

# Work and Professional Development of Teacher Educators

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## Introduction: Professional development and workplace learning

The last decennium, the professional development of teacher educators has gained an increasing attention. Although the learning-process of student teachers is fully under research, research on learning of teacher educators is somewhat left behind. In this study, we focus on how teacher educators see their work and professional development. The results will be used as a justification to setup a research project on teacher educator's self-study as a method for professional development.

Professional development of teacher educators can be seen in terms of learning in the workplace and is more than taking courses or training. The professional development of teacher educators is not restricted to an initial training programme, although there is made a start with the development of a curriculum for beginning teacher educators (Korthagen 2002, Lunenberg 2002, Cochran-Smith 2003). More experienced teacher educators will have to develop throughout the working-life (Brouwer and Van Vonderen 2003, Korthagen 2002).

Apart from being under-researched, the workplace context brings new perspectives to research on learning because it encompasses a wide range of more or less structured environments, which are only rarely structured with learning in mind. Most recent theorising about workplace learning concentrates on its social nature and seeing learning as ubiquitous in all of human activity (Hodkinson and Hodkinson 2004). So, teacher educators' workplace learning is inseparable from their working practices. Learning throughout working life is an inevitable product of everyday work activities (Billet 2001b). However, the quality of learning is contingent on the kinds of activities teacher educators engage in and the guidance they can access. Although the contributions of activities at the workplace to the authenticity of learning and working are significant, everyday work experiences alone will not provide

the kinds of learning required to transfer knowledge to other circumstances and situations (Ericsson and Lehmann 1996). Workplace experiences need to be structured and guided to optimize and supplement the contributions provided as part of everyday work activities. For both teacher educators and teachers, work and learning is intertwined (Korthagen 2002) resulting in learning at the workplace as an excellent way for professionalisation (Brouwer and Van Vonderen 2003). Because learning at the workplace is also asked of the students, it is important to know what it is by actually doing it yourself. This refers to a favorite motto amongst teacher educators: 'teach what you preach' (Brouwer and Van Vonderen 2003; Korthagen 2002, Swennen, Korthagen and Lunenberg 2004).

The success of the process and (the wish for) result of work related learning of teacher educators, depends on the teacher educators themselves. Every actor has a interest in explicating the meaning of a learning process and result (Klarus 2002). In correspondence with Smith (2003), we start from the principle that professionals develop themselves instead of *being* developed and therefore important to find out what they believe and think.

## Professional development of teacher educators

The last few years there has been a world-wide growing interest in the professional development of teacher educators. In the Netherlands, a professional-standard has been developed in order to maintain the professional development and quality of its practitioners (Koster and Dengerink 2001, Korthagen 2002, Brouwer and Van Vonderen 2003, Koster, Brekelmans, Korthagen and Wubbels 2005). Teacher educators are obligated to tender relevant education to student teachers

and to engage in professional development in order to keep up the quality of teacher education (Smith 2003, Brouwer and Van Vonderen 2003). Professional development is also meant to preserve interest in the profession and this can be done by staying curious, to have the courage to enter into challenges. This way prevents teacher educators to get 'stuck' or get bored (Smith 2003).

Professional development also concerns status enrichment as employee. One gets more salary and responsibilities because of their enlarged ability in knowing and doing (Smith 2003). Overall, in order to maintain and enlarge the quality of teacher education, it is necessary for teacher educators to professionalize themselves (Brouwer 2004, Brouwer and Van Vonderen 2003, Smith 2003).

An important concept related to the professional development of teacher educators, is *phronesis*, as first described by the Greek philosopher Aristotle (Birmingham 2004, Heijerman, Jacobs, Korthals and Wouters 1994, Kessels, Boers and Mostert 2002, Korthagen and Kessel 1999). *Phronesis* concerns contextual situational knowledge of acting and refers to the ability of a (reflective) practitioner to be perspective and intuitive in a specific situation and attune to actions in this situation (Korthagen and Kessels 1999). It leads to the conclusion that people do not act according to one universal truth or theory (Birmingham 2004, Heijerman, Jacobs, Korthals and Wouters 1994, Kessels, Boers and Mostert 2002, Korthagen and Kessels 1999). In order to learn something from a specific situation or experience, reflection-in-action and reflection-on-action can be helpful (Griffiths 2000, Schön 1987). Reflective practitioners, like teacher educators, have to rely on their former experiences and intuition for doing the 'right thing' in problematic situations because in the practice of teaching, a teacher (educator) is forced to 'immediate teaching behavior', and doesn't have time to make an exemplary or ideal choice (Dolk 1997, Griffiths 2000, Korthagen and Kessels 1999). Reflection in general can therefore be an instrument from which much can be learned (Korthagen and Kessels 1999, Procee and Visscher-Voerman 2004, Simons and Ruijters 2004).

So, a substantial part of professional development through learning at the workplace, is (critical) (self)reflection (Van Woerkom 2003, Simons and Ruijters 2004). One view of reflection is about explicating of what is or has been learned during work (Simons and Ruijters 2004). One becomes aware of insights which seemed relevant during, or after, being engaged with work (Simons and Ruijters 2004). Being *critical* in a reflection process is to ask questions about the underlying starting points and to discuss these (Van Woerkom 2003). Billet and Somerville (2004) point out that the workplace, and in fact life-long learning, are linked to a reflexive practice: a practice whereby the attitude of someone changes towards work and learning. Billet and Somerville emphasize the relationship between work, learning and identity is a subject of change but above all depends of the person in question. Billet (2001a) calls reflexive practice a method in which personal knowledge becomes more transferable in a intentional way. Reflection can therefore best be seen as the practice of the 'ability of judgment' (Procee and Visscher-Voerman 2004). Within the ability of judgment, experiences are researched and is the ability to determine which problems relates to the proper theory or rules, suitable for the problem. Think of problems like norms and values, beliefs and evaluations of the result of reflection. The ability of judgment is an intermediary between theory and practices (Procee and Visscher-Voerman). At the end, reflection relates to the classical meaning of 'schooling'; asking yourself why you do what you do in order to lift your acting in practice to a higher level. Therefore time and capacity is needed (Kessels, Boers and Mostert 2003). In our

view this description of schooling coincide with professional development.

### Professional development at the workplace

Ways of maintaining the professionalism at the workplace can be subdivided in three categories in which reflection plays a major role (Simons and Ruijters 2004). First, *elaboration*; In order to professionalize oneself, one needs to learn throughout the working life (Billet, 2001b); this can be done by explicating implicit (learning) outcomes and relating them to work (Simons and Ruijters 2004). Too much explicating is not good because then one is more busy with learning than with working (Simons and Ruijters). To create circumstances under which one is 'forced' to lifelong learning, one can also change the workplace now and then because then former work experiences become explicit (Brouwer and Van Vonderen 2003, Simons and Ruijters 2004). Second, the *expansion* of personal knowledge through activities which are focused on systematical development and expansion of personal occupational acting like following courses, workshops and training (Brouwer and Van Vonderen 2003, Korthagen 2002). The emphasis lies on *inquiry learning* – the expansion and testing of the personal practical theory; *theoretical learning* – by comparing the practical theory with others; and *critical learning* – to trace the personal norms & values in how one acts (Simons and Ruijters 2004). Third, *externalization*; delivering a contribution to the development of others in the same vocation by presenting on conferences; by publishing in journals; by designing learning-activities for others, etc. (Brouwer and Van Vonderen 2003, Korthagen 2002, Simons and Ruijters 2004). Some examples of learning at the workplace for teacher educators are: through a case-study, problems in the teaching-practice are linked to theory; in collaborating with colleagues developing, execute and testing educational systems; and by trial and error looking for a solution of a problem encountered in work (Brouwer and Van Vonderen, 2003, Korthagen 2002).

Unfortunately, all too often it lacks opportunities for teacher educators to enlarge and keep up their expertise through work placement, training, research and developmental work (Brouwer 2004). As reason for this, the work load is often (too) high; the primarily task – teaching – has priority over professionalisation (Brouwer 2004, Brouwer and Van Vonderen 2003, Smith 2003). Other, less obvious reasons are, for example, ill innovation management; because the management often knows little of the content of professionalisation, they tend to keep away from it (Brouwer, Brouwer and Van Vonderen). Further, it is possible for a teacher educator to have more than one job; the question arise where the loyalty lies and who then is responsible for the professional development of teacher educators (Smith 2003). Another reason is that learning also takes place as a consequence of less successful experiences; people are often reluctant to share these experiences because it could be interpret as a lack of competence and could therefore costs their autonomy or job (Smith 2003, Brouwer and Van Vonderen 2003). Last, fear for change leads to stagnation and can eventually block further development. Also when a certain professional plateau is reached, it is possible that one loses interest in further development like promotion. Then, too much 'top-down' initiatives could be experienced as artificial and temporally. The need for change and development can only exists if one gets feedback on this need (Smith 2003).

### Research questions

It appears in the literature that much is known about the process and content of the professional development of teacher educators (Brouwer and Van Vonderen 2003, Korthagen 2002, Smith 2003); how teacher educators do their work and under which circumstances, but that little is known about how

teacher educators think for themselves about professional development.

Through this research we want to find out how teacher educators think about professional development. In the interventions as part of further research, we invite teacher educators to participate in order to enlarge the effectiveness of our interventions, because it is believed that top-down interventions concerning professional development have proven in the past to serve more political and administrative goals than professional growth of teachers (Akkerman, Lam and Admiraal 2004).

The research questions are focused to collect information about what they think, what their personal thoughts are about doing their work or personal professional development. The questions are therefore: What is (are) according Teacher educators;

1. the nature and core of their work;
2. the nature and core of their personal professional development;
3. the relationship between work and their personal professional development;
4. supportive conditions for a good professional development.

## Method

We interviewed 11 teacher educators from different colleges and universities across the Netherlands and who participated or were participating in a assessment- and registration programme for teacher educators in the Netherlands, initiated by SRL<sup>o</sup> (Institution for Registration of Teacher Educators). The goal of the institution is to make a contribution to the quality of teacher educators. In the programme, the teacher educators are asked to do a self-assessment under supervision of coaches and colleagues in order to get registered as 'teacher educator'.

We choose for teacher educators from this group because we sought people who were actively in their process of professionalisation or at least were involved in some sort of reflection about professional development. We believed that they could provide us with more detailed views on professionalisation and work than other teacher educators through the fact that they were (being) busy with the process of getting recorded sensitive for questions about learning, etc.

The teacher educators involved form a heterogenic group. There are seven teaching methodologists (referring to the numbers 1, 3, 4, 5, 6, 8, 9), three general teacher educators (2, 7, 11) en one cooperating-educator affiliated to school(10). The teaching methodologists cover the subjects Spanish, German, French, Physics, Maths and History. The tasks of the general teacher educators are, besides teaching, mentoring, tutoring and coaching work placement of the students. One of them gives also training in speech skills and another teaches educational science and pedagogy. The school- educator coaches students on the spot and, according to own sayings, intermediaries between theory and practice.

### Data collection

We use half-structured interviews in order to determine the thoughts and beliefs teacher educators have about their work and professional development. The following topics were addressed:

1. context
  - background, education, time in service, age, sex
  - expertise; main-tasks, form of appointment to

institution

2. Work as teacher educator
  - image of work as teacher educator, associations with other professions
  - which image fits the personal belief; which not; what would you like to add; which role have others? (colleagues, students, etc.)
3. Professionalisation
  - image of professional development, associations with other activities
  - Which image fits your personal belief; which not; what would you like to add; which role have other? (colleagues, students, etc.)
4. Relation between work as teacher educator and professional development
5. Supporting conditions
  - What are supporting conditions for professional development and which not.

### Procedure

The interview begins with a short introduction of the goal and duration of the interview and getting acquainted with the work and person of the researcher. After that, there has been asked to provide an impression of their tasks and activities for the institution where one works for and then how one thinks about the job as teacher educator; what the personal beliefs and thoughts are about the profession of teacher educator. The teacher educator has been asked to react on metaphors on the work of teacher educators (Appendix 1). The teacher educator had to choose one (or more) metaphor which fit his personal beliefs about his/her job as teacher educator. The teacher educator has also been asked which metaphor certainly not fits his belief about being a teacher educator, to add one metaphor of their own and to describe what one misses in the presented metaphors. At the end will be asked what the role of colleagues and students are within the chosen metaphors. The same procedure has been used for professional development (Appendix 2).

The teacher educators have also been asked which relationship they see between their work and professional development. At the end of the interview they have been asked which conditions are supportive for professional development and which not. The last question have been whether the teacher educator has missed something in the interview, like subjects or more about specific activities.

### Metaphors

An important part of the interview, is the associations process on images or metaphors of other professions and activities. The images contain a single word which refers to an profession or activity which could be associated with working as a teacher educator or the process of professional development (see Appendixes 1 and 2). Lakoff and Johnson (1980) argued that metaphors are not only trivial rhetorical speculations, but that people think and speak in metaphors. 'Words refer to abstract concepts; a word is a box for a set of meanings: that is, words are symbols that represent ideas and permit people to talk about the world' (Collins and Green 2001, 71). Metaphors allows humans to communicate through time and space (Collins and Green 2001, Cochran-Smith 2002). By delivering metaphorical descriptions of work and professional development, we expect the teacher educators to emphasize the meaning they have about their personal work and professional development. Through questions like, 'Which image fits your personal belief? Why? Which one not? Why?', we hope to get more information about determining factors which, according to the interviewed teacher educators themselves, play a role in their thinking

about work and professional development.

Through adding questions like; 'Is there an image you would like to add? Do you miss something in the presented images?'; we expect that we get some personal reflections or that their view on the work or professional development becomes more explicit. And through asking how they see the role of others in the view they have, we hope to get more information about their relationship with colleagues, students and other actors and what the meaning of that relationship is for themselves.

### Data-analysis

We summarized the answers of the teacher educators per subject (work, professional development, relation and conditions). In this, we used the words of the teacher educators involved as much as possible. Each summary has been further analysed:

- Work: What is the nature or core of work as teacher educator? What is the work all about?
- Professional development: What is the nature or core of the professionalisation of teacher educators? What is it all about?
- Relation work and professional development: How sees one the relationship between work and professional development? What is the nature of this relationship?
- Conditions of professional development: what are beneficial and *not* beneficial conditions for professional development?

All answers of the teacher educators on the metaphors of work and professional development have been compared in order to enlist differences and similarities. These listings were subject to a closer look and reformulated in terms of a dilemma: a specific (major) 'problematic' situation for teaching student-teachers in which a teacher educator has to choose for a approach of this situation. Within a dilemma two extremes are determined where a teacher educator has to make a (un)conscious balance. This leads to the first dimension of a diagram in which the eleven teacher educators will be shown in relation to each other. The other dimension of the diagram is determined by a balance in the activities that teacher educators undertake to 'solve' the dilemma. The diagram as a whole illustrates the mutually differences between the teacher educators; what the dominant thoughts are or not.

## Results

### Work as teacher educator

Many teacher educators make a distinction between the pedagogy and subject matter, which are both part of the work as teacher educators. Being an educator requires a certain equivalence in the relationship towards students. An *educator* stands 'next' to the students showing roles as a coach or mentor of the students' learning processes. However, the subject matter knowledge requires a stance which is more 'above' the students, the *teacher* is an expert.

The expert-role at the universities is performed by the teacher methodologists: someone who has knowledge how to teach a specific subject. In colleges of higher education there are also classes about the content itself: physics, history, etc. Eventually, there is likely to be made a balance between these two roles because they ask different approaches of the education that is needed. Here are some quotations of the teacher educators (1, 2, 6) to illustrate the dilemma and balance.

*1: You educate people for two different things: a profession (teacher) and a professional content (e.g. physics)*

*2: It is like being on a seesaw between teacher en coach*

*6: As teacher of professional knowledge, you're more an expert*

This struggle of dilemma of balancing the coaching task and expert role may yield different responses. One, teacher educators may develop a program which pinpoint exactly the whole process of becoming a teacher, and two; teacher educators focus upon the students themselves and wait what they ask of them. This differs from explicitly choosing for being a coach or expert as it is in the former dimension. The next quotations illustrate the need for a program.

*3: students have to know on basis of a good program which direction there are heading and they have to know that there are educators who are coaching on a meta-cognitive level.*

*4: you direct students to the end of their training: being a capable teacher*

Three teacher educators also bring up the role of colleagues. One of them asked how to deal with colleagues, what is the common shared vision and how to propagate this? How to deal with differences in meanings and believes? Another saw oneself as a initiator for ideas but emphasised the importance of 'working together'. The third made the remark that it is important to have a culture in which there is openness towards each other and that it is not always self-evident within the educational context of the Netherlands.

*6: What do I think of what students have to know? And what is the opinion of the institution?*

An addition on this matter is a dilemma that is more focused on the profession of being a teacher educator and is related to the cultivation of someone's 'being' as a person: how can you do that? How to do right to someone's/students being, but still 'educating' people? The development of an identity of a (student-)teacher is a delicate matter, with your integrity as teacher educator as a warrant for quality. Some quotations to illustrate this.

*8: It is about reflection on the own practice, a attitude of inquiry*

*11: You pay attention on the being of the students without losing sight of the demands of the institution. It is a little bit pushing and pulling within students possibilities; change hurts sometimes and can lead to an identity-crisis.*

To get an overall view of the work of the teacher educators, with the main-dilemma in mind, a diagram is made with schematically presented how the teacher educators are personally positioned in relation to the role-conflict as (teacher) educator and/or as teacher of professional knowledge (x-axis). At one side they see educating students from a more professional side (educator), from the other more from a content (professional content). The professional side concerns educating and coaching in the daily practice of teaching, in social intercourse with a class of students. The professional knowledge concerns rules of teaching a certain content like history or German. The question arise where teacher educator lay the personal accent.

The other dimension is formed by how they solve this dilemma: by focussing on putting a program on the rail or by focussing upon the students (y-axis). The latter are considered a unique, have all their personal highlights and that requires custom-made education. However, that is the opposite of presenting a program, which keeps a moderate (non-existing) student in mind. See diagram 1.

All this says nothing how problematic they experience these dilemma's or that they believe rigidly in their approach; it primarily leads to the conclusion that the interviewed teacher

educators position themselves towards the axis implicitly or explicitly. The diagram is in fact a characterisation of the group interviewed teacher educators towards the found dilemma's.

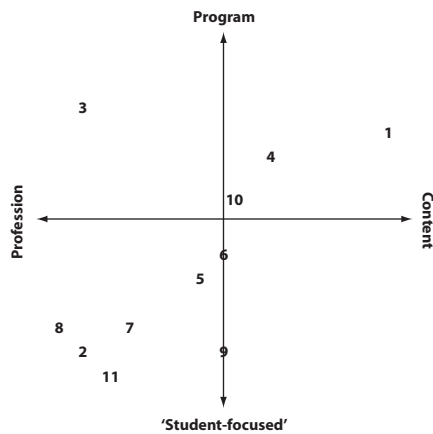


Figure 1 The positioning of the teacher educators in relationship with each other and the answers they gave to make a balance concerning their work as teacher educator..

### Professional Development

A view teacher educators asked themselves who profits of personal professionalisation: is it something you do for yourself or for others, like students? The former lead also to the problem that one can ask oneself: do I have the skills or attitude that makes me able to professionalize myself? The following quotations illustrate the attitude needed to professionalize oneself (7 & 9), and one to illustrate the other side of this balance (10).

7: A professional is able to look at him/herself critically and to improve him or herself

9: From yourself: an open stance, being prepared to look in 'another garden'; to call for help when needed. The same things you ask of your students.

10: Professionalize in order to pass things through to others. Professionalisation is also in service of the organisations, not only individually

Another necessary aspect of professionalisation is the collaboration with colleagues and cooperation with students.

1: you learn the most through taking time to think and to exchange with others

2: to look for what the organisation and your colleagues have to say and discover what is possible and what's not. Listen to what students ask of you.

At the other side of this dilemma, the teacher educator think it is also necessary that they themselves learn certain techniques and skills in order to fit, for example, competences. A few teacher educators mentioned that one has to work according to a plan and to prepare oneself to do so.

4: You have a certain question, which has to be translated in action en focuses on being a better teacher educator

8: What you need is as you were a 'carpenter': you have to prepare this thoroughly; which instruments to use?

11: 'to sharpen knives'; together with colleagues arranging a set of tools.

The solution to cope with this dilemma is found in the approach the teacher educators have towards 'learning' and 'working'. Learning is seen as being in 'motion'; but provokes restlessness

because you are busy with to improve yourself and your work.

2: professionalisation = reflecting. When you listen to your own behaviour, when you are open to what others say and think about that. To illuminate your personal blind spot, your personal ignorance.

7: professionalisation is sometimes a burden; continue being busy with new things at work gives restlessness.

For the representation in a diagram is chosen for the dilemma: professionalisation for yourself or for others? Is professionalisation originated in yourself and important for your personal professional development, or is it something that makes it possible to fit in an organisation and to 'serve' your students or work together with your colleagues? (x-axis).

The other dimension is determined by the solution of this dilemma. Is professionalisation just learning pre-determined skills and techniques, or; is it a matter of staying alert, being open to your environment and try to notice what your needs are? (y-axis). The skills and techniques which are referred to are specific related to the profession of teacher educator. And although it is clear what (beginning) teacher educators have to learn, sometime things happen that it is necessary for teacher educators to stay alert and open for specific circumstances and situations.



Figure 2 The positioning of the teacher educators in relationship with each other and the answers they gave to make a balance concerning professionalisation.

### Relation between work and professional development

The relation between work and professionalisation is described by the most teacher educators as sides of the same coin. The one cannot without the other. Your work is what you do and professionalisation is what you do for being able to work. Without work you cannot professionalize and without professionalisation you can not do your work (properly).

2: continuity (work) and change (professionalisation) go together hand in hand

3: credo: 'education has to improve every year'. That is not a negative attitude but a stimulation to improvement.

7: Work is never the same. You are continually solving problems.

10: There is a difference between work and professionalisation. professionalisation does not have to be done at the workplace

One teacher educator pointed out that that professionalisation is needed to do your work properly as teacher educators have the responsibility to educate student teachers.

4: you have to alert on developments in education and align your work with changes in society because you want to coach your students as best as you can so they can do their work properly.

Most teacher educators agreed on this matter. There was not a dilemma with various solutions for it. Besides, most teacher educator used this aspect to strengthen their beliefs about work and professionalisation.

### Conditions for professional development

In the interviews the teacher educators were asked to report both barriers and beneficial conditions for professionalisation. Analysis showed that there were globally two factors: personal or individual factors and organisational or institutional factors. See diagram 3.

All statements from the interviews are included in a diagram. Similar answers are transformed to one statement.

Two answers which could not be categorized on one of the dimensions, have been grouped in a 'rest' category. Between brackets, we included a number of the teacher educator who

although professionalisation can be seen as operating on a higher level.

Teacher educators report on major barrier for professional development: they experience a lack of time and pace for professional development. The workload is often considered as too heavy. On the organisational level it is clear that support by the management is of most importance. Professionalisation and the status of the professional have to be taken serious by the organisation and professional him/herself, by acknowledging that there time needed in able to do it. Besides that, there must be attention for the professional him/herself and professionalisation must be awarded. On personal level professionalisation must be seen as something that comes from the person itself and not something that comes from the 'outside'. Being intrinsic or extrinsic motivated is not enough: someone has not to be prepared to do it but also really *want* to do it for oneself. That takes courage which is not always present; a certain firmness to go through in lesser moments and to keep an open mind for coaching by colleagues or others (diagram 3).

In general, the work and learning practices of teacher educators are seen as opposite poles, but are at the same time seen as sides of the same coin: the one cannot exist without the other. Reflection in respect to professionalisation can be linked to learning through processing insights who are the conscious or unconscious result of work processes. The difference or 'distance' between working and learning is probably caused by the aspect of reflection. The most important stimulating condition for professionalisation, which is said in the theory as results as well, is it needs *time* and an occasion to reflect: to ask yourself as learner what you want to learn and what you found important in your work, to find your passion and motivation. This 'self-study' is characterised by the results through an openness of thought; an willingness to look for answers of questions which are not yet asked, and to share these results or experiences with colleagues.

The results learn us that the professionalisation of teacher educators at the workplace is not much different from the professionalisation of other professionals. It seems justified to approach the professionalisation of teacher educators as any other group of professionals.

In the follow-up research, 'time' shall probably give some problems; in view of the investments teacher educators have to make, it is not self-evident that the teacher educators will be available or willing to cooperate. It is therefore important that the trajectory is easy to follow and to link it to existing working activities of the participating teacher educators. It is important to keep in mind that when designing professional development of teacher educators one has to acknowledge the personal view of a teacher educator; how he/she looks upon the all day practice; how things are linked to each other and which lead to choices a teacher educator makes before acting. Therefore we find it necessary that information has been collected about what the specific teacher educators do and think.

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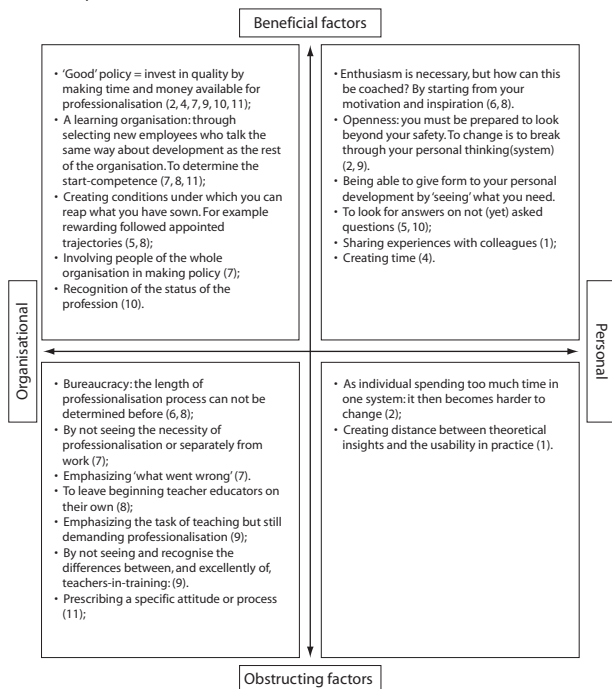


Figure 3 Overview of obstructing and beneficial factors for professional development on organisational and personal level according to the teacher educators.

reported the particular statement.

## Conclusion

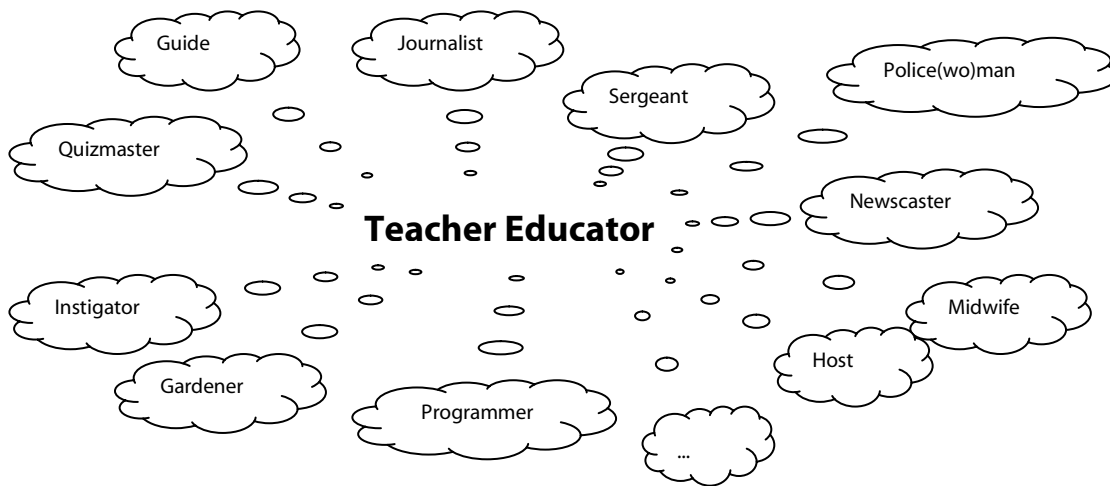
With the first research question in mind, 'what is the nature and core of the work as teacher educator', it seems that the everyday practice of a teacher educator is about making a balance between focusing on people (to *educate* them) or is more focused on the teaching methods or instructional strategies (to *teach* them). How teacher educators approach this balance, is that teacher educators chooses more or less for a fixed program to teach or educate student-teachers, or activities which are 'strictly' focused on the needs of the students in order to make tailor-made education (diagram 1).

Professionalisation is mostly motivated as something you do for yourself. Some teacher educators argue that others like students and the organisation have also an interest in the professionalisation of oneself. How teacher educators look at their activities around this dilemma, is to find a balance between learning and working. Professionalisation is seen as learning and keeping up skills, but also as waiting what the environment asks of you. The latter determines then what has to be learned (diagram 2). Work and professionalisation (learning) are inseparable intertwined with each other,

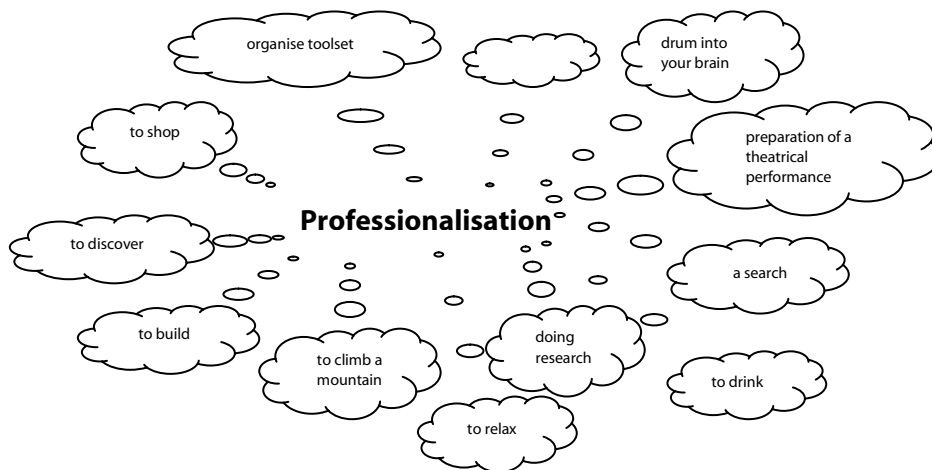
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Appendix 1. Image view 'Work as teacher educator'.

Appendix 2. Image view professionalisation.



Appendix 1 Image view 'Work as teacher educator'



Appendix 2 Image view professionalisation.