



UNIVERSITY OF
CAMBRIDGE

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How does university-school partnership build social capital in teacher education?



Overview of the Presentation

What are
the key
issues?

Case Study One:
ITE in School –
University
Partnerships

Case Study Two:
Teacher Education
Reform in
Kazakhstan

Key
Principles

Questions

Start

1.30

2.15

End

Current UK Policy Debate - Where should new teachers be 'trained'?

'teaching is a craft and it is best learnt as an apprenticeship observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom.'

(UK Secretary of State for Education at the National College Annual Conference in June 2010)

The University of Cambridge Partnership

PGCE:

100 partner schools in
East Anglia

M Ed

~50% return to complete the
second year of the M Ed

Alumni

National and
International schools



Training and Education

Two routes to knowing

Theoretical Knowledge

Increasing criticality



Critical

and

Increasing expertise



Expert

Practical knowledge

1. Cue and retrieve prior knowledge

3. Create Cognitive dissonance

5. Plan, carry out and evaluate teaching and learning sequences

7. Carry out classroom based research

	A	B	C	D	E	F	G	
1	Week	Date	Monday	Tuesday	Wednesday	Thursday	Friday	
2	1	10-Sep	Initial School Experience (Home based)					
3	2	17-Sep	Induction in Faculty				PP1 school	
4	3	24-Sep	Induction in PP1 School					
5	4	01-Oct	Faculty Teaching	Faculty Teaching	School Placement 1		Faculty Teaching	
6	5	08-Oct	↓	↓			↓	
7	6	15-Oct						
8	7	22-Oct						
9	8	29-Oct	Half-term: Study Week					
10	9	05-Nov	↓	↓			↓	
11	10	12-Nov	School Placement 1					
12	11	19-Nov						
13	12	26-Nov	School Placement 1					
14	13	03-Dec	Faculty Based Days		Prelim. PP2 Visit	Faculty Based Days		
16			Christmas Break					
17								
18								
19	15	07-Jan	Faculty Based Days		Induction in PP2 School		Faculty Based Day	
20	16	14-Jan						
21	17	21-Jan						
22	18	28-Jan	School Placement 2					
23	19	04-Feb						
24	20	11-Feb	Half-term: Reading Week					
25	21	18-Feb	School Placement 2					
26	22	25-Feb						
27	23	04-Mar	School Placement 2					
28	24	11-Mar						
29	25	18-Mar	School Placement 2					
30	26	25-Mar				Faculty Based Days	Bank Holiday	
31			Easter Break					
32								
33	27	15-Apr	School Placement 2					
34	28	22-Apr						
35	29	29-Apr						
36	30	06-May	Bank Holiday	School Placement 2				
37	31	13-May						
38	32	20-May	School Placement 2					
39	33	27-May	Half-term: Reading Week					
40	34	03-Jun						
41	35	10-Jun	Faculty Teaching	Faculty Teaching	Faculty/School-based Research Days		Faculty Teaching	
42	36	17-Jun	↓	↓			↓	

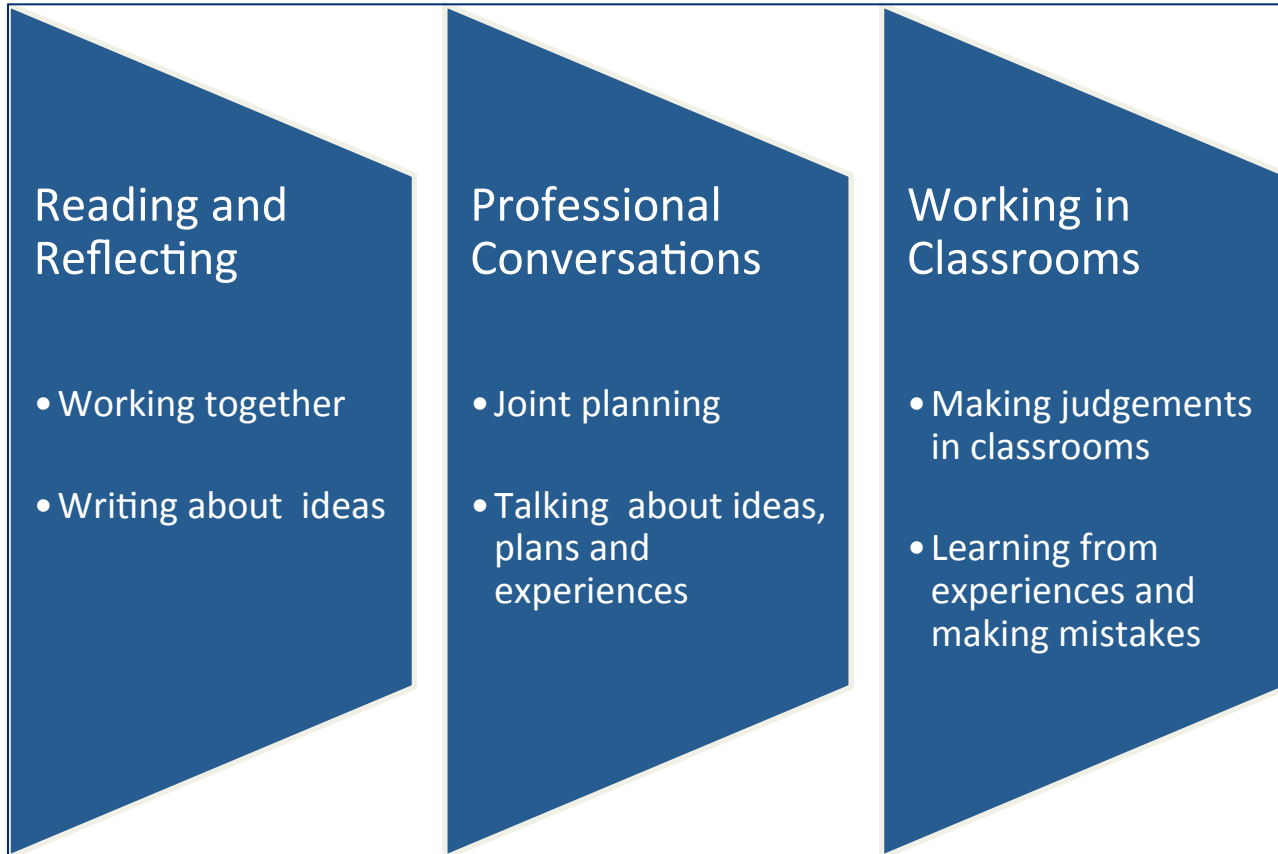
2. Examine prior knowledge for adequacy

4. Increase awareness of other ways of working

6. Introduce research methods

Work with University and school based colleagues

Key Learning Processes



University of Cambridge Partnership Model of Initial Teacher Education

Tacit Judgements

'Hot' action

Judgements based on intuition

Mainly emotional responses

Knowledge *in* action

'Act' like a teacher

Reactive Judgements

Judgements linked to actions and the classroom environment

Respond to affective and social contexts

Knowledge *of* action

Deliberative Judgements

'Cooler' action

Judgements based on deep understanding

Cognitive domains also involved

Knowledge *for* action

'Think' like a teacher

Premises of the Cambridge programme




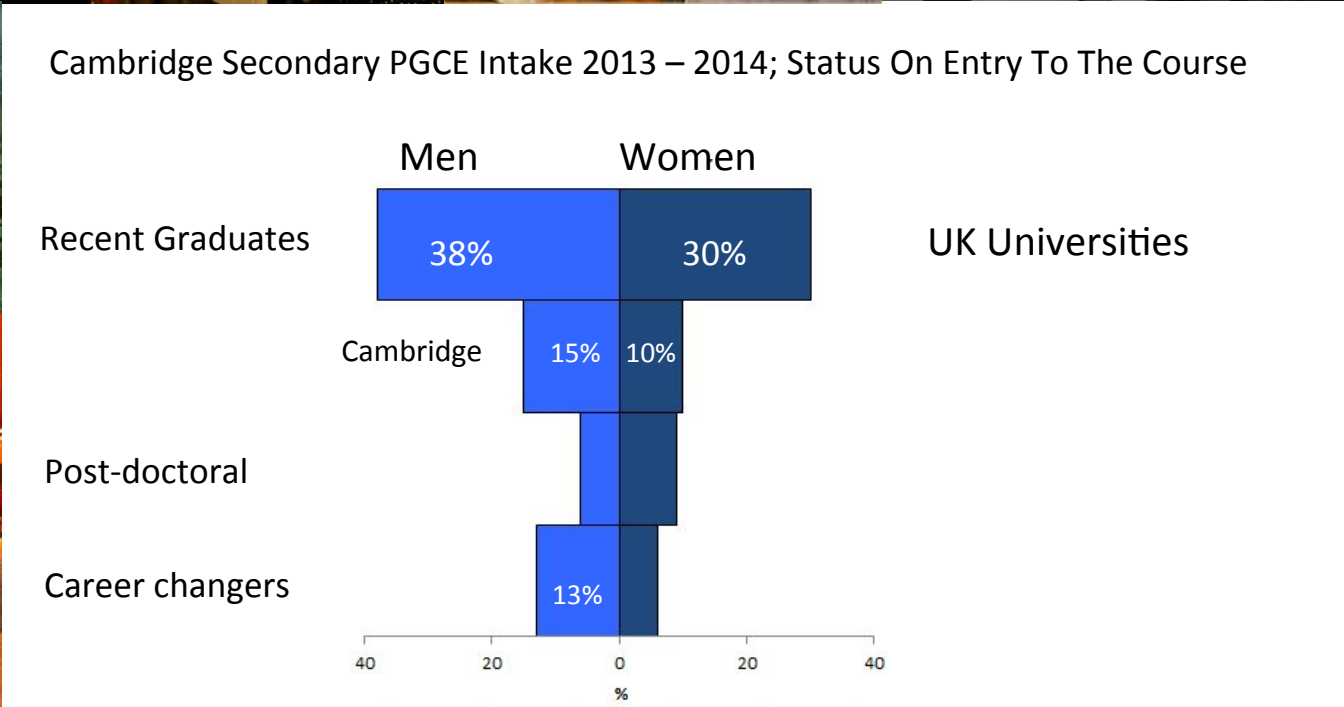
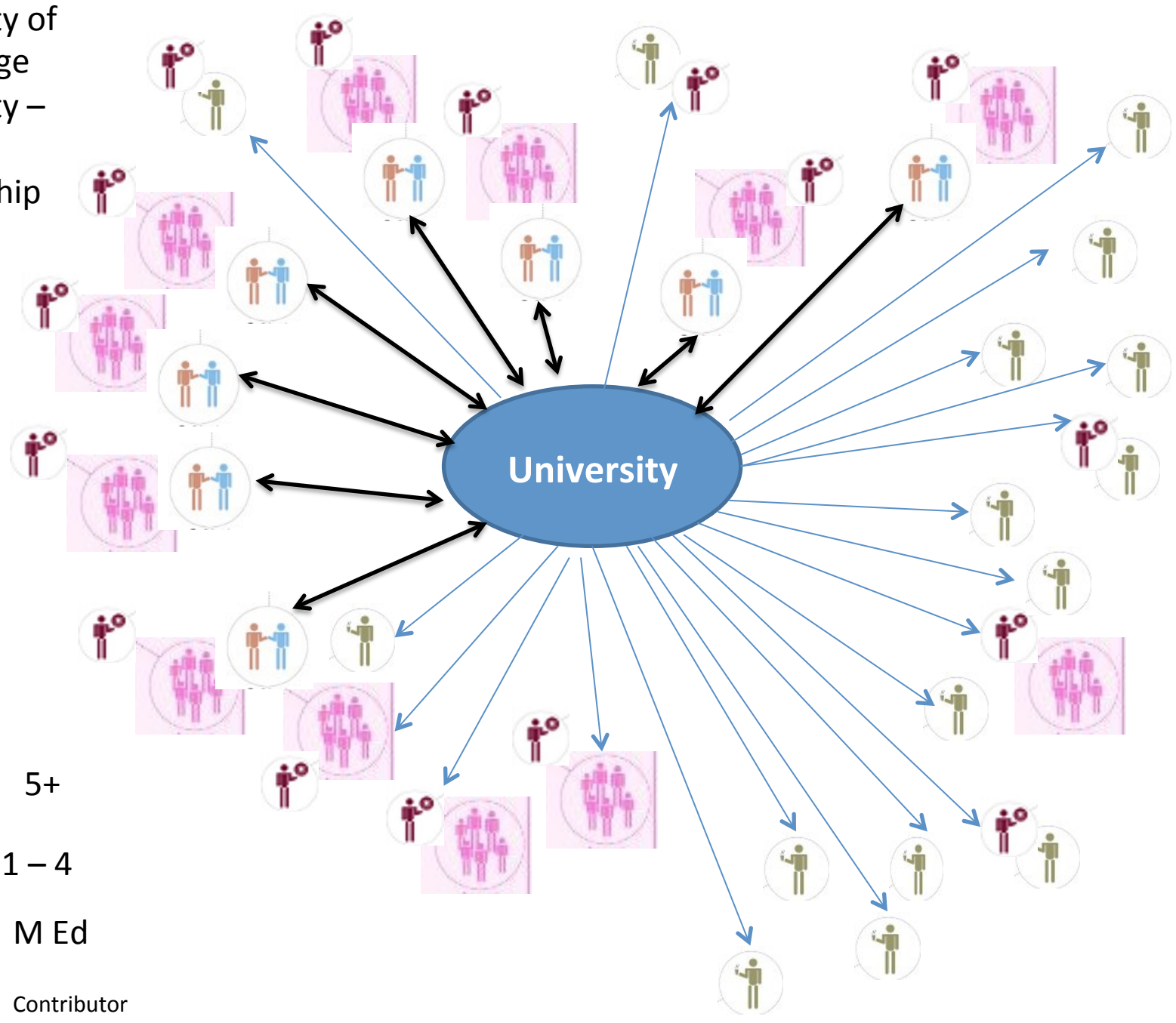




Shulman 'Apprenticeship'	Teacher Attribute
Head  head	Professional Understanding This is based on strong theoretical foundations and requires good knowledge about learning and learners. It will also require knowledge of how to use research evidence to develop and understand practice.
Hand  hand	Practical Teaching Skills This apprenticeship requires technical and practical skills and ways of working. That is, knowing how to explain ideas through a range of approaches, such as through demonstrating, correcting and evaluating learning. So the teacher also knows how to encourage, reward, set boundaries, plan lesson sequences and evaluate these. When these factors are in place then the teacher is more likely to be able to establish and sustain positive classroom environments where pupils want to learn and attain high and appropriate levels
Heart  heart	Professional Integrity Teachers are aware of the ethical and moral dimensions of being a teacher. That is they are honest, courageous, and tolerant, have compassion and respect for learners and are fair. Teachers have positive attitudes, well articulated values about teaching and beliefs which are shared by others in the profession.

Table One: Shulman's apprenticeship

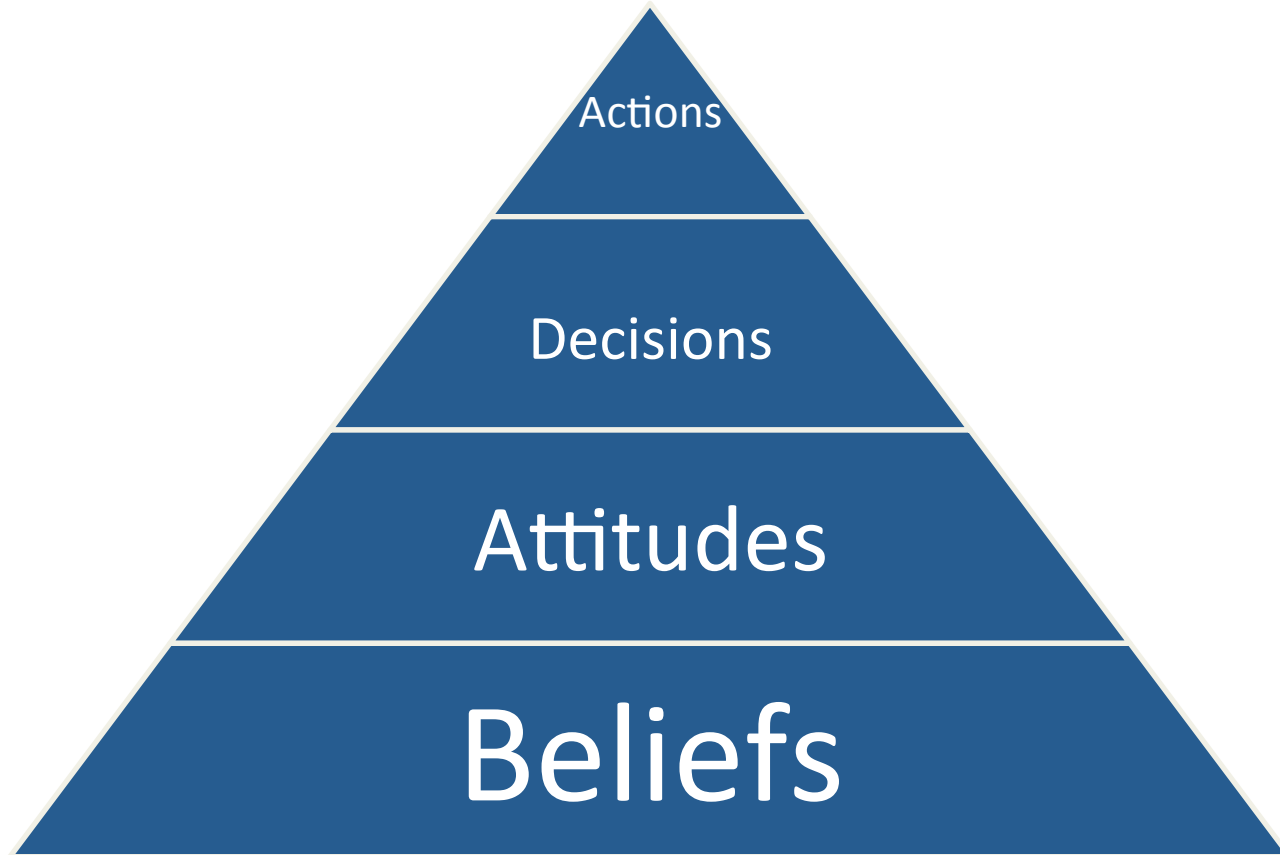


University of
Cambridge
University –
School
Partnership
Network



-  5+
-  1 – 4
-  M Ed
-  Contributor

Teacher Factors



Structural Factors: Transformation of Teachers' Practice

Context specific in real classrooms

Active reflection on practice

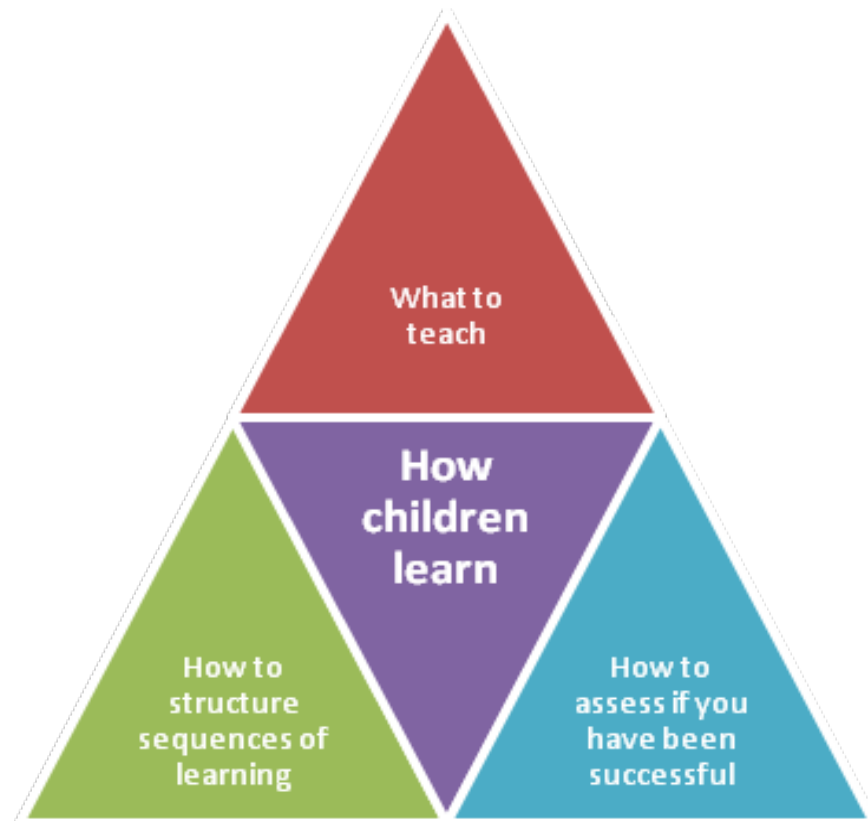
Sustained over a period of time

Collaborative

Inquiry based

Supported by a critical friend

Teacher Knowledge



How teachers learn to become teachers

Reading and reflecting

- Working together in workshops
- Writing about your ideas

Professional conversations

- Joint planning
- Talking about ideas, plans and experiences

Working in authentic classrooms

- Making judgements in classrooms
- Learning from experiences and making mistakes

Figure 5: Criteria for a deep partnership (in ascending order of difficulty)

9 Joint practice development is well established within and between schools in the partnership.

9 Social capital is high within and between schools in the partnership.

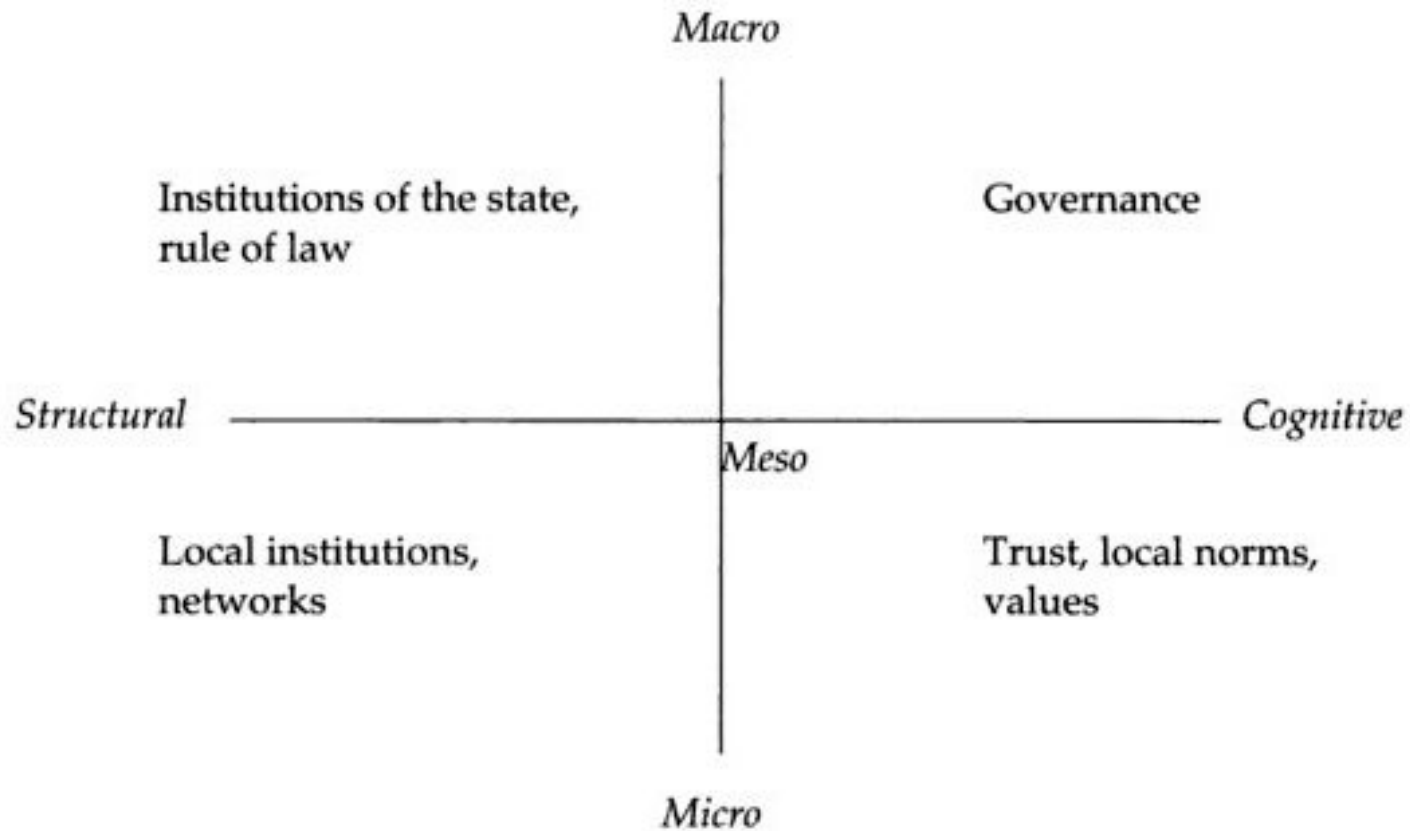
9 Collective moral purpose is a value shared and enacted by all stakeholders, including students, within the partnership.

9 Evaluation and challenge are practised at every level within and between schools.

What is social capital?

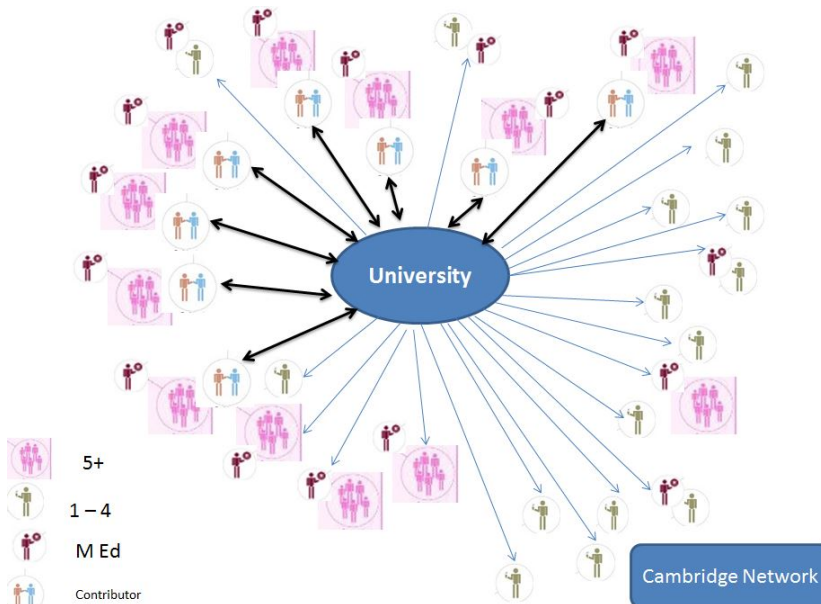
- *Whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. (Putnam 2000, p. 19)*

Scope and form of social capital



Across the school–university partnership new teachers are able to:

- access both research and practice knowledge, and receive instruction in effective ways of teaching all learners in all classrooms;
- work within a collegial teacher learner community with support networks among peers, expert teachers and subject lecturers;
- have access to contrasting school experiences during initial teacher education (ITE);
- acquire a recognised Masters level qualification as well as Qualified Teacher Status.



Wilson, E. (2013) Supporting research-informed teacher education in a changing policy environment. Learning to Teach. Higher Education Academy

University Contribution

Structural support

The opportunity to work with internationally recognised teacher educators and researchers.

Access to up-to-date recent developments in subject knowledge

Access to the most recent relevant educational research.

Pedagogical support

Support to make thoughtful, deliberative judgements, so that new teachers will be able to solve problems in the future in response to unique classrooms.

Contribution to the generation of practice–research knowledge about learning in classrooms during ITE.

Continued development of knowledge-building through a second year of MEd degree programme during the early careers stage.

Social support

Sustained pastoral support during the first few, potentially difficult, years of teaching, beyond initial teacher education.

University contribution

School Contribution

School contribution

Provision for novices to gain a deeper understanding of the complexities of teaching in a range of classrooms.

Time to think about practice in authentic classrooms.

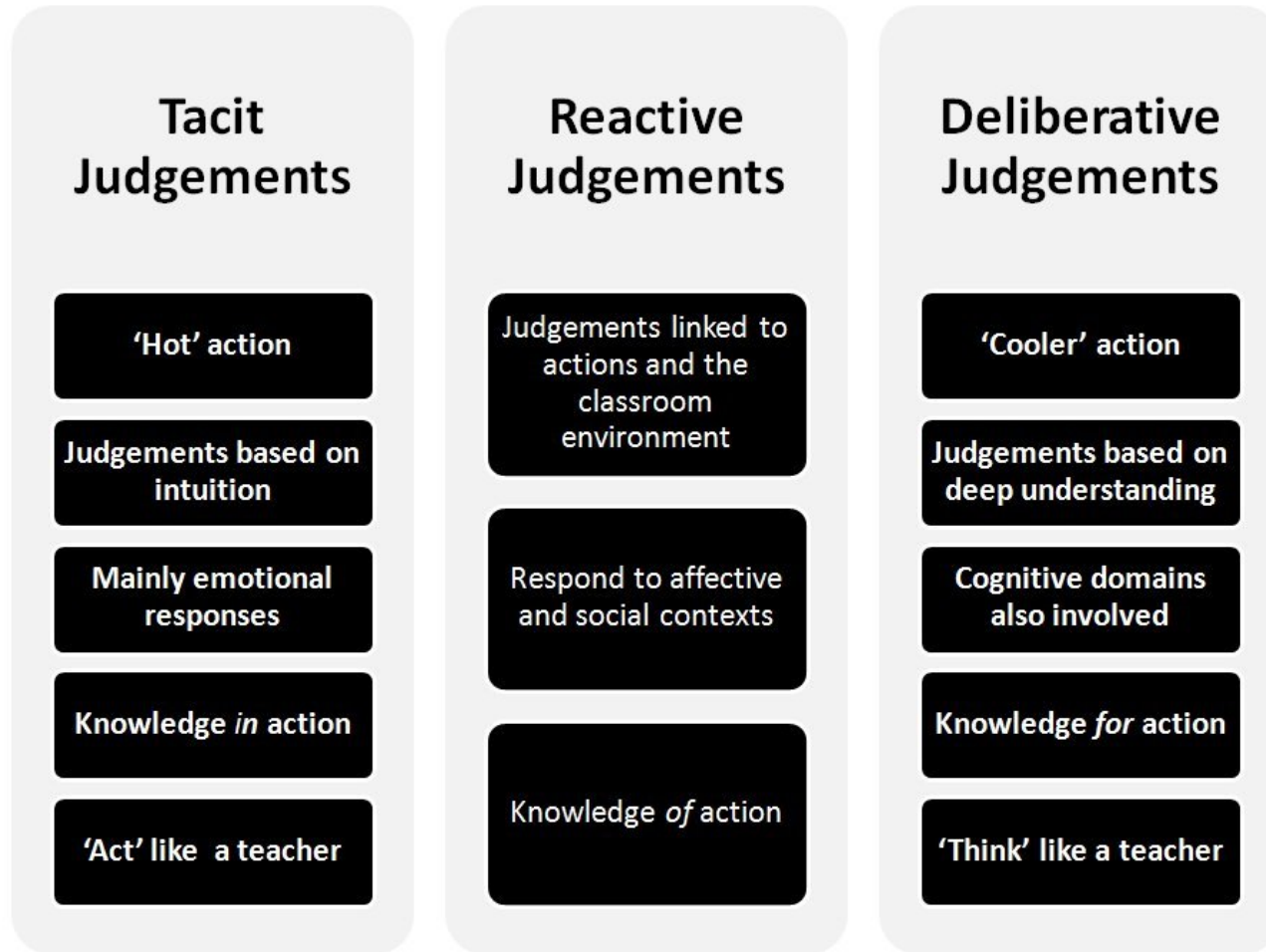
Engage in professional conversations about authentic classroom practice.

Support from expert school-based mentors who have been trained by the University and share the common partnership values of constantly striving to improve the learning of students in classrooms.

Support to take risks and be innovative in the classroom.

Support from expert teachers in applying and preparing for interviews and first teaching posts.

Becoming a Teacher



Wilson, E. & Demetriou, H. (2007) New teacher learning; substantive knowledge and contextual factors. *The Curriculum Journal*, 18 (3) 213- 229.

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