

Symposium 2 | Strategic documentation of practice: approaches to practice-based teacher education in the Nordics

Room: Celsius

Chair: Elizabeth van Es, University of California, Irvine

Teaching is among the most crucial professions in any society - not uncommonly described as a noble profession (Brouwer, 2022). While acknowledging the value and importance of teachers, we also know that teaching is a very complex and demanding profession (Grossman, Compton, et al., 2009; Lortie, 1975). Still, in teacher education, candidates often learn about teaching rather than how to teach (Grossman, Hammerness et al., 2009; Hammerness et al., 2020) and studies from across the world show that candidates do not consider themselves fully prepared to function as a teacher (Feiman-Nemser, 2001; Organization for Economic Co-operation and Development [OECD], 2019). Over two decades ago, Ball and Cohen (1999) claimed that teacher learning is often seen simply as a result of teaching experience, and opposing this view they proposed a paradigmatic shift in teacher education pedagogy to systematically ground teacher education and teacher candidate learning in the practice of teachers. The following decades, scholars and policymakers have increasingly argued for such emphasis, and as practice-based teacher education has gained ground in the field (Hauser & Kavanagh, 2019), a variety of approaches has been proposed.

Approaches include increasing the amount of time candidates spend in schools, or what Ball and Cohen (1999, p. 14) refer to as «situations in school classrooms in real time». Still, research indicates that the quality of their practical training is not always of high quality, and the connections between their practical training

and their coursework at campus are weak (Darling-Hammond et al., 2017; Goldhaber et al., 2017; OECD, 2005). However, scholars working within the field of practice-based teacher education have also take a broader approach to practice and have taken «strategic documentation of practice» (Ball and Cohen, 1999, p. 14) as a starting point for how to work practice-based with teacher candidates. This has resulted in approaches focusing on core practices of teaching (Grossman, Hammerness, et al., 2009; McDonald et al., 2013) or high leverage practices (Ball & Forzani, 2009) – and lead to pedagogies of teacher education including learning cycles (Lampert et al., 2013; McDonald et al., 2013), simulations (Cohen et al., 2020), rehearsals (Kazemi et al., 2016; Kelley-Petersen et al., 2018; Wæge & Fauskanger, 2020), and the use of video (Gaudin & Chaliès, 2015) and other artefacts of teaching, or approximations to practice (Grossman, Compton, et al., 2009).

In this symposium we adopt such a broad perspective to practice-based teacher education, as we investigate different ways that Nordic teacher educators have approximated practice in their programs. We share experiences from three Nordic countries, and the symposium is composed by four papers.