

teacher quality

professional competence and the
quality of education

structure of presentation

- teaching and learning, some reflections on the context of teacher quality
- teacher competence and competencies
- the structure of competence requirements
- competence in practice, the way to go

teaching is all about learning

how can I support learning?



what qualities do I need to have?

LEARNING



what are we learning?

sociological
functions of
education

competence
development

preparation for the
labourmarket

occupation

learning to
know
learning to do

socialisation /
citizenship

social
development

learning to live
together

development of the
person

personal development

learning to be

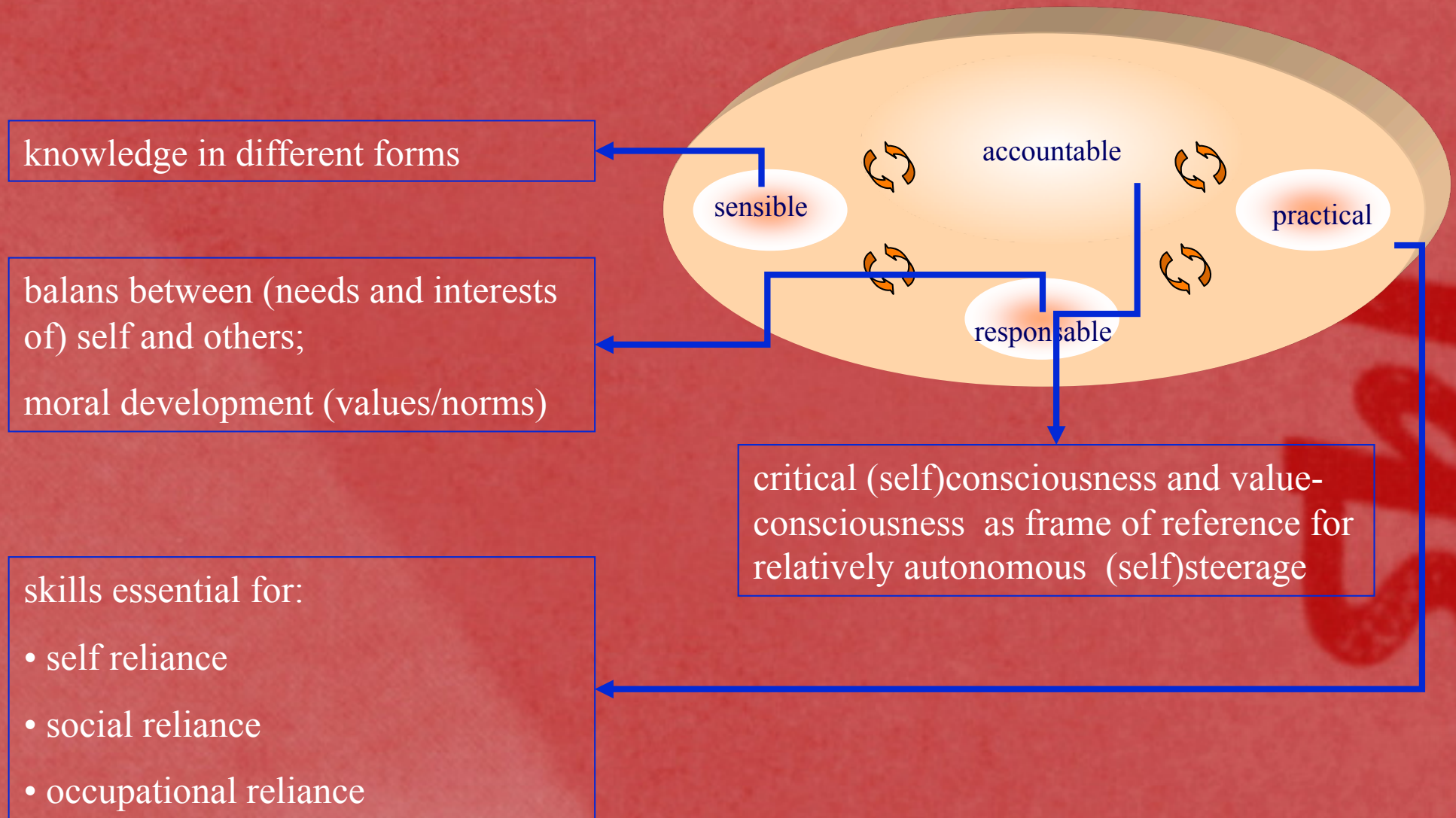
(unesco)

competence in everyday language



four keywords of competence

learning to be competent



every individual a diamond,
the same story in different words



is this what teaching is about?



help the diamond to grow?



do education and teaching produce learning?

1. education and teaching centre around learning:
 - growth in knowledge and skills
 - growth as a person (personality development)
2. three major factors influence learning outcomes;
 - student (intelligence; personality)
 - social background of student (parents; environment)
 - school and **teacher**

and do we produce growth.....?

Meta analyses

the teacher
makes the
difference

- educational system (e.g. *Dronkers*; *McKinsey*)
 - equal opportunity versus reproduction of inequality, the system works both ways
 - quality of the teacher
- school (schooleffectiveness, *Scheerens*)
 - organisational qualities
 - quality of teaching
- teaching (*Marzano*; *Hattie*)
 - everything works, but what works best?



what works?

- qualities of the teacher
 - personality
 - formal qualifications (intelligence as predictor of success)
 - competence (acquired and integrated know how)
- qualities of teaching
 - protocols versus practical principles: know how

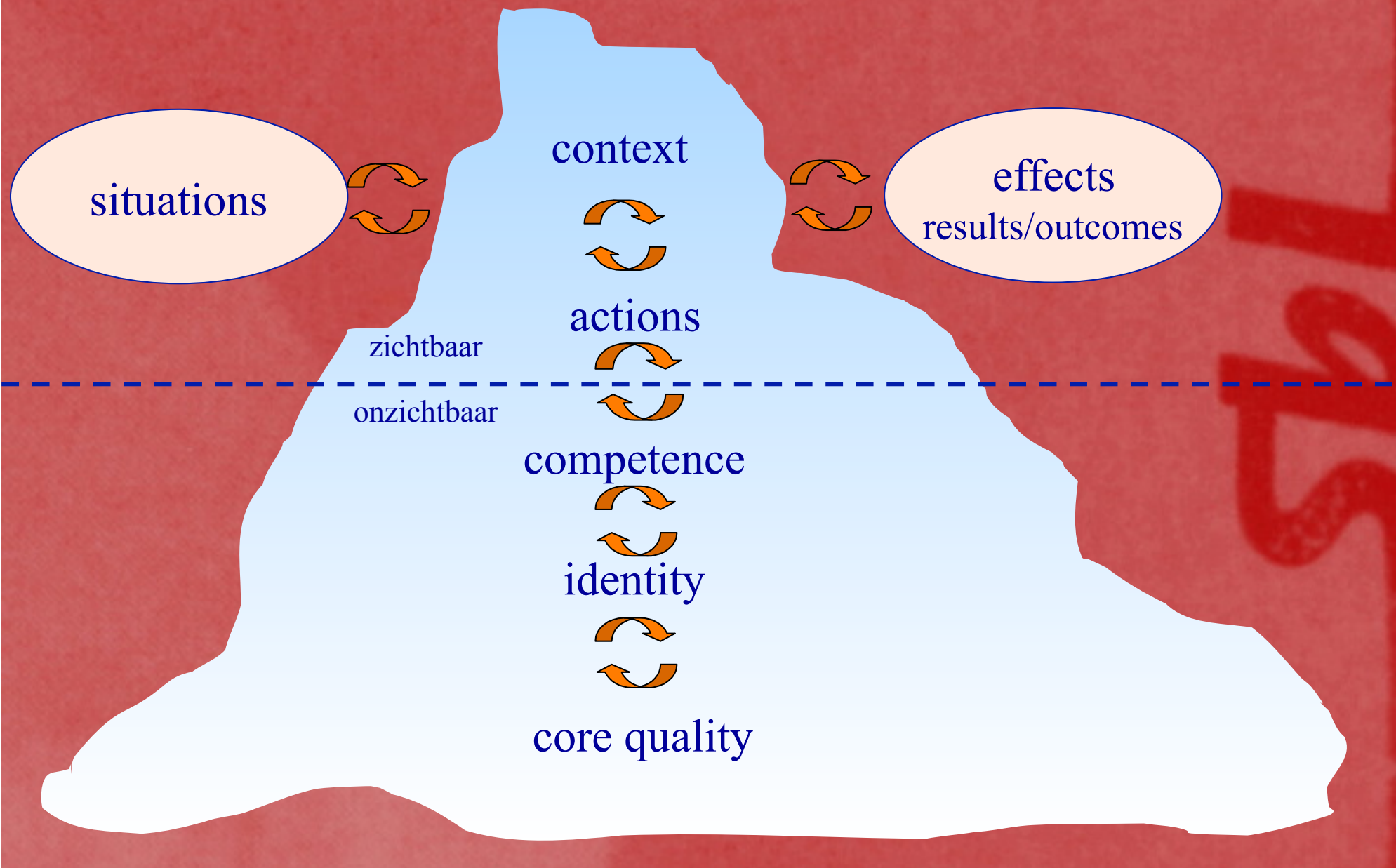
competence and competencies

A general analyses of
competence and the work of the
teacher

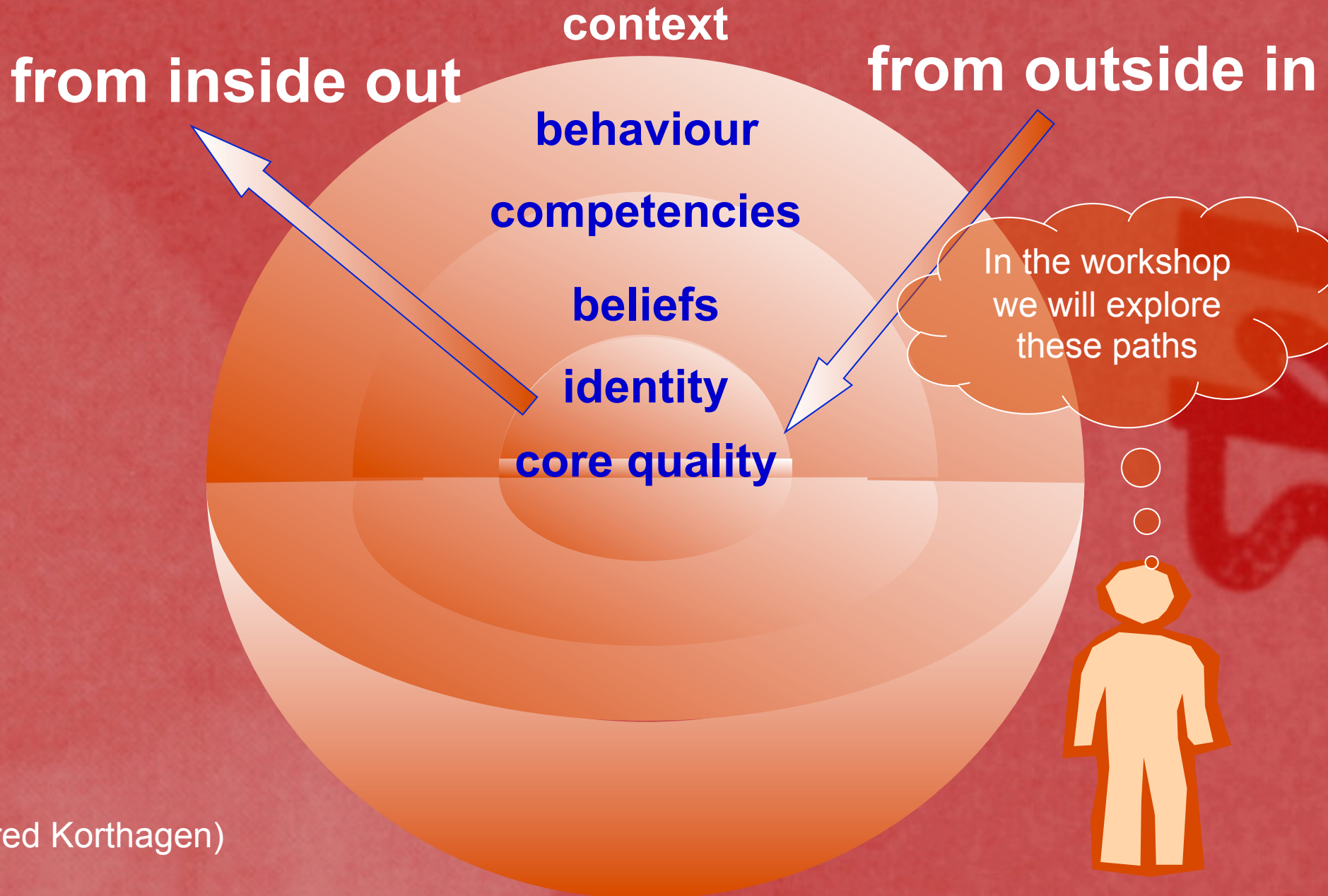
professional competence in detail



professional competence in short

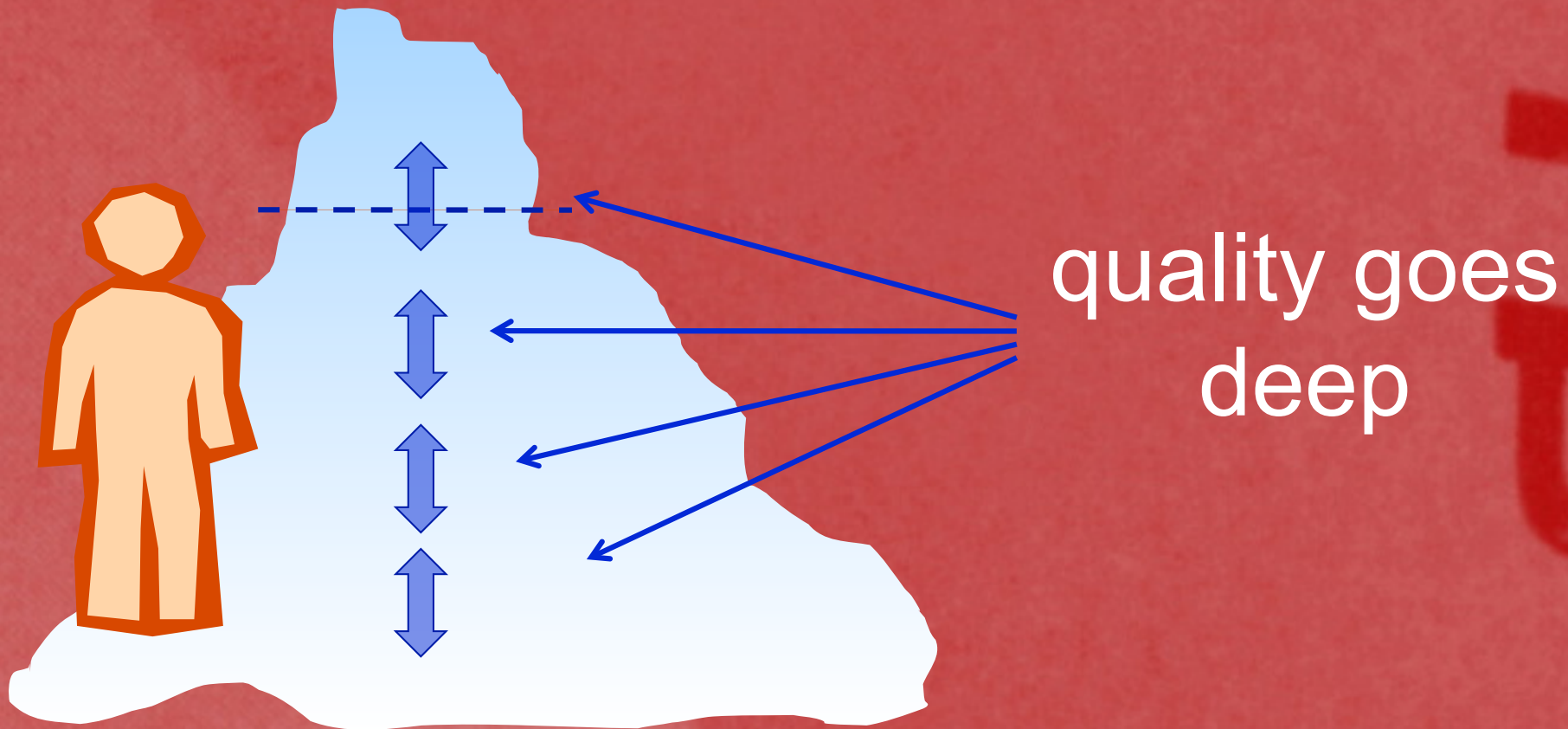


professional development



(Fred Korthagen)

competence is more than a set
of competencies



depth in quality

instrumental

communicative

normative

good work

analyses of the work: what you do; how you do it;
what is the result of your work

what:

- tasks and situations
- content of tasks (the assignments/problems you have to solve in this task)

how:

- professional actions: competencies

result:

- the effect of your actions
- the outcomes of your work

teaching

processes

assignments/problems



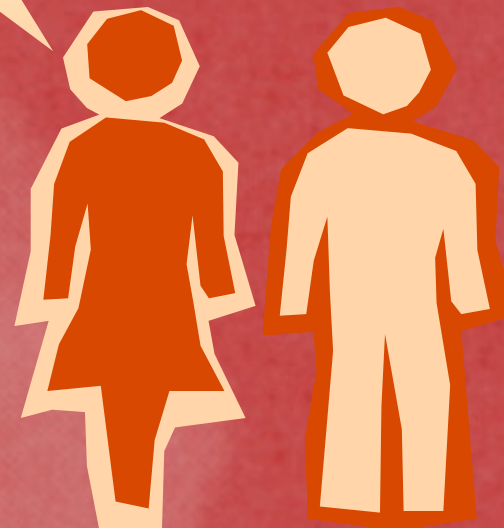
4 assignments

1 interpersonal; 2 pedagogical;

3 content and didactical; 4 organisational

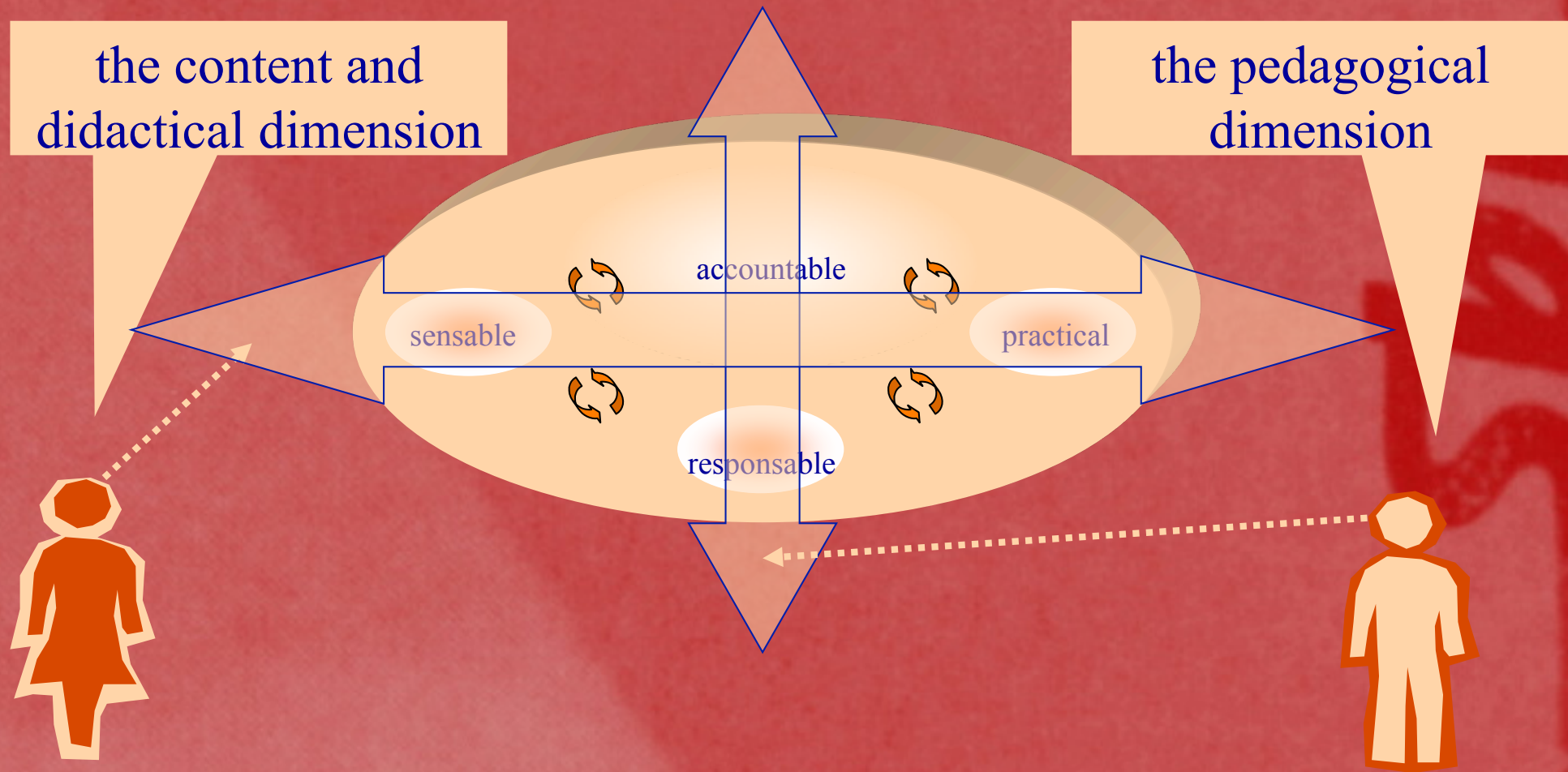
assignments and situations

| | with pupils | with colleagues' | with context | with self |
|----------------------|-------------|------------------|--------------|-----------|
| interpersonal | 1 | 5 | 6 | 7 |
| pedagogical | 2 | | | |
| content + didactical | 3 | | | |
| organisational | 4 | 5 | 6 | 7 |



seven
teacher competencies

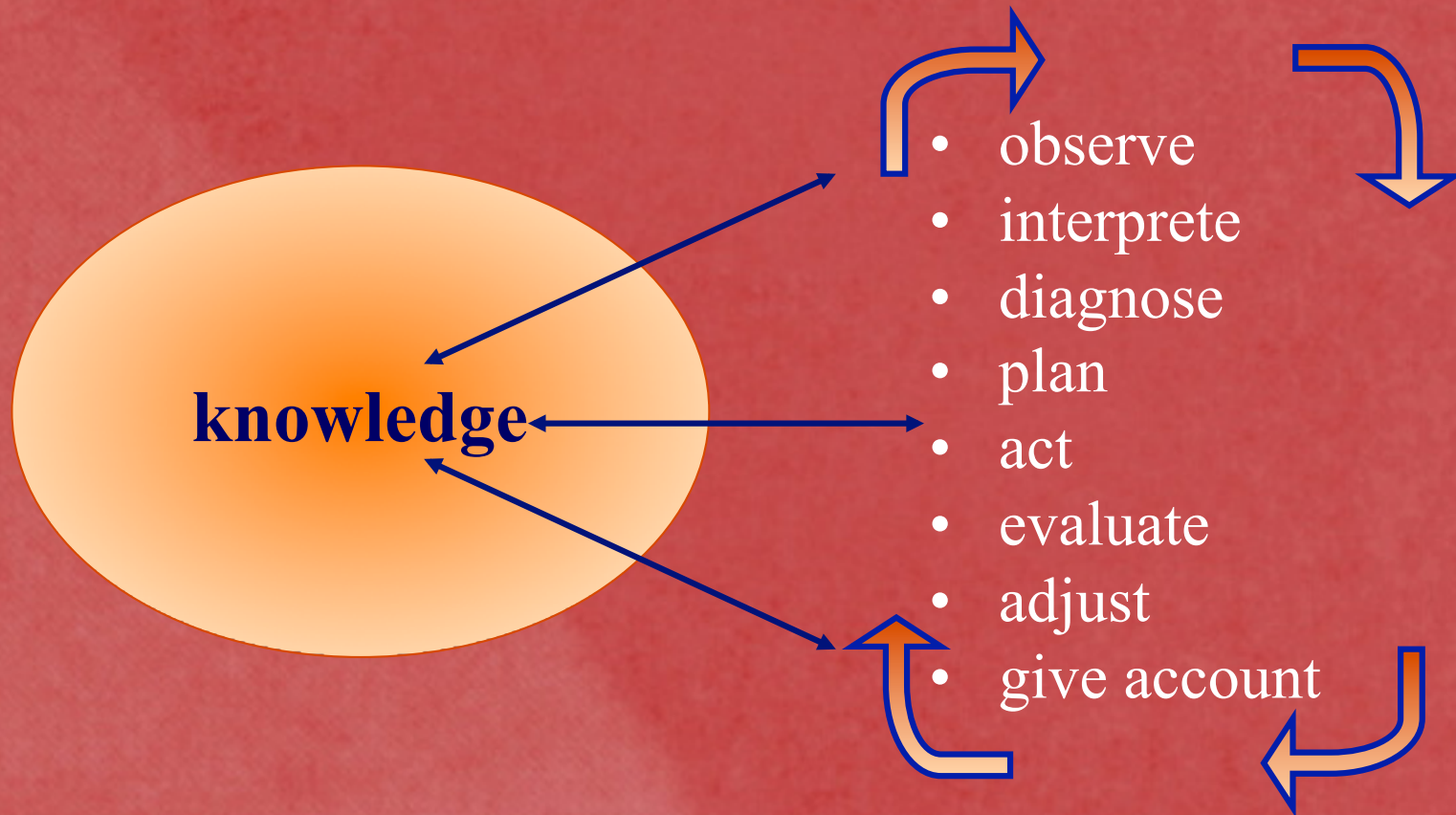
supporting learning



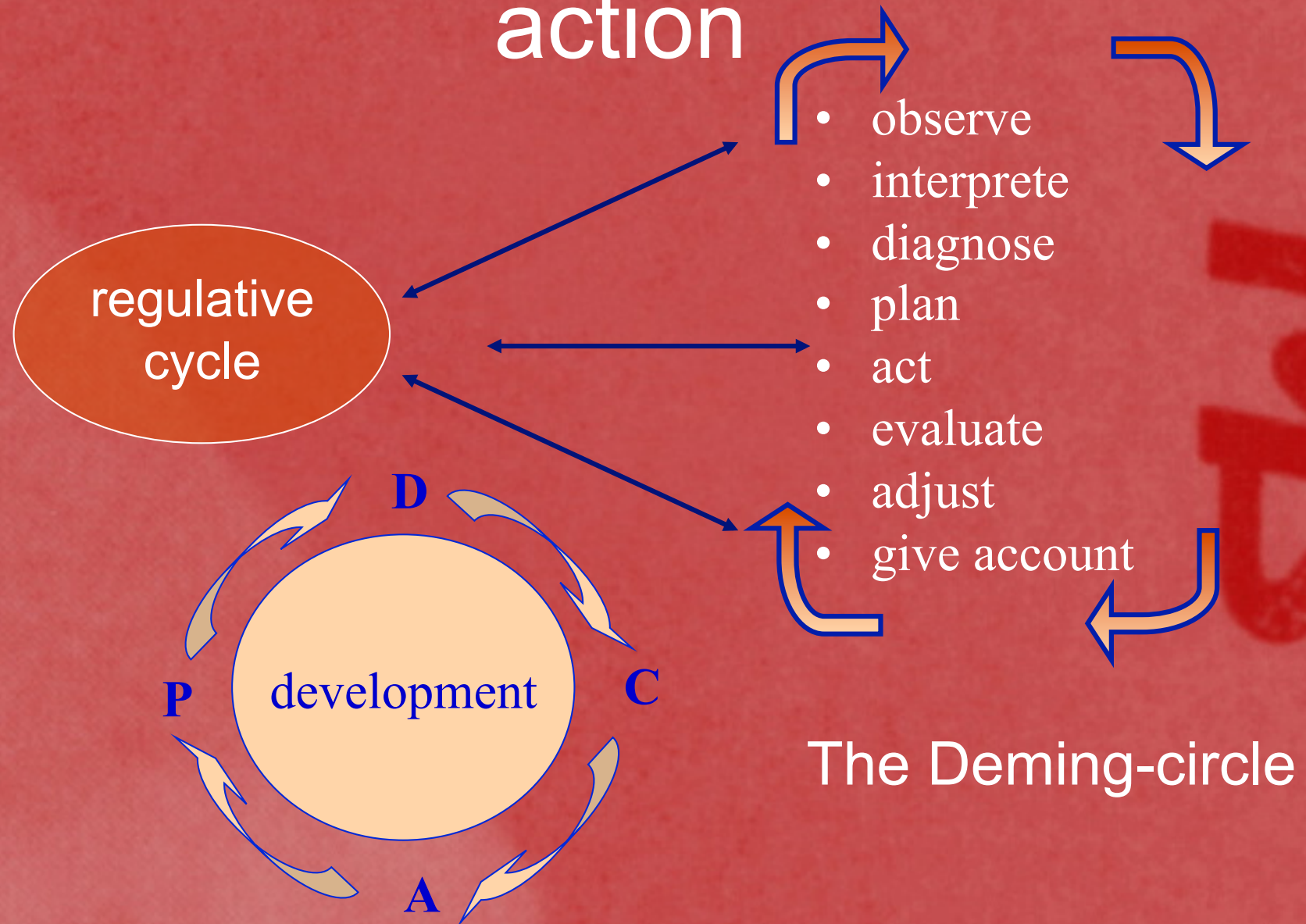
competence requirements

modelling and structuring
professional actions and
professional knowledge

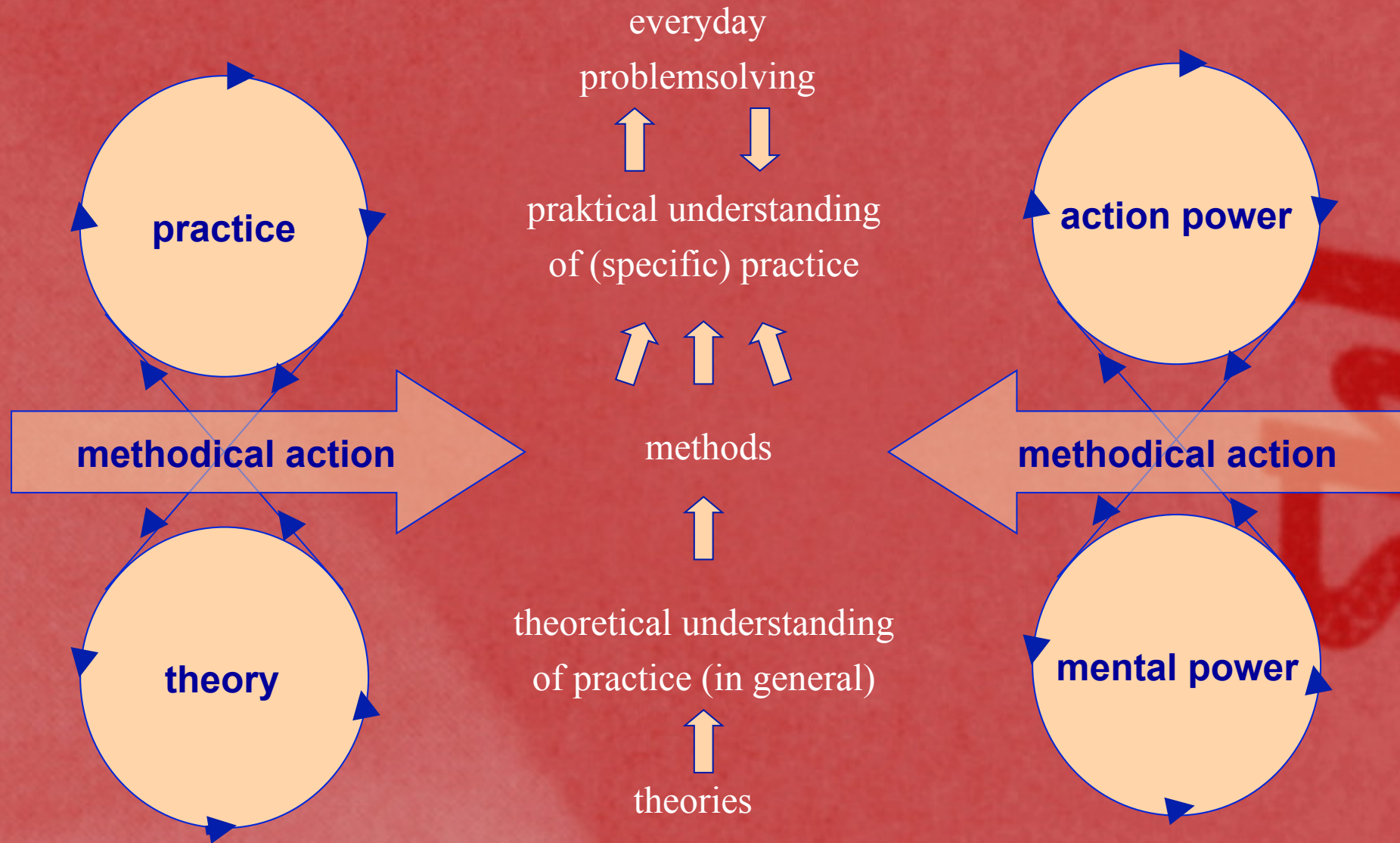
What's professional?



the structure of professional action



making knowledge productive



types of knowledge

praktical knowledge: managing this specific practice

competent in action, integrated, situated and immediate, more reflex then reflection

methodical knowledge: teaching methods

professional, methodical approach to the work at hand, methodical depth

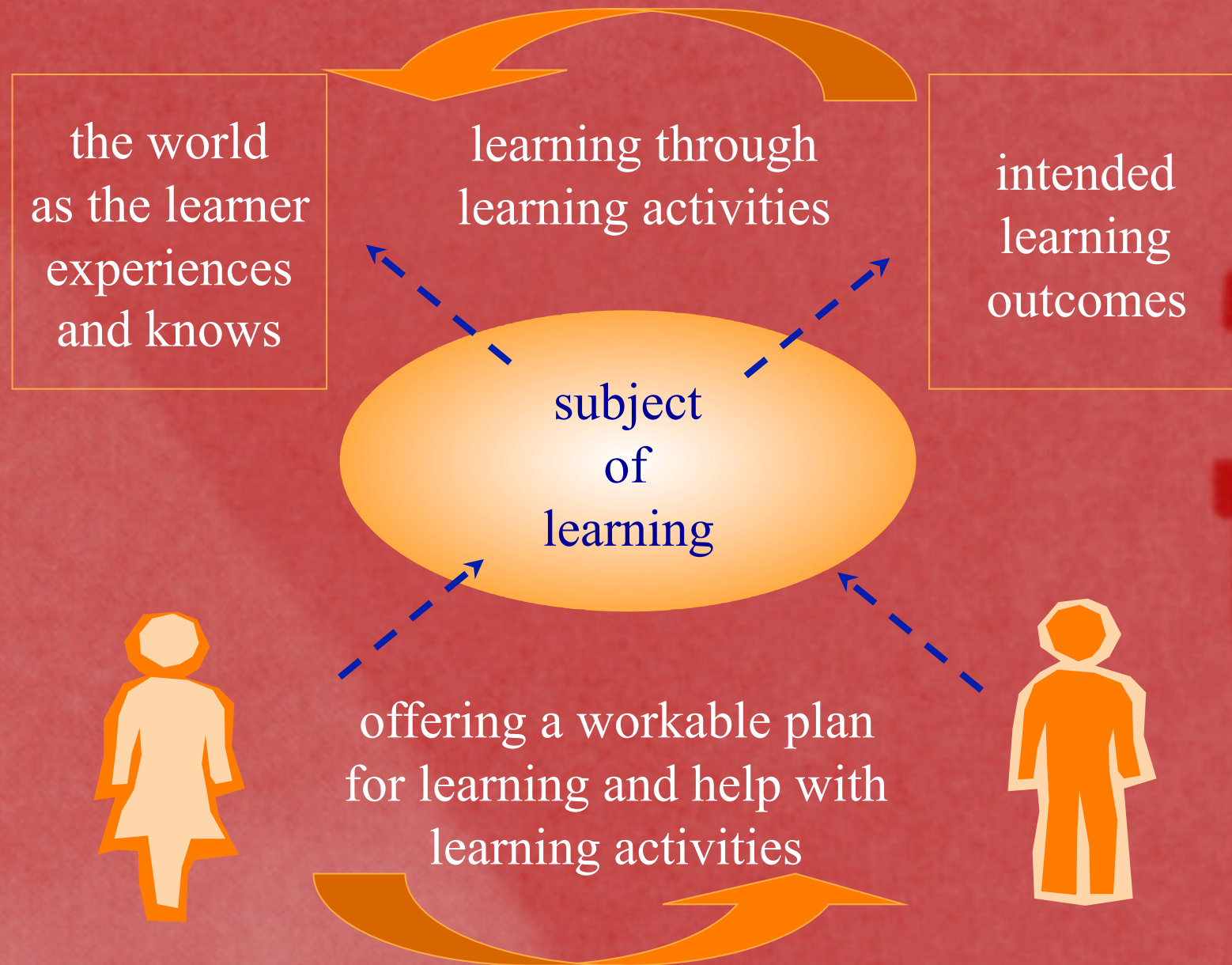
two basic patterns: regulative cycle (practice oriented) en empirical cycle(theory oriented)

theoretical knowledge: grounding theories

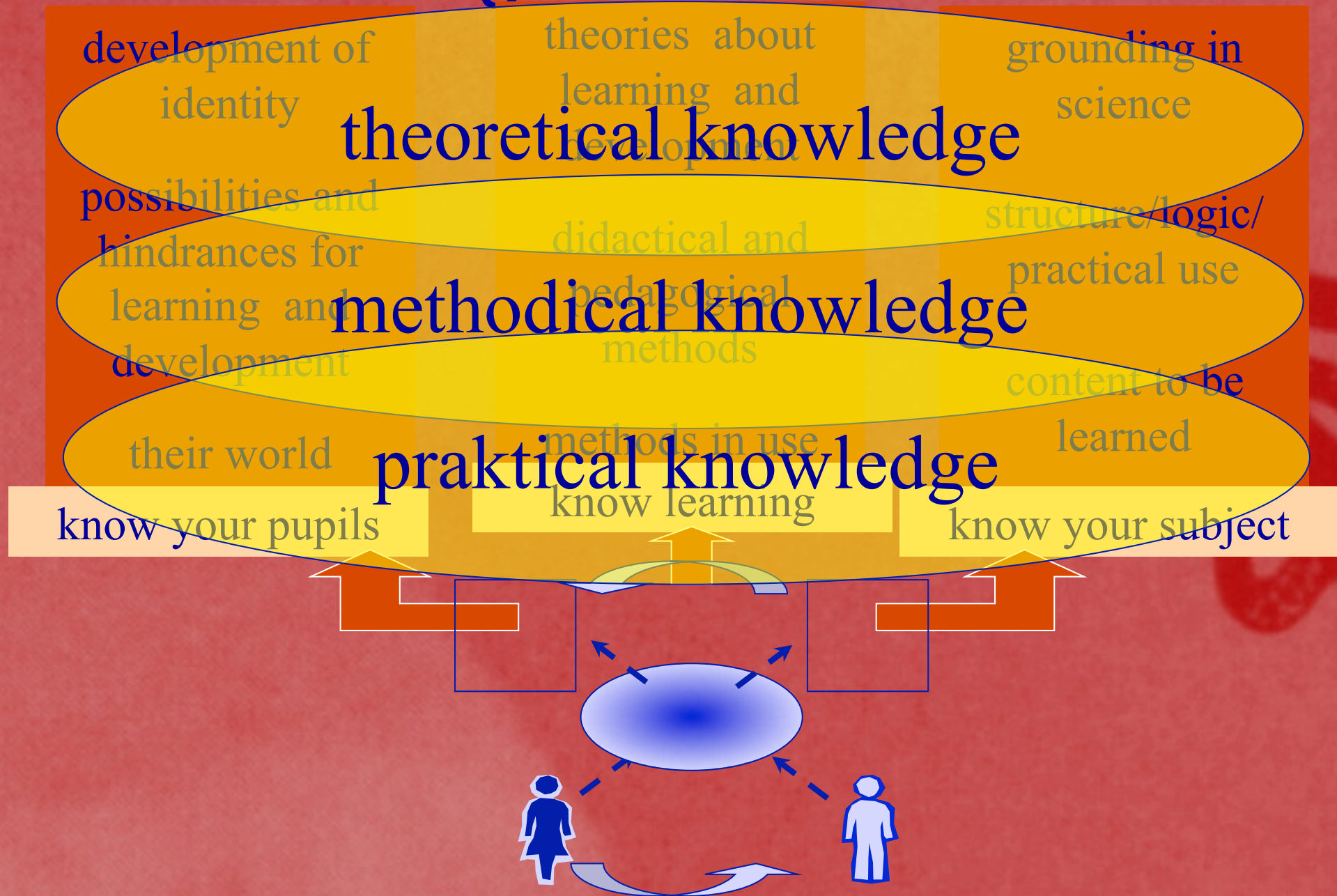
professional, knowledgable approach to the work at hand, theoretical depth

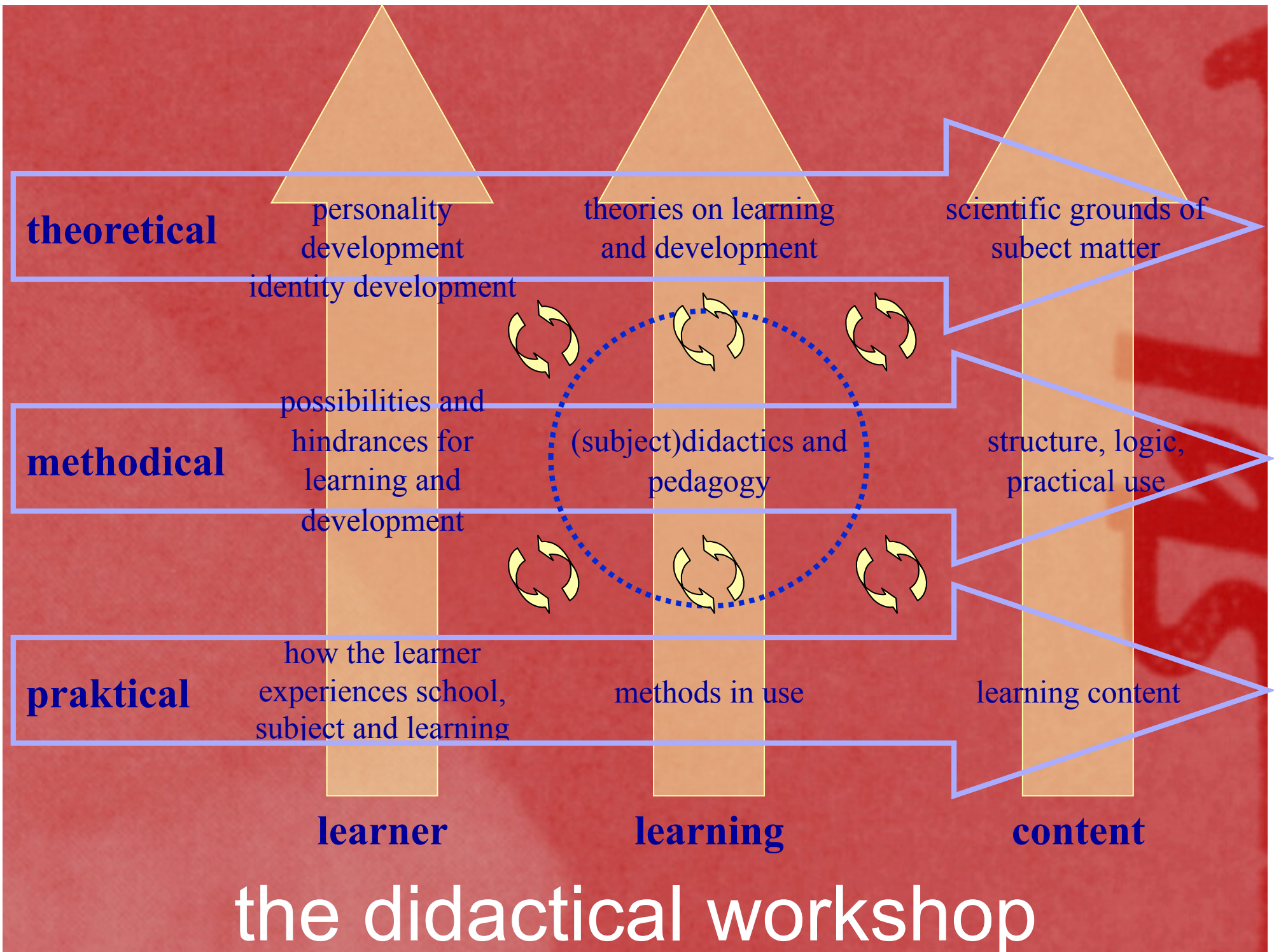
navigating a complex knowledgebase

a discursive image of learning and teaching

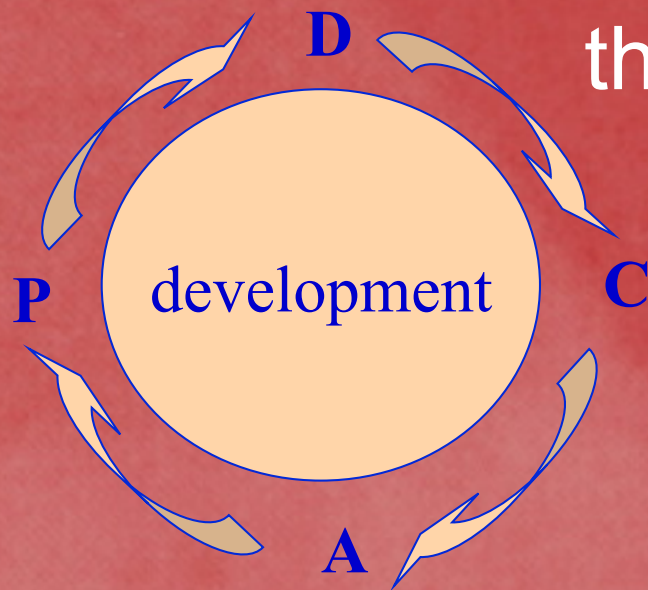


knowledgebase of teachers

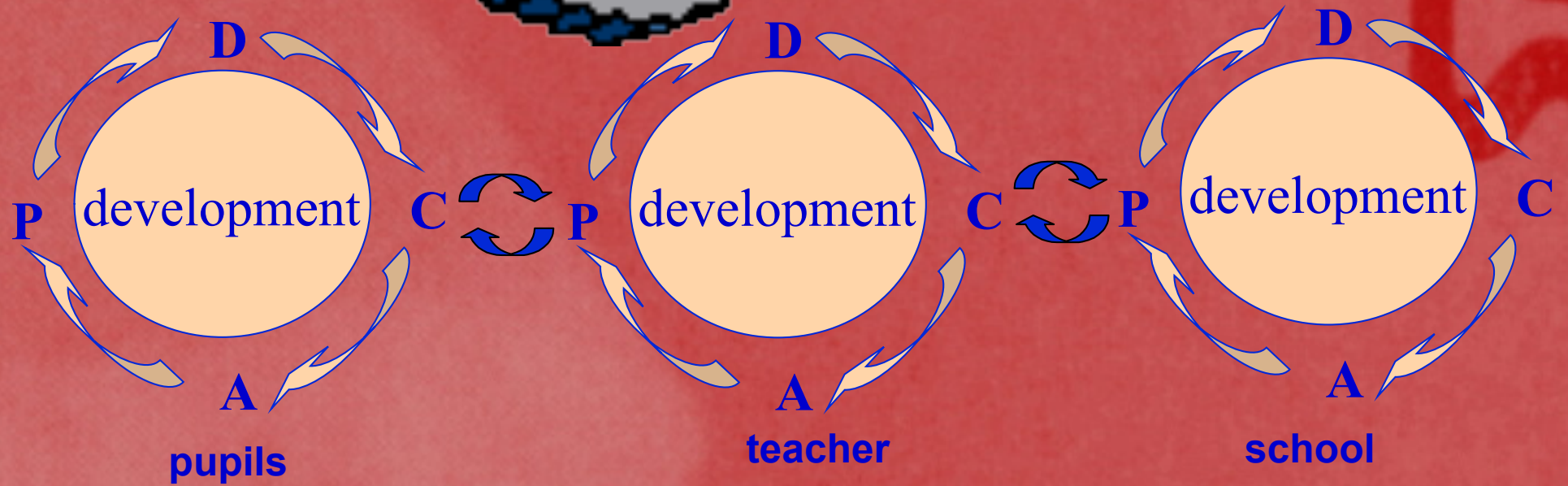




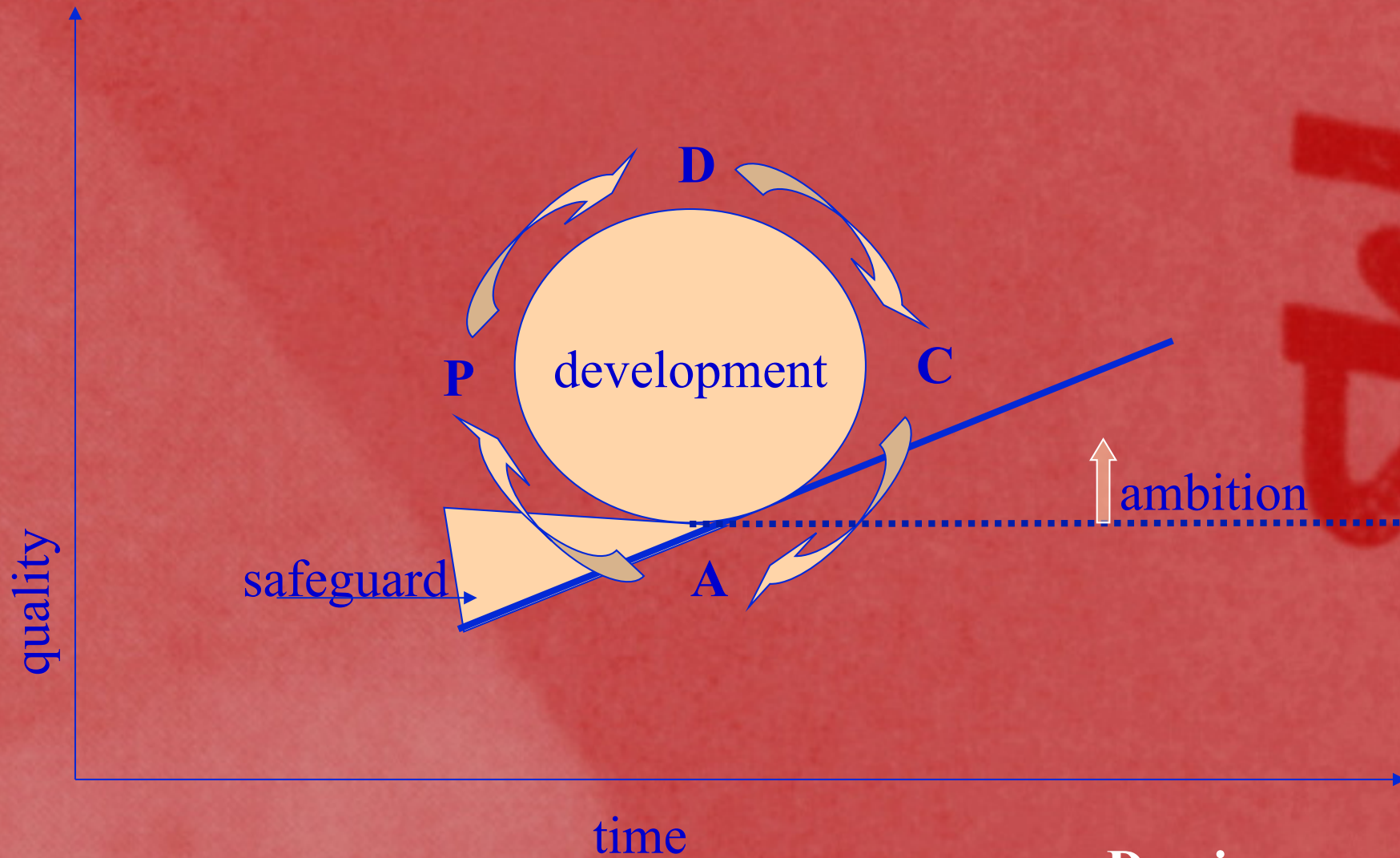
competence in practice



the way to go



developing quality



Deming

YOU make the difference



How powerfull is your teaching? What qualities do you bring to teaching?

Were are you going to, what is your ambition?

Keep healthy and experience the joy of teaching and learning.....