. (pp 41-42)</i> Coding is based on: Authors' description
What is/are the population focus/foci of the study?	Learners (Please specify.) <i>Undergraduate trainee teachers, first year B.Ed.</i> Coding is based on: Authors' description (p 40)
If learners are the population focus of the study, what is the relevant age group?	17-20 (Please specify.) 21 and over (Please specify.) Coding is based on: Reviewers' inference
If learners are the population focus of the study, what is the sex of the learners?	Not stated/unclear (Please specify.) <i>This is not stated.</i>
What is/are the educational setting(s) of the study?	Higher education institution (Please specify.) <i>Westhill college, Weoley Park Rd, Birmingham B29 6LL</i> Primary school (Please specify.) <i>'...schools in the Birmingham area' (p 40)</i> Coding is based on: Authors' description <i>The experience is called - 'Partnership in training in primary education' (PITPE).</i>
In which country or countries	Explicitly stated (Please specify.)

Appendix 4.3: In-depth review study research question(s) and policy or practice focus

was the study carried out?	<i>Experience undertaken in schools in Birmingham, UK.</i>
If a programme or intervention is being studied, does it have a formal name?	Yes (Please specify.) <i>'Partnership in training in primary education' (PITPE)</i>
Please describe in more detail the specific phenomena, factors, services or interventions with which the study is concerned	Details <i>The study is specifically concerned with the benefits to trainee teachers of working as part of a pair with another trainee teacher in a section of their ITT, and the trainee teachers perceptions of what they had learnt from the experience.</i>
What are the study research questions and/or hypotheses?	Implicit (Please specify) <i>What is the perspective of the students, who might be expected to work alongside their class teacher, or indeed, another student in the same position as themselves?</i> <i>And:</i> <i>To what extent can particular patterns of training prepare students for teamwork and what are students' attitudes towards collaborative ways of working?</i>

APPENDIX 4.4: In-depth review study methods – design

Item ID	Item	Which type(s) of study does this report describe?	Which variables or concepts, if any, does the study aim to measure or examine?	Study timing	If the study is an evaluation, when were measurements of the variable(s) used for outcome made, in relation to the intervention?
IT12563	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner	Ca. Evaluation: Naturally occurring <i>The student constitutes an evaluation, through questionnaires and interviews, of the current perceptions of PGCE primary students, class teachers and primary UWIC tutors of the role of the class teacher in supporting students' professional placements in schools.</i>	Implicit (Please specify.) <i>The main concept appears to be related to how far school-based components of the UWIC primary PGCE course involves students in putting theory into practice and discussing and reflecting on that with class teachers.</i>	Cross-sectional (Please specify.) <i>The results of the questionnaires seem to focus on the situation as it is at that moment in time, rather than how it has changed or may change.</i>	Other (Please specify.) <i>Variables, in relation to the kinds of support given by class teachers to students, were identified as a result of the outcomes of the analysis of questionnaires and interviews.</i>
IT12396	PBEI 039: Mills J (1995) Partnership experiences for students	Ca. Evaluation: Naturally occurring	Explicitly stated (Please specify.) <i>The variables examined are those that arise within the different pairing amongst the B.Ed. students, and how this effects the overall effectiveness of the programme itself.</i>	Retrospective (Please specify.) <i>The study is retrospective insofar as the trainees teachers answered questions on how they felt the experience had effected them.</i>	Only later

APPENDIX 4.5: In-depth review study methods – groups

Item ID	Item	If comparisons are being made between two or more groups, please specify the basis of any divisions made for making these comparisons.	How do the groups differ?	Number of groups	Study design summary
IT12563	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner	No prospective allocation but use of pre-existing differences to create comparison groups <i>Tutors, teachers, and students.</i>	Explicitly stated (Please specify.) <i>Tutors, teachers and students</i>	Three <i>Tutors, teachers and students</i>	Details <i>'The paper reports on some questionnaire and interview data that have been gathered from various stakeholders within any partnership scheme: the teachers; the students; and the tutors.'</i> (p 66)
IT12396	PBEI 039: Mills J (1995) Partnership experiences for students	Not applicable (not more than one group)	Not applicable (not more than one group)	Not applicable (not more than one group)	Details <i>'This paper discusses data gathered by questionnaire from 123 B.Ed students towards the end of their first year in training and after their initial school experience.'</i> (p 40)

APPENDIX 4.6: In-depth review study methods – sampling strategy

Item ID	Item	Are the authors trying to produce findings that are representative of a given population?	Which methods does the study use to identify people, or groups of people, to sample from and what is the sampling frame?	Which methods does the study use to select people, or groups of people, to sample (from the sampling frame)?	Planned sample size
IT12563	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner	Explicitly stated (Please specify.) <i>The authors are trying to produce findings representative of teachers, students and tutors involved in the UWIC partnership schemes prior to the implementation of formalised partnerships.</i>	Explicitly stated (Please specify.) <i>The study explicitly states that there are 850 undergraduate and post-graduate primary trainees at UWIC. Of these, the total post-graduate cohort of 109 is selected as the basis of study.</i> <i>The sample of tutors is all tutors (45) involved in the supervision of students on primary professional placements.</i> <i>41 primary class teachers were also surveyed but there is no indication or information about the sampling frame for this group.</i>	Explicitly stated (Please specify.) <i>'The student questionnaire was circulated to the whole cohort (109) of PGCE (Primary) students during the final term in college.'</i> (p 69) No reason is stated for the selection of this particular group. <i>'All tutors (45 in total) involved in supervising students on primary professional placement at UWIC were circulated a tutor questionnaire, and five headteachers circulated their staff with class teacher questionnaires (41 in total). Over 50% off the staff at UWIC and almost all the staff at each of the five schools completed a return. In order to triangulate some of the data, several informal interviews were conducted with two class teachers, a tutor and two students. These students had just completed the final professional placement and were located within the classrooms of the teachers interviewed and supervised by the tutor who was interviewed.'</i> (p 70)	Explicitly stated (please specify) 109 PGCE (Primary) students. 45 tutors. 41 class teachers. Not stated/unclear (please specify) <i>There seems to have been no particular plan for the sample of those to be interviewed. This is certainly not stated in the study.</i>
IT12396	PBEI 039: Mills J (1995) Partnership experiences for students	Not stated/unclear (Please specify.) <i>The given population is the participants of the partnership in Training in Primary Education (PITPE) as part of Westhill College partnership arrangements with schools in Birmingham... These focuses</i>	Explicitly stated (Please specify.) <i>The sample group were B.Ed students, towards the end of their first year of training, after their initial school experience, and involved in the PITPE.</i>	Not stated/unclear (Please specify.) <i>The report just states 123 trainee teachers. There is no reference to how they were selected, if it was the whole year group, or whether they had a sample quota.</i>	Not stated/unclear (Please specify.)

		<i>were chosen, obviously to gain feedback for subsequent years on the perceived benefits and pitfalls of the experience. (p 40)</i>			
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APPENDIX 4.7: In-depth review study methods – recruitment and consent

Item ID	Item	Which methods are used to recruit people into the study?	Were any incentives provided to recruit people into the study?	Was consent sought?	Are there any other details relevant to recruitment and consent?
IT12563	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner	Explicitly stated (Please specify.) <i>'...the students present (97 in total) at the session in which the questionnaire was distributed made a return...' (p 70).</i> <i>There is no mention of how the other 12 of the 109 students received their questionnaires.</i> <i>'All tutors (45 in total) involved in supervising the students on primary professional placements at UWIC were circulated a tutor questionnaire, and five headteachers circulated their staff with class teacher questionnaires (41 in total).'</i> (p 70)	Not stated/unclear (Please specify.) No information is given.	Not stated/unclear (Please specify.) No information is given. <i>However, we can infer that headteacher consent was given, as it was the headteachers who distributed the questionnaires to class teachers.</i>	Yes (Please specify.) <i>The rationale given for the selection of the interviewees is that the two 'students had just completed the final professional placement and were located within the classrooms of the teachers interviewed and supervised by the tutor who was interviewed' (p 70).</i>
IT12396	PBEI 039: Mills J (1995) Partnership experiences for students	Not applicable (Please specify.)	Not applicable (Please specify.)	Not applicable (Please specify.)	No

APPENDIX 4.8: In-depth review study methods – actual sample

Item ID	IT12563
Item	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner
What was the total number of participants in the study (the actual sample)?	<p>Implicit (Please specify.) 97 students (p 70)</p> <p>'Over 50% of the staff at UWIC...' (p 70) - estimate = 23</p> <p>'...almost all the staff at each of the five schools...' (p 70) - a conservative estimate assuming 10% (of 41) did not take part = 37</p> <p>Total = 157</p>
What is the proportion of those selected for the study who actually participated in the study?	<p>Implicit (Please specify.) 97 out of 109 students = 89%</p> <p>'Over 50% of the staff at UWIC...' (p 70) - estimate 23 out of 45</p> <p>'...almost all the staff at each of the five schools...' (p 70) - estimate 37 out of 41</p> <p>Estimate 157 out of 195 (81%)</p>
Which country/ countries are the individuals in the actual sample from?	<p>Not stated/ unclear (please specify) We have to assume that, as the training was taking place at UWIC, those involved were at least resident in Wales. This information is not given explicitly.</p>
If the individuals in the actual sample are involved with an educational institution, which type of institution is it?	<p>Higher education institution (Please specify.) The University of Wales Institute, Cardiff (p 66)</p> <p>Primary school (Please specify.) '...local primary schools...' (p 66)</p> <p>Coding is based on: Authors' description</p>
What ages are covered by the actual sample?	<p>21 and over</p> <p>Coding is based on: Reviewers' inference The PGCE students are likely to be the youngest of the sample and they must be at least 21.</p>
What is the sex of the individuals in the actual sample?	<p>Not stated/ unclear (Please specify.) As only 14% of primary trainees are usually male, then we have to assume that these students are mainly female.</p> <p>The sex of tutors and class teachers is not given.</p> <p>Where comments from students are directly reported, class teachers are referred to as 'she'.</p> <p>Coding is based on: Reviewers' inference It is assumed that, if the sample was single sex, it would be stated.</p>
Is there any other useful information about the study participants?	<p>Not stated/ unclear (Please specify.) The only comments made are in relation to the variability of practices between class teachers and trainees.</p>
How representative was the	Not applicable (no sampling frame)

achieved sample (as recruited at the start of the study) in relation to the aims of the sampling frame?	<i>There is no real sampling frame. This study represents a 'captive' audience in terms of trainees and tutors and class teachers were volunteers.</i>
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Item ID	IT12396
Item	PBEI 039: Mills J (1995) Partnership experiences for students
What was the total number of participants in the study (the actual sample)?	Explicitly stated (Please specify.) 123
What is the proportion of those selected for the study who actually participated in the study?	Not stated/ unclear (Please specify.)
Which country/ countries are the individuals in the actual sample from?	Not stated/ unclear (Please specify.)
If the individuals in the actual sample are involved with an educational institution, which type of institution is it?	Higher education institution (Please specify.) <i>Westhill College, Weoley Park Rd, Birmingham B29 6LL</i> Primary school (Please specify.) <i>'... in the Birmingham area' (p 40)</i> Coding is based on: Authors' description
What ages are covered by the actual sample?	17 to 20 21 and over Coding is based on: Reviewers' inference <i>Based on the sample being first year B.Ed students</i>
What is the sex of the individuals in the actual sample?	Not stated/ unclear (Please specify.) <i>There is no reference to the sex of the group.</i>
Is there any other useful information about the study participants?	Explicitly stated (Please specify no/s.) <i>They are first year B.Ed students.</i>
How representative was the achieved sample (as recruited at the start of the study) in relation to the aims of the sampling frame?	Unclear (Please specify.) <i>The 123 B.Ed students fulfilled the requirements of the sample 100% but it is not known how representative of the B.Ed course these students were as a percentage; that is, these 123 students could have constituted only 20% of the course and are therefore a low representation. Although the sample was 123 students and the study entailed pairings, we can assume that not all participants in the study filled out the questionnaire,. The answer must therefore be unclear.</i>

APPENDIX 4.9: In-depth review study methods – data-collection

Item ID	IT12563
Item	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner
Please describe the main types of data collected and specify if they were used (a) to define the sample; (b) to measure aspects of the sample as findings of the study.	Details <i>The qualitative results were used to measure the samples thoughts on various aspects of the partnerships.</i>
Which methods were used to collect the data?	One-to-one interview (face-to- face or by phone) <i>Five interviews were conducted. It is inferred that these were face-to-face given that the context was the supervision of school-based placements of trainees.</i> Self-completion questionnaire <i>Questionnaires were distributed to primary PGCE trainees, tutors and class teachers. Again it is inferred that these were self-completion.</i> Coding is based on: Reviewers' inference
Details of data-collection methods or tool(s).	Explicitly stated (Please specify.) <i>'...[the students'] questionnaire sought to identify the students' impressions of the first two main placements, in particular with regard to the roles and responsibilities of class teachers, tutors and other persons/situations that the students identified as being significant in support of them. It also gave them the opportunity to make any general comments that they wished on their school experiences.'</i> (pp 70-71) <i>The main tools are three questionnaires, similar in content but modified to suit different respondents.</i> <i>'Informal interviews' were also conducted. It is not stated whether these involved any type of interview schedule.</i>
Who collected the data?	Not stated/ unclear
Do the authors describe any ways they addressed the <u>reliability</u> of their data-collection tools/methods?	Not stated/ unclear (Please specify.)
Do the authors describe any ways they have addressed the <u>validity</u> of their data-collection tools/methods?	Not stated/ unclear (Please specify.)
Was there concealment of study allocation or other key factors from those carrying out measurement of outcome – if relevant?	Not applicable (Please say why.) <i>As the whole cohort of trainees and tutors was used and the express purpose was to evaluate existing practices on this one particular course, this was not applicable to this study.</i>
Where were the data collected?	Unclear/ not stated (Please specify.)
Any there other important	Details

features of data-collection?	<i>None, other than a lack of explicit detail about the contents of either the questionnaires or interviews.</i>
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Item ID	IT12396
Item	PBEI 039: Mills J (1995) Partnership experiences for students
Please describe the main types of data collected and specify if they were used (a) to define the sample; (b) to measure aspects of the sample as findings of the study.	Details <i>The data was qualitative answers in response to a questionnaire that measured aspects of the sample as findings of the study, 'this paper discusses data gathered by questionnaire...' (p 40). However, no information is given regarding content of the questionnaire.</i>
Which methods were used to collect the data?	Self-completion questionnaire Coding is based on: Authors' description <i>'This paper discusses data gathered by questionnaire...' (p 40)</i>
Details of data-collection methods or tool(s).	Not stated/unclear (Please specify.) <i>No information given regarding content of questionnaire</i>
Who collected the data?	Not stated/ unclear
Do the authors describe any ways they addressed the <u>reliability</u> of their data-collection tools/methods?	Not stated/ unclear (Please specify.)
Do the authors describe any ways they have addressed the <u>validity</u> of their data-collection tools/methods?	Not stated/ unclear (Please specify.)
Was there concealment of study allocation or other key factors from those carrying out measurement of outcome – if relevant?	Not stated/ unclear (Please specify.)
Where were the data collected?	Unclear/not stated (Please specify.)
Any there other important features of data-collection?	Details <i>No.</i>

APPENDIX 4.10: In-depth review study methods – data analysis

Item ID	Item	Which methods were used to analyse the data?	Which statistical methods, if any, were used in the analysis?	What rationale do the authors give for the methods of analysis for the study?	Do the authors describe any ways they have addressed the <u>reliability</u> of data analysis?	Do the authors describe any ways they have addressed the <u>validity</u> of data analysis?	Do the authors describe strategies used in the analysis to control for bias from confounding variables?	Please describe any other important features of the analysis.
IT12563	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner	Not stated/unclear (Please specify.) <i>No information is given. We can infer that some kind of content analysis was undertaken, given that certain findings have been presented from the three different groups surveyed.</i>	Not stated/unclear (Please specify.)	Not stated/unclear (Please specify.)	Not stated/unclear (Please specify.) <i>No information is given.</i>	Not stated/unclear (Please specify.) <i>No information is given.</i>	Not stated/unclear (Please specify.) <i>No clear analysis strategies are stated at any point in the report. However it is noted that ‘...variability of practice is a common feature...’ (p 76), although it is doubtful that any variance would be so massive as to bias the results.</i>	Details <i>We have no information whatsoever about the analysis of the questionnaires or the interviews. The findings are presented in relation to percentages of responses on given topics.</i>
IT12396	PBEI 039: Mills J (1995) Partnership experiences for students	Not stated/unclear (Please specify.) <i>It seems the only method used to analyse the data was by the author reading through the answers to the questionnaires and drawing her conclusions from there.</i>		Not stated/unclear (Please specify.)	Not stated/unclear (Please specify.) <i>The only way this element is addressed is by the concurring results from the citations in the report.</i>	Not stated/unclear (Please specify.)	Not stated/unclear (Please specify.)	Details <i>No information</i>

APPENDIX 4.11: In-depth review studies – results and conclusions

Item ID	Item	How are the results of the study presented?	What are the findings of the study as reported by authors?	Are there any obvious shortcomings in the reporting of the data?	Do the authors report on all variables they aimed to study as specified in their aims/ research questions?	What do the author(s) conclude about the findings of the study?
IT12563	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner	<p>Details <i>The results are presented as short qualitative quotes, and comparisons of differing responses by the sample groups as percentages, under the categories: support and responsibility for planning and preparing the content of the teaching programme; selection of teaching methods used; and type and quality of</i></p>	<p>Details <i>The following findings are categorised under 'Support and responsibility for planning and preparing the content of teaching programme'.</i></p> <p><i>Students' responses</i> - Class teachers took majority of responsibility for content in 50% and 60% of each placement respectively. - Class teachers and students worked together in 29% and 26% of each placement respectively. - Students took majority of responsibility in 16.5% and 10% of each placement respectively.</p> <p><i>Class teachers' responses</i> - Class teachers took majority of responsibility for content in 82% of the placements.</p> <p><i>Tutors' responses</i> - Class teachers took majority of responsibility for content in 85% of the placements.</p> <p><i>'College tutors played a more limited role than class teachers and were consulted afterwards rather than being involved in the decision-making process.'</i> (p 71)</p>	<p>Yes (Please specify.) <i>Although the report should assimilate the data and draw conclusions from it, it might have been more helpful to have had all the sample response percentages, so that the reader could have drawn their own conclusions from the facts.</i></p> <p><i>Because details of the content of the tools used and the methods of analysis are not given, there is no evidence to show whether the findings, as interpreted by the researcher, as valid or reliable.</i></p>	<p>No <i>No, the only 'variables' are those identified as a part of the findings.</i></p>	<p>Details <i>No conclusions are drawn except in terms of how the findings are used to inform the process of deciding on how best to approach the new primary partnership programme arrangements.</i></p> <p><i>As a result of the research, UWIC constructed a draft partnership model which requires two identified</i></p>

	<p>feedback received by students.</p>	<p><i>'Of note is the fact there was much variability across the categories identified of the experiences students had on each of the placements. For example, a student might have had the responsibility for the content of the teaching programme on the first placement, but not on the second when the class teacher took over.'</i> (p 71)</p> <p><i>The following findings are categorised under 'selection of teaching methods used'.</i></p> <p><i>Students' responses</i></p> <ul style="list-style-type: none"> - <i>Class teachers selected teaching methods on 16% and 10% of each placement respectively.</i> - <i>Class teachers and students worked together on '...approximately a quarter...' (p 71) of both placements.</i> - <i>Students were principally involved in selecting the teaching methods on 56% and 61% of each placement respectively.</i> <p><i>Class teachers' responses</i></p> <ul style="list-style-type: none"> - <i>Class teachers and students collaboratively selected teaching methods on '...over half...' (p 71) of the placements.</i> - <i>Students selected teaching methods on 20% of the placements.</i> <p><i>Tutors' responses</i></p> <ul style="list-style-type: none"> - <i>Class teachers selected teaching methods on '...up to 40%...' of the placements.</i> - <i>Class teachers and students worked together on 25% of placements.</i> - <i>Students selected teaching methods on 25% of placements.</i> <p><i>The following findings were categorised 'type of feedback received by students'.</i></p> <p><i>'Although written feedback received from college tutors was most frequent in all situations for all students, class teachers were identified as being very much involved in providing different forms of feedback. In both placements, over 80% of teachers provided verbal feedback to the students in their classrooms and almost 20% provided some form of written feedback.'</i> (p 72)</p>		<p><i>persons from the school (the link tutor and class teacher) and the college tutor working together as facilitators of the mentoring process. The specific functions and roles for these agents were to be identified.</i></p>
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			<p><i>'There was overwhelming recognition, within the student sample group, of the value of verbal feedback and it was suggested that the class teacher was the most significant person in this regard. All students noted that verbal feedback by the class teacher immediately after a lesson was most valuable in helping them move forward in their development.'</i> (p 72)</p> <p><i>'Class teachers and college tutors, too, identified this type of feedback [verbal] as helpful for students due to its immediacy and the possibilities it offered for constructive dialogue.'</i> (p 73)</p> <p><i>'Students, tutors and class teachers all, however, also indicated that written feedback has an important value for the student. This tended to be linked with long-term developments and aspects to be worked on.'</i> (p 73)</p> <p><i>The following findings are categorised under 'quality of feedback received by students'.</i></p> <p><i>'Many students stressed the importance of constructive feedback identifying both strengths and weaknesses, but always within a positive and encouraging manner. It seems that, when students are the recipients of professional advice, they are very vulnerable and can quite easily find their confidence levels have been affected.'</i> (pp 73-74)</p> <p><i>'...variability of student experience, even within the same school, can occur and [the study shows] that tutors may not be aware that this is an issue for the student. This can be linked to the individual relationship achieved between the student and the teacher or to the perceptions of the teacher as to the role that should be adopted.'</i> (p 75)</p>			
IT12396	PBEI 039: Mills J (1995) Partnership experiences for students	Details The results of the questionnaires were split into three categories: personal learning,	<p>Details The following findings were categorised under personal support.</p> <p>The author states the pairing offered <i>'...emotional support...'</i> and that <i>'...in a novel and potentially stressful situation a personally supportive relationship was clearly very important...'</i> (p 40)</p> <p>Students' comments</p>	No	Yes (Please specify.)	Details The author reaches the following three conclusions. - Collaborative partnerships can help to

		<p>development of skills, and advantages and disadvantages. The personal learning category was then split into the categories of personal support, organisation and management, compromise, and communication. The development of skills category was then split into the categories of problem-solving, sharing tasks, teamwork, evaluation, and personal qualities. The trainee teachers' responses to the questionnaire were grouped under these headings by the author in the form of short quotations. The author then defined three main points that</p>	<p>'comfort', 'encouragement', 'reassurance', 'boost in confidence', 'I wouldn't have been able to do it on my own', 'it was someone to travel with and talk to', 'A second person to bring the problem to was good; without that the stress could have become impossible', 'I might not have got through it without someone to talk to', 'they give you a confidence boost when you're feeling low', 'The pressure is shared'. (p 40)</p> <p>The author states 'The negative comments also reflected this...' (p 40) "I learnt absolutely nothing, she always worked alone', 'I learnt you can't rely on a partner' (p 40).</p> <p>The following findings were categorised under organisation and management.</p> <p>The author states the pairing offered the students the chance to have '...learnt the advantages of planning together, how to co-operate with someone else, how to share their work...' and also "...the advantages of being able to depend on someone else.' (p 41)</p> <p>Students' comments 'it helped to plan lessons together', 'We shared the work load and the worries', 'I learnt how to plan and work co-operatively with another person - teamwork', 'It reaffirmed my ideas about working as a team', 'I learn [sic] to work as a team', 'When you're in trouble your partner can help you out', 'You need the ability to organise and help one another when necessary' (p 41).</p> <p>The following findings were categorised under compromise.</p> <p>The author states the pairing offered the students the chance to become used to "...making allowances for each other...", "...see things from another's point of view...", and recognise "...that a balance can be achieved between personal feelings and professional objectives..." (p 41).</p> <p>Students' comments: 'You learn to bite your tongue', 'I became more tolerant because of this', 'You learn to get on even when you're feeling irritable', 'You don't have to agree all the time'. 'Having tension between you is not</p>		<p>relieve the stress of school experience. - Collaborative partnerships provide opportunities for students to develop their teaching skills through dialogue. - Collaborative partnerships between students mirror the benefits and drawbacks of other classroom partnerships and are an important part of training.</p>
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		<p>seemed to arise from the trainee teachers' comments. The findings are presented in written conclusions by the author. There are no other means of presentation, such as tables or graphs.</p>	<p>good for the children', 'You forget personal feelings', 'You learn to be diplomatic' (p 41)</p> <p>The following findings were categorised under communication.</p> <p>The author states the pairing improved students "...ability to give and accept constructive criticism, advice, ideas, and praise..." (p 41).</p> <p>Students' comments: 'You have to learn to talk to each other', 'Communication is essential', 'Our communication skills developed', 'Lack of communication caused problems', 'We learnt to talk things through when we were not in agreement', 'We worked out our problems collaboratively', 'You have double the ideas', 'More ideas can be collected', 'it is rewarding to share ideas', 'We bounced ideas off each other', 'She could give positive or negative points easier than the tutor.' (p 41)</p> <p>The following findings were categorised under problem-solving.</p> <p>The author suggests that the students' problem-solving abilities were improved more by their willingness to admit to weaknesses; this seems due to their improved communication skills and they were therefore more likely to ask for help in solving a problem and also became better listeners. (p 41)</p> <p>Students' comments: 'I was able to talk over problems with my partner and felt better afterwards', 'we discussed problems and possibilities and came out with some good solutions', 'I learned to share problems more and not to keep them to myself', 'Having a partner gave you someone else in the same position as yourself with whom you could discuss your problems', 'Even if this meant accepting someone else's idea was better than your own' (p 41)</p> <p>The following findings were categorised under sharing tasks. The author states, "Nearly half (52) of the students regarded learning to share tasks and activities as a partnership skill" (p 42).</p> <p>Students' comments:</p>		
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			<p><i>'We learnt to share tasks evenly', ...'and not to let the other do the work or take over and do it myself', 'We allocated responsibilities for each other', 'We shared lessons and responsibilities between us', 'I learnt to share my workload without continually watching my partner', 'I could rely on my partner to do her fair share' (p 42)</i></p> <p><i>The following findings were categorised under teamwork.</i></p> <p><i>The author states that the students developed realisations of what was to be expected in working as part of a team (p 42).</i></p> <p><i>Students' comments:</i> <i>'needing to be reliable', 'supporting each other', 'a skill at diplomacy', 'being open', 'definitely a humbling experience, as you have to learn to work dependently rather than independently' (p 42)</i></p> <p><i>The following findings were categorised under evaluation.</i></p> <p><i>The author states that the students were able to give and receive constructive evaluations of each other's practice (p 42).</i></p> <p><i>Students' comments:</i> <i>lit was good to evaluate lessons', 'We talked about every lesson', '[it helped to get] points aired and off your chest', 'it helped learning how to be a better teacher', 'When I felt a lesson didn't go too well I found it easy to talk to my partner and I'm glad there was somebody there to talk to me', 'I learnt to take criticism', 'We learnt to criticise each other', 'I listened to criticism without taking offence', 'I learnt how to discuss openly and honestly', 'I accepted criticism as a way of improving', 'I have learnt how to tell my partner my honest opinion...without seeming too critical' (p 42).</i></p> <p><i>The following findings were categorised under personal qualities.</i></p> <p><i>The author states that students felt certain qualities had been strengthened by their pairing, "Some felt they were now more patient, more tolerant, calmer, humbler...Some felt they had lost some of their inhibitions, become more assertive and gained in confidence". (p 42)</i></p>		
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		<p><i>Students' comments:</i> <i>'I learned about my weaknesses', 'I noticed the signs when the other was having problems and when it is appropriate to help', 'The ability to respond to problems other than your own' (p 42).</i></p> <p><i>The following findings were categorised under advantages.</i></p> <p><i>The author states: "Some ninety- two students felt that the main advantage was that of having exposure to more ideas, help with planning, and sharing work. That is, they focused on the concrete benefits of extra adult help." (pp 42-43)</i></p> <p><i>The author states: "...forty-one commented on the feeling off 'support' the partnership gave them. Often this seemed to mean that there was someone to rescue them from difficult situations, but the implication was also that there was comfort in knowing that a person was available, whether they were needed or not." (p 43)</i></p> <p><i>Students' comments:</i> <i>'Someone always there supporting', 'The support was good and gave you more confidence', 'A support if nervous', 'She could give me plenty of moral and practical support', 'There was always someone there if you were in difficulty', 'I found she was just as anxious as me and that reassured me', 'There was someone who identified with me', 'there was someone there who had to go through the same things as you' (p 43)</i></p> <p><i>The following findings were categorised under disadvantages.</i> <i>The following problems were outlined. The organisational demands of working with someone else, especially finding time for meetings (notably during vacations due to distance). Unreliable partners. Disagreements of teaching practice (which could result from personality clashes). Inability to assess their own teaching capability in the situation. A feeling of devaluation due to sharing the teaching role. The children seemed confused by the arrangement. Outgrowing the arrangement within the timescale of the experience. Not accepting the rationale behind the experience as it would not mirror true teaching experience.</i></p>			
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APPENDIX 4.12: In-depth review quality of the study – reporting

Item ID	Item	Is the context of the study adequately described?	Are the aims of the study clearly reported?	Is there an adequate description of the sample used in the study and how the sample was identified and recruited?	Is there an adequate description of the methods used in the study to collect data?	Is there an adequate description of the methods of data analysis?	Is the study replicable from this report?	Do the authors avoid selective reporting bias? (e.g. do they report on all variables they aimed to study as specified in their aims/research questions?)
IT12563	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner	No (Please specify.) <i>No, not really. Only ins far as why the study was conducted at that time is the context adequately described.</i> <i>What is less than adequately described is the content of the tools used in the study and the means of analysis. The findings then are based on very limited information.</i> <i>The study was briefly linked with some theoretical and empirical background literature but this is not returned to at any point to show where the findings from the present study build on the original conceptual basis.</i>	Yes (Please specify.) <i>Broad aims are identified but these do not result in clear research questions or hypotheses being formulated.</i>	Yes (Please specify.) <i>The sample is briefly described and the students and tutors were the total possible sample within the institution. However, insufficient information is given about the individuals within the sample and no information is given about how the five schools were selected to be involved in the survey.</i>	No (Please specify.) <i>Whilst we are given exact information about the numbers of questionnaires and interviews that were conducted, no information is provided about the content of either of these. We are left very much to assume that the content related to the present findings.</i>	No (Please specify.) <i>No information is given about analysis, only the outcomes of it.</i>	No (Please specify.) <i>As no information is given about the content of the tools used, the methods of analysis or the sample of schools/ teachers involved.</i>	No (Please specify.) <i>As the author did not identify any variables, then the reporting is very 'selective' in that we have no idea about whether the findings as reported, have any real basis.</i>
IT12396	PBEI 039: Mills J (1995) Partnership experiences for students	No (Please specify.) <i>The context of the study is not adequately outlined according to the EPPI-Centre Guidelines, as the answer to only one of the five questions is explicitly stated.</i>	Yes (Please specify.) <i>The students were led to reflect upon their experience, and realise the benefits of working in a team.</i>	No (Please specify.) <i>In relation to the EPPI-Centre guidelines the information regarding the sample in the study was very poorly described.</i>	No (Please specify.) <i>The description of methods used in the study are poor in relation to the EPPI-Centre's Guidelines.</i>	No (Please specify.) <i>There is no description of the data analysis methods.</i>	No (Please specify.) <i>The study is not replicable as the sample group is not defined to any degree of specificity.</i>	Yes (Please specify.)

APPENDIX 4.13: In-depth review quality of the study – methods and data

Item ID	IT12563
Item	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner
Are there ethical issues about the way the study was done?	No, none (Please specify.) <i>Ethics is not mentioned. All quotations used are anonymous.</i>
Were students and/or parents appropriately involved in the design or conduct of the study?	No (Please specify.) <i>It is difficult to extract this information other than the study reports that a group of headteachers and 'individuals with knowledge of primary teacher education' (p 69) were involved in the original formulation of the questionnaire.</i>
Is there sufficient justification for why the study was done the way it was?	No (Please specify.) <i>There is no explanation or rationale given as to why the study was conducted in the way it was.</i>
Was the choice of research design appropriate for addressing the research question(s) posed?	No (Please specify.) <i>As no main research questions were stated, it is not possible to answer this question.</i>
Have sufficient attempts been made to establish the <u>reliability</u> of data-collection methods and tools?	No, none (Please specify.) <i>Only in so far as the 5 interviews were said to offer 'some triangulation' of data, could it be considered that any measure of reliability were considered.</i>
Have sufficient attempts been made to establish the <u>validity</u> of data-collection tools and methods?	No, none (Please specify.)
Have sufficient attempts been made to establish the <u>reliability</u> of data analysis?	No (Please specify.)
Have sufficient attempts been made to establish the <u>validity</u> of data analysis?	No, none (Please specify.)
To what extent are the research design and methods employed able to rule out any other sources of error/bias which would lead to alternative explanations for the findings of the study?	Not at all (Please specify.)
How generalisable are the study results?	Details <i>No generalisability is possible because of the way the study is reported: i.e. no sampling frame is given and full information is not given about groups of respondents.</i>
Weight of evidence - A: Taking account of all quality	Low trustworthiness (Please specify.) <i>We do not have sufficient information on which to judge the quality and type of</i>

assessment issues, can the study findings be trusted in answering the study question(s)?	<i>the tools used or the analysis of data collected.</i>
Have sufficient attempts been made to justify the conclusions drawn from the findings so that the conclusions are trustworthy?	Low trustworthiness <i>The conclusions relate only to the information from the findings which is intended to inform the PPP.</i>
In light of the above, do the reviewers differ from the authors over the findings or conclusions of the study?	Yes (Please specify.) <i>Neither of these responses is actually applicable. There are no real conclusions drawn from the findings except in so far as they apply to putting in place the new PPP.</i>

Item ID	IT12396
Item	PBEI 039: Mills J (1995) Partnership experiences for students
Are there ethical issues about the way the study was done?	No, none (Please specify.)
Were students and/or parents appropriately involved in the design or conduct of the study?	Yes, a lot (Please specify.) <i>There seemed to be no need for students or parents to be involved in the study design so they were not. The students were required for the full completion of the study and were therefore appropriately involved in the conduct of the study.</i>
Is there sufficient justification for why the study was done the way it was?	No (please specify) <i>There is no reason given for the methods involved in the study.</i>
Was the choice of research design appropriate for addressing the research question(s) posed?	No (Please specify.) <i>To answer the research aims effectively, a more structured method of finding the data would possibly have been more useful.</i>
Have sufficient attempts been made to establish the <u>reliability</u> of data-collection methods and tools?	No, none (Please specify.)
Have sufficient attempts been made to establish the <u>validity</u> of data-collection tools and methods?	No, none (Please specify.)
Have sufficient attempts been made to establish the <u>reliability</u> of data analysis?	No (Please specify.)
Have sufficient attempts been made to establish the <u>validity</u> of data analysis?	No, none (Please specify.)
To what extent are the research design and methods employed able to rule out any other	Not at all (Please specify.) <i>The explanations for the findings seem to be made by one person who interpreted the information in their own way.</i>

sources of error/bias which would lead to alternative explanations for the findings of the study?	
How generalisable are the study results?	<p>Details <i>The results could be generalised as: the majority of trainee teachers benefit from a pairing partnership.</i></p>
Weight of evidence - A: Taking account of all quality assessment issues, can the study findings be trusted in answering the study question(s)?	<p>Low trustworthiness (Please specify). <i>The trustworthiness of the findings is low because (a) we do not have any information about the question in the questionnaire and the levels of bias they may have had in steering the answers and (b) the findings are all qualitative which can be effected by too many personal/individual variables.</i></p>
Have sufficient attempts been made to justify the conclusions drawn from the findings so that the conclusions are trustworthy?	<p>Low trustworthiness <i>The author cites seven authors who have found similar results to her's.</i></p>
In light of the above, do the reviewers differ from the authors over the findings or conclusions of the study?	<p>Not applicable (no difference in conclusions) <i>From the information provided, the reviewer would not have drawn a different conclusion, but they may have done so from the full data.</i></p>

APPENDIX 4.14: In-depth review – weight of evidence

Item ID	Item	What is the review question?	Weight of evidence B: Appropriateness of research design and analysis for addressing the question, or sub-questions, of this specific systematic review.	Weight of evidence C: Relevance of particular focus of the study (including conceptual focus, context, sample and measures) for addressing the question or sub-questions of this specific systematic review.	Weight of evidence D: Taking into account quality of execution (Question M.11), appropriateness of design and relevance of focus, what is the overall weight of evidence this study provides to answer the question of this specific systematic review?
IT12563	PBEI 029: Baird A (1996) Primary partnership: the forgotten partner	Details <i>What school-based elements of partnership in initial teacher training support trainee teachers' professional development in the UK?</i>	Medium <i>As a survey design, with interview support, this study is able to address the review question in terms of gathering different people's perceptions of partnership arrangements in the context of primary schools and how they support trainee teachers. It does not address the 'reality' in classrooms which could have been achieved by observation.</i>	Medium <i>The conceptual focus of the study is briefly outlined and some of this relates directly to the review question. The context of the study is clearly stated, although the sample of teachers involved is not clearly described or defined. We are not given clear information about the content of either the questionnaire or interview schedules, or information about how they were analysed. We can therefore only rely partly on the study to address the review question.</i>	Low <i>The study offers some pointers to the kinds of school-based experience which are perceived by the different people involved (e.g. the trainees, the class teachers and the tutors) to be important in the school-based element of the partnership. However, because we do not have sufficient information on which to judge the quality and type of the tools used or the analysis of data collected, the weight of evidence can only be deemed to be low in regards to answering the review question.</i>
IT12396	PBEI 039: Mills J (1995) Partnership experiences for students	Details <i>What school-based elements of partnership in initial teacher training support trainee teachers' professional development in the UK?</i>	Low <i>One of the aims of the study was to get the students to reflect on the perceived advantages and disadvantages of the pairing. The advantages stated could be taken as being in line with professional development as part of the experience, but this is a by-product that informs my review rather than a stated aim in line with my review.</i>	Medium <i>The focus was on students' perceptions of what they had learnt from the pairing. This begs the question, who is the more reliable judge on the level of professional development, the trainee teachers (those who can ascertain the development at a personal level and what their individual strengths/weaknesses may be and what needs working on) or the teacher trainers (who may have a better idea of what skills are required from a good professional teacher)? It also then asks to what level are the trainee teachers' responses of what they had learnt an example of professional development.</i>	Low <i>The data analysis is untrustworthy, the method used to collect the data is of limited trustworthiness, and the focus of the study only addresses the review question as a by-product of its own agenda.</i>

Appendix 4.2: Details of studies included in the in-depth review

				<i>The context and the sample of the study are both highly relevant to the review. It is an element of a partnership involving trainee teachers that should fundamentally support professional development.</i>	
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