



Study program leaders' perceptions of coherence and strategies for creating coherent TE programs

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Scholars and policymakers have consistently argued for the importance of coherence in teacher education. Despite this attention to coherence, challenges of fragmentation and disconnect remain, and little research exists on how study program leaders in teacher education work to achieve coherence. This paper explores how study program leaders in two selected teacher education institutions in Norway perceive coherence and what strategies they report to use to create coherent teacher education programs. The study uses an ethnographic approach and reports on repeated qualitative interviews with seven study program leaders, supported by short-term observations over a period of one academic year. The analysis contributes to the small but

emergent literature on how study program leaders conceptualize, and work towards, coherence. Findings indicate that the study program leaders in both case institutions overall shared similar understandings of coherence and that their understandings accorded with the research literature on coherence. Findings also identify six strategies that study program leaders report to use to navigate persistent barriers within a diverse and autonomous faculty in their ongoing efforts to strengthen coherence in their programs. The paper includes implications for study program leadership in teacher education.