

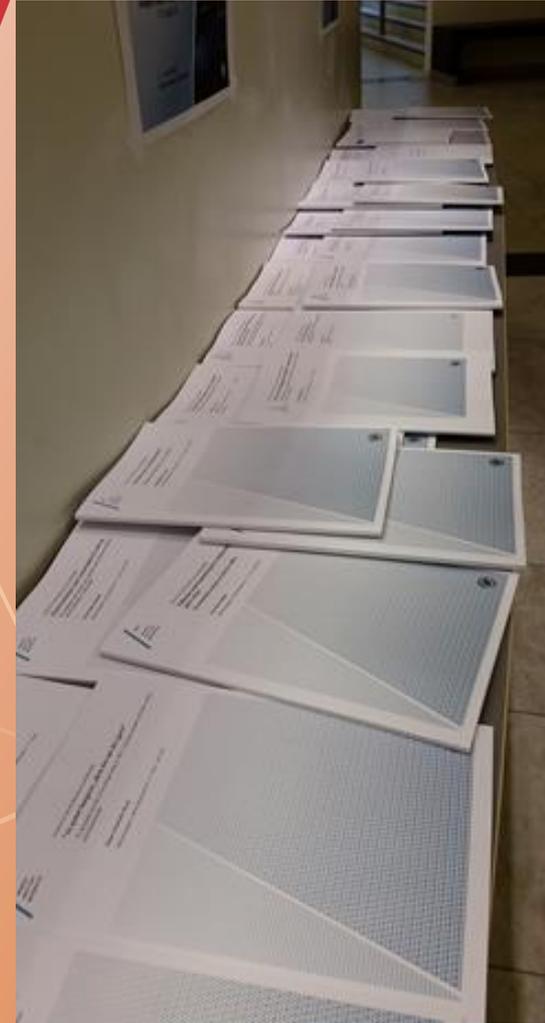
UiT

**THE ARCTIC
UNIVERSITY
OF NORWAY**

Supervision on the Master's level

**A professional learning community,
for the supervisors' own capacity building**

The APT Conference, NOKUT, Oslo, May 2019
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Capacity building

- It is not possible to develop a complex education as GLU through individual engagement alone. We do not have a strong fundament for a collective culture in teacher education (Haug, 2013).
- A need for a “pedagogy of teacher education” (Grossman, 2013)
- **Design of the supervisors’ professional learning community (PLC):**
 - Part 1. (Mandatory, autumn)
 - Seminar about the master’s theses for supervisors and for supervisors and student teachers. Extern lecturer.
 - Intern seminar about the meaning of R&D for teachers
 - Part 2. (Optional, spring)
 - A professional learning community (PLC) with 4 meetings and a conference in March (ProTed)

Professional Learning community

... a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way operating as a collective enterprise (Stoll mfl. 2006, s. 223).

Guide for the work in our PLC

- Learning from everyday work (Little, 2002)
 - *Representations of practice*: sharing concrete examples from the supervision
 - *Orientation to practice*: what can be learnt of the participants various supervision experiences
 - *Norms of interaction*, taking part in the meetings, be prepared (reading and writing), contribute (talking and writing)
- Inspiration from action research (Rönnerman 2007; Tiller 2004)
 - To make changes through systematic analyses of practice, to establish a new and better practice
 - Ethnographic microanalysis

Tentative agenda (meeting in February)

- Welcome, short information (10 min)
- Today's challenge: Supervision on method and methodology (and the chapter between the theory and the results)
 - Summing up experiences/challenges in the supervisors' logs (10 min)
 - Discussion based on the summary (20 min)
- What did we learn from the Crotty article? (Crotty, 1998) (20 min)
- Short break (10 min)
- Dialogues based on the participants' cases (30 min)
- Agenda for our next meeting? (5 min)

What have we learnt?

- Professional uncertainty (Smeby, 2013) can not be a personal affair
- Sharing experiences and understandings in a structured conversation help us to reduce the individual uncertainty and to use it in the development of «the pedagogy of teacher education» (Grossman 2013).
- Crossing the traditional borders between subjects in a common dialogue have given us the opportunity to develop broader and better competence as supervisors.
- To develop common culture and knowledge base among the teacher educators is important and requires a continuous effort

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