

TEACHER EDUCATORS' COMPETENCIES

What is needed in a ,
multi-faceted and contested
profession

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en Pedagogiek

Research Program A: Teacher Preparation Accountability, Effectiveness, and Policies	
Cluster A-1	Alternative certification and pathways
Cluster A-2	Policy responses and trends
Cluster A-3	Testing and assessment
Cluster A-4	Program evaluation
Research Program B: Teacher Preparation for the Knowledge Society	
Cluster B-1	Preparing teachers to teach science subject matter
Cluster B-2	The influence of coursework on learning to teach
Cluster B-3	The influence of fieldwork on learning to teach
Cluster B-4	Content, structures, and pedagogy of teacher preparation for the knowledge society
Cluster B-5	Teacher educators as teachers and learners
Cluster B-6	Teacher preparation and learning to teach over time
Research Program C: Teacher Preparation for Diversity and Equity	
Cluster C-1	The influence of coursework and fieldwork on learning to teach diverse student populations
Cluster C-2	Recruiting and preparing a diverse teaching force
Cluster C-3	Content, structures, and pedagogies of teacher preparation for diversity
Cluster C-4	Teacher educator learning for/experiences with diversity

Figure 3. Major programs and clusters of research on teacher preparation.

Cochran-Smith, M. & Villegas, A.M. (2015). Framing Teacher Preparation Research: An Overview of the Field, Part I. *Journal of Teacher Education* 66(1), 7-20., p. 13.

” It is almost asthat 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

- Schoolbased (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)

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?

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THE MULTIFACETED CHARACTER OF THE PROFESSION

Approaches

Roles (Lunenberg, Dengerink & Korthagen, 2014)

Enacted professionalism (Tack, 2014; Vanassche, 2014)

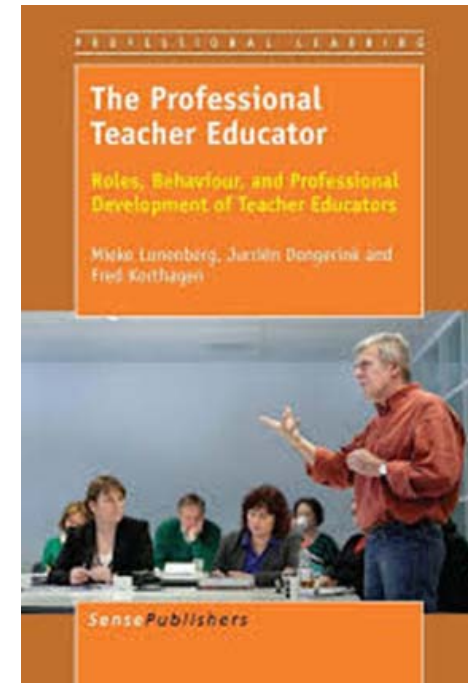
Practice (Davey, 2013; InFoTED-survey)

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

TEACHER EDUCATOR: SIX ROLES

Roles

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



ENACTED PROFESSIONALISM

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

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

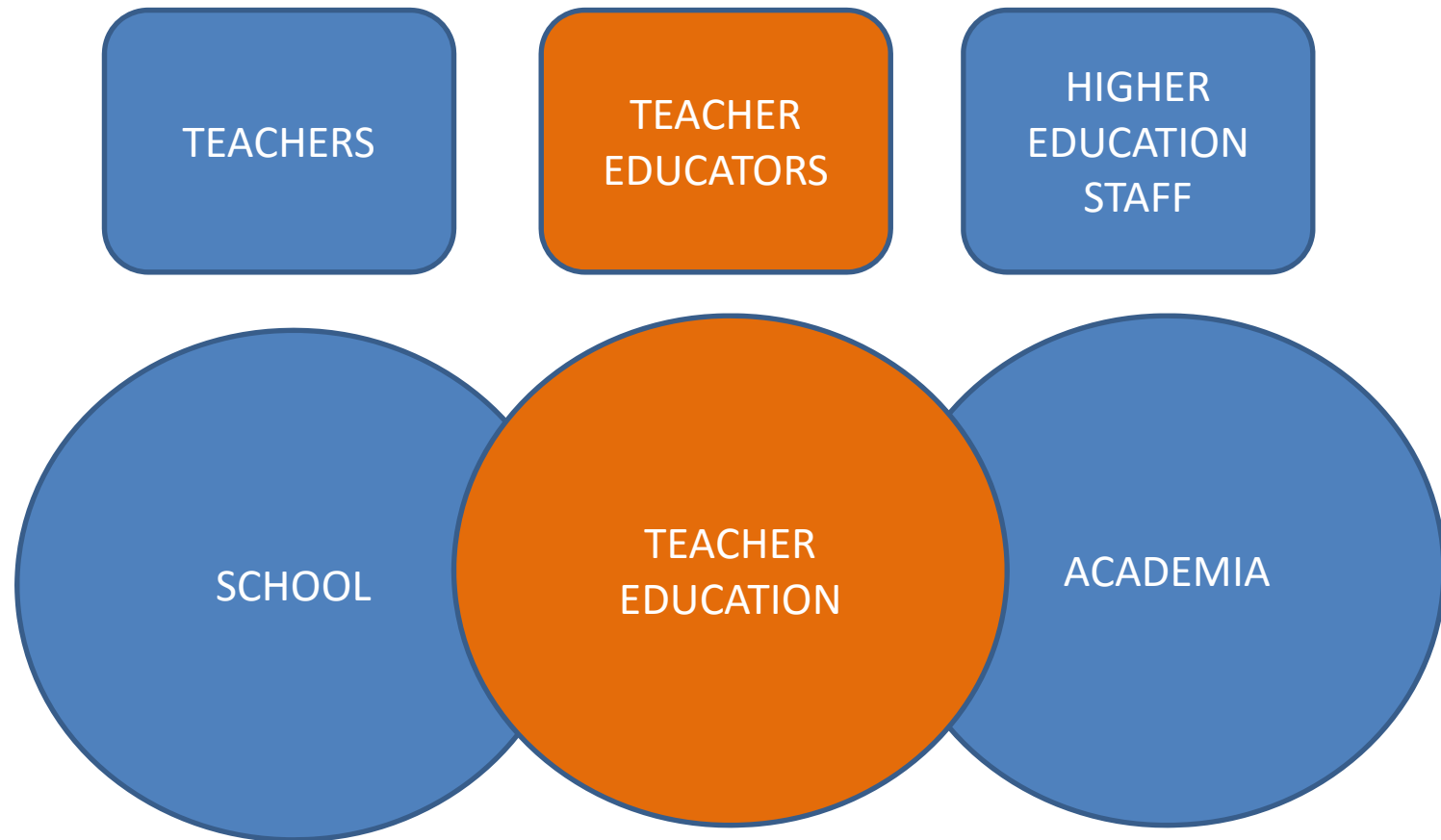
In the profession (Swennen, 2012)

 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

THE MULTIFACETED TEACHER EDUCATOR



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

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DEFINITION COMPETENCIES

A cluster of
related abilities, commitments, knowledge, and skills
that enable a person
to act effectively
in a professional situation.

REPHRASING THE QUESTION STANDARDS AND THE INDIVIDUAL

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?

AS FRAME OF REFERENCE



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

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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

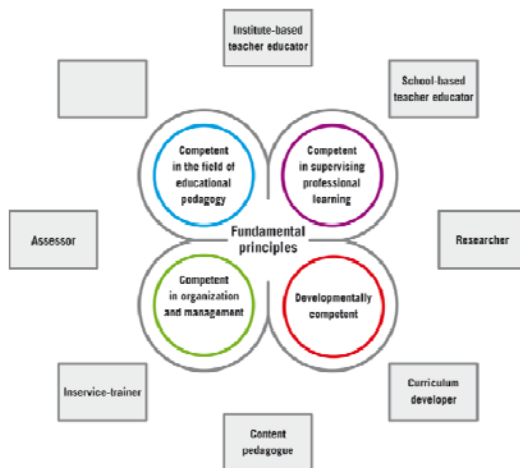


STANDARDS FOR TEACHER EDUCATORS THE ASSOCIATION OF TEACHER EDUCATORS

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



ATE-STANDARDS



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.

FUNDAMENTAL PRINCIPLES DUTCH STANDARD OF TEACHER EDUCATORS



A teacher educator

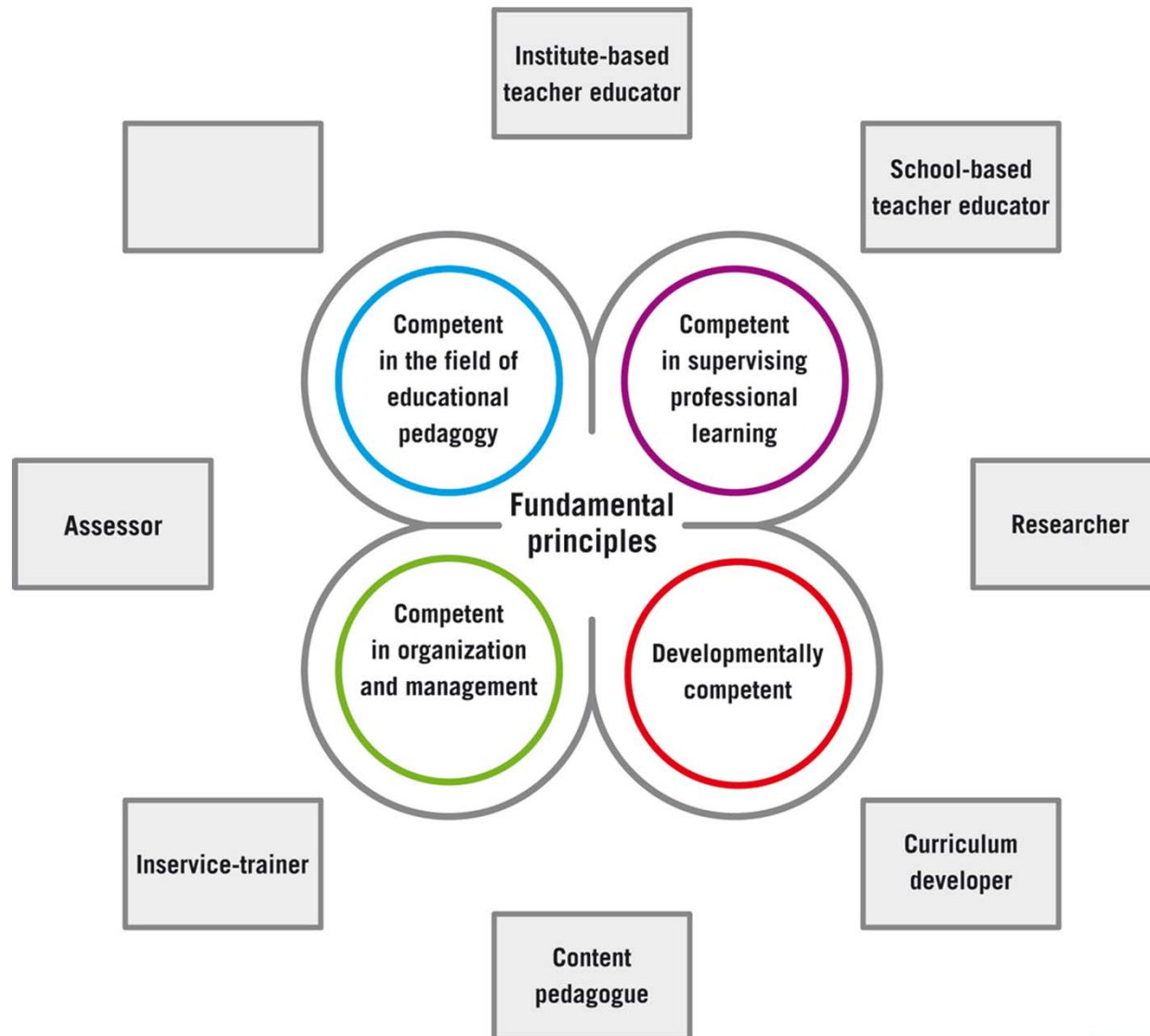
- teaches (prospective) teachers: has a particular modeling role,
- has knowledge of the relevant (scientific) insights into learning, training, and teaching
- is aware of his own values,
- takes his responsibility
- has a questioning attitude..
- is reflective.

FLEMISH TEACHER EDUCATOR DEVELOPMENT PROFILE: STRUCTURE



- 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



DUTCH

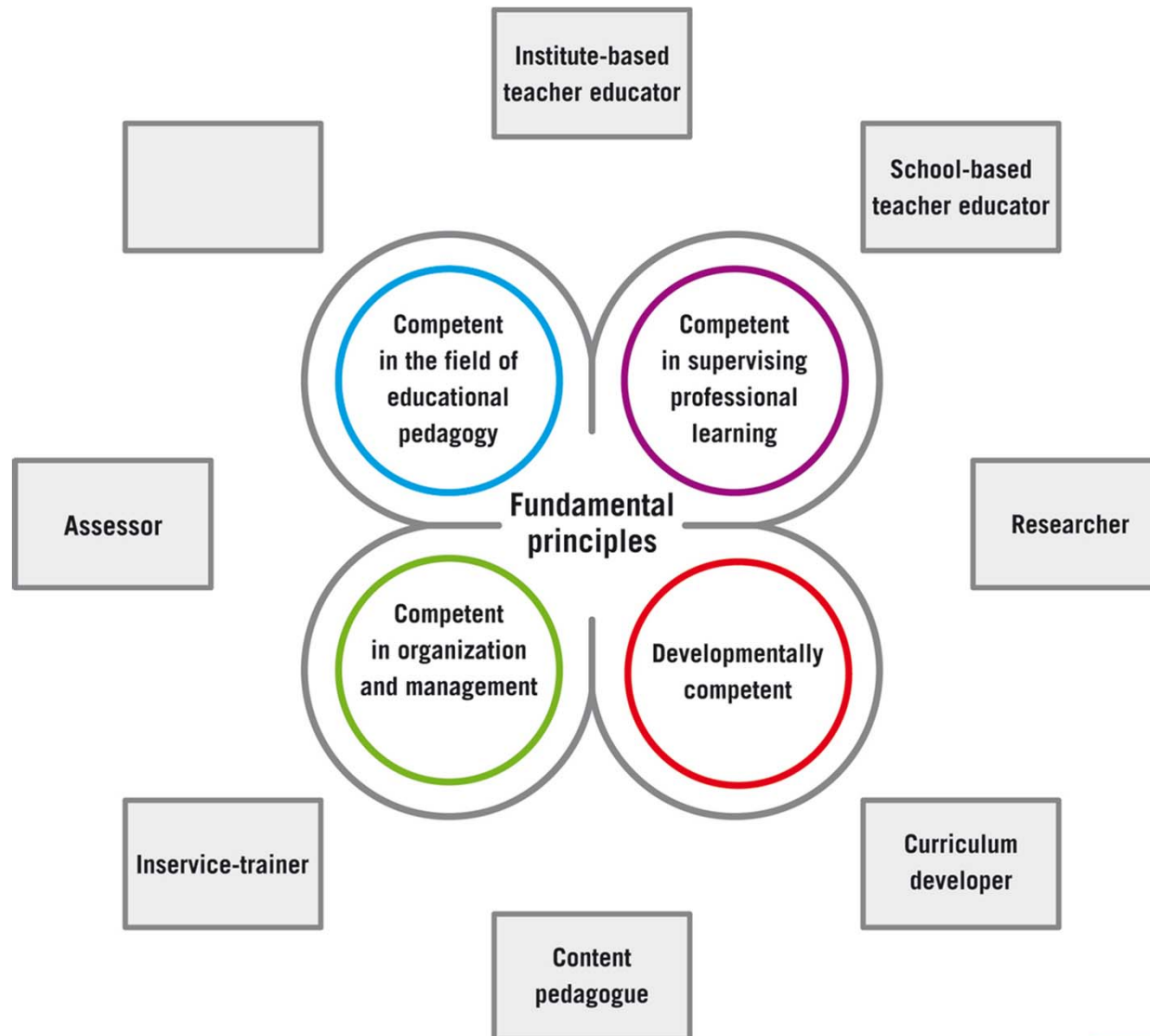
1. Pedagogy of teacher education: Structuring learning processes of (prospective) teachers; Educating and training by modelling; Promoting the exchange between theory and practice; Assessing the development of (prospective) teachers

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.

MODEL OF DUTCH STANDARD OF TEACHER EDUCATORS 3D EDITION



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

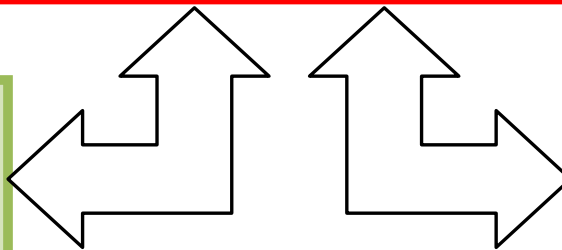
1. Profession: Teacher Educators
2. Pedagogy of Teacher Education
3. Learning and Learners
4. Teaching and Coaching

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)

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

AREAS OF KNOWLEDGE FOR TEACHER EDUCATORS AND THEIR STUDENT TEACHERS (DAVEY, 2013)

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.

FIVE DOMAINS OF TEACHER EDUCATOR KNOWLEDGE

(GOODWIN AND KOSNIK, 2013)

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.

COMPETENCY DOMAINS



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.

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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



SELECTION OF TEACHER EDUCATORS

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 intervision 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

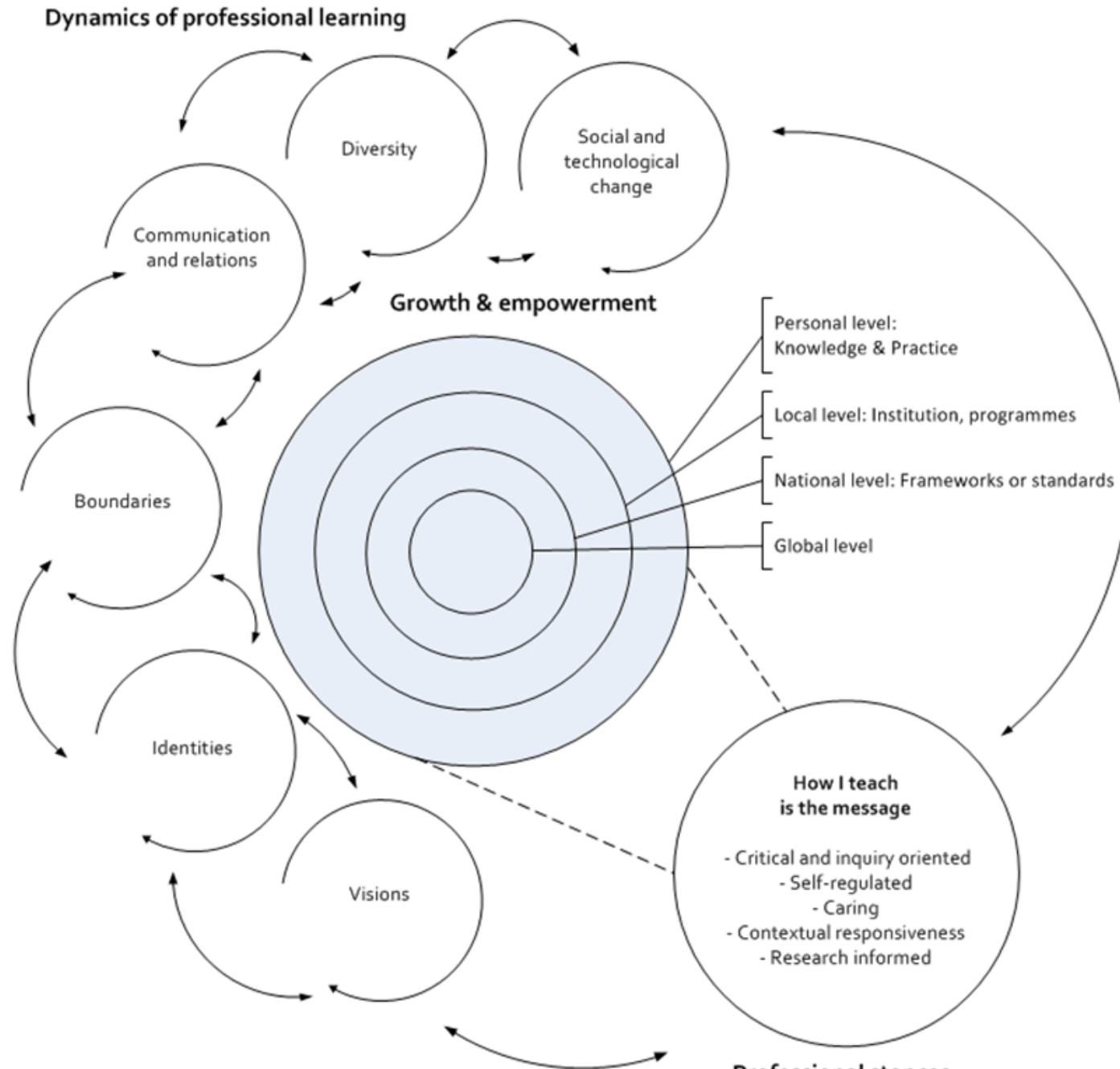
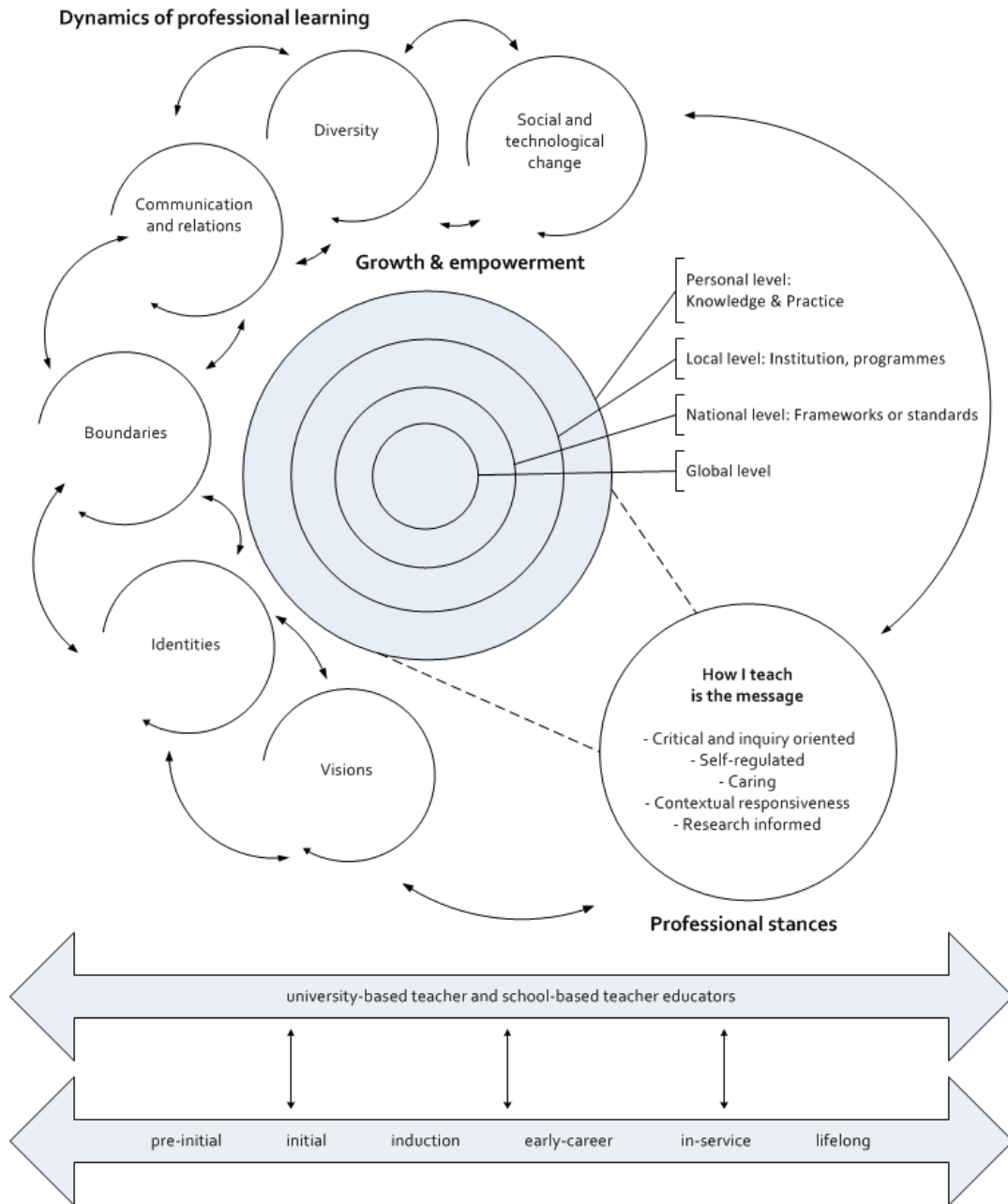


Figure: A Conceptual Model of Teacher Educators' Professional Development





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

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SELECTION, INDUCTION AND PROF DEVELOPMENT

- 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.



DYNAMICS OF PROFESSIONAL DEVELOPMENT

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)

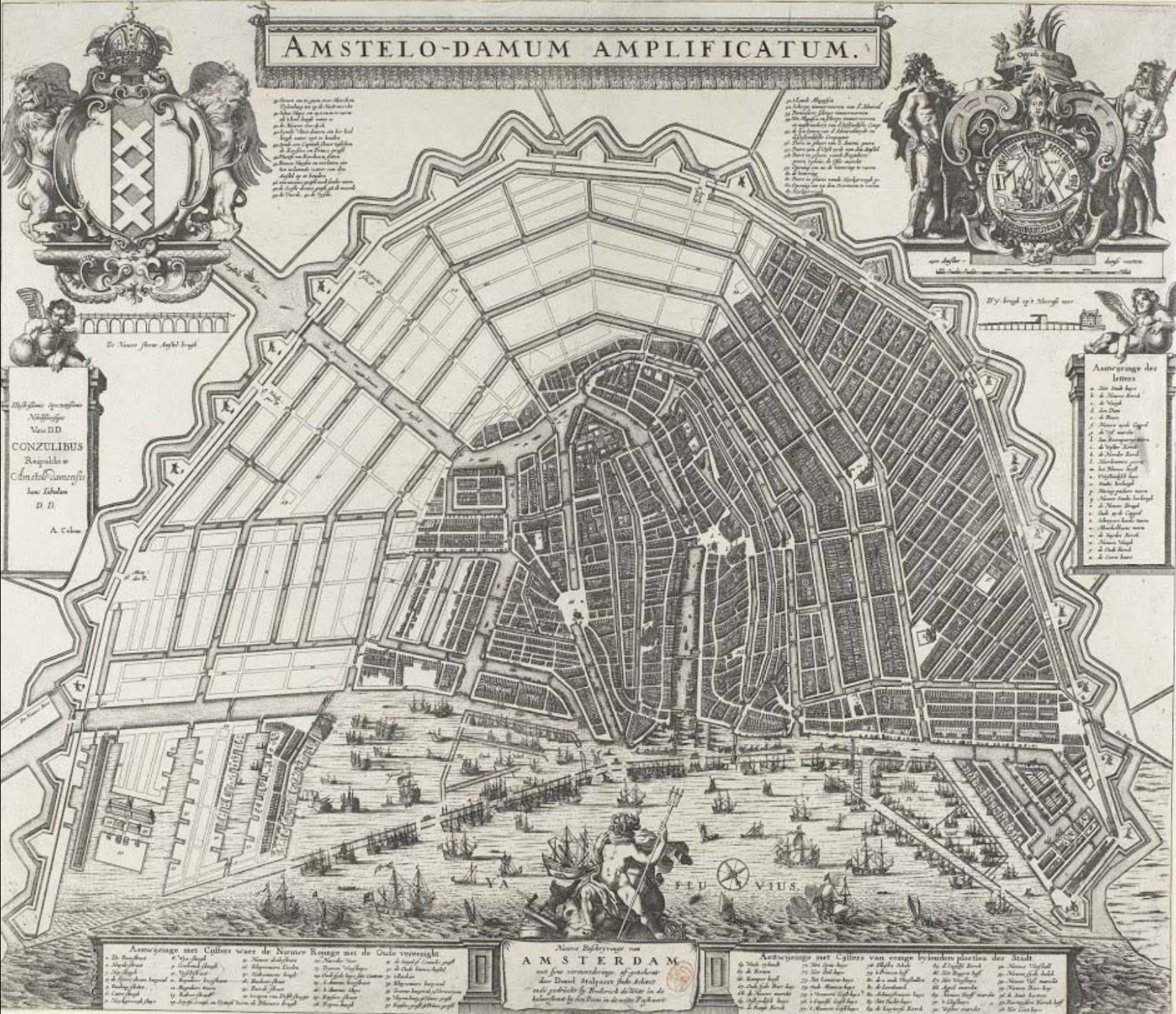
THANK YOU



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

(Ritter, 2007, p. 107)

AMSTELO-DAMUM AMPLIFICATUM.



De Nieuwe Straat Achter Sloep
Vestibulum
Vicus DD
CONZULIBUS
Respectabilibus
Civitatibus
A. Colas

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