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## Guiding learning teaching

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More and more Dutch student teachers are educated in school-university partnerships. As a result, learning through participation in daily school practice has become an important aspect of their education. This asks for a pedagogy based on guidance provided in and nearby student teachers' workplaces. Sharing practical knowledge with student teachers by experienced teachers, although difficult, is a constructive part of such a work-based pedagogy. Throughout this study we focus on teams of cooperating teachers and student teachers in different settings at school and explore what this pedagogy could look like.

Instruction sessions enacted by school-based teacher educators near the workplace appeared to lack opportunities for student teachers to personalise theoretical insights. Suggestions are provided for improving these sessions, based on their mediating function between the theory of the institute and the practice at school.

In addition, daily guidance during actual teaching in a collaborative mentoring approach was studied. Collaboration was realised in cycles of lesson conversations and lesson enactment. The approach provided opportunities for the daily mentor to show and discuss practical knowledge. Mentoring tools used were modelling and scaffolding. Participants appreciated the collaborative mentoring approach and actual teaching experiences became theorised from perspectives on what worked in a particular situation and why it might have worked. The cyclic model and the use of modelling and scaffolding as means of sharing practical knowledge were identified as promising elements of a work-based pedagogy.

Teacher education at the workplace is a rather new phenomenon and the study pays attention to both the problems and challenges related to the further development and implementation of a work-based pedagogy.