Notice of the Final Oral Examination for the Degree of Doctor of Philosophy of

KERRY ROBERTSON

MA (University of Victoria, 1996)
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Department of Curriculum and Instruction

Wednesday, October 14, 2020
9:00am PDT
Remote Defence

Supervisory Committee:
Dr. Kathy Sanford, Department of Curriculum and Instruction, University of Victoria (Supervisor)
Dr. Tim Hopper, Curriculum and Instruction, UVic (Member)
Dr. Darlene Clover, Department of Educational Psychology and Leadership Studies, UVic (Outside Member)

External Examiner:
Dr. Lynn Thomas, Department of Pedagogy, Université de Sherbrooke

Chair of Oral Examination:
Dr. Sarah Wright Cardinal, Department of Child and Youth Care, UVic

Dr. Stephen V. Evans, Acting Dean, Faculty of Graduate Studies
Abstract

Teacher education programs have long grappled with the disconnects between campus and classroom in the preparation of teacher candidates. Both are important sites of learning for teacher candidates, and yet the design of conventional teacher education programs leaves little room for teacher candidates to explore theory and practice simultaneously in ways that recognize the multifaceted nature of learning how to teach. In addition, teacher educators are faced with the complex demands of being responsive to the needs of teacher candidates while at the same time challenging assumptions and beliefs in order to ensure new teachers are responsive to the diverse needs of their students. Teacher educators, too, need to make their own dilemmas and tensions of practice observable both to teacher candidates and to one another as they consider and interrogate their beliefs and assumptions about teaching.

This study explores Link2Practice, a partnership between the University of Victoria and SD 62 (Sooke) which was organized to provide a campus and classroom experience for Elementary Post-Degree Program students from the beginning of their program. A group of participants involved as teacher educators in Link2Practice engaged in a self-study with the purpose of examining how sharing leadership in teacher education provided the participants the opportunity to engage in conversations about the partnership, and how our professional learning, understandings of teacher education, and understandings of ourselves as teacher educators were informed through the research.