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# Ways of seeing (and not seeing) teacher educators' professionalism

*Summer Academy, Trondheim  
5th July 2018*





## Referat T2

Sachgebiet T22 - Technisches Personal



Luftfahrt-Bundesamt

### *Nationaler Standard für Ausbilder und Prüfer für theoretische und praktische Prüfungen gemäß 147.A.105 (f)*

## **Standards for Teacher Educators: Preparing High-Quality Teachers**

Robert L. Fisher



### **Australian Journal of Teacher Education**

Volume 36 | Issue 4

Article 2

2011

Characteristics and Competencies for Teacher Educators: Addressing the Need for Improved Professional Standards in Turkey

## **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:**

“consists of competencies that can be assessed”

“an instrument for professional development”

## **Towards a Professional Standard for Dutch Teacher Educators**

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BOB KOSTER & JURRIËN DINGERINK

“helps the individual teacher educator to analyze their own strengths and weaknesses”

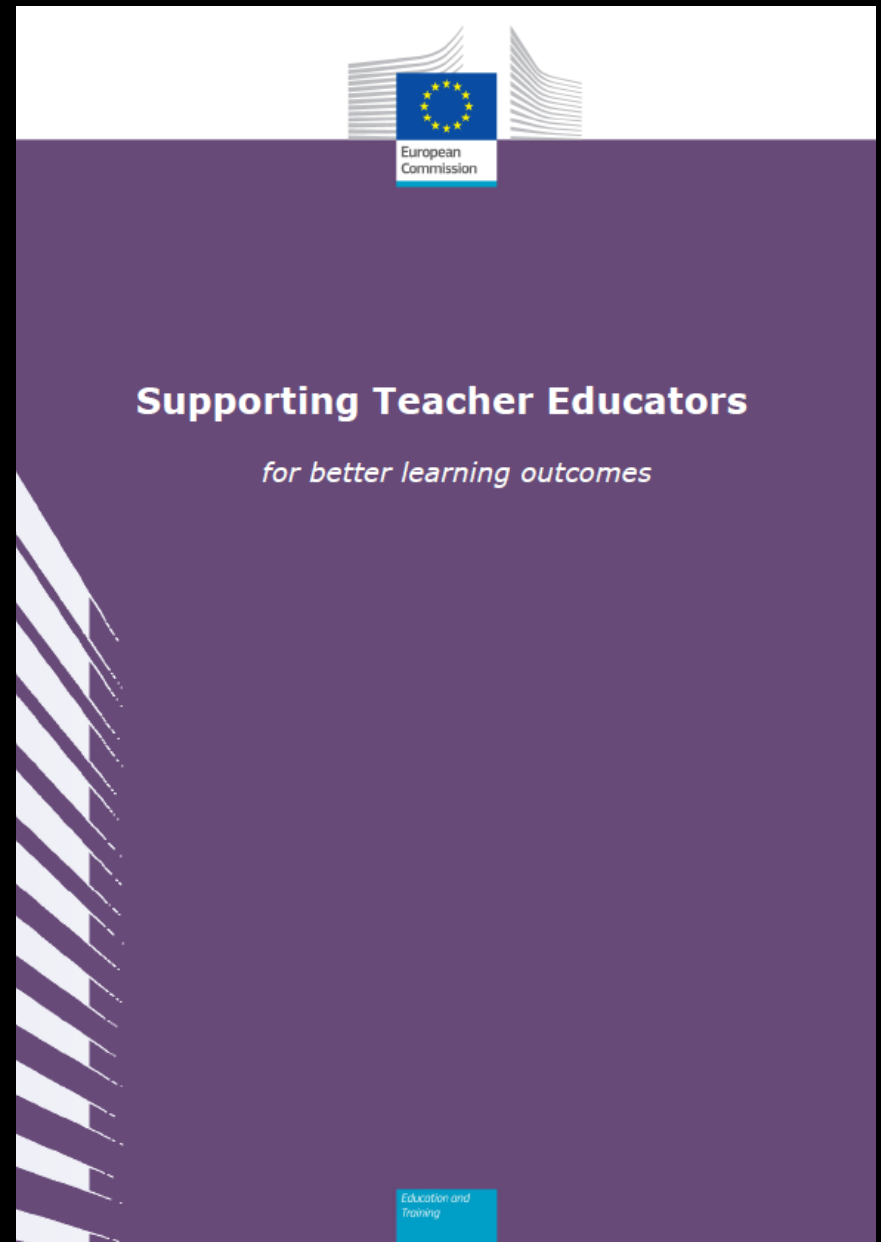
“guaranteeing a certain level of professional competency and quality in teacher education.”

*Standard for teacher educators has been developed in the Netherlands to serve for their professional development. The Dutch Association of Teacher Educators (VON) took the initiative to develop this standard for the ‘teachers of teachers’. In this article we place this development in a wider context, linking it to the literature. The launchpad for the development of the standard in the Netherlands are the teacher educators themselves and we give the five important starting points used in the development of the standard. The actual content of the standard for Dutch teacher educators is a central theme of the article. We also discuss some of the dilemmas we were confronted with during the development of the standard and we present our plans for the future, linking to developments in other countries, especially in the United States, and placing it in a global perspective.*

“what they should know and be able to do”

*Standards are “fulfilling an ‘ethical’ obligation to be precise about teacher educators’ work”*

(European Commission, 2013, p. 16)



A professional standard is  
'a way of seeing'  
(Burke, 1965)

# Every way of seeing



is a way of not seeing



# My task

1. To map how professional standards 'see' the professionalism of teacher educators.
2. To complicate this 'way of seeing'.
3. To explore a different 'way of seeing'.
4. To investigate its consequences for the professional development of teacher educators.



1. How do standards 'see' the professionalism of teacher educators?

# Demanded professionalism

- A presumably exhaustive list of knowledge, skills and attitudes deemed critical for professional behaviour
- A quality that individuals acquire, possess and perform
- Something that can be mapped and checked
- Context-free

(Evans, 2008; Kelchtermans, 2013; Vanassche et al., 2015)

# Theoretical roots

- Dominant learning and CPD models (i.e. reflective learning, experiential learning) focussing mainly on the individual learner who acquires knowledge and skills.

# Theoretical roots

- *“Learning is something that happens primarily internally; inside of our heads” (Caffarella & Merriam, 2000, p. 55)*

# Visible in

- Selecting the right individuals to become a teacher educator
- CPD activities (and monitoring of their success)
- Remediation in teacher education
- Focus on trainee performance as a measure of “success”

# Focus?

Competent teacher educators who make a difference in graduates' classroom performance.

# 8 PRIORITIES

## for teacher educators

BY HARRY FLETCHER-WOOD



**1** ASSESS TEACHERS' CURRENT PERFORMANCE



**2** SELECT SPECIFIC TARGETS



**3** DESIGN AND RUN PRACTICE



**4** PROVIDE PRODUCTIVE FEEDBACK



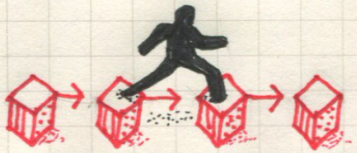
**5** ARTICULATE AN ACCURATE MODEL OF LEARNING



**6** USE EFFECTIVE TEACHING TECHNIQUES



**7** SEQUENCE TEACHER DEVELOPMENT



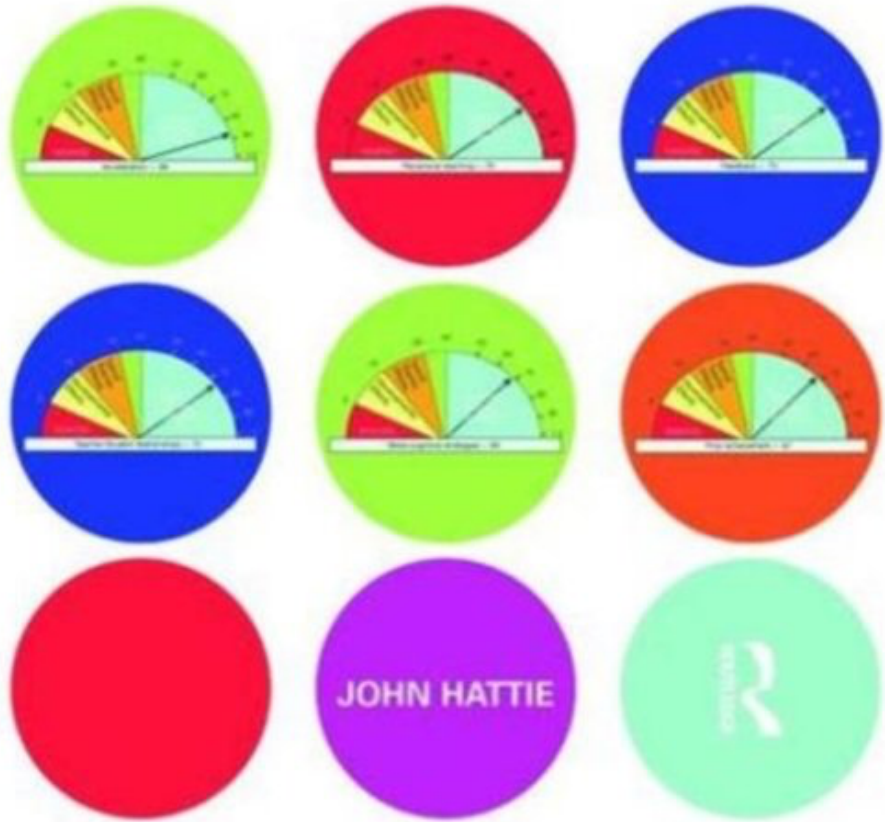
**8** LEAD EFFECTIVE PROVISION



# VISIBLE LEARNING

A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

*"Reveals teaching's Holy Grail"*  
The Times Educational Supplement



2. To complicate this 'way of seeing'.



# Story 1

[Teaching, Learning, and Enacting of Self-Study Methodology](#) pp 215-228 | [Cite as](#)

## Internship Assignments as a Bridge Between Theory and Practice?

Authors

[Authors and affiliations](#)

Eline Vanassche , Elien Peeters, Ann Deketelaere, Geert Kelchtermans

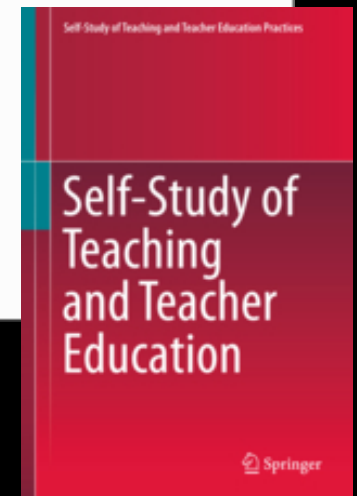
Chapter

First Online: 16 March 2018

84

Downloads

Part of the [Self-Study of Teaching and Teacher Education Practices](#) book series (STEP, volume 19)



In: J. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. Samaras, & E. Vanassche (Eds., 2018). *Teaching, learning and enacting of self-study methodology. Unraveling a complex interplay*. Springer.



*“I go to great lengths to learn them how to teach and yet they’re not able to translate those ideas into practice.”*

(Elien P.)

Intention

'We've been doing it for years'

Teacher educators'  
work load

Link with the on-site  
programme

Relevance of theory

Number of assignments

Wording of the  
assignments

Support from mentors

Reality

# Story 2

EUROPEAN JOURNAL OF TEACHER EDUCATION, 2016  
<http://dx.doi.org/10.1080/02619768.2016.1187127>



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## A narrative analysis of a teacher educator's professional learning journey

Eline Vanassche<sup>a</sup> and Geert Kelchtermans<sup>b</sup>

# Context matters

- How important is it to develop positive relationships with the 'key figures' in one's institute?
- How to manage understaffing which limits one's ability to visit trainees in schools?
- How to cope with a changing policy environment which fundamentally conflicts with one's own ideas of good practice?
- Etc.

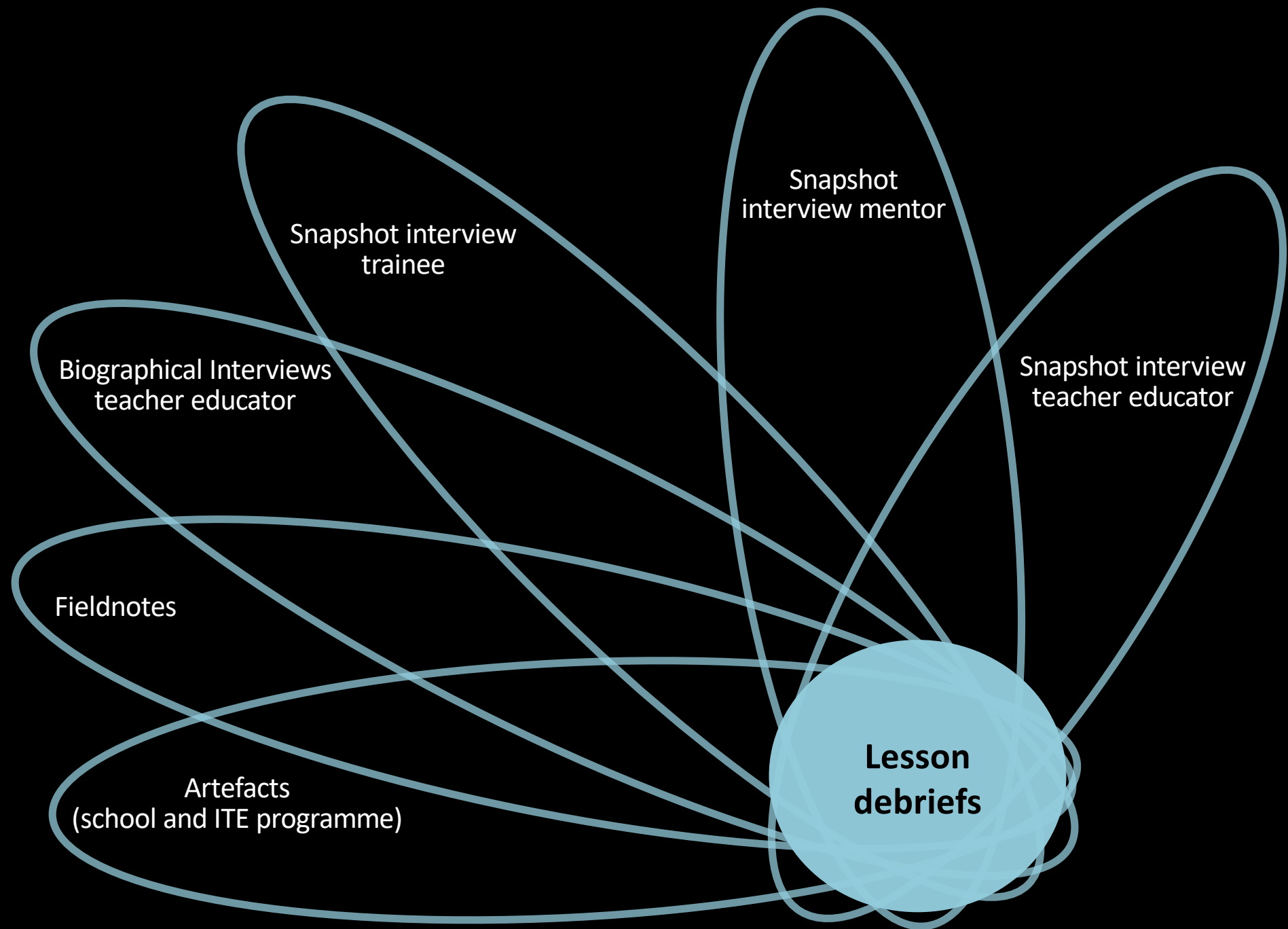
# Story 3

## ReConTEP



**Marie  
Skłodowska-  
Curie Actions**





Snapshot  
interview mentor

Snapshot interview  
trainee


Biographical Interviews  
teacher educator

Snapshot interview  
teacher educator

Fieldnotes

Artefacts  
(school and ITE programme)


**Lesson  
debriefs**



*Oh no, we don't do it like that. I think it's a terrific idea, but I really don't think that would work with our children.*


(Mentor, lesson debrief)





*I haven't brought it up since. I'm like 'fair enough'. Her mentor has really strong views and I can't expect Dunia (trainee) to change that. In the end, she has to do it the school's way, really.*

(Teacher educator, snapshot interview)



*We as teachers try not to get too caught up in the university's side, otherwise we would neglect our job. We're there to give helpful feedback during their training.*

(Mentor, snapshot interview)

Good teacher educator standards

≠

Good teacher educators

≠

Good teacher education

# Teacher education is shaped by

- Collegial relationships in the team
- Varying levels of experience of mentors
- Schools' ways of going about things
- Trainees' expectations
- Hidden messages in the curriculum
- Available resources
- Passage of time
- Etc.

## **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.**

In order for teacher educators to impact the profession, they must successfully model appropriate behaviors in order for those behaviors to be observed, adjusted, replicated, internalized, and applied appropriately to learners of all levels and styles. "Modeling means exhibiting behavior that is observed and imitated by others" (Kauchak & Eggen, 2005, p. 396). Effective modeling of desired practices is at the heart of successful teacher education programs at pre-service and in-service levels. Teachers are powerful and meaningful role models for students at all levels, and the way they act influences both learning and motivation (Bandura, 1989). Modeling of behavior relates to teaching, service, and scholarly productivity. Teacher educators must use research-based, proven best practices in order for those behaviors to be appropriately applied.

### **Indicators**

- Model effective instruction to meet the needs of diverse learners

- Demonstrate appropriate subject matter content
- Demonstrate appropriate and accurate professional content in the teaching field
- Demonstrate a variety of instructional and assessment methods including use of technology
- Mentor novice teachers and/or teacher educators
- Facilitate professional development experiences related to effective teaching practices
- Ground practice in current policy and research related to education and teacher education

### **Artifacts**

- Evaluations from supervisors, colleagues, students, or others
- Course syllabi
- Video and/or audiotapes of teaching
- Developed instructional materials (e.g.,

‘Every way of seeing  
is a way of not seeing’



3. A different 'way of seeing'?

# Enacted professionalism

- That what manifests itself in teacher educators' actions and behaviors in practice.
- Enacted at a particular moment in time, in a particular context.
- Constantly changing in reaction to the local and always changing needs of a particular practice setting.



# Enacted professionalism

- The term 'enacted':
  - Emphasizes what is actually happening in practice
  - As opposed to normative definitions of what should happen in practice (e.g., in terms of lists of required competences or standards)

# Enacted professionalism

- Four central questions:
  - What happens?
  - Why is this happening?
  - What do we think of this and why?
  - Should we try to change this practice and why would this change be an improvement?

# Enacted professionalism

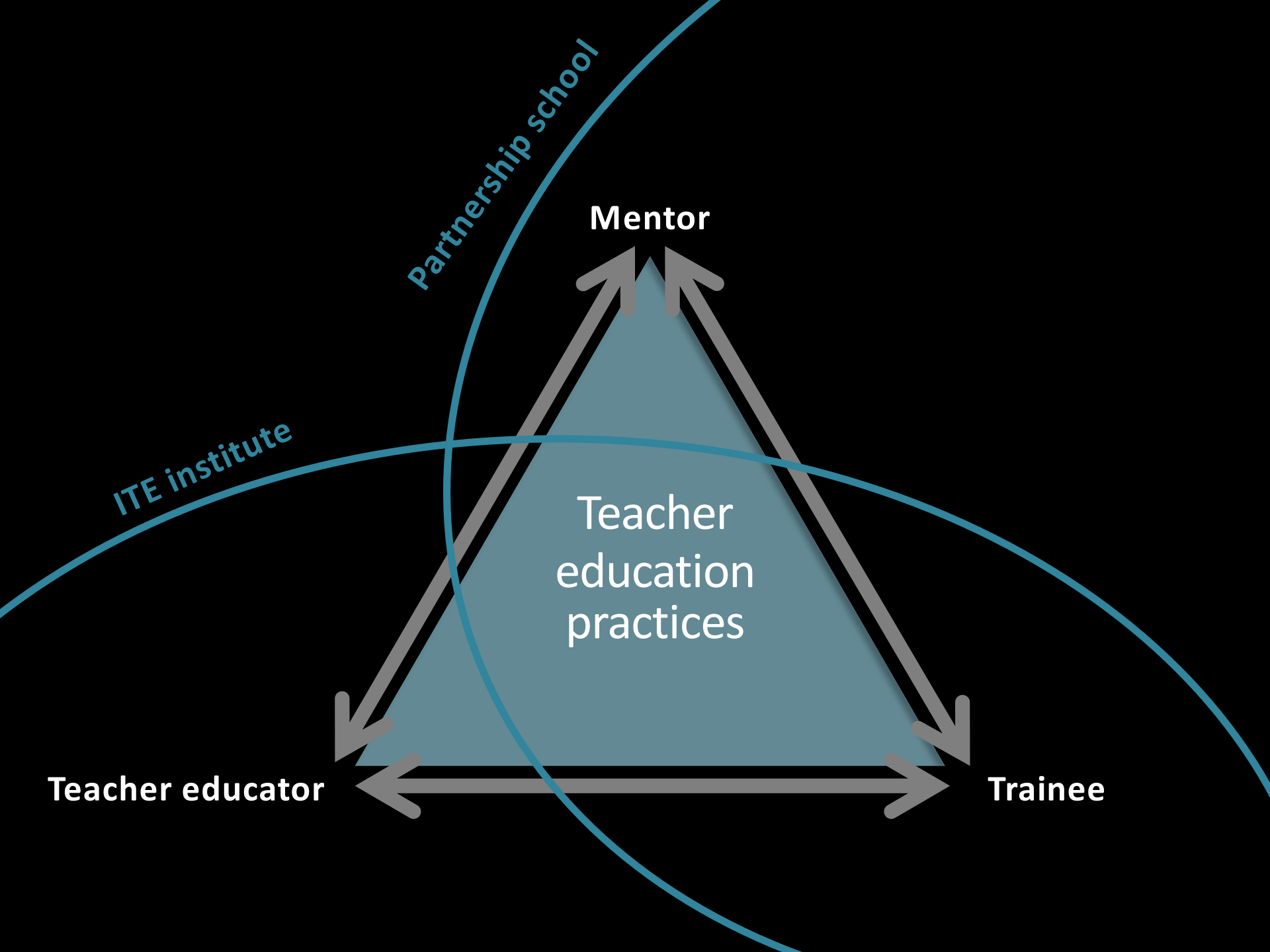
- Qualitatively neutral: “something that *is* rather than something that *ought to be*” (Evans, 2011, p. 855)

# Theoretical roots

- Models and theories which see learning as a result of interaction with a (social) context (e.g. Eraut, Stoll, Adams & Harré).
- Professionalism not as an individual accomplishment, but as a socio-relational construct which results from social interaction and collective meaning-making.

# Focus?

Understanding what is happening in actual teacher education practices and why that might be happening.



**Mentor**

Teacher  
education  
practices

**Teacher educator**

**Trainee**

*ITE institute*

*Partnership school*

## 4. Consequences?

# Professional development

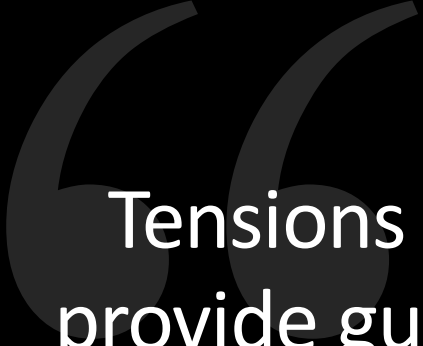
- Starting point = practice
- A researcher's attitude is central ('inquiry as stance', Cochran-Smith, 2003)
- Content = opening up and critically questioning
  - Practices and the normative assumptions, beliefs and values these are based on.
  - Context of the TE institute
- Process = dialogical
  - A researcher's attitude works best in concert with others



- Not giving up the ambition to develop a public knowledgebase for the work of teacher education (or reducing it to ‘knowledge-in-practice’).
- Developing (new) forms of knowledge representation that allow to document and make publicly accessible
  - the complex (story 1),
  - contextualized (story 2),
  - and relational (story 3) aspects of teacher educator professionalism.



- Tensions (Berry, 2007)
  - ‘Telling’ versus ‘growth’
  - ‘Confidence’ versus ‘uncertainty’
  - ‘Action’ versus ‘intent’
  - ‘Safety’ versus ‘challenge’
  - ‘Valuing’ versus ‘reconstructing experience’
  - ‘Planning’ versus ‘being responsive’
- Axioms (Senese, 2002), paradoxes (Wilkes, 1998), etc.



Tensions or paradoxes are not rich enough to provide guidance on what to do in all situations, nor is it their intention to be.

They capture and hold onto ambivalence and contradiction, rather than reducing or solving it.

(Vanassche, 2014, p. 200)

We need both (and other!!) 'ways of seeing'  
'Every way of seeing is a way of not seeing'

Clear

Individual quality

Fairly stable

Context-free

Complex

Socio-relational function

Constantly developing

Local and situated

- Vanassche, E., & Kelchtermans, G. (2014). Teacher educators' professionalism in practice: Positioning theory and personal interpretative framework. *Teaching and Teacher Education, 44*, 117-127.
- Vanassche, E., Rust, F., Conway, P., Smith, K., Tack, H., & Vanderlinde, R. (2015). InFo-TED: Bringing policy, research, and practice together around teacher educator development. In C. Craig & L. Orland-Barak (Eds.), bookseries: *Advances in Research on Teaching, vol. 27, International teacher education: Promising pedagogies* (pp. 341-364). Brinkley, UK: Emerald Books.
- Vanassche, E., & Kelchtermans, G. (2016). A narrative analysis of a teacher educator's professional learning journey. *European Journal of Teacher Education, 36*(3), 355-367.
- Ritter, J., Lunenberg, M., Pithouse-Morgan, K. J., Samaras, A. P., & Vanassche, E. (Eds.) (Eds., 2018). *Teaching, learning and enacting self-study research: Unravelling a complex interplay. Bookseries: Self-Study of Teaching and Teacher Education Practices, vol. 19*. Dordrecht: Springer.

# Questions? Reflections?

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