

THE CHALLENGES OF SCHOOL PRACTITIONERS' EXPECTATIONS OF SCHOOL-UNIVERSITY AND SCHOOL-INSTITUTE COOPERATION*

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Abstract. The present forms of school-university/institute partnership are largely based on the interests of experts in this field. The aim of this study is to research teachers' and school counsellors' perceptions of both the existing and desired forms of the partnership. Based on the qualitative content analysis of the materials from the interviews, four dimensions of partnership were mapped: systematicity, practicality, equality and initiative. The study has shown that the current partnership is somewhat sporadic and initiated more by the research needs of experts rather than the practical needs of teachers. The desired partnership would imply the creation of an organised and continuous relationship, whereby the experts would take on the role of a mentor, thus proposing practical solutions and initiating forms of cooperation. Such expectations lead to controversy, and these issues are discussed in the study.

Key words: school-university/institute partnership, in-service teacher education, qualitative content analysis.

Introduction

Cooperation between school practitioners and university/institute experts is presently regarded as one of the key resources for fostering changes in education. For that reason, the establishment of a strong partnership between schools and universities/institutes is seen as an imperative task (Darling-Hammond, 1994). The following important aims have been set before this

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partnership: (a) enhancing the quality of students' learning and knowledge; (b) the change of teachers' pre-service and in-service education, aimed at better adaptation to the practical needs of the profession; (c) the improvement of school research practice, aimed at encouraging teachers to base their practice on research (Callahan & Martin, 2007; Cochran-Smith & Lytle, 1999; McLaughlin & Black-Hawkins, 2004; Sandholtz, 2002). However, in order to fulfil those aims, it is essential to depart from the traditional model of school- university/institute relation, in which the university/institute experts are presented as 'knowledge deliverers' and the teachers are consumers and executors (Day, 1998; Sandholtz, 2002). In that respect, the trend towards an increased school involvement in shaping teacher's initial education and professional development, along with the implementation of action research projects, has been strongly apparent in the last twenty years (Bartholomew & Sandholtz, 2009; Day, 1998, 1999).

Cooperation between schools and universities/institutes covers a wide area, from enrolling teacher students in schools to founding professional development schools (Bartholomew & Sandholtz, 2009). Several models of school-university/institute partnership have emerged from the present practice, all belonging to three basic types: service providing, coalition and collaborative partnership (Callahan & Martin, 2007; Cornelissen, Swetb, Beijaarda & Bergen, 2011; Tushnet, 1993). In the service type of partnership, one of the partners provides the other with the expert services necessary for the realisation of his/her professional plans. Schools are generally interested in service type partnerships with universities and institutes, with the aim of receiving teacher training, while universities and institutes mostly expect schools to provide them with research data collection. In coalitions, partners mutually co-ordinate their professional plans and objectives, creating a limited partnership in the process of their implementation. Collaboration entails a high level of co-ordination and negotiation between the partners in all phases of a joint project. Nonetheless, a rejecting type of collaboration has been perceived in the analysis of partnership between teachers and university/institute experts, in which one partner considers the other's knowledge irrelevant, unfeasible or opposed to his/her professional perceptions (Nelson, 2005).

School-university/institute partnership: the Serbian context

School-university/institute partnership in Serbia is mainly reduced to the provision of in-service seminars to school practitioners (Kováč-Cerović, 2006). It concerns the programmes accredited by the Ministry of Education, Science and Technological Development, which schools select according to their professional needs and plans, and whose attendance is included in the compulsory teachers' professional development agenda. Individual schools are involved in international cooperation and professional development projects,

collaborating with partner schools from the EU countries and international experts. There is no formal school-university/institute cooperation in pre-service teacher education. Pre-service teacher education, in which universities traditionally occupy the main role, involves practical education at schools, but is unsystematic and based on the voluntary placement of teacher students in schools. Additionally, there is no formal curriculum according to which teacher students' practical education at schools is conducted, or any financial resources for that practice (Kováč-Cerović, 2006).

Schools in Serbia also cooperate with experts outside universities. These are experts employed in scientific institutes whose research projects are financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia. Their partnership with schools mainly involves research activities 'in the field'. This form of partnership fits the 'profile' as being both sporadic and occasional, including individuals or small groups of associates in schools. As in the case of university colleagues, cooperation between institutes and schools takes place through the establishment of personal contacts between the institute experts and school practitioners. The most significant 'contact persons' within schools are the school counsellors. School counsellors are experts in the field of psychology and education, employed at primary and secondary schools as advisors. School counsellors are often the link between schools and university/institute experts, because they are actively involved in addressing practical issues and providing support in teachers' professional development. They are, consequently, the persons researchers most frequently address for help when the need arises to organise research projects in schools.

*We need to ask teachers if we want
to cooperate with them*

School-university/institute cooperation is not developing without difficulties, despite the manifestly expressed readiness and interest in it. It has been proved evident that the key obstacles to cooperation are: (a) differences in organisational cultures – schools and universities/institutes differ in the opinion about the nature of knowledge, often set different professional values and have different styles of work, as well as different viewpoints with respect to the cooperation aims and their role in partnership; (b) the difference in power between universities and schools – in most realised cooperation activities, teachers still retain the role of listeners, followers and 'work executors', which creates the notion of being marginalised and a lack of agency among them; (c) logistics problems – there are limitations in terms of the time required for cooperation, there is a lack of support and acknowledgement as the motivational factors of cooperation, along with the lack of financial resources for the realisation of cooperation projects (Bartholomew & Sandholtz, 2009; Bullough *et al.*, 1999; Day, 1999; de Vries & Pieters, 2007; McLaughlin & Black-Hawkins, 2004;

Nelson, 2005; Powell & McGowan, 1996; Trent & Lim, 2010; Tsui & Law, 2007; Zeichner, 2010).

As we can see, the unequal position of teachers compared with that of university/institute experts is one of the starkest characteristics of their cooperation. Such a state shows that the cooperation between the aforementioned partners suits the interests of institutions of higher education and educational science more than those of schools. Namely, cooperation is mostly initiated by university/institute experts, who retain the role of 'the brains of the operation', which enables them to adapt the cooperative activities in schools to their own research agendas. In addition, such cooperation is rarely based on any previous research into teachers' needs and expectations, thus silencing their authentic voices and replacing them with a general decontextualized and desirable voice 'in the name of teachers' (Hargreaves, 1996). Such expert-oriented cooperation enables university/institute experts to publish results in scientific journals but the published data are of very low relevance for school practitioners (Vanderlinde & van Braak, 2010). The possibility of satisfying teachers' needs in Serbia is further reduced through cooperation in which they are mainly given the role of subjects in ad hoc research projects or the opportunity to participate in occasional seminars. That means that the current position of teachers in comparison with university/institute experts is out of step with the prevailing discourse about teachers as reflective practitioners, researchers of their own practice, leaders in education and professionals. Educational experts seem to be more willing to accept teachers as the agents of change in their theoretical works than in any concrete relations with them. In view of the insufficient respect for teachers' voices in the cases of the cooperation with university/institute experts, we wanted to enable those voices to become more transparent. Hence, the contribution of our study will be more profound understanding of how the school-university/institute partnership looks like from the perspective of school practitioners as well as what kind of the partnership they prefer. In other words, the goal of our research is to gain insight into how school practitioners see the current cooperation with universities and institutes and what this cooperation should be like in order to meet their professional needs.

METHODOLOGY

Participants. The participants in this study were teachers (N=26) and school counsellors (N=17) from four primary schools and five secondary schools in a large urban area belonging to the same school district (Belgrade). The sample of the participants was purposive. Namely, the authors of this paper had the opportunity to carry out research and seminars with the aforementioned schools over the past five years. The teachers and school counsellors who participated in this research were individuals who were involved in the issues concerning the cooperation with the experts and thus represented "the key in-

formants". We contacted them and proposed the participation in the research which would be the first phase of a more structured and practice-oriented cooperation between their schools and our research institution. The participants gave the oral agreement to participate in the study about their experiences and expectations from the cooperation with universities and institutes. The interviews were conducted in the participants' working environment (their schools). Data about the teachers and counsellors' work experience, as well as the subjects they teach are presented in Table 1.

Table 1: The profile of the participants

	School		Years of teaching/counselling experience (f)	Subject taught (f)
	primary	secondary		
Teachers	10	16	0 – 5 (6) 5 – 20 (12) 20 – 30 (8)	Hematology (5) Serbian (4) Physics (3) Chemistry(3) History(3) Microbiology (2) Biochemistry (2) French (2) Technology (1) Physical Education (1)
School counsellors	8	9	0 – 5 (5) 5 – 20 (5) 20 – 30 (7)	/

Data collection. The research questions we asked are the following: (a) How do teachers and school counsellors view the current cooperation with experts from faculties and institutes? (b) What should cooperation which suits teachers' needs more be like? We chose the interview as the qualitative approach to data gathering, since it enables familiarity and consideration of the meanings the actors attribute to the research themes and allows us to hear their lively and rich stories (Fontana & Frey, 2005; King, 2004; Willig, 2008). In addition, the qualitative interview provides the participants in the study with the possibility to actively contribute to the 'creation of the plot' in the dialogue with the researchers, as meaning makers and not merely passive respondents (Holstein & Gubrium, 2004). The interviews were semi-structured and carried out on the basis of an interviewing agenda whereby the themes followed the research questions. We asked the participants, for example: 'What are the specific examples of good cooperation between school and the experts from

universities and institutes? Why is it a good collaboration?', 'How would you describe the current role of experts in the improvement of teacher practice?', or 'Try to imagine the cooperation between school and university/institute for 10 years from now. Let your imagination be free, but also think about the sustainability of these ideas.' The interviews lasted for 90 minutes each and were conducted in the school environment.

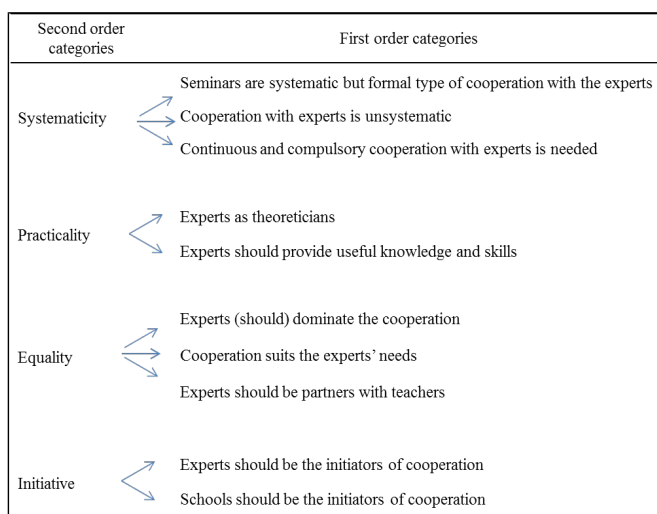
After interviewing all of the participants, the authors held reflexive dialogue about their research constructions. The goal of this dialogue was to analyse the meanings which the authors assigned to the research themes and to highlight changes in the ways the authors constructed these themes during the research. Audio recordings of the interviews and the authors' reflexive conversation were made, and the materials from the interviews were transcribed.

Data analysis. We conducted the qualitative content analysis, which enables the interpretation of the obtained data through the step-by-step procedure of coding and identifying thematic patterns (Braun & Clarke, 2006; Elo & Kyngäs, 2008; Hsieh & Shannon, 2005). In order to avoid imposed meaning on the part of the researchers, we selected the inductive category development (Mayring, 2000), which means that the coding and creating of categories was carried out relying on data from the interviews and not theoretical constructions given in advance. We firstly familiarised ourselves with the content of the transcripts in order to gain a wider picture of how the teachers and school counsellors viewed cooperation between schools and experts from universities and institutes. Then the analytical procedure continued by separating smaller units in the text made up of several lines or sentences which referred to a particular subject. Afterwards we coded the separated subjects so that the codes retained the basic message or meaning of the subject. Thus created initial codes were gathered into the first order categories on the basis of thematic closeness. The first order categories were then thematically unified in four broad themes which represented the second order categories in our analysis. During the construction of the categories we took care to ensure that they fit the thematic units which we had noticed in the conversations with the participants in the study. In addition, on the basis of the consecutive comparison of the narrative and categories, the initial (working) version of the thematic categorisation of the material was corrected several times. In the first phase of the process of coding and categorization the first author, whose field of expertise was qualitative analysis, conducted the coding and construction of the initial categories. Then, two other authors performed individual codings using the list of the initial codes provided by the first author. In the next phase of the analysis, the authors discussed the individual codings and created the final matrix of the initial codes consensually. The first and the second order categories were created in the reflexive dialogue among the authors. The table showing the codes and categories is provided in Appendix I.

RESULTS

On the basis of the research participants' narratives we created four second order general categories, which represent the main dimensions of cooperation between teachers and university/institute experts with respect to teachers' professional development (Figure 1). Each dimension refers to the actual as well as desired cooperation.

Figure 1: First order and second order categories



Systematicity of the cooperation

The current cooperation between teachers and university/institute experts is mainly unsystematic due to the lack of institutionalised and continuous partnership. This means that cooperation is pursued sporadically, based on the personal initiative of individual teachers or the experts and mainly reduced to occasional consultations with university lecturers at the home faculty. The only systematic form of cooperation is teachers' participation in in-service seminars. Consequently, for the majority of teachers in primary and secondary schools, attending seminars is the only form of cooperation with university/institute experts they ever experience. However, the participants' narratives of such in-service seminars are construed in a negative fashion, since the activities in the programmes are predominantly perceived as being reduced to the formal fulfilment of the necessary criteria for obtaining the teacher's licence.

Bearing in mind the sporadic contact with university/institute experts, which can barely be termed cooperation, as well as the fact that seminars are occasional and for the most part reduced to a form of 'ritual', it comes as no

surprise that one of the most significant expectations of the participants in this study was for cooperation to be continuous and reliable:

I think that [the cooperation] should really be continuous and systematic, just to know to whom to apply at the right time and to count on the assistance. (An excerpt from an interview with a primary school teacher)

One of the more frequent themes in the interviews, which also refers to the systematicity of cooperation, is the expectation of both the teachers and school counsellors that the cooperation with university/institute experts should be compulsory for teachers. Namely, the idea of somebody 'forcing' teachers into systematic partnership with university/institute experts is surprisingly close to that held by our interlocutors. Their argument is that cooperation which is regulated as obligatory has greater chances to become systematic.

Practicality of the cooperation

One of most frequent themes in the research participants' narratives refers to the experts' role in providing teachers with new and practical knowledge. So far university/institute experts have played the role of 'windows' into innovations in certain scientific disciplines, informing teachers about new scientific results, ideas, educational trends and changes. Such a role was, for the most part, positively appraised by the research participants, because it fits the experts' image as 'people of science'. However, the basic problem with the previous delivery of ready-made knowledge is that such knowledge is too academic. The feeling that they are 'left without answers' and left alone to face the problems from practice is highly present in the research participants' narratives.

The teachers' key expectations from university/institute experts are to offer, through cooperation, directly useful knowledge, know-how for those themes the teachers consider to be vitally important. The interviewed teachers and school counsellors believe that the best way to implement practical training is to organise expert seminars at which teachers could gain new skills for teaching specific subjects:

I'd like to have some of them [the experts] here to explain to us how an inclusive lesson should be taught in 45 minutes. I've got an individual educational plan for one child and thirty-five others. How can I realise his plan in 45 minutes? It would mean a great deal to me if someone taught that class with such a child in it on the spot. (An excerpt from an interview with a secondary school teacher)

Equality of the cooperation

The research participants feel there is no equality in the cooperation between schools and experts from universities and institutes, which they see as one of the greatest weaknesses of this partnership. In the participants' conversations the cooperation is mainly construed as being led by the academic interests of the experts. More specifically, the participants perceive the experts as theoreticians who are distanced from practical and 'real life' issues in schools:

It seems as if we were simply some sort of practitioners, which we really are, while they [university/institute experts] are one step above us. I wonder whether they are dealing with the problems that occur at schools, the problems that people encounter, or whether they are simply involved in something that is interesting for scientific institutions at a particular moment, interesting for themselves, so they realise it on their own initiative. Based on what I have experienced so far, I think it is their offer to us. We can either accept it or not. (An excerpt from an interview with a school counsellor in a primary school)

Teachers expect the cooperation with university/institute experts to be based on equal respect for the interests of all actors. A partnership relationship, from teachers' point of view, means that the school has some influence on the selection of the themes and goals of the cooperation. The teachers expect their professional needs and experiences to be respected in the cooperation, and that would move its focus to easing their work in school. Those school counsellors who participated in the interviews see equality in cooperation as university/institute experts and teachers mutually designing and carrying out research projects in schools as well as teachers being the co-authors of scientific publications.

However, when they consider what the experts' desirable role in their professional development would be, the teachers seem to expect somebody who would be 'older' in that partnership. The university/institute expert as a mentor is seen by most participants as the role with the highest potential for the future of teachers' professional development, since it would provide the practitioners with permanent professional guidance and support throughout their whole careers:

It would be very helpful to have someone there, or to know that, if needed, I can contact someone who can provide assistance for the specific problems I may have – someone who will continually monitor my work and point me in the right direction. Someone I can rely on. (An excerpt from an interview with a secondary school teacher)

University/institute experts are expected to be more than just mentors. Teachers expect them to 'take matters into their own hands' and address the issues, such as discipline and students' lack of motivation, that teachers are not able (or do not want) to resolve.

Initiative in the cooperation

Initiative is the theme which is particularly important in the school counsellors' narratives. The school counsellors describe teachers as passive and insufficiently competent to initiate cooperation with university/institute experts regarding their professional development. According to them, this is why initiative on the part of university/institute experts is necessary in order to achieve productive cooperation and provide teachers with the opportunity to master the required skills. The aspect of cooperation, where, in the view of the school counsellors, the experts' initiative is particularly desirable, concerns joint research projects in schools. Conducting research is viewed as a skill in which university/institute experts have a distinctive advantage over teachers, therefore the 'natural' need for them to manage collaborative research projects in education has been enforced. The experts are expected to be familiar with the problems in schools:

Let the experts listen to how things are in practice, to what bothers people, and then, on the basis of that knowledge and what that institution can achieve, let them solve those problems, i.e. offer some solutions. (An excerpt from an interview with a school counsellor in a secondary school)

However, certain teachers also considered the subject of initiative in their talks with us and, in contrast to the school counsellors, emphasised the need for schools to establish contact with experts from universities and institutes and propose specific themes for cooperation. Indeed, nine of them (out of the twenty-six) discussed the subject of initiative with us while, on the other hand, a slight majority of school counsellors (ten out of the seventeen interviewed) debated this theme with us. It is possible that the 'silent majority' of teachers in fact accept initiative from the experts and only the most enthusiastic among them insist on their own. Those rare teachers think that school practitioners should be aware of their own professional needs and initiate contacts with appropriate partners outside the school.

Conclusion and discussion

On the basis of the research participants' narratives, we set aside four dimensions of cooperation between schools and universities/institutes: systematic-

ity, practicality, equality and initiative. The current cooperation is said to be sporadic, based on personal acquaintances, left to the individuals' enthusiasm and mainly led by the research interests of the experts. This is the message that cooperation with university/institute experts is rare and insufficiently recognised as a resource for professional development in schools. These perceptions correspond to the experiences of school practitioners in other countries (Bartholomew & Sandholtz, 2009; Bullough *et al.*, 1999; Cochran-Smith & Lytle, 2001; Craft, 2000; Eraut, 1995; Powell & McGowan, 1996). For the majority of teachers the cooperation with university/institute experts exists only at in-service seminars. Sadly, in-service seminars are predominately negatively assessed due to their failure to provide adequate assistance and support in addressing practical problems in education as demonstrated in other research studies (Borko, 2004; Day, 1999; Sandholtz, 2002). Such a situation is the result of the fact that these seminars usually fail to satisfy the characteristics shown in research studies to be necessary in order for some professional development programmes to be effective (Borko, 2004; Higgins & Parsons, 2009; Kennedy, 1999; Males, Otten & Herbel-Eisenmann, 2010; Males, 2009; Penuel, Fishman, Yamaguchi & Gallagher, 2007; Supovitz & Turner 2000).

The 'model' of cooperation between teachers and university/institute experts, which would be desirable from the research participants' point of view, entails the institutionalisation of 'good examples', which refers to the already existing individual cases of cooperation. Namely, the message is that what individuals have done so far on their own initiative and sporadically, should become a planned, continuous and compulsory practice. The research participants expect university/institute experts to take on the role of mentors, who react to the 'orders' given by teachers in the interest of better teaching. These expectations are in line with the findings of other studies and point to the common culture of school practitioners, which is oriented towards the practical benefits from the school-university partnership (Bartholomew & Sandholtz, 2009; Trent & Lim, 2010; Vanderlinde & van Braak, 2010). The teachers' expectations regarding the equality of the cooperation are ambivalent. While they complain that the experts are above teachers, at the same time they expect to be equal with experts in the initial phases of cooperation, when they negotiate its goals and leave the further management of such cooperation and the realisation of its goals to the experts. This suggests that teachers are more interested in the products of the experts' knowledge than in mastering the same knowledge and skills because, in a professional sense, they see themselves as the consumers of the experts' knowledge and skills. Moreover, the school counsellors insist that the experts take on the initiative and leadership in cooperation because they see the teachers as passive and insufficiently competent to manage partnership projects. Therefore, the most elementary form of cooperation between teachers and university/institute experts (Callahan & Martin, 2007; Cornelissen *et al.*, 2011; Tushnet, 1993) seems to be the most desirable for teachers and school counsellors in Serbia.

It is interesting that some other research studies have also shown that teachers expect prescriptive models of cooperation (Bartholomew & Sandholtz, 2009; Everton, Galton & Pell, 2000), which can be linked to the findings that the participation of teachers in partnership with university/institute experts is of peripheral importance for teachers and involves a significant professional and personal engagement on the part of the actors, serious commitment and skills (methodological and organisational), which are all resources that are lacking in schools (McLaughlin & Black-Hawkins, 2004; Miller, 2001). However, there are different experiences, as shown in the research carried out by Trent and Lim (2010).

In the reflexive discussions which we, as researchers, held between us after the interviews, a dilemma emerged as to the extent to which our understanding of the teachers' positions brought us closer to them as partners or whether it further distanced us from them. Our experiences from the interviews with the teachers and school counsellors pointed out deeper differences in the perception of cooperation and the values which 'both sides' ascribe to it. Namely, when we think about cooperation with schools, our expectations are close to theoretical models in the field of professional development – the reflective practice model (Schön, 1983), the model of the teacher as a researcher of his own practice and the agent of change (Campbell, McNamara & Gilroy, 2004; Day, 1999; Hargreaves, 1999), the models of social and organizational learning (Day *et al.*, 2007; Engeström, 1999; Wenger, 1998) and professional communities (McLaughlin & Talbert, 2001; Stoll & Louis, 2007). In other words, we view partnership as the potential for the development of a professional community in school, in which teachers have the opportunity to develop new roles as researchers, innovators and leaders in education. On the other hand, the experts would have an opportunity to look into the 'live' context of school narratives and dynamics of professional community in school, which would provide research data for publication and dissemination. At the same time, they would have the chance to improve teacher practice through creating practice-oriented knowledge. Thus, the twofold function of educational research – providing scientific knowledge and developing educational practice (Pollard, 2008; Vanderlinde & van Braak, 2010) would be realized by positioning university/institute experts and teachers as members of the school professional community. Also, creating new roles for teachers and experts in such partnership is the way to meet the goals set before school-university/institute partnership. However, as the insight into the research participants' expectations showed, school practitioners in Serbia see their role as well as the experts' role in future partnership rather differently.

This research has enhanced the lesson of the differences in the professional cultures between university/institute experts and school practitioners as a barrier to more successful cooperation, but it also indicates a pathway to overcome those differences. Our findings suggest the need to make the expectations of the partners explicit and to establish clear goals of the cooperation which would be

the result of negotiation between them. This approach to the resolution of the problem of the differences in professional values is supported by the recommendations that are given by other studies (Day, 1998; Lefever-Davis, Johnson & Pearman, 2007). In other words, the parties in the partnership need to reconsider their own goals and the purpose of cooperation in order to bring their perspectives closer together. In our case, redefining these positions entails respecting the local context in which the cooperation between schools and universities/institutes is undeveloped, elemental and not recognised as a significant resource for teachers' professional development. Starting from that, it is too ambitious to expect school practitioners to share our vision of partnership. On the other hand, just as the instrumentalisation of teachers by university/institute experts is not the solution for successful cooperation, the instrumentalisation of experts by teachers is not a sustainable solution either. In that sense, it is necessary to design a new partnership model which would include greater sensitivity for teachers' practical needs on the part of university/institute experts and, at the same time, a more active engagement of teachers in changing their own practice. In such a model, the culture of continuous professional development would be brought closer to teachers, and it would be the responsibility of the experts to promote this culture and its main goals as some empirical data suggest (Powell & McGowan, 1996).

The data about the expectations of school practitioners from the school-university/institute cooperation that are mapped in this research are highly relevant for other educational settings. They point to the challenges of that cooperation which has been structured in a similar way in different national educational systems. Our findings are the lesson that the school-university/institute partnership is an uncertain venture since it is an encounter of two different "species" whose interests are mismatched and even contrasted. This encounter is harder to accomplish for the university and institute experts than they might imagine because they are challenged to overcome the alternatives of being "the service" or "the exploiter" in the partnership. On the other side, it is much harder for the school practitioners than they expect because they are trapped by the alternatives of being either "the consumer" or "the research subject". Therefore, the findings in this study point to the necessity of conducting an action research which would offer some clues for the key actors how to create more convenient and sustainable roles in future partnerships.

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Appendix I

The cases of coding and categorisation of the transcribed material obtained from interviews with teachers and school counsellors

Second order categories	First order categories	Initial codes	Transcripts
1. Systematicity	1.1 Seminars are a systematic but formal type of cooperation with the experts	1.1.1 Seminars are the only form of cooperation between the experts and school	<p><i>I cannot say for now that some faculty supports us. Only in the form of seminars, say that it was a College of electrical science, they have some computer literacy seminar. (A school counsellor)</i></p> <p>Interviewer: <i>So, there aren't many people who work at institutes and faculties in your school, you do not cooperate much with them. Possibly through a seminar. I know that, because I was in your school, you had two of our seminars.</i></p> <p>Teacher: <i>Yes.</i></p> <p>Interviewer: <i>So we came, held a seminar and this cooperation has not...</i></p> <p>Teacher: <i>Well, it has not been continued. (A secondary school teacher)</i></p>
	1.2 Cooperation with the experts is unsystematic	1.1.2 The cooperation is not continued after seminars	<p><i>You must go around without being invited and ask. No one will tell you that you have to do this or that, but when you experience a problem or uncertainty, then you have to go and knock on that door and say that you have that sort of problem. (A secondary school teacher)</i></p> <p>1.2.1 The teacher asks the experts for help when he/she encounters a problem</p> <p>Teacher: <i>It [the cooperation] all seems relatively disorganised, it's not continuous.</i></p> <p>Interviewer: <i>It's not systematic?</i></p> <p>Teacher: <i>It's not systematic, in the sense that one has some established procedures.</i></p> <p>Interviewer: <i>It seems sporadic, when the</i></p>

	1.3 Continuous and compulsory cooperation with the experts is needed	<p>1.2.2 The cooperation is sporadic</p> <p>1.3.1 The seminars are too short to facilitate change</p> <p>1.3.2 Continuous support to teacher professional development needed</p> <p>1.3.3 Need to offer teachers more opportunities for the cooperation but the choice to be obligatory</p>	<p><i>need arises.</i> Teacher: <i>Exactly, when the need arises!</i> (A primary school teacher)</p> <p><i>The problem is that the seminars last for two, maybe three days. It's not possible to learn anything in two or three days, because you need much longer to change the practice. In two or three days you can get some ideas, which you might implement sometimes, if you remember, or you will try to do something in the first week and then forget about it.</i> (A school counsellor)</p> <p><i>I wish there was a program or anything that would provide continuous support to what I think are some weaknesses in my work, what I should upgrade.</i> (A secondary school teacher)</p> <p><i>Firstly, cooperation needs to be made compulsory. All scientific institutes, and us as well, should be obliged to propose themes which are connected with all schools... and we must choose some. I keep saying: 'We must, we must'. Changes cannot be introduced if they are left open as a possibility which teachers might not make use of.</i> (A school counsellor)</p>
2. Practicality	2.1 The experts should provide useful knowledge and skills	<p>2.1.1 The experts provide literature and participation at scientific meetings</p> <p>2.1.2 The experts as</p>	<p><i>I received a great deal of literature from you [the institute associates]... Then, I liked the meeting you organised. There you do get new ideas and the practitioner gets new possibilities, he/she will use some of them for sure.</i> (A school counsellor)</p> <p><i>I think that the representatives of the scientific community should be the</i></p>

		a source of new information	<i>people who bring new information to school... All pieces of information that are relevant and new to arrive at school. (A secondary school teacher)</i>
		2.1.3 Practical knowledge in school needed	<i>No matter it [a seminar] is giving a lesson. However, some specific experience in the classroom is needed more, something very concrete. (A secondary school teacher)</i>
		2.1.4 A minority of seminars related to pedagogical content knowledge	<i>Eighty percent of seminars have pedagogical themes and only twenty percent, as you can see, involve some expert themes. And whoever collected 100 points, I believe that over eighty percent of those points came from some pedagogical part and very few from the expert seminars. (A secondary school teacher)</i>
	2.2 The experts as theoreticians	2.2.1 The authors of seminars do not offer practical answers	<i>When you have a talk at the end of a seminar and pose questions that bother you, it usually ends up with the message: 'We understand you, understand your problems, we understand all that, but we can't give you an answer.' It simply ends at that point. (A primary school teacher)</i>
		2.2.2 Teachers see the experts as theorists	<i>The theorists' approach is still prevalent. So they [teachers] watch them as theorists. Someone who will provide them with some knowledge and it may be interesting, but it does not mean that it will be effective and that it can work in everyday practice. (A school counsellor)</i>
3. Equality	3.1 The experts (should) dominate the cooperation	3.1.1 Teachers need mentorship	<i>There should be constant cooperation in all possible directions, a mentor who would, for instance, help teachers, who could then in turn address him and say: 'This year I have a child with this or that problem. Can you help me with some concrete suggestions about how to deal with this problem?'' (A primary school teacher)</i>

		3.1.2 The experts prescribe what teachers should do	<i>They [experts] serve to us what to teach pupils, and that is ridiculous. They have never entered a secondary school and they are supposed to tell me what pupils should learn in physics or chemistry or some other specific subjects. (A secondary school teacher)</i>
	3.2 Cooperation suits the experts' needs	3.2.1 The experts visit schools for conducting research	<i>People from faculties come to our Serbian lessons and we always let them teach a lesson. Those people are usually working on their own thesis and they need to poll pupils. Therefore, they do that for their own needs, not to train teachers or teach pupils. (A secondary school teacher)</i>
		3.2.2 The experts give presentations on their faculties at school	<i>Lecturers, some assistant lecturers and some students come every year; and give presentations on their faculties through talks, brochures, texts, and materials on the projector. (A secondary school teacher)</i>
	3.3 Experts should be partners with teachers	3.3.1 Practice knows better than theory the problems in school	<i>Now, after so many years it seems to me that the school, i.e. life, defines the themes of cooperation and that life is much richer than science. (A school counsellor)</i>
		3.3.2 The cooperation for the mutual benefit needed	<i>Interviewer: How would you call it [preferred cooperation]? Teacher: I would call it a partnership, cooperation. It's crucial to me that we are partners, that we are equal. Someone who is a representative of the scientific community will provide some ideas, and they are good, and teachers will provide their expertise in working with students, so that there would be some kind of symbiosis. (A primary school teacher)</i>
		3.3.3 The experts and teachers should be partners	
4. Initiative	4.1 Experts should be the initiators of	4.1.1 Teachers need to be pushed in the	<i>I don't believe that they [teachers] would be independent in their professional</i>

	<p>cooperation</p> <p>4.2 Schools should be the initiators of cooperation</p>	<p>professional development</p> <p>4.1.2 Schools reluctant to cooperate with each other without the initiative of the experts</p> <p>4.1.3 It needs the experts to initiate action research in school</p> <p>4.1.4 The experts are needed to collect data on the basis of residence at school</p> <p>4.2.1 Teachers to define their needs and contact the experts</p>	<p><i>development. It is always necessary to have someone who is going to 'push' and literally organise that. Few people are able to be independent and individualistic enough for self-improvement. (A school counsellor)</i></p> <p>Interviewer: <i>Do you see how the experts can help when it comes to the cooperation among schools?</i> School counsellor: <i>To suggest, as did the European institutions, connecting of schools, because we are not ready to do so. (A school counsellor)</i></p> <p><i>To start with the expert has to design some project. Simply, to design something that would be interesting for teachers, to suggest some research, to find out what the current school needs are. Now inclusive teaching is interesting for all schools. That has priority, teachers should be given help with that. (A school counsellor)</i></p> <p><i>I think it would be very useful for a researcher to have the experience from school. To be present at classes, and to attend the meetings, to hear people. (A secondary school teacher)</i></p> <p><i>We would have to be the initiators. So, they [the experts] will not offer any cooperation, but we'll be looking for some cooperation. This way or another, but we would be the ones [who are looking for the cooperation], which is OK. How do they know what we need? (A secondary school teacher)</i></p>
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ИЗАЗОВНА ОЧЕКИВАЊА ПРАКТИЧАРА У ШКОЛАМА
ОД САРАДЊЕ СА УНИВЕРЗИТЕТИМА И ИНСТИТУТИМА
Анстракт

Тренутни облици партнерства школе са универзитетима и институтима углавном су засновани на интересовањима стручњака у овој области. Циљ истраживања јесте да се анализирају перцепције наставника и школских саветника о постојећим и жељеним облицима партнерства. На основу квалитативне анализе садржаја материјала, који је добијен путем интервјуа, дефинисане су четири димензије партнерства: систематичност, практичност, једнакост и иницијатива. Истраживање је показало да се тренутна сарадња одвија донекле спорадично и да је у већој мери иницирана истраживачким потребама експерата него практичним потребама наставника. Жељени облик партнерства подразумевао би успостављање организованог и трајног односа, при чему би експерти преузели улогу ментора, предлажући практична решења и иницирајући различите видове сарадње. Таква очекивања доводе до контроверзи, због чега се о овим питањима дискутује у раду.

Кључне речи: партнерство школе са институтима и универзитетом, стручно усавршавање наставника, квалитативна анализа садржаја.

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ОЖИДАНИЯ ПРАКТИКОВ В ШКОЛАХ
ОТ СОТРУДНИЧЕСТВА С УНИВЕРСИТЕТАМИ И ИНСТИТУТАМИ

Резюме

Имеющиеся формы партнерства школы с университетами и институтами главным образом основываются на интересах специалистов в данной области. Цель исследования - провести анализ позиций учителей и школьных советников о существующих и желательных формах партнерства. На основании качественного анализа содержания материала, полученного путем интервьюирования, определены четыре измерения партнерства: систематичность, практичность, равенство и инициатива. Исследование показало, что сотрудничество в настоящий момент ведется спорадически и что оно в большей мере вызвано исследовательскими потребностями экспертов, чем практическими потребностями учителей. Желательная форма партнерства подразумевает установление организованного и прочного сотрудничества, причем эксперты получают роль менторов, предлагая практические решения и иницируя различные виды сотрудничества. Такие ожидания приводят к контроверзам, вследствие чего данные вопросы рассматриваются в настоящей работе.

Ключевые слова: партнерство школы с институтами и университетом, повышение квалификации учителей, качественный анализ содержания.