On the CUSP of innovation: From CUSP to CUSP²

The Collaborative University-School Partnership project (CUSP) documents the experiences of a New Zealand university and seven schools as they collaborated on the development and introduction of a reframed practicum programme in the first year of a three-year undergraduate primary initial teacher education (ITE) programme. The CUSP programme was designed to enhance teacher, university lecturer, and student-teacher experience of the school-based components of the ITE programme by weaving the university and school-based components into a more coherent and seamless whole to which each community contributed and benefited. In the co-constructed and reconceptualised school-based programme, lecturers and teachers became jointly responsible for student-teacher development.

A research programme based on a combination of a design research approach and a design-based intervention research approach (Penuel & Fishman, 2012) ran alongside the CUSP programme design and implementation over a 4-year period (two cohorts of student teachers over the three year progamme). We aimed to produce robust explanations of innovative practice and provide principles that can be used by others in other settings. Wenger's notions of mutual engagement, joint enterprise and shared repertoire assisted in understanding how key boundary practices, objects and people operated at the university-school boundary as a new hybrid community was established. Findings show how these constructs played out over the development and the implementation of the CUSP initiative and how they were helpful in understanding the importance of bringing those at the periphery of the innovation into the centre.

In 2019 we have reframed the second year practicum using the learnings from the CUSP programme - CUSP². We are researching the impact of the innovation on student teacher learning as we bring fifteen new schools into the partnership supported by the original CUSP schools and extend the community of practice and shared understandings that contribute to programme design and student teacher learning.

Cooper, B., Cowie, B., & Campbell, C. (2018). A New Zealand collaborative university-school partnership: Applying the STEPS framework. In L. Hobbs, C. Campbell, & M. Jones (Eds.), *School-based Partnerships in Teacher Education* (pp. 209-218). Singapore: Springer. Retrieved from https://link.springer.com/book/10.1007/978-981-13-1795-8

Cowie, B., & Cooper, B. (2018). Looking for synergies to meet the challenges of teacher education. In C. Wyatt-Smith, & L. Adie (Eds.), *Innovation and Accountability in Teacher Education. Setting Directions for New Cultures in Teacher Education* (pp. 187-200). Singapore: Springer.

Cooper, B., & Grudnoff, L. (2017). Redesigning authentic collaborative practicum partnerships: Learnings from case studies from two New Zealand Universities. In M. Peters, B. Cowie, & I. Menter (Eds.), *A Companion to Research in Teacher Education* (pp. 223-236). Springer. doi:10.1007/978-981-10-4075-7

Cooper, B. (2017). Supporting innovation through collaborative research with teachers in school and tertiary settings. In R. McNae, & B. Cowie (Eds.), *Realising Innovative Partnership in Educational Research. Theories and Methodologies for Collaboration* (pp. 61-66). Sense Publishers.

Cowie, B., & Cooper, B. (2017). Functions of assessment in relation to sociocultural teacher education approaches. In D. J. Clandinin, & J. Husu (Eds.), *The Sage Handbook of Research on Teacher Education* (pp. 963-978). SAGE. Retrieved from https://us.sagepub.com/

Cooper, B., & Cowie, B. (2018). Theorising a collaborative university school practicum partnership. In *2018 ATEA and TEFANZ Conference Teacher education in and for uncertain times*. Conference held at La Trobe University, Melbourne, Victoria, Australia.

Collaborative school Partnership Project CUSP – CUSP^2

Beverley Cooper University of Waikato
bcooper@waikato.ac.nz

Theoretical Framing -Communities of Practice

A CoP involves 'groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise by interacting on an ongoing basis.' (Wenger, 2002, p.4) . Coherence revolves around: Mutual engagement; Joint enterprise Shared repertoire

Legitimate peripheral participation

- As we become more competent we move from the periphery towards the centre of a community
- When we come into contact with new practices we venture into unfamiliar territory
- When two communities come together learning and identity development are supported by: Boundary practices; Boundary brokers; Boundary objects

Support from educational design research which is a process that involves the systematic design, development and evaluation of educational interventions (e.g., teaching and learning strategies, materials, systems). It aims to engineer change but pays equivalent attention to theory development. (Cobb et al., 2003)

Data Two programme cycles over four years (2 cohorts) 2012-2015

- document analysis
- researcher attendance at planning and review meetings
- focus group interviews of student teachers, associate lecturers, faculty lecturers and beginning teachers
- surveys of mentor teachers and student teachers over two cycles of the three year programme.
- Two full case studies of implementation to embedding

Findings

- The most important factor that enabled the success of CUSP for all research participants was the way the programme allowed time to build effective relationships.
- This was most striking for those at the centre of developments and implementation
- Findings also highlighted the need to consider those more at the periphery of developments
- In schools, schools principals and those who attended the initial CUSP development meetings were responsible for communicating the vision to colleagues
- Associate Lecturers became the boundary broker between university professional practice lecturers and Associate teachers
- Initial development and implementation focused largely on programme leader and lecturers in the professional practice paper working with Associate Lecturers
- Some reporting to lecturers across the programme through developmental evaluation When a greater range of university lecturers were involved the boundary practices needed modifying to bring them in from the periphery.

Current

- High level of support from current associate teachers, associate lecturers, university lecturers across the programme, current student teachers and graduates of the programme who are currently beginning teachers
- Upscaling to year 2 of programme. Repeating CUSP research process for CUSP^2 schools and revisiting CUSP 1 schools.
- Current partner schools have a role as boundary brokers to support implementation between new and established schools