RE-ENVISAGING TEACHING PRACTICUM: FACTORS OF SCHOOL-UNIVERSITY PARTNERSHIP

[1]Faiza Masood,[2]Dr. Malik Ghulam Behlol

ABSTRACT--School-university partnership prominence all over the world for the successful pre-service teacher education program. This paper highlight supportive factors of re-envisaging school-university partnership, contributes to the preparation of prospective teachers, during teaching practicum. The basic purpose behind the school-university partnership includes bridging the theory-practice gap, facilitating prospective teachers, and creating a cooperative atmosphere between two stakeholders during teaching practicum. The quantitative approach was used to collect data, through five points Likert scale from participants. Data were collected from one female institution by applying the purposive sampling technique. Prospective teachers of third and fifth semesters and their co-operative teachers participate in the study. Findings point out factors that enhance prospective teachers' learning and engagement during teaching practicum, it also indicates different ways to strengthen partnerships to bridge the gap between theory and practice. The study concluded that all identified factors of the school-university partnership are imperative and provide a baseline for the practicum process to prepare prospective teachers. All these factors should be used in teaching practicum to bridge the gap between theory and practice.

Keywords--School-university partnership, theory-practice gap, teaching practicum, pre-service teacher education program.

I. INTRODUCTION

Due to globalization throughout the world, teacher education has undergone dramatic changes in the last decade. The common view of teacher education institutions as hubs offering one-sided training is considered outdated, and professional groups are now focusing on re-conceptualizing teaching and education. Recent international studies emphasize the importance of enhancing quality education and putting the most qualified teachers in the classroom to provide the best education for students. Besides, in the last two decades, several countries around the world have adopted educational reforms aimed at improving the quality of education and preparation of prospective teachers (Borko, 2004). Several researchers reported the challenges faced by teachers at the beginning of their teaching as possibly linked to a lack of adequate teaching preparation and inconsistency between the pre-service teaching goals of prospective teachers and the reality of teaching. Potential classroom behavior of prospective teachers is strongly influenced by their previous teaching experiences, as prospective teachers enter their teacher education programs with clear preconceptions about what teaching entails, often

[1] Ph.D. scholar, Fatima Jinnah Women University, Rawalpindi Pakistan,.,faiza.masood1985@gmail.com

[2] Assistant professor, Fatima Jinnah Women University, Rawalpindi Pakistan.

contrary to the teaching realities. In recent years research studies suggested a systematic School-University partnership for the successful completion of teaching practicum (Jeanne Maree Allen & Peach, 2007).

Teacher education institutions need to build strong relationships within and outside academia, especially in the field of practice. Prospective teachers could be prepared in a better way if teacher education institutions develop partnerships with a variety of stakeholders (Cole & Knowles, 2008). School university partnerships aim to facilitate prospective teachers during teaching practicum and overcome challenges that cooperative and prospective teachers face in learning and practicing teaching skills. School-university partnerships foster the teaching skills of cooperative teachers for preparing skilled, motivated, and supporting prospective teachers that are the most valuable assets of any education system. Universities are commonly perceived as the principal agent of pre-service teacher education and therefore have overall responsibility. Nevertheless, this is evolving, and it is expected that teacher education institutions (universities) will develop partnerships with other stakeholders, as helping all participants to improve the process of teaching (Jeanne Maree Allen, Howells, & Radford, 2013) Teaching practicum is the central component of pre-service teacher education. Studies conducted by (Nasser-Abu Alhija & Wisenbaker, 2006)) and (Ingersoll, 2012) suggested that school mentoring has a positive effect on teaching inspiration and persistence, during teaching practicum. To a large extent in schools, pre-service teaching-learning takes place; it is work-based learning (Eraut, 2014). Nevertheless, it may be useful to attend formal courses offered by universities to upgrade professional knowledge.

Pre-service teacher education programs consist of two phases, coursework and fieldwork or teaching practicum. Prospective teachers are placed in school settings during teaching practice to create pedagogical and philosophical ties. The teaching practicum has exposed the difference between theory taught by universities and practice in school settings that have been widely discussed in the literature. Prospective teachers appear to take different courses on pedagogy and study content which have been evidenced to have limited connections with resultant practice. The basic purposes of developing and maintaining a successful partnership and establishment of a learning community within and between schools and universities are to provide unique environments that allow prospective teachers and cooperative teachers to take different roles for their professional development. (Korthagen & Kessels, 1999).

In the emerging concept of teaching practicum, universities and practicing schools share their responsibilities as equal partners for educating prospective teachers. Nonetheless, the point is that whether the university and school establish genin partnership on an equal basis, or their power dynamics, for instance, who leads and decide, content to be taught, methods of assessment and evaluation of prospective teachers during the teaching practicum. Various research studies reveal that there exists a theory-practice gap and tensions in building relationships (Bullough Jr & Draper, 2004). Partners of school-university partnerships have placed PT's engagement and learning at the forefront of classrooms, and new approaches to school teaching are to be practiced in an established environment. The learning and growth of PTs in schools are major aspects of the partnership model and improving pre-service teacher education, which seeks to combine knowledge of subjects, educational and didactic.we can say, it is a significant attempt to diminish the experience of teacher education fragmentation among prospective teachers (Taylor, 2008).

In Pakistan, Universities have collaborative links with practicing schools to send their prospective teachers, both partners have a clear division of roles and responsibilities to facilitate prospective teachers. The university is

in charge of teaching the theory, and the schools deal with practical teaching skills. There is no construction of a third learning space; the students have two separate learning areas. Cooperative teachers in practicing schools are not required to have any form of special training as a mentor to guide prospective teachers during teaching practicum. Most of the correspondence is written between the university and the school separately, University tutors visit prospective teachers to observe their performance in the classroom.

 Nevertheless, per the school's written report, the final assessment of the teaching practicum, made by the respondent university tutor. Often it is the university that decides about the number of the lesson delivered by prospective teachers, type of assessment and grading criteria. This type of school-university relationship can not be defined as a true school-university partnership with shared roles, responsibilities and mutual trust as the more decision making power lies in the university and with or without reimbursement, the school provides facilities (Fatima & Behlol).

Learning and teaching take place in both contexts, and the actors involved have dual roles in both universities and practicing school. Nowadays in Pakistan teaching is generally characterized by poor performance and low efficiency due to low salary structure, lack of appropriate training, over-crowded curriculum, lack of appropriate content knowledge and low self-esteem (Farah, Fauzee, & Daud, 2016). This paper discusses supporting factors in the relationship between school and university, which leads to the training and development of prospective teachers and re-envisaging teaching practicum. The aim behind the school-university partnership is to bridge the theory-practice gap, encourage prospective teachers and create a cooperative environment during teaching practicum. Main research questions are as follow:

1. What are the supporting factors of the school-university partnership?
2. How supporting factors help to improve teaching practicum?

Several factors contribute to building a School-university partnership and bridging the existing theory-practice gap and overcome the maximum problems faced by prospective teachers. Higher education commission of Pakistan put their effort to improve pre-service teacher education, they have develops guides for teaching practicum of 4years B.Ed Elementary program and identify the importance of school-university partnership (Farah et al., 2016). The researcher has studied extensive review of previously published literature to identify factors about effective School-University partnerships and divide these factors into five main categories. A sum-up of the review studies has been given in the form of the following figure.
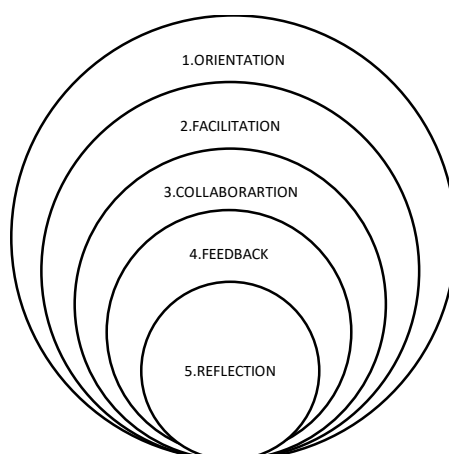
Figure 1: Phases of the school-university partnership

Orientation

Orientation can be defined as the determination of roles to achieve specific goals, in pre-service teacher education, before teaching practicum all stakeholders defined set of ideas about learning to teach (Feiman-Nemser, 1990). Zeichner & Levin noted that orientation is a set of principal driven by the practitioners. Clarification of roles and responsibilities during teaching practicum is mandatory for the successful training of prospective teachers (A. Zeichner & Levin, 1993).

The orientation phase consists of sharing roles and responsibilities for those who guide, facilitate and support prospective teachers during their teaching practicum during the B. Ed (Hons) elementary program. All responsibilities and skills in supporting prospective teachers will be reviewed and considered together to explore the possible benefits of all stakeholders. A school-university partnership proposes that university tutor and cooperative teachers develop collaborative relationships and understanding by sharing of innovative ideas and their prior experiences. Specific and detailed information about each aspect of practicum experience will be given to all participants. Four crucial participants direct each practicum experience: 1) the prospective teachers, 2) the co-operative teacher, and 3) the University tutor (teacher educator). What occurs and how it is perceived in the classroom will depend on each member's views. Negotiating common expectations for roles and responsibilities is important for each member. The experience is likely to be more satisfying to all if standards are transparent and understood by each participant. orientation meetings Reflect on 1) expectations from school and university 2) teaching standards, 3) assessment and evaluation methods in classrooms, 3) observation techniques. Members will meet several times during the semester (keep track of these meetings using the meeting sheet in the handbook) Initially, when responsibilities and relationships are addressed then At the midpoint when success is discussed and last At the end of the encounter, as a final assessment is made. The members may feel it is important to meet more frequently, depending on the challenges they face during the practical experience.

There are several responsibilities, in this phase mainly for the role of a university tutor and school principal to manage workplace and workload during teaching practicum. Orientation meeting provides an overview of school education, in which participants discuss a range of issues such as expectations from both sides regarding teaching practicum, curriculum, classroom management, teaching strategies, assessment and grading criteria, and solutions to supporting fairness in school programs. Teaching practicum is conducted once in a week from 3rd September to 8th semester, excluding the long practicum weeks. First, university tutors share practicum objectives and expectations from teaching training during the practicum. University tutors also provide and discuss practicum plans with appropriate data schedules and feedback performs for cooperative teachers. During this orientation meeting, university tutors elaborate on the professional responsibilities for schools, especially for cooperative teachers. School principals also elaborate on what the schools expect from prospective teachers during the teaching practicum. School principals need then to manage the workload for cooperative teachers and universities offer some financial or status benefits for them. School principals will provide details of the course outline and available resources like ICT labs and science labs etc. Some specific characteristics of orientation phase:

•   Negotiate an appropriate and supportive learning environment where all those concerned are aware of their potential roles

- Communicate roles and responsibilities in providing support across all stakeholders
- Have a clear vision of learning to teach.

Facilitation

According to the Cambridge dictionary, facilitation means the provision of facilities, resources, opportunities, and support for the group of individuals to succeed in the achievements of the objectives. It relies on the facilitators who consider experts of facilitation skills and approaches. Facilitation is the word from the Latin language which means "make it easy". During teaching practicum, facilitation is the art of gathering energies of prospective teachers to achieve specific targets.

Prospective teachers are usually supported by their university tutors, school-based partnering instructors, and their' classmates when engaging in their learning. Nevertheless, peer contact and university support disappear as soon as school placement starts during practicum (Moir & Gless, 2001), because student teachers are alone with minimal support in the classroom, distracted by new responsibilities, and have little time to work with colleagues. Pre-service teacher education programs responded to these issues and challenges by implementing a range of proactive, collaborative practices to facilitate prospective teachers by engaging teacher educators during the teaching practicum. Teacher educators (university tutors and cooperative teachers) help prospective teachers to manage, space, time and geographical issues, they also provide intellectual and emotional support (Harman & Koohang, 2005)

Both mentors (University tutor and the cooperative teacher) facilitate prospective teachers in the integration of theoretical and practical knowledge, providing a realization about classroom problems, enabling prospective teachers to take inquiry-informed decisions about the curriculum and collaborative working and capacity building. Cooperative teachers will be able to enhance their abilities of modeling practice, sharing innovative pedagogical skills and job-based learning to prepare future teachers. University tutors will be able to improve the professional development of prospective and cooperative teachers and enhance the quality of education. This will require them to listen to and learn from the school-based realities of co-operative teachers and their school principals (Schön, 2015).

A facilitation approach is needed, where a prospective teacher is helped to talk about the issues they are facing where, through a variety of strategies, they are encouraged to develop their ideas. This approach can, therefore, develop prospective teachers' skills of reflection on their practice and increase their levels of independence as they move into the profession. These teachers will become the reflective professionals needed to ensure that school-based education can respond to the challenges of moving into the future and preparing the citizens of the future. For developing and maintaining effective partnerships, it is significant to understand and acknowledge the role and contribution of each stakeholder. This awareness can lead to bringing together these roles in a collaborative framework instead of being isolated and discrete element. (Butler, 2003).

In a positive facilitated environment, prospective teachers work with cooperative teachers have improved professionally (Butler, 2003). In a process of facilitation partnership through which one person shares expertise, skills, information, and perspective to promote prospective teachers' personal and professional growth ", facilitation is defined as an interpersonal relationship between cooperative and prospective teachers consisting of a series of purposeful, social interactions. Teacher educators provide facilitate prospective teachers during teaching

practicum on various aspects of for instance lesson planning and lesson delivery, classroom management, and teaching strategies. More emphasis is placed on the professional development of prospective teachers (Fairbanks, Freedman, & Kahn, 2000). The cooperative teacher is introduced to the prospective teacher as a competent subject specialist and main partner, who, provide facilitation in the classroom, instruction, students and guidance and suggestions (Dunne et al., 1996). As an outstanding educator, the cooperative teacher is a master in practical knowledge and is required to be up-to-date about knowledge of educational theory (CHOW, TANG, & So, 2004).

Collaboration

In recent years, the literature reveals that for the successful completion of teaching practicum, there is a dire need for the collaborative school-university partnership. Zeichner and Liu argued collaborative relationships of all stallholders required to develop school-university partnerships (K. Zeichner & Liu, 2010) and help to improve the quality of teaching practicum (Jeanne Maree Allen & Peach, 2007)). Universities need to explore new collaborative connections between, on-campus and infield to improve the quality of teaching and learning. A student perspective stated the need to create a substantially different approach to pre-service teacher education focused on a genuinely collaborative partnership between universities and schools. Likewise, growing cooperation and coordination between universities and schools (Radford, Bosanquet, Webster, Blatchford, & Rubie-Davies, 2014) established the need to improve the technical (practical) experience components of the teacher education programs.

Prospective teachers faced several issues including implementation of theoretical knowledge in real classroom settings during teaching practicum, Universities have been trying to tackle this challenge for several years by developing collaborative relationships with schools(Jeanne M Allen, 2009). Some practitioners argue that by developing collaborative school-university partnerships bridge the theory-practice gap (Jeanne Maree Allen et al., 2013). Others argue that difficulties in bridging the theory-practice gap are due to weak and ineffective collaborations, (White, Bloomfield, & Cornu, 2010), possibly due to time and resource-related difficulties (Kemp, Livingstone, & Bloomfield, 2009) or lack of good communication between universities and schools. McIntyre (2009) argued that cooperation, collaboration, equality and loyalty that often frame these partnerships, but in case of pre-service teachers training university are predominating in most cases over the practice of teacher expertise, with the focus on ensuring that prospective teachers practice is in line with what is taught in universities of providing something inherently innate. School-university partnership, suggests a collaborative relationship between a more experienced practitioner (university tutor, cooperative teachers) and a novice teacher (prospective teachers). The support given through collaboration relates to passing on essential knowledge and skills that have developed from years of experience. In the collaboration phase, to ensure interpersonal relationships and communication channels (Jeanne M Allen, 2009).

Feedback

Teacher educators and prospective teachers are engaged in a learning process that ensures consistent, substantive, constructive feedback in recognizing strengths, identifying territorial evidence for advancement, and setting achievable goals in teaching (Fletcher, 2000). Since progressing against past goals, prospective teachers need to learn how to respond to feedback, clear up expectations for feedback and appraisal for a common understanding. Through feedback discussion, prospective teachers can set up compelling correspondence channels

with key partners. Continuous feedback can be provided as developmental and summative criticism during teaching practicum (Lock et al., 2006). To support learning, the role of in-time feedback for prospective teachers in learning to teach is very critical, (SOARES & OLIVEN, 2002). Pakistan's Higher Education Commission has developed guides for pre-service teaching practicum 4 Years B.ED (Hons) program that also identifies the significance of feedback to prepare teachers for successful teaching and learning. Active University Tutors and Cooperative Teachers' feedback helps the prospective teachers to learn how to bring theory into practice (SOARES & OLIVEN, 2002). Studies in Pakistani context identify theory-practice disparities in various dimensions of learning to teach, and this gap is also compounded by weak, delayed and threatened feedback practices (Masood & Behlol).

In this phase university tutors and cooperative teachers identify opportunities for providing feedback to prospective teachers and to review its effectiveness. This covers opportunities for written and oral feedback, which can provide both formative and summative assessment. This would include the reference to local and national teacher standards and expectations. The review should include how feedback provided can be shared across those partners supporting prospective teachers both for individual prospective teacher support and to evaluate cross-partnership consistency in processes and outcomes. Feedback should be considered part of a teaching and learning process rather than either discrete or ephemeral events. It can have both formative (diagnostic and feed-forward) and summative (capturing achievement at a moment in time) purposes (Galloway & Edwards, 2014).

Formative purposes for feedback relating to the positive achievements of a student being recognized and discussed, as well as identifying areas for development such that the appropriate next steps can be planned. This can include a diagnostic component, related to agreed success criteria. Summative purposes for feedback related to the capturing and recording systematically the achievement of a student at a point in time. This is often for accountability purposes.

Main purposes behind providing feedback are Linking the teaching to local and national standards and expectations, Clarity in identifying strengths, Identification of areas for development, setting achievable targets and priorities, Providing opportunities to respond to the feedback, Tracking progress against previous targets, Clarify the expectations for feedback and assessment for a shared understanding, Agree appropriate, standardized documentation, Set up effective communication channels connecting key stakeholders, Agree standard feedback practices, including joint working, and frequency, Review the role of feedback to prospective teacher development holistically through overarching evaluation mechanisms, Build in systems for ensuring consistency and quality of written feedback across all settings within a teacher education programmed (Borko, 2004).

Reflection

Since the mid-1970s, the idea of reflection has been increasingly used in teacher education and known as characteristic of good prospective teachers (Korthagen, 2001) ;(Schon, 1983). Teaching practice in a school setting is a stressful experience for prospective teachers, where they worried most of the time about what should I do next? (Korthagen, 2001); (Tietjens, 2001). Reflective practices during teaching practicum are crucial, whether as part of a "round table" discussion (Brandenburg & Wiese, 2004) or where the teacher educators work with the prospective teachers in a one-to-one manner to scaffold the reflective cycle (Parsons & Stephenson, 2005). Nevertheless, problems occur in achieving successful reflective dialogue during practicum periods when prospective teachers

are located in schools for extended periods, in rural and regional schools due to significant distances from the home, university, and school (Korthagen, 2001).

Research suggests that the development of reflective skills influences the development of prospective teachers and improves learning to teach. Reflection is seen as a key skill that allows prospective teachers to pursue continuous improvement, determine the efficacy of student interventions, and analyze classroom activities that can otherwise become a day-to-day mechanistic method(Kuh, 2012). The extent to which students learning could be transformed for quality practices in the workplace determines how well prospective t teachers are trained in their reflective skills. It will be important to rebuild the ways of thinking about classrooms, the behavior of teachers, awareness, and training to be appropriate. Otherwise, it may be difficult for prospective teachers to translate theories into practice as they are expected to perform activities taken from various theoretical experiences and learning and teaching theories. Besides, prospective teachers who are new with limited experience in teaching and education young children may not be able to reflect objectively or profoundly without adequate support. The essence of contemplation involves an emotional commitment to analyze and challenge personal beliefs and values; to venture outside your comfort zone; to spend extra time in the process, and so on (Korthagen, 2001).

This phase aims to review opportunities for prospective teachers and cooperative teachers to develop reflective skills that enable them to self-evaluate and be active in their professional development. Reflection can be argued to be a key part of the teaching cycle and hence a set of skills all teachers need to develop. Reflection explores what these skills might look like, how they can support teacher development and how they can be supported. In this way, reflective practitioners will be empowered to participate fully in dialogue with those supporting their development (Schön, 2015). These skills will be fundamental to supporting their ongoing teacher development throughout their career as reflective practitioners.

II.   METHODOLOGY

The study aims to identify the supporting factors of the school-university partnership during teaching practicum. Women institutions in the city of Peshawar, offering B.Ed. (Hons) were selected using purposive sampling, only those institutions that showed their willingness to participate in the study were selected. Thirty prospective teachers from B.Ed. (Hons) four years and twenty cooperative teachers were selected from the purposive sampling technique, only those prospective teachers who have completed their practicum at least one time were selected. The quantitative approach was used to collect data through five points Likert scale from cooperative and prospective teachers and was analyzed by using SPSS. An adapted Likert scale was used to collect data from participants. Smith's research instrument (2010) has been adapted to collect data. The Cronbach's Alpha (a) was used to check the internal consistency of the instruments. The value of Cranach Alpha was 0.89 that established a high level of reliability. As Gay suggested, the value of Alpha i.e. 0.75 was acceptable and highly significant is more than 0.80 of it (Gay, 2000).

Upon receiving permission from the respective authorities, data were obtained by the researcher. The researcher was permitted to conduct the Likert scale by the departmental heads of the universities and schools. The researcher even briefed them on the study's basic goals and research issues. They were also promised to use it for research purposes only. By measuring percentages and frequencies via SPSS, quantitative data were analyzed.

III.   FINDINGS

The findings provide a summary of some of the key factors that may play a central role in the Re-envisaging teaching practicum.

Table 1: Perceptions of cooperative teacher and prospective teacher on important factors

Factors	Cooperative teacher		Prospective teacher	
	Frequency	Percentage	Frequency	percentage
Orientation	17/20	85%	27/30	90%
Facilitation	14/20	70%	25/30	83%
Collaboration	15/20	75%	23/30	76%
feedback	13/20	65%	26/30	86%
Reflection	16/20	80%	24/30	80%

As data shows in the table that the majority of participants reveals five main factors of school-university partnership. The majority of the participants agreed (85% to 90%) that orientation is significant for both prospective and cooperative teachers. A large number of participants agreed (70% to 83%) that facilitation provided by teacher educators is also a necessary part of teaching practicum. Collaboration is another important factor high lighted by 70% to 76% of participants. 65% to 86% of participants agreed that feedback should be included in the process of teaching practicum for school-university partnerships. Reflection is the most important factor mentioned by the majority (80%) of the participants equally.

There is a need to develop a partnership between institutions that are responsible for providing teachers training. A collaborative School-University partnership is needed by mentors of both institutions to support teachers in observation, orientation, facilitation, collaboration, feedback, and reflective practices to bridge the gap between theory and practice.

IV.   DISCUSSION

Identifying the factors influencing school-university partnership during teaching practicum, the most important factor highlighted by participants is orientation. The orientation of the prospective teacher is a key factor for both teacher educators (university tutor and the cooperative teacher) interested in helping prospective teachers develop effective teaching skills. This helps to build learning opportunities that question the teaching and learning values of prospective teachers and help them reshape their teaching practicum. The current study reveals that both prospective teachers and cooperative teachers have strong convictions about the importance of facilitation in the growth of critical thinking, teaching methods, and classroom management. Participants agreed that defining these can serve as a starting point for exploring and improving teaching strategies that could promote the comprehension of teaching more effectively among prospective teachers. When choosing and educating cooperative teachers, an understanding of the styles of facilitation and their characteristics will be useful. The actions of the facilitator can affect the level of thought and the social climate during the discussion. This awareness of facilitators who know

about themselves and their prospective teachers in learning processes is essential for a community of learning involving cooperative teachers and prospective teachers (Lock et al., 2006).

Key stakeholders seemed to be linked to the level of partnership, collaboration, coordination, and communication. The collaboration was central to ensuring school and university expectations were integrated into building relationships and optimizing learning. Open communication allowed prospective teachers and teacher educators to gather address the issues during teaching practicum (Brockbank & McGill, 2007). As suggested by Freire (2005), a collaborative approach to education leads to insightful thinking creating new ideas and solutions. A collaborative cooperative teacher working with prospective teachers on those concepts is simply researching to find out where the issues are and not lecturing about them (Freire, 2005). When the relationships within the partnership were successful, cooperation between teacher educators, school, and prospective teachers, emerged. Teaching in teams offered peer support for prospective teachers, really needed the teamwork to achieve in such a short space of time. Teacher educators confirmed that working together and collaborating with schools in collaboration helps in learning to teach. The relationship also serves an important purpose to help teachers stay connected to schools. Teacher educators need to see what's going on in schools not only to measure the progress of their programs but also to see how the classrooms and schools evolve. Collaboration is rooted in relationships in which members demonstrate mutual respect and can promote professional learning and economic growth. These are epistemological characteristics that do not appear to be applied to strongly performative societies (Moir & Gless, 2001). Strong professional learning systems aimed at promoting the creation of collaborative practice.

Participants viewed that the feedback intended to promote success, share ideas and express recommendations for improving teaching, but the essence of their activities varied. Besides, the application of practice by cooperative teachers differed concerning specific experiences and circumstances. Therefore, although cooperative teachers shared a common viewpoint on feedback work, the essence of their practice was special and complex. This observation is important to the Dewy experience learning theory that claims that learning is the individual's active involvement in a particular context. The study showed that both cooperative teachers and prospective teachers recognize the importance of feedback to strengthen teaching skills to bridge the gap between theory and practice during teaching practicum.

The prospective teachers ' reflective results may be affected by the forms of facilitation styles that were described as collaborative. In contrast to the emphasis on the personality and cognitive component of reflection in the past, this result opens up a new viewpoint on reflection and the social constructivist dimension of supervision (White et al., 2010). A study conducted by Gibson & Purdy,(2012) supports research findings that provide guidance and additional support to improve the reflection of student teachers, which also provided positive results. Schon (1987) had predicted very early on the need for academic support to improve prospective teachers' skills during teaching practicum. First-class teacher educators' must be involved, and facilitate prospective teachers in the right direction (Schon, 1983). Boud et al. (1985) also suggested that it was necessary to support, inspire and interfere with others to help teachers learn to reflect. This means that cooperative teachers of the school play a very critical role in facilitating student teachers ' reflective thinking during the teaching practicum.

V. CONCLUSION

The study concluded that "A school-university partnership" approach is frequently recommended for bridging the theory-practice gap in pre-service teacher education. All stakeholders work together, build relationships, share their experiences and skills, develop new strategies, and support the achievement of specific goals. University tutors and cooperative teachers provide each other with benefits and resources to facilitate prospective teachers in all pedagogical skills. School-university partnerships create effective communication and a sense of responsibility among all partners including a structure of accountability for outcomes. School-university partnerships provide a platform to prepare skilled prospective teachers through innovative teaching strategies and a dynamic learning environment. Such a kind of partnership promotes the professional development of university tutors and cooperative teachers and provides them with lifelong experiences and leadership opportunities. School-university partnerships provide valuable opportunities for the well-being of school colleagues, enriching the work of cooperative teachers and other faculty members. School-university partnership distinguishes as a model for promoting best practices in teaching and learning

REFERENCES

1. Allen, J. M. (2009). Valuing practice over theory: How beginning teachers re-orient their practice in the transition from the university to the workplace. *Teaching and teacher education, 25*(5), 647-654.

2. Allen, J. M., Howells, K., & Radford, R. (2013). A 'Partnership in Teaching Excellence': ways in which one school-university partnership has fostered teacher development. *Asia-Pacific Journal of Teacher Education, 41*(1), 99-110.

3. Allen, J. M., & Peach, D. (2007). Exploring connections between the in-field and on-campus components of a preservice teacher education program: A student perspective. *Asia-Pacific Journal of Cooperative Education, 8*(1), 23-36.

4. Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational researcher, 33*(8), 3-15.

5. Brandenburg, K., & Wiese, A. (2004). Endotoxins: relationships between structure, function, and activity. *Current topics in medicinal chemistry, 4*(11), 1127-1146.

6. Bullough Jr, R. V., & Draper, R. J. (2004). Making sense of a failed triad: Mentors, university supervisors, and positioning theory. *Journal of Teacher Education, 55*(5), 407-420.

7. Butler, W. R. (2003). Energy balance relationships with follicular development, ovulation and fertility in postpartum dairy cows. *Livestock production science, 83*(2-3), 211-218.

8. CHOW, W. K. A., TANG, Y. F. S., & So, K. S. (2004). Mentoring others and developing self: Teacher learning and development. *The Asia-Pacific Education Researcher, 13*(1), 57-85.

9. Cole, A. L., & Knowles, J. G. (2008). Arts-informed research. *Handbook of the arts in qualitative research*, 55-70.

10. Dunne, M., Lock, R., & Soares, A. (1996). Partnership in initial teacher training: After the shotgun wedding. *Educational Review, 48*(1), 41-53.

11. Eraut, M. (2014). Developing knowledge for qualified professionals. In *Workplace learning in teacher education* (pp. 47-72): Springer.

12. Fairbanks, C. M., Freedman, D., & Kahn, C. (2000). The role of effective mentors in learning to teach. *Journal of Teacher Education, 51*(2), 102-112.

13. Farah, A., Fauzee, O., & Daud, Y. (2016). A cursory review of the importance of teacher training: A case study of Pakistan. *Middle Eastern Journal of Scientific Research, 21*(6), 912-917.

14. Fatima, F. M., & Behlol, M. G. MENTORING PROSPECTIVE TEACHERS AT TEACHING PRACTICUM IN B. ED (HONS) 4 YEARS PROGRAM.

15. Feiman-Nemser, S. (1990). *Conceptual orientations in teacher education*: Citeseer.

16. Fletcher, G. P. (2000). *Rethinking criminal law*: Oxford University Press.

17. Galloway, D., & Edwards, A. (2014). *Primary school teaching and educational psychology*: Routledge.

18. Harman, K., & Koohang, A. (2005). Discussion board: A learning object. *Interdisciplinary Journal of E-Learning and Learning Objects, 1*(1), 67-77.

19. Hascher*, T., Cocard, Y., & Moser, P. (2004). Forget about theory—practice is all? Student teachers' learning in practicum. *Teachers and teaching, 10*(6), 623-637.

20. Ingersoll, R. M. (2012). Beginning teacher induction what the data tell us. *Phi Delta Kappan, 93*(8), 47-51.

21. Kemp, J. W., Livingstone, D., & Bloomfield, P. R. (2009). SLOODLE: Connecting VLE tools with emergent teaching practice in Second Life. *British Journal of Educational Technology, 40*(3), 551-555.

22. Korthagen, F. A. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*: Lawrence Erlbaum Associates Publishers.

23. Korthagen, F. A., & Kessels, J. P. (1999). Linking theory and practice: Changing the pedagogy of teacher education. *Educational researcher, 28*(4), 4-17.

24. Kuh, L. P. (2012). Promoting communities of practice and parallel process in early childhood settings. *Journal of early childhood teacher education, 33*(1), 19-37.

25. Lock, R. H., Lee, S.-H., Theoharis, R., Fitzpatrick, M., Kim, K.-H., Liss, J. M.Walther-Thomas, C. (2006). Create effective mentoring relationships: Strategies for mentor and mentee success. *Intervention in School and Clinic, 41*(4), 233-240.

26. Masood, F., & Behlol, M. G. Learning and Practicing of Innovative Pedagogical Skills of Prospective Teachers' In Teaching Practicum At B. ED (Hons) Elementary Program.

27. Moir, E., & Gless, J. (2001). Quality induction: An investment in teachers. *Teacher Education Quarterly, 28*(1), 109.

28. Nasser-Abu Alhija, F., & Wisenbaker, J. (2006). A Monte Carlo study investigating the impact of item parceling strategies on parameter estimates and their standard errors in CFA. *Structural Equation Modeling, 13*(2), 204-228.

29. Parsons, M., & Stephenson, M. (2005). Developing reflective practice in student teachers: Collaboration and critical partnerships. *Teachers and teaching, 11*(1), 95-116.

30. Radford, J., Bosanquet, P., Webster, R., Blatchford, P., & Rubie-Davies, C. (2014). Fostering learner independence through heuristic scaffolding: A valuable role for teaching assistants. *International Journal of Educational Research, 63*, 116-126.

31. Schon, D. (1983). 1983, The reflective practitioner: How professionals think in action. New York: Basic Books.

32. Schön, D. W. (2015). Teaching artistry through reflection-in-action.

33. SOARES, M. S. A., & OLIVEN, A. C. (2002). BRASIL Coordenação do Aperfeiçoamento de Pessoal de Nível Superior. *A educação superior no Brasil. Brasília, DF: CAPES*.

34. Taylor, S. J. (2008). *Modelling financial time series*: world scientific.

35. Tietjens, M. (2001). *Sportliches Engagement und sozialer Rückhalt im Jugendalter: Eine repräsentative Surveystudie in Brandenburg und Nordrhein-Westfalen*.

36. White, S., Bloomfield, D., & Cornu, R. L. (2010). Professional experience in new times: Issues and responses to a changing education landscape. *Asia-Pacific Journal of Teacher Education, 38*(3), 181-193.

37. Zeichner, A., & Levin, N. (1993). Collection efficiency of gunshot residue (GSR) particles from hair and hands using double-side adhesive tape. *Journal of Forensic Science, 38*(3), 571-584.

38. Zeichner, K., & Liu, K. Y. (2010). A critical analysis of reflection as a goal for teacher education. In *Handbook of reflection and reflective inquiry* (pp. 67-84): Springer.