

**The future of clinical supervision in
teacher education: From a single
supervisor
to academia-school leadership**

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Abstract

In this study, we looked at the competencies and practices of clinical supervisors' role in teacher education programs in Israel. The study encompassed two phases. The first was holistic and included multiple data sources. The second took place in real-life in schools. We opted for a small-scale qualitative embedded multiple-case study design. The findings reveal three patterns of clinical supervision. The first, the most prevalent, focused on the responsibility of the clinical supervisors exclusively for the pre-service teachers. The second was collaborative supervision of clinical supervisors and mentor-teachers. The third pattern, which was rarely found, was characterized as hybrid-supervision. We argue that the challenges of changing the relationships among all stakeholders and leading collaborative learning require a new definition of clinical supervisors as academia-school partnership leaders and a different paradigm of teaching and learning.

Keywords

Clinical supervisor; academia-school partnership; third space; teacher education; learning communities; mentor teachers.

Introduction

The study of teacher education (TE) refers to the perceived gap between theory and practice and points to the disconnection, discontinuity, and lack of communication between TE institutions (hereafter colleges) and schools. Traditional TE is divided into two different spaces and is focused on different kinds of knowledge: academic knowledge and practical knowledge (Cochran-Smith and Lytle, 2009). As the practicum is one of the core components of TE programs, it is now agreed that the basis for coping with this gap is transforming TE into a more clinical profession. This means situating it at the nexus between colleges and schools – the intersection of theory and practice. This shift requires fundamental changes in TE programs, specifically regarding the role of clinical supervisors (CSs), school-based teacher educators within teacher education programs in Israel. CSs should not only be viewed as contributing to pre-service teacher preparation, but also as playing a role in transforming the school learning culture by constructing collaboration between schools and colleges and professional development of both in-service and pre-service teachers (Rust, 2019).

Clinical practice and partnerships are essential to high-quality teacher preparation, according to the American Association of Colleges for Teacher Education (AACTE, 2018). However, establishing such partnerships between colleges and schools is a significant shift and a major challenge for TE programs. CSs play a crucial role in linking these two sites but there is a lack of consistent terminology for their complex and multifaceted role (Mauri et al., 2019).

A list of recommendations, characteristics, definitions and even a new framework for CSs in clinical experiences is found in the literature (Burns, Jacobs and Yendol-Hoppey, 2016; 2020; Meeus, Cools and Placklé, 2018). Yet, the complexity of the context makes it difficult to characterize a defined, structured and efficient role that meets the many requirements for

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straddling the boundaries between academia and schools.

A new role of the CSs suggested by researchers is to be in charge of creating a third space (Beck, 2020; Gutierrez, 2008) known also as a hybrid space, which is neither school nor college, where school and college collaborate and build a common culture.

This paper focuses on the enacted and desired role of CSs In Israel. In our study, we have tried to make sense of the complexity and multiplicity of components needed to create a new model of supervision and a shift in TE programs in order to promote academy-school partnerships and create third spaces.

In the following sections, we first present our theoretical perspective grounded in the literature of the concept of the third space and the role of CSs. Next, we describe the research context, research design, data analysis and then present the findings which are analyzed and discussed using the presented theory. We end the paper with conclusions and recommendations.

Literature Review

The fundamental assumption made in our study is that partnerships are the foundation of high-quality clinical practice. To be successful, these partnerships must be enacted collaboratively by academy and schools in a third space zone. Thus, we frame our study through the concept of the third space in partnerships and the role of the clinical supervisor in it.

The third space in partnerships

In order to understand the complexity of TE within two different institutions and cultures, it is necessary to design professional learning and development settings where teacher educators can develop knowledge and skill necessary to meet the needs of partnerships (White, Mackintosh & Dickerson, 2022). While constructing a new and different entities which are involved in a process of management and coordination of knowledge and resources, it is necessary to shift the focus from a single community to a partnership of multi-organizational settings. This process can only be achieved through acceptance and legitimation of a new developing culture, which is neither the culture of school nor that of the college (Mauri et al., 2019). Developing professional development through empirical research of the practice should reduce feelings of lack of involvement from school leaders and lack of communication between colleges and placement schools during the placement process (Heggen, Raaen and Thorsen ,2018; Lloyd et al., 2019). Partnerships between colleges and schools and especially the clinical practice they provide are the foundation of high-quality teacher preparation. They are also considered crucial to the learning of pre-service teachers and therefore should be the focus of TE (AACTE, 2018; Darling-Hammond, 2010; Jones et al., 2016; Kolman, 2018).

As the core of these partnerships, researchers suggest creating a third space (Beck, 2020; Gutierrez, 2008), defined also as a hybrid space (Zeichner, 2010), a boundary zone (Tuomi-Grohn & Engeström, 2003) or a nomadic space (Gorodetsky and Barak, 2016). The third space connects teachers and teacher educators, involving them in the development of shared relationships in a non-hierarchical, authentic framework. In this framework, each institution recognises and values the knowledge that the other institution brings to the joint situation, and the relationship between both institutions aligns in a more synergic way. The goal of the shared relationships is to reach a point where the schools, TE institutions and communities all feel ownership in TE programs. All the participants play a role in both working together in solidarity for educational justice and community wellbeing (Zeichner, 2010, 2019). This third space zone is a terrain to be dwelled in and explored, not just to be achieved or crossed. All parties form a community of learners who are engaged in collaborative interactions. In this community the transformation and

creation of culture, the horizontal movement and hybridization, and the formation of theoretical concepts are underscored. Learners learn something that is not yet there and construct a new object and concept for their collective activity and implement this new object and concept in practice. Engeström and Sannino (2010) conceptualize these processes as “expansive learning.”

The work-related learning process in multi-organizational fields is a complicated and demanding task, full of gaps, interruptions, misunderstandings, and conflicts. However, these discontinuities within and between the organizations create learning opportunities, while the work to overcome the boundaries between the organizations through identifying the object of their networking together has the potential to cohere them. During these activities the individuals are changing along with the changing boundaries, but they also construct and propel the change to the network (Engeström and Sannino, 2020; Engestrom, 2008). Nowadays, the use of the term third space leads also to new online and disembodied spaces bridging the previous, embodied and remembered learning spaces of the academy and the school practicum (Darling-Hammond and Hyler, 2020).

The expansion of tasks stem from the emergence of the notion of the third space influences supervisory roles and transforms them into new and shared ones that replace the traditional “clinical supervisors” roles.

The changing role of clinical supervisors

The diverse models of clinical supervision suggested are difficult to execute because of the balance of various ways of knowing and because of the re-conceptualization needed by all partners of their value system. Traditionally, CSs are the ones who are expected to bridge the gap between the two sites, college and school and who have a decisive impact on the success of clinical practice (Barahona, 2019; Russell, 2017; Yendol-Hoppey, et al., 2013). They are expected to take an active role in their own learning and development and to enact various professional roles, such as serving as role-models by teaching pre-service teachers, coaching them, observing their lessons, providing feedback and supporting the curriculum (Barahona, 2019; Lunenberg, Dengerink and Korthagen, 2014).

In addition, one of the CSs' new roles requires the creation of the third space. CSs need to act as boundary-crossing change-agents and create the relationships between college and school based on mutual confidence, respect and trust (Engeström and Sannino, 2010; Helleve and Ulvik, 2019). Research has focused on staff in supervisory roles as opposed to the enacted tasks and practices in those roles and referred to CSs with diverse terminology such as: boundary-spanners, boundary-brokers, hybrid educators and others (Jackson and Burch, 2019; Burns and Baker, 2016; Margolin, 2013). The boundary-spanners engage in multiple tasks of preservice teacher supervision that include teaching, collaboration and community, equity, curriculum development and support, and research for innovation. Building community is difficult and wrought with challenge, but boundary-spanners are expected to have the knowledge, skills, and dispositions to effectively enact the collaboration and community (Burns, Jacobs and Yendol-Hoppey, 2016; Burns and Yendol-Hoppey, 2015).

It was found that CSs tended to rely on their theoretical knowledge and hegemonic power as academics in managing their relationships with pre-service teachers and classroom teachers (Barahona, 2019). However, now they have to dismantle traditional hierarchies and introduce more dynamic and egalitarian systems, where all voices are honored (Beck, 2020). The new role of the CSs, as formative interventionist researchers, is to provoke and sustain an expansive transformation process. As boundary spanners CSs have to problematize practice, challenge the boundaries and serve as critical friends (Jackson and Burch, 2019). This process is led by them,

together with school leaders and teachers who take ownership of it (Postholm, 2019). Their prescribed plans and planned processes "must be compared and contrasted with the actual process performed by the learners" (Engeström, 2016, p. 15). Important processes of innovation and learning need to be taking place in collaborative constellations and networks of multiple activity systems. Therefore, CSs are positioned as co-learners and co-thinkers while leading professional dialogue and becoming involved in others' learning as well as in their own (Meeus, Cools and Placklé, 2018; Feiman-Nemser, 2001).

Research context

This study is a part of a three-year longitudinal research project aimed at investigating one of three programs of professional development initiated by the Israeli Ministry of Education (MoE): "Academy-Class" program. This program was initiated in order to bridge academy and schools by deepening and strengthening the mutually beneficial partnerships between them in order to create a third space. The program's intent is to address three main challenges: 1. Promote meaningful learning within the classroom by co-teaching. 2. Promote pre-service teachers' preparation as well as the professional development of in-service teachers. 3. Develop career trajectories for teachers (MoE, 2014). The program started in 2014 and is still implemented and widespread. The emphasis of the program, compared to the traditional form of the practicum, is on innovative high-leverage clinical practices, especially by co-teaching of MTs and pre-service teachers. The leading team at the MoE has modified and refined the requirements over the years according to new needs and demands for innovative new practices.

In its first year the program was implemented in 20 teacher-education colleges and five universities across the country with approximately 800 pre-service teachers participating. Today it comprises 28 teacher-education institutions with approximately 3600 pre-service teachers in about 1100 schools and kindergartens. The pre-service teachers practice in schools in their third year of study for two or three days a week during the academic year.

Research design and data sources

The aim of this study, in line with the main purpose of the "Academy- class" program, was to identify the main modes, aspects, conditions and mechanisms that enhance cooperative continuous learning of MTs and pre-service teachers and those that inhibit them. More specifically, we wanted to understand the role qualifications of clinical supervisor who can promote academy-school partnerships and create hybrid, third spaces.

The research question was: How can CSs support pre-service teachers' and school-teachers' professional development within schools?

The study encompasses two phases. The first phase was holistic and included in-depth interviews with policy makers from the MoE, heads of TE departments and CSs from various colleges, superintendents from several districts, and school principals. We also analyzed relevant policy-documents (Table 1.).

Table 1. Data sources - Phase 1.

Document analysis	Policy-documents	9
Interviews	Policy makers	20
	Superintendents	11
	Principals	7
	Heads of TE departments	8
	Clinical supervisors	12

The second phase took place in schools. As we wanted to deepen our understanding of the processes of professional development inside schools, focusing on the learning experiences of all participants, we opted for a small-scale, qualitative embedded multiple-case study design (Yin, 2014).

We chose a purposive sample of 10 schools that represented different districts, different sectors and different age levels. The schools included three Arab language schools and seven Hebrew language schools, religious and non-religious, elementary schools and middle schools from across the country. The chosen schools were recommended by the superintendents and the leaders of the program as having the potential to grow and lead meaningful learning processes (Table 2.).

Table 2. Schools and colleges.

Schools		Colleges
Arab language schools	2 elementary schools	1
	1 middle school	
Hebrew language non-religious schools	4 elementary schools	3
	1 middle school	
Hebrew language religious schools	2 elementary schools	1

Each school involved three types of populations: pre-service teachers, MTs and one or two CSs. We visited each school twice a month, collecting data through focus groups, observations in classrooms and supervision meetings. Before each observation and after it, we interviewed the participants trying to capture the new framework of the collective learning (Table 3).

Table 3. Research tools and data sources.

Research tools	Data sources	
Interviews	Teacher educators	17
	School principals	10
	MTs	20
	Pre-service teachers	25
	CSs	12
Observations	Supervision meetings	11
	Classrooms	40
Focus groups	Pre-service teachers, MTs, CSs	7

The strength of the multiple case study design lies in the diversity of contexts represented by the range of various sites and in exploring distinctive features in specific contexts and providing unique examples of real people in real situations (Cohen, Manion & Morrison 2013).

The authors

We are three boundary-spanner teacher educators who play synergistic roles as teachers, coordinators, translators and critical friends in the radically different environments of the clinical education program of a large college in Israel. We are dedicated to the framework of partnerships as the foundation of our highly effective clinical practice preparation. We have rich experience in establishing partnerships and leading models of professional development schools (PDS). We took

the lead of communities of practice in our college, in schools and with supervisors in the biggest district of the MoE (Margolin, Shani and Tal, 2018). We were invited by the MoE to join the research team in order to investigate the innovative "Academy- Class" program and help design and improve it. One of us was the head of the research team with two more researchers from other institutions.

Data analysis

The interviews as well as the observations were recorded, transcribed and analyzed by using Creswell's (2014) six-step process for analyzing qualitative data as a guiding framework. These steps included (a) organizing the data for analysis, (b) reading through the transcripts for a general sense of the information, (c) identifying themes and searching for theme connections, (d) searching evidence for the theoretical concepts, (e) interpreting the larger meaning of the data (f) searching for best examples for each finding.

Initially, each researcher read all the gathered data individually. The themes were then formulated and refined jointly.

The analysis included an inductive as well as a deductive approach. We bootstrapped between two perspectives: bottom-up data and top-down relevant research literature (Figure1.). This means that while analyzing the data we kept the theoretical concepts in mind, trying to find empirical evidence in each school for the three theoretical concepts: partnerships between schools and colleges, professional learning communities and third space. Analysing the data inductively and thematically helped us understand each case (school) while analyzing it deductively helped us see the whole picture across the cases (Figure 1.).

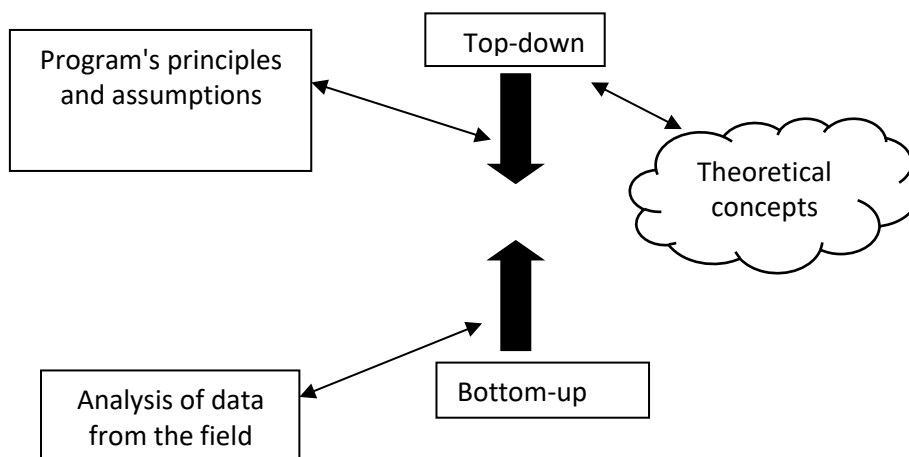


Figure 1. Data Analysis.

Findings

The findings reveal three main patterns of clinical supervision. Each of these patterns uniquely defines the role of the clinical supervisor and is characterized by specific practices. The first pattern, which was found to be the most prevalent, focused on the responsibility of the CSs exclusively for the pre-service teachers. The second pattern is a supervision model involving collaboration between the CSs and the MTs. The third pattern, which was rarely found, is characterised as "hybrid supervision."

1. Teacher candidate supervision

An analysis of the data reveals that in most TE colleges, the supervision and the responsibility for the pre-service teachers' training are at the core of the traditional role of CSs. This role mainly includes teaching and supervision and, in the best cases, accompanying research.

However, a variety of CSs' role definitions and interpretations were found. These definitions, which contain multiple concepts, are given by each of the academic institutions and especially by each of the CSs. This creates frustration leading to reliance on the traditional and familiar role of the CS as an anchor, as one of the CSs said:

The CSs return to their traditional role as those who are in charge of the pre-service teachers only because if something else is needed it requires a systemic intervention. I can't do it myself.

Another clinical supervisor who referred to this traditional role stated:

My job is to prepare the best pre-service teachers for the day they enter the position of teachers. Therefore, I help them design the lessons, watch them and provide feedback.

Beyond the vagueness of the definition, most CSs complain that they have not been trained for their job, not the traditional one nor the desirable one that demands the creation of partnerships, as one of them pointed out:

The CSs were not trained for the new role definition of building partnerships between colleges and schools. As a result, they experience complicated relationships in schools and feel incapable of doing what is expected.

Another CS stated:

There is no systemic definition of clinical supervision. The CSs teach various pedagogical and didactic subjects and are also in charge of the field experience; each one has her own interpretation of how the job must be done.

Another issue arises is the subject matter supervision versus generic supervision, as pointed out by one of the MTs:

When the CSs are not experts in the pre-service teachers' specific subject matter, as has happened in many cases, their ability to support the pre-service teachers' professional development is very poor.

In some colleges, in order to solve the problem of the frequency of the CSs' visits to a large number of schools, it was decided that the method-supervisors would supervise all the pre-service teachers in one school who specialize in various subject matters. However, the method supervisors expressed great frustration, e.g.: "I have no choice but to survive, so I became a generic clinical supervisor although I am an expert in Math."

2. Teacher candidate supervision as collaboration with mentor teachers

The main goals of the "Academy-Class" program are to promote meaningful learning in classrooms by co-teaching of MTs and pre-service teachers and to improve the professional development of all participants. However, it was found that the CSs see themselves as responsible only for the pre-service teachers and the MTs see themselves as providing the pre-service teachers' training opportunities. Neither the MTs nor the CSs see the program as an opportunity

for professional development for themselves as described by one of the CSs: "My responsibility is to the pre-service teachers. As for the MTs, I hope they learn something during the process, but definitely this is not my focus." A similar idea was stated by one of the school principals: "The CSs work with the pre-service teachers. The MTs' professional development is not their interest even if they are in charge of the same pre-service teachers."

In order to implement the goals of the "Academy-Class" program, two main components were officially demanded and initiated: a. routines and procedures b. co-teaching.

a. Routines and procedures

The pre-service teachers, who spend more time at school than they used to spend before the program, expressed satisfaction for the opportunity to learn more about school culture:

I spend two days a week at school (instead of one day as it used to be before) and therefore learn much more about the different dimensions of school life. I am sure I will be more prepared for real life.

The MTs also felt that the program had significantly improved the learning in their classrooms: "The main and most significant contribution of this program is for the children who get two teachers and much more individual attention."

However, despite the general satisfaction, it was expressed that there was not enough time to sit and discuss the pre-service teachers' teaching experience as there were no scheduled meetings between the pre-service teachers and the MTs. This was stated by one of the MTs: "I have no time at all to sit with my pre-service teachers. I find time here and then during the busy day, but this is really unprofessional."

The partnership is often characterized by tensions, competition and a vague division of responsibility. Traditionally, many schools see the CSs as the academy representatives and expect them to build and lead the partnership, as one of the principals stated:

The program succeeds in places where there is a systematic understanding of the CSs who know how to organize the resources, to create relationships and to develop a holistic process for all the participants.

However, very little evidence of collaboration was found, and that small amount was often dependent on local and personal initiatives. Collaboration between MTs and CSs, when it was found, was characterized by a division of responsibility, when the CSs were in charge of academic knowledge and the MTs of class management. One of the MTs stated:

The clinical supervisor is great. She is here twice a week, and she is just like one of the staff. She gives the pre-service teachers excellent feedback. It calms me that they have an available response and not everything is my responsibility as a mentor teacher. The synchronization between the two of us is important.

b. Co-teaching

Co-teaching was a central issue that had been in focus throughout the entire study as the pre-service teachers and the MTs taught together in the same classroom. However, co-teaching has become a transparent concept that is perceived in different ways and has no unequivocal definition. The CSs in general stated that they did not see a significant change concerning this element within the classrooms: "In most of the lesson observations, we saw the traditional

process of a MTs teaching and the pre-service teachers watching, or vice versa. The system does not really change."

In some cases, the CSs even opposed the idea of co-teaching since it was not what the pre-service teachers would experience in real life, as stated by one of them:

I don't want co-teaching. I don't believe in it because tomorrow when the pre-service teachers become teachers, they will be alone. They will have to cope with the whole classroom by themselves.

It could be said that the idea of implementing co-teaching as a central and important part of the joint teaching encouraged by the program remains an abstract idea. In almost all cases, the participants did not know how to apply it in classroom.

C. Hybridization through boundary-crossing

The third pattern of hybridized clinical supervision is the most complex one and was found in only one school. This school has maintained partnership with a TE college for many years (a PDS model). The first significant component we recognized in this school was the principal's leadership. Her declared recognition of the importance of the partnership and the time she devoted in order to maintain it on a daily basis made everything possible:

From the beginning, I felt that something deep and significant was happening. Significant relationships were established; we shared ideas, dilemmas and thoughts on a regular basis. It takes good will and openness of all sides to remove barriers of pride. A school should take on a commitment to the process beyond the supplying of MTs. I feel responsible for teacher-education.

This principal understands the great significance of the partnership with the college and emphasizes the joint thinking that contributes to both sides. She also feels commitment not only to the pre-service teachers in her school but also to teacher education in general. From this partnership, the principal also learned the tremendous importance of continuous learning for her entire staff, as she puts it:

Today I know that learning is critical to professional development, which I would not have said years ago. There is a team here who constantly wants to learn, to deepen their knowledge; now the main learning of the teachers is within the school. The critical component of ongoing learning was emphasized also by one of the MTs:

Learning is something that is obligatory. The staff learns all the time. We learn together with the CSs and pre-service teachers and therefore there is a process of mutual inspiration. Indeed, all school's participants emphasized how learning in a community empowered them and helped them to become experts. The teachers feel that they are learning and teaching simultaneously, which puts them in a state of sustainable improvement. The learning with peers, the opening of the classroom door, the mutual observation and the peer feedback made the teachers ready to take on co-teaching.

The process of learning is based on the practical knowledge of the MTs on the one hand and on the academic knowledge of the CSs on the other. Both modes of knowledge are relevant to what is happening in the classrooms. The principal and the MTs see the CSs as a professional authority with whom they can consult on any issue, not necessarily about pre-service teachers. The principal sees the pre-service teachers and CSs as part of her staff and as partners in promoting the school.

The pattern we found in this school is approaching a desirable model of significant partnership between academy and school. The scarcity of this pattern indicates that the expectation of professional development of all the partners in the encounter between the academy and school is only partially achieved.

Discussion

Our aim was to better understand the CSs' role qualifications and competencies that promote cooperative learning within a partnership between schools and teacher-education institutions.

Regarding the research question about the CSs' support pre-service teachers' and schoolteachers' professional development within schools, the data analysis revealed three considerable variations of patterns of the role definition and practices of CSs: a. teacher candidate supervision, b. teacher candidate supervision as collaboration with MTs, c. hybridization through boundary-crossing.

The findings indicate that although three patterns exist, the teacher candidate supervision pattern was the most prevalent in the schools we studied. Most of the CSs interviewed see themselves as responsible only for the pre-service teachers' development. This finding is in line with recent international research emphasizing that CSs' practices often revolve around a typical structure of supervision: feedback on a lesson plan, lesson observation, and post-observation conference (Kolman, 2018; Peercy and Troyan, 2017). This common construction and narrow focus of supervision puts lesson planning very much at the center of the conversation around developing practice.

We found very few CSs who referred to their role as creators of collaboration with MTs. The few CSs and MTs who mentioned their shared responsibility for the personal and professional development of the pre-service teachers emphasized mainly the lack of time and routines for regular meetings. Though much of the research dealing with partnerships emphasize the triadic dialogue between CSs, MTs, and pre-service teachers as critical for the professional development process of all the three (Jones et al., 2016; Kolman, 2018; Livingston, 2014), we rarely found it in our study. This collaboration is an additional necessary facet in the CSs' role. First and foremost, it must be a change in perception - from being a sole clinical supervisor and a sole mentor teacher to be a member of a team, and from being instructor to be a teacher and a learner simultaneously. However, our findings show that neither the CSs nor the MTs see the partnership as an opportunity for their own professional development as well as that of the student teachers.

The expanded role of the CSs, concerning the cooperation with the MTs, requires new definitions and new competencies. The CSs, who traditionally have not been trained for their job, should become change agents by crossing the blurred borders between the two fields. Thus, they have to coordinate expectations with the MTs, clarify and discuss the division of their functions and solve disagreements based on respect, trust and mutual confidence (Engeström and Sannino, 2010; Helleve and Ulvik, 2019).

The third pattern of the role, which is the innovation stemming from the necessary hybrid space, includes many other elements added to supervisory tasks that make the role of CSs even more complex. First and foremost, it requires the creation of the third space. This space is a meeting-place that offers practitioners and academics new expanded learning opportunities for building bridges and creating connections between the two different cultures of school and academy. Creating such a transformative space demands a broad knowledge base, a holistic viewpoint and an immense number of competencies from leaders. It includes wide knowledge about education and instruction; learning and teaching simultaneously; reflective thinking at each step; developing and publishing new knowledge of pedagogy for teacher education; collaborating in democratic

ways with partners and stimulating professional development for experienced teachers as well as for pre-service teachers (Helleve and Ulvik, 2019; Zeichner, 2010, 2014). To address these challenges the process of creating relationships across institutions and a proper foundation for partnerships in a third space, the establishment of a relevant framework of learning and professional development, as suggested by Bullen et al. (2018), The components of the professional development should be based on the necessity recognized by all partners and include behavioral, attitudinal and intellectual development components (Evans, 2014). We have learned that identifying the patterns, identifying the essential components and interpreting the stresses by all partners are essential for the success of this process. It is very important to emphasize that coping with the challenges mentioned, boundary-crossing is not just an individual endeavor of CSs at the micro level; it depends on cooperation between leaders possessing boundary-crossing skills and the willingness of all partners to be involved.

Conclusions and recommendations

Creating and leading partnerships within fuzzy borders for all the stakeholders is a complex task that diverge from traditional frameworks. The expertise of the CSs in teaching, modeling, supporting and evaluating pre-service teachers, as well as collaborating with MTs, is necessary for guiding the pre-service teachers but not enough for creating a third space and sustainable partnerships. Achieving meaningful changes in relationships among all stakeholders and establishing a sustainable microcosm of collaborative learning goes far beyond that.

As every element in the system is a part of the larger picture, the CSs have first and foremost leadership roles in orchestrating all parts into a complete picture:

- They have to construct an inter-institutional social context and inter-relationships that maximize opportunities for developing capacity and compelling vision.
- They have to establish structures and platforms that foster collaborative learning and stay abreast of change.
- They are required to engage in all practices at the same time, look at their organizations in a holistic way and create meaningful links between all the system components (Fullan, 2009; Jones et al. 2016; Leithwood and Jantzi, 2008).

We claim that these huge challenges of changing the relationships among all stakeholders and leading sustainable expansive collaborative learning, in order to renew TE and schools through partnerships, are too great for any one individual leader to tackle alone. Therefore, it is recommended to create a new type of distributed leadership and an innovative model of high-skill clinical practice (Stoll & Jackson, 2009; Spillane & Diamond, 2007). As clinical supervision is a collaborative endeavor, TE institutions must re-conceptualize their approach to supervision and recruit specialists from other content areas in order to strengthen the ties between the academic courses and the clinical work. Content and pedagogy must be united through courses and credit hours to accommodate instructional teams of CSs, teacher educators who specialize in other content areas, and MTs (Burns et al., 2020). By doing this the dichotomies between pedagogy and content areas, research and practice, thinking and doing, knowledge and experience will collapse, as well as the dichotomy between academy and schools regarding the professional development of pre-service teachers (Beck, 2020; Cochran-Smith et al., 2019).

The creation of a model based on collaborative academy-school leadership implies not only re-conceptualizing the links between practice and academic courses, but also transforming the value systems of teacher education. Such distributed leadership includes micro-political aspects and constant scrutiny of conflicts inherent in the two different cultures of schools and academy. This micro-politics shapes the hybrid spaces and serves as a resource for creating a new culture, one

that emphasizes the different contexts of all participants as well as creating new roles that cross borders from TE and from schools (Flessa, 2009; Engeström, 2001). In these communities to be built, it is important to make the knowledge of schoolteachers and pre-service teachers visible and to co-construct new knowledge in TE pedagogy.

We therefore recommend the development of a structure and systematic training framework for teacher educators in general and CSs in particular, aimed at building the professional knowledge required to deal with the challenges mentioned. The program should include learning and constructing knowledge that deals with TE pedagogy, which is complex and unique. In this program, teacher educators from various specializations should be trained to build third hybrid spaces which would blur the boundaries between the academy and schools. The process must include experimentation, data collection, reflection and publishing practical theories relevant for teachers as well as for other scholars. The program should challenge the dichotomy between research and practice and develop an inquiry stance among all the participants. It also should challenge the status quo of TE and the traditional perceptions of the participants by discussing substantive social, cultural, and sometimes conflictual issues at the heart of TE (Cochran-Smith, et al., 2019).

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