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?
what are we learning?

- sociological functions of education
- preparation for the labourmarket
- socialisation / citizenship
- development of the person
- competence development
- learning to know
- learning to do
- learning to live together
- learning to be
  - (unesco)
competence in everyday language

four keywords of competence

- sensible / rational
- responsible
- accountable
- practical

to know

to want

to act

to account

self steering
learning to be competent

knowledge in different forms

balans between (needs and interests of) self and others;
moral development (values/norms)

skills essential for:
• self reliance
• social reliance
• occupational reliance

critical (self)consciousness and value-consciousness as frame of reference for relatively autonomous (self)steerage

accountable
responsible
practical
sensible
every individual a diamond, the same story in different words

LEARNING TO KNOW

LEARNING TO DO

acting

being

LEARNING TO BE

healthy

emotionally balanced

practical

intellectual

LEARNING TO LIVE TOGETHER

qualities that can be learned

relatively stable personality characteristics

independent

social
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

• 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?

the teacher makes the difference
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

situations

visible
invisible

actions

professional repertoire

knowledge

responsability

professional beliefs

professional attitude

class

personal qualities; motivation; inspiration

unique personality

effects
results/outcomes
professional competence in short

situations

context

actions

competence

identity

core quality

effects
results/outcomes
In the workshop we will explore these paths.
competence is more than a set of competencies

quality goes deep
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:
- professionel actions: competencies

result:
- the effect of your actions
- the outcomes of your work
teaching

community

learning community
- save
- powerfull

work community

processes

assignments/problems
- contact en communication
- manage power/authority
- manage togetherness
- values, norms, meaning
- physical and emotional security
- basic pedagogical needs
- make learning content accesible, design learningarrangements
- motivate/ stimulate / challenge / activate / support / help / coach / play into differences
- orderly well-organized

professional

4 assignments

1 interpersonal; 2 pedagogical;

3 content and didactical; 4 organisational
assignments and situations

- Pedagogical
  - Interpersonal
  - Content + Didactical
  - Organisational

With pupils: 1
With colleagues' context: 5
With self: 7

Seven teacher competencies
supporting learning

the content and didactical dimension

accountable

sensible

practical

responsible

the pedagogical dimension
competence requirements

modelling and structuring professional actions and professional knowledge
What’s professional?

knowledge

- observe
- interprete
- diagnose
- plan
- act
- evaluate
- adjust
- give account
the structure of professional action

regulative cycle

development

The Deming-circle

- observe
- interprete
- diagnose
- plan
- act
- evaluate
- adjust
- give account
Making knowledge productive

- Practice
- Methodical action
- Theory
- Action power

Everyday problem-solving
Practical understanding of (specific) practice
Methods
Theoretical understanding of practice (in general)
Theories

Mental power
Methodical action
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

the world as the learner experiences and knows

learning through learning activities

subject of learning

offering a workable plan for learning and help with learning activities

intended learning outcomes
knowledgebase of teachers

development of identity
possibilities and hindrances for learning and development
their world
know your pupils

theoretical knowledge
theories about learning and development
grounding in science
structure/logic/practical use
content to be learned
know your subject

methodical knowledge
didactical and pedagogical methods
methods in use
know learning

practical knowledge
know your pupils
know learning
the didactical workshop
competence in practice

the way to go

development
development

pupils
teacher
school
developing quality

development

quality

time

ambition

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………