

Innovative program design for GLU teacher education

Karen Hammerness (American Museum of Natural History)
& Viv Ellis (King's College London)

Change and teacher education

- Oswego Normal School, 1861 – 1897
- Edward Austen Sheldon
 - Pestalozzian object teaching
- Margaret E.M. Jones
 - A different meaning for ‘practice teaching’: ‘*real* teaching for *real* purposes’
 - Shared observations with post-observation discussions (similar to, e.g., teacher rounds, lesson study, etc)

THE PARAMOUNTCY OF WOMEN IN THE PREPARATION OF TEACHERS:
THE OSWEGO CASE, 1861-1897

William J. Davis, Eleni E. Siderias, and Alyssa Getzel
Teachers College, Columbia University
October 1, 2017



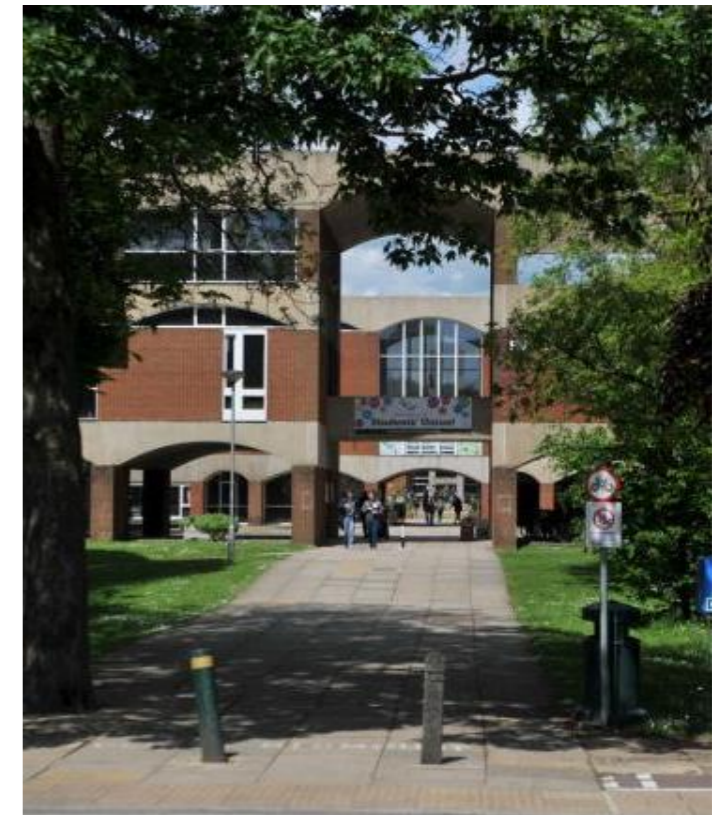
Oswego Normal School, Oswego, New York

Change and teacher education

- University of Sussex, 1968 - 1973
- A new type of higher education for a changing world
 - The pioneering School of Education and Social Work
- A 'school-based' teacher education
 - 'Friday evening seminars', 5.30 – 7.30pm (student teachers, school teachers, university teacher educators)
- Willam Lamont & Colin Lacey: 'strategic compliance'

THE SOCIALIZATION OF TEACHERS

Colin Lacey



University of Sussex, Brighton, England

In common: creative programme design responses to the professional learning challenges of teacher education

How to stimulate learning across the boundaries of different practices? (and also the learning of the practice settings themselves)

The construction of a mediating tool (in both cases social spaces for dialogue) – a structural arrangement that disrupts teaching-as-usual

A focus on pedagogical reasoning rather than only rehearsal and performance

Innovation and/or reform?

Contemporary distinctions?

INNOVATION – creative acts that become shared practices that add value to society (OECD [Daglio et al, 2015])

REFORM – a policy tool intended to stimulate change in practices and, ultimately, society

For both, research suggests an enactment rather than an implementation perspective (sense-making [Spillane])

Also, the importance of agency for innovation



Innovation, Human Capabilities, and Democracy: Towards an Enabling Welfare State

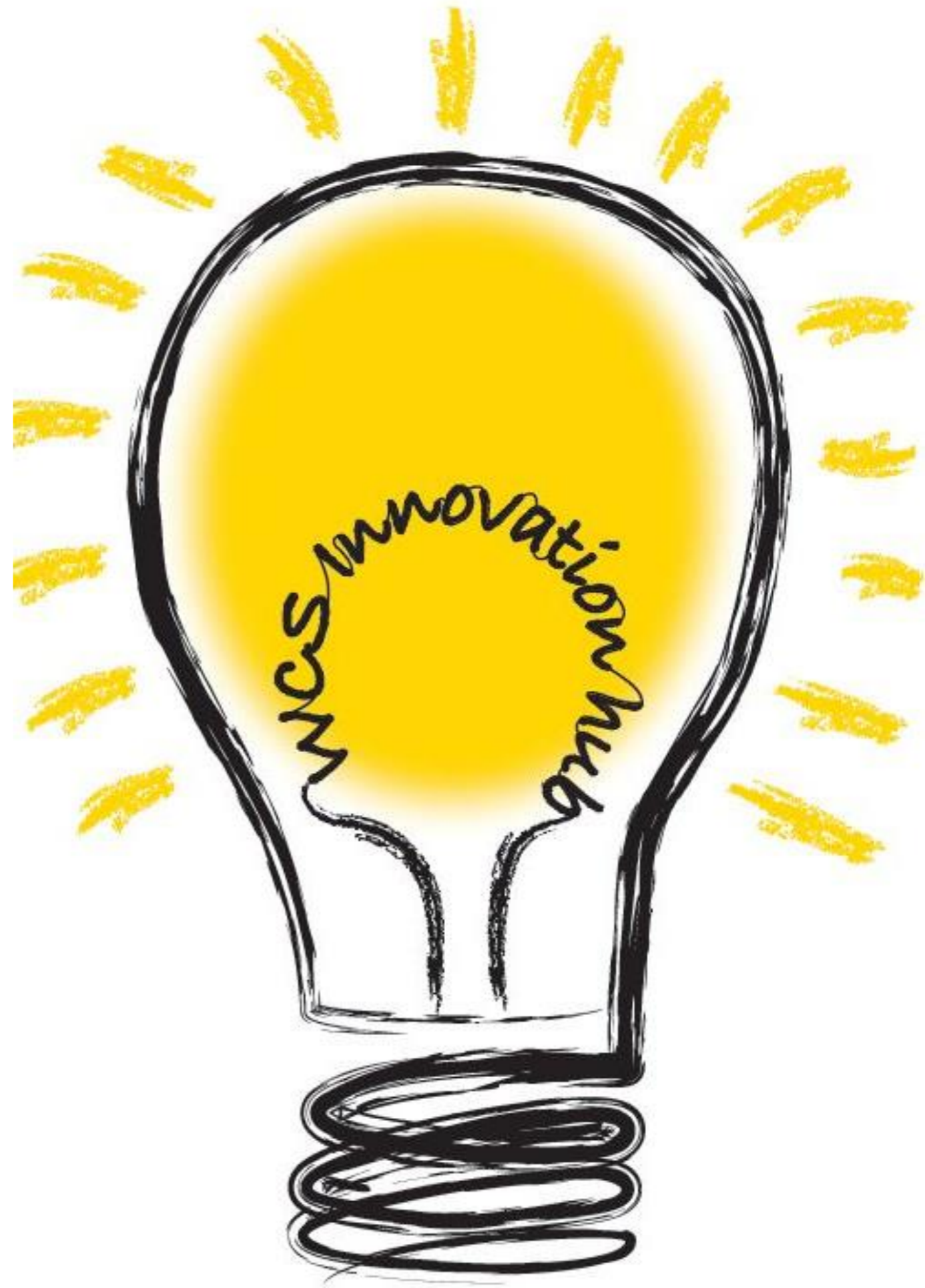
Reijo Miettinen

ABSTRACT

The Nordic welfare states have been at the top of the lists of national competitiveness throughout the 2000s. The Nordic welfare model is deemed able to combine equality, welfare and economic efficiency. Among the Nordic countries, Finland has been considered as an epitome of information society, of high-quality education and systemic innovation policy. In order to make sense of the Finnish development, this book puts political economy, innovation studies, welfare state research, organizational institutionalism and cultural-historical psychology into dialogue with each other. It develops an ap ... [More](#) ▼

Keywords: innovation, Nordic States, Finland, capability cultivating services, institutional learning, enabling welfare state, democracy

Some examples of innovative teacher education programme designs from Europe and the USA



Scaffolded student-teaching and fieldwork to support inquiry into and on teaching

Programs use schools as settings to gather data

Fieldwork and practice are scaffolded to support learning over time

Focus of two programs varies
Classroom and Context



University of Helsinki, Finland



**Table 1: Clinical Requirements for Class Teacher Education Program,
University of Helsinki**

Period	Length	Activity	Location
First Year	Several days	Observing class; charting social interactions in a class; writing case study of a student; interviewing pupils	Teacher training school
First Year	3 weeks	18 lessons teaching Finnish and drama (9 lessons each in pairs for total of 18 lessons)	Teacher training school
Third Year	7 weeks	50 lessons teaching all subjects (50 lessons taught in pairs in math; science; history; gym; music)	Teacher training school
Fifth Year	7–8 weeks	Responsible for curriculum and teaching students all day	“Field school” or teacher training school

Sample Clinical Assignments in Year 1

- First few days of Year 1—in relationship to courses on child development “Interacting with and Awareness of Pupils” and “Introduction to Educational Psychology”:
 - Chart and analyze social interactions among children, in preparation for teaching them, bring materials back to university foundations courses for analysis and exploration in relationship to theory on development and learning

Practice School at the University of Helsinki



Student Teacher Lounge for Meetings and Debriefing



Master's Thesis: Outcome of Clinical Work

- Topics often directly related to schools and teaching (pupil learning; curriculum planning)
- If possible, relates to personal experiences in practice teaching
- Topics have included:
- Teacher students take research methods courses (quantitative and qualitative)
- Master's thesis is written individually but the literature search, data analysis, etc. can be undertaken in parts or groups



University of Chicago, United States

- University of Chicago's Urban Teacher Education Program , which prepares elementary teachers for the Chicago Public Schools



Inspiring Teaching

Preparing Teachers to Succeed
in Mission-Driven Schools

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University of Chicago's Urban Teacher Education Program



Why Chicago UTEP

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Program Overview
Certification Pathways
Why UChicago UTEP
CPS and UChicago UTEP School Partners
UChicago UTEP and the University of Chicago
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A five-year experience

Aspiring, novice, and experienced teachers each have specific professional development needs. To prepare candidates for the rigors of teaching, UChicago UTEP provides two years of preparation—a **foundations year, residency**—and up to three years of **post-graduation supports**, including in-classroom coaching, professional workshops, inquiry groups, and teacher leadership training.

Close ties to CPS and the University of Chicago Charter School

UChicago UTEP has developed a **context-specific approach** to teacher education, which means residents are placed in schools and classrooms where they can best learn the substance and pedagogy of teaching in Chicago Public

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IMPACT Urban Teacher Residency
Program

Master of Arts in Teaching

Behind the scenes at the Museum—and immersed in an urban classroom.

Learn to teach Earth and space science in the New York City area through the Master of Arts in Teaching Urban Residency Program at the American Museum of Natural History, the first urban teacher residency program offered by a museum. The program is housed within the [Richard Gilder Graduate School](#).

- Full-time 15-month program with stipend
- Small class sizes and one-on-one mentoring
- Science coursework at a world-class museum
- Learn to teach in a supportive nurturing environment
- Work alongside scientists and urban teachers
- Graduate with real-world teaching experience



The **Richard Gilder Graduate School**

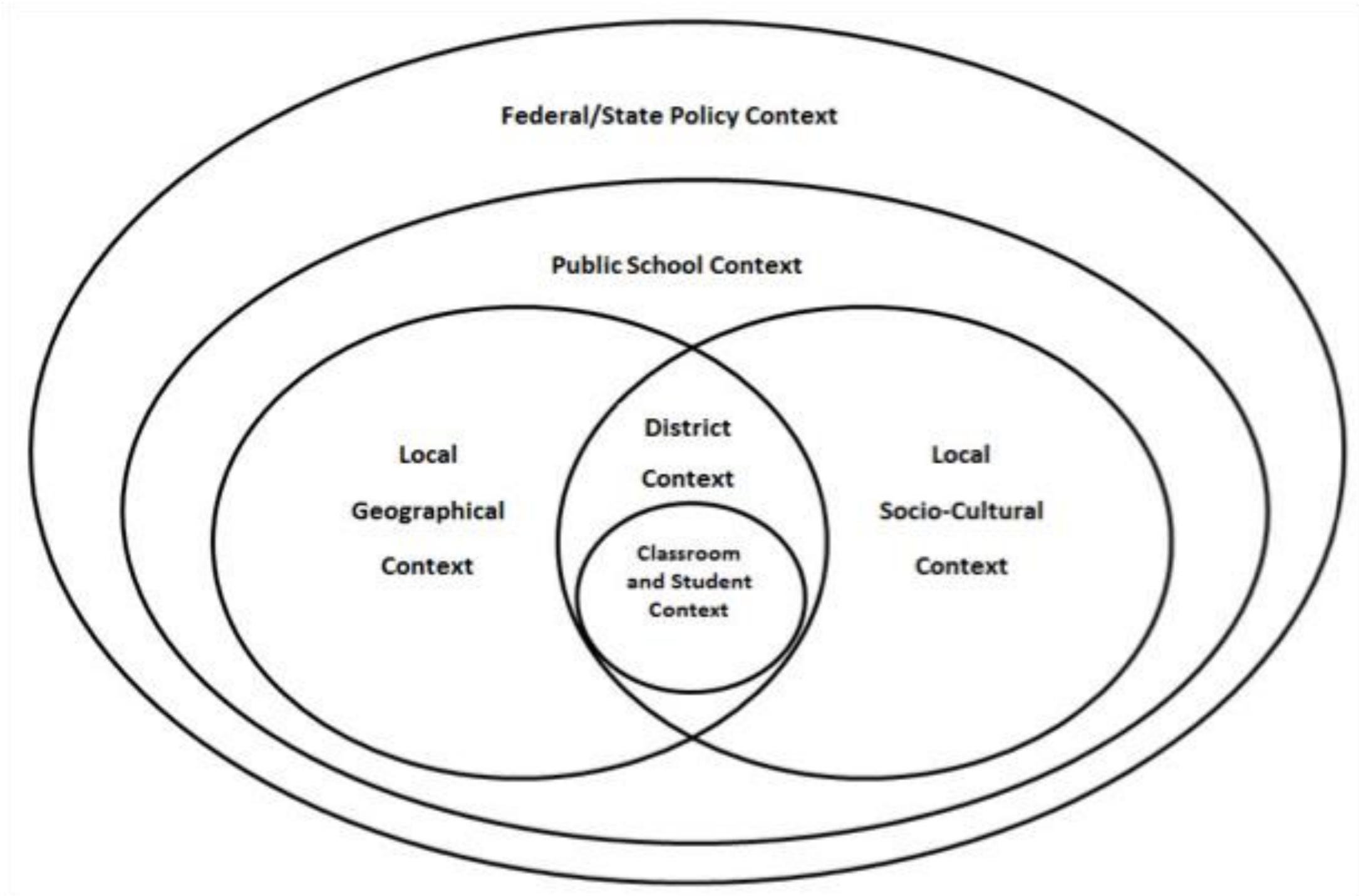
embraces graduate training, post-doctoral fellowships, and undergraduate training programs at the Museum, through both independent activities and partnerships with universities.

What will

Organization of University of Chicago's Program

- Foundations year (Year 1 of teacher education, year 3 of BA)
 - Academics and methods
 - Guided tutoring
 - Fieldwork experiences (site visits, interviews, observations)
 - “Soul strand”; assignments include **community ethnography; case studies of a child, teacher and a school**
- Methods coursework summer
- **Clinical Residency year** (Year 2 of teacher education, Year 4 of BA)
 - **Full year of teaching** under supervision of master teacher
- Summer coursework—transition into teaching
- Induction (MA year + 2 years)

UTEP teacher-students need opportunities to gather data and inquire into these settings for student learning:



Sample Assignment #1: Community ethnography

Read about the importance of understanding the community, in teaching

Interview parents, community leaders, elders, and community organization representatives

- Define community

- Describe relationship between community and school

- Discuss salient issues

Engage in Community Walks led by community members

Study demographics and history of the community

Map Resources and Challenges

- (i.e. community gardens, local museums, libraries, historical sites, zoos,....)

Synthesize findings, consider implications for teaching, use knowledge to inform lessons

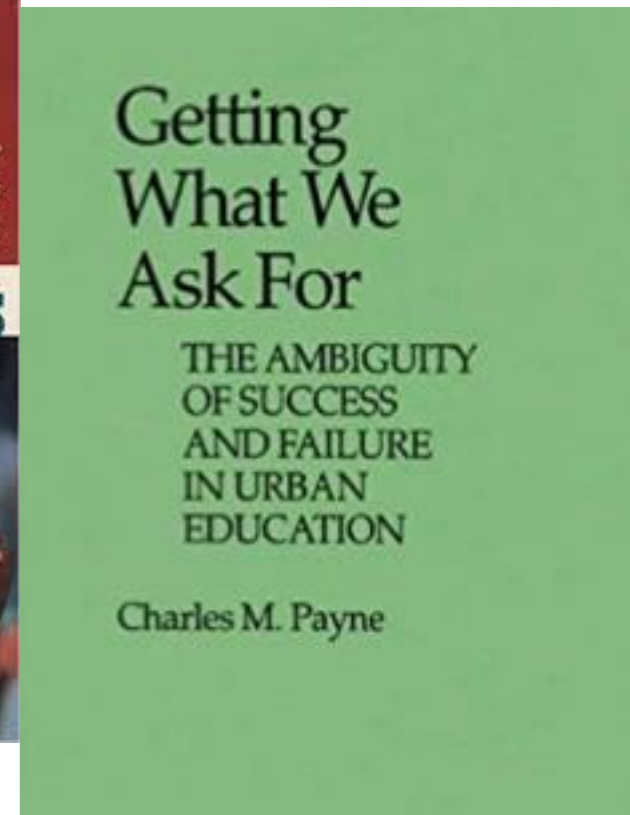
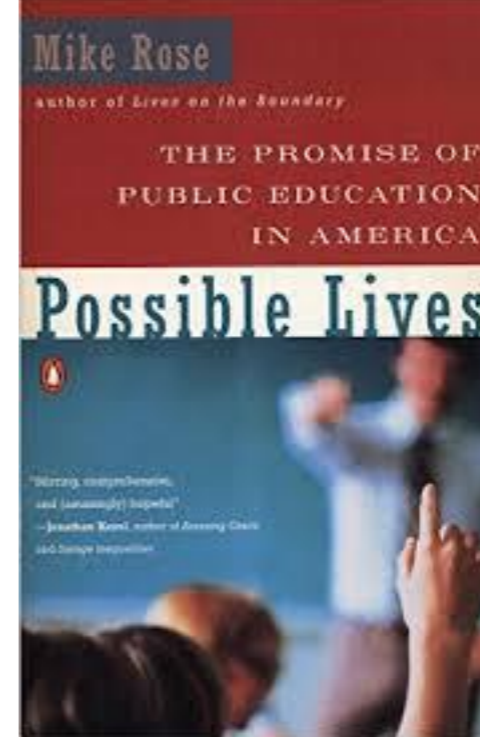
Sample assignment #2: The school study

- Small group research of a specific school and how it's leadership, organization and environment shape teachers, students and learning
- Study the school's relationship to the community
- Gather data on school vision, organization of teacher's work together, and organization of student's time in school



Preparation and Data Gathering

- Observations and visits
 - Include a range of schools
 - Visits include school tours and classroom visits;
 - Dialogues
 - with parents, community members, school staff and administrators to identify concerns, challenges, interests...
- Read research and articles on public schools and schooling



Sample Assignment #3: Scaffolded opportunities to practice: The interactive read-aloud



Teacher-students learn to.....

Understand rationale for practice (read theory)

Observe read aloud practices

Study the practice

- Selecting and Evaluating Texts

- Introducing the Text

- Reading of the Text

- Selecting Teaching Points /Support Questions

- Engaging Students

- Developing Extensions

- Assessment

Plan a lesson with support from lead teacher

Rehearse the lesson with peers, receive critique, revise

Teach and videotape the lesson, reflect, and get feedback

Plan and teach another read aloud connect to a broader theme/ unit of study



The challenge of innovation

Concluding thoughts

Why is innovation so hard to achieve in teacher education?

The political environment and the relationship between system reform and the capacity for local innovation

Automaticity and efficiency/stasis and conservatism

The necessary emergence of a '**need state**' (Bratus & Lishin) and '**anticipatory directionality**' (Fogel) – and the role of leadership

Taking the activity itself seriously – teacher education as both a practical and intellectual endeavour

Question for discussion in table groups

*Imagine there is no NOKUT.
Imagine there is no Ministry of Education.*

**How would you change your GLU
teacher education programmes in
Norway?**

What do schools want?
What do universities want?
What do **you** want?



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