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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
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2. Academically strong, professionally focused and well organised teacher education providers

3. Knowledge-based and involved partners in the kindergarten and school sectors

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Overarching goals for the year 2025

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*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
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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