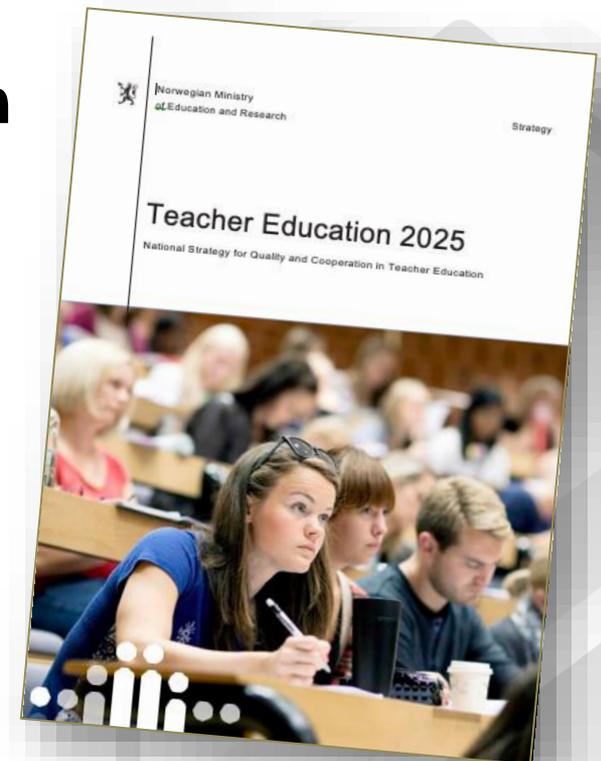


Mikael Alexandersson & Alis Oancea

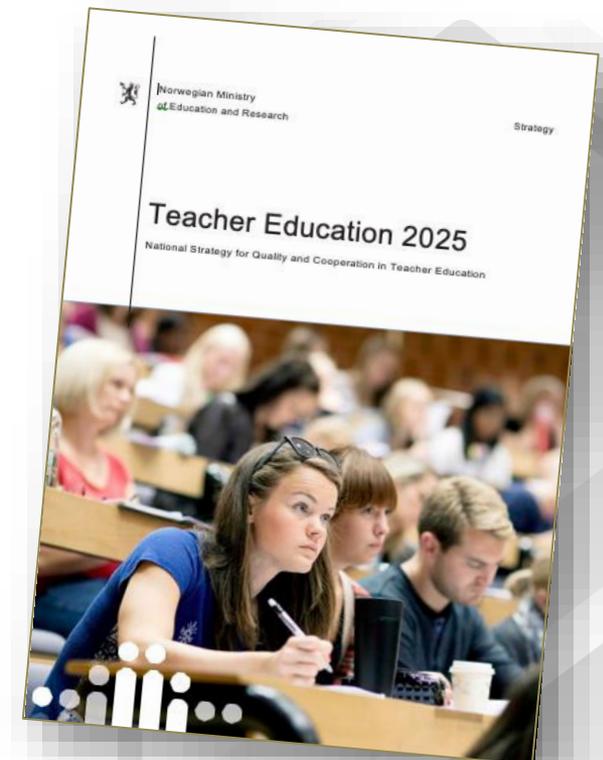
Teacher Education 2025

National Strategy for Quality and Cooperation In Teacher Education



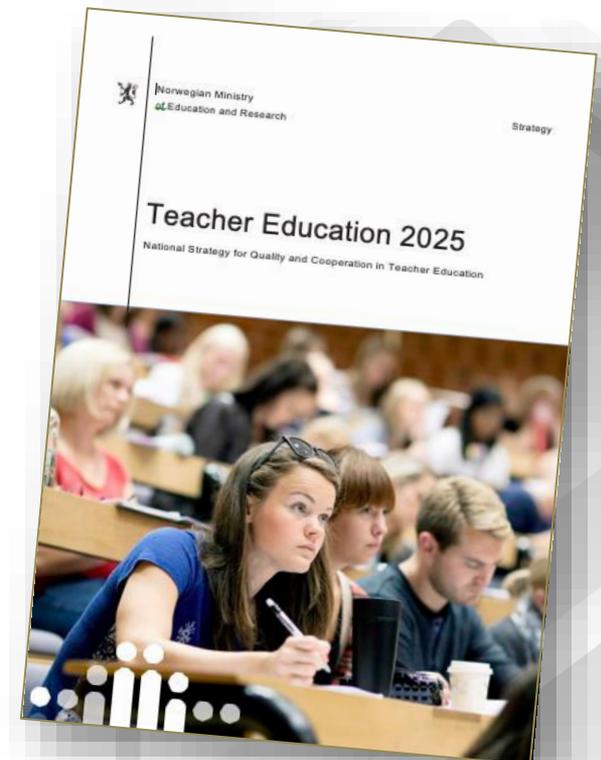
Purpose of This Session

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

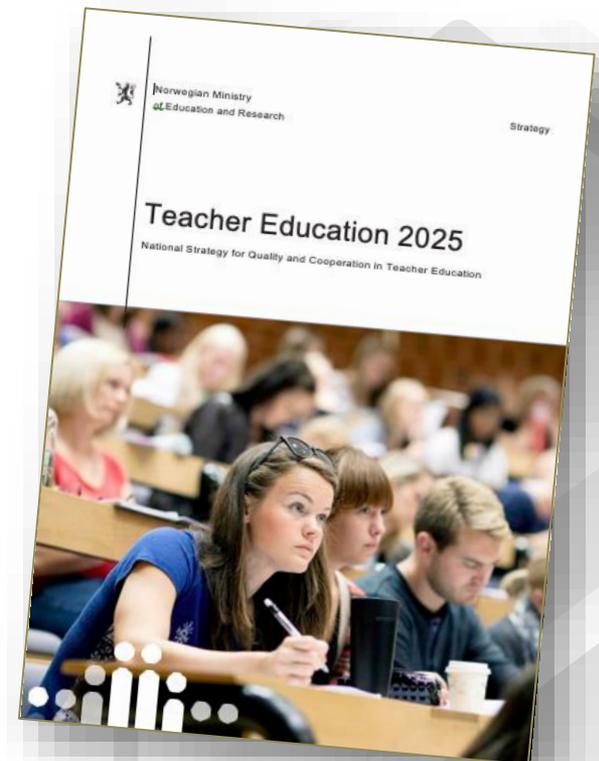


The agenda

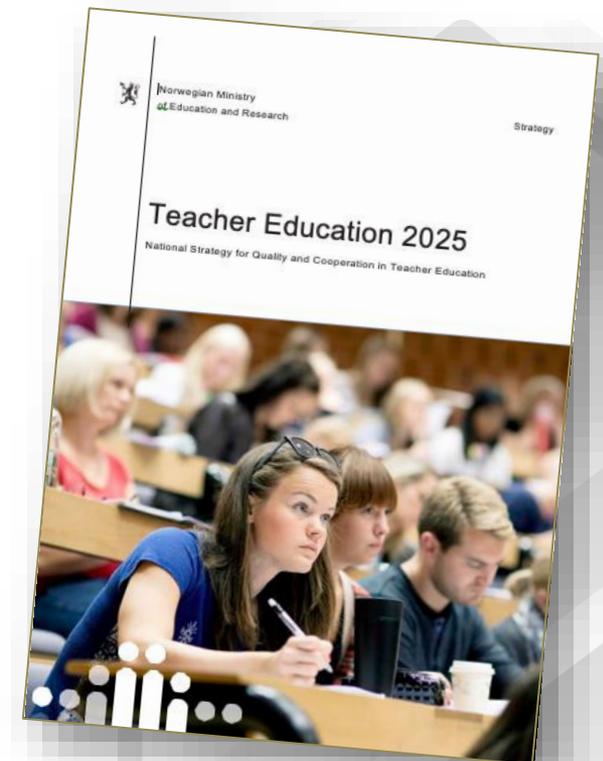
1. **Comments from the Minister of Education and Research Iselin Nybø about the goals and purposes of the report**
2. **APT panel interpretations and commentaries**
3. **A stakeholder panel discussion about the report**



Minister of Research and Higher Education Iselin Nybø

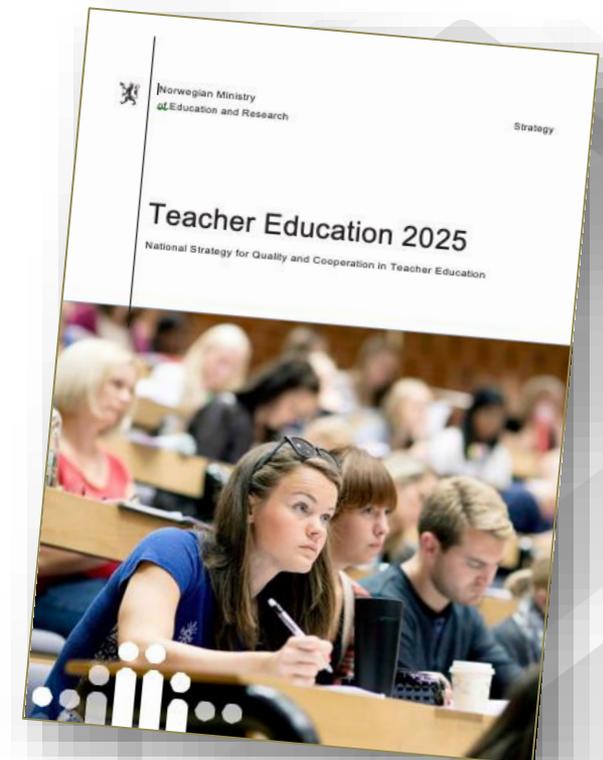


Overarching goals for the year 2025



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- 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



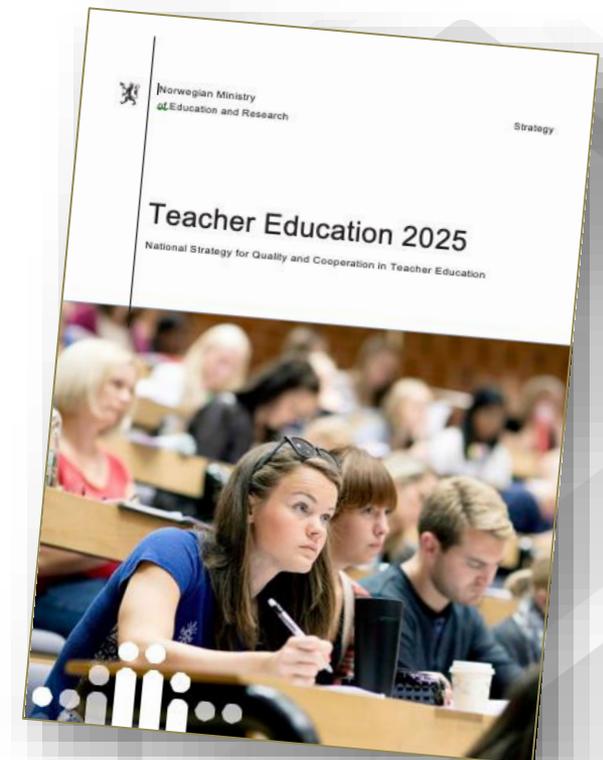
Overarching goals for the year 2025

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

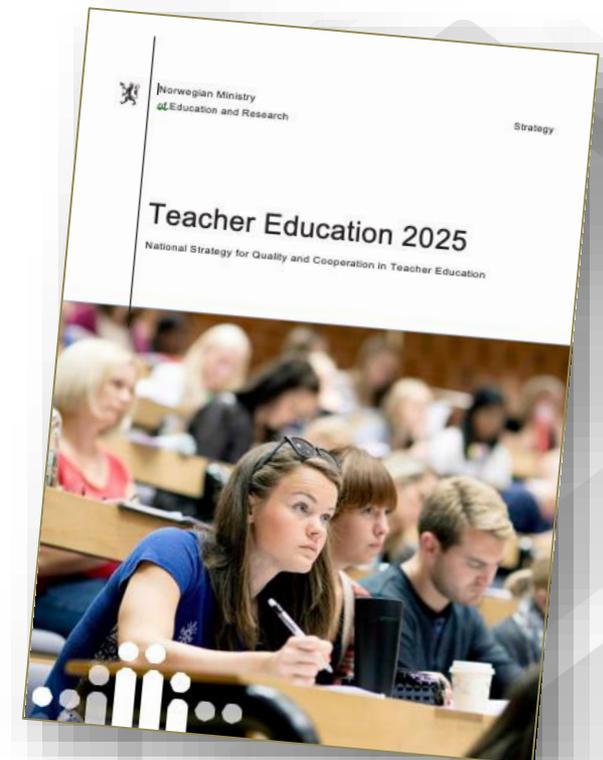
4 Stable and mutually beneficial cooperation between teacher education institutions, the kindergarten sector and the school sector



Overarching goals for the year 2025



The goals are relevant and important!

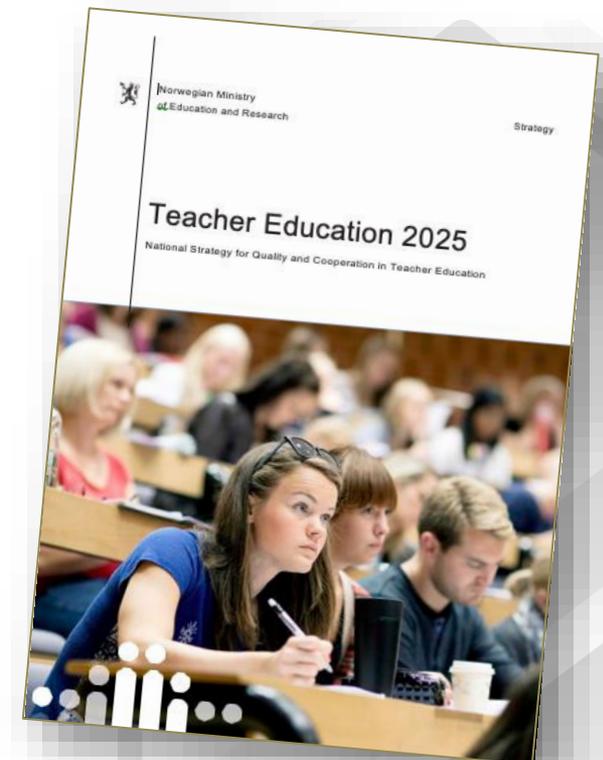


Overarching goals for the year 2025

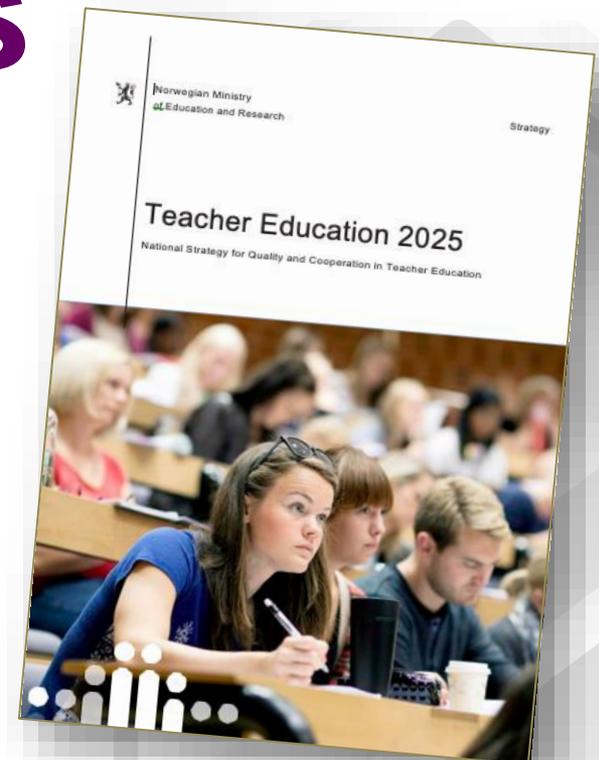
The goals are relevant and important!

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

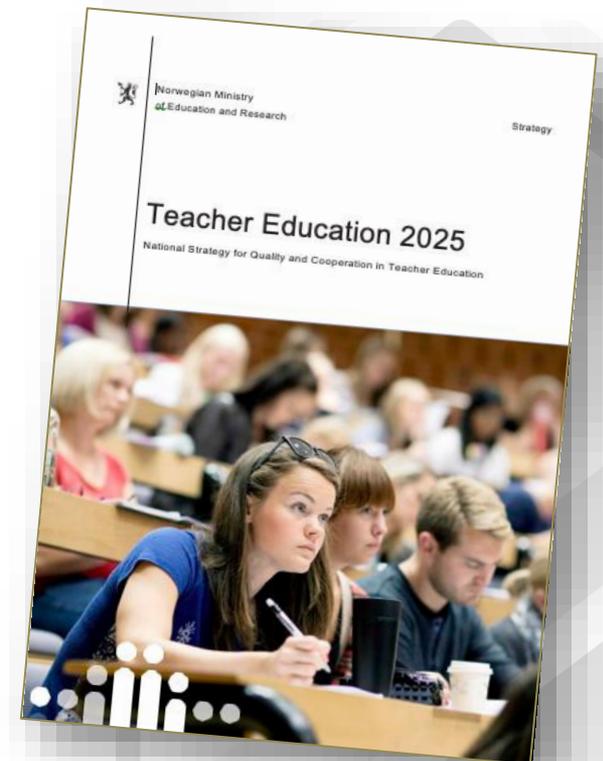
Appreciate the commitment to supporting more trust and less top-down micro-management in the system

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**

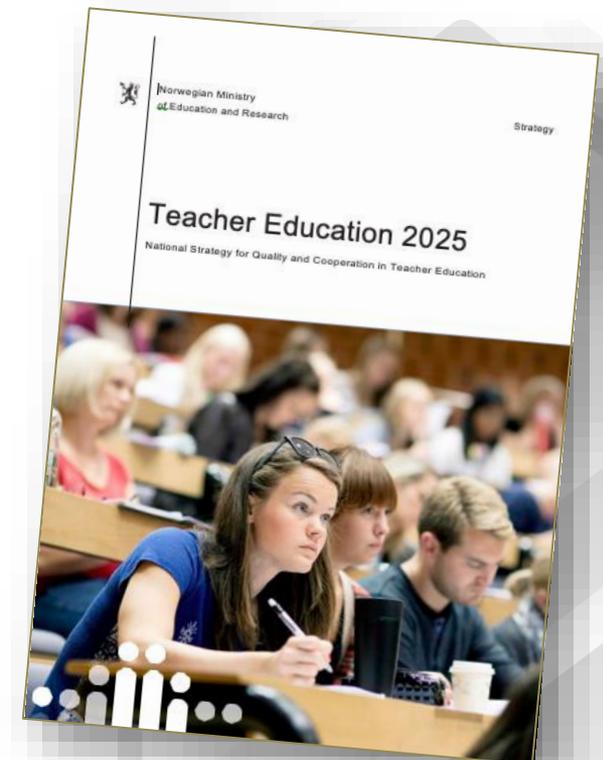


Summing up



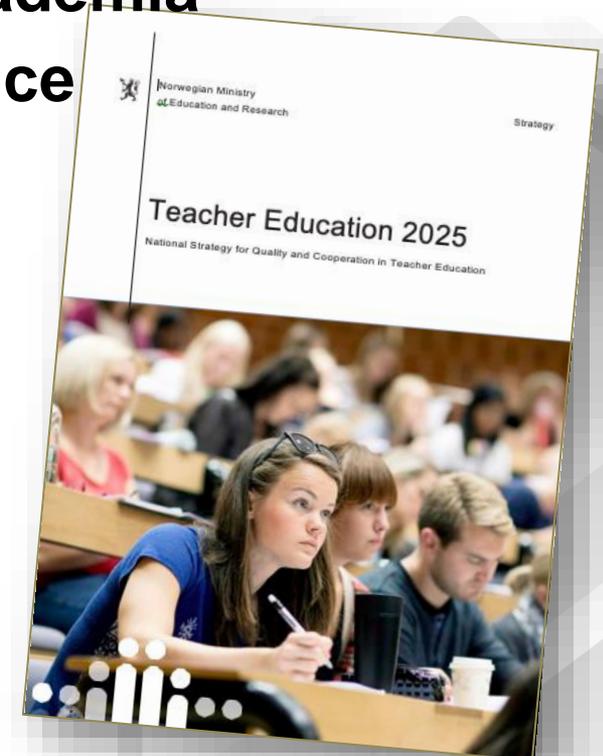
The overall aims

- ➔ **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:

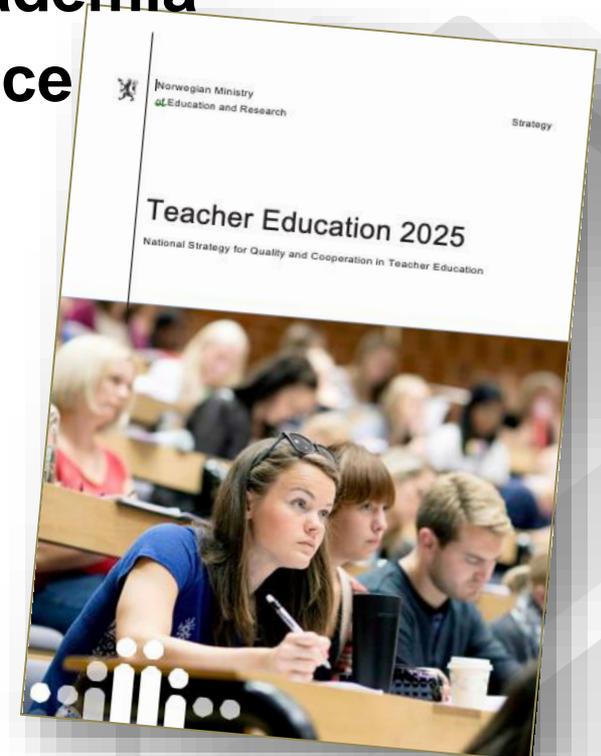
- Different traditions
- Gap between campus and schools
- Tensions between disciplines in academia
- Tensions between theory and practice



The report states:

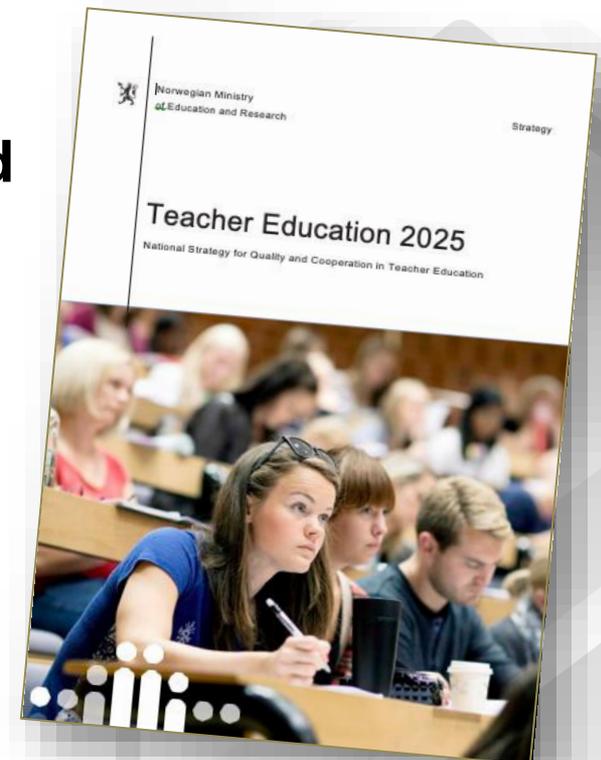
- Different traditions
- Gap between campus and schools
- Tensions between disciplines in academia
- Tensions between theory and practice

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

