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**Building social capital in teacher education  
through university–school partnerships**



Teacher  
knowledge

Social Capital and  
Social Networking Analysis

University Role in Teacher  
Education

Questions

Start

End

# University based teacher education under threat?

*‘teaching is a craft and it is best learnt as an apprenticeship observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom.’*

(UK Secretary of State for Education at the National College Annual Conference in June 2010)

Do university education departments have a role to play in the education of teachers?

## Education and Training

*Two routes to knowing*

Theoretical Knowledge

Increasing criticality



Critical

and

Increasing expertise



Expert

Practical knowledge

## Tacit Judgements

'Hot' action

Judgements based on intuition

Mainly emotional responses

Knowledge *in* action

'Act' like a teacher




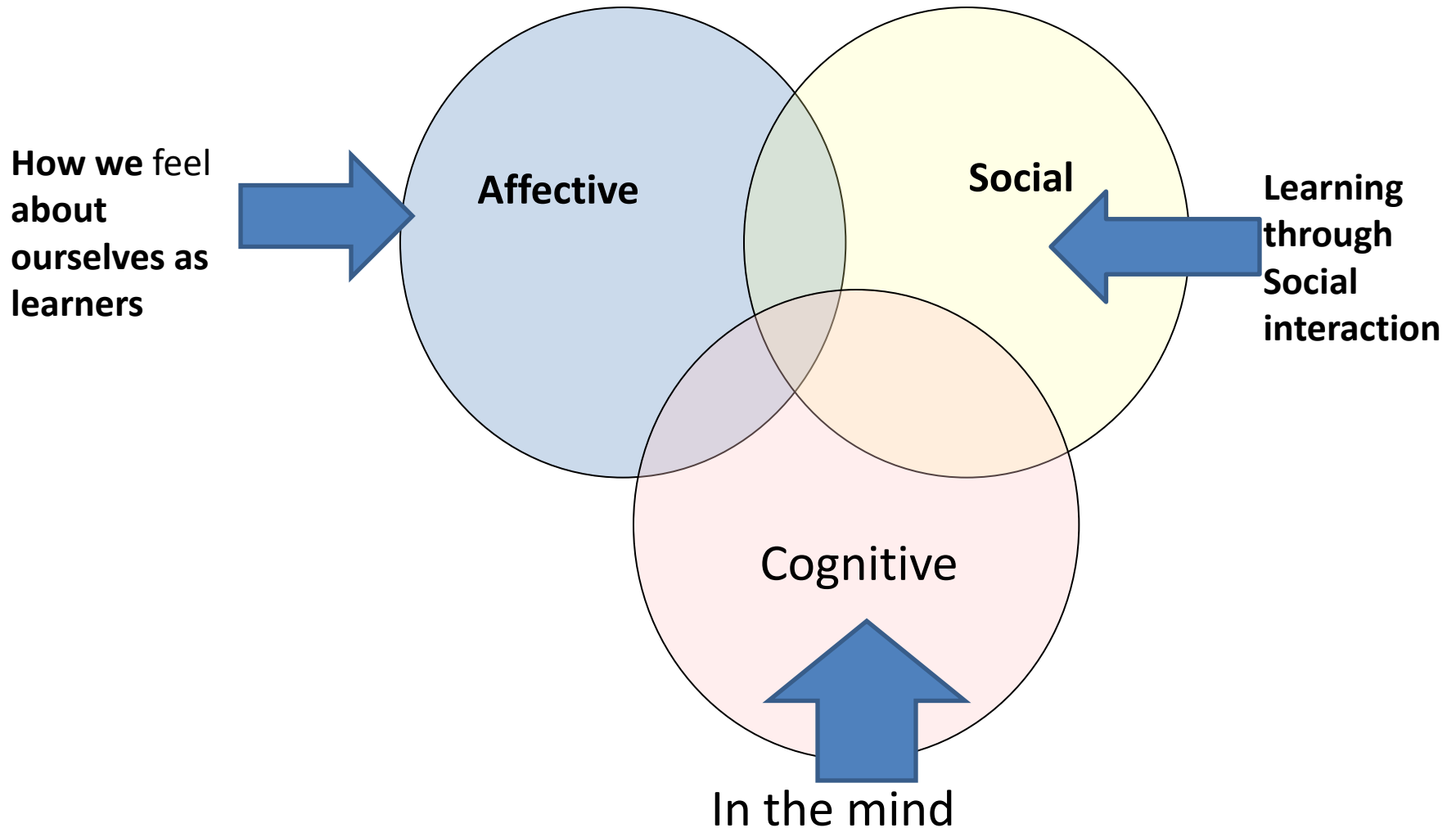
Shulman 'Apprenticeship'	Teacher Attribute
Head	Professional Understanding
 head	Knowing and knowing what you don't know
Hand	Practical Teaching Skills
 hand	Pedagogical knowledge and skills
Heart	Professional Integrity
 heart	Ethics , moral code and emotions

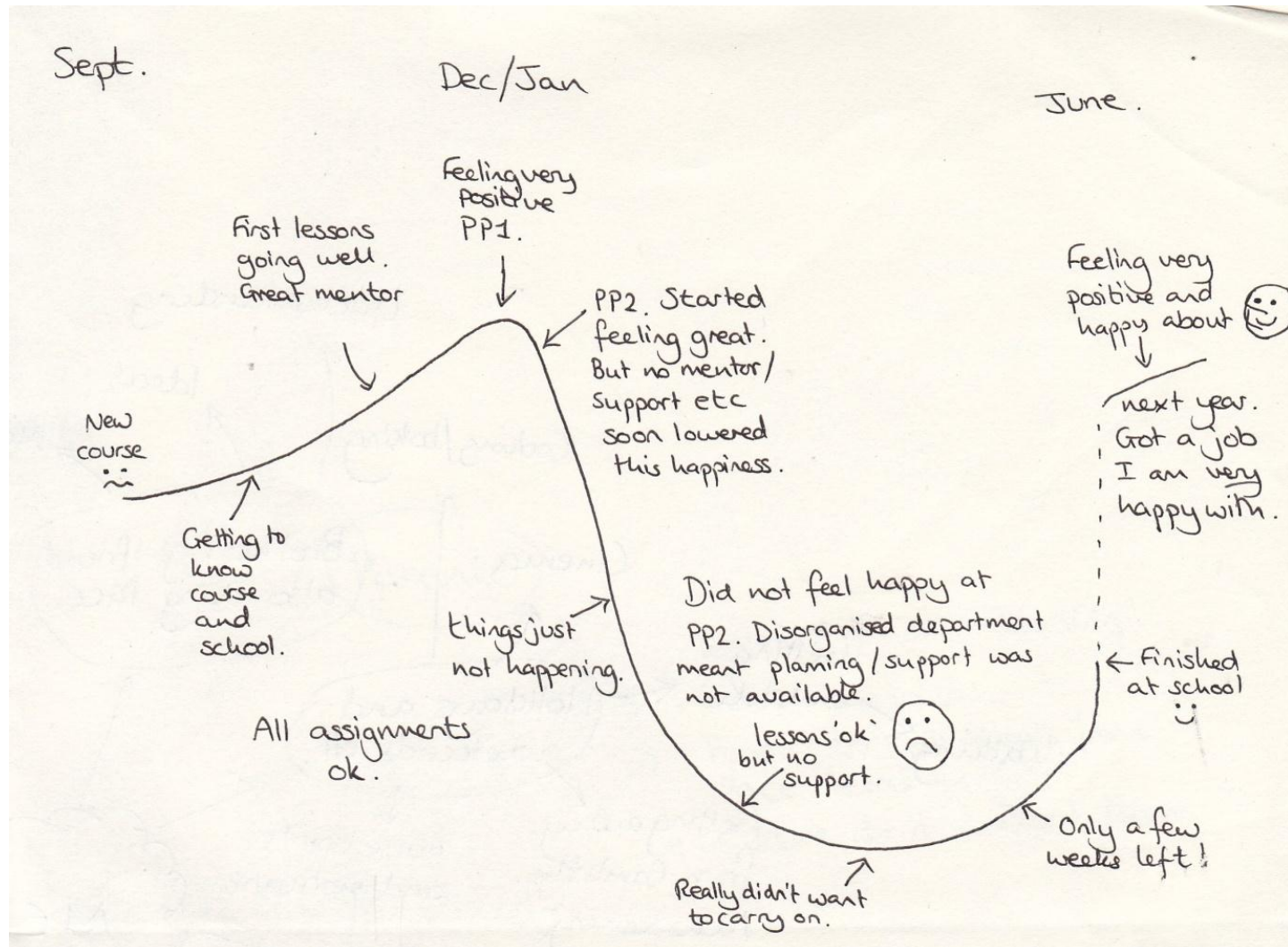
Table One: Shulman's apprenticeship

# Learning Domains





# Becoming a teacher; an emotional rollercoaster?



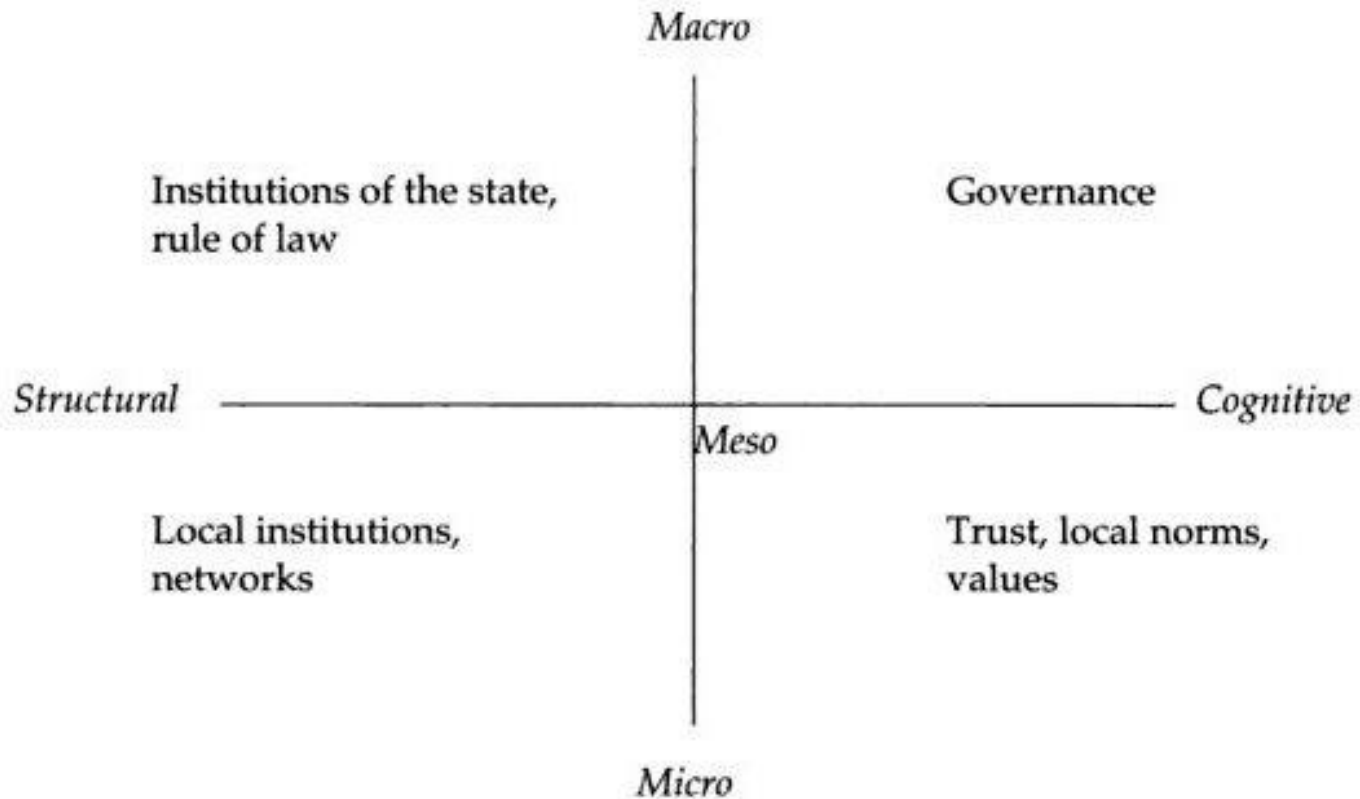
Preparing Teachers and Developing School Leaders for  
the 21st Century: Lessons from around the World, OECD

*‘ Teachers need to be able to work in highly collaborative ways, working with other teachers, professionals and para-professionals within the same organization, or with individuals in other organizations, networks of professional communities and different partnership arrangements, which may include mentoring teachers.’*

# What is social capital?

*Whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. (Putnam 2000, p. 19)*

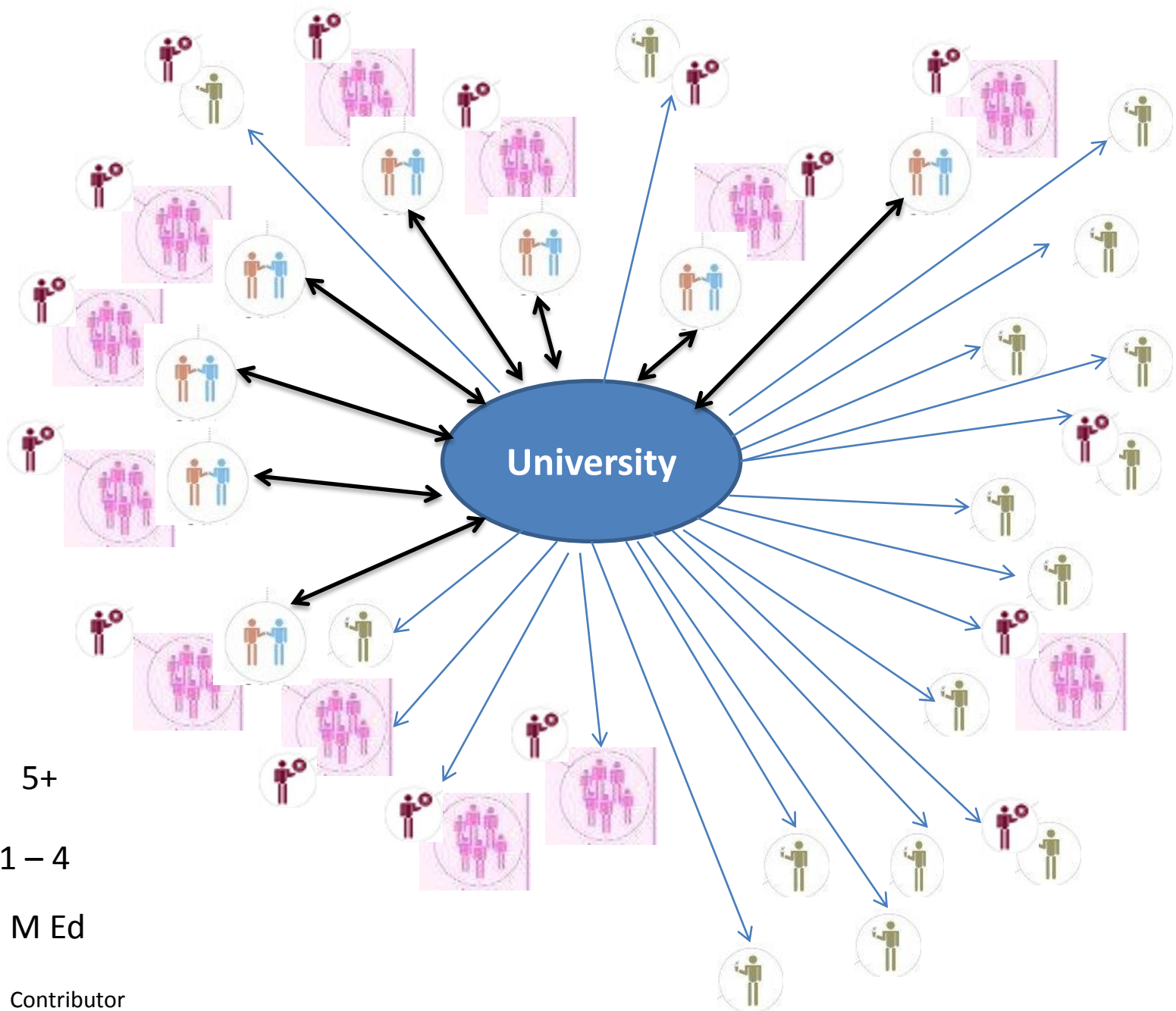
# Scope and Form of Social Capital

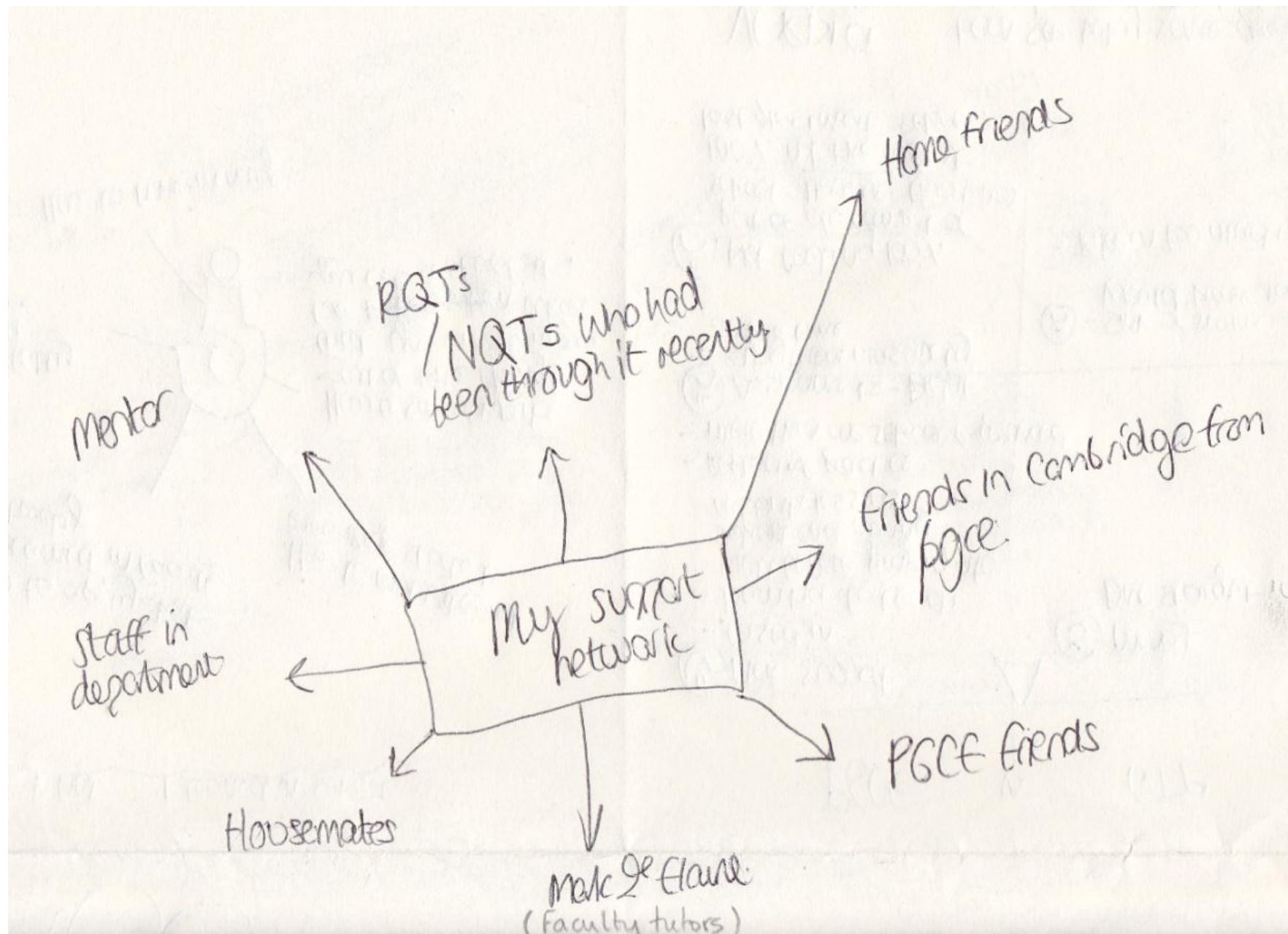


(Grootaert and van Bastelaerthe , 2002).

## Social Network Analysis

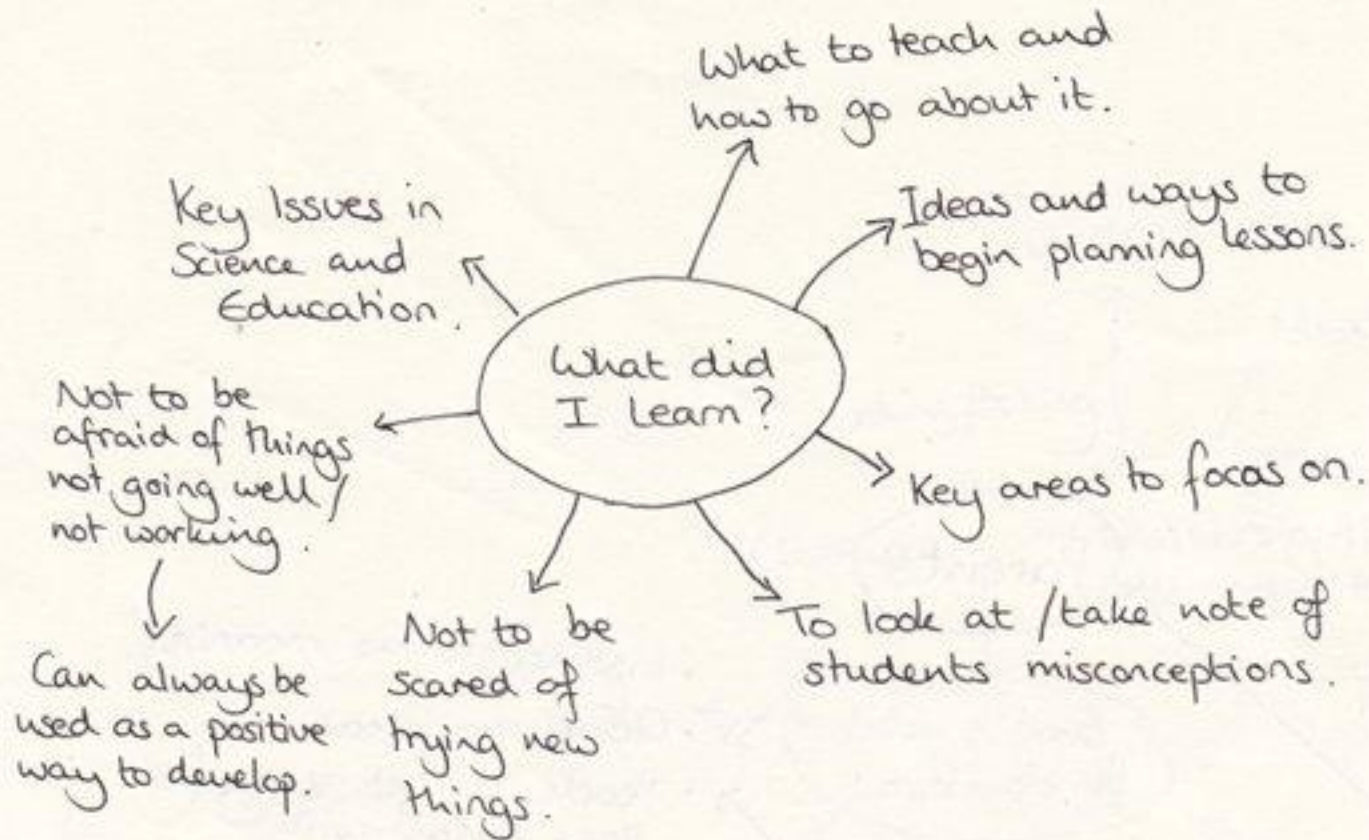
Social network analysis is based on an assumption that participants and their actions are interdependent. Relational ties or linkages act as channels for the flow of resources and ideas between the participants in the network





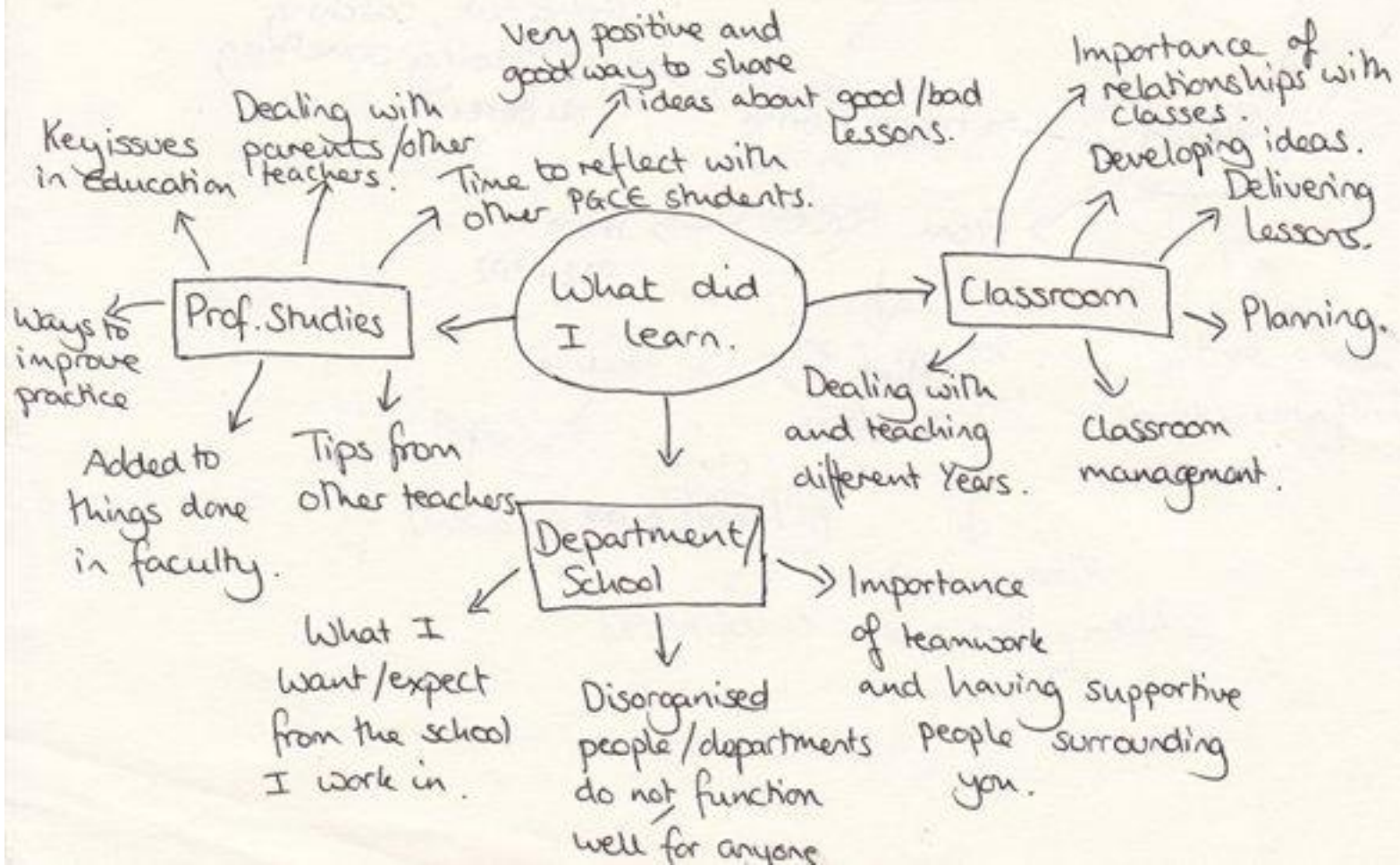


## FACULTY.



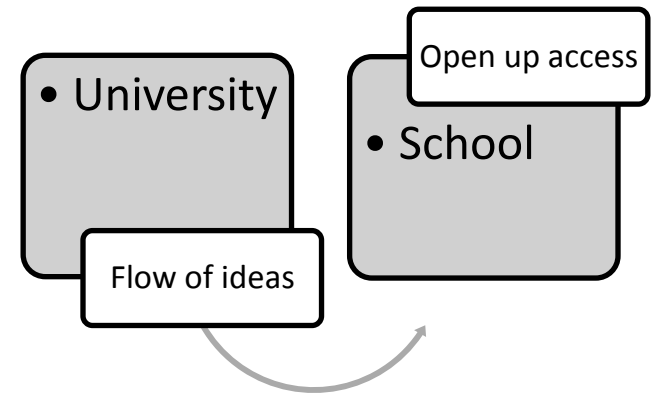
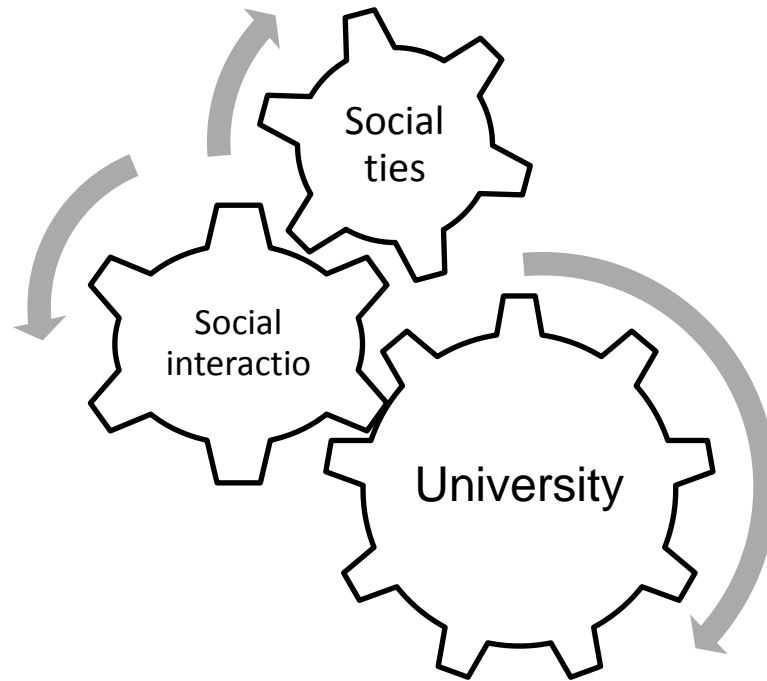


# SCHOOL



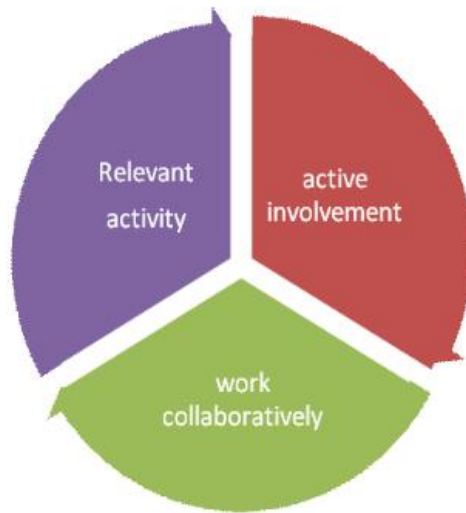
Structural Social capital	Cognitive social capital
<p><b>University- based</b></p> <ul style="list-style-type: none"> <li>• <i>access</i> to recent developments in subject knowledge and educational research and CPD;</li> <li>• a recognised Masters level <i>qualification</i> and QTS ;</li> </ul> <p><b>School – based</b></p> <ul style="list-style-type: none"> <li>• <i>understanding</i> of the complexities of teaching in a range of classrooms;</li> <li>• <i>time to think</i> about practice in authentic classrooms;</li> </ul>	<p><b>University based</b></p> <ul style="list-style-type: none"> <li>• <i>support</i> to make thoughtful, deliberative judgements;</li> <li>• sustained <i>pastoral support</i> during and beyond Initial teacher education;</li> </ul> <p><b>School based</b></p> <ul style="list-style-type: none"> <li>• access to <i>supportive expert</i> school based mentors</li> <li>• shared values;</li> </ul>
<p><b>School– university partnership</b></p> <ul style="list-style-type: none"> <li>• collegial teacher learner community with support networks among peers, expert teachers and subject lecturers;</li> <li>• access to contrasting school experiences during Initial Teacher Education</li> </ul>	

## How social capital is channelled through the network



# Teacher Education

## Pre service-In service



context specific

in a real classroom

sustained over a period of time

## **Do university education departments have a role to play in the education of teachers?**

1. University departments are ideally placed to help build social capital with and between school partners. This can take the form of improving and developing teachers' subject knowledge.
2. Collaborative relationships between schools and university departments are underpinned by a shared understanding of how research knowledge and practice knowledge intersect to inform practice.
3. University-school partnerships are able to set up opportunities for novices to hone their practice in different schools.
4. University –school partnerships allow time to reflect upon practice
5. Working collaboratively with groups of schools and university departments cultivates a sense of identity where novices feel secure, supported and trusted.

Thank you for listening

Wilson, E. (2012) Building social capital in teacher education through university–school partnerships. In M. Evans (Ed). *Teacher Education and Pedagogy: theory, policy and practice*. Cambridge, Cambridge University Press

