



Knowledge Centre
for Education

University of Stavanger

Elaine Munthe

Partnerskap

Oslo, 09 mars 2023

Kompetanseløftet

«Kompetanseløftet skal være et varig kompetanseløft på det spesialpedagogiske feltet, og skal bidra til at alle kommuner og fylkeskommuner har tilstrekkelig kompetanse tett på barna og elevene for å kunne forebygge, fange opp og gi et inkluderende og tilpasset pedagogisk tilbud til alle, inkludert barn og elever med behov for særskilt tilrettelegging.»

«Laget rundt barnet / eleven»

Mange aktører og mange mulige tema

- Utdanningsdirektoratet
- Statped
- UH-sektoren
- PPT
- Barnehage- og skoleledere
- Barnehage- og skole lærere og andre ansatte

-
- Mange ulike systemer?
 - Ulike aktører
 - Rutiner
 - Objekter
 - Mål
 - Kunnskap / kunnskapssyn

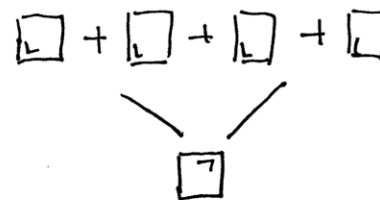
Skal samarbeide om noe ...

Hva slags samarbeid?

- Et skille mellom cooperate og collaborate på engelsk som vi ikke har på norsk.
- Samarbeid for å nå egne mål
- Samarbeid for å nå felles visjoner og mål - bygge på felles verdier – tillit

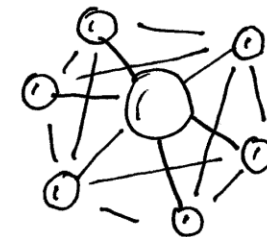
COOPERATIVE V. COLLABORATIVE

By John Spencer @spencerideas



COOPERATION

- Mutual respect
- Transparency
- Shared goals
- Independent and dependent
- Loose network
- Short-term
- Sharing of ideas as a group
- Engagement

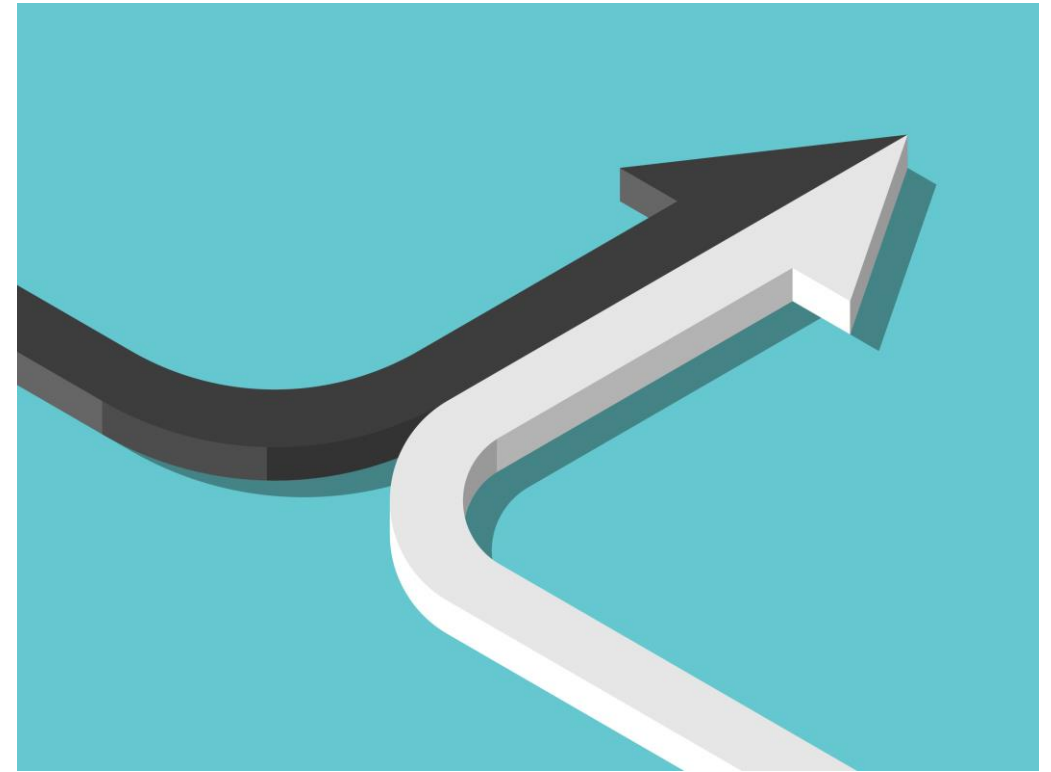


COLLABORATION

- Mutual trust
- Vulnerability
- Shared vision and values
- Constant state of interdependence
- Tight culture
- Long-term
- Generation of new ideas as a group
- empowerment

Hva er partnerskap?

- Partnerskap er et samarbeid mellom ulike organisasjoner, der dette samarbeidet er etablert i en spesiell hensikt (Goodlad 1988).
- Felles mål og visjoner
- Anerkjenne behov for ulike kompetanser, ekspertiser, kunnskaper, perspektiver
- Fellesskap om utvikling og læring
- Begrepet «co-creation» eller samskaping i de senere årene



Partnerskap mellom UH og barnehage/ skole

- Utfordrer det tradisjonelle synet på forholdet mellom UH-sektoren (og PPT og andre?) som kunnskapsskaper og kunnskapsformidler og barnehagen / skolen som mottaker og bruker av kunnskap
- Identitetsendring?
- Men: Flere advarer mot utopiske forestillinger – se f.eks. Coburn, C., & Penuel, W. (2016). Research-practice partnerships in education: Outcomes, dynamics, and open questions. *Educational Researcher*, 45(1), 48-54.

Kompetansemodell i partnerskap

- Mange ulike organiseringsformer i landet, både i kommunene og på lærestedene
- Mange nye systemer og strukturer og mye arbeid på ledelsesnivå
- Når arbeidet inn til barna/elevene?
- Hva er synergi-effekter?
- «What's in it for me?» i UH-sektoren



«RPP-bevegelsen» (Research-practice partnership)

- At forskning som gjøres har betydning for praksis, men blir lite brukt.
- Brobygging mellom forskning og praksis
- RPP'er kan ha betydning for i hvor stor grad forskning er relevant og kan bli nyttet på ulike måter

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Feature Article

Learning at the Boundaries of Research and Practice: A Framework for Understanding Research–Practice Partnerships

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Abstract

Given the rapid growth of research–practice partnerships (RPPs), we need a framework that helps the field understand improvement and argue that learning practice. Such learning of participating

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EDITORIAL

Research-practice partnerships (RPPs) through lesson and learning studies in Asia: moving beyond steps to support transformation of practices

Lesson study in Asia

Lesson study originated in China and Japan and has come to be known as a range of effective workplace-embedded instructional improvement and professional learning practices (Huang, Fang, & Chen, 2017; Lewis, Perv, & Murata, 2006). The process begins with educators studying a persistent problem of practice, designing a research lesson to test these ideas, and then to collect data on teaching and student learning experience through observation design based on evidence of learning from observations. Larger visions of education and reform (Huang et al., 2017; Paine, 2006) are generally teacher-driven, external partners, such as university faculty members, are often invited to provide different types of theoretical support (Fang, 2017; Lewis et al., 2006). In many cases, these instructional improvement practices (Paine & Fang, 2006)

EDUCATIONAL REVIEW
<https://doi.org/10.1080/00131911.2021.2023103>



REVIEW



Mapping roles in research-practice partnerships – a systematic literature review

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ABSTRACT

There is an increasing movement in education towards closer collaboration between researchers and practitioners and research–practice partnerships (RPPs) are seen as one promising approach. However, some challenges still exist. To work in a new collaborative context such as RPPs, researchers and practitioners must adjust their roles in relation to each other. To better inform this movement, we conducted a systematic literature review of 80 articles investigating what roles researchers and practitioners are described to assume in RPPs. The results demonstrate eight different roles for researchers and practitioners, respectively, which reflect variations in both the main processes and tasks for school improvement in RPPs, as well as how these tasks are

ARTICLE HISTORY

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research practice
partnership; school
development; professional
development; teacher role

Roller i RPP

(<https://www.tandfonline.com/doi/full/10.1080/00131911.2021.2023103>)

- Research-practice partnerships: (1) are long-term, (2) focus on problems of practice, (3) are committed to mutualism, (4) use intentional strategies to foster partnership, and (5) produce original analyses.
- Coburn et al. ([2013](#)) further divide RPPs into three categories: *Research alliances*, *Design research*, and *Networked improvement communities (NICs)*.

Roller identifisert

Main process	Researcher roles (R)	Practitioner roles (P)	Number of articles
Inquiry	Expert inquirers Collect, analyse, and synthesise data. Inform practice.	Inquiry translators Keep inquiry relevant to practice, as well as translating knowledge into action.	3
	Co-inquirers Collaborate with practitioners at all stages, such as defining research questions; collecting, analysing, and synthesising data; and translating into practice.	Co-inquirers Collaborate with researchers at all stages, such as defining research questions; collecting, analysing, and synthesising data; and translating into practice.	7
	Inquiry facilitators Support practitioners' inquiry by supplying knowledge on research methodology.	Inquirers Conduct most of the inquiry work, such as collecting and analysing data.	15
Design	Designer leaders Lead initial co-design. Collect data, analyse and redesign.	Designer pilots Support initial co-design. Provide input from practice on redesign. Adapt design to local context.	9
	Design advisors Initial co-design. Collect and analyse data, and recommend actions.	Design validators Initial co-design. Interpret initial design, give feedback on implementation, and translate recommendations into local context.	8
Dissemination	Disseminators Provide PD to practitioners. Facilitate discussion among practitioners.	Translators Translate and test theory in practice.	8
	Content disseminators Provide content knowledge to practitioners in collaboration.	Teaching disseminators Provide practical knowledge of teaching to researchers in collaboration.	4
	Facilitators Facilitate sharing of practical knowledge among practitioners in a local group. Also share knowledge from one local group of practitioners to another.	Knowledge sharers Discuss and share knowledge from practice.	6

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- Forfatterne konkluderer selv:
 - Our results suggest that different role categories may vary in terms of how and to what degree they democratise evidence. However, in relation to more traditional research, we argue that they all represent a step towards closer collaboration between researchers and practitioners, and a more equal evidence system. To this end, we believe that our categories of the roles researchers and practitioners can assume in RPPs can help partners find ways to collaborate that suit partnerships with different compositions of researchers and practitioners as well as in a wide variety of contexts

Erfaringsbasert oppsummering

- Strukturer må på plass – organisering .. Uten at vi vet helt hva slags strukturer og organisering som behøves
- Fra å være kun tilbyder til å være sammen om utvikling i tillegg til å tilby «kurs» eller videreutdanning
- Identitet – vilje – tillit – tid – tålmodighet – respekt
- Å realisere potensialet i partnerskap

Takk for oppmerksomheten!

