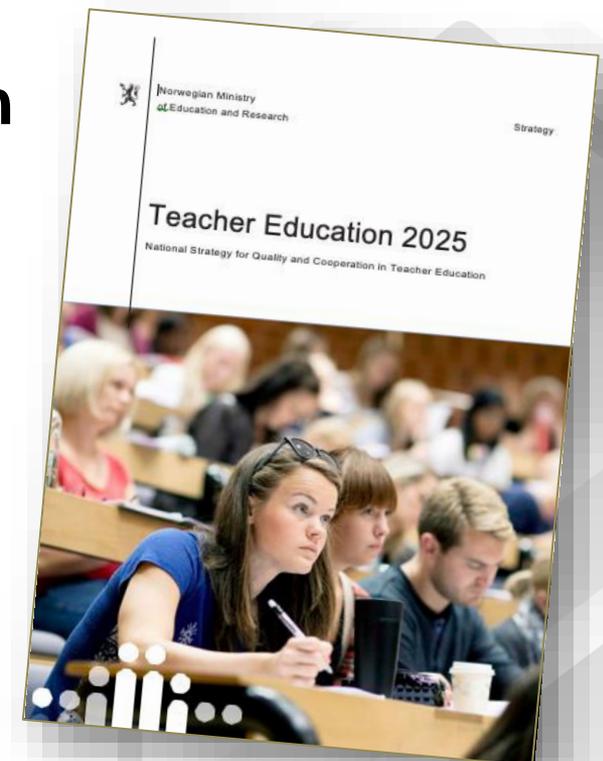


Mikael Alexandersson & Alis Oancea

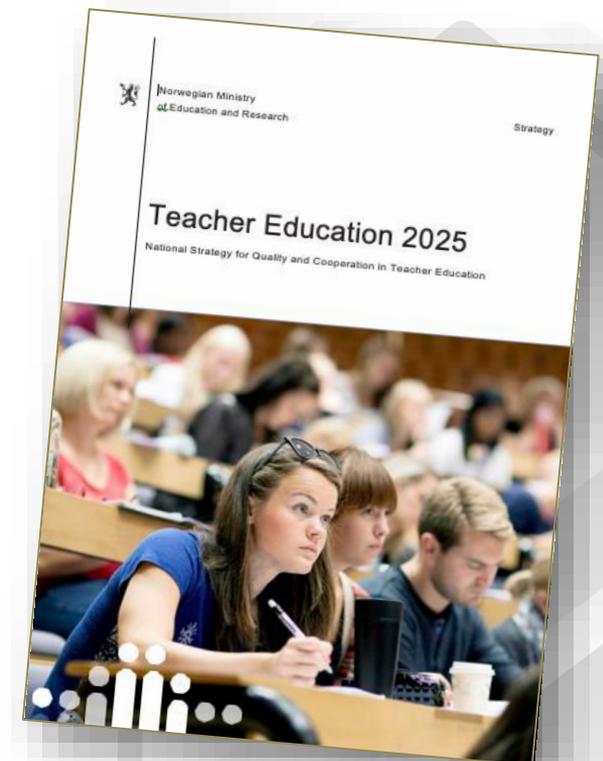
# Teacher Education 2025

National Strategy for Quality and  
Cooperation In Teacher Education



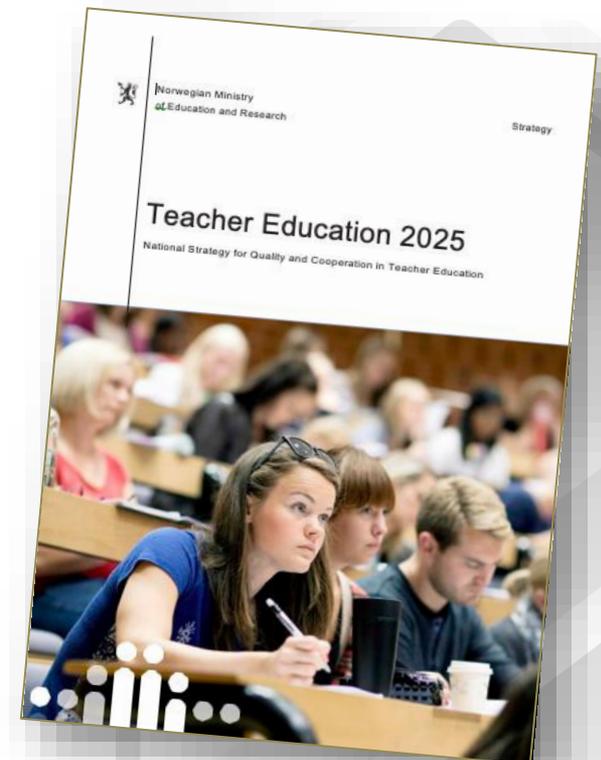
# Purpose of This Session

**To discuss the importance of the strategy for the development of teacher education, and also consider difficulties and challenges**

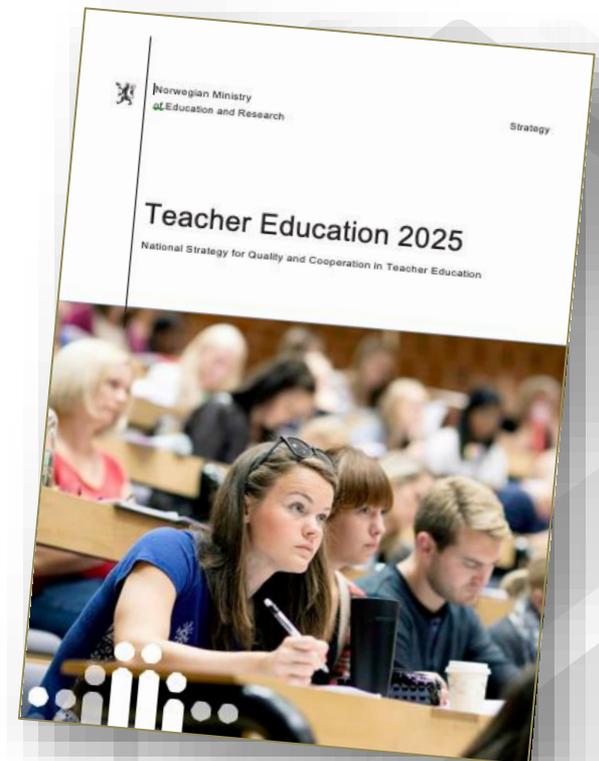


# The agenda

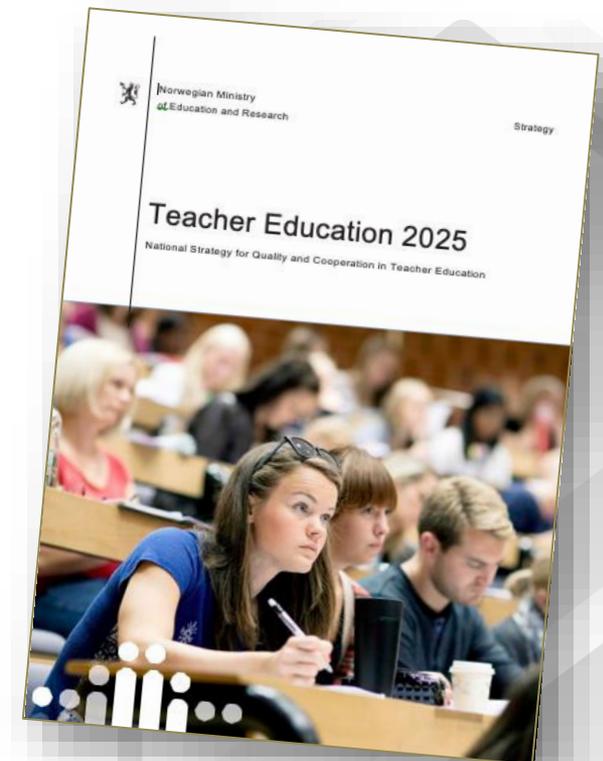
1. **Comments from the Minister of Education and Research Iselin Nybø about the goals and purposes of the report**
2. **APT panel interpretations and commentaries**
3. **A stakeholder panel discussion about the report**



# Minister of Research and Higher Education Iselin Nybø

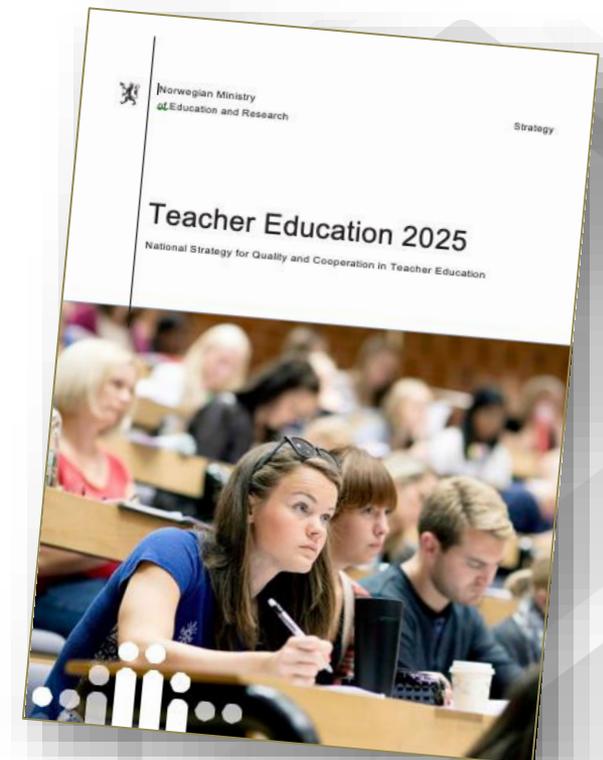


# Overarching goals for the year 2025



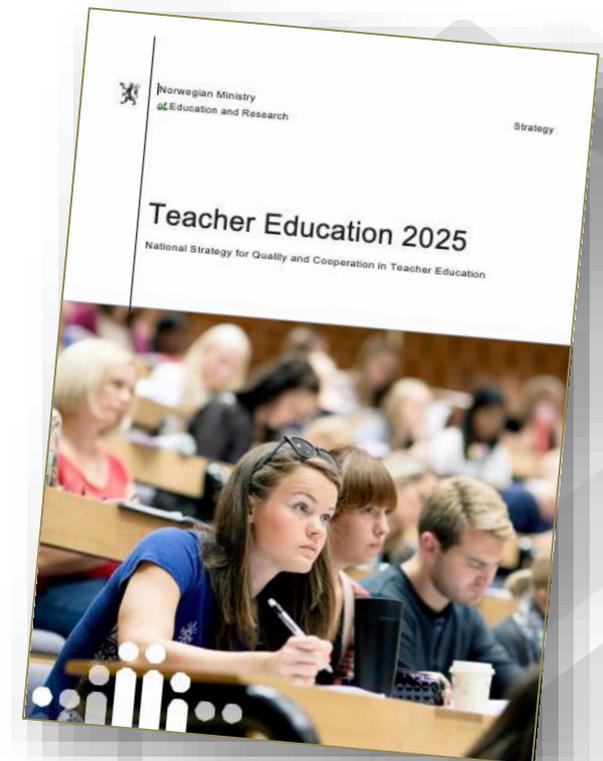
# Overarching goals for the year 2025

- 1** Academically challenging and rewarding study programmes
- 2** Academically strong and well organised teacher education providers
- 3** Knowledge-based and involved partners in the kindergarten and school sectors
- 4** Stable and mutually beneficial cooperation between teacher education institutions, the kindergarten sector and the school sector



# Overarching goals for the year 2025

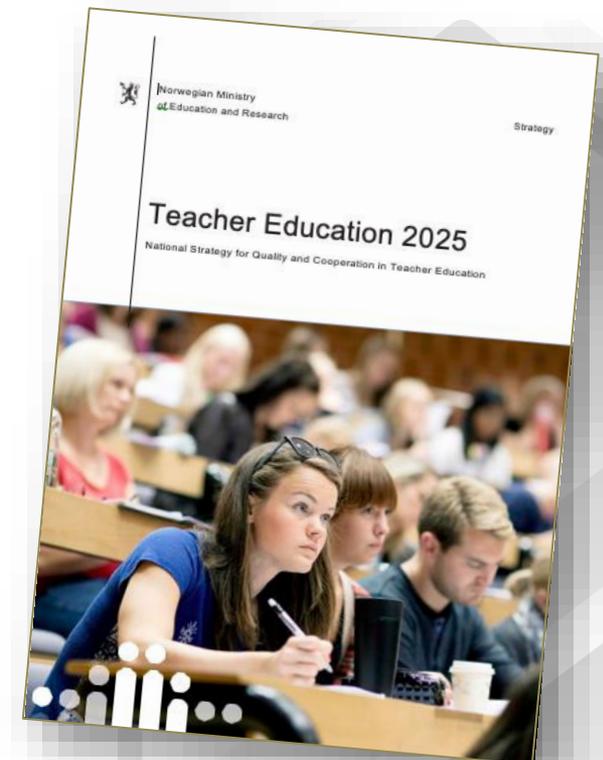
- 1 Academically challenging, **professionally relevant** and rewarding study programmes
- 2 Academically strong, **professionally focused** and well organised teacher education providers
- 3 Knowledge-based and involved partners in the kindergarten and school sectors
- 4 Stable and mutually beneficial cooperation between teacher education institutions, the kindergarten sector and the school sector



# Overarching goals for the year 2025



**The goals are relevant and important!**

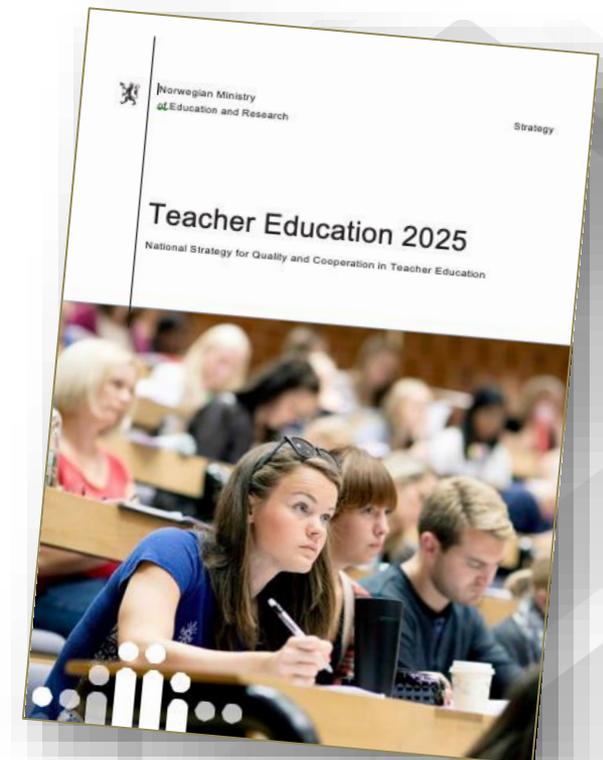


# Overarching goals for the year 2025

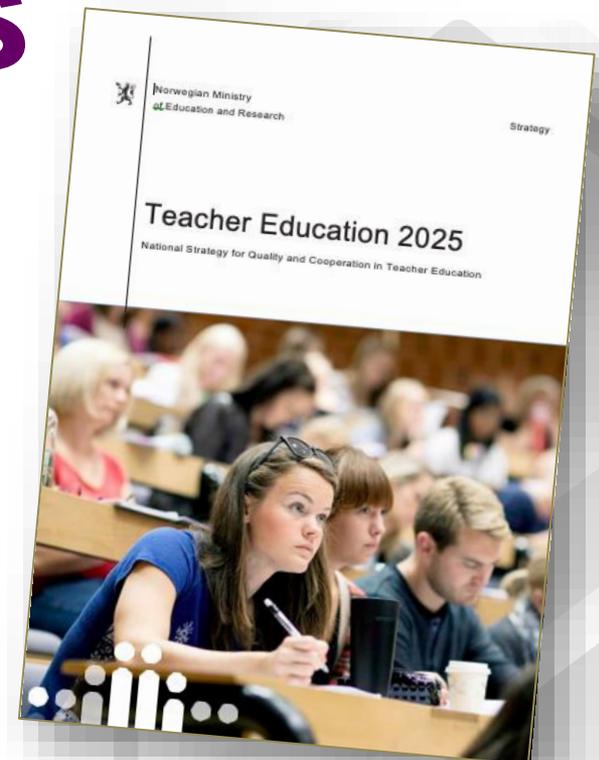
The goals are relevant and important!

but

- ➔ Time perspective too optimistic
- ➔ There are contradictions
- ➔ A conception of a dichotomy between theory and practice



# Priority areas and measures



# 1. Practice "training" and R&D cooperation

**Valuable emphasis on cooperatively-designed, research-informed professional practice**

***Important:***

- **articulate a vision of TE HEIs and schools as learning-oriented**
- **advanced student teachers to experience collaborative research-rich practice**



## 2. High standards and cross-disciplinary cooperation among academic staff at TE institutions

We appreciate the recognition that teacher education involves multiple modes of knowledge and needs to be research-informed

***Important:***

- **research-informed professional practice that sustains teachers' critical agency - beyond the four domains**
- **use purposefully the collaboration between visiting staff and permanent staff for long-term planning**



### 3. Research and development

Appreciate the importance placed on the role of research in sustaining agentic, learner-oriented professional practice

*Important:*

- have a bold vision of the relationship between research and practice
- value diversity in research
- widen the understanding of research capacity



## 4. Professional development for new teachers

Appreciate the focus on mentoring and coaching in both TE institutions and schools

*Important also to:*

- go beyond mentoring to continue integrating research - practice



## 5. Attracting students to teacher education

**Appreciate the goal to increase diversity and create the necessary conditions to improve completion rates and retention into the profession**

***Important to:***

- **approach diversity with sensitivity**
- **build on and value students' experiential knowledge and cultural traditions**



## 6. Arenas for cooperation and quality development

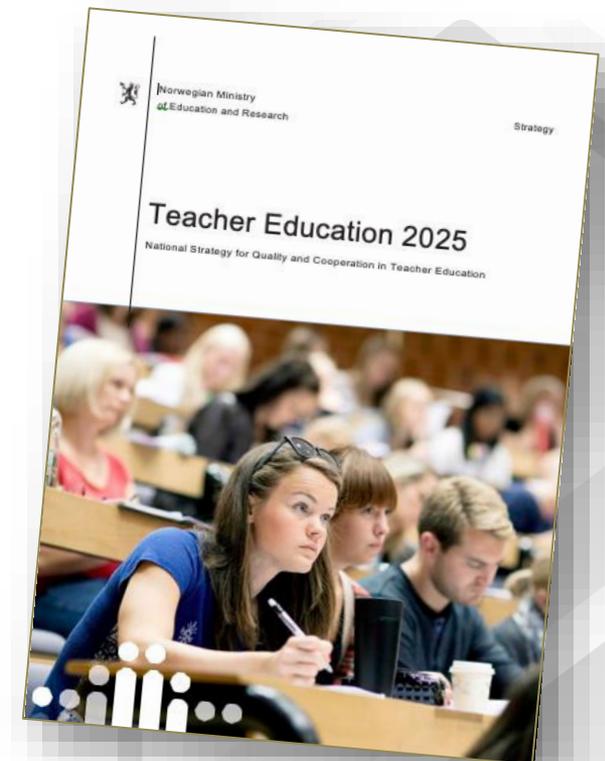
**Appreciate the commitment to supporting more trust and less top-down micro-management in the system**

***Important to:***

- **use evaluation and quality assurance that support internal accountability, autonomy and professional agency, and innovation**
- **support collaboration and avoid systemic incentives that would hinder it**

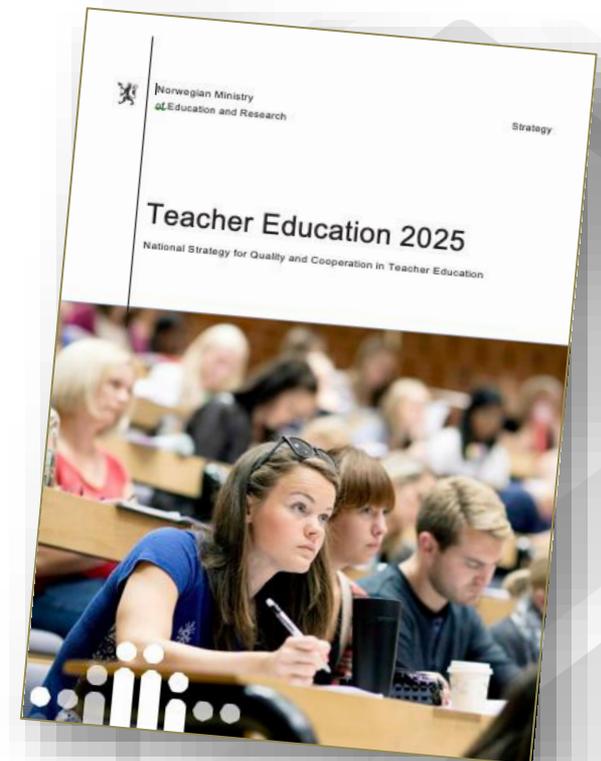


# Summing up



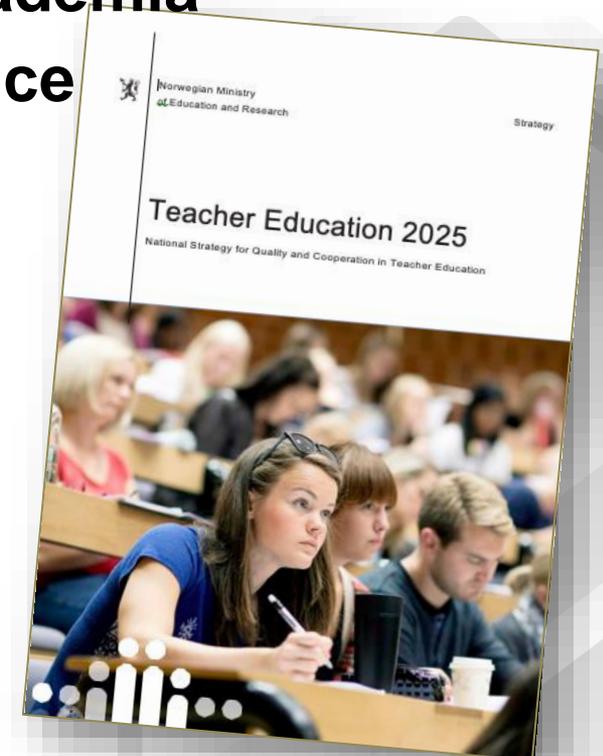
# The overall aims

- ➔ **To set out a consistent framework for teacher education programmes over time**
- ➔ **To lay the basis for attractive teacher education programmes of high quality**
- ➔ **To unite and mobilise everyone involved in teacher education**



# The report states:

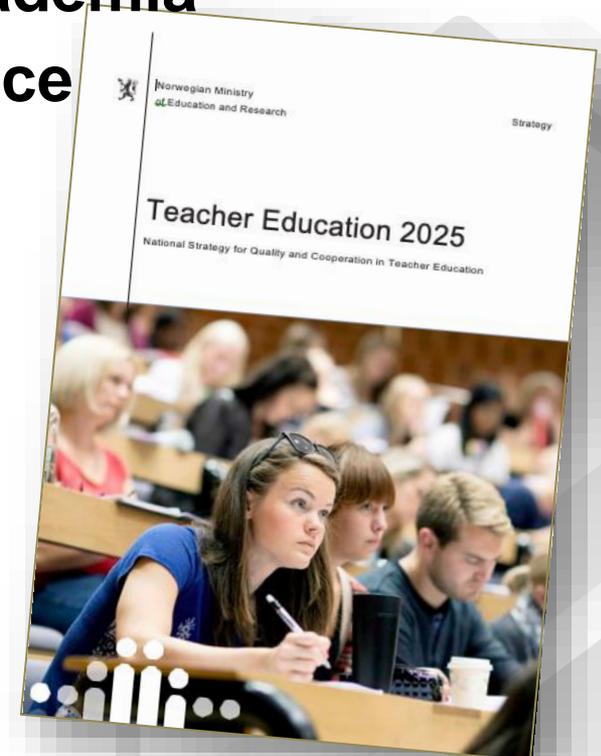
- Different traditions
- Gap between campus and schools
- Tensions between disciplines in academia
- Tensions between theory and practice



# The report states:

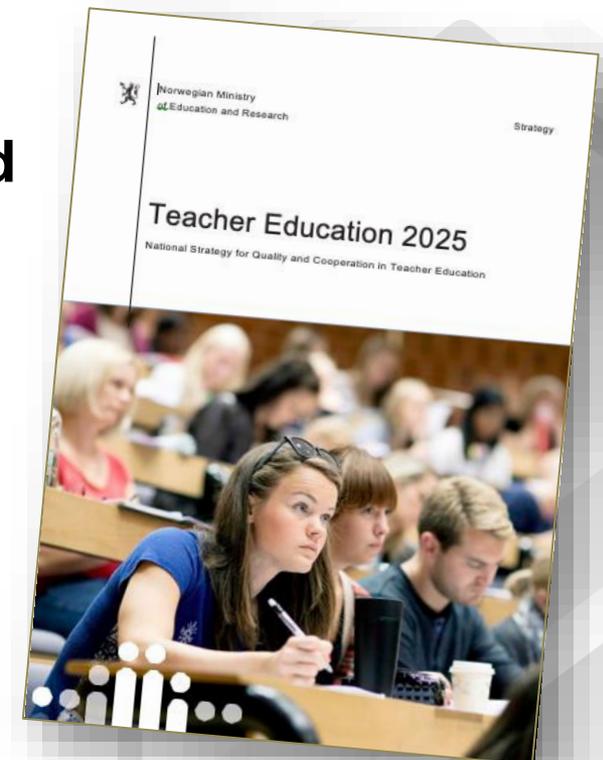
- Different traditions
- Gap between campus and schools
- Tensions between disciplines in academia
- Tensions between theory and practice

**How can different actors cross boundaries and develop new understandings – so called *hybrid spaces*?**



# Question for you

**If you could change one thing in the current teacher education policy, regulation, practice, funding, or accountability arrangements, what would that be?**



# Panel discussion

**Einar Graff Hugo**

**Morten Fahlvik**

**Mari Nygård**

**Anne Gwendoline Fængsrud**

