The basic professional knowledge of teachers and suborganizational transformation processes of external pressure?

Lund, Jens Hansen

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Project: The basic professional knowledge of teachers and suborganizational transformation processes of external pressure?

Title
The basic professional knowledge of teachers and suborganizational transformation processes of external pressure?

Authors
Ass. Prof. Ph.d. Jens H. Lund,
Docent, Ph.d. Steen Juul Hansen,
Ass. Prof. Peter Hougaard Madsen
Via University College, Dep. of Teacher Education, Denmark

Author for correspondence
Mail: je@via.dk

Context
Denmark, The municipality of Skanderborg

Approach/question
Danish research (Hansen 2009; Lund 2012) have shown, that the basic professional knowledge of the profession of teachers (theoretical and philosophical pedagogy and didactics ) is under press, when different kinds of extern pressure (Scott 2008, Institutions and Organizations) are to be implemented/transformed into new practice. Reforms and normative expectations (fx evidence based teaching) etc. are constant and increasing demands from the society to the school. When these kinds of external demands are met and transformed with knowledge in the everyday life of schools, other aspects of knowledge than basic professional knowledge seem to take over. Furthermore this seems to happen in a paradoxical way, because it happens against an explicit wish in the profession of teachers.
Research question:

Which practices on a sub organizational level in schools can secure and support that the basic professional knowledge of the profession of teachers are given a central role and position, when extern pressure are to be transformed into new practice?

Theoretical framework
Neo institutional organizational theory (Scott 2008) and micro sociological approach to study the field of these processes and Berger and Luckmanns sociology of knowledge (Berger/Luckmann
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Project: The basic professional knowledge of teachers and suborganizational transformation processes of external pressure? 1966, *The social construction of reality*) and their praxeology. By this theoretical approach the theme ‘from evidence to practice’ is somehow turned around to a question of ‘which practice calls for and invites which kind of knowledge/evidence?’ Knowledge operationalized into three main aspects: Global evidens (empirical), local ‘evidens’ (empirical) and basic professional knowledge (theoretical and philosophical).

Methodology
Action research

Provisional findings
- The ‘local’ evidence is in dominans
- If basic professional knowledge is somehow playing a role it is in a haphazard way
- If basic professional knowledge is somehow playing it often appears in ‘linguistic disguise’
- Global evidence is very seldom invited
- A drift toward (routinized) teaching is forming practice in the formal fora in a dominating way

Implications for teacher education
Basic knowledge of implementation

Relevance ATEE
RDC: Professional development of Teachers

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