

School University Partnership - strengthening access to good education equally to all children

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SUP - School University Partnership

- University education of swedish speaking teachers at the University of Helsinki since 2016.
- Science based \Rightarrow research is present in our everyday life at school.
- Profile compatible with our national curriculum: multilingualism, diversity, social justice.
- Mutual school-university research projects
- Two teaching practice periods in two different municipal schools who are formal university partners (second and fourth year).

In this presentation you will find:

- Presentation of the profile of the teacher training
- Presentation of a small-scale evaluative survey and pre-service teacher learning portfolios: Pre-service teachers as formal boundary-spanners by bringing social justice theory, recent research, and practices acquired at the university into schools.
- Short presentation of a cooperation between pre-service teachers, the university and schools: Mångsam which can be translated into “diversity and cooperation”

The profile

Multilingualism

Diversity

Social Justice

Multilingualism

- finnish and swedish (5,2 % of the population speak swedish as as their first language)
- increasing amount of children with other languages
- multiple languages are a strength and a resource - not an obstacle
- strengthened swedish in a multilingual setting

Diversity

- we are all part of it
- in all schools: social class, gender, language, ability, religion, ethnicity, culture
- intersections are important: for example social class and gender

Social justice

- Different groups are treated fair but differently.
- A wide range of support.
- The students social background affects school results and welfare.
- Avoid connecting poor language with academic achievements.
- The education program advocates an including school culture without bullying and coarse language.
- Abandon thinking: “The normal students” and “the others”.
- Attention also to pupils’ socio-emotional growth.

Aiming at a socially just approach to teaching

- Developing a sensitive form of teaching in terms of gender, social class, language, special needs, and race.
- Social justice issues are integrated in the studies by being included in courses lectures, tasks, literature, assignments their five-year master's program.

Pre-service Teachers as Emerging Boundary-spanners

- Indications from an Evaluative Survey and Learning Portfolios

'The education of pre-service teachers as future boundary-spanners for social justice'.

(USA) Boundary-Spanning in School-University Partnerships.

(Cornér, Slotte, Londén & Holm, 2024)

<https://www.infoagepub.com/products/Boundary-Spanning-in-School-University-Partnerships>



Boundary-Spanning in School-University Partnerships

Edited by:

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Survey

- Focus on the pre-service teachers' perceptions and experiences regarding social justice and diversity, including language, racialization, religion, gender, and special needs.
- 23 questions with many of them having up to thirteen options to consider, as well as different follow-up questions
- 34 students completed the surveys

Portfolio

Reflections on the students:

- theoretical courses at the university
- two compulsory seven-week long teaching practice periods.
- 12 student portfolios were analyzed

Results from the survey

- Pre-service teachers are aware of the themes related to social justice and are both prepared and eager to integrate the themes in their own future classrooms.
- The pre-service teachers also acknowledged the need for these issues to be raised in all classrooms,

Results from the portfolio

- The pre-service teachers noticed and reflected on situations and topics in the schools that were related to the focus theme in their studies.
- They saw opportunities to develop practices in schools – both at the structural level and in classroom interaction.
- They referred to discussions and literature in their theoretical courses, and they reported on attempts and shortcomings in their own striving to act as responsive and supportive teachers for all students.

Mångsam - Diversity and Collaboration

- Develops, and strengthens approaches and working methods that strengthen the school's work for diversity, multilingualism and social justice.
- Structured in work packages related to social engagement, collaborative problem-solving, multilingualism, digital resources, safe classroom conversations, art subjects and sustainability pedagogy.