

The standards debate

Discussion on standards and the
quality of teachers and teacher
educators



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European context

European developments:

- Detailed work program on the future objectives of European education and training systems
- Common European principles for teacher competences and qualifications

National debates

International conceptual confusion

- Different definitions, concepts, aims, emotions, ...



The role of teacher education

Impact on teacher education: Curriculum, assessment, ...

→ Non-involvement = imposed standards

→ Involvement = negotiated standards

Teacher education needs to be involved in the debate

European teacher education needs to be involved in the European debate



Requirement

A clear position!

- What is ATEE's position?
- How to develop a shared ATEE position?

Involvement of all ATEE members

Taking into account different cultures

An academic perspective



A conference debate

A discussion stimulated by

- Keynotes
- Discussion session
- Parallel sessions
- Debates within RDCs
- Discussion paper (Academic Comm. ATEE2006)
- Informal meetings of friends (restaurants, bars, ...)



The discussion paper 1

- ‘Competence’ and ‘standard’: different countries, different definitions, different emotions → conceptual confusion
- International exchange and co-operation: need for a shared frame of reference



The discussion paper 2

Different actors - different concerns

- Teachers: professional development
- Teacher education: curriculum and assessment
- Government: improving quality of the educational system
- School: Staff teams, school improvement, personnel policy/HRM

Standards must aim at creating a shared language, including all actors and their concerns



The discussion paper 3

What defines the quality of the teacher?

Knowledge, skills, attitudes, personal characteristics, values, identity, ...

- Assessment leads to reduction
- Quality of the teacher or quality of the team?
- Are all teachers equal ...?
- Teacher quality includes school innovation and knowledge development?



The discussion paper 4

Assessment redefines the aims

- Do we wish to stimulate creativity, courage, responsibility of pupils?
- Do we wish to stimulate creativity, courage, responsibility of teachers?
- Does the way in which standards are used reflect these aims?



The discussion paper 5

Do we meet the standards we expect our students to meet?

We expect our students

- To meet standards
- To be explicit in their learning outcomes
- To be lifelong learners

What standards do we want to meet as teacher educators?



Statements 1

1. To empower teachers and teacher educators, ATEE needs to engage in the European debate about the quality of teachers, teacher educators en teacher education.
2. To stimulate the quality of teacher educators and to facilitate international exchange in (teacher) education, a common frame of reference for the quality of teachers and teacher education in Europe is needed.



Statements 2

3. Teacher standards should be formulated in such a way that they take into account the needs and concerns of different actors.
4. Standards for teachers should allow for different profiles and teaching styles of teachers.
5. Quality descriptions should focus on the quality of teams instead of quality of individual teachers.



Statements 2

6. Standards for teachers: developed by teachers.
7. ATEE must take the initiative to develop professional standards for teacher educators in Europe
8. Indicators for the quality of teachers and teacher educators should include more than just lists of knowledge and skills.



An interactive debate

- Discussion sessions after lunch
- Poster wall: Sunday – Tuesday
- RDC-sessions and parallel sessions
- Amsterdam bars and restaurants ...
- Summarizing the outcomes: Wednesday

- Defining an ATEE-position on standards???



A new experiment

Round table with the Administrative Council:
Monday 09.00

- How to develop ownership and trust?
- How to stimulate visibility outside ATEE?
- How to communicate within the ATEE?

