

# Strategic Plan

Strategy 2018–2025 for the Department of Teacher Education

Photo: Julie Gløppe Solem

## Knowledge for better schools and education

NTNU Department of Teacher Education



Norwegian University of  
Science and Technology

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Photo: Julie Gloppe Soløm

# Part 1: Vision, values, social mission and challenges 2025

- VISION
- VALUES
- SOCIAL MISSION
- GOALS AND CHALLENGES 2025

# Vision

The Department of Teacher Education helps to change and develop the school system, teacher education, and the domain of education in line with the UN's Sustainable Development Goals.

We educate teachers and leaders who

- through their ethical judgement, pedagogical reflection and expertise in their disciplines contribute to learning, mastery and well-being for all school students
- are independent, creative and critical actors in the professional community and in society

We develop and communicate knowledge that

- contributes to knowledge-based education and school policies
- contributes to knowledge-based public debate

## Values

NTNU's values serve as a guide for all staff and students, and our behaviour reflects these values. We base our activities on the principles of the UN's Universal Declaration of Human Rights, the Act relating to Universities and University Colleges (*universitets- og høyskoleloven*), and the statement setting out the objectives and purpose of the Education Act (*opplæringslova*).

Our core values are creative, critical, constructive, respectful and inclusive.

We take care of the university's function of education in the sense of individual development and emphasize that deeper understanding of learning, schools and education is a goal in itself.



## Social mission

Schools are the most important institutions for the sustainable society of tomorrow. In school, students should acquire skills to master their lives, become good citizens, and develop democratic values. Schools must qualify their students for higher education and working life, and they must have an inclusive function.

The Department of Teacher Education is Norway's largest academic environment for the 13-year school programme. We educate teachers and school leaders for primary and lower secondary schools, upper secondary education and training, culture schools and voluntary and professional arts and culture, in addition to graduates in archive and collection management. We offer a wide variety of continuing and further education programmes and contribute to skills development in schools.

Our social mission is to

- educate teachers with a high level of relational and professionally oriented skill that creates a basis for learning, mastery and well-being for all school students
- conduct research and experimental development in educational theory and practice, disciplines, subject and vocational didactics and the arts relevant to academia and the field of practice
- contribute with increased knowledge about and critical perspectives on key issues and development characteristics in schools and education
- educate teachers who are reflective and conscious users of language

## Goals and challenges 2025

The Department of Teacher Education faces three especially important challenges in the coming years:

- changed needs for skills in Norwegian schools
- changed needs for skills in teacher education
- increased need to recruit students and staff

### **CHANGED NEEDS FOR SKILLS IN NORWEGIAN SCHOOLS**

New qualification requirements for primary and lower secondary school teachers, greater diversity among school students, technological development, renewal of subjects and increased requirements for documentation are factors contributing to new needs for skills in schools.

The Department of Teacher Education will contribute to increased skills in the school system both through first-degree, continuing and further education of teachers and through other forms of skills development and cooperation with the field of practice. All the department's academic groups play a key role in this work.

### **CHANGED NEEDS FOR SKILLS IN TEACHER EDUCATION**

Changed needs for skills in the school system lead to changed needs for skills in teacher education and set requirements for internal development of expertise. In particular, the master's degree requirements for future teachers create a need for greater supervisor and research skills.

The Department of Teacher Education will develop skills internally by creating a foundation for staff competence building, strengthening its PhD programmes and recruiting more PhD candidates and staff with research skills.



## **RECRUITMENT OF STUDENTS AND STAFF**

The Department of Teacher Education will be an attractive and inclusive workplace offering professional development to staff and students, and we will work actively to increase the recruitment of students and staff. Recruitment will reflect the diversity of the population to a greater extent than today. Schools' needs for an adequate number of highly qualified teachers demand robust recruitment to teacher education. The increased need for staff with research skills in teacher education requires clear career paths and recruitment of staff for the long term.

## Part 2: Core tasks

- EDUCATION AND LEARNING ENVIRONMENT
- RESEARCH AND ARTISTIC ACTIVITIES
- DISSEMINATION AND OUTREACH
- INNOVATION AND SCHOOL DEVELOPMENT

## Education and learning environment

The Department of Teacher Education provides research-based education relevant to the profession. Through the programmes we offer, students gain high levels of skill in educational theory and practice, subjects and subject didactics, and develop the ability to think critically, act ethically and exercise professional judgement in their work.

Our students have a good physical and psychosocial learning environment, characterized by

student-active inquiry-based teaching methods, varied assessment methods and mutual dialogue with teaching staff, fellow students, school students and practical training supervisors.

The quality and breadth of teaching subjects in teaching and programme of study makes the Department attractive to students nationally and internationally. We work closely with the field of practice and other higher education institutions.

### DEVELOPMENT GOALS

#### We will

- provide education with clear links between research, teaching and teaching practice
- develop a research-based education portfolio that provides robust skills in educational theory and practice, subject didactics and all the subjects taught in schools
- educate teachers and leaders who are familiar with the framework for school activities and who, with critical awareness, work to realize the objectives of the school system
- educate teachers and leaders who are creative and highly skilled in their disciplines, and who contribute development expertise to strong professional communities
- further develop our collaboration with the field of practice based on mutual commitment and trust
- develop and extend our offering of continuing and further education programmes in cooperation with external partners
- build good professional collaborative relationships with all national centres
- further develop attractive internationalization opportunities for both incoming and outgoing students

- build a learning environment in which students experience support, adaptation to their needs and high academic expectations and requirements
- educate teachers with digital skills in their professional disciplines



## Research and artistic activities

The Department of Teacher Education increases knowledge about the hallmarks of quality in schools and in education. Our research is based on the principle of academic freedom and takes place in strong academic communities with a clear profile in their disciplines. We have particular responsibility for research in teacher education, which includes profession- and discipline-oriented research as well as artistic activities.

Our research and artistic activities maintain high standards and are relevant to nationally and internationally research environments. This applies especially to practice-oriented and profession-building research and artistic activities. We provide conditions that encourage long-term and in-depth research as well as scope for research that cannot be measured. We have a high degree of external funding.

### DEVELOPMENT GOALS

#### We will

- have research of high quality that strengthens our practice-oriented and profession-oriented research profile
- develop strong research groups that are attractive partners in national and international research networks
- increase cooperation across disciplines, faculties and institutions
- increase publishing in recognized scientific journals
- showcase our artistic activities in public spaces
- work systematically to build skills through recruitment and internal academic development
- include students, university schools (school-university partnerships) and other partners in schools and education in research activity and artistic activities

## Dissemination and outreach

Through dissemination, outreach and dialogue, we share and exchange research-based knowledge with the field of practice and the public. We make perspectives available and contribute to a knowledge-based public debate.

Our dissemination and outreach include knowledge sharing, dialogue

and cooperation, contributing to exchange of perspectives and ideas. This is a joint commitment contributing to development in schools, education and society. We emphasize dissemination and outreach directed at the field of practice, our students, government and the public.

### DEVELOPMENT GOALS

#### We will

- disseminate results from research of high quality
- be strong and professional voices with a clear presence in public debate
- be a key contributor to policy and a dialogue partner in the development of a knowledge-based Norwegian school system, policy for schools and teacher education
- promote a culture of dissemination and outreach where employees are encouraged, supported and recognized in their dissemination activities
- develop research-based teaching materials and learning resources for schools and teacher education
- use a wide range of dissemination and outreach channels

# Innovation and school development

Through our research-based teaching, students become involved in renewal of activities in schools. Newly qualified teachers provide teaching that creates engagement in innovation and experimental

development. The Department is an attractive partner for public-sector institutions and environments that want to contribute to innovation in education, development of schools and lifelong learning.

## DEVELOPMENT GOALS

### We will

- educate teachers who encourage school students to become involved in development and innovation activities
- be a national driving force for school-based skills development
- strengthen NTNU's engagement in innovation through our skills in education, learning and leadership of schools
- contribute to policies for national development and evaluation activities
- be a driving force for innovative, meaningful and varied teaching using digital tools where appropriate

## Part 3: Strategic areas of focus

- **RESEARCH-BASED TEACHING IN SCHOOLS AND TEACHER EDUCATION**
- **INTERNATIONALIZATION**
- **MULTIDISCIPLINARY COLLABORATION**
- **DIVERSITY AND INCLUSION**
- **STUDENT ACTIVITY, FORMS OF WORK AND STUDENT PARTICIPATION**



## Research-based teaching in schools and teacher education

The department's academic and professional expertise ensures high quality in the activities. Employees therefore have a strong foundation for developing their own skills relevant to the department's mission. The Department of Teacher Education contributes to national and international development of knowledge and introduces this into our education, innovation and dissemination activities.

### DEVELOPMENT GOALS

#### We will

- have robust research communities in educational theory and practice, disciplines and subject didactics, which develop new knowledge about and for teaching and learning at school, and which contribute to relevant national and international academic environments and networks
- strengthen research on teaching and learning in teacher education and student teachers' development of skills in teaching school subjects
- contribute to professionalization of teaching as a career by strengthening the link between research and practice
- contribute to professionalization of the career of teacher educator by committing resources to research and experimental development as well as skills development

# Internationalization

The Department of Teacher Education facilitates exchanges for our own students as well as integration and inclusion of international students. International researcher networks strengthen research and innovation activities and make our academic groups attractive partners. Cooperation with educational institutions in other countries contributes to development of expertise, and cooperation with low- and middle-income countries contributes to skills building and mutual development.

## DEVELOPMENT GOALS

### We will

- make study visits at educational institutions abroad and periods of practical training at schools abroad available to all students
- increase the proportion of international exchange students
- increase the number of strategic partnerships with selected international institutions
- enable exchanges and study visits abroad for staff
- participate in international researcher networks and actively use the EU's funding programmes for education, research and innovation

## Multidisciplinary collaboration

Our academic and education communities have complementary skills and together they will offer comprehensive and integrated programmes in teacher education. This demands extensive cooperation in education, research and dissemination across disciplines and learning cultures, internally and externally.

### DEVELOPMENT GOALS

#### **We will**

- establish clear arenas internally at the Department for multidisciplinary collaboration
- work in close coordination with other environments at NTNU
- have close multidisciplinary cooperation with schools and school owners and other institutions that work with children and young people
- have close cooperation with our university schools and teacher training schools and with practice supervisors
- have a variety of teaching methods that promote learning in subjects and in multidisciplinary cooperation

# Diversity and inclusion

The Department of Teacher Education works actively with perspectives on cultural diversity in education, research, dissemination and outreach. Globalization and increased migration lead to greater cultural diversity. Norwegian society has special obligations to the Sámi indigenous peoples.

## DEVELOPMENT GOALS

### We will

- provide a robust academic and pedagogical basis for responding to cultural and language diversity in schools in appropriate ways
- contribute with expertise, innovation, dissemination and outreach to improve inclusion and integration processes in a school system characterized by cultural diversity
- be attractive to prospective students and staff with minority backgrounds
- strengthen education about the Sámi people, Sámi living conditions and Sámi culture



## Student activity, forms of work and student participation

The Department of Teacher Education highlights inquiry, exploration and mastery and the use of varied and innovative approaches to work tailored to the distinctive character of each subject. Our programmes of study specify clear expectations and set high standards for the institution, the teaching staff and the students.

We educate independent, critical and creative teachers who contribute constructively to strong professional communities. Students are given trust and responsibility. They have genuine involvement in the design of the programmes of study.

### DEVELOPMENT GOALS

#### We will

- develop an education culture with great variation in approaches to teaching, work and evaluation
- show trust in our students and give them genuine opportunities to participate in all our programmes of study, at the same time setting high academic standards
- provide a basis for the aesthetic dimensions and forms of expression in the disciplines
- develop a creative culture of expression that promotes reflection and argument
- facilitate student participation in student government
- actively listen to critical and constructive input from our students and, in cooperation with them, use this input to develop the quality of the education we offer
- build a learning environment in which students experience

support, adaptation to their needs and high academic expectations and requirements

## Part 4: From vision to reality

Through action plans, the Department of Teacher Education will follow up the strategies and key priorities that NTNU and the Faculty of Social and Educational Sciences have specified within the framework of their own strategy.

The Department's resources and competence will be managed in a way that enables us to fulfil our vision. The strategy will be given substance in annual action plans that specify priorities and measures for achieving the goals in the strategy. Strategic staffing plans will provide long-term and well-integrated development of the Department's expertise.

We aim to have robust research groups that collaborate nationally and internationally and that build a stimulating environment around the researchers and PhD students. We will develop meeting places in which representatives of subjects, subject didactics, pedagogy and the field of practice participate in improving the teaching and education that we offer.

We aim to be an attractive partner for both internal and external institutions, and to have a good working relationship with schools and school owners as well as with other organizations that work with children and young people. Our cooperation with the field of practice will be based on equality and mutual respect.

The Department of Teacher Education will have an environment for work and learning that is generous and inclusive. Students and employees should find that the Department creates the conditions for professional development throughout their studies and their career, and that they have participation, co-determination and influence. The environment for work and learning should encourage professional discussions and a teaching profession marked by self-reflection combined with a focus on development.

# Strategic Plan

Department of Teacher Education 2018–2025



Norwegian University of  
Science and Technology

The Norwegian University of Science and Technology (NTNU) creates knowledge for a better world and solutions that can change everyday life.