Within a two-phased teacher education, students initially go through a programme of studies at university including one or several school placements and in a second phase undergo practical teacher training. This bipartite structure poses the challenge of interconnecting both phases across institutions in order to make academic knowledge accessible for teaching practice as well as to draw upon practical experience for academic reflection.

This sub-project of ProfaLe\(^1\) aims at intensifying the cooperation between students of TEFL (teaching English as a foreign language), mentor teachers and university-based supervisors during a six-month school placement at master level. In order to promote an exchange among different perspectives on teaching, members of the three aforementioned groups take part in a joint seminar. Within this setting they reflect upon typical situations of English language teaching which offer opportunities for professionalization. Seminar sessions are based on case studies, which may be collected and narrated by the participants themselves or may be presented as transcripts or video-taped episodes of English lessons, as well as teacher interviews. The underlying theoretical concept is the PID-model (Santagata & Yeh 2015), in which the perception of a relevant aspect within a situation is followed by its interpretation, which in turn leads to (alternative) decision making. Additionally, mentor teachers and students are trained in conducting mentoring dialogues for planning and reflecting upon lessons in a co-constructive way (Staub 2014). Thus, different kinds of knowledge held by both the novices and the experienced teachers are taken into account while planning and reflecting upon lessons.

Formative evaluation has shown that students, mentor teachers and university-based supervisors profit from the joint seminar since it enables participants to relate aspects of academic knowledge to teaching practice and vice versa. Mentor teachers also reported that participating in the seminar provided them with opportunities of reflection. The training in mentoring dialogues was highly appreciated by the students and the mentor teachers. However, it remains challenging to commit mentor teachers to take part in the seminar and to lead mentoring dialogues on a regular basis since the regular professional tasks are already highly time-consuming.

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\(^1\) ProfaLe (professional teaching to promote subject-based learning under changing social conditions) at Universität Hamburg is funded as part of the joint Qualitätsoffensive Lehrerbildung (teacher education quality campaign) run by the German federal government and the German states using funds from the German Federal Ministry of Education and Research (BMBF).
Preliminary findings from an accompanying research project focussing on the mentoring dialogues show that these tend to be co-constructive if the student and the mentor teacher share a common orientation towards English language teaching. In contrast, they tend to be oppositional and prone to conflicts if such a shared understanding of what is relevant in English language teaching and learning cannot be found. Therefore, mentoring dialogues can be viewed as processes of inter- and intrapersonal negotiation about what determines professional foreign language teaching. The paper will provide detailed information on the seminar and the mentoring programme as well as present preliminary findings from the accompanying study.

REFERENCES
