

# The Dutch situation: Teacher Educator research & development

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# Sites and types of Dutch TEs

- *University*: upper secondary qualification – teachers; researchers
- *University of Applied Science\** (Hogeschole): secondary; primary; vocational qualification – teachers
- *School based mentors*: pre-service; induction
- Different types/sites associated with different role expectations.

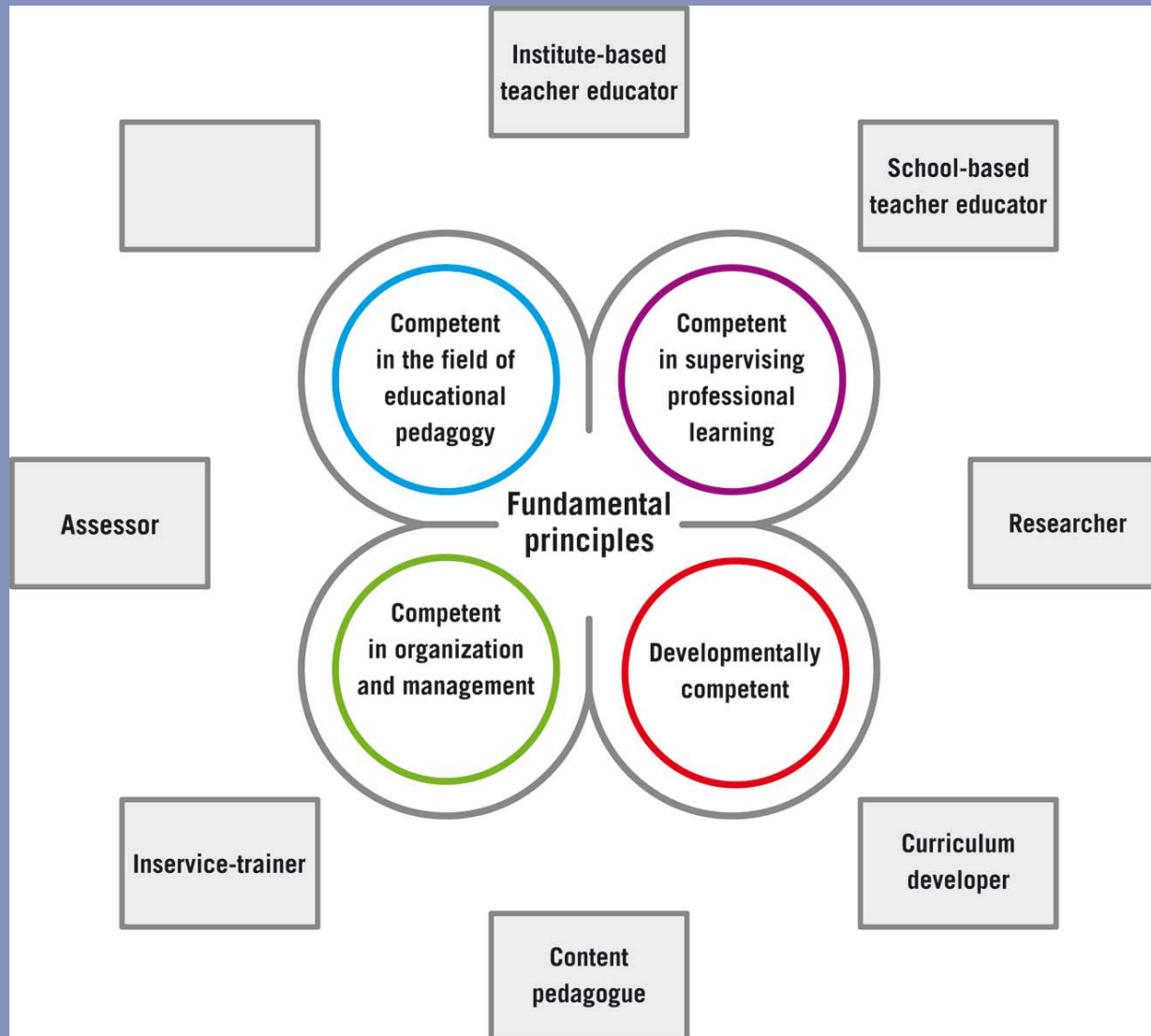
# Occupation or profession?

- Profession: formal requirements; extensive formal education; knowledge base (Verloop 2001; Anitha, 2007).
- Need to “enhance a scholarly professional identity of teacher educators” (Lunenberg & Samaras, 2011)
- Common to all groups of Dutch TEs: Limited institutional recognition of TEs work as a form of specialised expertise; induction & ongoing learning tends to be adhoc.

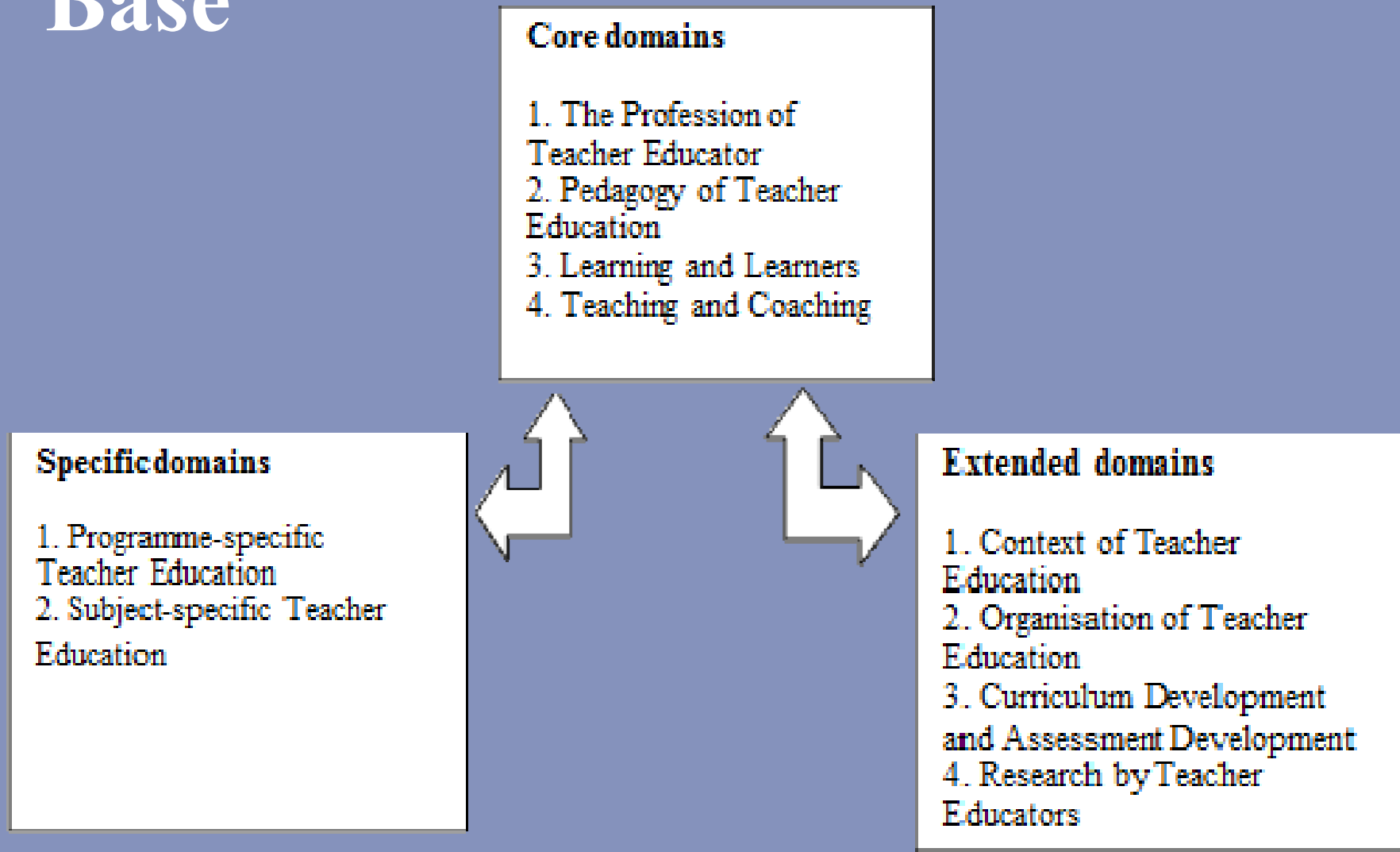
# Developing as a profession: Dutch Projects and Initiatives

- *National Association of TEs (VELON):* Strong professional group – development of professional standard (2012); registration (peer-reviewed portfolio); knowledge base for TEs; annual conference; journal.
- *Professional development programme* for TEs linked to VELON registration (2010 – ongoing).
- *Projects to promote PhD study* by TEs sponsored by Ministry of Education/Universities (more TEs with PhDs)
- *Projects to promote TEs scholarship of practice* through self-study by TEs (2007;08;15).

# Dutch Professional standard (2012)



# Components of TE Knowledge Base



# Out of the closet ... into the academy?

- The professional profile of TE's in Netherlands is more visible than many other countries.
- Range of initiatives linked to different purposes & organisational levels that offers promising possibilities
- But considerable differences exist between expectations of, & opportunities for, different types of TEs, even within same institution (esp. research) and recognition of TEs work as specialized expertise.
- “Although teacher educators may well be experienced practitioners, their lack of academic experience (or perhaps more pointedly, their perceived standing) can make it difficult for them to have a ‘voice’ in the academy; especially when it comes to challenging existing curricular conventions.” (Loughran, 2015).

# Policy related issues

- Recognising differences between *visibility as compliance* or a ‘blue-print’ (e.g., standards) with opportunities for *autonomous professional growth*.
- Safe-guarding professional quality alongside strengthening professional autonomy.
- Finding a balance between ownership by TEs and integration with development policies of TE-institutions.
- ‘Translating’ standards between different types and sites of TE.



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# Questions for discussion

- Who do you see as TEs?
- What knowledge should they have?
- How do they gain this knowledge?
- What can TEs across national and international contexts learn from each other?
- Given your experience and knowledge, what aspects of teacher educator learning do you think would lend themselves to a virtual learning platform?