

Trends and Challenges in Teacher Education

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Some Trends and Challenges in European - and Nordic Teacher Education

- **Tensions in Teacher Education**
- Recruitment of Student Teachers – both as to Quantity and Quality
- System for Induction
- System for:
 - - in - service Training (often school-based)
 - - CPD (often individual - based)
- **Development of Research based - and Practice based Teacher Education to strengthen the teaching profession**
- **Partnership Models**
- Master as the main Model for Teacher Education

Tensions in Teacher Education

- **Academic education** ←---→ **Education for a profession**
- **Theory** ←---→ **Practice**
- **Research – based knowledge** ←---→ **Experience-based knowledge**
- **Disciplinary subjects** ←---→ **Pedagogy, didactics**
- **Pedagogy as science** ←---→ **Pedagogy as part of teacher education**
- **Higher education emphasising autonomy** ←---→ **Higher education linked to school and national curricula**

What characterizes any profession - some suggestions

- The profession has a theoretical science foundation
- The profession has its own language/jargon
- Development of the profession is based on research
- Education is linked to practice
- The profession has autonomy in its practice
- The profession is respected and has legitimacy
- The profession has a common ethical framework
- The profession controls its own education
- The profession supports its «clients»

Teaching as a semi-profession? - the seminar tradition

-Seminar tradition, focusing on:

- Teaching and learning
- Bildung
- Pedagogy, didactics and practice in schools
- Oral tradition – storytelling about practice
- Supportive, inclusive learning environment

-Less focus on:

- Research and Research Methods
- Written documentation of Research & Development

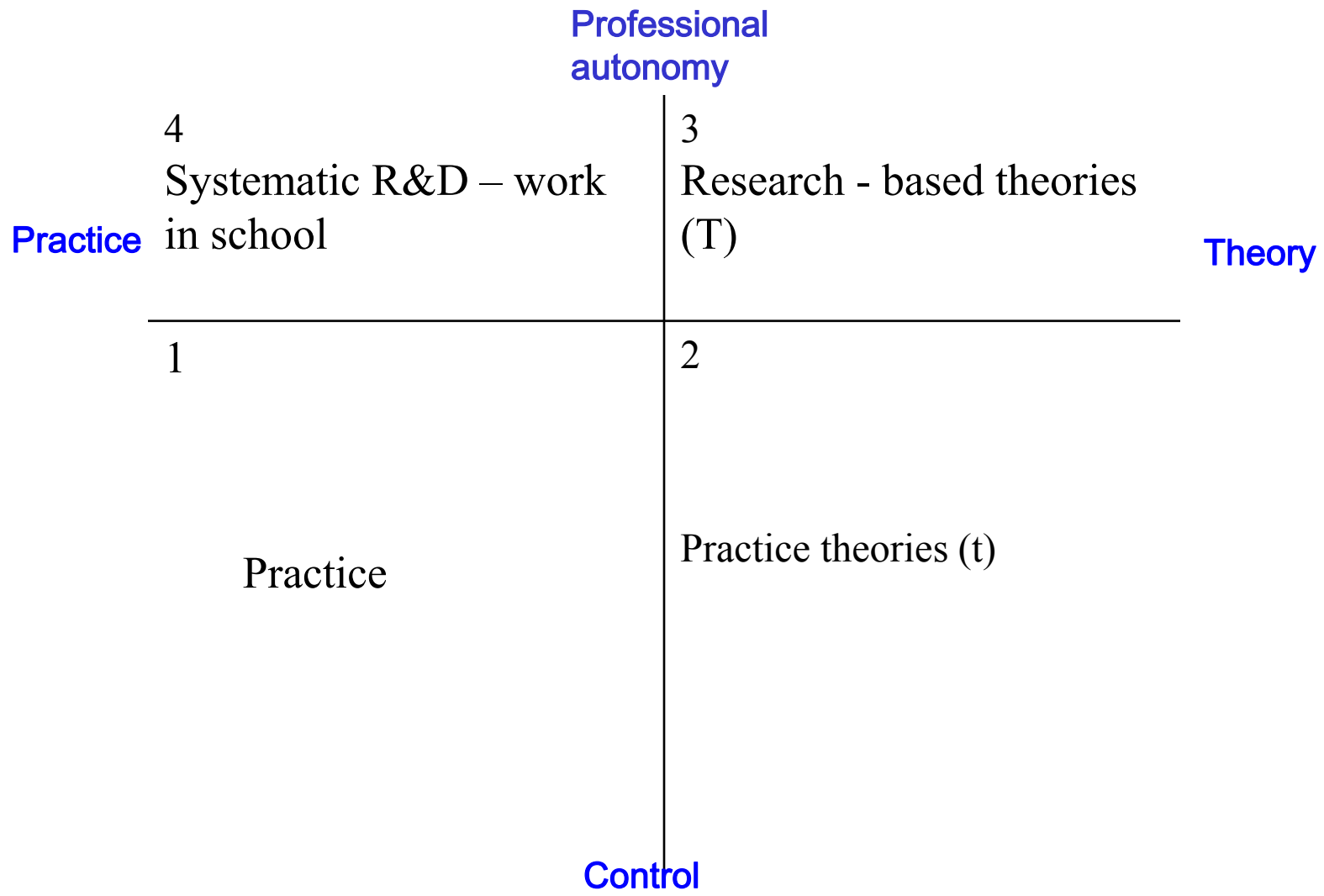
Resulting in:

- Practice- and experience-based teacher education
- Schools and teachers lacking R&D competence

Seminariekontrakt

- Studerende ombytter frihed og tid med socialt fællesskab
- Vægt på det sociale miljø i uddannelsen
- Underviserne tager sig ansvar for den studerende
- Studerende ledes gennem uddannelsen
- Hvis studerende ikke begår fatale fejl, ender de med et afgangsbrev

Teacher professionalism



Autonomi - finske lærere

”Den finske skolen preges i dag av stor grad av **autonome lærere** som i svært liten grad blir kontrollert av andre, men heller oppfordret til selv å ta ansvaret for utviklingen av skolen.

Kunnskapen om kvalitative og kvantitative **forskningsmetoder** og **vitenskapelig refleksjon** spiller en helt avgjørende rolle for utviklingen og utdannelsen av den autonome og profesjonelle finske læreren”

(R Hausstätter Saarrommaa og S Saarrommaa 2008)

CONCEPTUAL LEVEL (AUTONOMOUS)

TEACHING PRACTICE

- Research on own practice
- Reflection
- Meta-cognition

- Pedagogical thinking
- Critical use of “universal” theories
- Producers of teachers’ professional knowledge

THEORY

- Recipes
- Routines
- Skills
- Adaptation of knowledge-based practice

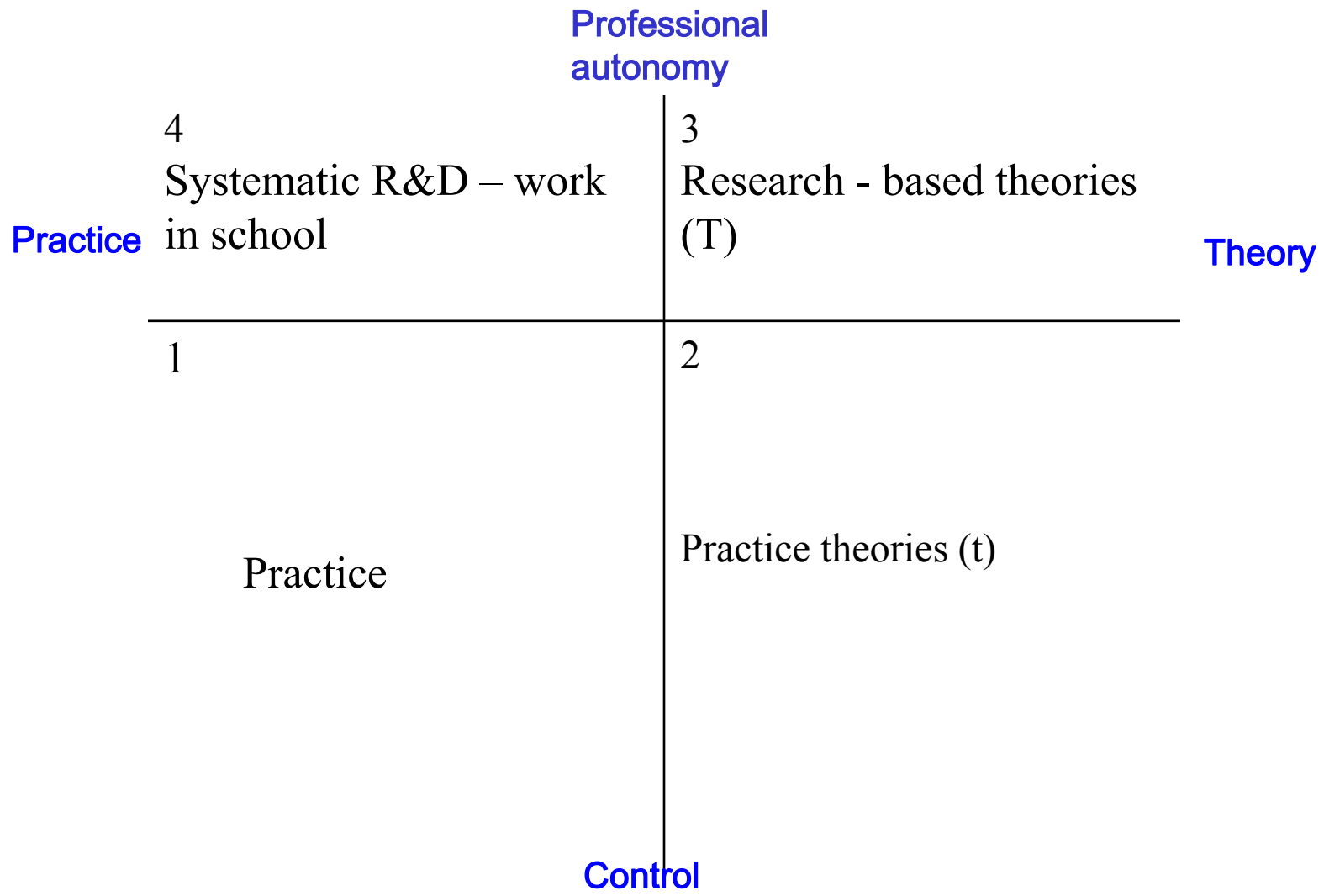
- Intuitive knowledge/ naïve theory
- Personal practice theories
- Consumers of research based knowledge

BASIC LEVEL (CONTROL-BASED)

Competence in four quadrants

- enables newly qualified teachers to challenge and develop existing school cultures
- enables teachers to research their own and their schools' practice in a systematic way
- contributes to a systematic development of teachers' and schools' practice based on knowledge to prevent the "kangaroo school"
- enables teachers to justify their choices and ensure critical judgment
- Ensures knowledge as to what "functions" and does not "function" based upon analysis of collected data
- Ensures teaching profession status, respect and legitimacy and prevents unnecessary interference from outsiders

Teacher professionalism



Three types of partnership models

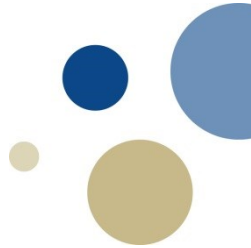
(Furlong et al, 1996)

- **Teacher education institution in charge:**
The education is controlled by the teacher education institution
- **Separatist model:**
Agreement between schools and teacher education institution who is doing what – separate responsibility
- **Cooperative model:**
Cooperation between equal parts – teacher educators in schools and in universities/colleges possess different kinds of professional knowledge, both of which are important in a teacher education context. Mutual recognition as equal partners is important.

Possible success elements for partnership models

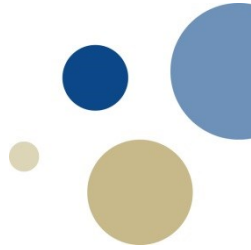
- Cooperative model
- Practice school and teacher education institution have a common vision
- Long - term binding cooperation agreements
- Cooperation anchored in the schools' and the teacher education institutions' leadership
- The student teachers must be involved in R&D – work where both teachers in school and teachers at the teacher institution participate
- Substantial collaborative initiatives beneficial for all partners (win – win initiatives)
- The partnership must have a leadership
- Systematic meeting places
- The partnership must function as a learning community

Integrated partnerships



- The schools have systematic plans for CPD, especially competence as to
 - Mentoring
 - R&D
- Systematic progression in the student teachers' practice
- Facilitates experiments in school documenting results by using scientific methods and analysis
- Shared positions between schools and teacher education institutions

Integrated partnerships



- Teacher education institution offers teachers in partnership schools:
 - Mentor courses
 - R&D courses
 - Cooperation as to experiments in schools documenting results by using scientific methods and analysis
 - Laboratory visits at the university / university college
 - PhD-scholarships linked to the schools' activities and challenges
 - Master students focusing the schools' activities and challenges