

When dreams come true-

NAFOL

A Norwegian Doctoral School
in Teacher Education

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We had a dream.....



Why NAFOL as a doctoral 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–informed teacher education linked to practice
- To increase the number of doctoral graduates in teacher education
- To avoid a brain-drain from teacher education



The purpose of NAFOL

- To develop a research informed teacher education
- To strengthen the quality in all kinds of teacher education, from pre-school to secondary school
- To strengthen the professional identity of teacher educators as researchers as well as teachers
- To strengthen research on/in/with teacher education and school /pre-school
- To enhance the quality of the teacher profession in pre-school /school
- To bring knowledge and competence to the field of practice on different levels



To establish strong international networks

Organisation

- Network of 23 teacher education institutions (7 universities and 16 university colleges)
- Each institution is committed to a self-decided number of doctoral students
- Each institution is represented in NAFOL's *advisory board*
- Governed by a *strategic steering board*
- Hosted by NTNU
- Daily led by a professor supported by three part-time members of administrative staff
- Funding period 2010-2019



Research profile

- Subject teaching methodology (Didactics)
- Teachers' mandate in society
- The teaching profession and professional development

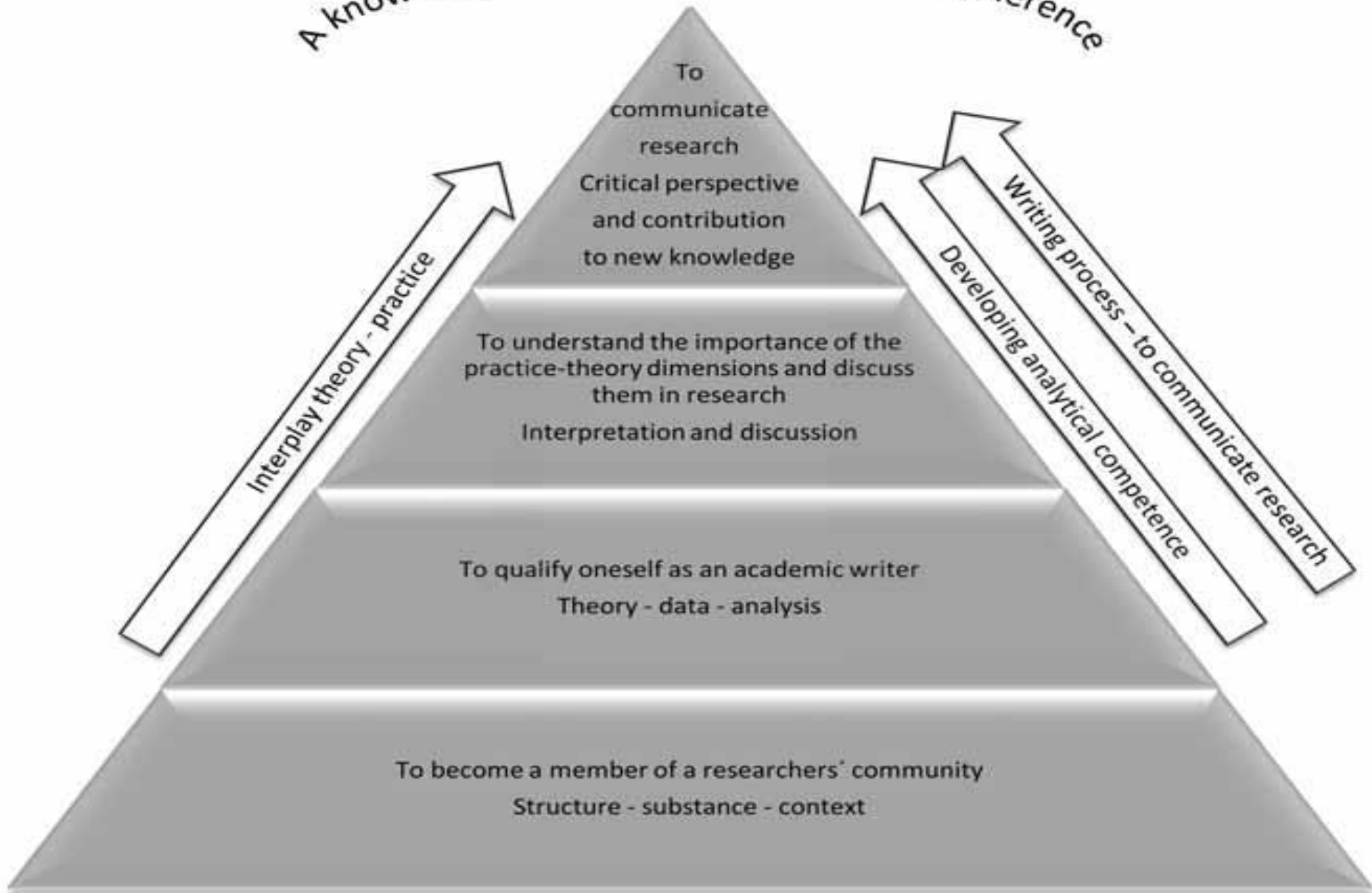


Doctoral Students

- Working in teacher education (at least two years of experience)
- Accepted into an academic doctoral program at a Norwegian University with supervisor
- Full funding by own institution for 4 years (out of which 25% work responsibilities)
- Accepted as cohorts every January
- Period for NAFOL support- 4 years



A knowledge horizon with meaning and coherence



NAFOL 2010 - 2019

Activities

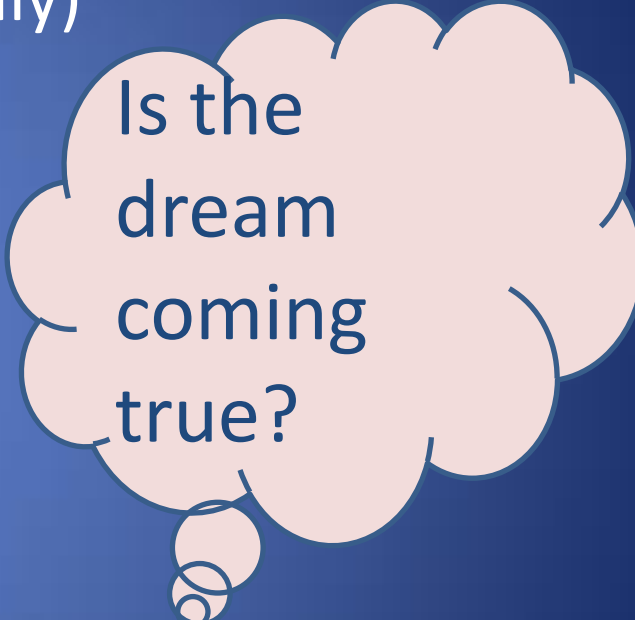
- 4 seminars per year during the 4 year period: elaborating on the research projects, methods, academic writing, teacher educator identity
- feedback from international and national professors and peers
- national and international NAFOL conferences
- 2 week-long seminars abroad for each cohort (visiting another graduate school – international network building)
- financial support for internationalization
- courses
- doctoral and graduate supervision seminars
- general rehearsal for disputation (public defence of thesis)
- supporting TEs' research not aimed at doctorate



Impact

Aim: 80 graduates by the end of the 7 year period (2010-2016) = 80 research based dissertations in teacher education = 240 peer reviewed articles (hypothetically)

- Intake 2010: 19 students
- Intake 2011: 23 students
- Intake 2012: 28 students
- Intake 2013: 32 students
- Intake 2014: 14 students
- Intake 2015: 22 students
- Estimated intake 2016, 25 students

A light blue thought bubble with a dark blue outline, containing the text "Is the dream coming true?".

Is the dream coming true?

Revised predictions: about 160 graduates by the end of 2019



Achievements so far

- External mid-term international evaluation: Excellent
- Acceptance and respect in Norwegian educational research community
- Network institutions want to continue
- Funding beyond first period (2016) guaranteed
- Around 90% completion from two first cohorts
- Numerous publications and conference presentations
- Two NAFOL books
- Rejection rates of applicants increasing



Challenges ahead

1. NAFOL must deliver; students completing
2. End of supply of candidates in a country of 5 mill?
3. Rest on our laurels? Need to seek renewal, development
4. National and International forum (InFo-TED) for teacher educator development

