

Christine Grima-Farrell · Tony Loughland ·  
Hoa Thi Mai Nguyen

# Theory to Practice in Teacher Education

The Critical Challenge of Translation

 Springer

# Contents

<b>1 Eclectic Perspectives and Experiences of Teacher Education</b>	
<b>Unite: Diverse Research to Practice Perspectives</b> .....	1
Introduction .....	1
Where Are We Now? .....	2
Where Have We Come from? .....	3
Changing Directions .....	3
Regulatory Realities .....	4
Consistency in Translation that Champions Contextual Realities and Regulations .....	5
Conclusion .....	6
References .....	7
<b>2 Researcher and Teacher Perspectives of Ways to Reduce the Research-Practice in Teacher Education: Implementation Science</b> .....	9
Introduction .....	9
Review of the Literature .....	10
The Research Approach .....	11
Participating Teachers .....	11
Consistency in the Connections Among RTP Implementation Factors .....	18
Limitations of the Study and Recommendations for Future Research .....	24
Summary .....	25
References .....	25
<b>3 Modes of Translation in Initial Teacher Education: From Normal Schools to Hub Schools</b> .....	27
In the Beginning: Teacher Seminaries and Normal Schools .....	27
Demonstration Schools: Two Case Studies .....	30

Case #1: Fielden, England . . . . .	30
Case #2: North Sydney Demonstration School, Sydney, Australia . . . . .	31
Case Study Synthesis: What Modes of Translation Are and Were Used in These Demonstration Schools? . . . . .	33
Professional Development Schools . . . . .	34
Academy Schools and Teach for Your Country: The Current State of Play . . . . .	36
Implications for Future Modes of Translation in Initial Teacher Education: The New Normal? . . . . .	39
References . . . . .	42
<b>4 The Relationship of the Developmental Discourse of the Graduate Teacher Standards to Theory and Practice Translation via Implementation Science . . . . .</b>	<b>45</b>
Introduction . . . . .	45
Literature Review . . . . .	46
The Developmental Use of the Standards . . . . .	47
The Regulatory Use of the Standards . . . . .	48
Methodology . . . . .	51
Sample . . . . .	51
Methods . . . . .	51
Data Analysis . . . . .	52
Findings . . . . .	52
Teacher Education Students . . . . .	53
Supervising Teachers . . . . .	54
University Mentors . . . . .	55
Discussion . . . . .	56
Developmental Deployment of the Standards for Teacher Education Students on Professional Experience . . . . .	57
The Developmental Discourse in the Accreditation of Initial Teacher Education . . . . .	58
Conclusion . . . . .	59
References . . . . .	60
<b>5 Translation to Practice: Insights from the Stakeholders’ Experiences in a Collaborative Model of Professional Experience . . . . .</b>	<b>63</b>
Introduction . . . . .	63
A Community of Practice Approach to Professional Experience to Enhance Learning . . . . .	64
Changing Roles of the Stakeholders in the Professional Experiences . . . . .	66
Research Methodology . . . . .	66

Context of the Study . . . . .	67
Data Collection and Analysis . . . . .	67
Results . . . . .	68
University Mentors as Supporters, Liaison Representatives, and Learners . . . . .	68
School Mentors as Role Models, Supporters, and Learners . . . . .	70
Pre-service Teachers as Peer Mentors and Learners . . . . .	72
Discussion . . . . .	75
Conclusion . . . . .	77
References . . . . .	77
<b>6 Collaborative School and University Partnerships in Preparing Teachers for Inclusive Education: Researcher and Teacher Perspectives . . . . .</b>	<b>81</b>
Introduction . . . . .	81
Partners and Key Collaborators . . . . .	82
Project Summary . . . . .	83
Aims and Outcomes . . . . .	84
Significance to Quality Practices in Teacher Education . . . . .	85
Theoretical Framework of the Project . . . . .	86
Methods of Implementation . . . . .	86
Key Findings . . . . .	87
The Responsiveness and Versatility of Teacher Education Programs . . . . .	88
Collaboration, Support and Communication Amongst Peers, School and University Partnership Stakeholders . . . . .	89
Responsibility and Positive Relationships . . . . .	90
Challenges . . . . .	91
Discussion and Recommendations . . . . .	93
Vignette . . . . .	94
References . . . . .	95
<b>7 The Teacher Performance Assessment: A Benchmark for Translation? . . . . .</b>	<b>97</b>
The Genesis of the Teacher Performance Assessment in Australia . . . . .	98
The TPA Design . . . . .	100
Validity . . . . .	101
Reliability . . . . .	102
Feasibility . . . . .	102
The TPA Implementation: A Measure of Assessment-Centric Graduates? . . . . .	104
Pre-structural Level . . . . .	104
Unistructural Level . . . . .	105
Multistructural Level . . . . .	105

Relational Level . . . . .	105
Extended Abstract . . . . .	106
Can the TPA Be a Threshold Test of Knowledge Translation for Teacher Education Programs? . . . . .	106
Conclusion . . . . .	109
Appendix 1: TPA rubric . . . . .	110
Appendix 2 . . . . .	116
References . . . . .	117
<b>8 Reframing the Problematic: From Translation to the Interaction of Theory to Practice in Teacher Education . . . . .</b>	<b>119</b>
The Importance of Implementation Science to the Translation of Theory to Practice in Initial Teacher Education . . . . .	119
The Importance of a Developmental Growth Model in ITE . . . . .	121
The Primacy of Practice in the Translation of Theory to Practice . . . . .	122
Future Directions for Research in ITE . . . . .	124
Conclusion . . . . .	125
References . . . . .	125