



## Recommendations from the International Advisory Panel in Teacher Education

Professor Marilyn Cochran-Smith (chair)

# Background



## **Our work so far:**

- Created arenas for dialogue, learning and discussion with TEIs
- Regional meetings autumn 2017 (Bergen, Tromsø and Drammen)
- 150 participants from PLS TEIs and partner schools
- Discussions and group work on core questions
- Today's conference continues the work
- Same cycle, autumn 2018 (regional), spring 2019 (national)

## **Aim:**

- Build understanding, develop goals/strategies for PLS TE masters

## Our recommendations

- Recommendations based on input from meetings with teacher educators and schools and our combined international expertise
- Positive about Norway's ambitious and exciting TE policy:
  - research and research-based approach
  - capacity-building challenges facing Norwegian TE

## Staff composition

### ***The current situation:***

50% of the members of the academic environment must have at least associate professor qualifications and 10% must have professor/docent qualifications (has been applied to each subject area)

### ***Recommendations:***

In the future, we recommend that NOKUT interpret the % regulations as applying to the TE programme as a *whole*, not to individual MA specialisations

# Practice



## *The current situation:*

- 110 days practice required: 80 days (years 1-3) and 30 days (years 4-5)
- Many TEIs have 30 days in year 4 and none in year 5

## *Recommendations:*

Require 30+ days of practice in year 4 and 30+ days in year 5

2 options for accomplishing this:

- Keep 80 days (years 1-3); add 30 days in years 4 and 5 = TOTAL 140 \*

**OR**

- Reduce practice days to 50 (years 1 to 3) and increase days to 60 (years 4 and 5) = TOTAL 110 (same as current number)

\* Panel highly recommends the first option

# MA supervision



## ***The current situation:***

- MA supervision is a central capacity challenge.
- By 2020, large numbers of PLS-students will need supervisors with research skills

## ***Recommendations:***

- Provide funds for TEIs to develop innovative and collaborative research supervision practices: e.g., cohort/group supervision, peer support, supervisory partnerships between TEIs and schools

## Additional Support for Deans and Program Leaders

### *The current situation:*

- Deanship and program leader positions are challenging TEI jobs
- Multiple institutional changes and challenges (e.g., institutional mergers, new TE programs, multiple campuses)

### *Recommendations:*

- Provide resources for deans and program leaders across TEIs for coaching, collaboration, collective work on PLS TE reforms

## 2020 NOKUT supervision of TEIs

### *The current situation:*

- Some TEIs are anxious about upcoming NOKUT supervision
- Some programs may be making decisions to comply with new regulations rather than deciding what is best for programmes

### *Recommendations:*

- NOKUT should replace the 2020 supervision with formative evaluation

## Conclusion

### **From an international perspective:**

- PLS TE reform is a thoughtful and ambitious reform with potential to educate strong Norwegian teachers
- Last 18 months: Panel has gained understanding of the regulatory framework, the reform, and the challenges
- Next 18 months: Panel will continue to support TE institutions and staff in their efforts to implement the reform



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