

School-Teacher Education Partnerships: Perspectives, practices, and possibilities

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Workshop Outline and Aims

1. INTRODUCTION

2. PRINCIPAL'S PERSPECTIVE: Einar Graff Hugo

3. FRAMEWORK:

- ▶ Knowledge-practice relationships
- ▶ Notions of 'learning to teach'

4. GROUP DISCUSSION

1. INTRODUCTION: Focus on partnerships

Part of the international education reform agenda:

- ▶ Improve quality of teacher education - to improve teacher quality - to lift student outcomes
- ▶ Address ‘problem’ of teacher education - overly theoretical, not sufficiently connected to realities of practice

TEI's and schools have traditionally partnered around the practicum

BUT policy makers, many teacher educators and schools are calling for something more than the traditional practicum placement model

The 'something more' underpins Norway's teacher education reforms

2016 Norwegian expert Panel *On the Role of the Teacher*

New Master programmes - **opportunity** to address needs of Norwegian schools and better prepare teachers by:

- ▶ Strengthening co-operation between TEI's and schools to:
 - ▶ Enable new ways of integrating theory and practice
 - ▶ Increase professional focus and research-based knowledge

2. A PRINCIPAL'S PERSPECTIVE

Einar Graff Hugo Rektor Rollsløyken skole, Hamar kommune



Focus on partnerships challenges how we think about:

- ▶ teacher learning
- ▶ knowledge
- ▶ practice

Because different conceptions drive different ways:

- ▶ learning to teach is constructed in teacher education and
- ▶ the roles the ‘partners’ play in preparing teachers

3. A FRAMEWORK to consider how different conceptions of knowledge, practice, teacher learning, influence school-TEI partnership relationships, roles, responsibilities:

Knowledge **FOR** practice

Knowledge **IN** practice

Knowledge **OF** practice

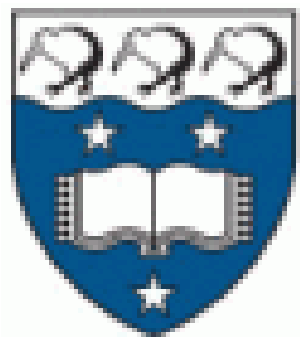
Adapted from - Cochran-Smith, M. & Lytle, S. (1999). Relationship of Knowledge and Practice: Teacher learning in communities. *Review of Research in Education*, 24(1), 249-305

Knowledge **FOR** Practice

An example

Examining the concept

An example



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Te Whare Wānanga o Tāmaki Makaurau

Knowledge FOR Practice - Conceptions of:

Knowledge	<p>‘Formal knowledge’ generated by researchers/experts <u>for</u> teachers to use for teaching</p> <p>Knowing more (subject matter, theory, pedagogy) leads to more effective practice.</p>
Teachers and teaching	<p>Teachers viewed as knowledge users (vs generators).</p> <p>Teaching seen as a process of applying knowledge to practice.</p>
Teacher learning	<p>Emphasis on ‘what’ (subject matter, theory, pedagogy) rather than ‘how’ teachers learn.</p>
Influence on programme design	<p>Focus on the formal knowledge base of teaching - learning as accruing knowledge.</p> <p>Theory into practice model (traditional approach).</p>
Influence on practice partnerships	<p>Focus on practicum partnerships geared to TEI needs - schools as sites for teacher students to put into practice knowledge gained at the TEI.</p> <p>TEI determines what knowledge is valued and assessed.</p>

Knowledge **IN** Practice

An example

Examining the concept

An example

TeachFirst 
Ako Mātātupu **NZ** 

Knowledge IN Practice - conceptions of:

Images of Knowledge

‘Practical knowledge’ - craft knowledge.

Knowledge embedded in the practice of good/expert teachers.

Images of teachers and teaching

Reflective practitioner.

Teaching as practical competence and as craft - teaching expertise comes from experience and reflections on those experiences.

Images of teacher learning

Teachers draw and reflect on previous experiences and actions.

Novices access knowledge that is (tacitly) known by expert teachers.

Influence on programme design

School focused: teacher students learn from experienced teachers to replicate ‘best practice’.

Theory and practice independent of each other - learning ‘on the job’
E.g. Teach First; UK - School Direct.

Influence on practice partnerships

Schools/classrooms as sites for teacher students to learn from/access knowledge and replicate practice of experienced teachers - apprenticeship model.

Knowledge **OF** Practice

An example

Examining the concept

An example

Master of Teaching



Knowledge OF Practice - conceptions of:

Images of Knowledge	<p>Teachers generate knowledge through inquiring into own practice <u>and</u> using knowledge/theory produced by others.</p> <p>Challenges the view of 2 different kinds of knowledge for teaching (formal and practical). Practice is more than practical - theorise practice.</p>
Images of teachers and teaching	<p>Teachers are agentic - take responsibility for own professional learning and development.</p> <p>Teaching is complex - teachers problematize and inquire into own knowledge and practice.</p>
Images of teacher learning	<p>Inquiring practitioners who engage in systematic, intentional inquiry about their practice and learning.</p> <p>Teachers work collaboratively to develop understandings and skills.</p>
Influence on programme design	<p>Schools involved in programme/courses/practicum design and development.</p> <p>Teacher students viewed as inquiring practitioners - emphasis on problematizing knowledge and practice.</p> <p>Engagement in research aimed at understanding, articulating, changing practice to enhance student outcomes.</p>
Influence on practice partnerships	<p>Schools- TEI's community of practice view of practicum.</p> <p>Partners work collaboratively to provide conditions for teacher students to problematize and inquire into their practice to enhance their learning and development as teachers.</p>

Whose and what knowledge counts most is at the heart of the different conceptions:

Knowledge for practice - TEI led

Knowledge in practice - School led

Knowledge of practice - Collaborative

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4. DISCUSSION:

In your partnership (current or intended)...

(1) What knowledge-practice relationships are operating and what notions of 'learning to teach' apply?

(2) What possibilities for change are there? What are the challenges?

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a modern, layered effect. The right side of the image is dominated by these blue shapes, while the left side is mostly white with a few blue shapes extending from the edge.

▶ **Comments?**

▶ **Questions?**

▶ **Concerns?**