

# Standards for teacher educators A straitjacket or stimulus for our professional development?

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INTERACTUM  
LECTORAAT  
KANTELLENDE KENNIS

We are going to talk and share thoughts about **ourselves**, **about the teacher education profession**, about **standards for teacher educators**.

- Central statement
- Time to share thoughts
- Define standard and the Dutch context
- Central issues: why, for whom, to whom belongs, how to use, what is in and effect of a standard.
- Final conclusion
- Back to the statement
- Jean Murray, the discussant.



# Statement:

“Standards for teacher educators can be a stimulus for their professional development”

Work sheet, you can find in your envelope.

Step / task 1: What do you think?

Agree: red card

Disagree: white card

Do not know yet: blue card

Step / task 2: Share with others.

A standard formulates what it means to be a competent teacher educator.

To be competent means to be able to act good (effective) in a certain context.

## Basic attitudes, for example a teacher educator

- Is focussed on the development of student teachers and gives them responsibility for it.
- Models excellent teaching / practices what she preaches.

## The Dutch standard consists of six different fields of competence:

- Interpersonal
- Pedagogical
- Organisational
- Working with colleagues in the organisation
- Working in a wider context
- Working on your own development

A standard formulates what it means to be a competent teacher educator.

The standard can be used by a teacher educator for his or her professional development.

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The standard can be used to make transparent towards others the professional quality teacher educators have.

## Six issues

1. Why a standard for teacher educators?
2. For whom is a standard?
3. To whom belongs the standard?
4. How to use the standard?
5. What is in the standard?
6. What is the effect of a standard?

# Deprofessionalisation

- |                                      |   |
|--------------------------------------|---|
| I Why a standard?                    | For professional development  |
| II For whom is a standard?           | For the professionals   |
| III To whom belongs the standard?    | Ownership for teacher educators   |
| IV How to use a standard?            | As a frame of reference / for self-regulation   |
| V What is in the standard?           | <ul style="list-style-type: none"><li>- Open to diversity</li><li>- Knowledge, skills, attitudes and personal characteristics</li><li>- Relevant for a limited time</li></ul> |
| VI What is the effect of a standard? | Professional dialogue and strengthening of the profession   |

# Statement:

what do you think now.

“Standards for teacher educators can be a stimulus for their professional development”

Look at this statement again and ask your self:  
Have I changed my mind?

Then write down your opinion: see step/ task 4