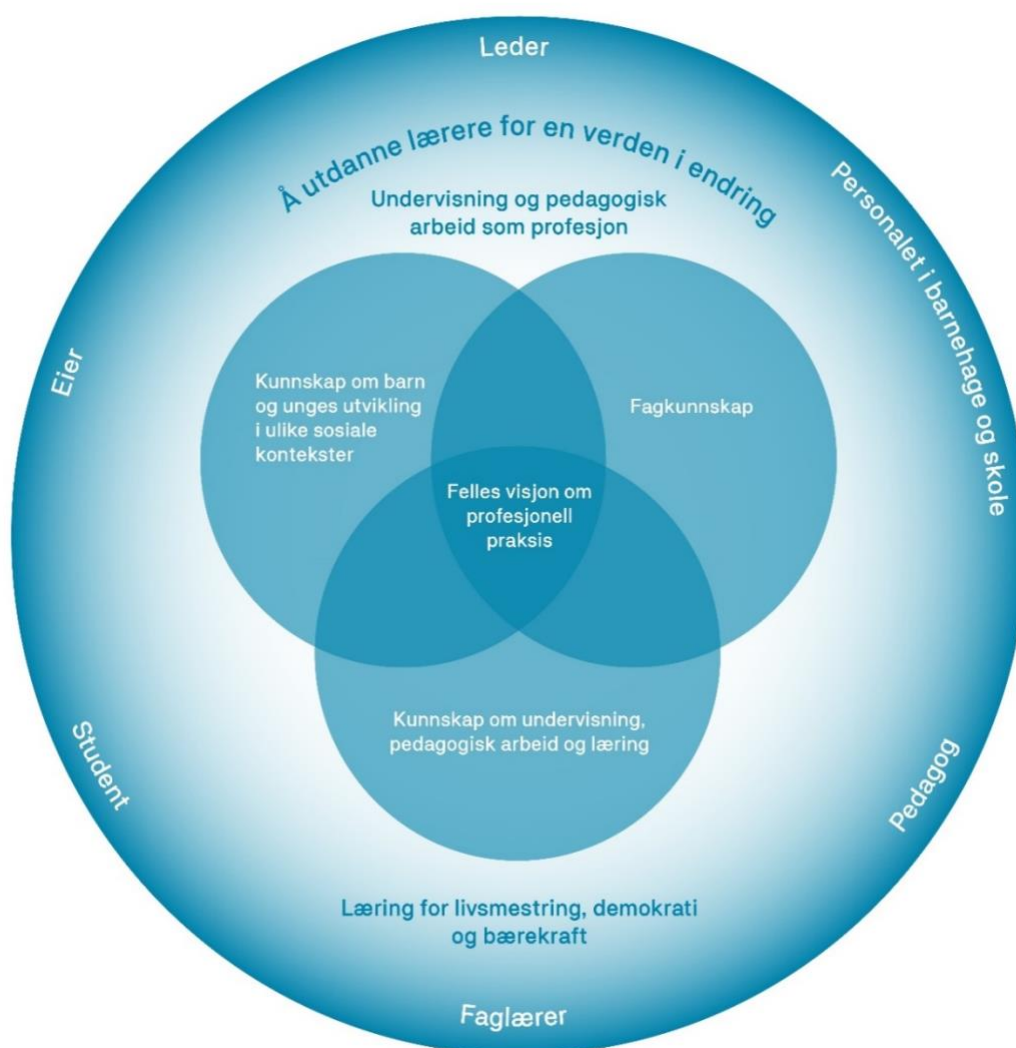


Partnerships in teacher education – a knowledge base

Sub-report 1



Advisory Council for Teacher Education in Norway

In June 2017, the Norwegian Ministry of Education and Research *launched Teacher Education 2025 – National Strategy for Quality and Cooperation in Teacher Education*. In the follow-up work on the goals of the strategy, two new forums were created: a multi-party forum, the *National Forum for Teacher Education and Professional Development (NFLP)*, and an expert body, the *Advisory Council for Teacher Education in Norway (the Council)*. The NFLP serves as a national arena where the parties can discuss and participate in the development of teacher education and the teaching profession. The Council conducts professionally grounded analyses and gives recommendations to national authorities and the NFLP for use in the follow-up of the teacher education strategy.

Council members bring knowledge from different parts of the sector and from various relevant research areas. They are personally appointed by the Ministry of Education and Research. The head of the Council is Tine Sophie Prøitz, a professor in the Department of Education at the University of South-Eastern Norway. The Council members are as follows:

Ane Krogsæter Aarre, Vice-Headmaster, Persbråten Upper Secondary School
Mimi Bjerkestrand, Director of the Municipal Agency for Kindergartens, Bergen local authority
Bjørn Håvard Bjørklund, Head of Department for Childhood, Bømlo local authority
Knut Steinar Engelsen, Professor, Western Norway University of Applied Sciences
Henning Fjørtoft, professor, NTNU
Marius Larsen, Kindergarten Teacher, Midtstuen Kanvas Kindergarten
Andreas Lund, Professor, Universitetet of Oslo
Joakim Olsson, Master's student, GLU 5-10, Volda University College
Elin Reikerås, Professor and Head of FILIORUM – Centre for Research in Early Education and Care, University of Stavanger
Siw Skrøvset, Associate Professor and Head of ProTed – Centre for Professional Learning in Teacher Education, UiT The Arctic University of Norway
Mette Tollefsrud, Associate Professor, Oslo Metropolitan University

The secretariat consists of Tove Margrethe Thommesen and Anne Turid Veigaard at the Norwegian Directorate for Education and Training. Hannah Kvamsdal from the Norwegian Directorate for Education and Training and Karen Oldervik Golmen from Universities Norway assisted the secretariat during Council meetings and in their work.

The Council's work is grounded in the research-based and experience-based knowledge that the members have available to them as representatives from teacher education and the education sector. As such, the Council's knowledge base is founded on the members' collective complementary knowledge and their ability to obtain and process new knowledge and experiences from the sector. This is partly brought about through the collection and processing of existing knowledge, information and experiences and partly through critical exchanges of views, discussion and reflection in the Council.

The Council's analyses and recommendations are primarily aimed at the Ministry of Education and Research and the NFLP, but the Council also considers the teacher education providers and the sector in general to be important target groups. This entails a method of working in which the Council endeavours to listen to and engage with the sector's perspectives to ensure that the

knowledge base is always up-to-date and relevant. But the Council also familiarises itself with relevant existing research and experience-based knowledge, analyses, discusses and determines the advice it wishes to give.

The Advisory Council for Teacher Education in Norway 2025 differs from UHR-TE and the Knowledge Centre for Education in that its work is anchored in the goals of *Teacher Education 2025*. The Council is also characterised by the fact that its members are appointed by virtue of their personal expertise and do not represent a specific institution or employer.

The Council will be in place until 31 December 2025, with the potential for extension if necessary.

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Synopsis

This sub-report corresponds to part 1 of the work commissioned by the Ministry of Education and Research to determine the status of efforts involving teacher education kindergartens and schools in Norway. In addition to describing the organisation and regulation of teacher education kindergartens and schools, a knowledge overview of international and Nordic research on partnerships in education is presented, as well as a selection of prototypes that illustrate how partnerships can be organised.

Teacher education kindergartens and schools will bring about a quality enhancement of teacher education through new forms of cooperation and agency and in the opinion of the Council, will extend qualitatively beyond cooperation on practice training and studies. This knowledge base shows that the efforts involving teacher education kindergartens and schools are characterised by considerable variations and strong development. To safeguard the vast scope of teacher education partnership efforts, the Council has chosen a broad approach that encompasses a wide spectrum of partnership forms within the arena of teacher education kindergartens and schools.

There are currently no specific laws or regulations stipulating partnerships between teacher education institutions and kindergarten and school owners or kindergartens and schools. In terms of cooperation, regulations concerning individual teacher education programmes and in the Kindergarten and Education Act are associated with teacher education placements.

There is little academic literature available that summarises the actual partnership design, contents of the cooperation and how the partnership is operationalised. The existing knowledge summaries reviewed by the Council show that research on partnership rarely examines the partnerships themselves, but rather explores individual themes within teacher education, professional development, research-placement partnerships, development of new arenas for cooperation and school takeover.

There is extensive local cooperation between teacher education programmes and owners in which the owners are also active participants and prerequisite providers. The scoping study carried out by the Council shows that the majority of teacher education institutions has established partnerships with schools. A key finding of this scoping study is that the partnerships entail various forms and areas of cooperation, and that practice training and studies is a particularly important arena for cooperation between teacher education employees on the one hand and schools and kindergartens on the other. It also shows that the various collaboration arenas and activities often bear evidence of being integrated. Consequently, it can be challenging to draw clear boundaries between, for example, placements and other collaborative activities in partnerships. R&D work and competence development are part of most partnerships. Since kindergartens, schools and teacher education programmes have different core tasks and partnership activities are often the initiative and responsibility of the teacher education programme, there is a risk that kindergartens and schools become recipients and not participants in the partnership. One of the main challenges described in the literature and scoping study is to achieve equality and balance in the partnerships among the parties involved.

The literature review and scoping study conducted by the Council has provided us with up-to-date and more comprehensive information about the partnership situation in teacher education in Norway, but information on *how* the partnerships work requires closer examination. The Council has therefore chosen to present a number of prototypes of partnerships that can illustrate the aspects not covered by the research literature review or scoping study. These prototypes were selected because they represent partnerships in different phases, various organisational approaches and focus. They also represent the different types of teacher education programmes, such as vocational teacher education, kindergarten teacher education and primary school teacher education.

Moving forward, a question that must be addressed is whether the perspectives of the field of practice and the owners are sufficiently addressed and how the balance and tension between academic knowledge and the knowledge represented by the field of practice affects the partnerships. The knowledge base provides an up-to-date foundation for asking more specific questions about partnership efforts in teacher education. It provides a basis for designating factors that appear to ensure a solid partnership, while at the same time clarifying important challenges that the Council must consider in parts 2 and 3 of the commissioned work.

December 2019

Ch. 1: Description of commissioned work

This sub-report 1 to the Ministry of Education and Research from the Advisory Council for Teacher Education in Norway (Council) is the first part of the commissioned work to *study and develop national partnership frameworks*.

One of the overarching aims of the strategy is to improve collaboration between schools and teacher education and between kindergartens and kindergarten teacher education. To achieve this aim, the strategy prescribes that the government:

- *Put into effect a national framework for partnerships between teacher education institutions and kindergarten/school owners for creating teacher education kindergartens and teacher education schools in order to boost the quality of practice training and R&D-based professional development.*
- *Work with the stakeholders to assess the need to use legal regulations to specify overall responsibilities, roles and duties within the partnerships and, if necessary, discuss the content of such regulations.*
- *Strengthen the work towards the establishment of new teacher education schools and teacher education kindergartens based on capacity, quality and past experiences.*

In February 2019, the Council was commissioned by the Ministry of Education and Research to study and develop a national partnership framework (Appendix 1).

The Council will contribute to the strategy follow-up by assessing whether the framework conditions in the stakeholders' steering documents are acceptable and by making recommendations on partnering principles that can support institutions in developing teacher education kindergartens and schools. The aim of the work is to support the development of partnerships in a way that enables all stakeholders to strengthen their efforts and commitment. The work consists of three components *and entails the following*:

- 1) Describe how teacher education kindergartens and schools are currently organised for the different stakeholders in the sector, including the statutory and regulatory framework and funding allocation letters.
- 2) Assess the need to regulate overall responsibilities, roles and tasks in the partnerships and where relevant, make recommendations for regulations and if relevant, other steering documents.

3) Propose overarching partnering principles in the form of a guide, handbook or resource website.

This sub-report deals with point 1 of the work commissioned.

In order to describe the current organisation, the Council has reviewed existing research, conducted a national review of work involving teacher education kindergartens and schools in teacher education in Norway and outlined a selection of prototypes that illustrate how partnerships can be organised. We have also established an analytical framework describing the quality factors that the Council consider important for achieving a genuine partnership between teacher education and sector stakeholders. The sub-report provides an initial overview of a complex subject area that encompasses various stakeholders, crosses levels in the education system and includes formal, structural and cultural boundaries that are designed for transcending partnerships and cooperation to a limited degree. The subject area therefore requires insight into the perspectives of several stakeholders, which is emphasized by the analytical framework for the work. However, it is challenging to maintain a solid focus on various stakeholder perspectives at the same time and this sub-report especially considers the teacher education perspective, even though the relationship to the placement arenas and owners are also discussed. The perspectives of the local authorities and owners, for example, will be explored further as part of the following section of the work.

Four Council meetings were held in 2019. The progress of the work was an important item on the agenda of all meetings. The Council members have helped to draft texts, provided continuous input for the knowledge base and engaged in discussions during the meetings. The members have also worked with the secretariat, developed the literature review, scoping study and prototypes on which this document is based. The head of the Council and secretariat presented and received input on the Council's work in general and in relation to the commissioned work in particular in several forums, including UHR-TE, a network meeting for managers and coordinators for university/teacher education school collaboration, the Norwegian Association of Researchers' Teacher Education Conference, the International Advisory Panel for Teacher Education (APT), the APT secretariat, the Union of Education Norway and during the Ministry of Education and Research's input conference on partnership. As part of the final steps in the development of the knowledge base, Ida K. R. Hatlevik, Associate Professor in the Department of Teacher Education and School Research at the University of Oslo, contributed to the quality assurance of the knowledge base.

In connection with the Council meeting in September, a two-day study trip was conducted to Umeå, Sweden, where we gained an insider's view of the ULF project (**U**tbildning, **L**ärande, **F**orskning)¹. This is a project in which the University of Gothenburg, Uppsala University, Umeå University and Karlstad University were commissioned by the government to conduct research activities in order to test out different models of cooperation between universities and university colleges and owners and schools with a focus on practice-based research (for an example, see Prøitz, Barstad & Aasen, 2019).

¹ <https://www.ulfavtal.se/>

Ch. 2: Background

To educate children and young people in line with their own abilities and skills, we need teachers who are competent and confident in their profession. Teachers, head teachers in kindergartens and school leaders, kindergarten/school owners and teacher education share a responsibility for ensuring that kindergartens and schools are of the desirable quality. The aims of the *Teacher Education 2025* (Ministry of Education and Research, 2017b) strategy assume good professional collaboration within and between teacher education programmes and kindergartens/schools. To develop stable and mutually evolving partnerships between teacher education institutions, the kindergarten and school sectors, the government wants to intensify efforts aimed at teacher education kindergartens and schools, among other areas. Close and obligatory collaboration will strengthen practical training and R&D partnerships. It is a goal for all teaching students to have access during their studies to a few selected practical arenas specially equipped for '*R&D-based ('clinical') practice training*' (p. 13). This type of collaboration contributes to strengthening the views of the teaching placement of its own role in teacher education on the one hand and on the other, promoting closer affiliation with the field of practice and teacher educators at universities and university colleges.

One of the main challenges in Norwegian teacher education for quite some time has been to create a good link and balance between different forms of knowledge in teacher education: the knowledge represented by academia and the knowledge represented by the field of practice (Jakhelln, Lund & Vestøl, 2017). An ongoing discussion is how knowledge forms in teacher education can work together and strengthen one another.

The formal responsibility for teacher education lies primarily with the universities and university colleges. The responsibility of school and kindergarten owners for teacher competence is primarily about ensuring sufficient competence among employees in accordance with education legislation (Education Act, 1998), in addition to having a system in place to ensure competence development. Kindergarten legislation (Kindergarten Act, 2005) also defines pedagogical competence requirements for head teachers and pedagogical leaders, and it is the responsibility of the owner to ensure these are in compliance with the law. To the extent that kindergarten and school owners are responsible for basic education for teachers, it is limited to practice training/studies.

Cooperation in the last 10 – 15 years

Teacher education programmes have extensive experience with cooperation and contact with the field of practice and there are numerous examples of well-established, high-quality and appropriate forms on cooperation locally between teacher education programmes and kindergarten/school owners. Much of this has been self-initiated and financed by teacher education institutions, such as university-school collaboration at the University of Oslo and UiT The Arctic University of Norway, established around ten years ago. The national education authorities have allocated funds for various initiatives in other areas, but which are also intended to help strengthen cooperation between teacher education programmes, kindergarten/school owners and kindergartens/schools on both the system and institutional level. Examples of this are the practice-oriented R&D initiative in teacher

education, the Knowledge Promotion Reform – from word to deed and Lower Secondary in Development. Funding for such initiatives has often been time-limited and earmarked.

The evaluation of general teacher training (NOKUT, 2006) and of *Competence for Development. Competence Development Strategy in Basic Education 2005-2008* (Norwegian Ministry of Education and Research, 2004) both indicated a need for more structured contact between teacher education programmes and school owners. In White Paper No. 11 (Ministry of Education and Research, 2009), *The Teacher – The Role and Education*, a need was reported for more structured frameworks for cooperation between teacher education and school owners. The report highlighted the need to implement a system with mandatory partnership agreements that clarify roles, responsibilities and mutual obligations. References to partnership agreements in the document were primarily related to practice training/studies.

The primary and lower secondary teacher education working group assessed the development in primary school teacher education as generally positive in terms of occupational-related learning and collaboration between universities, university colleges and the field of practice (Working Group, 2015). However, they pointed out variations between subjects and institutions and recommended that the institutions prioritise efforts “*to create closer professional links between practice training and campus teaching*” (2015, p.74).

The evaluation of preschool teacher education in Norway (NOKUT, 2010) gave an overall impression that the professional and occupational perspective was strong in kindergarten teacher education, while several of the programmes evaluated were asked to review their methods for creating a better link between the subject and practice arena. There is no special mention of partnership agreements. The evaluation committee pointed out that there is a general need for a higher level of competence and more time for research and development work. Several of the academic communities associated with kindergarten teacher education were strong in relevant research, but the evaluation also showed that employees with significant research expertise are often affiliated with the institution’s research units and Master’s degree programmes and contribute to a lesser extent to educational activities on the undergraduate level.

In 2017, the working group for kindergarten teacher education pointed out in its final report (Working Group, 2017b) that there were challenges related to a lack of cooperation between kindergarten teacher education and the field of practice. These challenges included collaboration in the development of programme and subject plans, placement period planning and the development of practical assignments. They also pointed out that there was concern among practice training supervisors about the practice training sidelining the work with the children in the kindergarten. As regards the design and contents of partnership agreements, they also found that kindergarten owners were scarcely involved and the head teachers were mostly likely those individuals from the field of practice who were already closely involved in this.

Emergence of teacher education kindergartens and schools in Norway

The first university-school collaboration in Norway was established in 2009 between the University of Oslo (UiO) and Stovner upper secondary school (Skjebstad, 2009; Ottersen, 2011). In 2010, the University of Tromsø (currently called UiT The Arctic University of Norway) entered into agreements on university-school cooperation in order to establish a closer link between R&D and the practice aspects of teacher education and through closer professional practice. They therefore wanted to develop schools with specialist expertise as practice arenas for students. In 2011, UiO further developed the university-school concept and entered into agreements with 13 schools to act as a university school. These schools played a more pronounced role as teacher educators than the traditional partner schools with which they had had agreements and the collaboration was primarily focused on the development of the student teachers' practice, strengthening of R&D work in the schools and networking for purposes of communication and sharing (Jakhelln et al., 2017). In 2014, UiO scaled up the number of university schools to 21. In 2015, NTNU entered into a university-school partnership with the county of Sør-Trøndelag and municipality of Trondheim. Their model is based on experiences with the university-hospital model and involves three schools. The model allows for close cooperation on research and teaching, which in turn enables a high degree of integration between the university, school owner and school. Since that time, the number of teacher education schools has increased in not only the school sector, but gradually also the kindergarten sector.

In terms of kindergarten, OsloMet has the most extensive experience with this type of partnership. With funding from the Research Council of Norway, they launched a project in 2016 to establish teacher education kindergartens, with reference to the university-hospital scheme, UiO and UiT's university-school concept. The project collaboration primarily concerns the kindergarten as a practice arena, R&D and knowledge sharing. The project has been continued as part of ordinary activities through the establishment of university kindergartens, consisting of ten of OsloMet's around 300 practice kindergartens².

After the teacher education strategy was launched, activities related to teacher education kindergartens and schools have received more attention.

² <https://www.oslomet.no/om/lui/blu/universitetsbarnehager> and <https://blogg.hioa.no/utdanningsbarnehage/>

Ch. 3: Explanation of terms

In its efforts to describe the current organisation of teacher education kindergartens and schools, it became evident to the Council early on that teacher education kindergartens and schools are not unambiguous terms and comprise different forms of cooperation and activities. The Council has discussed several terms and arrived at a few clarifications and parameters on which we base the further descriptions and discussions of partnership and teacher education kindergartens and schools. The Council's explanation of terms is based partly on the literature, partly on the teacher education strategy, partly on the results of the scoping study conducted and partly on the Council's own discussions on interpretations of the work commissioned (see Ch. 1).

Partnership

A partnership in teacher education is most often used as an umbrella term for different ways to organise a collaboration between a teacher education programme, kindergarten or school owner and kindergartens or schools where students have their placement. To be referred to as a partnership, it must be formalised (Lillejord & Børte, 2014) and must achieve more than each party can achieve independently. A goal is often to create equity between the parties in a partnership and elements such as reciprocity and interaction are central to this (Jakhelln et al., 2017).

A partnership between a teacher education programme and kindergarten/school (owner) may focus on a wide spectrum of shared tasks, ranging from practice training, quality development of teacher education and dual positions to providing guidance to new graduates, post-graduate and continuing education and other kindergarten or school development, research and R&D.

For many institutions, practice training or studies is an integral component of a partnership between teacher education and kindergarten and school (owners). The concept of a partnership is also used as reference to formalised cooperation that does not include practice training/studies. In the government-initiated models for competence development, Decentralised funding scheme for competence development in schools (*Desentralisert ordning for skole*) and Regional competence development scheme for kindergartens (*Regional ordning for barnehage*), the term partnership is used, among other things, to refer to regional cooperation between the county governor, teacher education and kindergarten/school owners. In these schemes, partnership is also used to refer to collaboration on the local level between teacher education programmes and individual kindergarten or school owners and kindergartens or schools. The goal of the decentralised and regional schemes is primarily to promote quality development in kindergartens and schools.

Partnership in the form of teacher education kindergartens and schools

A main theme in *Teacher Education 2025* is partnership between teacher education programmes and kindergarten and school owners aimed at establishing teacher education schools and kindergartens. The intention with teacher education schools and kindergartens is to “ensure practice training of a high standard, improved cooperation in the field of research and development, increased use of dual positions and continuing quality development of the teacher education programmes based both on research and on the long-term needs of the kindergartens and schools” (p. 6). According to the

strategy, the initiative will

”build on existing partnership models such as university schools and training kindergartens. Improved cooperation will also help ensure that teacher education providers offer relevant in-service training and post-graduate and continuing education” (p. 6). The strategy differentiates between teacher education kindergartens/schools and other practice kindergartens/schools.

Partnership in the form of teacher education schools initially referred to university schools (see Ch. 2). Jakhelln, Lund and Vestøl (2017) have studied the university school concept and point out that it contains elements that can help change the conditions for students’ professional qualification. They refer to new forms of agency as common principles for university schools and this type of cooperation can facilitate a renegotiation of the traditional division of responsibility between teacher education programmes and the school in terms of knowledge development and teacher education. According to them, university schools differ from other partner schools in that:

- They have an expanded role as teacher educators by contributing beyond the practice periods.
- The partnership focuses on the development and sharing of knowledge in the interaction between academia and areas of competence in the field of practice.

Students play a central role in this as participants in the knowledge practices, the purpose of which is to strengthen the professional development of the students and teacher education as professional education.

The possibility of the university school concept to contribute to changed conditions for students’ professional qualification is also highlighted in kindergarten teacher education studies (Kaarby & Lindboe, 2019). In terms of kindergartens, the concepts of *education kindergartens* and *university kindergartens* are also used for what is referred to in this report as teacher education kindergartens.

Apart from what is outlined by the Ministry of Education and Research in *Teacher Education 2025*, common criteria has not been established for what defines a teacher education kindergarten or school.

The terms ‘partnership’, ‘practice kindergarten and school’ and ‘teacher education kindergarten and school’ are often used interchangeably. For the sake of simplicity, a *partnership* is an umbrella term for formalised cooperation. Teacher education kindergartens and schools, regular practice kindergartens and schools, and kindergartens and schools with a formalised form of cooperation with teacher education programmes that do not primarily focus on teacher education development through new forms of agency or practice teaching can be regarded as a specification of the partnerships. Kindergartens and schools that have only sporadic contact with teacher education programmes are not included in the partnership concept. The transition between the categories will be fluid and the content overlapping. In Figure 1 below, we show this with dotted lines between the category descriptions.

	<p>Teacher education schools/kindergartens</p>	<p>Schools/kindergartens in which the <i>main focus</i> of the collaboration is aimed at</p> <ul style="list-style-type: none"> • Teacher education development through new forms of agency • R&D, knowledge development and sharing • Practice training <p>Cooperation also takes place in other areas of common interest to the parties, such as competence development and dual positions.</p>
	<p>Practice schools/kindergartens</p>	<p>Kindergartens/schools that have a partnership agreement with a teacher education programme to act as a practice kindergarten or school. This type of partnership may also include cooperation on various activities, such as providing guidance to recent graduates, professional development and R&D, but is less focused than teacher education kindergartens and schools on developing new forms of agency in teacher education.</p>
	<p>Schools/kindergartens with other types of formalised cooperation agreements</p>	<p>Kindergartens/schools that are involved directly or indirectly in partnership agreements with teacher education programmes for shared tasks and initiatives, but are not practice kindergartens or schools and not particularly oriented towards the development of new forms of agency in teacher education.</p>
	<p>Other schools and kindergartens</p>	<p>Schools and kindergartens with sporadic contact with teacher education programmes.</p>

Figure 1: Categorisation of terms.

The Council's use of the terms teacher education kindergarten and school

In the ongoing work to describe the current status and legislation and to assess the need and propose principles for partnerships, the Council has chosen to use a broad interpretation of the terms teacher education kindergarten and school. There are several reasons for this.

Teacher education kindergartens and schools have been described as an 'important representation' with special responsibility to develop and strengthen practice training and R&D activities. At the same time, a goal of the strategy for all teacher education students to have a placement at a teacher education kindergarten or school during their studies. To ensure that this goal can be fulfilled, a volume is needed that offers sufficient access to teacher education kindergartens and schools.

Several institutions with an agreement with kindergartens or schools for practice training/studies have included some of the other elements of the overall goals in the strategy for teacher education kindergartens and schools in placement agreements. These are institutions that are also undergoing a development phase in terms of establishing cooperation with teacher education kindergartens and schools. In the Council's opinion, defining clear boundaries between practice kindergartens/schools and teacher education kindergartens/schools will not support ongoing local development efforts and is therefore not appropriate at this time.

However, the Council believes that partnerships in the form of teacher education kindergartens and schools are qualitatively different from partnerships with practice kindergartens and schools. A long-term goal of the *Teacher Education 2025* strategy is to develop better teacher education programmes through new forms of agency. Consequently, teacher education kindergartens and schools are expected to lead to a qualitative improvement of teacher education.

It should also be mentioned that there are a number of questions for which we need answers. For example, is it a goal for teacher education kindergartens and schools to lead to a quality boost for everyone? How many teacher education kindergartens and schools should there be? Should these only be kindergartens and schools that can demonstrate exemplary practice? A broad approach to the concept includes acknowledgement of the fact that this field is undergoing significant development, by which the current situation is characterised by diversity and diverse and varied teacher education requires the possibility of local adaptations. The Council has taken an exploratory approach based on what the knowledge base can disclose about the situation in the sector in terms of partnership design and frameworks.

Ch. 4: Legislation, regulations and allocation letters associated with teacher education kindergartens and schools

There are currently no specific laws or regulations stipulating partnerships between teacher education institutions and kindergarten and school owners or kindergartens and schools. The regulations that exist for individual teacher education programmes and in the Kindergarten Act and Education Act pertain to basic education placements. In addition, there are a number of guidelines in connection with supplementary allocations to teacher education institutions that offer primary and lower secondary teacher education programmes (GLU).

Teacher education frameworks

Frameworks for all teacher education programmes have been laid down in regulations. This includes guidelines on the scope of placements and the professional progression of students during placements. The examples below originate from the framework plans for BLU (2012), GLU 5-10 (2016) and specialist teacher education in practical and aesthetic subjects (2013).

- Regulations on framework plan for kindergarten teacher education, §3 Structure and content:

The content of kindergarten teacher education is structured into six knowledge areas, in addition to specialisation and the Bachelor's thesis [...] The practice training must be guided, varied and assessed, and be an integral part of all knowledge areas and specialisation. Practice training must comprise at least 100 days.

- Regulations on framework plan for primary and lower secondary teacher education for grades 5–10, §3 Contents and structure:

The practice placement must consist of at least 110 days of a guided, varied and assessed placement [...] There must be progression in the practice placement, from observation and analysis at the start of the study to the ability to take on the researcher's role and further develop research and experience-based teaching practices by the end of the programme.

- Regulations on framework plan for three-year subject teacher education in practical and aesthetic subjects, §3 Structure and contents of subject training:

The practice training must correspond to 70 working days at the practice schools. The practice training must be guided, assessed and varied. There should be progression in the practice training and it should be adapted to the subjects of the specialist teacher education and linked to various elements of the school's activities.

The framework plans dictate that national guidelines must be established for education programmes. The institutions must also develop programme plans that describe, among other things, progression in the practice training/practice placement.

National guidelines

The Advisory Council for Teacher Education in Norway is responsible for the national guidelines for teacher education that are developed by specialist communities. The guidelines contain general information and in-depth information on each education programme. The general information section includes *practice placements*:

It is through practice that teachers are able to perform their profession. A high quality of practice placements is therefore essential for student teachers for developing change and development expertise. The teacher education institution must work together with professionals in the field of practice to facilitate a placement situation that is consistent and coherent.

Although the institutions are not legally required to follow the national guidelines, these are important guidelines for joint standards on teacher education quality and help with the institutions' development of their own programme plans and subject plans. The national guidelines *have a formal status on the level below regulation/framework plan*. We have not found any descriptions in the national guidelines that refer to partnerships or teacher education kindergartens or schools.

Kindergarten and school owner responsibility

Both the Kindergarten Act and Education Act describe the obligation of the kindergarten and school owner to make the facility available for a practice placement.

The following is stated in §24 of the Kindergarten Act on a practice placement under *Practice teaching*: *The owner of the kindergarten is obligated to make the facility available for practice teaching for students undergoing kindergarten teacher training. The kindergarten's head teacher and pedagogical leaders are obligated to provide guidance to students during such practice teaching.*

The following is stated in §10-7 of the Education Act on a practice placement under *Teaching practice positions in schools*: *The Ministry may in individual cases or in regulations order municipalities or county authorities to provide university and university college students with practical training and guidance in schools, and to select a person to be responsible for such practical training.*

In the preparation work for the legislation, it is specifically stated that the individual teacher education institution still has overall responsibility for the professional content of the practice training/practice placement. We have not found any descriptions in either the Kindergarten Act or Education Act that refer to partnerships or teacher education kindergartens or schools.

Teaching practice supervisor agreement

The teaching practice supervisor agreement regulates the conditions associated with the practice placement, including working conditions for practice training supervisors. The current agreement took effect in 2005 and has been adapted to the guidelines in the framework plan for the individual education programmes.

Supplementary allocation letter from the Ministry of Education and Research to the teacher education institutions that offer primary and secondary teacher education

Initiatives aimed at the development of teacher education kindergartens and schools are not regulated in the ordinary allocation letter to the individual institutions. However, in 2017, a supplementary allocation letter was submitted to teacher education programmes that offered primary and secondary teacher education in which NOK 44.5 million was allocated to develop and carry out partnerships in primary school teacher education programmes. The overarching goal of this was to strengthen practice training and R&D cooperation through teacher education schools. The overall goals for the allocation of funding originate from the Teacher Education 2025 strategy and are as follows:

Agreements should have been signed between every teacher education institution and local kindergarten/school owners on a specific number of teacher education kindergartens and teacher education schools characterized by:

- *'Clinical practice', i.e. systematic piloting and modelling of teaching practices in schools and of pedagogical practices in kindergartens*
- *Competent practice training supervisors*
- *Active participation by faculty from the teacher education institution in the supervision of students during practice training*
- *Widespread use of dual positions and teachers with PhDs*
- *Teacher education institutions and their teacher education schools/kindergartens constituting knowledge-generating partnerships that continue to make progress by using shared professional terminology*
- *Stable and long-term cooperation between the parties*
- *Equity and balance in the respective parties' influence in the partnership*
- *Relevant research carried out to meet challenges and provide solutions in the kindergartens and schools*
- *The study programmes and campus lectures and seminars receiving continuous feedback from the field of practice, partly by having the teacher educators work in the field of practice and partly by involving representatives from the schools and kindergartens in quality development at the teacher education institutions*
- *The partnerships sharing information through a dedicated national partner forum, and experiences being disseminated and applied in all kindergartens and schools offering practice training*

Each teacher education institution should also have a number of agreements with owners of ordinary practice schools and kindergartens to enable them to offer the volume of teaching practice required by the national curriculum regulations. The bulk of the practice training takes place here. It is crucial that ordinary practice schools and kindergartens should not be given lower priority in favour of teacher education schools and teacher education kindergartens and that the former continue to benefit from

the partnerships. Arrangements must be made to enable teacher education institutions, kindergartens and schools to share experiences.

This allocation was continued in 2018 and 2019. From 2020, funding for partnership initiatives in teacher education has been scaled up and expanded to also include kindergarten teacher education programmes:

... The remainder is earmarked for teacher education partnerships, so that the total allocation for these activities is NOK 65.8 million. Partnerships are entered into between an academic institution that offers teacher education and a local employer of teachers, and includes research and experimental practice at either a school, kindergarten or music and performing arts school. This increased allocation is intended to help the institutions further develop and expand initiatives, including kindergarten teacher education programmes. (Prop. 1 S (2019-2020))

Different types of agreements on partnerships and/or teacher education institutions and teacher education kindergartens and schools

The obligations we identified associated with a partnership and teacher education kindergartens and schools relate to agreements made on the institutional level. The agreements are on different levels, either between a teacher education programme and kindergarten or school owner or between a teacher education programme and individual kindergarten or school.

Teacher education kindergarten and school agreements usually also encompass practice training/studies. It can therefore be said that certain elements of the teacher education kindergarten/school cooperation are governed by law, framework plans and national guidelines pertaining to practice training.

Ch. 5: Partnerships in teacher education

Introduction

This chapter presents a systematic review of international and Nordic research on partnerships in education. The systematic review provides a foundation for a framework for the Council's analysis and discussions of partnership thinking in teacher education. The systematic review is first and foremost based on a literature search focused on partnerships within the field of education. The reason for this is that this is where the majority of research on partnership is found based on a more uniform understanding of the concept.

That being said, the Council has conducted several literature searches in the kindergarten field to make sure that there are not any essential studies of which we are unaware. These exploratory searches were based on the international term *early childhood education and care* (ECEC), which refers to care facilities and/or education for preschool children. The partnership concept is used in this context by various parties and with highly varied content. We searched for 'partnership' and 'ECEC'. This resulted in several hits that showed that the partnership concept is used with quite different meanings. We have chosen to highlight four different dimensions of the concept in kindergarten research.

Firstly, the partnership term is used for cooperation between private parties and the public sector (Chiu & Wei, 2011; Haug, 2014), i.e. what is referred to in Norway as public-private cooperation. Secondly, it is used for collaboration attempts between different types of facilities for preschool children in countries with a two-part system (childcare and early childhood education, respectively) (Friendly, 2008; Gregoriadis, Tsigilis, Grammatikopoulos, & Kouli, 2016). Thirdly, there is a sizeable amount of literature on educational partnerships that refer to mutual interaction between families and professionals. The goal of this cooperation is to meet the needs of the child and family (Summers et al., 2005, see also (Alasuutari, 2010; Bergroth & Palviainen, 2016; Giovacco-Johnson, 2009; Hujala, Turja, Gaspar, Veisson, & Waniganayake, 2009; Rautamies, Vähäsantanen, Poikonen, & Laakso, 2019). Fourthly, we found a few studies dealing with partnerships between kindergartens/ECEC providers and kindergarten teacher educational institutions. Macfarlane, Noble and Cartmel (2004), for example, discuss how such partnerships can contribute to developing students' understanding of the interrelationship between theory and practice. Finally, the Organisation for Economic Co-operation and Development (OECD) has for some time argued in favour of a partnership between the ECEC sector and the rest of the education system to ensure smooth transitions and to bring together the different perspectives and methods in the two sectors (OECD, 2001). However, this type of thinking has been criticised by researcher for promoting the 'schoolification' of kindergarten, by which education in narrowly defined academic skills is emphasised more than the development of the child's social and emotional well-being or understanding through direct experience (see Gunnarsdottir, 2014). This limited review shows that the concept of partnership lacks a uniform definition within the context of kindergarten education.

Since the 1990s, numerous studies have been published about partnerships between schools and teacher education programmes. Different methods and theoretical perspectives are applied in these

studies, such as action research (Kemmis, 2010), and activity-theoretical perspectives (Engeström, 2011; Engeström & Sannino, 2010) help structure and incorporate such processes into theoretical models. In addition, there are studies within the professional context on partnerships between the educational and professional sectors (such as Rusten & Hermelin, 2017) that show how different parties can work together to achieve common goals. The existing literature on partnership is also characterised by a diversity of perspectives on the roles of the different stakeholders.

Apart from a scoping study conducted by the Knowledge Centre for Education (Lillejord & Børte, 2014, 2016), there is little academic literature that summarises the actual partnership design, content of the cooperation, or how it is operationalised. Descriptions of key aspects of the partnerships mentioned are therefore lacking.

The limited scope of the literature and time frame for the work dictates a simplified *scoping review* (Arksey & O'Malley, 2007). This is an approach that is used when the objective is to describe a field that is new or under development, complex and therefore difficult to synthesise.

In this section, we start by reviewing the existing knowledge summaries. We then briefly mention the knowledge summaries that are available in the field. This is followed by a description of a focus that is strongly represented in the research: *research-practice partnerships*. Afterwards, we scrutinise the role of the partnership in the intersection between the relevance and quality of the research. Finally, we discuss how a partnership vision can be formulated.

Systematic review

General perspectives on teacher education

In the past few years, teacher education in Norway has been subject to reforms and frequent reorganisations, often in response to changing school policy requirements. At the same time, Norwegian teacher education programmes have been criticised internationally for lacking a fundamental vision for future teachers (Hammerness, 2006). Although quality in teacher education is largely associated with matters of expertise or resources, the Council still believes that quality efforts must also be linked to the development of a shared vision, with a focus on clarifying the connection between different knowledge components and student learning on campus and in the field of practice, as well as a high quality of practice training.

Despite the fact that the desire to create a link between educational components has been the focus of all new framework plans for Norwegian teacher education, the education programmes have traditionally been coloured by the fact that the different 'spaces' – subject and knowledge areas, subject didactics, pedagogy and practice – have largely lived lives of their own. There have also been different degrees of integration of these spaces in the various education programmes: For example, postgraduate programmes in educational theory and practice for subject teachers (PPU) and integrated secondary teacher education have had a clear distinction between discipline subjects and subject didactics. Primary and lower secondary teacher education has had integrated solutions in which the same topic includes subjects and subject didactics, while kindergarten teacher education has had knowledge areas that are intended to support an integrated education and enhance

relevance in the education. However, signs of change have been characterised by a desire for a closer integration of these 'spaces'.

It is a matter of making changes that make students the subject of the education to a greater degree and using integrated arenas to a larger extent in which the theoretical and practical perspectives of the various parties involved can 'cross-pollinate' – as Ragnar Rommetveit says in his dialogical lullaby: "When one and one don't make two, but something remarkably different." This does not necessarily mean more practice in education; the focus is primarily directed towards qualitative factors that promote a better, more relevant and more coherent teacher education.

It is in light of these perspectives that the idea of partnerships in education has developed both in Norway and internationally. A main question has been how we can build and 'furnish' the gaps in the education between subjects, pedagogy, didactical theory and teaching practice. How can we create teacher education as a joint project of equals that is characterised by a joint vision and good connections?

Existing knowledge summaries

We have searched for knowledge summaries (meta-reviews, scoping reviews, etc.) that specifically deal with partnerships. A review of journals *Educational Research Review*, *Educational Review*, *Review of Education* and *School-University Partnerships* for the years 2010-2019 resulted in knowledge summaries relating to partnerships between schools, between schools and companies, between schools and groups of parents, as well as partnerships aimed at promoting specific skills (writing, mathematics, etc.). Partnerships between academia and schools aimed at promoting teacher education and the schools' own practice are few and far between.

A search in the Oria, ERIC and Google Scholar databases resulted in a number of hits for articles and chapters focusing on partnership. But very few contributions attempt to summarise research into or experiences from partnerships. Of the few summaries we found, the work of Lillejord and Børtes (2014, 2016) is central. We also found Vescio, Ross, and Adams (2008), Brisard, Menter and Smith (2005), Clarke, Triggs and Nielsen (2014), Furlong, Campbell, Howson and McNamara (2006), Hunt (2014), and Postholm (2018). In other words, it is difficult to provide a summary overview beyond what is already documented in the review conducted by the Knowledge Centre.

Thematic areas

Literature under the umbrella term ‘partnership’ can be divided into categories that are all relevant for partnerships as an organising principle for teacher education.

Thematic focus	Characteristics	Comments
<i>Teachers’ learning</i>	The focus is often on interaction with other teachers and to a lesser degree in relation to the partnership itself.	Often associated with action research, though also continuing education.
<i>Professional development</i>	Enormous breadth and heterogeneity in the literature. Part of the literature is linked directly to partnerships. Emphasis on coherence and joint vision/goal throughout partnership. Some overlap with ‘third space’ (see below).	Newer research focuses on teachers as knowledge developers, designers, designers – not only as an executor of education policies.
<i>Research-practice partnerships (RPP)</i>	Researchers and teachers with a joint research-based approach to problems that are often based on classroom practices.	Reciprocity as the key link in a chain to create a research-based education and profession. Of direct value for professional practice.
<i>Third space</i>	New collaboration tools that make it possible to partly abandon practices and conventions from academia and school, respectively, (though also other institutions) and to develop new, more equal/less asymmetrical practices.	Often conceptually oriented, though also involving empirical data. The actual architecture of the partnership is pushed somewhat into the background in relation to collaboration forms, positioning, knowledge forms and opportunities.
<i>School adoption</i>	Students take over all functions at the school for a specific time period (1-2 weeks).	Few examples of this in practice are currently available. The goal is to provide student teachers with experience-based knowledge of all school operations, not just teaching.

All of these approaches address partnership as a theme, but often have other research questions or focal areas. Below, we take a closer look at two of the areas mentioned in order to shed light on both research on and development of partnerships.

Research-practice partnerships

In American research, research-practice partnerships (RPP) have been singled out as a strategy to promote relevance in education research. RPP is defined as a collaborative relationship between researchers and practitioners. This type of partnership has the following characteristics:

1. Long-term
2. Focus on practice problems
3. Mutually beneficial
4. Utilise targeted strategies to promote partnerships
5. Produce original analyses (Coburn, Penuel, & Geil, 2013)

A *practice problem* refers here to challenges that are to be overcome and are considered important and relevant for practitioners. These may pertain to student learning, classroom teaching or larger organisational needs across schools. Original analyses means that the partnerships produce knowledge that is relevant beyond merely reporting to management; instead, more fundamental research questions are to be answered in order to identify underlying relationships (Coburn et al., 2013).

RPP partnerships differ from more conventional 'demand and sale' relationships between schools and school development environments in which schools purchase lectures or consultancy services. An RPP partnership also differs from projects in which schools are merely the setting for data collection in researcher-driven intervention studies. The reason is that the researchers remain in the field of practice after the initial trial in order to examine the conditions needed to maintain an innovation over time, as well as to ensure equitable implementation and sustainability (Penuel & Gallagher, 2017, p. 7). Nevertheless, the roles in RPP partnerships may vary considerably: Researchers can assume a purely evaluating role to ensure neutral information for the administrators or school authorities or they can actively work with teachers to find solutions to practical problems in the classroom. It is also common for both the objectives and means to be negotiated and to change during the partnership for all those involved (Penuel & Gallagher, 2017).

A central challenge in RPP research is how this type of partnership is conceptualised. Penuel, Allen, Coburn and Farrell (2015) discuss the distance between research and practice and point out that a translation metaphor has been used to explain how interventions with a scientifically documented effect are not implemented by teachers. This translation metaphor, which envisions that knowledge is to be produced by experts and then translated in practice in the classroom by teachers, is hierarchical, describes interventions as something static and does not take into account that the practitioners use the experiences of researchers. According to Penuel et al. (2015), there is a need for an alternative framework that can help us to understand the strategies used by researchers and practitioners to collaborate on the development and use of strategies to improve teaching and learning. Penuel et al. (2015) emphasise in particular that the participants in a partnership encounter

different borders that separate research from practice, as well as between different units in the school system or between researchers.

Working together on the border between systems entails being able to navigate within and between different cultural and organisational groups. It also involves using shared knowledge and tools across organisational boundaries that firmly establish the collaborative work. In schools, for example, test results have significance for both teachers and students, as well as parents, school administrators, school owners, researchers and journalists. But these results are used in different ways and for different purposes by the various parties. When information is used by different parties and in different contexts, it can be viewed as a form of 'border object' (see Akkerman & Bakker, 2011; Star & Griesemer, 1989; Star, 2010): it belongs to different practice communities and often lacks a centralised management of or consensus on how the information is to be structured and used. A significant part of the collaboration across systems will therefore involve coordinating how information is interpreted and used.

Similarly, knowledge that arises in a partnership is considered a border object in that it is rooted in research, politics and practice, but operates across these sectors. Penuel et al. (2015) refer to examples of teachers and researchers jointly designing school development measures, making these types of measures border objects: the results have both research and practice characteristics. Other typical border objects may be assignments or work requirements that require the use of knowledge acquired from practice and theory, practice experiences and theoretical literature.

There is little systematic knowledge about the extent to which jointly shaping the partnership leads to a deeper understanding of research processes or findings, the value of research-based knowledge for decision-making or the capacity to use research in more continuous improvement processes. In a synthesis of studies of American RPP partnerships, Coburn and Penuel (2016) found that research primarily emphasises the effect of *interventions* developed in partnerships and not the effects of the partnership itself or other implications. In other words, research emphasises innovation itself as developed in the partnership and not other possible values that can arise. Studies that reveal unintended or undesired results are especially needed.

Studies of third space

Interactions between stakeholders and institutions involved in teacher education have been increasingly viewed as the 'third space'. It is especially after 2010 and Ken Zeichner's (2010) classic article about the relationship between school practice and university courses that this metaphor has been used by both researchers and practitioners. All the same, a third space is understood in different ways: a sort of hybrid that attempts to harmonise different voices towards a joint expression, a multi-voiced space, and a space in which the numerous voices give rise to a completely new expression – an innovative and creative discourse that points beyond the current situation. In the operationalisation of partnerships, we find examples of all three forms of the third space. More recently, however, the third variant has attracted the most interest, especially because a space of this kind requires that all parties involved adapt and think beyond tradition. However, there is also uncertainty as to what the metaphor entails, both conceptually and in practice.

Most studies involving a third space take the perspective of student teachers. Lillejord and Børte (2016) established a student perspective to show how students often get caught between guidance from a mentor at school and their teacher educator at a university or university college institution. Similarly, various studies show how such challenges can be addressed and made productive by establishing a third space perspective. However, it is far more uncommon to encounter literature that analyses a third space from the perspective of the school mentor or university/university college supervisor.

At the University of Oslo, PhD student Viviana Daza Ramos (2019) conducted a more comprehensive survey of third space research within teacher education and professional development. During an extensive review of scientific literature on partnerships in teacher education, Ramos found 36 studies with a third space focus. They can be categorised as follows (this also includes overlaps and grey zones):

1. Third space as a conceptual framework. It is used to analyse existing partnerships or to construct new ones. The framework is also used to better understand connections between teacher education in the interface between schools and higher education institutions. Moreover, it is used to conceptualise both the physical spaces where the partnership takes place and the more abstract or theoretical arenas in which cooperation is planned and discussed.
2. Third space as an arena in which identities change. The reason for this is that the participants cross boundaries, collaborate across contexts and personally need to assume several identities when working in a hybrid space, and that the need for flexibility and the ability to take different perspectives is decisive for a successful partnership. In recent years, student teachers have also been given more autonomy and have been involved in student-centred forms of learning. This role also exerts pressure on established identities such as teacher/mentor, teacher educator/researcher and student/receipient, respectively.
3. Third space as an opportunity to rethink learning and teaching. This is especially associated with a systematic exploration of new possibilities (for example, through digitisation, multilingualism, cross-disciplinary approaches, etc.), sometimes of a radical nature. Horizontal expertise and complementary competencies are important, together with cooperation and knowledge co-production. Reflection on and sensitivity to different learning contexts are also included in this understanding of a third space.
4. Third space as a site for tension. A third space is anything but an idealised, harmonic model. To some extent, the literature shows strong tensions when the above points materialise. We see tension among individuals and both within and across groups and institutions. There are also tensions between short-term enthusiasm and more long-term, well-maintained partnerships that require considerable resources. Power relations, identities and roles are continuously challenged, as are knowledge forms and logics. The hegemony of academia is still strong, even when challenged by experience-based and practical forms of knowledge.

The literature about a third space provides valuable insights into what a partnership entails. But it is difficult to find studies that examine the architecture of the partnership itself, agreements or obligations. This may be because partnerships are especially sensitive to local context and it can be difficult to generalise models. A few studies that examine such circumstances are commented on briefly below.

Relevance and/or quality: a framework for partnerships

In the literature, partnerships are often considered a source of relevance in research. Only to a lesser extent are they considered a source of quality in school research. Research quality can imply, for instance, that proof is required that the researchers have participated in processes in which they reveal and negotiate priorities with practitioners. This type of research must document how participation in such processes has included teachers, administrators, parents, and children and young people (Gutierrez & Penuel, 2014). As Snow (2016) points out, neither researchers nor teachers are formally trained to carry out partnership processes. Besides, partnerships are a risky undertaking: for example, it is challenging for doctoral students to respond to teachers' numerous practical challenges, while at the same time finishing their doctoral thesis on time. This can cause the partnership to end up as a task for senior researchers, a group with limited willingness or ability to change its work patterns. Those who finance partnerships want clear plans and anticipated results before investing – but these are often not known until considerable time and energy has already been invested in establishing the partnership. Snow (2016) therefore emphasises that partnership thinking entails changes in academic publication practices, criteria for academic development and especially possibilities to develop the form of expertise needed for successful collaboration processes.

In *Teacher Education 2025*, knowledge-based collaboration and a research basis are the central focus, and it is assumed that R&D collaboration can help strengthen both practice training and research competence at universities and university colleges. We would like to point out that both quality and relevance in research are complex issues and that different stakeholders will assess these differently. This applies particularly to the notion of relevance.

Theoretical foundation of partnerships in teacher education

According to Lillejord and Børte's (2014) research review, partnership in teacher education centres around creating a better system for knowledge sharing and development, i.e. bringing together different types of complementary expertise, knowledge perspectives and knowledge cultures, and fostering cross-pollination in productive ways in order to contribute to quality development in both teacher education and the field of practice. The goal is to create a foundation for a symmetrical dialogue among equals in order to develop a vision on professional practice and quality teacher education, as well as how to shape the education to achieve this vision. In other words, the partnership arrangement is not a goal in itself, but a means to achieve good conditions for developing a shared vision foundation and context. The organisational aspects become the means and by its very nature, the teacher education can be viewed as a large-scale research and development project.

Teacher education has traditionally entailed plans largely being developed and determined on campus on academia's terms and then presented to students and student teachers afterwards. The desired change in partnership thinking is that the terms are defined and the planning developed jointly to a greater degree than before. This means transitioning from a situation in which teacher educators on campus finalise all the 'academic' aspects (knowledge from research) and the practice schools all the 'practical' aspects (knowledge from experience) before the start of the semester to a situation in which developing the content of the education is actually a joint teacher education project that involves all stakeholders in an equal yet complementary relationship.

In short, it can be said that the knowledge base underlying the idea for a partnership in teacher education centres around:

- Achieving coherence in the education through equity and complementarity between various stakeholders (academia, field of practice and students)
- Creating good conditions for the partnership that include sufficient resources in the form of time, capacity and expertise

Individual studies of high relevance

Before outlining a model for partnerships in teacher education, we provide a small selection of individual studies that we believe are highly relevant for the model and for how partnerships can be formed.

From an international perspective, a new study by Forgasz, Heck, Williams, Ambrosetti and Willis (2018) is relevant and interesting for several reasons. The researchers use the third space concept to closely examine the physical meeting places for the parties involved in partnerships. They also use this space metaphor to analyse a) study programmes and practices, b) the complexity involved in the student teacher's development of an identity as a teacher and c) tensions in partnerships, both in terms of knowledge forms and historically produced hegemonies in education. Central to this is an open or 'unscripted' third space, which can be used through the dialogue and decision-making competence of the stakeholders to continuously develop teacher education, often in opposition or as an alternative to existing models. The study particularly examines how university teachers work together with teacher education students and mentors at partner schools and how emotional conflicts arise in students: Where does my loyalty lie? Whose interests am I serving? Who am I accountable to? The conclusion is that more research is needed on the third space from the supervisor and mentor roles. It is the student's perspective that has dominated that research, as also found in this model from Lillejord and Børte (2016).

In a more recent study, Williams, White, Forgasz and Grimmatt (2018) take a closer look at an Australian collaboration project. They began with an education policy perspective since the partnership in this case is laid down in a regulation. The central focus is on agreements and a long-term perspective. However, the study also shows how the participants come into conflict with education policy guidelines more closely linked to testing, reporting and accountability. This causes the stakeholders in the partnership to gradually become more detached and less involved. The

conclusion is that the partnership must be viewed from an education policy perspective, including a consequence analysis of how models fit into other available guidelines.

The researchers then analysed the measures implemented to improve the situation. The key link are seminars at locations away from the home ground where 'co-generative dialogues' or 'sustained and uninterrupted time together' are possible, i.e. concrete collaborative work with practice observations under the supervision of mentors from the partner schools. This is also an example of a spatial dimension of a third space, almost like a place for retreat and consolidation: "It was not a very comfortable space". The professional identities of all those involved were continuously subject to renegotiation and reassessment. It turned out that the mentors and teachers from the schools had little knowledge about teacher education programmes at universities and university colleges – and vice versa. Key emphasis was also placed on how, for example, schedules and daily routines put the partnership under considerable pressure, almost like materialised voices. The authors of the study highlighted the following learnings: 1. The stakeholders involved have very different and sometimes incompatible priorities, 2. It is absolutely imperative to have a series of physical third spaces for negotiations, consolidation and further development, which is resource-intensive (two to three days in several stages), 3. Over time, tension and fronts were reduced in favour of joint solutions, 4. The study provides evidence for how partnerships can be developed in the future.

These two studies together capture a realistic picture of partnerships and it is far from sufficient to only provide student teachers with access to a placement. They also show the necessity of being prepared for considerable tensions and different expectations, and that it is resource-intensive to get beyond this stage.

In a Norwegian context, Kari Smith (2010; 2016) in particular has analysed partnership models. Smith explores partnerships involving a multitude of stakeholders and as a long-term arrangement.

She explores three main types of partnerships:

1. With other faculties and professional fields in the university/university college sector: Here we encounter different types of knowledge in subjects, didactics, pedagogy and in more experience-based forms. Students experience it as difficult to utilise such knowledge forms when in the middle of a situation that requires insightful decisions, 'teachership'. She also mentions the obligation of all specialist communities to have a teaching perspective.
- 2). With student teachers: This requires that students have access to decision-making processes, thereby challenging power relations. Smith takes concrete action by modelling: 1) observation, b) university courses in which the curriculum is not predetermined, but developed in interaction with observation experiences, c) didactic modules with case, d) longer practice period with mentors from the school and e) experience sharing with each other and teacher educators using research literature. This type of model challenges traditions. The inspiration appears to be the Stanford model, which is also well-known in Norway!

3. With the field of practice: Smith views teacher education as a process that runs through the entire study programme, as well as in an induction phase and later on, in professional practice as a teacher. Key questions that are raised: Are they real partners? Who decides the content in practice and evaluates the students' professional practice? Tensions are common here. She also refers to Halvorsen's doctoral thesis (2014), which points out four important resources: a) intentionality (shared and common goals), b) unpredictability, but with mutual trust when faced with the unexpected, c) flexibility ("habits and rituals could be liberated in imaginary contexts that were different from the familiar context, freedom and new ideas then catalysed innovation", p. 28) and d) vitality through a combination of autonomy and integration. Smith considers this model to be outside the stakeholders' comfort zone, but necessary to enable the partnership to develop beyond a formality. It is also interesting that Smith mentions virtual worlds and games as possibilities to experience situations outside the comfort zone, as a space for experiments and alternatives. The bottom line is that partnerships are founded on a shared vision, not individuals. Historically, universities have had the final say, but this is changing.

Smith's contribution points directly towards experiences in Norway with the different forms for university schools. She finds that in a variety of ways, these models meet the many desires and needs we have in teacher education that are future-oriented, research-based and profession-oriented. A more detailed presentation of such themes and with experiences from a university school project can be found in the work of Lund and Eriksen (2016), among others.

The literature review shows that a partnership model can not only revolve around students or one set of stakeholders, but the focus must be on professional development and professional practice. In outlining a partnership model, the insights gained from this literature view form the starting point.

Model and vision for partnerships in teacher education

In order to analyse potential partnership arrangements in a Norwegian context, a joint framework is needed that is appropriate for all teacher education programmes, primary and lower secondary school teachers, kindergarten teachers, as well as vocational teachers. This framework describes the quality factors that the Council considers important in a partnership. The framework presented here highlights the Council's perspective on teacher education based on research findings and the main visions we identified in the research.

It is only appropriate to start with Darling-Hammond & Bransford's (2005) model *Preparing Teachers for a Changing World*.

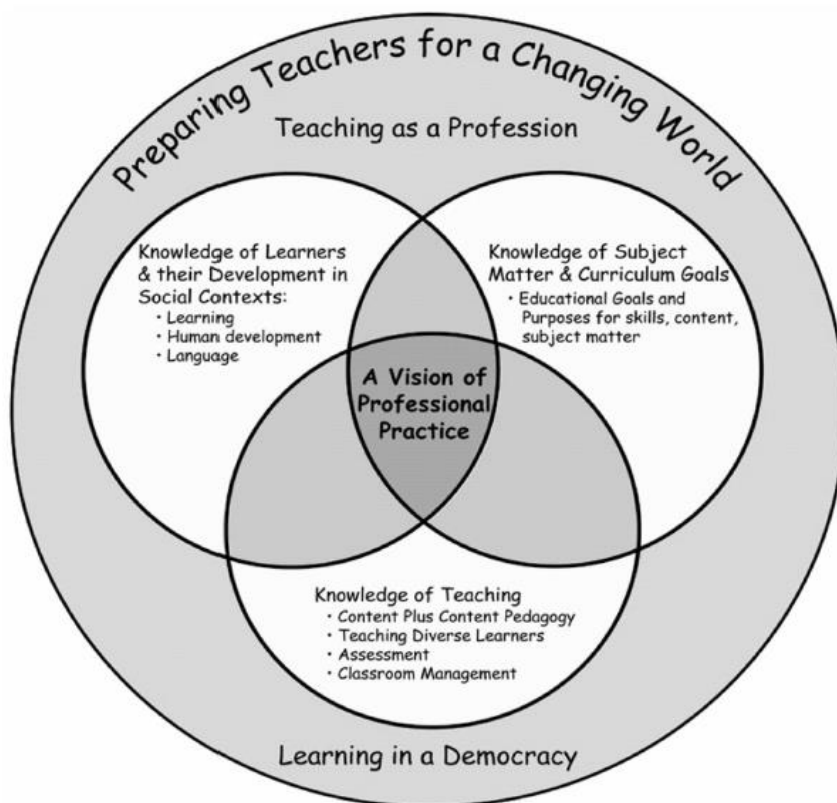


Figure 2: *Preparing Teachers for a Changing World*, Darling-Hammond & Bransford (2005)

The model is a framework for understanding teacher education and the teaching profession in view of societal needs in the 21st century. It is based on education as a central mission of the social democratisation process and emphasises a number of fundamental prerequisites for the development of good teacher education:

- Knowledge of learners and their development
- Knowledge of subject matter
- Knowledge of teacher and instruction

The centre point, or object, of the model is the dynamic development of a joint vision for good professional education practice and how it can be operationalised through teacher education activities.

We have further developed Darling-Hammon & Bransford's (2005) model as a model for partnerships in a Norwegian context. This model assumes that partnerships contribute to the attainment of the vision of professional practice in which students and the other stakeholders together form the subject.

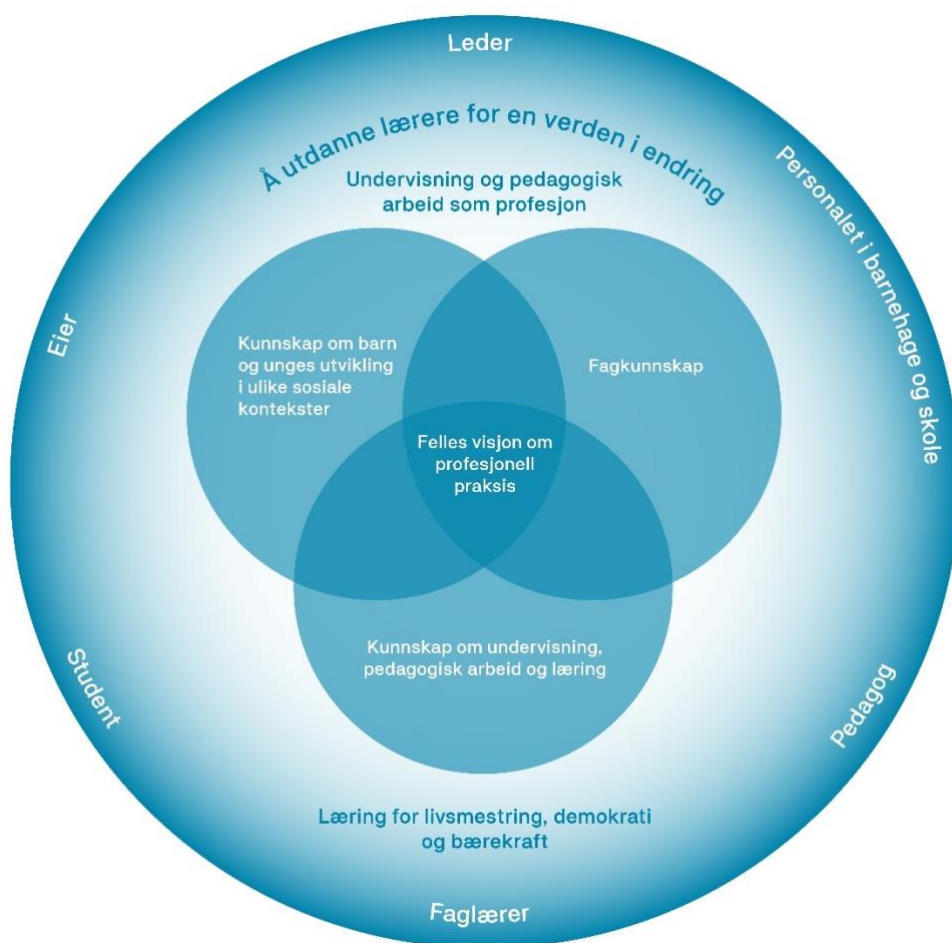


Figure 3: The Council's further development of *Preparing Teachers for a Changing World*, Darling-Hammond & Bransford (2005)

The stakeholders in a partnership comprise the outermost layer of the figure. With different and complementary approaches and competencies – and on the basis of equality – these parties contribute to developing teacher education activities. The dynamic development of a joint vision of professional practice comprises the centre point of the model, and consequently also teacher education. The goal of the activities is to help develop education and pedagogical work as a profession and establish conditions for learning life skills, democracy and sustainability by preparing teachers for a changing world. The contents of the education are structured into three main areas:

- Knowledge about the development of children and young people in different social contexts – learning, play and language
- Knowledge of subject matter – knowledge about knowledge areas, subjects and subject didactics
- Knowledge of teaching, pedagogical work and learning – contents and pedagogy, adapted instruction, assessments, teaching and pedagogical leadership

Analytical actions

In preparing this sub-report, we attempted to meet the need for knowledge about what actually takes place within the partnership framework, as well as the challenges and especially opportunities for improvement that exist. It has been important for the Council to understand how the practice at institutions relates to important qualitative factors associated with creating coherence in the educational programmes. To facilitate analysis, we have therefore developed four matrices that form the basis for the analyses of the scoping material in the report (see Appendix 2 for the matrices in their entirety). Briefly summarised, these matrices focus on the following four themes:

- a. Collaboration on study design and organisation
- b. Collaboration on student learning in different contexts
- c. Collaboration on R&D and kindergarten/school development
- d. Actual organisation of partnership in relation to the practice aspects of the study

A key aspect has been to study the roles and contributions of the stakeholders and to examine how the partnership is organised, the types of access the different stakeholders have within the organisation and how and to what degree the different types of expertise are treated equally and able to flourish within the education as complementary knowledge perspectives.

These analysis matrices reflect our ideal in terms of the type of knowledge we desire. But our analysis should also be viewed in light of what we actually found in the material available to us and the categories that emerged from this. In our analysis, we also used the matrices as the basis for assessing what kind of additional material, if any, we needed in order to gain insight into the relevant quality factors.

Ch. 6: Scoping study of partnerships between teacher educational programmes and teacher education kindergartens and schools

Introduction

As part of the description of how teacher education kindergartens and schools are currently organised, the Council conducted a comprehensive scoping study among teacher education programmes in Norway in 2019. In the survey, it was stated that the Council was interested in learning about the characteristics of partnerships that involve teacher education kindergartens/schools and/or university kindergartens/schools, and that the results would form an important part of the knowledge base for the work carried out by the Council (see Appendix 3 Invitation to survey on teacher education kindergartens/schools). The questionnaire was completed by 18 institutions, and it is the data received from these institutions that is discussed in this chapter. The scoping study deals with both existing partnerships and partnerships under establishment during the year 2019/2020. Although the study involves both schools and kindergartens, the answers show that the institutions currently have the most experience with teacher education *schools*, specifically primary and lower secondary education. These findings can be viewed in accordance with the supplementary allocation letter from the Ministry of Education and Research discussed in Chapter 4.

The scoping survey included a questionnaire consisting of 46 closed and open questions (see Appendix 4). By collecting information in this way, the Council intended to gather both quantitative and qualitative information. The respondents were also asked to upload such documents as agreement templates, agreements and announcement texts.

The information collected provides us with a basis for a descriptive presentation of the status of partnerships involving teacher education kindergartens/schools and/or university kindergartens/schools. A conscious decision was made in the inquiry to use the same terms as are used in the commissioned work, but in combination with the labels university kindergartens/schools, given that these concepts are often used in relation to partnerships. The Council chose to not define the terms in more detail in keeping with the Council's broad and explorative approach and to establish how these terms are understood in the initiatives and activities that exist.

The study was carried out using the Norwegian Directorate for Education and Training's consultation system and linked to an email sent to all 21 teacher education institutions on 29 August 2019. We initially received 12 responses and 9 survey reminders were sent before we ultimately received responses from 18 institutions.

Selection of respondents

In the invitation to participate in a scoping study (Appendix 3), the Council asked that this questionnaire be completed by those individuals in the teacher education programme who work most closely with the subject matter, such as project managers or members of network groups for leaders and coordinators of university/teacher education partnerships. However, the results show that a highly varied group of employees in higher education completed the questionnaire. The distribution of respondents is shown in Figure 4.

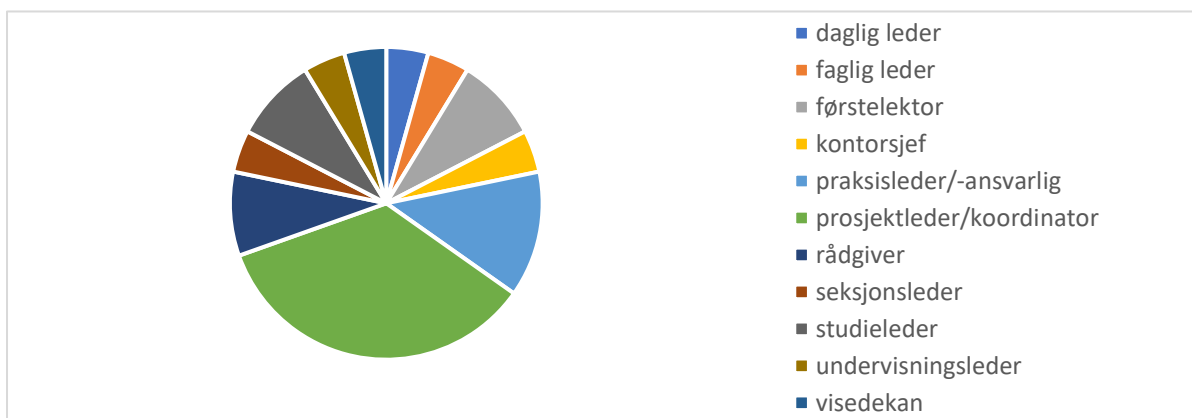


Figure 4: Distribution of respondents according to job title (N=18), with 18 respondents, but 23 different responses.

The variation in the number of job titles among the respondents is interesting and shows that there does not seem to be a specific title or role in higher education with responsibility for partnership schools and kindergartens. We find that a wide range of different roles are involved, but it seems that the majority are project managers/coordinators and practice managers.

Most of the teacher education institutions report current involvement in some form of partnership. The blue columns show which teacher education programmes the respondents stated were offered at the institution. The orange columns show how many of these currently have partnerships.

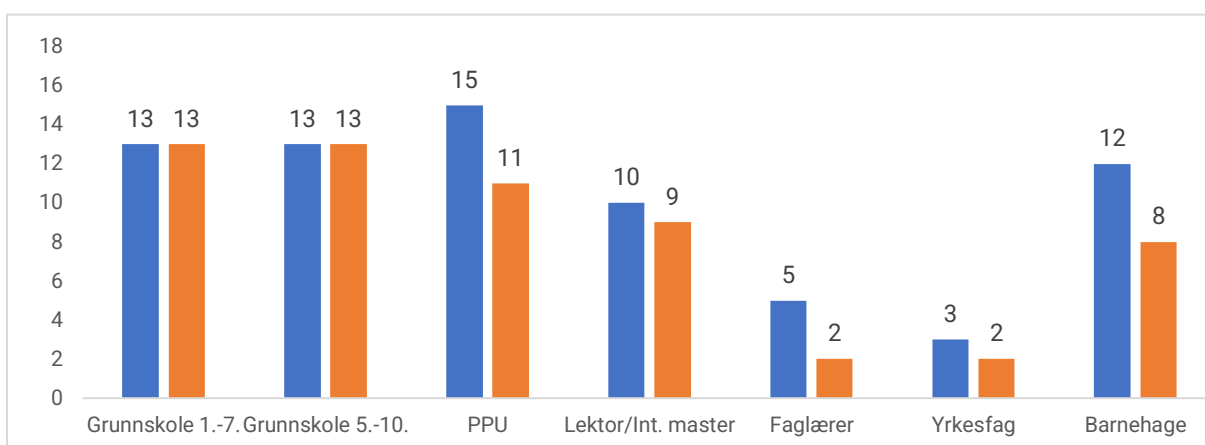


Figure 5: Number of teacher education programmes and partnerships at the institutions (N=18)

Collaboration and organisation

The scoping study examines various conditions of teacher education programmes and their partnerships. In the presentation of the study results, the Council has chosen to focus primarily on the following themes:

- Collaboration on study design and organisation
- Collaboration on student learning in different contexts
- Collaboration on R&D and kindergarten and school development
- Actual organisation of the partnership in relation to the practice aspects of the study, financing and challenges and solutions

These were chosen based on the wording of the commissioned work, which the Council feels is an important focal area given the information and knowledge available to the Council and the discussions in the meetings with the Council, as well as the analytical framework that has formed the basis for the Council's work.

A. Collaboration on study design and organisation

Collaboration on study design and organisation encompasses collaboration on vision formulation, programme and subject plans, organisation of teaching and placements, various steering groups, advice and selection, etc. in teacher education programmes.

The study shows that several types of collaboration forums have been established that involve both teacher education programmes and the field of practice, ranging from steering groups and collaboration groups to working committees. To the extent that the types of problems the various forums are intended to solve are described, these include the development and evaluation of educational options, appointment of a programme committee for an educational programme, feedback on changes to regulations, strategic cooperation on R&D and competence development. Some of the forums focus on the organisation of the partnership itself. This may entail developing criteria for selecting teacher education kindergartens and schools.

A few institutions mention which arenas apply to the owners and which apply to managers and coordinators, but this is not the case with all respondents. To the extent that specific arenas for collaboration that apply to academic staff and teachers are mentioned, these are often associated with practice training partnerships. It should also be noted that many arenas have been established that appear to apply to academic staff and teachers with a focus on R&D and kindergarten/school development, which are discussed under section C below. Around half of the institutions state that the students are represented at meeting places that appear to apply to study design and organisation. It is not known the extent to which the other half have involved students in such work or whether they simply have not specified this in the survey.

B. Collaboration on student learning in different contexts

Collaboration on student learning encompasses all student learning in the course of a study programme, both on campus and during placements. This includes practice training, instruction and collaboration training on campus, discipline subject learning, subject didactic learning, learning about

children and young people’s learning and development, learning about kindergartens and schools as an organisation, assignments on the Bachelor and Master’s level and other R&D work with a focus on student learning.

Over half the institutions write that collaboration on students’ Master’s theses or other student-related R&D work is included in the partnership. Several institutions report that 100% of student teachers are in direct contact with teacher education kindergartens/schools. It is not clear whether these actually refer to other types of partnerships. Apart from the institutions that responded 100% or did not answer the question, the remaining five institutions responded that this percentage is anywhere from 6% to 50%.

The responses to the question about which specific measures are involved in the partnership are distributed as shown in Figure 6.

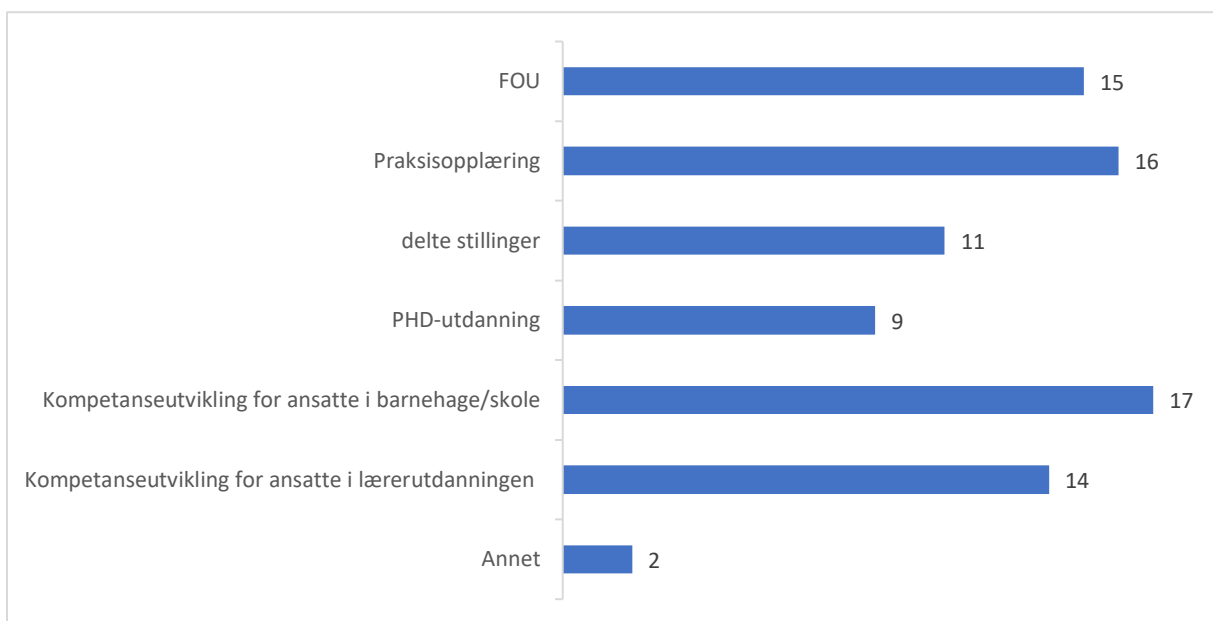


Figure 6. Partnership measures. The respondents were provided with the above alternatives and could indicate the relevant ones. (N=17)

Around half the institutions state that dual positions form part of the partnership agreement. Apart from the practice training aspects, it is mentioned more often that employees from the field of practice contribute to teaching on campus than the other way around. One institution specifies that employees from the field of practice serve as mentors and as seminar group leaders. Two institutions state that teacher education staff participate in a staff exchange at the schools. One institution mentions a combination of a dual position and doctoral education.

Nearly all the partnerships include practice training agreements. If we attempt to extract references to collaboration on student learning during the practice training itself, and not the organisation of the practice training as referred to in section d) below, only a few institutions provide a detailed description of the division of responsibilities for this. Generally speaking, the student’s role appears to vary widely, from participating in the development, planning and assessment of the practice training to having everything prepared for them in advance. One institution specifies that the field of

practice is responsible for strengthening integration between practice training and theory, while the teacher education staff is responsible for the academic content of the practice training.

C. Collaboration on R&D and kindergarten and school development

Collaboration on R&D and kindergarten and school development entails cooperation that is not directly related to student learning activities, but can still influence their learning the next time around. Examples include collaboration on prioritisation and implementation of practice-related R&D initiatives, individual kindergarten and school development projects, competence development initiatives for kindergartens and schools and competence development initiatives for teacher education staff.

With the exception of two institutions that are collaborating on practice training and competence development, R&D and/or kindergarten and school development projects are part of all partnership activities. The role of students in these aspects of R&D activities, i.e. that are not primarily related to student learning activities, is, of course, more limited.

Most of the institutions state that they collaborate on R&D, various development projects and competence development. A few institutions mention that the field of practice contributes to *identifying a need for* or *initiating* R&D projects. This kind of emphasis on the role played by the field of practice in this part of R&D activities and not only as a participant in the partnership is not found among the other institutions.

Competence development is a collaboration area found at all the institutions, including those that otherwise only collaborate on practice training. Collaboration on competence development involves different types of interaction. Some focus on collaboration to increase supervisor competence among groups of employees at a kindergarten or school, while others highlight individual measures associated with, for example, digital competence activities. The collaboration encompasses post-graduate and continuing education, as well as other development work. Several also state that they have different arenas for joint gatherings of staff in teacher education and the field of practice, while a few of the institutions refer to direct links to decentralised competence development initiatives.

Around one third state that they collaborate on doctoral education. One institution describes a combination of PhD candidate and dual position.

D. Actual organisation of partnership in relation to the practice aspects of the study

The actual organisation of the partnership in relation to the practice aspects of the study pertains to, for example, access to a kindergarten or school, presence in practice and inclusion in the kindergarten or school practice. The majority of the institutions indicate that collaboration on practice training is part of the partnership. Several attached agreements on being a practice school in addition to agreements on being a teacher education school, and some state that being a practice school is a prerequisite for eligibility to become a teacher education school. Of the agreements entered into, much of the organisation involved in these appears to apply to regular practice kindergartens and schools and not specifically to teacher education kindergartens and schools. Some

of the institutions describe a detailed division of roles between the participants beyond the administrative aspects.

Insofar as it is possible to extract aspects that apply to teacher education kindergartens and schools in particular, these refer to piloting and model testing. Although this is not common to all partnerships, the testing of new practice training models appears to be typical of several.

A few institutions also state that teacher education students and staff have access to arenas in the field of practice outside the regular practice periods, but this does not appear to be very widespread.

One institution provides a structured description of who does what, also with regard with more academic tasks associated with the organisation of the practice training. In these partnerships, there is a distinction between following up on feedback from the school, which is the responsibility of the project manager or coordinator, and following up on feedback from the school about student aptitude, which is the responsibility of the academic staff. The field of practice also has a contractual responsibility in these partnerships to ensure coherence between theory and practice.

When reference is made to the teacher educator's presence in practice, this concerns academic responsibility for the placement, responsibility for preparing a systematic evaluation and responsibility for following up on students on placement. School takeover is also mentioned by several as a collaboration area.

Funding of activities and agreements

In the scoping study, we asked about how partnership activities are financed. Some of the institutions stated where funding is obtained, while others described how it is redistributed and utilised. Those who reported on the latter state that funding largely goes to the hiring of a project manager and workload reduction of teachers for supervision purposes. Funding is also used to finance study trips or conference participation, as well as to facilitate academic work.

As regards the origin of the funds, many institutions are allocated funds from the Ministry of Education and Research for the development of partnerships (see Chapter 4). Several of these institutions report that they also finance part of their activities through means other than this funding allocation, such as from the county or municipality. Many report that they supplement this with funding from the university/university college, while others have a funding model in which teacher education schools also contribute their own funds. Four of the teacher education institutions that reported that they currently have teacher education kindergartens/schools have not received funding from the ministry. Instead, they state that the partnership is funded by the Research Council of Norway, the institution itself and/or the field of practice.

Several express concern about the sustainability of the partnership. One institution writes the following: "...an important principle is that the partnership can also be sustained if external funding is no longer available. This external funding is primarily used to initiate and strengthen new partnerships. However, we are highly dependent on external funding for such things as a project manager, since we are still in the establishment phase of the collaboration."

As part of the scoping study, we asked for access to partnership agreements where available. A review of these agreements shows that the most common starting point for an agreement is that the owners and kindergartens/schools participate in an application process initiated by a designated team at or affiliated with the teacher education programme to evaluate eligibility to participate in this type of partnership and are involved in a selection process before an agreement is entered into. The design and contents of the agreements vary in terms of partnership duration, focus of the partnership, the level on which the collaboration is specified and the subject of the agreement. Several institutions have agreement items that appear to be formulated based on the characteristics of the supplementary allocation letter from the Ministry of Education and Research.

Challenges and solutions

In the questionnaire, we asked the institutions to describe any significant challenges that have arisen in their partnership activities and how these challenges were overcome. The purpose of these questions was to gain insight into the challenges that the institutions themselves experience and the solutions they have chosen in their partnership work.

Resources

In the scoping study, several institutions report difficulties freeing up time to work on the partnership. Several institutions mention limited opportunities for the schools to prioritise partnership time beyond their regular tasks and this is often explained by limited resources. Even though the majority would like to receive more funding to make it easier to make time available for the parties involved, not everyone considers the allocated amount itself to be limiting, but rather the lack of predictability by being allocated a lump sum at the start without the promise of follow-up funding. Apart from the financial aspects, other challenges for active collaboration are structural, organisational and cultural barriers. As mentioned earlier, the kindergartens, schools and educational institutions have different mandates, in addition to different priorities, working methods and degrees of flexibility.

The teacher education institutions state that they overcome the various challenges through systematic work and by improving routines. They want to have agreements that clarify the expectations of the various parties involved. A few of the institutions presume that the schools will also contribute resources and, consequently, be more committed to the partnership. An example of this is that a few institutions announce seed funding for partnership projects that schools and researchers can apply for separately or jointly.

Institutions that report a lack of competence or capacity among school supervisors have often resolved this problem by using a few practice training supervisors repeatedly and improving replacement routines to ensure that expertise is not lost if a person quits or changes roles.

Communication challenges

The different time prioritisation at the teacher education programmes and schools is considered part of the greater challenge of the school and teacher education programme having different core tasks, which can be experienced as a challenge when it comes to working together towards a joint goal. Nearly every institution reports that communication with schools/school owners is a

challenge. The schools have different priorities and the partnership is often at the initiative of the teacher education programme/researcher. As a result, the school becomes a recipient rather than a participant in the partnership. Several institutions believe that the schools have greater challenges with freeing up capacity for the partnership and that they are often forced to prioritise other tasks. The teacher education programmes and schools also have different structures: schools prefer a broader partnership, while researchers are more interested in a more in-depth partnership.

In the partnership, the institutions attempt to overcome these challenges by facilitating different communication arenas, as mentioned above in relation to arenas that are established in partnerships. Study tours, theme days and seminars with academic discussions and strategic testing are mentioned as positive measures to improve collaboration and mutual understanding. It is also mentioned that it is important for both the teacher education programmes and schools to feel that all parties benefit from the partnership and this can be achieved if the parties are accommodating and seek mutual understanding.

Concrete projects over a limited period of time (but with possibilities for a long-term horizon) with a common goal, clear division of tasks and a communication arena seem to be the ingredients for a successful partnership. Involving the schools in the process early on, such as when developing the project, can prevent the school from becoming a passive recipient and ensure that they see the added value of devoting time and energy to the partnership.

Selection of kindergartens and schools in the partnership

We also asked the institutions how the kindergarten and schools are selected and which criteria are most important in choosing kindergartens/schools. The reason for this question is to obtain broader knowledge on such aspects as how the collaboration was initiated, the role of the owner in the work and what was most important to the institutions in entering into a partnership with teacher education kindergartens and schools.

Selection method

The methods used by teacher education institutions to select kindergartens and schools fall into four categories: announcement and application, direct request, based on past collaboration or at the recommendation of the kindergarten/school owner.

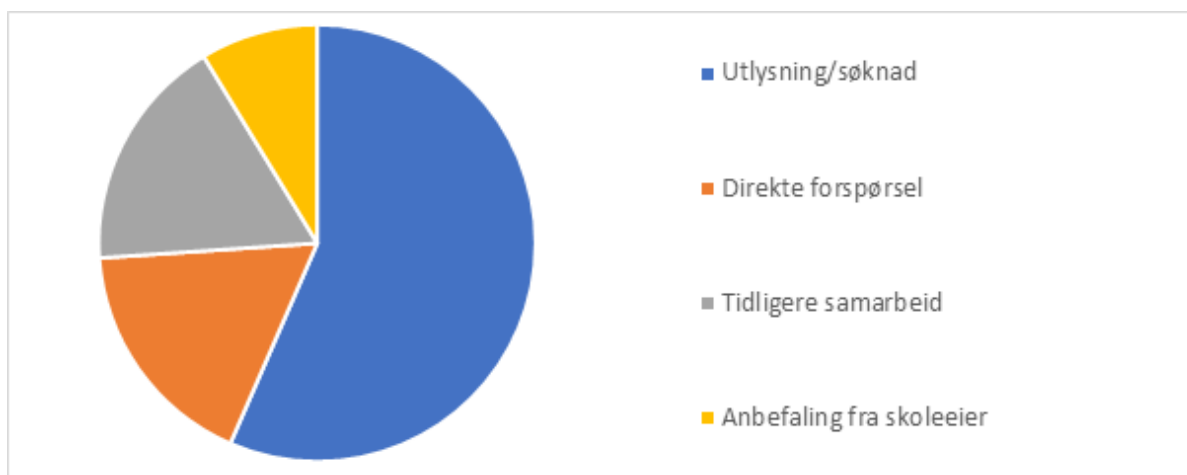


Figure 7: Distribution of methods for the selection of teacher education kindergartens and/or schools (N=17)

As shown in Figure 7, the most common selection method is for the teacher education institutions to announce the possibility to become a teacher education kindergarten/school and that the kindergarten/school can submit an application according to the criteria stated in the announcement. The percentage of institutions that use this method is actually larger in reality than shown in the diagram because most of the institutions that also use other methods do so in combination with an announcement and application form. For example, some institutions require that the school has an existing practice partnership or has had one in the past. It is interesting to note that the institutions indicate methods that appear to primarily involve direct contact with the schools and involve the municipality to a lesser degree. There is reason to question why this is so and how it affects the relationship between the teacher education institution and municipality as school owner.

Agreement terms and conditions and selection criteria

A common denominator for all teacher education institutions is that they emphasise the motivation of the kindergartens and schools and want participation in the partnership to have the full support of both staff and management. Another parallel is that the institutions presume that the schools have the necessary capacity (time, number of teachers and space) and are willing to make the changes and adaptations required by the partnership. Many state geographic proximity as an important factor. A few institutions seem to focus on the students and ask about the diversity of the student body at the kindergarten/school, such as the number of students with a minority background.

The formal qualifications of teachers and supervisors are also emphasised by all the teacher education institutions, but not all of them are equally specific in their 'order'. Some require a specific number of teachers with over 60 credits in teaching or that the supervisors have at least 30 credits in supervision. A distinct commonality is that the teacher education institutions are interested in and attract kindergartens and schools with considerable capacity. Several of the institutions write that they first and foremost want to enter into partnerships with 'pioneering schools'. This is also clear from the fact that many of the institutions are interested in schools with experience with similar partnerships in the past, with a teaching staff with a sufficient number of teachers with a Master's

degree and supervision competencies. A few also expect the school to have space for meetings and a workroom or that the school has the possibility to use its own funds for the partnership. However, several of the teacher education institutions have a different focus in their announcement and want the kindergartens or schools to inform them about their challenges and needs in the application rather than their expected contribution to the partnership.

Most of the institutions provided selection criteria in their responses without ranking the importance of the various criteria. If an institution states that it has such criteria as 'motivation' or 'competence', this may mean that they select schools that score highest in their view, i.e. are assumed to have the *highest* level of motivation and expertise. This can also be interpreted as an assessment by the teacher education programmes as to the *type* of motivation they find most important (internal/external factors, manager motivation/teacher motivation). The same applies to the criteria for formal qualifications: it is uncertain whether *variation* in the employees' qualifications or credits in certain subjects are considered more relevant for the partnership than a generally highly educated teaching staff.

The scoping study provides us with an overview of partnership status in teacher education kindergartens and schools and a good basis for understanding breadth and variations, but also for more closely examining concrete agreements and examples. In the next chapter, we take a closer look at a few select institutions in order to illustrate the findings of the scoping study.

Ch. 7: Prototypes

Introduction

As shown in Chapter 5, there is little academic literature available that summarises the actual partnership design, contents of the cooperation and how the partnership is operationalised. The scoping study conducted by the Council has provided us with new and more comprehensive information about the partnership situation in teacher education in Norway, but information on *how* the partnerships work is still lacking. The Council has therefore chosen to present a number of ‘prototypes’ of partnerships that can illustrate the aspects not found in the research literature or identified in the scoping study. We have chosen to use the word ‘prototype’ because the partnerships presented here continue to evolve. They are also concrete and existing partnerships rather than theoretical constructions. Studying existing partnerships can help us to define important questions for further discussion and the work we have been tasked to do. In this chapter, we therefore present six different prototypes of teacher education partnerships with teacher education kindergartens and schools. These prototypes were selected because they represent partnerships in different phases: some well-established and long-term, others more recent. The prototypes also show variation in how the partnership are organised and their focus. They also represent the different types of teacher education programmes, such as vocational teacher education, kindergarten teacher education and primary school teacher education.

Prototype 1: University of Oslo

Reason for this example:

The university school projects at the UiT The Arctic University of Norway and University of Oslo were one of the main areas highlighted when in 2011, ProTed, the first Norwegian centre for professional learning in teacher education, became a joint initiative involving both universities. The university school partnership has continued to develop in both Tromsø and Oslo ever since and in the interim evaluation of ProTed in 2015, was highlighted as the “jewel in ProTed’s crown” (NOKUT, 2015).

Name of teacher education institution:

University of Oslo

Main objectives of the partnership:

The objectives of the university school collaboration at the University of Oslo are to:

- Develop quality in school and higher education activities in order to strengthen student learning
- Further develop teacher education and create good models for student teacher practice
- Enhance cooperation on research and development work in schools

Focus of the partnership:

The university school partnership focuses on 1) management, development, revision and implementation of teacher education and 2) research and development work at the school.

Partnership approach:

Cooperation on management entails that the university schools are represented on the institution's board, on the programme and advisory board and on the cooperation committee for the university school partnership. Cooperation on the development and revision of teacher education entails that the university schools are represented on temporary committees established in connection with the development and revision of programme and subject plans, teacher and evaluation forms and new practice forms. This also includes the university schools serving as an arena for the development and testing of new practice forms. Cooperation on the implementation of the teacher education programme involves both collaboration on student learning on campus and during a placement at the schools. Cooperation on research and development work at the school involves both research collaboration between individual schools and the academic staff at the University of Oslo and competence development through joint R&D projects and lectures and seminars specifically for the university schools.

Structure and organisation:

The Department of Teacher Education and School Research is leading the University of Oslo's university school partnership, which comprises 18 schools in Oslo and Akershus and their school owners, during the period 2018-2022. Ten of the schools are upper secondary schools, seven are lower secondary schools and one is a grade 8-13 school. Other active partners at the University of Oslo are the faculties that are collaborating in the graduate teacher education programme. A letter of intent has been signed for the collaboration, which has been drafted and revised in consultation with representatives of the university schools and school owners.

The university school partnership dates back 10 years and has progressed from an experiment with a single university school from 2009-2011 and a pilot with 13 schools from 2011-2015 to a project with 21 schools from 2015-2018 and a permanent arrangement with 18 schools for the years 2018-2022. In the announcement for the most recent period, the request targets schools that are:

- Pioneers in academics and education
- Systematic in their approach to research and development work
- Interested in collaborating on the development of teacher education

Funding:

From 2018, the University Board at the University of Oslo decided that the Norwegian Institute for Teacher Education and School Research (ILS) would be granted around NOK 1.2 million annually for university school cooperation, which has evolved from a project to a permanent arrangement. These finance part of the position funding for the academic coordinator and administrative leader of the university school partnership, as well as joint events and seed funding. The partnership also receives some funding via ProTed in connection with the initiation of a number of teacher education development projects. University school staff who have been granted a reduced workload in order to participate in the development, revision and implementation of teacher education on campus are financed through the regular ILS budget.

Benefits for the various participants:

For the teacher education institution, the university school partnership contributes to increased understanding of the field of practice and especially to how the two arenas can collaborate in other ways than as a supplier and recipient of students, respectively. For the teacher education institution and student teachers, the university schools provide an arena for high-quality practice. The university schools are well equipped to receive students and can create a good framework for the students' competence development. They are arenas for and have staff with the right expertise to be involved in developing new forms of practice. The teacher education institution also benefits from the university school teachers' practice-related and didactic competence by including them in teaching and mentoring on campus, and they serve as sparring partners and critical friends who help make the knowledge base, instruction and assessment forms on campus more professionally relevant. For researchers at the teacher education institution, the university schools serve as an arena and collaborative partner for research and development projects that are relevant for teacher education and for the school.

For the schools, the partnership offers both prestige and the possibility to participate in projects aimed at developing the schools' R&D competence. Thanks to close contact with the teacher education institution and insight gained into the campus component of the education, the university schools benefit from the possibility to provide input on the structure, content and organisation of teacher education. This in turn gives the schools the possibility of long-term influence on the competence acquired by future teachers through teacher education. The partnership also provides career opportunities for individual teachers.

Considerations:

Experiences from the initial phase of the University of Oslo's collaboration with university schools (Hatlevik, Hunskaar & Eriksen, under publication) show the importance of satisfying the conditions for a successful partnership as identified by past research (Lillejord & Børte, 2014). These conditions pertain to pursuing symmetry in the partnership, facilitating dialogue, acknowledging that the partnership involves an exchange of services, having mutual and realistic expectations, having a specific collaborative focus and continuously developing the partnership.

The involvement of university schools in teacher education is inspired by the university hospitals, which share responsibility with the university for training doctors. Dual positions are common in medical education and many medical educators are both researchers and practitioners. But unlike in medical education, the funding that is allocated for the university school collaboration is quite modest and the arrangement relies primarily on the existing funding already available to the university and school.

A central challenge for an extended partnership that is well beyond the establishment phase and has progressed considerably in the development of the teacher education programme is how to maintain and further develop the collaboration from that point on. A possibility for the further development of the partnership is to shift the focus more towards R&D collaboration with the schools. However, this assumes that the university has academic staff who are interested in contributing to projects that coincide with the schools' interests and who see the benefits of this type of cooperation for their

own research, teaching and career development. In other words, cooperation on R&D work is possible, but demanding in terms of identifying mutual interests, motivation to participate and financing of concrete projects.

Prototype 2: UiT The Arctic University of Norway

Reason for this example:

The university school projects at the UiT The Arctic University of Norway and University of Oslo were one of the main areas highlighted when in 2011, ProTed, the first Norwegian centre for professional learning in teacher education, became a joint initiative involving both universities. The university school partnership has continued to develop in both Tromsø and Oslo ever since and in the interim evaluation of ProTed in 2015, was highlighted as the “jewel in ProTed’s crown” (NOKUT, 2015).

Name of teacher education institution:

UiT The Arctic University of Norway

Main objectives of the partnership:

The goal of the establishment of the university schools was initially (2011) twofold:

- 1) The university school project is to establish new affiliations in teacher education, both between the university, municipality of Tromsø and schools and between theory and practice.
- 2) The university schools are to contribute to increasing the quality of teacher education, and accordingly also primary and lower secondary school education.

The goals were revised following an evaluation in 2018:

- The university school project is to contribute to developing cooperation on the entire teacher education field consistent with developments in primary and lower secondary education.
- The university school project is to contribute to developing partnerships on the relationship between the school’s focal areas, R&D in teacher education and student assignments.
- The university school project is to develop sustainable structures that form the basis for a permanent operational phase after the project period (through the end of 2021).

Focus of the partnership:

The university school partnership focuses on cooperation on the development and implementation of teacher education, including the practice placement and assignments, as well as research and development work at the school.

Approach, structure and organisation:

In May 2010, UiT The Arctic University of Norway and the municipality of Tromsø entered into a partnership agreement for the development and establishment of six university schools as a model for practice design and organisation with four focal areas: 1) development of practice, 2) research & development work, 3) networking & dissemination and 4) competence development. In 2011, it was decided to continue the partnership until 31 December 2013. The agreement has now been renewed three times, with a final date of 31 December 2021.

Partnering as equals has been fundamental to its success. The Institute of Teacher Education and Pedagogy (ILP) forms the hub of the project and has special responsibility for support and

development. A coordinator was appointed for the university school project on 1 May 2011. The municipality of Tromsø initially funded 50% of salary costs. Municipal funding has been gradually adjusted and currently comprises NOK 200,000, while the university pays the remainder of salary costs for the coordinator position. The municipality of Tromsø has also awarded a grant directly to the university schools, the amount of which has varied depending on municipal finances.

The university school coordinator is responsible for the daily operation of the project, contact with the university schools and secretarial duties for the steering group. The coordinator also works closely with the practice consultant for the education programme. The coordinator is an ILP/UiT employee and the project falls under the academic oversight of the head of the institute. The head of studies for primary and secondary teacher education (GLU) 1-7 and 5-10 is the coordinator's immediate superior. To date, evaluations have emphasised the importance of the coordinator role as a connecting link, promoter and developer within the project.

The *steering group* is a dialogue forum for the collaborative partners in which fundamental decisions are made. The steering group is responsible for maintaining a strategic overview of the project and ensuring that it keeps track of the goals, tasks and progress. It is also responsible for a clear division of responsibilities between the university and municipality of Tromsø and for renegotiating relevant agreements. The steering group must also help initiate measures for obtaining project funding. Any funding received for prospective projects is allocated by the steering group.

The steering group comprises the following members:

- Dean of Humanities, Social Sciences and Education Faculty (HSL) (head)
- Head of the Institute of Teacher Education and Pedagogy (ILP)
- Head of Studies in the Institute of Teacher Education and Pedagogy (ILP), primary and secondary teacher education (GLU) 1-7 and 5-10
- Head of ProTed at UiT
- Chief Municipal Executive – Municipality of Tromsø
- Educational Advisor – Municipality of Tromsø
- Politically appointed representative of the municipality of Tromsø
- Representative of school leader forum
- Student representative
- University school coordinator

The other central collaboration forum is the school leader forum, comprised of the headmasters of all the university schools, the project manager, head of studies for primary and lower secondary teacher education, the practice consultant and the head of ProTed Tromsø. Half-day meetings are held around every other month and all innovations, development and research projects are first discussed in the school leader forum before being pursued further. Both the headmasters and participants from the university report and take up issues in the School leader Forum, which is effectively the most important forum for development in the project.

Further development:

The university school partnership started with six university schools in the municipality of Tromsø: three grades 1-7 schools, two lower secondary schools and one grades 1-10 school. After two years, the project was expanded with two additional grades 1-7 schools. Following a new application round in 2018, the number of schools was expanded to ten, with two new lower secondary schools. All of the original eight schools continued as university schools. In 2015, Alta had its first university schools, with ILP collaborating with the municipality of Alta. In Alta, there are two grades 1-7 schools and one lower secondary schools that are participating in the project. In 2016, the HSL faculty at UiT and Troms county entered into a partnership on the first university school collaboration for upper secondary schools and three schools were chosen: two in Tromsø and one in Midt-Troms. The most recent addition to this type of partnership at UiT is the university kindergarten project, which began as a collaboration between ILP and the municipality of Tromsø in 2017. Six kindergartens are participating in the project, three private and three municipalities.

All four projects at the UiT have a nearly identical structure and organisation, with a steering group in which representatives of the school/kindergarten owners are key members, together with leaders on the relevant level at UiT, and all the projects have a coordinator. The four coordinators hold regular meetings, which are also attended by ProTed Tromsø, the goal of which is experience sharing, learning and further development across the different projects.

Funding:

The allocated funding for the projects is primarily used for the coordinator positions. Various types of project funding are also available, but must be applied for separately and are intended for earmarked projects, including research projects, that result from the collaboration. The financing of the university school collaboration has changed somewhat from the inception to the current situation. At the start of the partnership in 2011, UiT and the municipality of Tromsø each financed 50% of the coordinator position, while UiT has assumed a larger role in the financing. For the collaboration with the grades 8-13 schools, financing is also shared by the participants. The same applies to the university kindergarten project, while UiT covers the part-time coordinator position for the university school project in Alta.

Benefits for the various participants:

The main objectives of the university school partnership when first initiated in 2011 revolved around collaborating on increasing the quality of teacher education, and consequently also primary and lower secondary school education. The first phase of the project focused primarily on a professionalised practice placement for students, with an emphasis on coherence and progress. In this partnership, both the teacher education institution and the schools both contributed and benefited, and the collaboration has resulted in, among other things, new forms of practice and a more systemised practice placement. The focus has gradually shifted towards a partnership that also contributes to the schools and their focal areas in which the R&D work of the students and university staff are key elements. Both the changes made to the practice placement and R&D projects have contributed to development largely taking place through interaction between equal partners and that both the staff of the university schools and the teacher education institution have gained more insight into, understanding of and respect for each other's field and competencies. The language

used, for instance, has changed and at the university schools, the practice training supervisors are called teacher educators in practice, while at the teacher education institution, they are teacher educators on campus. In the past year, three teachers from two of the university schools have held dual positions between the ILP and schools as part of a joint research projects on student assignments, the 'LAB Ted project' (*Learning, Assessment and Boundary crossing in Teacher Education*, a Finnut project in the period 2019-2022)³. This and similar projects help reduce the distance between the theory and practice field and help raise the status of teacher educators in practice.

Observations, challenges and opportunities:

Evaluations of all four projects at the UiT have shown that it takes time to get started and that the announcement and selection processes take more time than the participants often expect. They also show that it takes time to establish good structures that facilitate involvement, interaction and collective development.

A well-functioning partnership requires reciprocity, equity and trust, something that cannot be stipulated or demanded. The steering group for the university school project in Tromsø has included some of the same key leaders since its establishment in 2011, with both the chief municipal executive of the municipality of Tromsø and the dean as driving forces and contributors from the very start, and the 2019 evaluation of the steering group showed that those involved felt that good and trusting relationships have been developed through the many years of collaboration. The importance of stability in the coordinator position was also mentioned. In the school leader forum, the most operative collaborative organisation, it also turns out that those headmasters who have been members longest contribute the majority of ideas and input for innovations and development, clear evidence of the importance of long-term, stable partnerships if reciprocity and equity are to be effective in practice.

A specific area in which university school cooperation has contributed an important innovation in recent years is linking the students' Master's theses to the schools' desire and need for development work. The UiT has offered an integrated Master's programme for primary and lower secondary teachers since 2010 and in recent years, has been especially attentive to the challenges associated with having all students write professionally relevant Master's theses, which often requires collaboration with one or more schools. Schools are already under considerable pressure to support students and the school leader forum for the university school project in Tromsø has deliberated on this and the notion of a 'Master's Square'. A Master's Square is a physical meeting place where selected schools send a headmaster and two teachers to man a 'stand' and spotlight the schools' development work and what they would like for Master's students to research and write Master's theses on from their schools. This enables fourth-year students to meet schools that can inspire them and to forge relationships directly with them. The Master's Square was piloted with eight university schools in Tromsø in 2018, after which it was expanded to the entire county, with a total of 29

³ https://uit.no/nyheter/artikkel?p_document_id=602169&p_dim=88208

schools in 2019. On 9 January 2020, 25 selected schools from the entire region are scheduled to participate.

Prototype 3: OsloMet – university kindergartens

Reason for this example:

The university kindergartens example is the result and continuation of the Research Council of Norway-funded innovation project 'Teacher Education Kindergartens' (2015-2019). Partnering with university kindergartens is now part of regular operations.

Name of institution:

OsloMet – metropolitan university

Main objectives of the partnership:

The main goal is to strengthen the quality of kindergarten teacher education and practice training. This is to be achieved through a partnership of equals between the education institution and the professional field. It should also help strengthen the professional relevance of kindergarten teacher education and initiate practice-based research and development work.

Focus of the partnership:

Quality development of the Bachelor's degree programme with special emphasis on the practice placement, continuing education in supervision for practice training supervisors, as well as different forms of research and development work. Subject teachers participate in staff exchanges at the university kindergartens and agreements have been made for dual positions with the owners of the university kindergartens (20-50% position).

Partnership approach:

A partnership agreement has been entered into with ten university kindergartens with different owners and organisational forms for the period 2019-2023. The evaluation and assessment of further progress is to take place halfway through the project period.

Collaboration takes place in various arenas and in different forms, and the experiences and innovations from the *Teacher Education Kindergartens* project funded by the Research Council of Norway are implemented during all practice periods. Emphasis has been placed on the head teacher being responsible for garnishing support for the application and desire to participate among both the kindergarten owner and staff and that the kindergartens have applied to become a university kindergarten. The project primarily centres around mutual cooperation that makes sense for all those involved, namely to forge relationships and a mutual understanding of collaboration, responsibility, competence and obligations.

Structure and organisation:

Meeting places have been established at the owners and kindergartens, as well as internally at OsloMet. The following are among the measures that have been initiated:

- Kickoff with all staff from the ten kindergartens
- Seminar with head teachers and relevant coordinators, head of studies and those responsible for placement subjects
- Annual meeting between owners/head teachers and institute management
- Annual evaluation meetings between head teachers, coordinators and departmental heads

- Regular meetings between head teachers/pedagogical leaders and academic coordinators
- Meetings related to research and development projects at each organisation
- Practice seminar
- Research seminar
- Input and comments sent by email on the practice meeting schedule, agenda for meetings related to all practice periods, assignments, assessment reports and themes for theme days
- Concrete research and development project at each kindergarten
- Owner-driven network for all practice training supervisors at their own organisations.
- Arena for experience sharing among the three departments: Department of Vocational Teacher Education (YLU), Department of Primary and Secondary Teacher Education (GFU) and Department of Early Childhood Education (BLU), with colleagues from the Department of International Studies and Interpreting (IST) also attending
- OsloMet has also taken the initiative to create a national network for all teacher education kindergartens

In addition, it considers new meeting places for joint theme days(s) for the institute and practice training supervisors/head teachers from the university kindergartens, among other initiatives.

Funding:

The partnership is provisionally funded with strategy funds from both the Department of Early Childhood Education and the faculty. Funding is primarily used for a coordinator position and workload reduction for the kindergartens. The kindergartens, owners and education institution also contribute their personal time.

Benefits for the various participants:

The prototype shows that knowledge of each other's organisational forms, confidence in competencies and a joint understanding of both similarities and differences takes time to establish. A long-term, compulsory and formalised partnership coordinated on the management and system level offers the opportunity to build relationships over time.

The fact that the prototype is enshrined in *Teacher Education 2025* helps to support the work and enable experience sharing across the education institutions/organisations. A comprehensive, shared approach can counteract privatisation, input in individual matters and more random meeting places. Systematics and mutual obligation can facilitate a more in-depth approach and uphold follow-up mechanisms and the further development of the education, research and kindergarten activities.

For students, the goal is for the partnership to contribute to a more practice-based and professionally oriented education. It provides a greater connection between teaching and practice, as well as more focus on actual leadership and collaboration with the kindergarten staff.

Teacher education is to provide a more practice-based and professionally relevant education and research. This can offer researchers new possibilities for research work *with* the field of practice, new perspectives and perhaps also a new researcher role.

The owner should be able to pursue quality development in the organisation's kindergartens based on the interests of the kindergarten itself. They also have an opportunity to influence the education and consequently, contribute to ensuring that future new employees will have the competencies they desire.

Through close collaboration with the university, the kindergartens can increase their awareness of their own competencies and the necessary competencies of future kindergarten teachers. They also have the possibility to influence research themes, while further developing their own expertise. They experience being a genuine partner in kindergarten teacher education.

Considerations:

The example essentially aligns with the 2025 strategy, including initiative and implementation of a 'national partner forum'.

It has support, structures and systems for common meeting places, which can be considered a prerequisite for achieving the content-related (and cultural) changes in the implementation of practice.

OsloMet is in the process of conducting follow-up research and hopes that the results will provide an overview of benefits for all participants.

Trials and practices in the partnership with teacher education kindergartens are shared by incorporating them into all study programmes. In that respect, this is an example of embedding in the organisation on the programme level – 'results' that also contribute to changing curricula and content-related guidelines for practice training.

This example therefore shows how UB acts as a laboratory for testing new ways of working and content components in practice training.

Prototype 4: OsloMet – teacher education schools and companies in Vocational Teacher Education (YFL)

Reason for this example:

The Department of Vocational Teacher Education at OsloMet has consolidated its position as a leading academic community in vocational education in Norway with a long tradition of partnerships with the professional work force. This example is especially interesting because the first phase emphasises work and innovations/changes in structures and meeting places as prerequisites for change and sustainable arrangements.

Name of institution:

Department of Vocational Teacher Education (YLU) at OsloMet

Main objectives of the partnership:

A primary objective is to develop new infrastructure for mandatory and permanent collaboration on learning between vocational upper secondary schools and YLU/OsloMet. The partnership is intended to strengthen a comprehensive education for vocational teachers that is based on professional and practice-specific competencies.

The sub-goals centre around the development of permanent meeting places for the educational programme and field of practice with a focus on school-based supervisor training, R&D, development and implementation of post-graduate and continuing education and organisational development.

The final assessment of the project will focus on the extent to which the collaboration structures and meeting places have been developed and established, as well as their quality in relation to learning, profession-related education and research.

Focus of the partnership:

The partnership revolves around the development of a mandatory and permanent collaboration on the facilitation and organisation of learning between vocational upper secondary schools and YLU/OsloMet. A new infrastructure is being established that will ensure continuous and close, experience and research-based learning dialogue between the field of practice and OsloMet. The work therefore encompasses organisational development at both the schools and the teacher education institution.

The aim is to establish a collaborative project from 2018-2019, with implementation during the period 2020-2024.

Partnership approach:

Innovation is aimed at establishing a new infrastructure, i.e. improved organisation, structure and systematics in the collaboration between the education and field of practice.

Research in the project is focused on developing practice-based knowledge on how the collaboration between the teacher education institution, schools and companies can be organised to achieve a

comprehensive education for vocational teachers based on professional and practice-specific competencies, as well as the obstacles and opportunities faced. The project activities also include developing and testing an organisational and didactic model for collaboration between the education institution and field of practice on a more general level based on the concept of 'symbiotic learning structure', as referred to in the work of Eikeland (2012b).

Structure and organisation:

OsloMet is collaborating with Akershus county, the municipality of Oslo, as well as upper secondary schools in Akershus and Oslo. The following sub-goal is important for achieving the main objective:

The schools and OsloMet are to cooperate on planning, implementing, evaluating and further developing school-based supervisor training for both vocational teachers and core subject teachers who teach vocational subjects (minimum requirement to be a supervisor is 15 credits) according to the new frameworks⁴. Supervisor training is to be available to all teachers at the school and serve as a meeting place for teachers, practice supervisors and teacher educators from OsloMet. The education programme is to put school development, organisational learning and cooperation between upper secondary schools and teacher education programmes on the agenda and serve as a prelude and gateway to the innovation project. *Permanent meeting places* are also to be established for OsloMet and the practice supervisors at the schools and development projects on the challenges experienced are to be encouraged, also together with training companies.

2) R&D groups are to be established across the project locations under the direction of OsloMet staff. The groups are to serve as meeting places with participants from the schools, relevant companies and teacher education institution. R&D projects related to practice supervision or other key R&D areas for vocational teachers and teacher educators are to be planned, implemented and evaluated. The goal is twofold: To strengthen practice commitment and relevance in the research and to strengthen the researcher competence of the participants.

3) Permanent meeting places are to be organised for cooperation among the participants in order to a) develop post-graduate and continuing education options for vocational teachers and instructors and b) involve the schools and companies more actively in existing educational options at the teacher education institution. The goal is to strengthen professional relevance in the educational options.

4) As part of a new infrastructure, meeting places and learning structures are to be developed and established at each of the schools and at the teacher education institution, as well as locations for meetings with the participants to facilitate competence development in relation to professionally relevant vocational training education at the organisations as a whole. The meeting places are to be organised individually and jointly as learning meetings and organisational learning arenas (Argyris & Smith, 1990; Eikeland & Berg, 1997; Eikeland, 2012a). The measures are together to constitute a new

⁴ <https://www.udir.no/kvalitet-og-kompetanse/veiledning-av-nyutdannede/rammer-for-veiledning-i-barnehage-og-skoler/>

infrastructure between and within the education institution and workplaces aimed at structure facilitation for learning for all those involved.

Funding:

There is a strong emphasis on the project/partnership with the teacher education schools being part of the regular activities at OsloMet from the very start and that the project will be self-sustaining after the project period. The project has the support of institution management, but funds are not earmarked for it. OsloMet has financed school-based supervisor training for around 80 teachers at the one partnership school and wants to also provide comparable funding for the other school. Twelve researchers/teacher educators use their own R&D funding for project-related research. Project management is financed through three researchers' R&D funds. An application for funding from the Research Council of Norway has been submitted.

Benefits for the various participants:

The project will result in a *new infrastructure* for collaboration. For the field of practice, the project will offer an opportunity for the schools to develop as learning organisations, which is important for qualifying as teacher education schools. The schools' practice supervisors will acquire increased formal and actual competence and the schools will have the opportunity to strengthen the R&D competence of their staff and help create relevant post-graduate and continuing education for their teachers. The schools will also have the opportunity to contribute to improving routines and professional activities related to practice training. All this is also important for the counties, which will be involved in the continuous assessment of the project.

For the training companies, the project and new partnership structures will provide opportunities to influence the relevance of the vocational and pedagogical aspects of vocational teacher education.

For the vocational teacher education programme at OsloMet, the project will create new opportunities to increase relevance and quality through systematic and targeted cooperation with schools and companies on practice supervision, research and education. The practice schools that are not actively involved in the project will also benefit through annual sharing conferences that provide an opportunity for learning from the experiences gained along the way.

For society, professionally relevant vocational teacher education is also important because it contributes in the long term to strengthening the education of qualified vocational professionals. An organisational-theoretical, didactic model for collaboration between education institutions and the field of practice can have a significant impact on vocational and professional education in general.

Considerations:

The example denotes a project in the initial establishment phase, by which the first phase emphasises the importance of establishing the infrastructure and quality assurance of common meeting places as a prerequisite for collaboration between education and the field of practice.

The project also clarifies its knowledge base and appears to be based on organisational learning, experiential knowledge and a sociocultural view of learning. This makes the first phase an innovation

project whose goal is to establish an infrastructure for the content itself (practice training, research and development work, etc.).

Prototype 5: Western Norway University of Applied Sciences

Reason for this example:

The Western Norway University of Applied Sciences is one of the most recent university/university college institutions to invite participants to a partnership on teacher education schools/kindergartens. Its structure approximates the guidelines in *Teacher Education 2025* and promotes special economic incentives for applicants.

Name of teacher education institution:

Western Norway University of Applied Sciences

Main objectives of the partnership:

To create a better education and practice training through a better system for knowledge sharing and development between teacher education programmes and practice kindergartens/schools. The initiative pertains to the establishment of teacher education kindergartens and schools, with the kindergartens being included after the second pilot year.

Focus of the partnership:

Education quality, competence development, R&D and practice training.

Partnership approach:

A detailed set of collaboration forms has been described and budgeted, such as the position of teacher specialist, public sector PhD, dual positions, teacher education school contact at the school and adjunct positions at the university. The partnership is designed to support other government measures that help create a long-term and sustainable partnership arrangement. The main objective of stimulus funding is to build capacity.

Structure and organisation:

The university has prepared a detailed project plan that has been approved by a steering group that includes representatives of external parties (Norwegian Association of Local and Regional Authorities and the County Director of Education).

The project plan has effect and performance goals related to *Teacher Education 2025* and includes descriptions of potential designated contacts and how they are to be funded (such as dual positions).

After holding meetings in all course regions, a request to apply to become a teacher education kindergarten/school was sent to ten municipalities in the county. The municipalities were initially asked to nominate two relevant schools that meet the four main criteria in the project plan: pioneers in academics and education, a systematic approach to R&D, an interest in cooperation on teacher education development, and quality in practice supervision development. The schools were asked to document this in their application. The school selection committee comprises the university, a student representative and external representatives, such as a school owner from the Norwegian Association of Local and Regional Authorities kindergarten/primary school network.

The university primarily defines the prerequisites, but the plan is based on the notion of a mutually beneficial partnership in which the partners also contribute resources to the collaboration. The plan is also based on experiences from an ongoing project on partnership schools in the municipality of Bergen (2016-2020).

The project plan includes a plan for establishing meeting places on different levels, but these have not yet been established.

Funding:

Most of the initiatives are financed by the university, but there are also initiatives that are financed by the collaboration partners. The invitation to the ten municipalities included information on how the different initiatives would be financed. Any funding from other external sources, such as Regional and Decentralised Competence Development (DeKomp and ReKomp), are also mentioned.

After the four-year pilot period, the establishment and development of teacher education schools and kindergartens are to be scaled up to include collaboration with more primary and lower secondary schools and kindergartens and be part of a permanent arrangement and future commitment in all the university's neighbouring regions.

Benefits for the various participants:

The arrangement is under establishment and no evaluations of the initiative are available yet. The intention is for the initiative to bring about positive synergy effects for all parties involved, including a better quality of education in general and of practice training in particular. Another intention is to create good arenas for competence development and R&D, to increase the capacity for the university's practice training and to strengthen the university as a relevant provider of post-graduate and continuing education.

Considerations:

The project plan is closely related to *Teacher Education 2025* and actively uses the strategy. The strategic aims are incorporated directly and serve as performance goals. The project plan facilitates a mutually beneficial partnership of equals, but the systematics and degree of details suggest that the university largely determines the prerequisites for the partnership that it is organising. This in turn provides an impression of predictability in the partnership frameworks. The plan is intended as a dynamic document in which the participants can provide suggestions for changes along the way. However, the plan does not describe how the daily collaboration is to be operationalised.

Prototype 6: Norwegian University of Science and Technology (NTNU)

Reason for this example:

NTNU's university-school partnership (USSiT) is based on a 'few school model'. The idea is that it facilitates a very close partnership among schools, school owners and teacher education programmes, between the field of practice and theory, and in doing to, offers optimal opportunities for the development of new knowledge and contributes to the development of teaching, supervising and management practices in schools and teacher education. The university-school partnership has been in place since 2015 and extensive experience has already been gained.

Name of teacher education institution:

Norwegian University of Science and Technology (NTNU)

Main objectives of the partnership:

- Strengthen teacher education
- Strengthen research and development work in university schools
- Strengthen education research
- Partnership results are to be shared with and strengthen other schools in the region and other teacher education institutions

The university schools are to serve as a(n):

- Innovation arena for teacher education and school development
- Research arena for strong practice and relevance-oriented research
- Practice resource for teacher education programmes
- Development agent for teacher education and school development

The university schools are to be characterised by:

- A high degree of collective school-based competence and formal individual competence based on the practice teacher education programmes for university schools
- A high degree of co-created R&D activities among those involved in instruction and supervision
- School organisation with a focus on development and cooperation
- At least one PhD candidate affiliated with every university school at all times
- Combined positions between NTNU and the municipality of Trondheim/Trøndelag county
- Special responsibility for ensuring relevance and knowledge sharing with other schools in the region

History:

USSiT began as a project in 2015. The project period was initially from 2015 to 2018. This was followed by a ten-year framework agreement between the parties, i.e. NTNU, the municipality of Trondheim and Trøndelag county.

Model:

USSiT is specifically based on the university hospital model, characterised by a close interrelationship between theory and practice and cooperation on R&D. In USSiT, this has resulted in a model with

three university schools, one primary school, one lower secondary school and one upper secondary school. The goal of the model is to provide optimal opportunities for collaboration between the school, school owner and university on the development of new knowledge that can help strengthen schools and teacher education.

Cooperation on (referred to as co-created) R&D is the mainstay of USSiT. Co-creation means that genuine collaboration takes place on the entire R&D process, from the formulation of problems to publication. An R&D strategy has been prepared to safeguard the interests of all parties involved.

The goal is for ongoing co-created R&D activities in the university schools to be integrated systematically into the teacher education programmes.

Focus of the partnership:

- 1) Enhanced competence of teachers in the university schools. Completion by all teachers in the university schools of a supervision and R&D course worth 15 credits.
- 2) Appointment of PhDs (both public sector and 'regular') with a teaching background. There are currently two public sector PhDs (the third is earning the degree in October) and three who are employed by NTNU.
- 3) Combined positions. In autumn 2019, a researcher-teacher was hired in the municipality of Trondheim/NTNU and an assistant professor/teacher from the municipality of Trondheim/NTNU. Six researchers from NTNU have previously been appointed as R&D managers at the university schools.
- 4) Co-created R&D projects aimed at student learning. To date, there have been 46 different R&D projects in USSiT. This autumn, R&D funding was announced to initiate more co-created R&D projects.

Approach, structure and organisation:

The organisation of USSiT is intended to provide stability and flexibility. The strategic level comprises a steering group and coordination committee, while the operative level is project-organised through project groups.

The coordination committee consists of one management representative from the Department of Teacher Education (ILU), one representative on the management level from the municipality of Trondheim and Trøndelag county, the head of the Executive Committee for Teacher Education (FLU) at NTNU, one headmaster from the university schools in the municipality of Trondheim and one from Trøndelag county, as well as one student representative from the teacher education programmes. The ILU representative heads the coordination committee and the general manager of USSiT has secretarial duties.

The coordination committee is responsible for preparing proposals for plans of action and implementing approved plans of action. The steering group approves the plans of action.

Funding:

The partnership assumes that the three parties of NTNU, the municipality of Trondheim and Trøndelag county commit to providing sufficient funding to achieve the goals of the cooperation. The annual budget is handled by the steering group. Until other solutions become available, each university school has a university school coordinator in a part-time position of at least 0.25 FTE that is financed by the school owner. NTNU finances 100% of the position of general manager for the partnership.

Benefits for the various participants:

All participants benefit in different ways from practice-relevant and practice-based research on different levels and in various areas. The establishment of new cooperation structures, arenas and networks also affects all those involved. In terms of the individual participant group benefits, the following are worth noting:

University schools:

- Collective competence development
- Organisational development, aimed in particular at cooperation capacity and professional learning communities
- Enhanced competence among vocational teachers
- New positions

School owner:

- Model for collective competence development in the school
- University schools that can serve as a development resource in different ways and in different areas
- New positions

University:

- University schools as practice schools with a high level of competence in R&D and supervision
- University schools that can serve as a resource in different ways for more practice-relevant teacher education
- Arena for enhanced competence in vocational teacher education
- New positions

Observations, challenges and opportunities:

The example shows a university school partnership that has progressed beyond the start-up phase, but that has also chosen in its continuation to focus on collaboration with few schools. The partnership results can to some extent be measured quantitatively by the number of R&D projects, number of students on placement, number of PhDs, etc. In terms of the degree of significance for strengthening schools and teacher education, this is far less observable. This type of multipartite cooperation is complex and requires considerable resources and time.

Ch. 8: Role of kindergarten and school owners in partnership

In this report, we have described the current status of teacher education kindergarten and school initiatives based on the challenges and perspectives of the teacher education programmes. There are several reasons for this. One is that the commissioned work relates to *Teacher Education 2025*, a strategy for teacher education programmes. In addition, experience shows that considerable responsibility and initiative for establishing partnerships in general and for teacher education kindergartens and schools in particular lies with the teacher education programmes. In terms of formalities, organisation and resources, the formation of partnerships is an initiative embedded in the teacher education programmes. However, one of the main challenges described in the literature and scoping study is to achieve equity and balance in partnerships. To better understand how such challenges arise, the Council has decided to highlight elements from the reality faced by kindergarten and school owners, who want to influence how the partnerships function in reality.

Although the establishment of teacher education kindergartens/schools will require close collaboration on the operational level, the formal partner of the teacher education programme is the kindergarten and school owner. Both the Kindergarten Act and Education Act state that the owner has overarching legal responsibility for quality in kindergartens and schools.

Kindergartens

The Kindergarten Agreement of 2003 lays the foundation for a large-scale kindergarten expansion. Due to the obligation of equal financial treatment of private and public kindergartens, the government invited private organisations to help achieve the goal of full kindergarten coverage. The term *kindergarten owner* currently encompasses a highly diverse group: over half of the country's kindergartens are private and the form of ownership varies from small family-run kindergartens to large professional kindergarten chains. Size variation can be found in both private and municipal kindergartens. All kindergartens are subject to the same laws and regulations, which prescribe the requirements for kindergarten operation and content. The Kindergarten Act states that the municipality is the local kindergarten authority and is required to provide guidance and ensure that the kindergarten is operated in accordance with the applicable regulations (§8). The Kindergarten Act imposes the requirement that the kindergarten owner make the kindergarten available for practice training and that the head teacher and pedagogical leaders provide guidance to students.

In the Kindergarten Act and *Competence in the Kindergarten of the Future (Kompetanse for fremtidens barnehage)* strategy (Ministry of Education and Research, 2017c), the kindergarten owner is assigned a clear role in competence development, but partnership obligations are less clearly defined. Apart from the obligation to make the kindergarten available for practice training, development through partnerships is relatively new and barely mentioned. In White Paper No. 19 (Ministry of Education and Research, 2016) *Time for play and learning. Better content in kindergartens (Tid for lek og læring — Bedre innhold i barnehagen)*, a clear role is defined for kindergarten owners that includes responsibility for competence and quality development. It specifically states that the kindergarten owner has overarching responsibility for ensuring that the kindergarten has systems and procedures in place for systematic pedagogical work and that

staff has the competence, time and resources for this. The White Paper (section 5.3.1) points out that there is too much variation between kindergartens in terms of staff competence and it is the kindergarten owner who is required to facilitate continuous competence development for all staff members.

The preparation work for changes to the current provision of the Kindergarten Act (Prop. 33 L (2015–2016) *Changes to Kindergarten Act* (oversight, etc.) highlights the responsibilities and tasks assigned to kindergarten owners.

Kindergarten owners are responsible for the quality of kindergarten pedagogical efforts and have a corresponding right to make the decisions necessary to ensure equal kindergartens of high pedagogical quality. The kindergarten owner must ensure the everyday well-being, learning and development of each individual child, and identify and follow up on children with special needs for help and support. (p. 49)

Most municipalities have municipal kindergartens, which means that these municipalities perform a dual role as kindergarten owner and kindergarten authority. This dual role can be a challenging balancing act for these municipalities. In many municipalities, the same person performs the role of both authority and owner. The guidelines prepared by the Norwegian Directorate for Education and Training on the role of municipalities as a kindergarten authority⁵ (section 1.4) emphasise that the municipality is personally responsible for clarifying the handling of the dual role in a manner that ensures that authority tasks and owner tasks are properly maintained.

In August 2019, the Ministry of Education and Research sent out for hearing changes to the Kindergarten Act that address the need to professionalise the municipality's maintenance of tasks as a kindergarten authority. The ministry wants to introduce specific rules related to the municipality as a kindergarten authority. Reference is made to a study on the fulfilment of the role of authority.

In a survey from 2018, fewer than half of the municipalities stated that they feel they have sufficient human resources to fulfil their tasks as a kindergarten authority. Forty percent stated that the role as owner and as authority are performed by the same employee. Roughly one third of the municipalities stated that employees that perform the role as owner and as authority report to the same manager. In addition, seven percent of the municipalities indicated that head teacher(s) in kindergarten performs the municipal authority tasks. This is most common in small municipalities. (Ministry of Education and Research 2019, p. 47)

The ministry proposes that provisions be introduced that ensure that the municipality as a kindergarten authority has a sufficiently independent relationship to the municipal kindergartens. "Persons or municipal departments with direct responsibility for kindergartens that fall under the responsibility of the municipality should not perform the tasks of the municipality as a kindergarten authority." (2019, p. 49)

⁵ <https://www.udir.no/regelverk-og-tilsyn/tilsyn/barnehagemyndigheten/veileder-om-barnehagemyndighetens-virkemiddelbruk/>

In the relatively recent strategy entitled *Competencies for tomorrow's kindergartens 2018-2022*, we find that:

Having several kindergarten teachers with Master's level competence in kindergartens would contribute to the development of a knowledge-based practice that supports the intentions of the new framework plan. Master's level competence is important to developing a partnership of equals between kindergartens and education institutions. (Ministry of Education and Research 2017c, p. 7)

In the same strategy document, measures are prioritised that emphasise kindergarten-based competence development in mandatory partnerships between teacher education institutions and individual kindergartens. The strategy emphasises that all kindergartens develop their pedagogical practice through kindergarten-based competence development. It is also expected that the university and university college sector will develop new options in collaboration with regional partners and that these will meet the need of kindergartens for competence development, research and development efforts.

In evaluating the partnership between the kindergarten owner and kindergarten teacher education programme, it is important to assess the capacity challenges this can cause for kindergartens. Kindergartens are often small businesses with a staff that works directly with children during all opening hours. It will be important for kindergarten owners to ensure that partnership-related activities become a natural and integral part of their pedagogical development efforts and initiatives associated with competence development at the kindergarten.

In 2017, the working group for kindergarten teacher education carried out a study on the number of cooperation agreements and partnership kindergartens entered into between teacher education institutions and kindergarten owners. Of the 19 institutions in the study, only seven had signed partnership agreements: the study shows that 70% of the agreements are with municipal kindergarten owners and 30% with private ones. The study does not mention how many kindergartens these owners represent.

The teacher education institutions highlight close and good collaboration with the field of practice and that practice training supervisors largely consider themselves kindergarten teacher educators. The collaboration strengthens the research-based kindergarten teacher education through both research activities and professional exchanges, and several point out that partnerships result in increased quality of practice training.

The study concludes that the establishment of partnerships with kindergarten owners will strengthen profession-oriented and practice-based kindergarten teacher education programmes.

Challenges mentioned by the majority of the institutions relate to resources and funding. This coincides with the conclusions in the report by Sølvi Lillejord and Kristin Børte (2017), who write that one of the reasons that partnerships are problematic is the "highly resource-demanding" situation created by such agreements and that "not enough resources are made available for the work". (2017, p. 19). Resources also refers to governance and leadership,

the competence to establish and develop the partnership and last but not least, that all parties involved have a sense of ownership over the arrangement. (Working Group, 2017a, p. 51)

Schools

When it comes to schools, the municipality/school owner is responsible for ensuring compliance with the requirements of the Education Act and related regulations. As with kindergartens, as mentioned in Chapter 2, there are explicit legal requirements for school owners to have the relevant and necessary competence and systematic competence development, and to provide students with practice training and guidance at the school. As with kindergartens, clear expectations have not been defined for school owners in laws or regulations in relation to partnerships with teacher education institutions.

The concept of school owner was introduced in Norwegian schools in the 2000s and was first laid down in legislation during the revision of the Education Act in 2006 following the Knowledge Promotion Reform. 'School owner' encompasses both municipalities and counties, as well as the owners of independent schools and private primary and lower secondary schools approved in accordance with the Education Act (§2-12). By far the majority of Norwegian students attend public school and this will probably not change in the future. However, the Independent Schools Act gives families the possibility to choose alternative schools. There are currently around 330 schools approved according to the Act. These schools receive public funding and are subject to legal requirements in relation to content and quality. The highest accountable body in each independent school is the school board.

A study conducted by Lillejord and Børte (2017) and referenced above notes that sufficient resources, governance/leadership, competence and ownership are important factors for a well-functioning partnership. The Council's scoping study (see Chapter 6) shows, among other things, that teacher education institutions experience that the schools have the greatest challenges with freeing up time for the partnership. If the school owner does not sufficiently support the partnership, this can make it more difficult to achieve sufficient resource prioritisation, legitimacy and consequently, a good and equal partnership.

There is no clear understanding in the sector of the school owner concept itself and who exactly performs this function; council members, chief municipal education officers, educational advisors and section leaders are considered school owners in different contexts. In a formal legal sense, it is the municipal council and county council that are the school owner. Correspondingly, it is the councilman/chief municipal executive and county councillor/county chief municipal executive who act on behalf of the school owner in an administrative legal sense. But if asked who the school owner is, professionals in the field will probably state the chief municipal education officers, directors of education or municipal managers with responsibility for early childhood and education. (Paulsen, 2019, p. 14).

The report *Come closer! (Kom nærmere!)* (Langfjæran, Jøsendal and Gjøllberg Karlsen, 2009) also describes how the school owner concept is perceived differently among respondents and participants in the R&D project on succeeding as a school owner. The report concludes that the future opportunities of active school ownership lies in stronger and knowledge-generating interaction among the political school owner, the administrative level, professional groups (teachers and school leaders), students, parents and various stakeholders in the local community.

The ability of the individual school owner to develop such interaction has been the subject of considerable attention in recent years. Based on the White Paper Paper No. 31 *Quality in Education* (Ministry of Education and Research, 2008) the Norwegian established the *Guidance Corps* in 2011 following a preliminary pilot phase. The Guidance Corps was a set of guidelines provided to municipalities interested in improving their education through systematic quality development work. In 2014, more focus was directed towards school owners with special challenges in order to support them better. With the establishment of a new model for competence development in 2018, the Guidance Corps became one of the follow-up initiatives and one of three schemes in the model:

- Decentralised scheme – intended to help school owners implement their own competence development measures.
- Follow-up scheme – municipalities with poor results over time in key educational areas are offered government support and guidance.
- Innovation scheme – aimed at studying the effect of initiatives to improve quality in kindergartens and schools.

Parallel to these schemes, the Norwegian Directorate for Education and Training has developed online tools to strengthen school owners' local quality development efforts.

The Norwegian Association of Local and Regional Authorities, an interest organisation for the municipal sector, has also developed and implemented a number of measures and programmes to strengthen the role of the municipality in these efforts, such as 'The Good School Owner' ('Den gode skoleeier') and the development programme 'ABSOLUTE' (ABSOLUTT) ⁶.

White Paper No. 21 (2016-2017) *Desire to learn – early intervention and quality in schools (Lærelyst – tidlig innsats og kvalitet i skolen)* (Ministry of Education and Research, 2017a) contains several examples of government expectations of school owners, such as:

Local school authorities have overall responsibility for quality development in all their schools. Good school owners facilitate schools in working in a systematic and knowledge-based way within their own organisation in a manner that maintains the teachers' professional community. Research on school ownership shows that municipalities that succeed and achieve good results work in a manner that the government cannot bring about through regulations alone. Government authorities can facilitate, but the work must be

⁶ <https://www.ks.no/fagomrader/barn-og-unge/absolutt/>

carried out locally. Successful school owners engage in active dialogue from the classroom to the municipal council. (2017a, p. 31)

The white paper emphasises several times that the government is responsible for legal and financial framework management and through this, to facilitate good local quality development work. The relatively new belief that a partnership between schools and teacher education institutions in general and the teacher education kindergarten/school partnership design in particular contributes to increased quality for both participants *may* conflict with the intention of local freedom of action as mentioned above.

The book *Quality assessment as organisational learning. When schools and school owners develop knowledge (Kvalitetsvurdering som organisasjonsl ring. N r skole og skoleeigar utviklar kunnskap)* (Roald 2012), argues that teaching and learning activities on both the school and school owner level can be strengthened through systematic interaction patterns. This centres primarily around the development of interaction between the different levels: school, administrative school owner and political school owner. To establish knowledge-generating quality assessment activities between schools and school owners, the following fundamental requirements are highlighted: 1) a wide variety of qualitative and quantitative information, 2) the use of internal and external quality assessments and 3) the development of meeting arenas and forms that are suitable for productive quality assessment work. Roald does not mention teacher education institutions as stakeholders in this work.

Paulsen (2019, p. 17) presents a model for collaboration in numerous arenas. The model highlights key arenas and stakeholders in what Paulsen refers to as the 'pedagogical value chain'. These key 'stakeholders' are municipal politics, governance and leadership, school management, teaching practices, student learning and learning outcomes. These in turn are influenced by government politics and governance, the school environment, the professional development of school management, other interest groups and the classroom environment. In our study of partnership, the most interesting finding is that the university/university college sector and general and teacher education in particular are not mentioned in this context. It should be added here that this is not a unique example and that the education aspect is often not considered in the literature as part of local partnerships.

It therefore may seem that when the focus is on the management of school development, teacher education partnerships are not considered a key part of what is referred to here as the pedagogical value chain. Of course, this may be due to the fact that partnerships with the university/university college sector are relatively new, at any rate the formalised partnerships focusing on systematic development, both by the teacher education programme and schools. Yet there is reason to be concerned when, as we pointed out earlier in the sub-report, there has been considerable regional and local collaboration for quite some time between teacher education programmes and kindergarten and school owners.

Summary

As mentioned in Chapter 4, there are currently no specific laws or regulations stipulating partnerships between teacher education institutions and kindergarten and school owners, kindergartens or schools. The regulations that do exist in the Kindergarten Act, Education Act and that govern individual teacher education programmes pertain to basic education placements. In addition, competence development as described in the legislation is the responsibility of the owner.

As discussed in Chapters 2 and 3, extensive local cooperation takes place between teacher education programmes and owners on competence development and other collaboration areas that impact both parties in which the owners are active participants and prerequisites providers. All the same, the scoping study shows that there may be reason to examine more closely how different understandings of the school owner concept and varying capacity among kindergarten and school owners affect partnership efforts. This would be particularly relevant for the Council's work on parts two and three of the commissioned work. In the continuation of this work, we will therefore be contacting select owners, including their kindergartens and schools, in order to gain more insight into their situation than we have already acquired through the scoping study.

Ch. 9: Summarising discussion and points for further assessment

This chapter provides a summary of the literature, scoping survey and prototypes examined by the Council, resulting in an overview of the findings. The combination of materials prompts a discussion of the key elements of the findings, the challenges faced and potential success factors that characterise partnership efforts in teacher education in Norway. The summary also provides an overview of the main observations of the knowledge base that form the basis for further work to be carried out by the Council on parts two and three of the commissioned work.

Literature – long-term perspectives, practice problems and mutual benefits

The literature study conducted shows that there is limited research on different forms of partnerships, the focus and content of collaborations and how they are organised. The existing knowledge summaries reviewed by the Council show that research in the field of education primarily explores such themes as teacher education, professional development, research-placement partnerships, development of new arenas for cooperation and school takeover. But partnerships are rarely the primary focus of such research. At the same time, we are interested in research with a focus on research-placement partnerships and ‘third space’ collaboration. These partnerships feature long-term perspectives, a focus on practice problems and mutual benefits, and use targeted strategies to promote partnership and produce original analyses. An important factor in partnerships is equity between researchers and practitioners and that both partners experience that they benefit from the work. Important objectives for these partnerships include joint knowledge development in the interface of theory and practice. Challenges are associated with how such partnerships differ from traditional forms of cooperation and often involve asymmetry between researchers and practitioners.

Working in such interfaces is challenging for both researchers and practitioners because structural, organisational, financial, competence-related and cultural obstacles are often encountered. This is expressed, among other ways, in the different interests of the various stakeholders and possibilities to take part in the collaboration, which pull the teachers, school leaders, teacher educators and researchers in different directions.

Another challenge is that these types of studies primarily examine the *results* of the work, such as the results of an intervention or testing of teaching and learning methods, instead of studying the *quality* or *added value* of the partnership itself. Consequently, we have relatively considerable knowledge about what can interfere with or limit partnership efforts, but little research information on how to best organise partnership activities and what can be expected of partnerships between schools and teacher education programmes.

Scoping study – practice-based partnership with a need for predictability

The scoping study carried out by the Council shows that the majority of teacher education institutions has established partnerships with schools at present. There are fewer reports on established partnerships that involve a one-year undergraduate teacher training programme, subject teachers, vocational or kindergarten teacher education than for primary and lower secondary teacher education and other integrated Master’s degree programmes. All the same, the scoping

study shows that there are many different types of initiatives and a high level of activity aimed at developing new partnerships in the form of teacher education kindergartens and schools, as well as the continued development of good and well-established partnerships. The scoping study shows that there is a diversity of individuals in different types of positions, both administrative and academic, who head and/or work with partnerships. What this means in terms of the types of activities on which the partnerships are based as a project or placement, or both, is a relevant question. It is also common to have a project manager, which may warrant questions about the time perspective of the partnerships. Project organisation can attest to more short-term perspectives than, for example, with an established practice partnership.

A key finding of the scoping study is that the partnerships entail various forms and areas of cooperation and that practice training/studies is a particularly important arena for cooperation between academic staff and teachers. All the institutions state that the partnership includes practice training/studies and the material indicates that the teacher education school can be viewed within the context of practice schools. An example of this is that several institutions require current or past experience with being a practice school as a prerequisite for applying to become a teacher education school. These partnerships typically include piloting and model testing of ways to approach practice training/studies. In view of this, it seems only natural that students are often said to be represented in the partnerships.

Most partnerships also include R&D activities, but there are few indications of how this work is carried out or how the field of practice contributes to identifying the need for and/or initiating R&D projects. Competence development is a collaboration area for all participants in the scoping study, including teacher educators, who primarily state that they cooperate on practice training/studies. Cooperation on supervisor competence in schools and kindergartens, digital competence activities, post-graduate and continuing education, and joint sessions for employees in teacher education and the field of practice are highlighted. The fact that one third of the teacher education programmes states that they collaborate on PhD programmes also indicates that partnerships are considered by many to be good arenas for research education.

The teacher education institutions refer to different sources of funding, which reflects the types of financing sources available for partnership initiatives in teacher education. Grants from the Ministry of Education and Research are obviously an importance source of funding for primary and secondary teacher education programmes. But funding is also mentioned from sources such as schools, owners and other resources available in universities and university colleges. Some use internal strategic funding, while others have access to project funds from, for example, the Research Council of Norway. Interestingly, some teacher education programmes mention that they have established partnerships independent of grants from the Ministry of Education and Research, which may indicate significant interest in establishing partnerships in the sector. At the same time, this finding should be interpreted with care and considered within the context of how the institutions largely appear to develop partnerships that align with existing collaboration structures in practice training/studies. In general, funding appears to largely be spent on hiring a project manager, workload reduction for supervision, study trips, conference participation and facilitation of professional work.

Many respondents report challenges associated with funding issues, such as workload reduction for teachers for purposes of the partnership. This is often seen in connection with a lack of prioritisation of the partnership in schools and kindergartens due to limited access to partnership funding. Many mention a need for increased funding for this work, while others refer to a lack of predictability as regards funding access as the greatest challenge.

Another challenge mentioned is the lack of agreements that clarify the expectations of the parties in the partnership. Since the partnership efforts are primarily the initiative and responsibility of the teacher education programmes, there is a risk that the collaboration partners become recipients rather than active participants. The reason for this is that the kindergartens, schools and teacher education programmes have different core tasks, which leads to different prioritisations and is consistent with the challenges described in the research literature. The teacher education programmes point out that they attempt to overcome challenges by facilitating arenas for better communication, such as theme days and seminars. In answer to the Council's question on what the teacher education programmes believe is needed for a successful partnership, they highlight pursuing a common goal over a limited time period, having a clear division of tasks and an arena for communication. Reference is also made to involving the schools from the very start of a project as being important for a good partnership.

The partnerships are primarily initiated through announcements with application instructions. A commonality in the selection of schools is motivation to participate and that participation must have the support of school administrators. Another common feature is the expectation that the schools have the resources to participate (in the form of, for example, time, number of students and teachers, as well as rooms). Also mentioned as important is that the schools exhibit the flexibility to adapt to the needs of the partnership. A clear and recurring characteristic in the material is that the teacher education institutions desire, and often select, kindergartens and schools with high capacity and that are 'pioneering schools'. These are often schools with past partnership experience and, for example, a certain number of teachers with a Master's degree and supervision competencies. Yet there are also examples of partnerships in which the teacher education programmes focus more on the challenges and needs of the school rather than on what the schools can contribute.

Prototypes – dual objectives and varying collaboration forms and activities

The prototypes show that a common general goal for the partnerships is twofold. On the one hand, partnerships should help strengthen the practice training/studies and the quality of the education, while on the other hand, ensuring and strengthening the practice-related and practice-based perspective for relevant R&D work. Another objective is to develop and build permanent cooperation structures and meeting places. The prototypes have a varying focus in terms of how broadly or narrowly they are oriented. For example, University of Oslo partnerships with university schools have broader objectives that include the development and revision of teacher education, an arena for developing and testing new forms of practice, cooperation on student learning on campus and during placements, research collaboration between individual schools and academic staff, competence development through joint R&D projects and during seminars for the university schools. At the Western Norway University of Applied Sciences, teacher education kindergartens and teachers should help create a better education and practice training by improving systems for knowledge

sharing and development between the education programmes and the practice schools/kindergartens. This is achieved through such initiatives as teacher specialists, public PhDs, dual positions and teacher education school contacts at the school and adjunct positions. The development of more concrete methods as the goal of the partnership is seen to varying degrees. The prototype from the vocational teacher education programme at OsloMet is interesting in that it focuses on exploring and testing a new initiative to establish a new infrastructure for cooperation between the education programme and field of practice. In the same way as reported in the scoping study, the prototypes show various sources of funding and forms of organisation and support in the organisations involved. They also show varying degrees of involvement in the partnership on the school and owner level.

Partnership – on equal footing for the many or for the few?

The complete knowledge base on partnerships as viewed from our three knowledge sources, the research literature, scoping study and prototypes provides the Council with a complex picture of partnerships in teacher education that essentially point in the same direction. The material collected clearly shows that extensive efforts are being made within the area referred to in the literature as the 'third space'. It also appears that the ambition to establish arenas on the border between teacher education, kindergartens, schools and owners is important for teacher education, and that many schools and kindergartens and, to some extent, owners in Norway have teamed up. The partnerships are largely rooted in the practice training/studies and in many places, originate in this part of teacher education. But the scoping study and prototypes also show that partnerships often aim to encompass more than practice alone. The objectives are partly focused on improving practice activities through evaluations in which the field of practice is an important source of input and feedback and partly on developing R&D projects, but also for the partnership to be based on or to serve as a springboard for research activities that, for example, are funded by the Research Council of Norway.

From the perspective of the teacher education programmes, the challenges are predictability, funding for workload reduction and prioritisation of time for partnership activities in the kindergarten and school. These challenges often revolve around how common goals, interest and relevance can be developed and established among those involved in the partnership. All in all, the material suggests that there are benefits to be gained through the equity of the partners, joint decision-making and participation from the start of the partnership. It also shows that many of the activities emphasise efforts to ensure that the practice training/studies are as effective as possible and by strengthening R&D activities in teacher education. Questions that need to be asked in future work in this area are whether the perspectives of the field of practice and owners are sufficiently taken into account in the current partnership arrangements, how the balance and tension between academic knowledge and knowledge represented by the field of practice are affected and whether there may be untapped potential in a stronger emphasis on equity between partners. Another important question is how students can participate in the partnerships. These questions and assessments will be important in the Council's further evaluations and work on parts two and three of the commissioned work.

The knowledge base shows that there are different types of partnerships and that the focus of practice activities, knowledge and experience sharing, and R&D varies. This results in a diversity of types of partnerships in which the differences between them are often unclear. The partnerships integrate traditional collaboration activities in the education programmes with newer orientations towards, for example, R&D, PhD education and 'third space' activities. In a sense, this development challenges and violates the traditional dividing lines between theory and practice and between the experienced-based and research-based aspects of teacher education. Partnerships also transgress the formal, cultural and organisational structures in our educational system. In order to overcome the challenges that are pointed out in the research and by stakeholders in the sector, it is necessary to balance different needs and consider the interests and work situation of all those involved. It also entails considering the consequences of the partnership solutions – not only for students of the education programmes, but also children in kindergartens and students in the schools involved. A key question is whether teacher education kindergartens and schools are to comprise a limited number of pioneering kindergartens and schools that are available to the few or whether we are to have arrangements that are available to most?

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