



# Expanded concept of practice in teacher education programmes

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## Recommendations for ways to approach expanded practice

The Advisory Council for Teacher Education 2025 recommended that policymakers adopt an *expanded concept of practice*. The rationale for expanding the concept is the need to create stronger coherence between campus-based learning activities and practicum periods in schools or early childhood and care institutions. Expanding the concept could ensure more opportunities for student teachers to **promote student self-efficacy, judgement and professional practice** by:

- Creating a stronger connection between teaching and learning activities on campus and in kindergartens/schools based on a shared vision of professional practice in which students and other stakeholders form a partnership
- Increasing the scope of learning activities that include practising and reflecting on the student's own professional practice. This should take place both on campus and at the practice institutions
- Helping to ensure that practice in teacher education programmes encompasses all key aspects of professional practice and has clear progression

There are already numerous examples of expanded practice in Norwegian teacher education programmes. We have grouped our recommendations into three areas: 1) teaching and learning activities on campus, 2) kindergartens and schools as learning arenas and 3) policy formulation and knowledge development.

### 1. Teaching and learning activities on campus

Teaching and learning on campus can and should be more practice-relevant. The Council recommends using this arena to give students more experience and strengthen their agency as teachers. Students should be allowed to take an exploratory and actively participatory role in their own learning, also when it comes to performing the role of teacher. The action-orientated learning situations on campus should be practice-oriented and provide opportunity for reflection. Stakeholders in kindergartens and schools should therefore be actively involved in teaching and learning activities on campus.

#### How can this be achieved?

*The Ministry of Education and Research should:*

- Create incentive schemes for teacher education programmes to use the potential inherent in dual positions, part-time positions, staff exchanges and collaboration with kindergartens and schools
- Contribute financially and legally facilitate the use of content and learning resources from the field of practice on campus

*The teacher education programmes should:*

- Facilitate a broad repertoire of experience-based professional activities on campus, such as through simulations, role playing, cases, modelling and artificial intelligence tools
- Ensure that students gain sufficient knowledge of and experience with topics that

students and practitioners feel are lacking in teacher education programmes, such as differentiated instruction, parental cooperation and collaboration with the team around the child and pupil, and engage in regular dialogue with students and the field of practice to determine which topics are not receiving adequate attention

- Clarify student progression as a professional practitioner in supervision
- Involve stakeholders from kindergartens and schools in teaching and learning activities on campus
- Facilitate long-term collaboration in professional learning communities in which teacher educators on campus and in kindergartens/schools share experiences and develop practice-based expertise
- Utilise the potential of incentive schemes for dual positions, part-time positions and staff exchanges

*Kindergartens, schools and owners should:*

- Contribute to the development and implementation of learning activities on campus
- Actively contribute to professional learning communities with teacher educators on campus

*Student teachers should:*

- Seek out knowledge and play an exploratory and participatory role in their own professional development

## 2. Kindergartens and schools as learning arenas

There is significant potential for learning in practice arenas such as kindergartens and schools. The Council recommends that students gain broad experience through practice in kindergartens/schools, both during and in addition to framework plan-defined practice periods. The learning should show clear progression and reflect a wide range of teachers' everyday activities, including the kindergarten and school as an organisation and internal and cross-sectoral collaboration. The learning should be linked to course requirements and assignments on campus to ensure adequate continuity in the programme. Kindergarten and school owners should facilitate collaboration with teacher education programmes that safeguard the learning opportunities inherent in an expanded concept of practice.

### How can this be achieved?

*The Ministry of Education and Research should:*

- Give teacher education programmes the financial and legal scope to adapt the use of kindergartens and schools as practice arenas to local conditions, opportunities and needs
- Strengthen the financing of framework plan-defined practice in teacher education programmes

*The teacher education programmes should:*

- Ensure that both students and teacher educators on campus have close, committed and long-term collaborative relationships with staff at kindergartens/schools

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- Systematise collaboration with kindergartens/schools and integrate the use of practice arenas into student teacher course requirements, assignments and reflection to ensure appropriate relevance, progression and that students experience continuity

*Kindergartens, schools and owners should:*

- Make kindergartens and schools available for student learning beyond the framework plan-defined practice periods
- Include students in the professional community at kindergartens and schools
- Help develop the students' ability to cooperate with colleagues, parents and guardians, and other stakeholders

*Student teachers should:*

- Seek out and request situations that provide insight into professional practice

### 3. Policy making and knowledge development

Governance dialogues, framework plans and other framework conditions, as well as research and development work, establish the framework for teacher education development. The Council recommends using the potential of a concept of expanded practice in policymaking, governance and collaboration on teacher education. Programmes should be firmly based on research and experience. The Council therefore recommends facilitating increased knowledge development and the sharing of expanded practice. Binding partnerships should form the basis for collaboration on teacher education.

**How can this be achieved?**

*The Ministry of Education and Research should:*

- Apply an expanded understanding of the concept of practice in policy documents for teacher education programmes as a supplement to current practicum periods in kindergartens and schools
- Request a focus on expanded practice in management dialogue with universities and university colleges
- Create a research programme for expanded practice that funds research-based testing of different designs
- Support work on expanded practice in teacher education programmes, so that knowledge can be developed, shared and used by other institutions
- Encourage long-term binding partnerships and ensure a smooth transition between education and work by providing all graduates with systematic supervision by well-qualified supervisors during their first years in the profession

*The teacher education programmes should:*

- Establish long-term partnerships with kindergartens, schools and their owners, and use a broader concept of practice as the basis for collaboration on teacher education
- Launch projects and local development activities that can contribute to developing new and innovative solutions in expanded practice

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- Share results and build an international network with other teacher education institutions to learn from teacher educators in other contexts
- Use research and established partnerships with owners, kindergartens and schools to identify topics that receive too little attention and professionally relevant practices that can benefit students outside the framework plan-defined practice

*Kindergarten and school owners should:*

- Establish long-term binding partnerships with teacher education programmes, ensure structure and systematics in the collaboration and facilitate kindergartens and schools in being available for student learning activities beyond framework plan-defined practice

## Concept of *expanded practice*

Practice in teacher education programmes has often been understood and organised as a number of framework plan-defined days in a specific arena, such as a kindergarten or school. In line with *Teacher Education 2025 National Strategy for Quality and Collaboration in Teacher Education*, the Advisory Council for Teacher Education 2025 has explored potential opportunities in an expanded understanding of the concept of practice. By an *expanded* concept of practice, the Council means learning forms and arenas that often go beyond the teaching practices and learning activities that have traditionally been used in teacher education programmes.

### Why expand the concept of practice?

Student perception of the lack of practical relevance in campus-based teaching has proven to be a persistent challenge for teacher education programmes (NOKUT, 2022). Students say that the programmes are disconnected from practical knowledge (White Paper no. 19 2023–2024, p. 31). Newly qualified teachers say they feel inadequate because they lack relevant experience from their education in such areas as parent-teacher collaboration, organisational development, special needs education and leadership tasks (Finne et al., 2017). Students also want arenas where they can experiment, improvise, fail and practice dealing with the unexpected (Skotheim, Kaldahl & Johannessen, 2023). This points to a need to *expand* the concept of practice.

The purpose of an expanded concept of practice is to help promote coherence between education and future professional practice by expanding the students' experience-based repertoire. This intention is in line with the *Teacher Education 2025* strategy. The strategy points out that one of the remaining challenges is practical relevance and that "Campus-based education and practice training in the workplace have unfortunately been treated as two unconnected domains." (p. 11). An expanded concept of practice includes expanded *access* to practice arenas and expanded *use of* learning forms, so that the campus and kindergarten/school are more closely linked throughout the education process.

The intention is also to meet the societal changes in which kindergartens and schools are involved. Changing demands and increased expectations from society, as well as greater diversity among children and students, challenge the traditional teacher role. According to the strategy, students need to build better collaboration skills. They need to be professionally and emotionally prepared to face a greater variety of tasks and to collaborate with other professional groups to facilitate development and learning (White Paper no. 6 (2019–2020)). Moreover, they must be familiar with kindergarten and school as systems and social institutions.

Practice and reflection in authentic situations is important for learning. But it can also be difficult or ethically challenging to develop learning activities that take place in realistic situations, such as parent-teacher meetings, sensitive or strained relationships, or situations that require improvised decision-making or that students are given the opportunity to try again. Role playing and *technology supported simulations* can be used to supplement experiences with realistic situations in the development of competence on the part of students. Artificial intelligence (AI) can also help expand both the student repertoire and

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practice-orientated activities because it can be used to establish a safe environment in which students can experiment and learn from mistakes.

## Council's starting point

During the dialogue conference, the students expressed that they feel well prepared for key tasks in their professional role as teacher in kindergartens and schools. These tasks relate to professional expertise and professional guidance, as well as the planning and implementation of learning and development activities. But these are only a few of the tasks that (newly qualified) teachers must perform. Many of these tasks also require different forms of collaboration and participation in professional communities.

The Council therefore assumes that partnerships “will contribute to the development and implementation of the vision on professional practice in which students and other participants are the subject” (Advisory Council for Teacher Education 2025, 2020, p. 14). In preparing the partnership report (Advisory Council for Teacher Education 2025, 2020), we pointed out that ‘third spaces’ (Daza et al., 2021) can provide new opportunities for collaboration. Using dual positions, allowing the field of practice to participate in course planning and assignment development, as well as allowing teacher educators to do staff exchanges at kindergartens and schools facilitates collaboration by allowing those involved to meet and contribute in one another’s arenas. This is how experience-based and academic forms of knowledge can be linked. It also promotes coherence between the students’ education and their future professional practice.

In focusing on expanded practice, we supplement the Council's previous work on partnerships and an organisational perspective by putting *the students' perspective* more clearly in the foreground. In concrete terms, this means that through an expanded concept of practice, the Council will promote student *learning through exploration and participation* in educational programmes developed in partnership. The premise that forms the basis for launching an expanded concept of practice is research on student learning (Sawyer, 2014) and learning situations in which students learn by trying out, actively participating in and experiencing realistic (authentic) situations based on their future working life. Similarly, during their first year of professional practice, newly qualified teachers should experience that they have already successfully handled the tasks and situations they now encounter. The Council's intention is to increase the correspondence between what students encounter during their education and professional practice, i.e. the ecological validity of the programme (Säljö, 2020).

## What does expanded practice entail?

Expanded practice involves focusing on student-active forms of participation that together offer a high degree of professional relevance. The goal is for students to be *active participants* in their own education to a greater extent, not only exposed to issues and topics in the form of lectures and seminar groups. That is why the Council is focusing on an *action-orientated* concept. The concept emphasises greater agency through more realistic experiences, based on the assumption that students develop greater self-efficacy through agency (Bandura, 1977; Hong, 2010).

The concept allows for more possibilities than in the traditional implementation of compulsory

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and framework plan-defined practical training. Expanded practice means that students' practice experiences are also integrated into the content of teaching and learning activities on campus. This should not only take the form of reflection on one's own practice, but also as practical training in teaching subjects or leading educational work with children and students (Grossman, Hammerness & McDonald, 2009; McDonald, Kazemi & Kavanagh, 2013).

The Council's intention is not to formulate an exact definition (see also Blikstad-Balas, 2013) on vague concepts in educational research, but to highlight possibilities that the concept can facilitate. The expansion can include experiences with both professional pedagogical development work and professionally relevant challenges. The goal is to make the students (as newly qualified teachers) better able to address children's and pupils' backgrounds and needs and to understand the entire kindergarten/school as an organisation and diverse professional community.

Expanded practice should promote *student activities that are exploratory and professionally relevant*, therefore providing students with a broader experience base to succeed in professional practice. The expansion of the concept of practice can take place alongside the use of common teaching practices and learning activities in teacher education programmes. The goal is to also address topics that may have been underrepresented in teacher education programmes or which for practical reasons have been 'presented' to students in the form of lectures or seminars or through academic literature instead of facilitating student-active forms of learning and experience-based learning. The concept paper on examples includes detailed descriptions of original and innovative practices that can create greater coherence and totality between academic and experienced-based forms of knowledge.

An expanded concept of practice should not only be understood as a possible remedy for shortcomings in existing education. Both professional literature and contemporary debates reflect teachers who thrive in their work with children and youth, subjects, learning and teaching. This was also evident in the dialogue seminars. The role of the teacher encompasses the *design* or shaping of learning pathways and environments, as well as facilitating the development of children and youth within a wider societal perspective (Laurillard, 2012; Vestøl & Lund, 2017). Teachers' creativity, development orientation and professional expertise are key elements of an expanded concept of practice. The Council believes that promoting such dimensions can have a recruiting effect for the programmes.

## How can expanded practice be implemented in teacher education programmes?

### *Three approaches to expanding practice: form, arena and time*

The framework for expanded practice can incorporate varied forms of learning (how), the use of learning arenas (where) and time and progression in learning (when).

The *forms* of expanded practice are intended to give students a larger repertoire by allowing them to participate and reflect within context. A good example is the use of video, so that students can reflect on their own practice together with supervisors and fellow students. Videos with good examples from kindergartens/schools also help to increase the overall repertoire of the campus and practice training supervisors for modelling professional practice. Digital and other simulations, role playing and staging, micro-teaching, peer

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counselling, collective reflection linked to *cases* and *lesson study* also provide new opportunities (see Njå & Forsström, 2023). This makes it possible for learning situations to help students develop different ways to deal with challenging situations and the ability to reflect on and justify their choice of strategy.

*Arenas* refer to places where expertise can be developed. This may be on campus or in a kindergarten or school, as well as other places, such as science centres or out in nature. The arenas may also be digital, preferably combined with in-person supervision and reflection sessions. Different arenas can often be combined through mobile technology and/or teacher educators from both academia and the field of practice can gain better access to each other's arenas.

By *time* we mean that development takes place more cyclically and in the form of 'loops' (see Advisory Panel for Teacher Education, 2020), not as a linear and sequential acquisition of specific skills or competences. As students also pointed out during the dialogue conference, the 'time' dimension revolves around progression, maturation and what is developed as part of the qualification itself, as well as what is developed further during both the first year in the profession and in a long-term perspective. The professional development of teachers entails a dynamic interplay of core elements (identity, diversity, social change, technology, etc.) and is linked to different levels: personal, local, national and global. This is described in detail and illustrated in [the conceptual model](#) from *InFoTED - International Forum for Teacher Educator Development*. We also pointed out above that the volume of practice experiences can be increased by utilising transnationality (such as dual positions, staff exchanges and binding partnerships) and innovative activities, and that this does not mean expanding the number of days of mandatory practice.

## Conclusion

The Council believes that much can be gained from exploring new student activities that can take place both physically and in digital arenas. Campus-based education and practice training have a shared responsibility for this and for prioritising topics that are currently receiving too little attention. Relating to an expanded concept of practice can entail helping to develop student self-efficacy and experiences of mastery, both collectively and individually, as well as building psychological resilience (see, for example, Zhang & Lou, 2023) in students who face demanding tasks from their very first day of work (Hong, 2010). But this presumes that the professional community and 'team around the student' are activated (Ministry of Education and Research, 2019; Advisory Council for Teacher Education 2025, 2020). Challenging tasks require teamwork.

A team around students and newly qualified teachers is therefore necessary in such a context. A number of tasks have gradually added to the teaching profession (Borg, Drange, Fossestøl & Jarning, 2014). Some of these tasks have led to teachers having to deal with several professional groups (including child welfare workers, social workers, lawyers and IT specialists), which impacts their own professional practice. The team around the student therefore includes teacher educators both on campus and in the field of practice, relevant professional groups, as well as local and national policymakers. This also requires new forms of collaboration as part of expanded practice.

The Council has sought to operationalise an expanded concept of practice through this text.

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The description of the commissioned study for the Council states: "We will be focusing on how students are prepared to handle complex situations in the teaching profession." We have done this by launching and framing the concept of expanded practice, and we have linked it to the dimensions of arena, form and time to show the possibilities. Our understanding of the concept is used as an analytical lens to bridge the gap between the data material (examples from Norwegian institutions, experiences shared during dialogue conferences and research-based studies) and the recommendations that follow.

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## Examples of expanded practice from Norwegian teacher education institutions

The [Teacher Education 2025](#) strategy highlights challenges with practical relevance in teacher education programmes. In the strategy, practice relevance is defined as an orientation towards “the actual challenges that exist in kindergartens and schools” (p. 11) in such areas as collaboration between the school and home, adapted learning and assessment, interpersonal skills and leadership and organisational development. The strategy concludes that “the gap between campus and the world of work generally remains too wide” (p. 11) and defines stronger practical training and R&D collaboration as a separate focus area.

The input received during the dialogue conference organised by the Advisory Council for Teacher Education 2025 showed, among other things, that there is still a need for a stronger connection between campus-based education and practice training, learning activities on campus and at practice institutions that include practice and reflection for students and practice with clear progression and that includes all key aspects of professional practice.

To examine how *expanded practice* takes place in today’s teacher education in Norway, the Council acquired examples from ongoing projects and initiatives. This concept paper contains examples that have been collected and briefly described based on information submitted by Norwegian teacher education institutions.

The examples show that Norwegian educational institutions work with practice-related topics in several arenas (both on campus and at kindergartens/schools) at different points in the programme (from the first year of study to the Bachelor/Master’s thesis), in different forms (with different tools and in different collaborative constellations) and with different thematic orientations. The overview is primarily intended to illustrate what expanded practice can entail and should not be perceived as a systematic overview. But we hope that the examples can provide inspiration for teacher educations, both on campus and in kindergartens/schools.

## Background to the concept paper

In the publication [Partnership for Quality in Teacher Education](#), the Council discusses the need for a shared vision of professional practice that integrates knowledge of the subject matter, knowledge of child and youth development and knowledge of teaching, pedagogical work and learning. A key part of the publication is the discussion of partnerships as a tool to raise the quality of practice through collaboration on the organisation of the programme, student learning activities in different contexts, school and kindergarten development and access to the field of practice. At the same time, the publication points out that changes in teacher education can be demanding, partly because it can be difficult to apply solutions from small pilot studies to entire systems. Kindergartens and schools are institutions with a high degree of natural variation. What works well in one context is not always possible in another. *Scalability* in educational innovation is therefore a fundamental challenge (Lai et al., 2020).

In the years since the [Teacher Education 2025](#) strategy was developed, relatively significant changes have taken place in teacher education in Norway. To establish whether the problem

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description in the strategy is still relevant, the Council has chosen to investigate how teacher education programmes currently approach practice beyond the established time frames. This approach has been twofold. Firstly, the Council has commissioned an overview of international peer-reviewed research from the Knowledge Centre for Education (KCE). Secondly, the Council has collected examples of expanded practice from Norwegian institutions.

The [\*Examples of Expanded Practice in Teacher Education\*](#) (in Norwegian) from the KCE examines international research on expanded practice in relation to various topics. These include possibilities to link theoretical knowledge with practical teaching strategies, the development of student teachers' identity, self-image and ability to reflect on their own practice, holding parent-teacher meetings and ability to handle demanding classroom situations. The report is based on research from many countries, some of which have very different education systems compared to Norway. The research examined involved different methods, such as *lesson study*, micro-teaching, reflection and VR technology. Several examples involve various forms of classroom situation simulations, with practical assignments, videos or game-based tools. This suggests that much research is being conducted internationally with relevance for the *Teacher Education 2025* strategy and practice in particular. But there is also reason to believe that much innovation takes place at teacher education institutions that is not published as peer-reviewed studies.

## Principles of example selection

The Council sought to find examples of what we perceive as expanded practice in existing teacher education programmes based on self-reported data from the institutions. What the selected projects have in common is that they attempt to solve a specific problem related to practice, such as by creating a better perceived connection between campus and kindergarten/school for students.

A number of factors are important for understanding and adopting different approaches to expanded practice. The first is to reflect on whether the measure represents something genuinely new. Several initiatives may be similar to practices already established at some institutions (such as a 'school takeover'), while others may involve completely new ways of working or approaches (such as using new simulation technology to practice specific competences). In addition, what is understood as expanded practice at one institution may be perceived as more traditional practice at another. Given that our data basis has been limited and because an evaluation would involve subjective evaluations, the Council has chosen not to assess the extent to which the submitted examples represent true innovation.

Secondly, the scalability of the measure should be assessed. By this we mean an assessment of whether the measure can be utilised by other institutions with relatively little effort or whether it requires specific prerequisites. For example, some projects may require expensive technology (electronic equipment, special rooms) or specific expertise (such as expertise in conversation analysis or design-based research methods) and will therefore be difficult to scale up or apply at other institutions. Other projects may aim to develop and make available resources (such as films or websites) that are demanding to develop, but easy for others to use. In such cases, we assume that the measure is easier to scale up. Other projects require little technology or special expertise, making them very easy to scale up (such as when using everyday technology such as a computer or mobile phone).

Our compilation of examples should not be considered an evaluation or systematic mapping but is primarily intended as an illustration of the breadth of what we call expanded practice. Teacher education institutions and programmes are relatively diverse, ranging from one-year postgraduate programmes in educational theory and practice for subject teachers to three-year kindergarten teacher education and vocational teacher education to integrated five-year Master's programmes in primary and lower secondary teacher education. The purpose is therefore primarily to provide examples of different ways that expanded practice can be used as a supplement to framework plan-defined practice.

## Collection of examples

To find examples of expanded practice, the Council contacted Norwegian teacher education institutions by phone and/or email to request examples of development work or projects that go beyond framework plan-defined practice and in which students explore or practice pedagogical activities or core practices related to the teaching role. This may be practising simple activities or more extensive projects. There may be situations in which students acquire experience with the teaching role outside of regular learning. For example:

- Challenging situations such as student and/or parent-teacher meetings or following up on vulnerable children or youth
- Interdisciplinary and cross-sectoral collaboration (such as between kindergarten/school, the education and psychological counselling service or child welfare services)
- Through the development of specific competences, such as diversity competence
- Practising with video or digital tools to simulate situations from practice or using raw data from the practice training (such as video) to analyse situations
- During kindergarten and school takeovers

We received around 100 examples from 17 institutions. The examples varied widely in scope, resource utilisation and degree of available documentation, from brief descriptions of planned measures to externally funded multi-year projects.

After collecting the material, the Council reviewed everything. The review was primarily inductive. We identified examples that could develop the understanding of what expanded practice can entail. We were particularly interested in learning what it takes to implement such initiatives, the potential for further development of the examples and how easily others can adopt similar initiatives. When examples were very similar, we selected the one that best illustrated the practice.

In the list below, we present the selected examples together with a brief description of how the example illustrates expanded practice. Some of the examples involve expanded practice as part of curricular-based practice and provide added value beyond the regular period, while others take place outside the framework of compulsory practice. All in all, the list provides a comprehensive overview of a number of R&D projects that illustrate what the Council considers expanded practice.

## Examples of expanded practice

### Active professional development in a virtual world

University of Inland Norway (primary and lower secondary teacher education)

The project focuses on simulating appraisal meetings using VR technology. Students practise development conversations with pupils, teachers and parents in a virtual environment. The goal is to develop realistic cases based on *flipped classroom* principles in order to offer more work-oriented education and reduce the gap between the study programme and working life. Students have the opportunity to practice communication, social skills, initiative, problem solving and emotional awareness.

The project shows how technology can be used to practice school-home collaboration in a simulated environment, since there are few opportunities to practice skills within framework plan-defined practice. This requires access to VR technology and guidance.

### Children at the centre – from kindergarten to primary school

Østfold University College (kindergarten teacher education and primary and lower secondary teacher education)

This is a collaborative project between the kindergarten teacher programme and primary school teacher programme for grades 1-7. The goal is to increase student knowledge of each other's professions in order to, among other things, facilitate children's transition from kindergarten to school as best as possible. The project entails joint professional days and practice days in kindergarten and first grade.

This is an example of a project that promotes student experiences with working across different institutions, in this case kindergartens and schools. Achieving this requires collaboration across teacher education programmes.

### CAiTE – Conversation Analytic innovation for Teacher Education

Tine Prøitz, University of South-Eastern Norway (primary and lower secondary teacher education)

Assessment meetings in which teachers supervise, support or assess the knowledge of students are a fundamental part of the professional practice of teachers, but there are not always many opportunities to practice this in framework plan-defined practice. CAiTE (Conversation Analytic innovation for Teacher Education) aims to strengthen the quality of teacher education and improve teachers' evaluation practices by developing, evaluating and implementing a new research-based instructional method called Conversation Analytic Role-play Method (CARM), which is used in teacher education to help students practice their conversation skills. The students practice holding conversations with pupils and learn how different types of questions and body language affect the interaction between teacher and pupil. The project also uses empirical research on exams to support students in conducting locally administered oral exams.

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The project has developed videos with practical advice for conversation and verbal interaction in a professional context that can be used by all institutions. Although the development of such resources require video recordings of sensitive situations and expertise in conversational/interaction analysis, the tools can be used in different contexts.

### Didactic Digital Workshop (DDV)

University of Stavanger (kindergarten teacher education and primary and lower secondary teacher education)

The Didactic Digital Workshop is an arena where students and staff of teacher education programmes can try and explore digital tools for use in teaching. The goal is for students from UiS to start their career in kindergartens and schools with a high level of professional digital competence.

The workshop offers a wide variety of digital tools that can contribute to digital development in both adults and children. These digital tools control robots and other objects for use in play and exploration.

### Digital integration of video assessment in different arenas (DIVA)

University of Oslo (secondary school teacher, postgraduate programme in educational theory and practice for subject teachers)

The DIVA project aims to develop learning design with video-based solutions for use in learning, supervision and assessment situations in higher education. The project has launched the VIVA (Visual Vocal Application) app as a pilot project, which makes it possible to safely record video and audio in accordance with the GDPR. Students use the app to make video recordings of each other's professional practice during practice. These video recordings of authentic situations give academic staff an opportunity to provide feedback (formative assessment) on student practice and help students link the course literature to practice experiences. The recordings are also used in formal and final assessment situations (summative assessment), such as approval of the student's practice placement.

Using the DIVA app, students can record their own teaching practice as the basis for individual and collective reflection. The technology makes it possible to integrate an understanding of academic literature, on-campus reflection, professional experience and formative assessment into teacher education programmes.

### ECTE DigiTools

University of Stavanger (kindergarten teacher education)

ECTE DigiTools is a video-based digital tool focusing on the importance of the physical space for pedagogical work in kindergartens. Both the architecture and physical organisation of the space often reflects who it is intended for and the mindset and activities of the space. The simulator contextualised situations from the kindergarten with instructions, interviews with professionals from the field and professional texts.

The video-based simulator can complement other teaching on campus and give students an

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opportunity to discuss, reflect and link subject literature to the authentic situations shown in the videos.

### **EX-PED-LAB**

Western Norway University of Applied Sciences (kindergarten teacher education)

EX-PED-LAB's workshops bring together kindergarten staff, leaders and researchers – sometimes also together with artists, designers, students, children and families – to innovate pedagogical practices in kindergartens and kindergarten teacher education. They meet physically for half a day or a full day and work together in different ways on different topics. Some workshops take an academic approach, analysing and responding to the participants' prepared, such as participant observation, drawings or narratives. Other times, the approach can be practical, in which participants imagine and test out solutions. Co-creation is essential to all approaches.

The workshops serve as a forum where kindergarten teachers and leaders share experiences from their pedagogical work with students, researchers and teachers from the kindergarten teacher education programme and occasionally external expertise. This is an example of R&D activities in which researchers, students and kindergarten staff develop and conduct research together, to the benefit of both kindergartens and teacher education programmes. The method should be applicable at other institutions and in other educational contexts, but requires that enough time be set aside for workshop activities.

### **Fictional kindergarten**

UiT The Arctic University of Norway (kindergarten teacher education)

The 'fictional kindergarten' is an approach to teaching developed by the kindergarten teacher education programme at UiT's Alta campus based on an idea and collaboration with colleagues at Østfold University College. The goal is to allow students to gain experience with specific situations they may encounter in their future profession, particularly in the role of pedagogical leader. These situations are not typical teaching situations, but aspects they have to deal with as future pedagogical leaders at a kindergarten. The programme is not part of compulsory practice training and it is planned and implemented by teacher educators on campus.

The core of the programme is that four to five students make up a fictitious management team at a fictitious kindergarten. The group chooses its own professional profile, ownership, location, size, etc. The group receives weekly professional challenges in two forms: weekly tasks and so-called 'pling', acute situations that need to be solved.

This is an example of how students can practise finding effective responses to situations that arise suddenly. It provides an opportunity to practice the reality faced by a pedagogical leader at a kindergarten.

### **Introduction to profession-oriented and practice-relevant R&D work through Lesson Study**

Western Norway University of Applied Sciences (primary and lower secondary teacher education)

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The purpose of this pilot project is to create a better link between the objectives in the course syllabus and practice and to improve the progression of the practice component of the programme in order to make the practice more relevant for Master's students. The students work together with practice training supervisors from the Rubbestadneset teacher education school and subject teachers from Western Norway University of Applied Sciences by using *lesson study* as a method to achieve the objectives of the course plan for the practice.

The example shows how a closer link can be created between campus activities and practice in the teacher education programme in order to make the work on the Master's thesis more practice-oriented. Although this project is about lesson study, the example is applicable to other Master's thesis topics in all types of teacher education programmes. A prerequisite for this type of project is a partnership between schools/kindergartens, owners and universities and university colleges.

### Lydrik(k)

Norwegian University of Science and Technology (primary and lower secondary teacher education)

Lydrik(k) is a collaboration between the Department of Teacher Education at NTNU, professional artists and the Rosenborg School, where students, pupils, professional artists and teacher educators explore connections between music and poetry annually through song creation and work with song poetry and music production on campus. The pupils and students are closely supervised by professionals and performance experts, and the knowledge and experiences gained by the students in the classroom and through group work are applied directly during comparable processes involving the lower secondary school pupils.

Lydrik(k) is an example of expanded practice in the form of a collaborative project within a school context. The participants meet within a professional, high-risk and ambitious framework in which art forms both the starting point and conditions for learning. The process itself is the focus here, not the products. The participants get to experience – on the basis of equality – that language, text and meaning can always be negotiated during creative activities, also between different stakeholder groups. This is a working method that can inspire other institutions with access to similar expertise.

### Learning avatar

Oslo National Academy of the Arts (practical pedagogical education)

The subject didactics lab for students and teaching staff is organised around once a month. The goal of the initiative is to integrate a digital visualisation app into student work on developing their own teaching design. All students and teaching staff at the school are present. The content follows the practice schedule. In the lab, the students apply what they have learned in subject didactics and the focus is more on practice and the teaching role. It is also possible to prepare and practise for a future practice placement or address challenges faced in the current practice placement.

Subjects that involve a high degree of physical and bodily movement have traditionally faced challenges with the appropriate use of digital tools. In this case, students are introduced to modelling and practice using digital tools in such areas as dance, theatre, physical education

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and sports. This type of project can also be carried out in other academic environments with similar digital tools.

### **National Video Corpus with teaching examples to strengthen professional training in teacher education (NAVIKO-LU)**

Western Norway University of Applied Sciences (primary and secondary teacher education GLU)

The project aims to contribute to the national systematisation and sharing of authentic video-based teaching examples among Norwegian teacher education institutions. The project collects video examples of real-life teaching as an element of the didactic component in teacher education and in post-graduate and continuing teacher education. The systematic use of real-life video-based teaching examples can help increase the relevance of learning outcomes in the education programmes.

The example shows how teaching situations from real-life teaching activities can be used as a starting point for discussion, practice and reflection among students on campus. Selected examples from the field of practice are incorporated into learning activities on campus and link the practice training and campus-based education more closely together.

### **Practice-oriented campus education in PEL in the primary school teacher education programme**

University of Stavanger (primary and secondary teacher education GLU)

The initiative is a collaboration between teacher educators at the university and Lunde University College. The parties have jointly developed a teaching programme for first-year students of pedagogy and student knowledge (PEL).

The goal is to give students a better understanding of the link between theory and practice in teacher education and in the teaching profession. Part of the teaching component takes place at the university school, while the teaching staff read extracts from the students' syllabus and contribute practical knowledge to instruction on campus. The partnership was developed further in the autumn of 2023 with expanded collaboration with teachers from the university school, who contribute to on-campus teaching in the area of formative assessments. The on-campus teacher also has the opportunity to observe assessment work in the classroom in order to make on-campus teaching more practice-orientated and by developing relevant cases or introducing examples from practice.

This project shows how links can be created between on-campus teaching and practice training. Achieving this requires close partnerships between universities or university colleges and kindergartens or schools. This also includes partnership agreements that regulate financial compensation for the school's participation and other aspects.

### **Professional workshop**

Tine Prøitz, University of South-Eastern Norway (primary and lower secondary teacher education)

A *professional workshop* is a physical arena in primary and secondary teacher education in which students try out the role of teacher and explore profession-specific topics and ways to

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develop learning progression. The arena is also used for data collection and analysing specific teaching practices and to provide concrete examples that can be used in transforming research into teaching. Participants of the professional workshop include students, practice training supervisors, teacher educators, researchers and leaders from selected partner schools.

The professional workshop is an example of how simulation in teacher education can be used to develop students' teaching repertoire, while specific examples can be used in research to further develop content and learning activities in teacher education.

### [Rehearsing Teaching Professionally \(ReTPro\)](#)

Western Norway University of Applied Sciences (primary and lower secondary teacher education)

The ReTPro project is a partnership between teacher educators at the Western Norway University of Applied Sciences, municipalities and schools. The goal of the project is to support students' qualification for the teaching profession and development of autonomy and judgement. The dialogic teaching and pedagogical drama methods are used in the subjects of English, mathematics and Norwegian for developing judgement. Practice takes place in interaction with teacher educators from campus and the field of practice, fellow students and pupils. The training exercises are recorded on video, so that students can later reflect on and analyse them.

The goal to develop autonomy and judgement is an example of an overall goal that requires both subject didactic and pedagogical knowledge. The project shows how students prepare for the various aspects of professional practice within the framework of a cooperative partnership. This type of project would probably require considerable effort on the part of several participants to be carried out at other institutions.

### [SimFredrikstad](#)

Østfold University College (kindergarten teacher education and primary and lower secondary teacher education)

In SimFredrikstad, simulation takes place by dividing the students into smaller groups of five to ten students per group. The simulation rooms are set up based on a specific scenario from a kindergarten or school. There are usually two participants (students who are active participants) in the simulation and the other students are observers. After the simulation, a debriefing is held with the facilitator (teacher) in which the students describe what took place and analyse and reflect on the sequence of events based on learning outcomes.

This gives students the opportunity to practise situations that are difficult to facilitate in practice. In reality, kindergarten teachers often take over if students find themselves in particularly demanding situations with both children and staff.

### Simulated practice in teacher education: A new arena for professionalisation (SIMPROF)

Tine Prøitz, University of South-Eastern Norway (primary and lower secondary teacher education)

The overall goal of the SIMPROF project is to develop, strengthen and structure practical training, so that students are better prepared for working life. To achieve this goal, the project involves developing and implementing four simulated practice processes in collaboration with the field of practice. This entails innovation in both the use of technology and educational practice.

The project focuses on the following four topics:

- Adolescents' psychosocial classroom environment
- Cooperation between school and home
- Relationship building with struggling learners
- School culture and conflict management

The project is an example of a learning environment in which students are given the opportunity to practice identifying and dealing with digitally simulated school situations and dilemmas, as well as solving problems for which they are not initially well prepared. The digital resources are professionally produced and made openly available for use by others.

### Grade takeover

Østfold University College (primary and lower secondary teacher education GLU)

During the grade takeover, students of primary and lower secondary teacher education programmes take over the teaching of a grade at three primary schools and three lower secondary schools for one week. The students gain greater insight into the tasks and responsibilities of a teacher in everyday practice and have the opportunity to practise the teaching profession without the involvement of a practice training supervisor. They spend the first week together with the practice training supervisor and the final week on their own. Teachers (and school leaders) are not present. They also take over the out-of-school care facilities.

This grade takeover gives students the opportunity to deal with, experience and reflect on realistic situations in a teacher's daily professional life. The responsibility involved in being alone with pupils can develop students' sense of mastery and therefore their expectations of what it means to work as a teacher.

### Greater confidence as a kindergarten teacher after independent practice

University of Agder (kindergarten teacher education)

Third-year students of kindergarten teacher education take on the role of pedagogical leaders and take responsibility for the group of children while the staff undergoes professional development that benefits both the children and kindergarten. The goal of the takeover is to strengthen the students' leadership role and provide them with more

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professional relevance.

This is an example of how students can acquire experiences that are very similar to the everyday working environment they will encounter after graduating. During this takeover, they assume responsibility as pedagogical leaders, not only with a group of children, but also as leaders of a staff group. Carrying out a project like this requires collaboration between kindergartens/kindergarten owners and kindergarten teacher education programmes.

### **Supervision tools**

University of Oslo (secondary school teacher and postgraduate programmes in educational theory and practice for subject teachers)

The project develops new research-based tools for counselling students in practice and on campus, and counselling newly qualified teachers. It studies how the tools can strengthen the professional development of new teachers. Based on research and theory about teachers' leadership styles, skills new teachers need to master, as well as the use of video for the professional development of teachers, the project includes the development of three sets of tools:

1. Tools linked to a decision-making simulator in which students face challenging but realistic cases and make decisions that relate to different leadership styles that can be used by teachers in the classroom.
2. Tools that provide insight into student experiences related to student practice alongside student self-reporting.
3. Tools for structured use of video for systematic efforts aimed at developing teaching practices together with students, fellow students and a supervisor.

In this example, teacher educators on campus and teachers in schools developed observation and video tools that can help strengthen the ability of students and newly qualified teachers to make decisions in the classroom and reflect on their own role and learning as teachers. Participants are provided with examples of practical situations involving the use of technology and given the opportunity to practice realistic classroom situations. But using video from real-life teaching situations entails privacy considerations and access to technology with relevant video examples.

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## Student perceptions of their own teacher education

### Dialogue conference

In the spring of 2024, the Advisory Council for Teacher Education 2025 organised a dialogue conference. The goal of the conference was to expand the Council's knowledge base about what students and newly qualified teachers think they are well prepared for and what they think they should learn more about in teacher education programmes.

There were approximately 70 participants at the conference. Most were student teachers and newly qualified teachers (75 percent). The other participants were teacher educators from campuses and kindergartens/schools. Most of the students were invited through the student organisations and the graduates through the [Network for providing guidance to newly qualified teachers](#). Vocational teacher education students and teacher educators were invited through the teacher education programmes and/or Council members. The participants were sent a set of questions and explanation of what the Council means by 'expanded concept of practice' beforehand.

During the two dialogues conferences referred to here, the participants were grouped according to type of teacher education they represented. There were six to eight students and graduates and two teacher educators at each table. The following questions were asked:

- As a student or recent graduate, what do you feel you are well prepared for in terms of professional practice?
- What more can be done to ensure that students are even better prepared for their profession?

Members of the Council observed the dialogues and took notes. Our impression is that all participants were well prepared for the conversations. In processing the material, we emphasised reproducing participant statements using both direct quotes from individual participants and conversation summaries.

### As a student or recent graduate, what do you feel you are well prepared for in terms of professional practice?

The participants generally expressed a sense of being well prepared when it comes to professional expertise. They felt they were well prepared to plan and carry out their professional work at the kindergarten and teaching at the school. They expressed that they are proficient in managing groups of children/classroom management and that they feel a sense of professional confidence as a teacher. One of the graduates stated:

"I feel very confident professionally ... I believe that strong professional competence is important to being a good teacher." Another example is from integrated secondary school teacher education, where the participants that they had improved significantly, especially in terms of digital competence.

Practical experience in kindergartens and schools was emphasised as important in order to be well prepared for the profession. Several participants from kindergarten teacher education and primary and lower secondary teacher education had good experiences from kindergarten and school takeovers. Forms of practice such as observation and improvisation training, micro-teaching, feedback and concrete examples were also mentioned.

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Several mentioned that they had learned about policy documents and worked systematically with the framework plan for kindergartens and national curriculum in the school. Some also highlighted cooperation with parents and school-home communication, yet also stated that this was an area they wanted to learn more about.

Some participants had learned about kindergartens and schools as organisations, about professional collaboration and the value of working in teams and being part of a professional community in kindergartens and schools. But these were also areas that many several participants wanted to learn more about. One vocational student teacher stated: "At the first school where I had a practice placement, there were always a few teachers who talked about what was wrong with the school, but this was different at another school where I had a placement. Everyone was open, worked in a multidisciplinary way and everyone helped one another to develop."

Collaboration with practice kindergartens and schools was perceived as positive and the participants emphasised the importance of the campus-based education and field of practice working together closely. An example of this was teacher educators on campus who participate in staff exchanges in practice training and use this experience to make the programme on campus more practice-oriented. Modelling of teaching programmes was highlighted as a success where implemented and several said it was important that lecturers were good role models. A newly qualified secondary school teacher said: "Teachers who were good role models for how to be a good teacher and who gave concrete examples were particularly helpful."

Participants gave several examples of learning and teaching methods that contributed positively to preparing them for future professional practice: visits by children/students on campus, courses in game-related activities, student-active working methods, reflection sessions that contribute to better application in practice and other exploratory learning tasks in which collaboration is important. Role playing in the form of staged sessions or forum theatre and conflict resolution exercises were also mentioned.

## What more can be done to ensure that students are even better prepared for their profession?

### Kindergarten teacher education

Participants strongly agreed that collaboration between teacher educators on campus and in kindergartens should be closer. This applies particularly to the planning and implementation of practice, as well as to other aspects of the education. One participant mentioned the need for close cooperation in different types of task design in order to increase relevance: "The tasks should be linked to today's kindergartens and the challenges they face." Another suggestion was to link every student to a specific kindergarten throughout the study programme and utilise it for both framework plan-defined practice and other mandatory assignments. The intention was to provide better continuity in students' development of their role as a kindergarten teacher.

Participants called for more active forms of learning, such as relevant cases, practice in realistic situations and less traditional classroom teaching. They also called for experiences that could increase their professional confidence, including learning to observe, reflect and evaluate systematically and continuously.

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There was also a need for such things as:

- Common national standards/requirements for practice with more, longer and/or more realistic practice periods
- Better and more up-to-date practical knowledge among teacher educators on campus
- Supervision competences, relationship skills and personal suitability of practice training supervisors in kindergartens
- Practice kindergartens taking greater responsibility for the professional content of practice training and that practice periods are designed together with teacher educators in the field of practice
- Practising leadership in different situations, including managing pedagogical work in a division, managing the group of children and staff management
- Familiarity and experience with special education, including the team around the child
- Familiarity with guidance and cross-sectoral cooperation, especially child welfare cases and the responsibilities and tasks of kindergarten teachers in such cases
- Familiarity and experience with parental cooperation, including legal obligations
- Joint national systems for notification of suitability

### Primary and lower secondary teacher education

Feedback from participants on what students should be better prepared for after teacher education related primarily to how on-campus teaching can be made more relevant to the profession. The students said they felt that the quality of the framework plan-defined practice varied too much. They emphasised that they are well prepared to teach, but struggle with classes with complex challenges. The need for more collaboration in terms of the team around the student was also emphasised: “Collaboration when it comes to the team around the student is something you can never be fully prepared for. Having a team around you as a new graduate is important. It’s not easy to have difficult conversations with students and we need a system at the school that provides graduates with more colleagues around them.”

Some said they felt there was too little variation in practice, both in terms of the types of schools and in the grades. They expressed a need for practice placements with progression in content and challenges. More knowledge about the school as an organisation was also desired. Closer communication between teacher educators on campus and in practice was mentioned as a solution, such as by giving the teacher educator on campus a ‘teacher buddy’ at a practice school. This would provide easy access to a relevant practice arena for testing – a sort of staff exchange.

There was also a need for such things as:

- Specifically designed practice schools for first-year students because “many drop out because they’re scared away by the practice school/class/teacher”
- Longer practice periods and a comprehensive plan for all practice periods to ensure sufficient training and better utilisation of time in already scheduled practice periods
- Different forms of introduction to the profession after graduation, such as an ‘internship year’ or staff exchanges
- Greater variation in teaching methods, such as case-based teaching, role playing, increased use of new technology and simulations of school-home collaboration or

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- difficult conversations with children
- Better knowledge of today's schools among teacher educators on campus
- Knowledge about and experience with special education, social pedagogy and increased knowledge about difficult classrooms
- Collaboration with colleagues, as well as interdisciplinary and cross-sectoral work with the team

## Secondary school teacher education

A key issue that was highlighted was that some teacher educators on campus lack practical school experience. The participants expressed a desire for practical examples, more professional relevance and less about theoretical subjects in campus-based education. The internal organisation in some teacher education programmes means that secondary school teacher education students and theoretical students receive joint instruction. This instruction often has a theoretical focus and is not adapted to teacher education. According to the participants, there is too much variation when it comes to time allocated for practice, resources and the motivation of practice training supervisors.

The participants would also like to see better cooperation between universities and practice schools. One of the participants summarised it like this: "It's difficult to train for all types of situations, but the programme should prepare students for different situations – perhaps not what they should do, but who to contact. You can learn how to educate yourself further."

A desire was also expressed for such things as:

- Practice schools specialising in first-year students
- More practice during the first year so they can "start gaining confidence"
- National guidelines for practice
- More information about school-home collaboration and other aspects of the teaching profession, such as the role of the contact teacher and progress meetings in both the framework plan-defined practice and on-campus teaching
- More information about students' psychosocial conditions, such as how to deal with section 9 A (currently Chapter 12 of the Education Act) and cooperation with the team around the student, such as child and adolescent mental health services, the police and child welfare services
- Outline and knowledge about how to monitor student academic and social development, as well as several examples in the form of specific measures and cases
- Knowledge about and familiarity with the professional community and school as an organisation
- Competent supervisors in the transition between education and profession. One participant stated:  
"The cultural transfer during meetings with supervisors is important. This needs to take place at the start of employment."

## Vocational teacher education

The needs of vocational teacher education students differ in some areas from those of other teacher education programmes, as they are largely recruited to the teaching profession from the professional field. The participants expressed a greater need for knowledge about topics

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such as personalised learning, academic writing and reading and writing for both their students and themselves than for the subject they are teaching.

Relationship competence and classroom leadership were other topics that were desired. The same applies to competence in formal and informal student meetings, especially with students who do not achieve a satisfactory learning outcomes. The participants agreed that there is a need for more knowledge about the school as an organisation, a more comprehensive understanding of the administrative and practical aspects.

There was also a need for such things as:

- more conflict resolution training, which it was agreed can also be practised on campus
- Competent supervisors
- More relevant campus-based education with teacher educators with knowledge of today's schools by or inviting companies and teacher education schools to campus
- Case assignments, problem-solving assignments and group assignments that involve teaching in a classroom with different challenges
- More practice days and more continuous practice placements for longer periods in order to follow processes and experience progression
- Familiarity and experience with the team around the student, both on campus and in framework plan-defined practice
- Knowledge about the student's social action competences
- Knowledge about the school as an organisation and school-home cooperation; a more comprehensive understanding of the administrative and practical aspects

## A common set of challenges

In the Council's experience, the participants were generally positive about the teaching profession. They stated that they were well prepared to take responsibility for the professional and pedagogical work with groups of children and students without complex challenges. At the same time, they clearly expressed that there is potential for improvement when it comes to the professional relevance of the programmes. As the concept paper on expanding the concept of practice points out, a persistent challenge in teacher education is that what takes place on campus and in practice are not sufficiently balanced. A possible solution suggested by the participants is closer collaboration between teacher educators from the campus and practice kindergartens and schools, including practice planning and teaching and learning activities on campus. This suggestion is also supported by research, such as the CATE project from the University of Oslo (Canrinus et al., 2017; Jerset et al., 2019). Bjerke et al. (2019) propose the use of practice schools outside the framework plan-defined practice programme, which was also suggested during the dialogue conference.

Much of what was expressed by the participants indicates that the students would like to experience greater variation in teaching methods, a more comprehensive approach to practice, more work-related practice and more varied practice in terms of age and grade. An expanded concept of practice includes more extensive use of practice arenas beyond the framework plan-defined practice periods. This can provide opportunities to both incorporate more course requirements with the practice placement and to practise more skills in a professional environment. Expanded practice as referred to in the concept paper also

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includes more student-active forms of learning on campus. This can contribute to greater variation in teaching. A third dimension encompassed by the term is progression.

Progression, both in terms of content and a gradual increase in the level of difficulty during the practice periods, is perceived to be inadequate and without much structure.

In the Council's view, increased attention to progression can contribute to more professional practice experiences if linked to systematic collaboration with kindergartens and schools. This can also help students experience teacher education as more meaningful, especially if it facilitates supervision that makes students more aware of their own progression: what they have mastered, what they need to master in the future and how they can develop further.

Expectations of the teaching role have changed in recent years. The need for more internal cooperation and better coordination between different municipal services has been highlighted in several contexts, including in White Paper no. 6 (2019–2020). Participants from all four teacher education programmes express a need for more knowledge about special and social pedagogical topics, as well as experience with cross-sectoral collaboration with the team around the child and student. They also express a need for activities related to collaboration in the professional community. The fact that some topics receive too little attention in teacher education is also supported by research (see the concept paper). Regular dialogue with students and the field of practice can help to identify such underrepresented topics.

The report from the STEP project from 2022 shows similar results to those experienced by the Council during the dialogue conference when it comes to topics that receive too little attention. The report states that "According to students, specialisation in subjects has prepared them well to teach the relevant school subjects, although many would like greater emphasis on subject didactics in teaching. What worries them is what they perceive as competences they expect to need when teaching, but which they believe are insufficiently covered in the study programme they are about to finish" (Olsen et al., 2022, p. 22).

The participants feel that supervisors play a decisive role in the development of professional identity and belonging within the professional community. Supervision is perceived to be just as relevant in the transition between education and career.

All in all, the dialogue conference provided valuable insights into participant experiences with teacher education. The student perspective forms an important part of the source data for the Council's recommendations on expanded practice.

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## From data to recommendations – the Council's approach to the commissioned study

The recommendations from the Advisory Council for Teacher Education 2025 are based on three sources of knowledge and data, as well as a text designed to establish a framework for the concept of *expanded practice*. The three knowledge sources are comprised of different types of data:

1. Data material in the form of examples. These are reported by the institutions, sometimes with links to websites or with attachments, and therefore constitute a set of *self-reporting and document data*. Of the approximately 100 examples in the total data set, an appropriate selection has been made to ensure relevance and breadth.
2. Data material in the form of notes from dialogue seminars with student teachers and some teacher educators and newly qualified teachers at the start of their careers. This is data that reflects the participants' own expectations, impressions and experiences, i.e. perception data. The concept paper is a narrative accumulation and interpretation of the numerous participants of the seminar and is not intended as a comprehensive representation.
3. Data material in the form of a [literature review](#) (41 studies) conducted by the Knowledge Centre for Education (KCE). The literature review is a thematic categorisation of peer-reviewed international studies relevant to the Council's commissioned study.

The first two sources provide *primary data* for the recommendations. This is new data that has been collected and analysed by the Council for a specific purpose. KCE's overview is *secondary data*. This means that this material is collected by others than the Council. Secondary data provides a framework for the recommendations in a larger and to some extent international context, but none of the recommendations originate directly from the secondary data. KCE's report is not a quality assessment of the research in question, but indicates how the practice dimension of teacher education programmes can be expressed in different ways.

In addition to utilising the three knowledge sources and data types, the Council has also developed a concept paper on expanded practice. Since the concept has not been developed or defined based on research or theory, the Council has aimed to approach it through the dimensions of *arena, form* and *time*. We have also taken an inductive approach by linking the concept to the overall data set in order to exemplify it and suggest how it can be used practically. The paper is also rooted the Council's commissioned study, previous work with both [partnerships](#) and [Bachelor's and Master's theses](#), as well as a number of theoretical concepts that we believe have explanatory power (such as third space and transnationality). Consequently, the concept paper can be considered from both a learning perspective and a student-active perspective, and can serve as a theoretical lens for analysing the expansion of practice and ability to provide substantiated recommendations.

When dealing with different types of empirical data, analytical categories are often created. For example, the descriptions obtained from the institutions (1) are categorised based on an organisational perspective (such as scalability/recontextualisation, innovation). Data from the dialogue seminar (2) can be categorised based on a competence and student perspective (such as the type of education, needs and sense of mastery). KCE's report is divided into

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topics (such as simulations and collaboration).

From a metaphorical point of view, we can view the phenomenon of expanded practice as a prism. When we illuminate the prism (phenomenon), the light (our data and knowledge sources) is refracted so that we better understand the composition of the phenomenon. But we have also endeavoured to maintain a consistent approach by using the concept paper's definition of expanded practice as our starting point. The numerous categories have been used analytically in the interpretation of the data, but are not automatically reflected in the recommendations. These could have been grouped differently (such as by topic), but are included in the final structure of the recommendations chosen by the Council: arenas and associated measures from different stakeholders/institutions.

The Council's work on expanded practices can also be illustrated more sequentially. This type of illustration would be more causal than the more exploratory approach taken by the Council in which we repeatedly alternated between recommendations and data. But the illustration (below) is intended to show how we attempted to create internal coherence and logic between the strategy of [Teacher Education 2025](#), the commissioned study on practice and the final product in the form of recommendations.

