

Title: The practicum teacher in the kulturskole: A lonesome cowboy

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Abstract:

Practicum training is a central part of teacher training programs. For many students, the practicum training presents a first encounter with their field of practice and the teaching profession. In the practicum training the students also meet the practicum teacher, that is a teacher educator and who also teaches at the respective practicum school (i.e., the kulturskole). But who is this practicum teacher? What comprehensions does he or she have about their professional practice as practicum trainer—combined with their role as kulturskole teacher?

In this paper, I will be presenting a study that I am conducting among practicum teachers in different kulturskoler in Norway. Via narrative interviews, I am investigating their understandings of their professional roles as kulturskole teacher and practicum teacher and exploring how they experience the kulturskole as a teacher training arena. This research study draws on the theory of practice ecology and practice architecture, combined with professional theory—with an oblique view from Arendt's concepts of plurality and the web as a metaphor for relations. I explore practicum teachers' understandings through a practice architecture lens, creating knowledge about how understandings-as-practices arise, develop, and influence each other within a living ecological (professional) system. Through this work, I hope to uncover new knowledge about the practicum teachers in the kulturskole, and how this knowledge about their experiential processes can contribute to develop the kulturskole and the teacher training programs that qualifies to teach in the kulturskole. The study's philosophical approach to science is practice-based, as I draw on my own experiences as a teacher educator and kulturskole teacher throughout the research process.