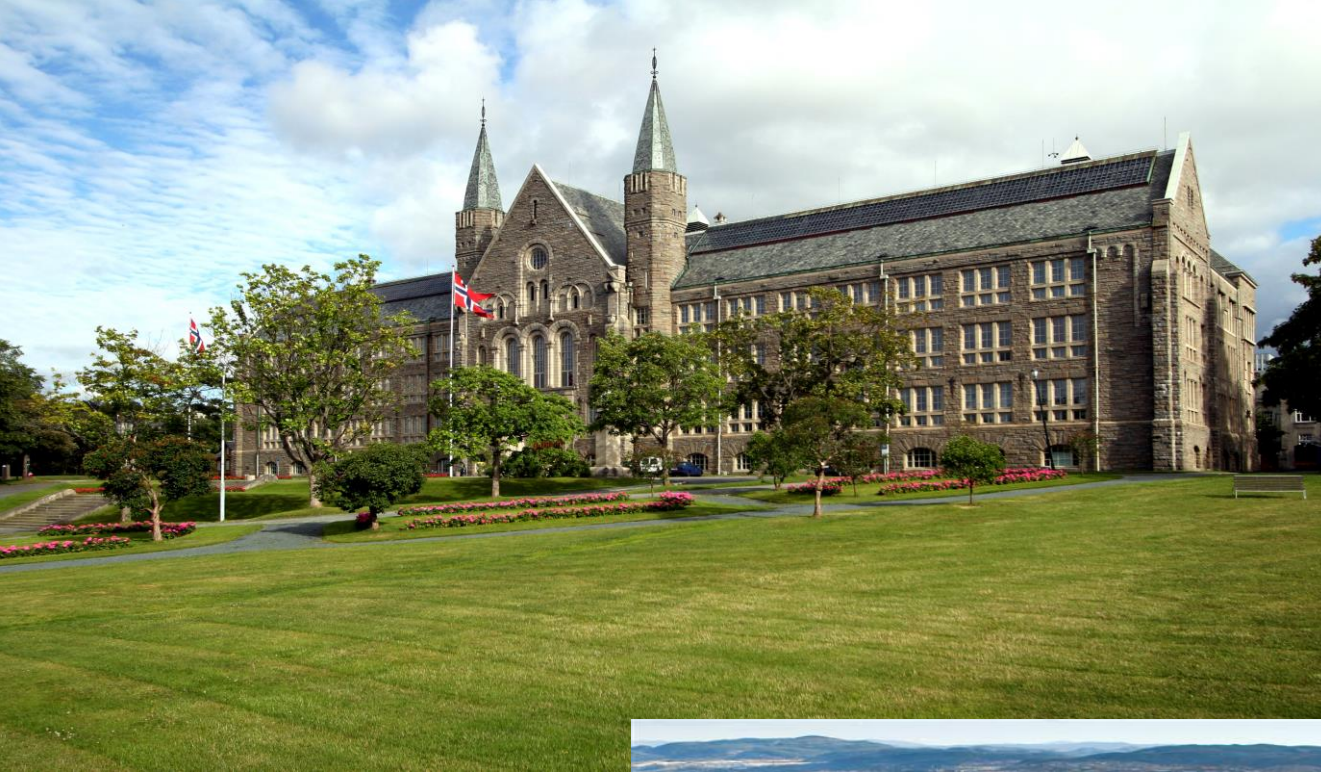


Partnerships in Support of Teacher Education

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If we are together nothing is impossible. If we are divided all will fail.



Definitions of Partnership

A partnership is an arrangement where **parties**, known as partners, **agree to cooperate** to advance their **mutual interests**. The partners in a partnership may be individuals, businesses, interest-based , organisations, schools, governments, or combinations thereof (Wikipedia).

a **relationship** resembling a legal partnership and usually involving **close cooperation** between parties **having specified and joint rights and responsibilities** (Merriam-Webster)

A relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal.

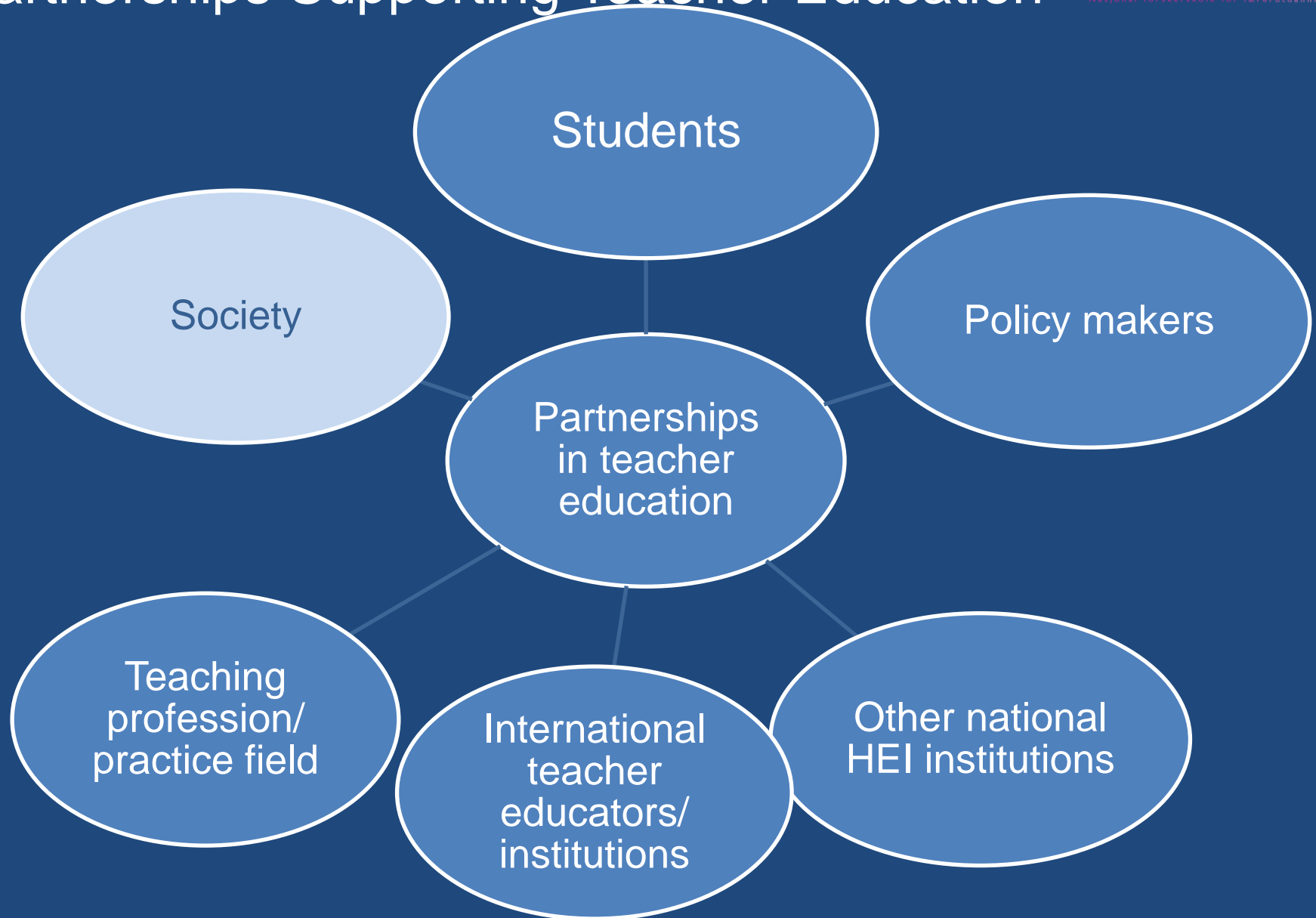
<http://www.answers.com/topic/partnership?cat=biz-fin>

Conditions:

- Create a bond of trust and demonstrate openness
- Work as a team, for consensus and consultation
- Respect the organizational mission of each partner
- Respect the expectations and limits of each partner
- Share power, risks and responsibilities
- Encourage commitment and permanency from the stakeholders

http://spvm.qc.ca/en/service/1_5_3_1_definition-

Partnerships Supporting Teacher Education



Students

What would happen if.....

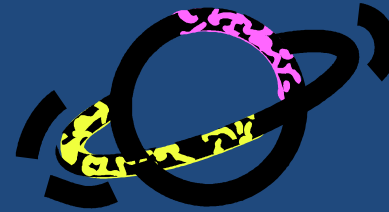
we treated the students as someone whose opinion mattered (Fullan, 1991, p.170)

or

looked for an alternative approach to school improvement-
through listening to and acting on what *students* have to say about learning in school (Rudduck, 1999, p. 41)?

Students

Leitch et al. (2007),



Students must be given:

➤ Space

➤ Voice



➤ Audience

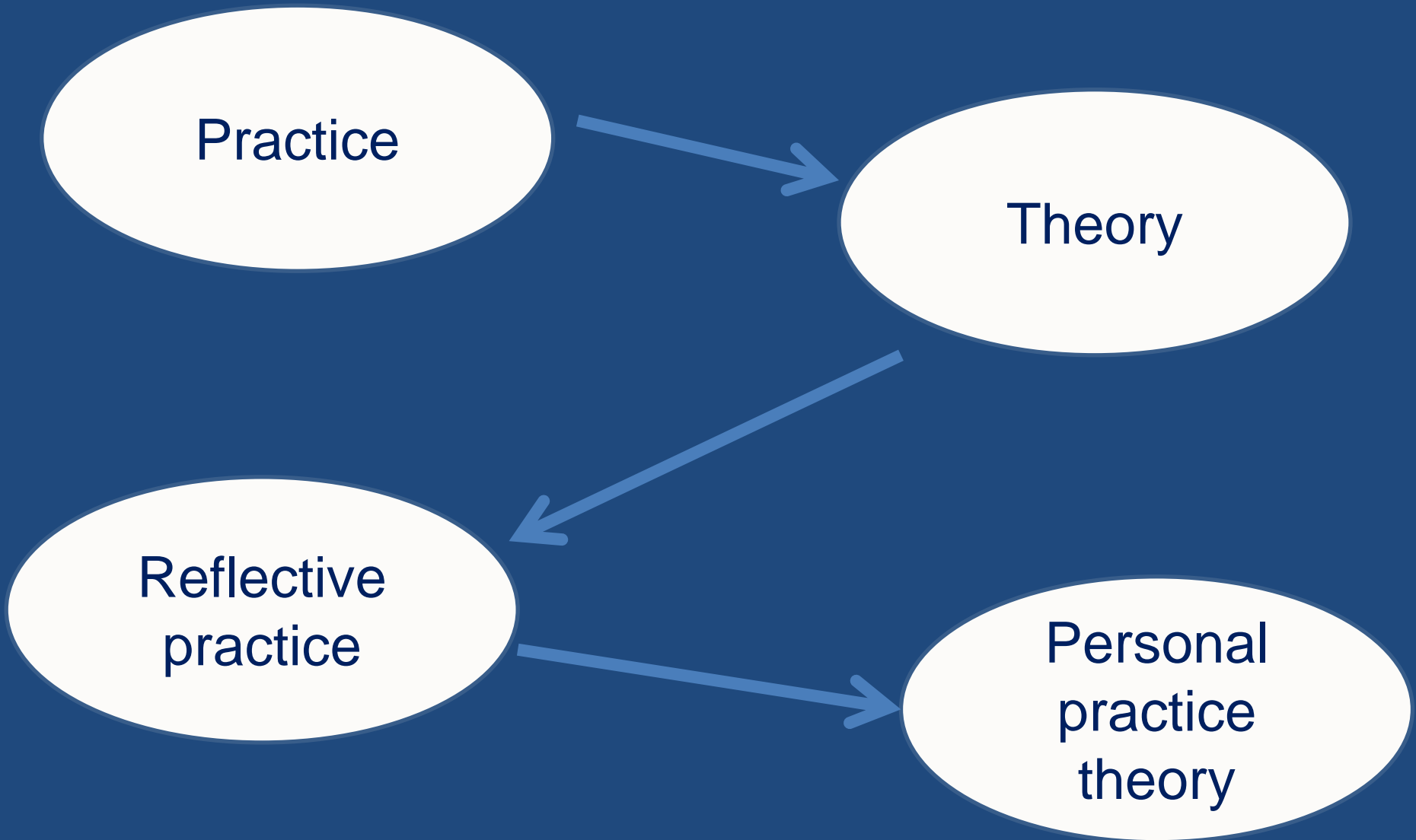


➤ Impact



Students

- Listen to their opinion in a systematic way, act on it.
- Involve students as partners in research (Prieto, 2001; Kirkby, 2001)
- Implement self and peer assessment as an integrated part of the instructional encounter (Smith, 2001, MacBeath, 2001, Black & William, 1998)
- Students teaching Students
- Look at curriculum design in a new way.



What does this approach require of teacher educators?

A very high level of practical and theoretical knowledge

- Less pre-prepared theoretical lectures
- Informed spontaneous teaching- using students' practical cases to introduce the theory (teachable moments, adaptive teaching)
- Flexible reading lists

It is all about teacher educators' professionalism!



Policy makers



Are we really partners with policy makers?

Do we have shared responsibility? Rights?



Do we respect each other's expertise?



Do we need each other?



Do we pursue the same goal?



Is it different in



Other national
HEI institutions

Lots of opportunities, not always fully
exploited

Often competitors, not partners, however,....

- Complementary expertise
- Joint research projects
- Joint professional learning activities
- Sharing teaching staff
- Sharing students- joint degrees
- One voice in dialogue with policy makers

Other national
HEI institutions



“In Norway, the Ministry of Education and Research has started a research programme for teacher educators (PRAKUT), engaging them in practice based educational research in close cooperation with schools. This programme is supported by a national graduate school in teacher education (NAFOL), where teacher educators can join PhD programmes. While supporting the development of teacher educators’ research expertise, this initiative also contributes to the development of the knowledge base on teaching, teacher education and teachers” (EU,2013. *Supporting Teacher Educators for better learning outcomes*. European Commission).
s.23).

NAFOL is organised as a partnership between 7 Norwegian universities and 16 university colleges

Why NAFOL as a research school?

- To respond to the criticism of the quality of teacher education
- To move teacher education away from the seminar tradition
- To develop teacher education into a more research–based teacher education linked to practice
- To increase the number of doctoral graduates in teacher education
- To avoid a brain-drain from teacher education

International
teacher
educators/
institutions

It is a small world.....

- Staff exchange
- Student exchange
- Joint degrees
- International associations, events
- International research projects
- International networks pursuing the same goal

InFo-TED is an international forum with representatives from Belgium, Ireland, Israel, the Netherlands, Norway, United Kingdom and the USA working to promote professional development of teacher educators.

The general aims of InFo-TED are:

- To develop and implement a knowledge base of teacher educators.
- To translate the knowledge base of teacher educators into an international professional development programme for teacher educators.
- To develop and implement supportive guidelines for induction and professional learning programmes of teacher educators.
- To explore how an enduring international supportive structure can be implemented for professional development activities for teacher educators.

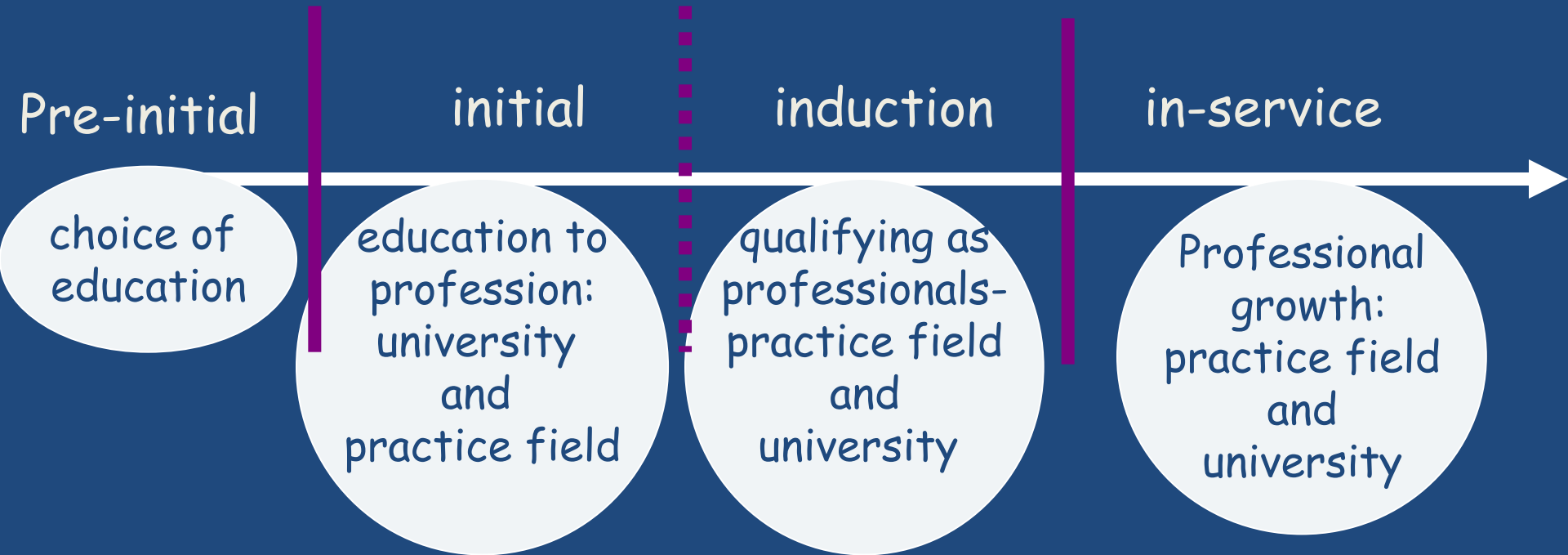
Teaching
profession/
practice field

Schools are our main partners

- Shared overall aim
- Shared responsibilities for educating teachers
- Practice and theory intertwined in teaching
- Complementary expertise,.....
-however, not sufficient respect for each other's expertise

Teaching
profession/
practice
field

Teacher education

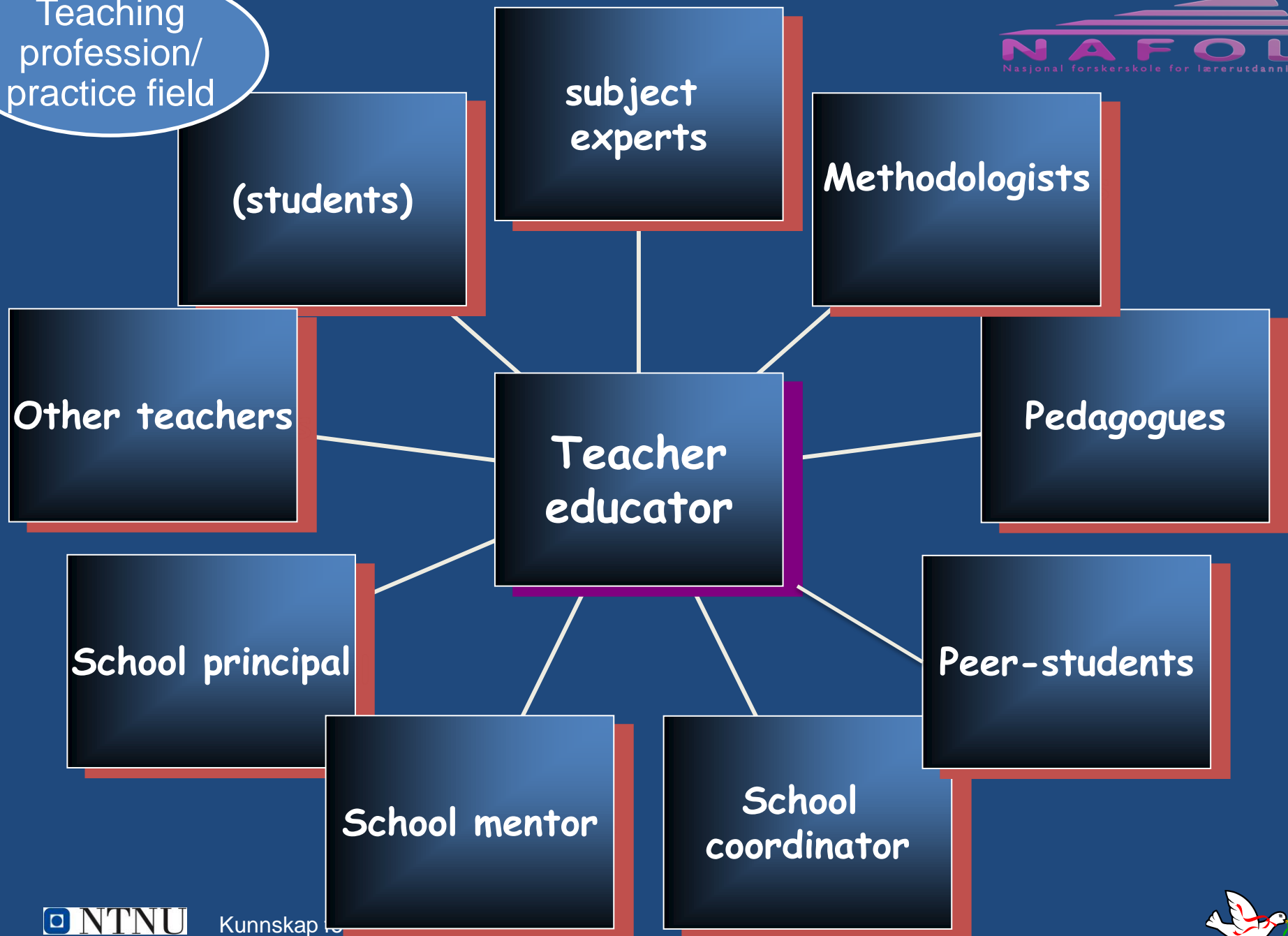


Why is practice important?

The overwhelming evidence of a decade of research on teacher knowledge is that knowledge of teaching is acquired and developed by the personal experience of teaching

(Munby, Russell & Martin, 2001, p. 897).

Teaching profession/
practice field

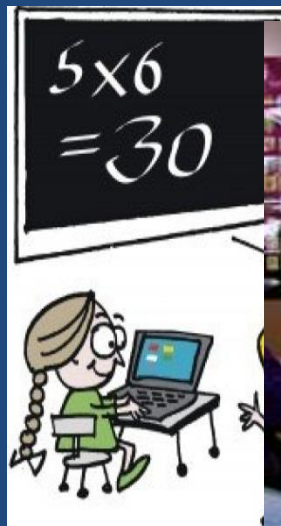


Teaching
profession/
practice field

Expertise

First-order expertise

Second-order expertise (Murray & Male, 2005)



Same goal- educating new teachers

Kunnskap for en bedre verden

Partnership with schools at UoB

- Renewed application and contract every three years
- Practice schools for students
- Schools committed to accept certain number of students
- Schools committed to provide time for mentor education
- Free mentor education (30 ECTS)
- Joint R&D projects
- Professional learning seminars

Teaching
profession/
practice field

Professional knowledge and skills in mentoring

- Structural/practical knowledge
- Theoretical knowledge
- Inter-personal knowledge and skills

Bridging Practice and Theory



- Pedagogical value of mentoring in teacher education and induction of NQTs
- Theories and research of teachers' professional learning
- School and university as one community of learning
- Theories, strategies and methods of mentoring
- Communication and ethical aspects of mentoring
- Providing constructive feedback
- Planning, reasoning, implementing (practising mentoring)
- ICT and mentoring

Teaching
profession/
practice field

University Schools- (university hospitals)

Partners

University

Schools (few selected) few selected

Municipality

aim

Strengthening practice component in teacher education

Practice oriented R&D projects

Empowering school and university based teacher educators

School development

Networking and sharing of knowledge beyond partnership

How

- Proximity of
 - Theory and practice
 - Education and practice
 - Education and research intertwined
- Shared positions
- Striving for excellence
- University schools as educational light houses



Implicit partnership with society

Education is simply the soul of a society as it passes from one generation to another.

G. K. Chesterson



Education is the passport to the future, for tomorrow belongs to those who prepare for it today.

Malcolm X

- Our students will still function in a world 60-80 years from now.
- That world is unknown to us.
- Did my grandmother know, and will my grandchildren know, what these gadgets are used for.....



verden



Society

Teacher education needs to prepare teachers who teach for the future by

- Encouraging creativity
- Stressing informed Improvisation in teaching
- Teaching about learning how to learn



Concluding remarks

- Education involves multiple agents
- Same goal, fragmented structure
- Partnerships with other agents strengthen education
- Education for the future- a huge challenge
- We need to plan and work together
- Together we are stronger

<https://www.youtube.com/watch?v=nE6mDCdYuwY>