Partnership & Recognition
Pedagogy, Education and Praxis (PEP)

Conceptual Framework

Theoretical Framework

- Social cognition learning
- Workplace learning
- Co generative research
- Insider vs. outsider research
- Intergenerational learning
- Transformation
- Participatory action research
- Management development
- Democratic ethos
- Stakeholder ethos
- Communities of practice / Community Learning processes
- Student voice/ student participation
- Adult learning theory
- Local theory
- Private and Public spaces
The practices of partnership and recognition are held in place by distinctive arrangements that enable or constrain the development of the partnerships.

These arrangements enable or constrain the kinds of language (sayings), activities (doings) and relationships (relatings) that are met and encountered in the practice.

The practices of partnership and recognition are informed and shaped by particular cultural-discursive (sayings), material-economic (doings) and social-political (relatings) arrangements in the schools, universities or workplaces.
Overview

EMPIRICAL PROJECTS

Challenges for Australian Practitioners
Ros Brennan Kemmis, Annette Green & Sarojni Choy
(Charles Sturt University, Australia) (Griffith University, Australia)

Initial concept: AVE always implies and relies on partnerships. Traditional models of vendor-client relationships between adult and vocational education (AVE) practitioners and their stakeholders limit successful site-based learning and development. With emerging demands for more effective and respectful site-based education and development, new forms of partnerships are imperative to enable adult and vocational educators to participate and contribute successfully.

This project explores the complex array of partnerships in AVE in Australia and uses the theory of practice architectures (Kemmis & Grootenboer, 2008) to identify features of these partnerships that enable and constrain professional practice in the sites.
The research circle as a means for long-term continuous partnership
Anette Olin
Gothenburg University (Sweden)

The project concerns a long-term continuous partnership of a municipality and a university concerning enhancing quality work in pre-school. Research circles were central in this project. One central question in this research is: how do researchers and leaders work together as partners in the municipal pre-schools and how do they decide on actions to be taken. This has lead to a new research cycle, this year, for all 22 principals and two municipality leaders for all pre-schools in the municipality.

The role of dialogue in facilitating learning partnerships: The ecological connectivities between the dialogic practices of teachers, students, pre-service teachers and university academics
Christine Edwards-Groves
Charles Sturt University (Australia)

The focus of this project is to study the range and complexities of learning partnerships experienced by pre-service teachers learning teaching practices. It examines the influence of creating spaces for collaborative transformative dialogues through participating in critical mentoring conversations, teacher professional dialogues and dialogic pedagogies in classrooms.

The project will produce new knowledge about how this happens in practice and the practice architectures which enable and constrain its efficacy and sustainability in teacher education programs.
Teachers and students as co-researching partners
Ben Smit
Leiden University (The Netherlands)

In this project on student voice/student participation, teachers and students from primary and secondary school worked as equal partners, together with museum and library educators, conducting action research in an external educational practice. Two kinds of partnership are involved: (1) teacher-students-educators; (2) Teachers-facilitators-researchers. In both forms, mutual recognition of personal perspectives and competencies is essential for success of the approach.

Partnership in co-professional learning network
Eli Moksnes Furu
University of Tromso (Norway)

Within a network of 19 schools, dialogue conferences are held during a period of 2 years around the theme ‘Assessment for learning’. Development groups were formed, in which people relate to each other in democratic ways. Two kinds of partnerships can be distinguished: (1) researcher – practitioner, (2) between practitioners.

In addition to arranged meetings and activities, there were informal meetings, internal meetings, democratic conversations about the new practice. Concepts/issues: dialogue conferences (which relate to practice architectures); how to build structures for developing the field; influence of working in dialogue conferences on working in schools.
Principals and students sharing VET knowledge
Ingrid Henning Loeb
Gothenburg University (Sweden)

The project has not yet started. It will be based on work with VET-teacher students; about 30-50 persons, in a half-time, 3-years program; it will end in a 2-day presentation, comparable to ‘dialogue conferences’.

The intention is to start conferences for principals and students to share knowledge about VET, through action research. The first time this will be held in May 2014 (and then every semester). it might well be connected to practice architectures.

Note: Ingrid will not be able to attend CARN 2013, because of a VET program commitments and teaching.

Partnership for learning on the production floor
Gun-Britt Wärvik
Gothenburg University (Sweden)

Her connection to the PEP P&R theme comes from a partnership program that has run at the late nineties-beginning of 2000 in the engineering industry. Workplace learning centers were established. The project involved large, middle and small companies. In particular the middle-size companies were partners of school and universities.

The aim was to build a platform for long-term partnerships aimed at enhancing competencies of production workers (creating a competent and flexible workforce). Many problems were encountered; that could be analyzed with the help of the practice architectures theory.
Partnership & Recognition – Processes in 2013

Participation
We have had regular meetings via Adobe Connect.
We have used Dropbox to share literature, ideas and notes.

Reading
Members have participated in a reading program. We have discussed, shared and cited the literature in a readings list. It is all available in our Dropbox.

Presentations
We are presenting a joint symposium at CARN 2013 and continue to work on our empirical projects.

References