



PROFESSIONAL DEVELOPMENT  
NEEDS OF  
TEACHER EDUCATORS  
DUTCH PERSPECTIVE

**T**InFo  
**ED** International Forum for Teacher  
Educator Development

ATEE CONFERENCE 2016

J.J.DENGERINK@VU.NL



VRIJE  
UNIVERSITEIT  
AMSTERDAM

Faculty of  
Behavioural and  
Movement Sciences

# INFO-TED SURVEY: DUTCH SAMPLE

350 Respondents,

224 (64%) Universities of applied science (UAS)

108 (31%) Research universities (RU)

14 (4%) UAS and RU

# MAIN QUESTIONS

1. In what way differ characteristics of Dutch TE-ors from those participating in the whole InFo-TED survey
2. In what way differ learning preferences of Dutch TE-ors from those participating in the whole InFo-TED survey
3. In what way play work-context (university - college) and years of experience a role in these differences

# CHARACTERISTICS RESPONDENTS DIFFERENCES NL – INFO-TED

Relatively:

- Less University based
- Less Working for primary education
- Low In Highest Qualification
- More Part-time

	NL	InFo-TED
University - College	31% - 64%	50% - 49%
For primary education	36%	48%
Highest Qualification PhD	17%	29%
Full-time - parttime	41% - 46%	55% - 17%
Fixed – >1 year - <1 year	77% - 7% - 1%	71% - 9% - 5%

# CHARACTERISTICS RESPONDENTS

## DIFFERENCES NL – INFO-TED / UNIVERSITIES - COLLEGES

	NL - Univ	NL - Coll	InFo-TED Univ	InFo-TED Coll
Highest Qualification Bc or <Bc	2%	11%	7%	5%
Highest Qualification Ma	58%	80%	46%	71%
Highest Qualification PhD	41%	9%	47%	24%
Full-time - parttime	35% - 65%	55% - 45%	70% - 18%	58% - 22%

# WORK OF TEACHER EDUCATORS 1

	NL	InFo-TED
Teach	93%	96%
Mentor students – beginning teachers	89%	80%
Prof development teachers	59%	69%
Supervise Ma-PhD theses	36%	44%
Engage in research	51%	65%
Additional	65%	62%

# WORK OF TEACHER EDUCATORS 2

	NL	InFo-TED
Teach	93%	96%
Mentor students – beginning teachers	89%	80%
Prof development teachers	59%	69%
Supervise Ma-PhD theses	36%	44%
Engage in research	51%	65%
Additional	65%	62%
a. Developer, designer (40)		
b. Coördinator, manager (81)		
c. Assessor (30)		
d. Advisor (policy, quality assurance) (20)		
e. Broker (22)		



# HOW DO TEACHER EDUCATORS LABEL THEMSELVES

	NL		InFo-TED	
	Mean	SD	Mean	SD
Teacher educator	4,40	0,92	3,72	1,42
Teacher	3,36	1,15	3,45	1,40
Academic/scholar	2,43	0,92	2,69	1,41
Researcher	2,40	1,28	2,65	1,31
Mentor	2,41	1,14	2,61	1.21



# CONCLUSIONS: CHARACTERISTICS DUTCH TEACHER EDUCATORS

- Educational profile is prevailing
- Especially TE-ors in Dutch universities:
  - > Low PhD-rate
  - > Few engaged in research
  - > High rate works part-time
  - > Wide variety of activities
- Dutch TE-ors label themselves as teacher educators

# SATISFACTION WITH PROF DEV OPPORTUNITIES

	NL	InFo-TED
(Extremely) satisfied	58,6%	35,6%
(Extremely) dissatisfied	2,9%	9,8%

Dutch TE-ors are  
more satisfied with  
their prof development opportunities  
than their colleagues in other countries.

# SATISFACTION WITH PROF DEV OPPORTUNITIES

1. Experienced educators are more satisfied with their professional development opportunities than their less experienced colleagues in NL
2. University-based TE-ors are less satisfied than their colleagues in colleges, in NL and InFo-Ted

NL years exp TE-or	<3	3 - <7	7 - <15	15>
(Extremely) satisfied	52%	54%	73%	76%
(Extremely) dissatisfied	4%	2%	5%	3%

	NL - Univ	NL - Coll	InFo-TED Univ	InFo-TED Coll
(Extremely) satisfied	56%	74%	35%	49%
(Extremely) dissatisfied	1%	5%	15%	8%

# PREFERRED PROF DEVELOPMENT ACTIVITIES

	Highly valued (5 and 6)	
	NL	InFo-TED
Observation by/of colleagues	<b>--58%--</b>	<b>40%</b>
Courses - awardbearing	41%	35%
Sabbatical / secondment	31%	37%
Training in institution	<b>39%</b>	<b>22%</b>
Informal conversations colleagues	<b>--60%--</b>	<b>--60%--</b>
Action/pract.based research	49%	49%
Other empirical research	41%	41%
Visits School / TE	52%	55%
Reading	<b>--59%--</b>	<b>--68%--</b>
International exchanges	47%	46%
On-line learning	15%	21%
Peercoaching	<b>53%</b>	<b>40%</b>
Academic writing	37%	38%
Conference presentations	<b>38%</b>	<b>26%</b>
Participation prof organisation	<b>45%</b>	<b>35%</b>
Other activities	72%	



# FACTORS INFLUENCING PROF DEVELOPMENT NL – INFO-TED

Highly valued (5 and 6)	NL	InFo-TED
Adresses teaching and learning	61%	61%
Reputation providers	57%	54%
Adresses research skills	24%	32%
Networking potential	34%	34%
Staff availability during absence	31%	39%
Location	18%	34%
Cost	22%	31%
Salary rise	8%	11%

# PROF DEV THEMES TE-ORS ARE INTERESTED IN

Highly valued (5 and 6)	NL	InFo-TED
Current developments in TE	53%	51%
Curriculum development	40%	39%
Coaching and mentoring	35%	33%
Research own practice	32%	29%
Research skills	26%	34%
Scholarly writing	22%	29%
Presentation and participation conferences	15%	22%
Reviewing	12%	20%

# CONCLUSIONS: PROFESSIONAL DEVELOPMENT

- Dutch TE-ors value the educational aspects of professional development higher, but not significant higher, than the average InFoTED TE-or
- Dutch and InFo-TED TE-ors value most high informal, not to a preset time bound prof development activities as informal conversations with colleagues and reading
- Also Dutch TE-ors value (relatively) high informal activities which require a more structured setting like observation by colleagues, peer-coaching, training in an institution or participation in a professional organisation
- Dutch TE-ors are relatively more interested in practitioner research than “hard”research and scholarly writing

# DISCUSSION

1. What would be important questions for additional interviews?
2. In the Netherlands exists relatively more than in many other countries a professional infrastructure, e.g. a professional association of TE-ors (VELON), a professional frame of reference / standard, and prof. development programmes for teacher educators:

Can this be a factor for

- a. The relatively high satisfaction of Dutch TE-ors with their prof development opportunities
- b. Their focus on educational aspects and regarding research: on practitioner research?