

A placement at a local partner school can offer aspiring teachers of upper-secondary level an invaluable opportunity to confront the teaching profession head-on and to benefit from all manner of input, feedback, and dialogue around educational issues. By virtue of its focus on professional interactions, however, the partner school set-up requires a good deal of teamwork – whether between trainee teacher and practice coach, among trainees as cohort, or among teaching faculty. This teamwork can be informative, inspiring, and energising, but it can also present challenges, including logistical ones.

With an acknowledgment of the importance of interaction at its heart, this presentation will look back on one school's recent three years as a partner school, examining what these interactions mean for the various individuals involved. The speaker will outline key facts and features of this particular partnership, zooming in on recent illustrative key moments by means of selected vignettes. Then, building on initial professional dialogue around partner schools a decade earlier in the USA, the speaker will report on further exchanges with stateside experts in the field of professional development schools, teacher teams, and teacher education, focusing specifically on ways to enhance teamwork in this new Swiss partner school. The presentation will conclude with a range of takeaways for partner school work and a follow-up Q&A.

## Bibliography

- City, E.A., Elmore, R.F., Fiarman, S.E. & Teitel, L. (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Harvard Education Press.
- Cosenza, M. & Buchanan, M. (2018). (Eds.) *Visions from Professional Development School Partners: Connecting Professional Development and Clinical Practice*. Information Age Publishing.
- Del Prete, T. (2013). *Teacher Rounds: A Guide to Collaborative Learning in and From Practice*. Corwin.
- Del Prete, T. (2020). *Partnership and Powerful Teacher Education: Growth and Challenge in an Urban Neighborhood Program*. Routledge.
- Lave, J. & Wenger E. (1991). *Situated Learning: Legitimate peripheral participation*. Cambridge University Press.
- Teitel, L. (1997). Understanding and harnessing the power of the cohort model in preparing educational leaders. *Peabody Journal of Education*, 72(2). doi: 10.1207/s15327930pje7204\_4
- Troen, V. & Boles, K. C. (2012). *The Power of Teacher Teams*. Sage.
- Wenger, E. (2000). Communities of Practice: Learning as a social system. *Organization*, 7(2), 225-246.