

# Partnerships in Teacher Education- Empty Rhetoric?

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Coming together is a  
beginning; keeping together  
is progress; working together  
is success.

quotespedia.info

Henry Ford

*“Teacher **education** programmes should draw on teachers' own experience and seek to foster cross-disciplinary and collaborative approaches, **so that education institutions and teachers regard it as part of their task to work in cooperation with relevant stakeholders such as colleagues, parents and employers**” (The Council of the European Union, 2014/C 183/05).*

# Partnership- definition

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

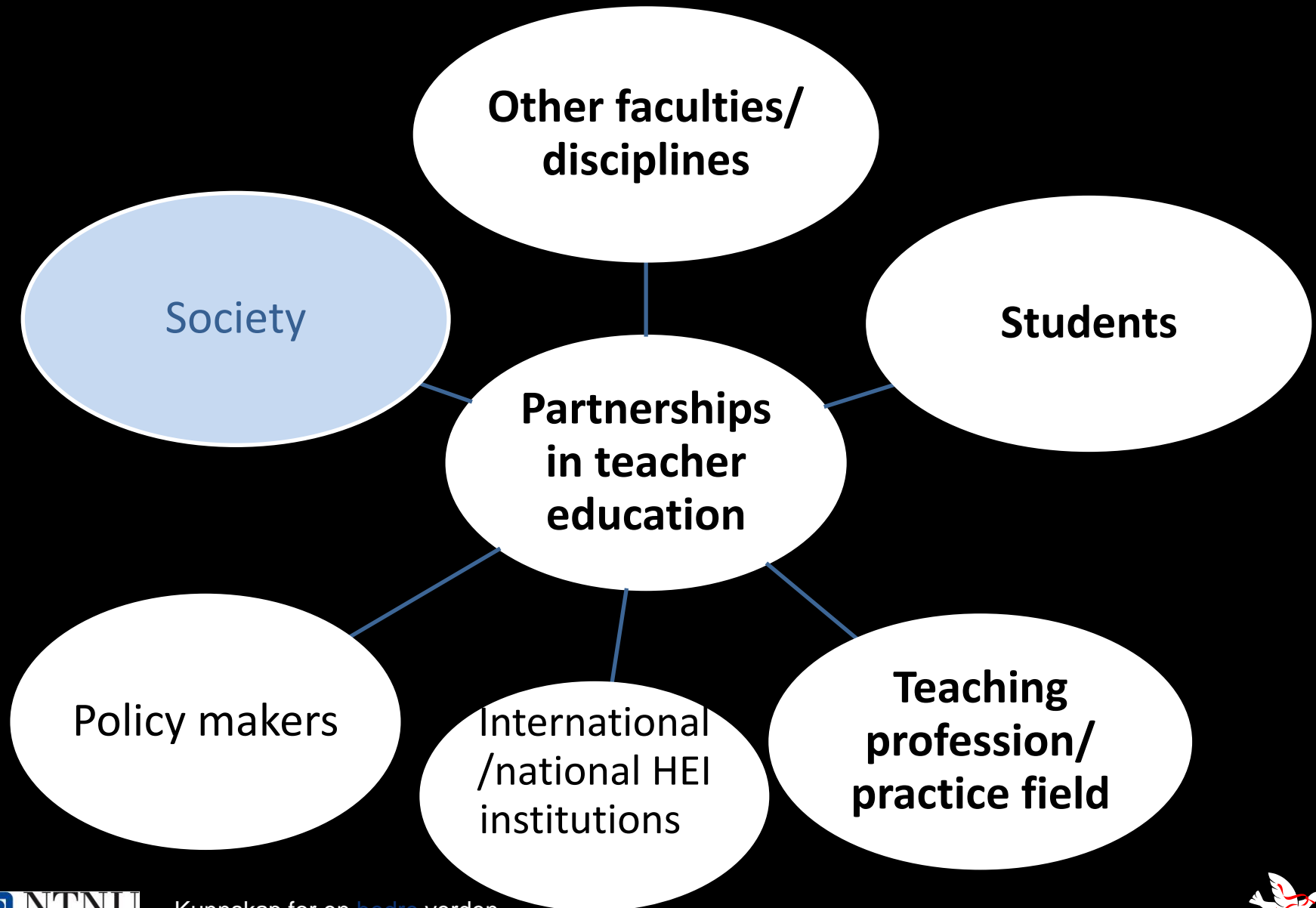
<http://www.answers.com/topic/partnership?cat=biz-fin>

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://spym.gc.ca/en/service/1\\_5\\_3\\_1\\_definition-partenariat.asp](http://spym.gc.ca/en/service/1_5_3_1_definition-partenariat.asp)

# Partnerships in Teacher Education



# Teacher education- four main components

- Subject/ discipline
- The teaching of that discipline (subject didactics)
- Pedagogy
- Teaching practice



- Teacher knowledge -a combination of all four components (PCK- Shulman, 1987).

- The combination of disciplines partnership  
(Hansén)

- What do we mean by partnership?  
Do the agents of the various components form a true partnership, respect each other's expertise and pursue the same goal?

Or, is it only in the rhetoric?

Student learning  
to be a teacher (Grossman & Hammerness, 2009).

We should start looking for partnerships with other professional education programs (medicine, social workers, clinical psychology, police forces, etc.):

- Practice components
- Theory and practice challenge
- What does it mean to be a professional?

## 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 (*teacher education*) improvement-  
through listening to and acting on what *students* have  
to say about learning in school (*to become a teacher*)  
(Rudduck, 1999, p. 41)?

Practice

Theory

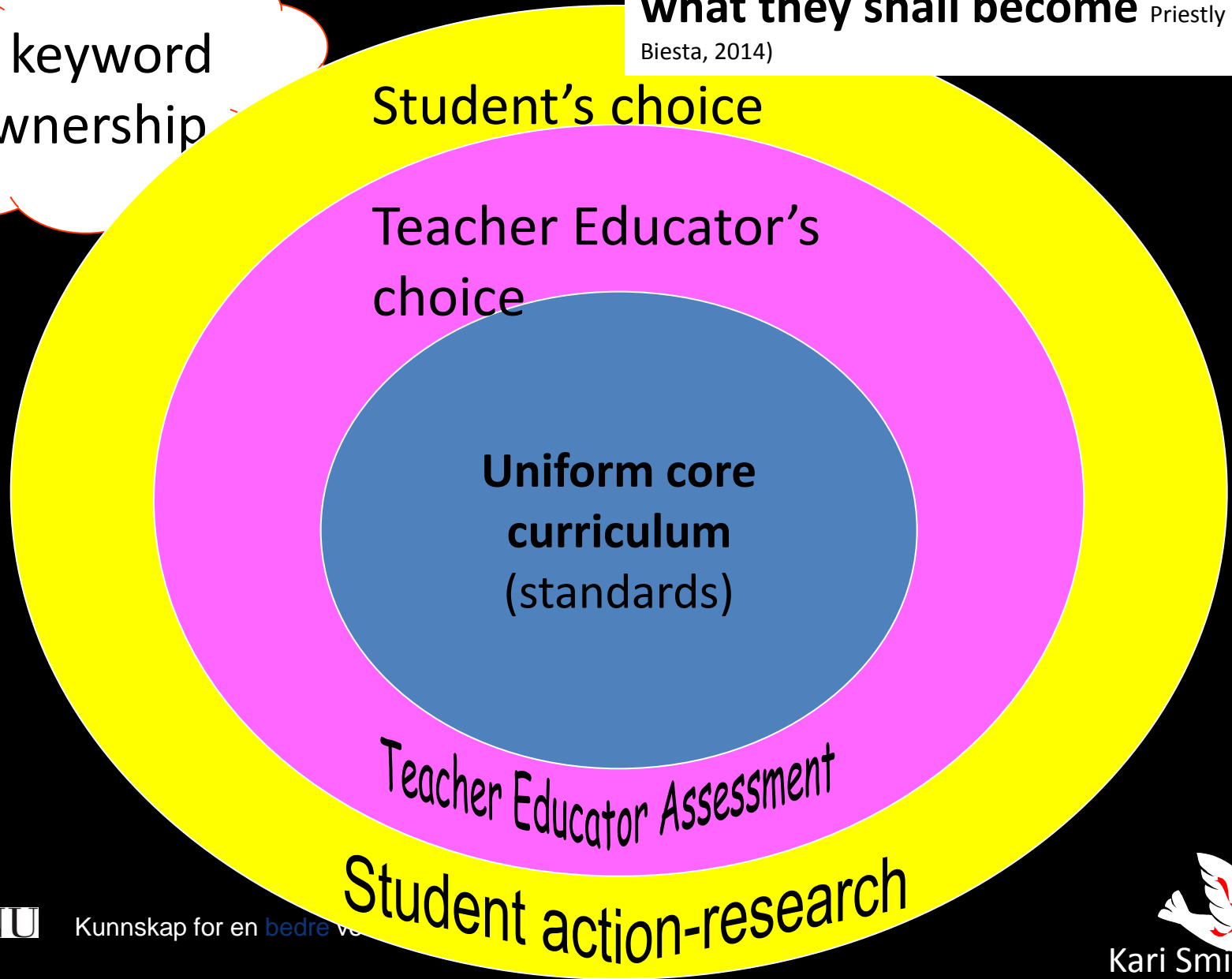
Reflective  
practice

Personal  
practice  
theory

Students

Move away from what  
students shall be learning to  
what they shall become (Priestly &  
Biesta, 2014)

The keyword  
is ownership



# What does this approach require of teacher educators?

A very high level of practical and theoretical knowledge

- Less pre-negotiated
  - Involvement in the process
  - Focusing on the process
- Do we really view students as equal partners- or do we involve them on our premises?
- Is the talk about partnership only in the rhetoric?

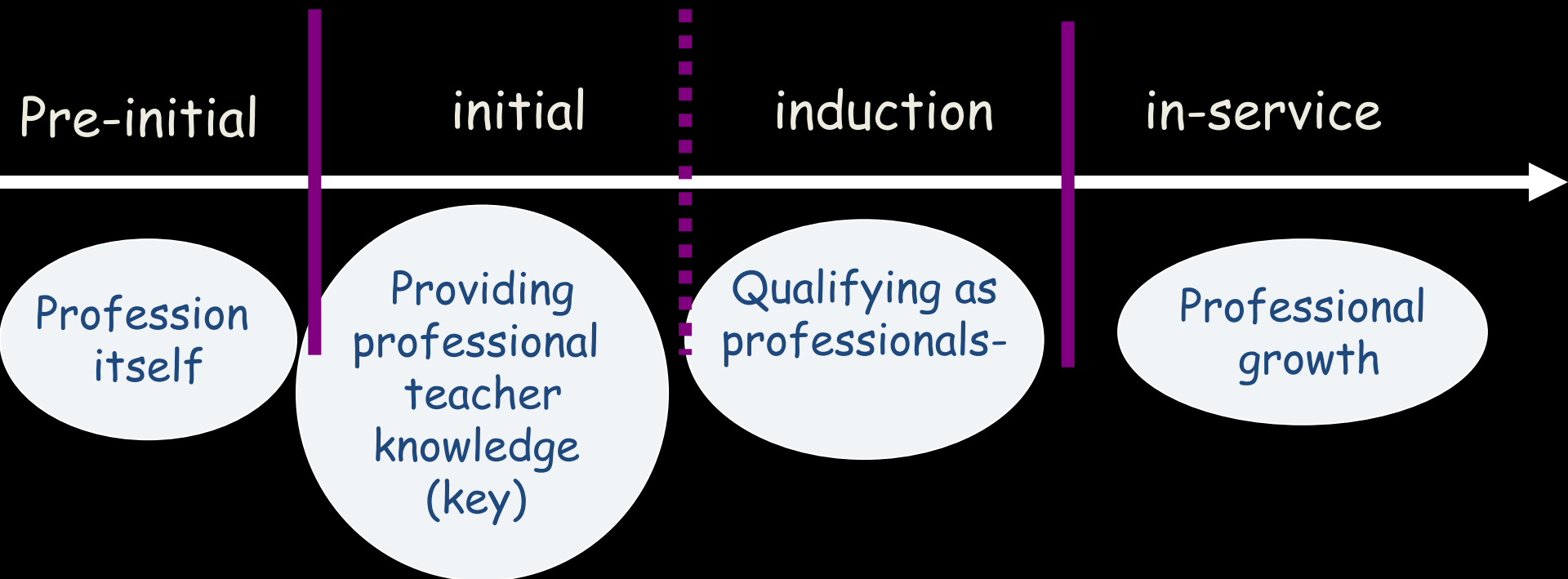
It is all about teacher educators' professionalism!

The program walks its talks (Ellen Moir)!

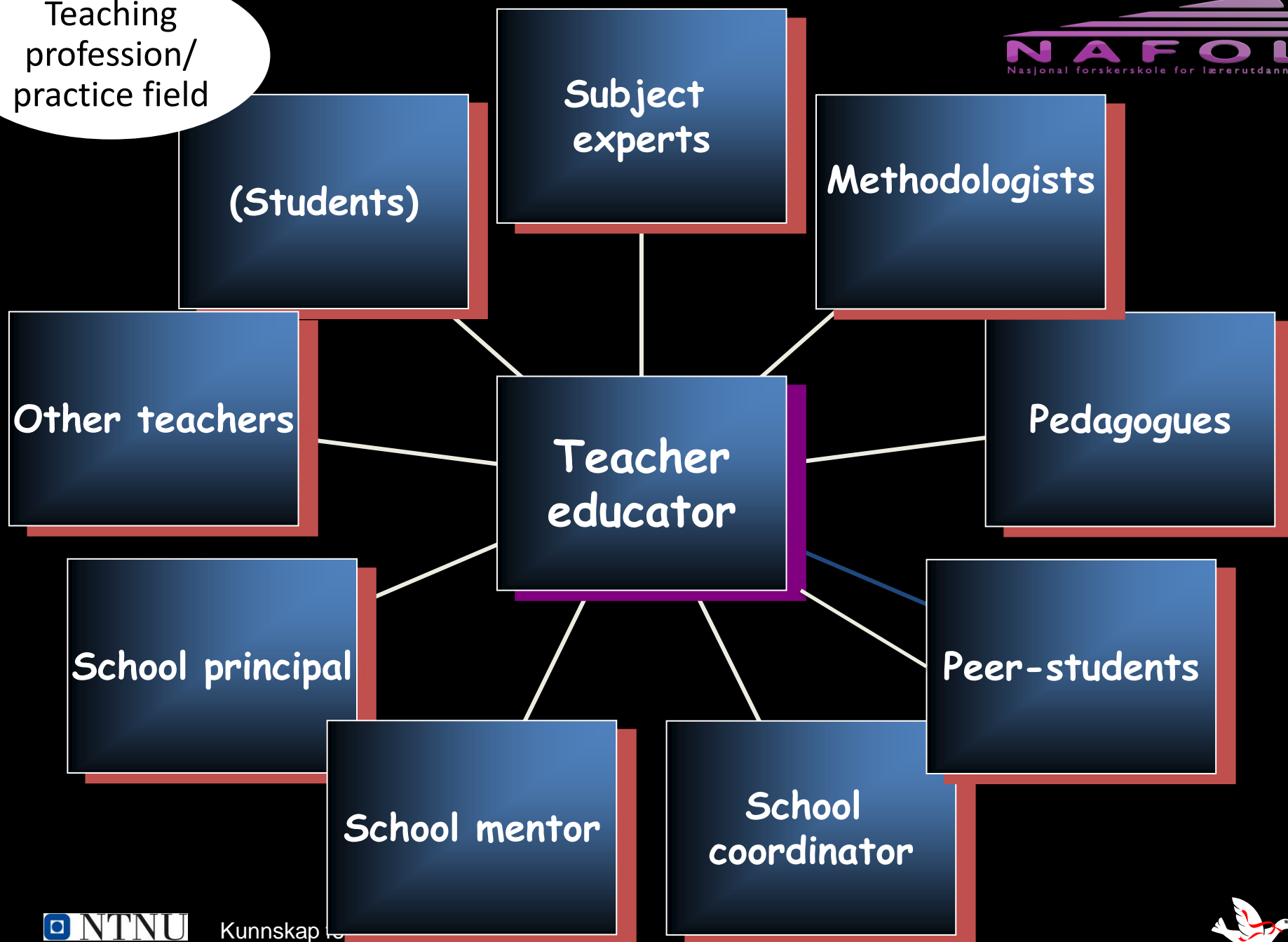
teaching  
profession/  
practice  
field

# Teacher education

A career- long education!



Teaching  
profession/  
practice field



## 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).

## 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

# Expertise

First-order expertise

Second-order expertise (Murray & Male, 2005)



 Same goal- educating new teachers  
Kari Smith KUNNU Kunnskap for en bedre verden

Teaching  
profession/  
practice field

## Forms of school-university partnerships

Practice  
schools

Partner-  
schools

University  
schools

Separated

Co-operative

# Practice schools UoB

- Theory and methodology at university
- Practice in schools:
  - Mentored by school teachers
  - Visits by university lecturers
  - Final assessment- university lecturers
  - Meeting prior to practice period - information

## Partner 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) –Profession within a profession.
- Joint R&D projects
- Professional learning seminars

Teaching  
profession/  
practice field

# University Schools at NTNU- (university hospitals)

## Partners

University

Schools (few selected)

Municipality

## aim

Strengthen practice component in teacher education

Develop practice oriented R&D projects

Empower school and university based teacher educators

Enhance school development and teacher education

Create networks for sharing 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



*Intentionality:* When broken expectations and tensions concerning identity and autonomy norms are overcome, the development of common values can catalyse niches of democracy in partnership.

*Unpredictability:* When unexpected occurrences are experienced as challenges, then a dual thrust can catalyse niches of mutual learning .

*Flexibility:* When the limits of tolerance founded on habits and rituals are liberated in imaginary contexts, then freedom and new ideas can catalyse niches of innovation.

*Vitality:* When conflicts between belonging and autonomy are overcome, then curiosity might catalyse sustained engagement, courage and creativity in partnerships. (Halvorsen, 2014, Ph.D. dissertation)

# Professional knowledge of all teacher educators

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

Bridging Practice and Theory



Other national/  
international 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/  
international HEI  
institutions



- Network of 23 teacher education institutions (7 universities and 16 university colleges)
- Each institution is committed to a self-decided number of doctoral students
- Research profile:
  - Subject teaching methodology
  - Teachers' mandate in society
  - The teaching profession and professional development

Beyond the rhetoric-  
we depend on each  
other

## National Research School in 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 - 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.

General aims :

- To develop and implement a knowledge base for teacher educators.
- To translate the knowledge into practice for international professional development of teacher educators.
- To develop and implement support structures 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.

Beyond the rhetoric-  
we share a common  
aim, we invest, we  
learn from each  
other.

# 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



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
- Ask the tough questions beyond rhetoric, and support students in doing the same



## Concluding remarks

- Education involves multiple agents
- Same goal, fragmented structure
- Partnerships with agents strengthen education
- Education for the future- a huge challenge
- We need to plan and work together
- But, too often we do not genuinely act on our politically correct declarations

<https://www.youtube.com/watch?v=fgoayVcTm54>

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