What is needed in a multi-faceted and contested profession

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### Research Program A: 
**Teacher Preparation Accountability, Effectiveness, and Policies**

<table>
<thead>
<tr>
<th>Cluster A-1</th>
<th>Alternative certification and pathways</th>
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### Research Program B: 
**Teacher Preparation for the Knowledge Society**

<table>
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### Research Program C: 
**Teacher Preparation for Diversity and Equity**

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<td>Cluster C-2</td>
<td>Recruiting and preparing a diverse teaching force</td>
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<td>Content, structures, and pedagogies of teacher preparation for diversity</td>
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<td>Cluster C-4</td>
<td>Teacher educator learning for/experiences with diversity</td>
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</tbody>
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*Figure 3. Major programs and clusters of research on teacher preparation.*

“It is almost as …..that the work of teacher educators has been superficially perceived as relatively straightforward and easy to understand.

As a consequence….the sophisticated knowledge, skills and ability necessary to do that work well, are either overlooked, or, sadly, ignored.”

John Loughran, 2014
TEACHER EDUCATORS: A HETEROGENEOUS GROUP

Different work context
• School-based (mentor) teachers – University-based
• Bachelor – master – PhD – level
• Primary – Secondary – Vocational
• Initial education – Induction – Advanced CPD / postgraduate masters

Different expertise
• Beginning – experienced – expert
• Educators of pedagogy and didactics – educators of pedagogical content knowledge – discipline-specific teacher educators
WHO ARE THE TEACHER EDUCATORS

Narrow definition
University teacher educators of pedagogy and didactics in initial teacher education

Wider definition
All those who teach or coach (student) teachers with the aim of supporting their education and professional development includes “Higher Education academic staff with a responsibility for Teacher Education, research or subject studies and didactics, as well as teaching practice supervisors, school mentors, induction tutors and networks of induction supporters”, and also those in charge of teachers’ continuous professional development (CPD). (European Commission, 2013)
a) What does recent research say about the multifaceted character of the profession of teacher educators?

b) Is it (still) possible and meaningful to define generic competencies for teacher educators?

c) If so, how do they look like and what can we say about an underlying knowledge base?

d) What does this mean for the selection, education and professional development of teacher educators?
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THE MULTIFACETED CHARACTER OF THE PROFESSION

Approaches

Roles (Lunenberg, Dengerink & Korthagen, 2014)

Enacted professionalism (Tack, 2014; Vanassche, 2014)

Practice (Davey, 2013; InFoTED-survey)

Biographies (Acker, 1997; Zeichner, 2005, Swennen, 2012)
Roles

- Teacher of teachers
- Researcher
- Coach
- Curriculum developer
- Gatekeeper
- Broker
Dispositions

Regarding research (Tack, 2014)

• The inquiring teacher educator
• The well-read teacher educator
• The teacher educator – researcher

Regarding the role of teacher of teachers (Vanassche, 2014):

Teacher educator of

• Pedagogues
• Reflective teachers
• Subject teachers
Activities of teacher educators

Selection, recruitment, subject knowledge enhancement, Supervision on placements in schools, coordinating the work of other teacher educators, developing new courses, external examining, evaluation, Comenius projects, admissions, subject lead, staff development for university based colleagues, Head of research, provide professional development for teacher educators, Associate Dean and Head of the School of Education, external examining other institutions, Year group tutor, Developing new pathways to teaching with a range of partners, Administration for courses, dealing with student issues, organising events, supporting other colleagues, consultancy work, Faculty management, A fair amount of QA/management duties, managing and leading primary provision during and Ofsted inspection, professional development often in the context of school improvement consultancy, Partnership coordinator, Managing a partnership of colleges, Admissions tutor, provide cluster training at post-graduate level and support mentors, QA strategic management of the primary and secondary programmes, Data collection, strategic management (course and programme development), ASE and ATSE committee member, QA role on PGCE course, represent the School on Faculty Research Committee, Programme Leader BA Hons accelerated degree, Publishing professional and academic writing, administration, emotional support, development, Develop school partnerships, develop blended learning, Leading and marketing programmes, Interviewing, in charge of research ethics for the education institute at my university, provide career guidance, Administration, funding applications, supervise/mentor student teachers, Curriculum development, community engagement, Management/Leadership, Service to academic & national community, Advocacy, Working with colleagues.
“The notion of job complexity is one that emerged constantly from their stories. They all had a conception of their role, work and job as multi-faceted and multi-layered – one in which many aspects overlap with others. As they described them, their jobs were a complex mix of the pedagogical, pastoral, scholarly, interpersonal, managerial, administrative, advisory and consultative. Moreover, they often had to operate across these quite different roles at the same time.”

Davey, 2013, p. 79
BIOGRAPHY: TRANSFORMATIVE TENSIONS

Entering the profession
Teacher  Teacher of teachers (2nd order), (Murray, 2002)
PhD  Teacher of teachers (Acker, 1997; Zeichner, 2005)

New context / blurring contexts
Primary/secondary education  Academia
Research university  Teacher Education

In the profession (Swennen, 2012)
Research
Continuing professional development / service
Broker / (inter)national networks
Leadership
Context:

Teacher Education approaches

1. Knowledge oriented: teacher as a transmitter of knowledge and culture: foundations and methods courses
2. Competence-based: teacher as a facilitator for the learning of students: portfolio-building
3. Realistic TE: teacher as a reflective practitioner (Schön, Korthagen): pedagogy of TE, modeling,
4. Research-based
5. TE based on “core practices” (Grossman) e.g. classroom culture: communities of practices HE – schools
Characterized by a large variety of
Roles
Responsibilities
Dispositions
Activities: teaching, research, service
Biographies and career phases
Positions within university and/or school
Expertise
Contexts
Conceptions of good teacher education
MAIN QUESTIONS

a) What does recent research say about the multifaceted character of the profession of teacher educators?

b) Is it (still) possible and meaningful to define generic competencies for teacher educators?

c) If so, how do they look like and what can we say about an underlying knowledge base?

d) What does this mean for the selection, education and professional development of teacher educators?
A cluster of related abilities, commitments, knowledge, and skills that enable a person to act effectively in a professional situation.
Where do the communally developed generic competencies or standards and the individual interpretation of an individual teacher educator of what he/she has to know and is able to do in a specific context, come together?

Is a valuable relation possible between the generic standards and the complexity of individual practice, or are generic standards irrelevant for the individual teacher educator and his or her practice?
Standards make sense. They

- Are not a recipe for practice or a tick list
- Are a condensed description of prevailing conceptions on quality among the professionals
- Are not one-dimensional and should be open to diversity
- Are a frame of reference for individual professionals and for professional dialogue in teams
  - how they want to relate to more generic professional values and competencies
  - to make choices in their professional practice and development
a) What does recent research say about the multifaceted character of the profession of teacher educators?

b) Is it (still) possible and meaningful to define generic competencies for teacher educators?

c) how do generic competencies of teacher educators look like and what can we say about underlying knowledge?

d) What does this mean for the selection, education and professional development of teacher educators?
IDENTIFYING GENERIC COMPETENCIES

Approaches

1. Existing frames of reference (ATE, 2008; VELOV, 2012; VELON, 2012)

2. Underlying knowledge
   - Dutch knowledge base of teacher educators
   - Recent studies (Goodwin and Kosnik, 2013; Davey, 2013)
THREE FRAMES OF REFERENCE

STANDARDS FOR TEACHER EDUCATORS
THE ASSOCIATION OF TEACHER EDUCATORS

To help all teacher candidates and other school personnel impact student learning, accomplished teacher educators demonstrate the following nine standards:

Beroepsstandaard voor lerarenopleiders:
referentiekader voor de beroepsgroep

THE FLEMISH TEACHER EDUCATOR DEVELOPMENT PROFILE

february
STANDARD 1 Teaching

Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education.

STANDARD 2 Cultural Competence

Apply cultural competence and promote social justice in teacher education.

STANDARD 3 Scholarship

Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.

STANDARD 4 Professional Development

Inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.

STANDARD 5 Program Development

Provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice.
A teacher educator

• teaches (prospective) teachers: has a particular modeling role,
• has knowledge of the relevant (scientific) insights into learning, training, and teaching
• is aware of his own values,
• takes his responsibility
• has a questioning attitude..
• is reflective.
1 The fundamentals of being a teacher educator
2 The teacher educator as a supervisor of learning and development processes
3 The teacher educator as a supporter and supervisor of personal, social and interactive processes
4 The teacher educator as a teacher education specialist (an expert in teacher education didactics)
5 The teacher educator as a content expert
6 The teacher educator as an organizer
7 The teacher educator as an innovator and researcher
8 The teacher educator as a member of a teacher education team
9 The teacher educator as a partner for external stakeholders and as a member of the educational community
10 The teacher educator as an involved and critical social participant
MODEL OF DUTCH STANDARD OF TEACHER EDUCATORS 3D EDITION

Fundamental principles

- Competent in the field of educational pedagogy
- Competent in supervising professional learning
- Competent in organization and management
- Developmentally competent

Institute-based teacher educator
School-based teacher educator
Assessor
Researcher
Inservice-trainer
Curriculum developer
Content pedagogue
1. **Pedagogy of teacher education**: Structuring learning processes of (prospective) teachers; Educating and training by modelling; Promoting the exchange between theory and practice; Assessing the development of (prospective) teachers

2. **Supervising professional learning**: Interpersonal interaction; Dealing with diversity; Supervising the development of professional identity

3. **Organisation and management**: Structuring shared education; Working in a multi-disciplinary team; Contributing to the organization of teacher education; Contributing to teacher education management;

4. **Developmentally competent**: Reflection; Analytical performance; Maintaining one’s expertise.
COMPARISON OF THE FRAMES OF REFERENCE

All refer to
a. Identity-aspects (being), knowledge and understanding, attitude
b. Actual practice or behaviour (doing) as criterium.
c. Domains as pedagogy of teacher education, interpersonal relations, coaching, organisation.

Differences in attention for
cultural competencies (social justice, diversity)

All lack attention for teacher educator as researcher
DOMAINS OF DUTCH KNOWLEDGE BASE OF TEACHER EDUCATORS

Core domains
1. Profession: Teacher Educators
2. Pedagogy of Teacher Education
3. Learning and Learners
4. Teaching and Coaching

Specific domains
1. Program-specific teacher education
2. Subject-specific teacher education

Extended domains
1. Context of teacher education
2. Organization of teacher education
3. Curriculum Development & Assessment Development
4. Research by teacher educators
## PHASE 2: STRUCTURE OF A DOMAIN
**(EXAMPLE PROFESSION: TEACHER EDUCATOR)**

<table>
<thead>
<tr>
<th>Leading questions</th>
<th>Theoretical perspective</th>
<th>Practical perspective</th>
<th>Reflection</th>
<th>Further reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>What is characteristic for the profession of teacher educator?</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <em>What types of teacher educators can be distinguished?</em></td>
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<tr>
<td>3. <em>How do you become a teacher educator?</em></td>
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</tr>
<tr>
<td>4. <em>How can you continue your development as a teacher educator?</em></td>
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</tbody>
</table>
Areas

1. comprehensive knowledge of
   a. the specialist subject, including pedagogical content knowledge,
   b. comprehensive knowledge of a range of educational and pedagogical theories

2. working knowledge of schools, schooling and the teaching profession in its national context.
1. personal knowledge/autobiography and philosophy of teaching;
2. contextual knowledge/understanding learners, schools, and society;
3. pedagogical knowledge/content, theories, teaching methods, and curriculum development;
4. sociological knowledge/diversity, cultural relevance, and social justice; and
5. social knowledge/cooperative, democratic group process, and conflict resolution.
1. **Foundational principles**: character, values and identity of the profession

2. **Teacher competencies**: content knowledge, pedagogical content knowledge, knowledge about learning and teaching. And in a broader sense: knowledge on the role of education, and on the roles of schools within and serving the surrounding community

3. **Specific teacher educator competencies**: pedagogy of teacher education, teaching and learning in teacher education as subsystem of higher education, developing scholarship and conducting research, supporting continuous professional development of teachers and service to the further development of education in a global and diverse society.
a) What does recent research say about the multifaceted character of the profession of teacher educators?

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d) What does this mean for the selection, education and professional development of teacher educators?
ASPECTS

1. Selection and induction
2. Learning needs and preferences of teacher educators
3. Factors promoting professional development
4. Towards a model of dynamics of professional learning
Aspects

Highest degree (PhD)?
Prior experience in primary or secondary education
(Twombly et al., 2006; Murray, 2005; Martinez, 2008)

Differences between requirements and practice

Difference between countries

Lack of attention in research (and practice?)
INDUCTION OF TEACHER EDUCATORS

- Prior education specific for teacher educators is non-existent.
- Tension from being a respected teacher to be a novice teacher educator
- Induction informal in practice
- More formal trajectories necessary
Learning Preferences Schoolbased Teacher Educators
(Dengerink et al. 2015)

**Less experienced**
Are relatively more focused on improving their coaching skills and insight in their profession. They prefer to learn in a course or by structured intervisioin or supervision with teacher educators of diverse backgrounds.

**More experienced**
Are relatively more interested in cooperation school – HE-institute and policy, the theoretical and methodical underpinning of their work. They like to read professional literature, participate in seminars and conferences, to experiment and to participate in projects. They prefer to learn with colleagues in their own region with comparable tasks and responsibilities.
Learning Preferences
HE-Institute Based Teacher Educators

Less experienced
Are relatively more focused on improvement of their teaching, are interested in themes like the pedagogy of teacher education, subject didactics and conducting research. They prefer to learn individually or together with and from colleagues of their own institute / department.

More experienced
Are compared with the others more interested in contributing to knowledge development, especially in the field of subject-didactics. They like to experiment. They want to learn to write publications. They prefer to learn with and from colleagues from other HE-institutions.
FACTORS SUPPORTING PROFESSIONAL DEVELOPMENT  
(LUNENBERG ET AL, 2014)

- Existence of an accepted frame of reference,
- Institutional context which has a vision on and facilitates professional learning,
- Personal characteristics as an inquiring stance
- Connection with prior knowledge and experience

- Transformative tensions
Figure: A Conceptual Model of Teacher Educators’ Professional Development

Dynamics of professional learning
- Diversity
- Social and technological change
- Communication and relations
- Boundaries
- Identities
- Visions

Growth & empowerment
- Personal level: Knowledge & Practice
- Local level: Institution, programmes
- National level: Frameworks or standards
- Global level

How I teach is the message
- Critical and inquiry oriented
- Self-regulated
- Caring
- Contextual responsiveness
- Research informed

Professional learning
Figure: A Conceptual Model of Teacher Educators' Professional Development

Dynamics of professional learning

Diversity
Communication and relations
Social and technological change
Boundaries
Identities
Visions

Growth & empowerment

How I teach is the message
- Critical and inquiry oriented
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- Contextual responsiveness
- Research informed

Professional stances

Global level
National level: Frameworks or standards
Local level: Institution, programmes
Personal level: Knowledge & Practice

university-based teacher and school-based teacher educators
pre-initial initial induction early-career in-service lifelong

InfOD International Forum for Teacher Educator Development
Conclusions
THE MULTIFACETED TEACHER EDUCATOR

a) Can be studied from different perspectives
b) Teaching, coaching and research are prevailing
c) Leadership and service are under-valued and under-researched
d) Position contested between school and academia
GENERAL COMPETENCIES

a. Make sense
b. Are multi-layered
c. Are a frame of reference for individual and collective positioning and development
GENERAL COMPETENCIES: MULTILAYERED

1. Foundational principles: character, values and identity of the profession

2. Teacher competencies: content knowledge, pedagogical content knowledge, knowledge about learning and teaching. And in a broader sense: knowledge on the role of education, and on the roles of schools within and serving the surrounding community

3. Specific teacher educator competencies: pedagogy of teacher education, teaching and learning in teacher education as subsystem of higher education, developing scholarship and conducting research, supporting continuous professional development of teachers and service to the further development of education in a global and diverse society.
a) Selection and education in research and practice under-valued
b) Induction is informal
c) Research about development in curriculum development, gatekeeper, broker and service roles nearly nonexistent
d) Factors promoting professional development are an accepted frame of reference, a supportive institutional context, personal characteristics of the teacher educators, and transformative tensions.
Principles and Notions as Identity-development, Communication, Responsibility, Contextuality and Diversity are essential for the Professional Development of Teacher Educators Individually, in Teams and Communities, and as a Professional Group (InFoTED)
THANK YOU

“I will never again take for granted the skills, expertise and knowledge required to be a teacher educator.”

(Ritter, 2007, p. 107)