Rolleavklaringer i partnerskap

11.oktober 2018

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University-school partnerships as arrangements in policy implementation

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Abstract

Purpose – The purpose of this paper is to add to the knowledge base of school-university partnerships by exploring such partnerships in terms of policy implementation.

Design/methodology/approach – This paper takes a qualitative approach using semi-structured interviews.

Findings – To achieve a joint understanding of roles, focus, and work in the partnerships based on the schools' needs and scholars' competence was crucial. This was not easily achieved in all partnerships. Conflicting expectations were part of the process. Although they were demanding, the partnership arrangements also represented opportunities for the university scholars to learn.

Originality/value – The findings suggest that partnership arrangements require parties that understand the implications of this collaboration and that respect mutual trust, and joint understanding are needed. It is likely that bringing different parties together will create conflicts that must be resolved. If unfamiliar to the parties, the use of partnership arrangements is itself an implementation that has its own process that operates in parallel to the work in focus.

Keywords Partnership, Implementation, Professional development, Educational change

Paper type Research paper

Introduction

Throughout the world, policy makers attempt to improve their schools using different strategies. However, the path from policy enactment to practice in schools is long and demands implementation on different levels (McLaughlin, 1990). Implementation requires learning and renewal on both the individual and staff level, and it has been suggested that external support is helpful in this process (Fullan, 2007; Hall and Hord, 2015). However, in contrast to disciplines such as medicine and agriculture, which are populated through schools of medicine and agriculture, the field of education has not looked to teacher education for support (Goodlad, 1988). In fact, a tradition of an asymmetric relationship with a university, which produces knowledge and that educates teachers, and teachers who teach in schools has caused more distance than proximity (Goodlad, 1988).

Today, as 30 years ago, teacher education is accused of being too theoretical, and educational research is accused of focussing on questions that have little importance to schools. For their part, scholars worry about teachers' low level of interest in research-based knowledge and about basing their practice on their own experiences when they come to school (Bransford *et al.*, 2009; Harris *et al.*, 2013).

Bridging this gap between academia and practice in schools has long been discussed across nations, and various partnership projects have been carried out (Goodlad, 1988; Rice, 2002). However, such collaborations have proven to be challenging, and some educational scholars have identified different understandings of evidence-based practice as a problem and suggested that increased knowledge of one another's work can provide a more unified understanding (Hargreaves and Stone-Johnson, 2009). The purpose of the

This work was supported by the Research Council of Norway (Grant Number 236003). The author is grateful for the support.

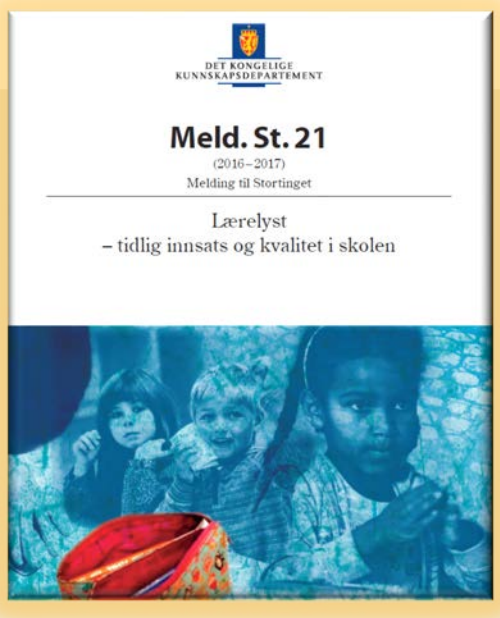


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Skolebasert kompetanseutvikling i partnerskap

Rapport nr. 70, Universitetet i Stavanger
Desember 2017











Universitetet i Stavanger

Aktørene



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= sant?

Et felles prosjekt:





Å gripe en mulighet eller å få jobben gjort?

What’s in it for us?

Forventninger

Hva forventer skolen av lærerutdannerne?

- En som kommer med oppdatert kunnskap
- En som kan lede dem i arbeidet
- En som kan gå veien sammen med dem
- En som vil lære sammen med dem

What's in it for me?



Meningsfullt

Lærerikt, relevant for undervisning på campus

Nyttig med tanke på videre arbeid med skoler

Forskningsmuligheter

Forskjellig fra undervisning på campus

Uforutsigbart

Har ikke automatisk legitimitet

Krever emosjonelt engasjement

Krever åpenhet og stor grad av fleksibilitet

Ikke en jobb for pyser

“if I am to succeed as a partner, I have to be in position. I need to invest in relationships with them. In addition to the clarity of roles, there is a ‘get to know you’ factor that is valuable to have when things get tough”.

“It is not that easy for them to know what they can expect from us, and we have to be careful when we walk into the lives of these schools”.

“because they were very open, and I was open, it was an open area. Even if they had their own specific aims, we found out through dialogue that it is possible to think a little differently”.

“sometimes, it’s okay because we have had a shared understanding from the start of what this is about. At other times, it is a little difficult because they want me to take more responsibility than I understand is my role, and then there is some friction, but it was only once that it didn’t work out”.

(Midthassel 2017)

Rolleavklaring

En prosess der partnerne bringer med seg forventninger og ønsket mål for egen del og for samarbeidet.

Enighet om ansvar og arbeidsdeling

Enighet om arbeidsmåter og organisering

Enighet om tidsbruk

UH sin rolle

- UH er **partnere** i utdanningsregionen og har delansvar for å bidra til utvikling av skoler og barnehager i regionen.
- UIS vil være en faglig-pedagogisk samarbeidspartner som tilfører kompetanse både i samlinger i nettverket og ute i kommuner og skoler.
- Universitet vil ha et spesielt ansvar for bidrag til kompetanseutvikling i den skolebaserte/barnehagebaserte kompetanseutvikling ved skolene/barnehagene.
- Innramming for samarbeidet; Partnerskap, Skole-/barnehagebasert kompetanseutvikling

Partnerskap- en arena for læring



«Å jobbe sammen i partnerskap gir muligheter for å utvikle kunnskap sammen, der en både tar hensyn til forskningens egenart og egenarten ved praksis. Gjennom slikt samarbeid kan en også identifisere områder der skolen trenger mer forskning. Men det krever at en har respekt for hverandres kunnskapsområder. Forskning og praksis er forskjellige, og i det ligger også styrken til utvikling.» (Midthassel, I Rapport nr 70, Universitetet I Stavanger. 2017)

Universitetet i Stavanger

Region Midt-R

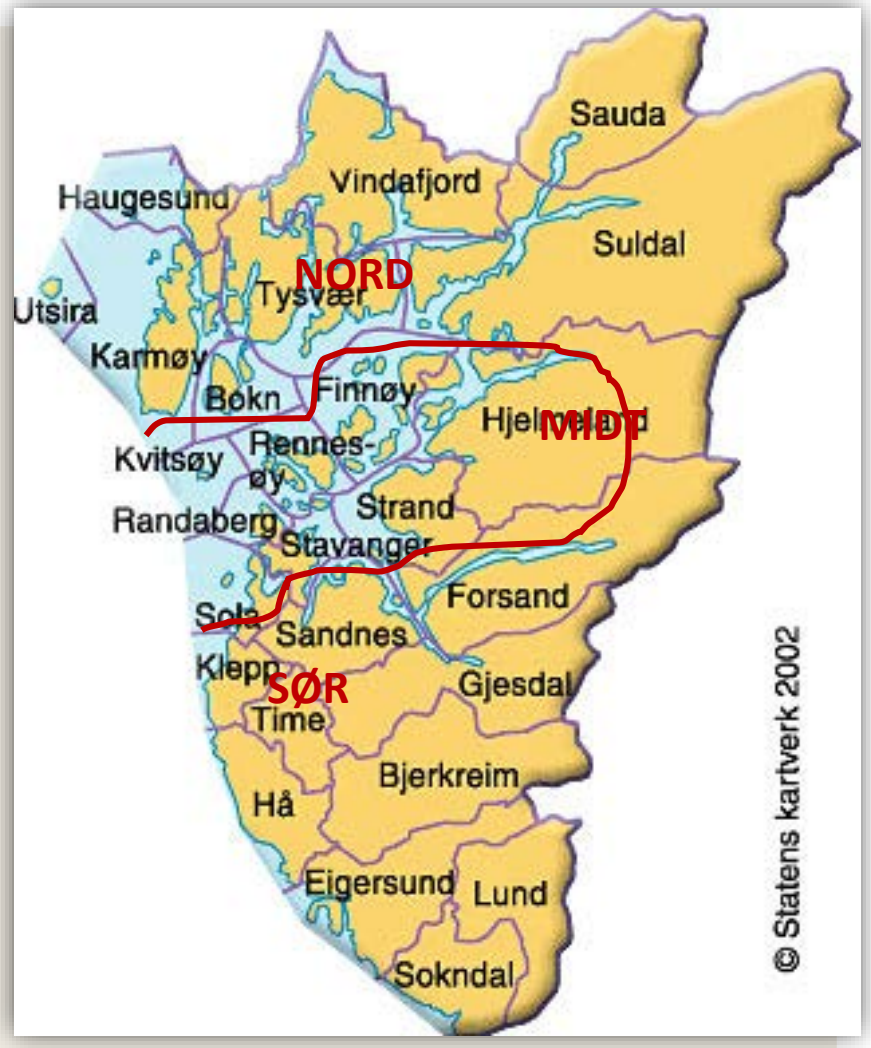
Stavanger
Sola
Strand
Rennesøy
Finnøy
Randaberg
Kvitsøy
Hjelmeland
Universitetet i Stavanger

75 skoler
25.000 elever
2555 lærere

Region Sør-R

Sandnes
Forsand
Time
Hå
Klepp
Gjesdal
Eigersund
Sokndal
Lund
Bjerkreim
UiS (Hvl)

83 skoler
23.700 elever
2600 lærere



Organisering i region Midt - Rogaland



Pulje 1

- Kristianslyst og Austbø skole + UiS — • Klynge 1
- Storevarden, Jåtten og Sande skole + UiS — • Klynge 2
- Fogn, Ombo, Sjernarøyane og Vikevåg skole + UiS — • Klynge 3
- Smiodden og Vardeneset skole + UiS — • Klynge 4



Organisering i region Sør-Rogaland
Kjerne i samarbeidet: Læringsteknologi og fagfornyelsen

Styringsgruppe + AU

Sandnes
Forsand
Time
Hå
Klepp
Gjesdal
Eigersund
Sokndal
Lund
Bjerkreim

Lærende nettverk- region Sør-R
(2 Faglige veiledere i hvert område + 6 fagpersoner UH+ 3 HTV)

Område Sandnes
UH-partnerskap i Lærende nettverk med ressurspersoner

Område Jærskulen
UH-partnerskap i Lærende nettverk med ressurspersoner

Område Dalene
UH-partnerskap i Lærende nettverk med ressurspersoner

6 Fagpersoner Fra UiS



Universitetet i Stavanger

Interne prosesser- UH



Strategi for fakultet for utdanningsvitenskap og humaniora

Utdanning

Forskning

Samfunnsengasjement

Om Partnerskap

Sitat fra «Skolebasert kompetanseutvikling i partnerskap»



- *Både skolene og UH vil ha gjensidig utbytte av at universitetet kommer nærmere praksisfeltet slik vi fikk oppleve i UIU-satsingen.*

- *Vi har lært at vi må bli mer bevisst på at UH-sektor er en viktig læringspartner. Som læringspartner er man likeverdig i en utviklingsprosess og målet er at vi skal lære av hverandre.*

- *Det er vanskelig å snakke om «partnerskap» hvis det bare er den ene parten som «er lærende»*

- *Et verdsettende partnerskap fremmer romslige holdninger og samtidig gir rom for motstand og spenninger i samskapingen. Et robust partnerskap har ambisjoner om å gjøre hverandre gode*

Universitetet i Stavanger

IF YOU WANT TO GO FAST, GO ALONE

IF YOU WANT GO FAR, GO TOGETHER

(Afrikansk ordtak)

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