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

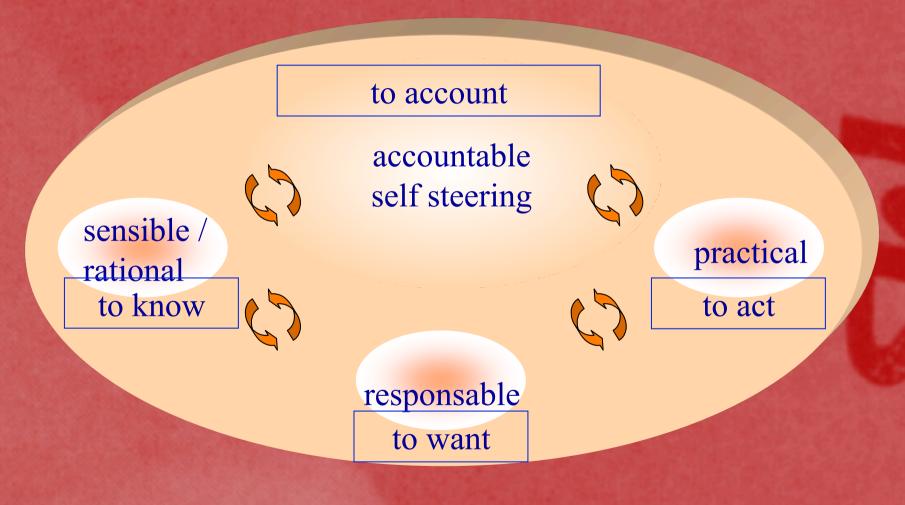
learning to live together

development of the person

personal development

learning to be (unesco)

competence in everyday language



four keywords of competence

learning to be competent

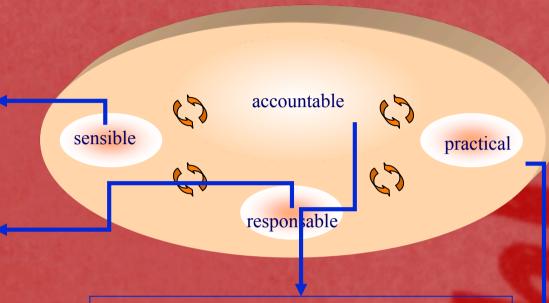
knowledge in different forms

balans between (needs and interests of) self and others;

moral development (values/norms)

skills essential for:

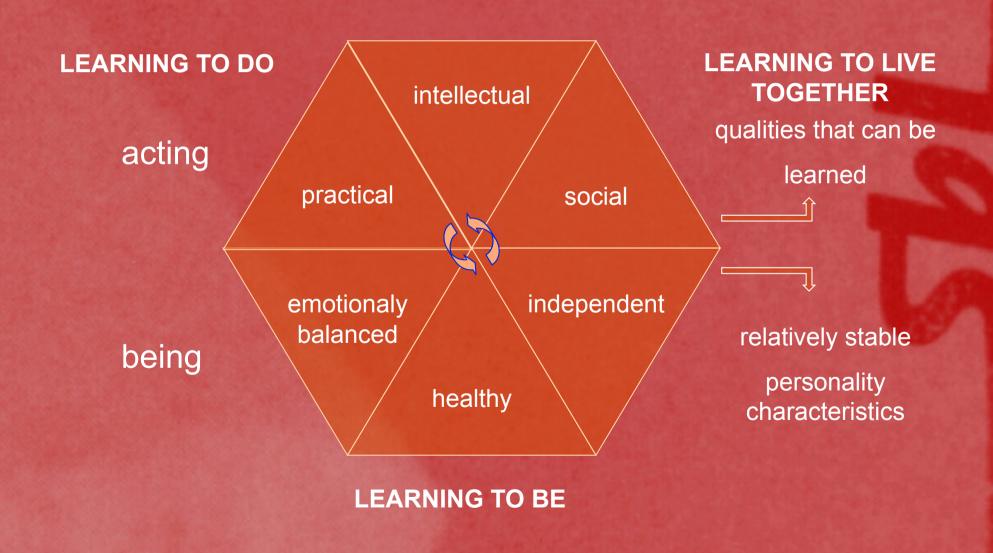
- self reliance
- social reliance
- occupational reliance



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

every individual a diamond, the same story in different words

LEARNING TO KNOW



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

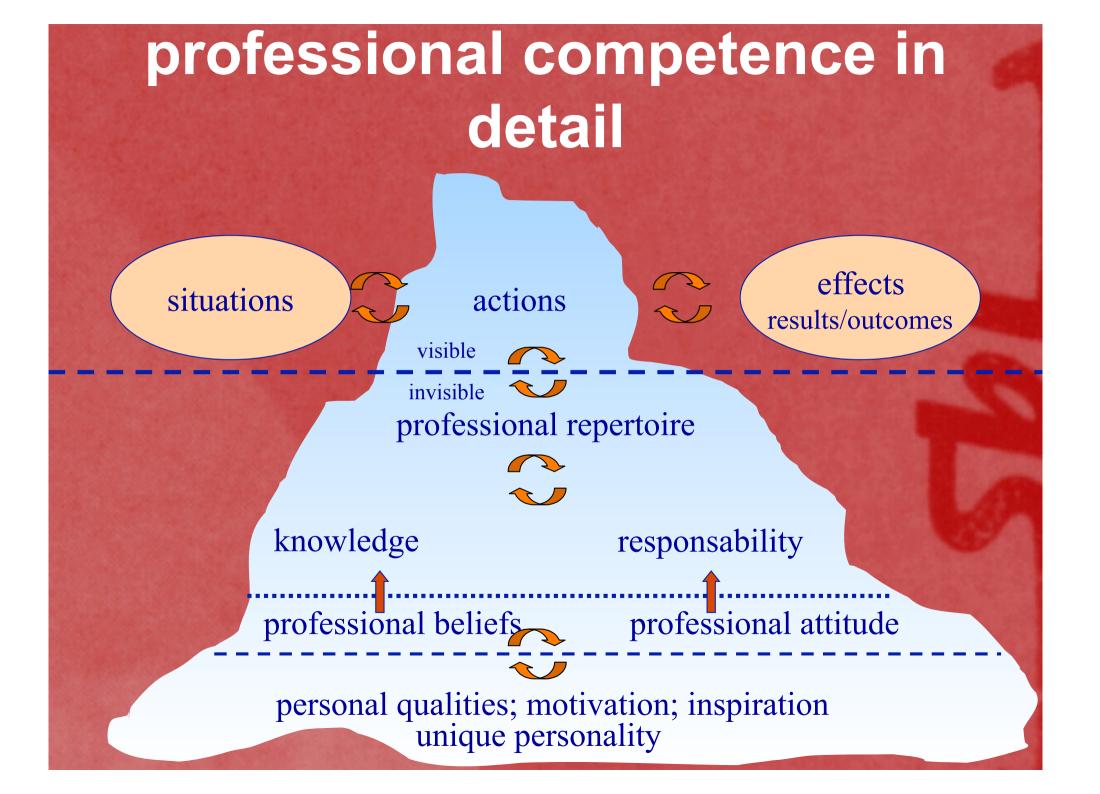
- educational system (e.g. *Dronkers*; *McKinsey*)
 - equal opportunity versus reproduction of inequality, the system works both ways quality of the teacher
- school (schooleffectiveness, Scheerens) organisational qualities quality of teaching
- teaching (*Marzano; Hattie*) everything works, but what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

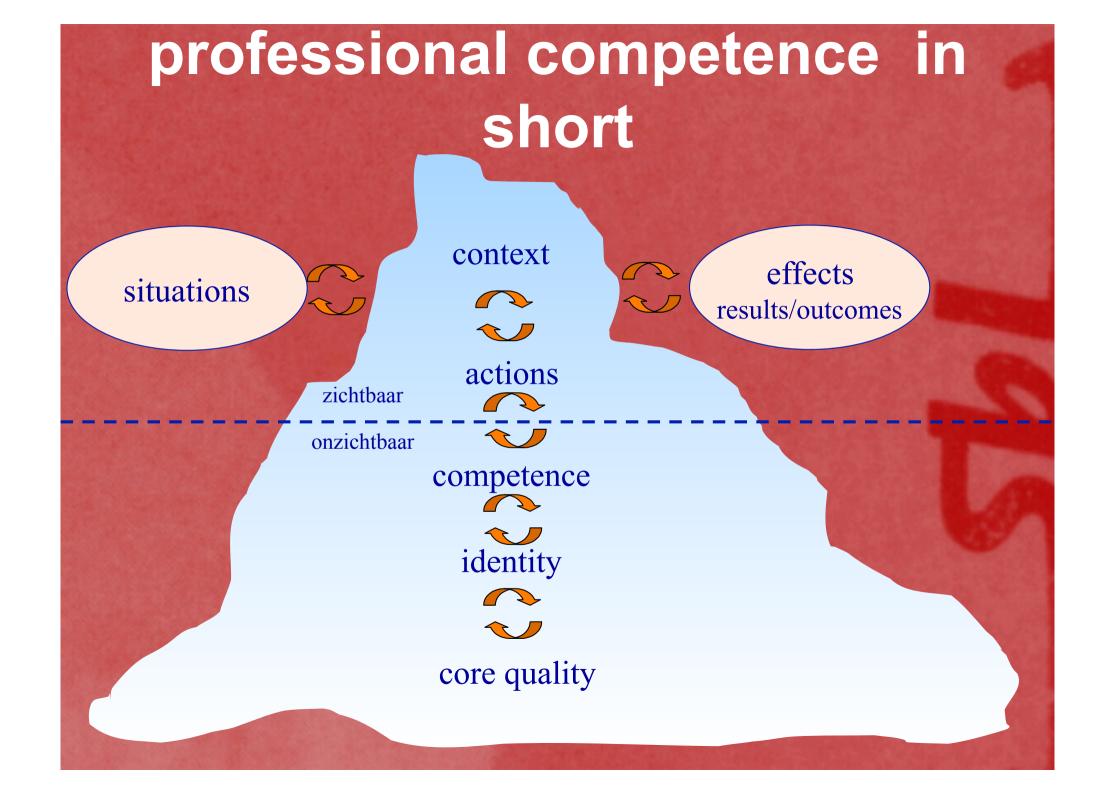
what works?

- 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





profesional development

from inside out

context

from outside in

behaviour

competencies

beliefs

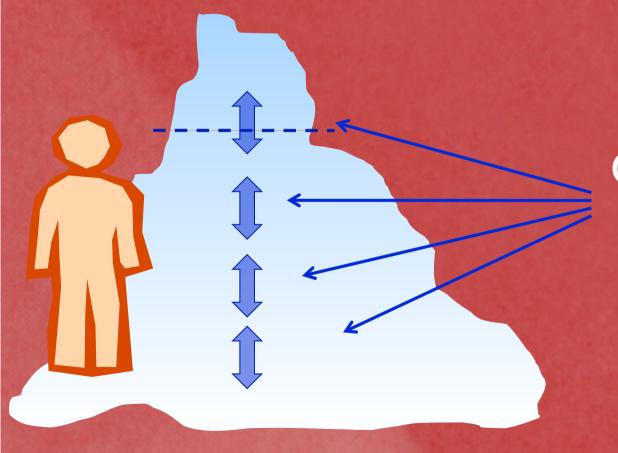
identity

core quality

In the workshop we will explore these paths

(Fred Korthagen)

competence is more then 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

processes

assignments/problems

community

1

• contact en communication

• manage power/authority

manage togetherness

• values, norms, meaning

fysical and emotional security

• basic pedagogical needs

 make learning content accesible, design learningarrangements

 motivate/ stimulate / challenge / activate / support / help / coach / play into differences

professional

• ordely well-organized

4 assignments

1 interpersonal; 2 pedagogical;

3 content and didactical; 4 organisational

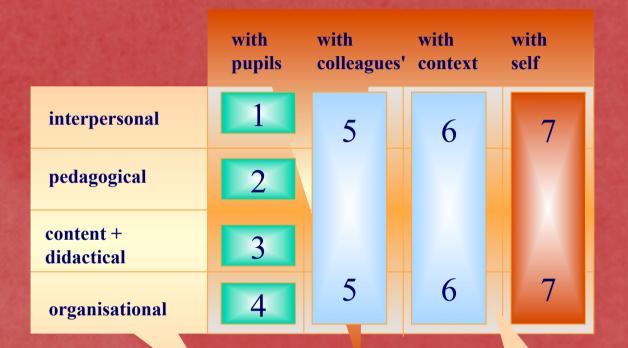
learning community

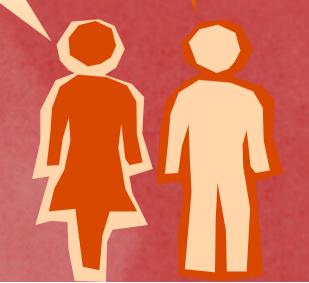
- save
- powerfull

work community

4

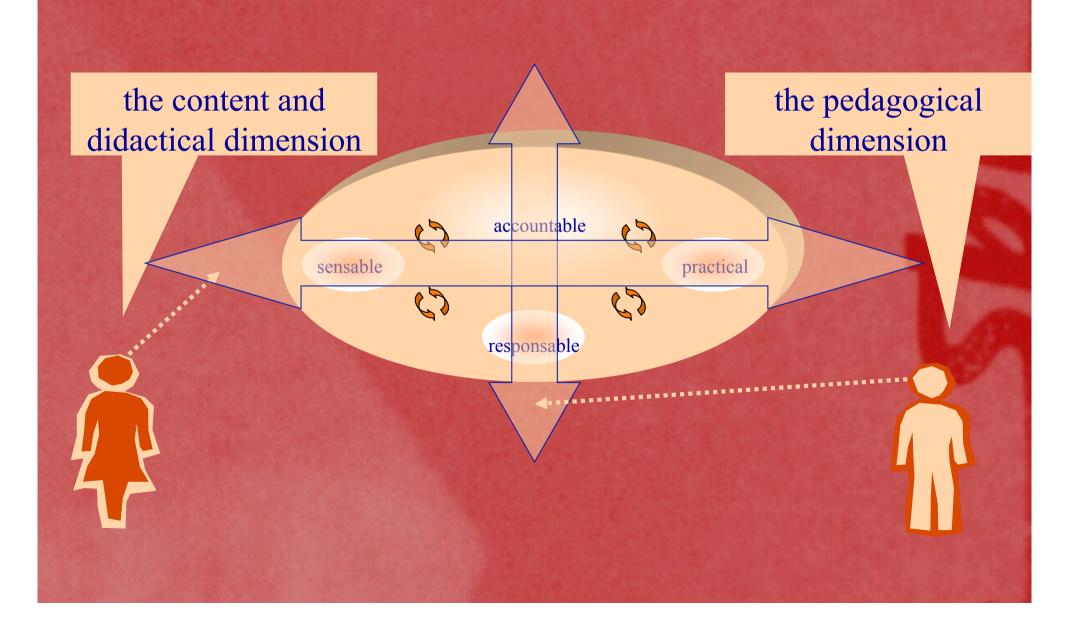
assignments and situations





seven teacher competencies

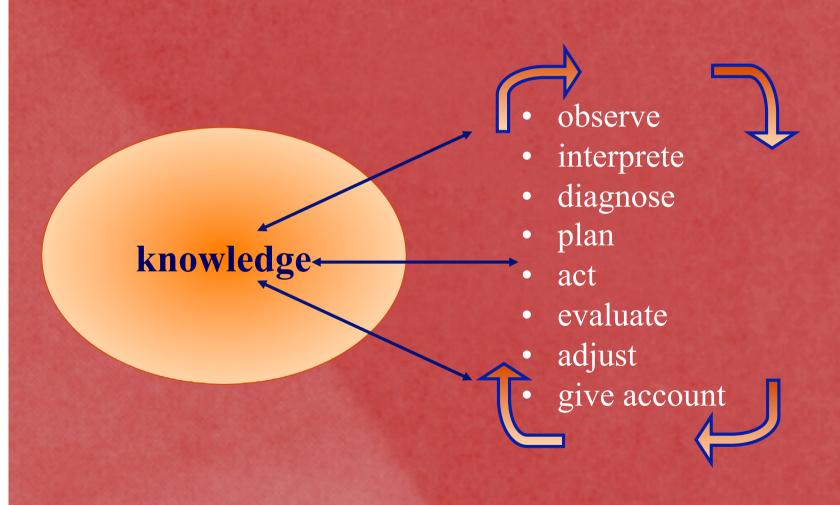
supporting learning

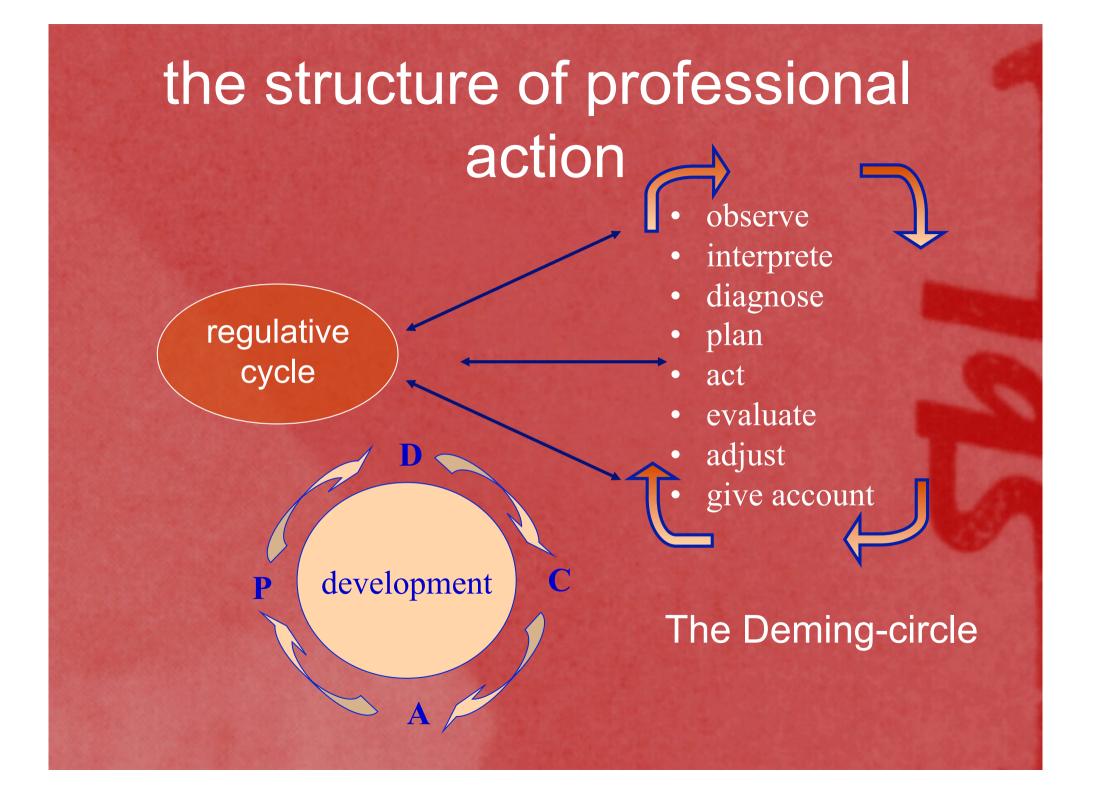


competence requirements

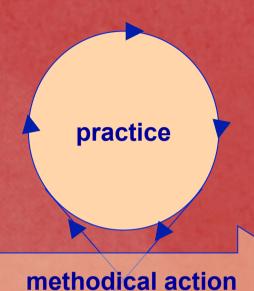
modelling and structuring professional actions and professional knowledge

What's professional?





making knowledge productive



problemsolving

• • • •

everyday



praktical understanding of (specific) practice

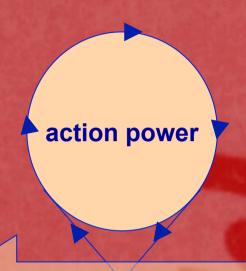


methods

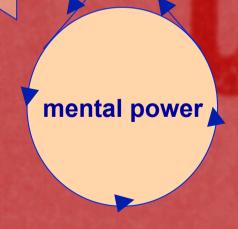


theoretical understanding of practice (in general)





methodical action



theory

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

intended learning outcomes

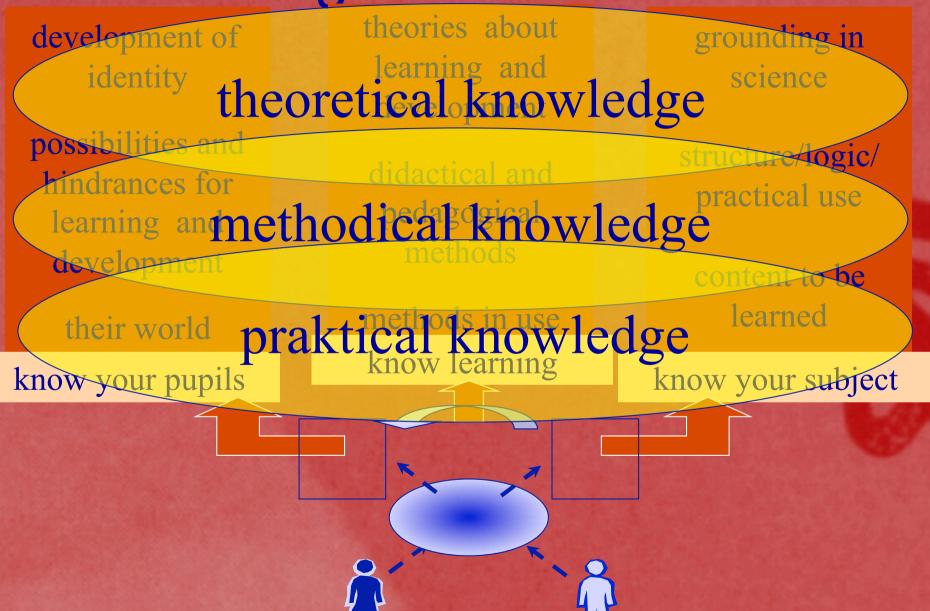
subject of learning

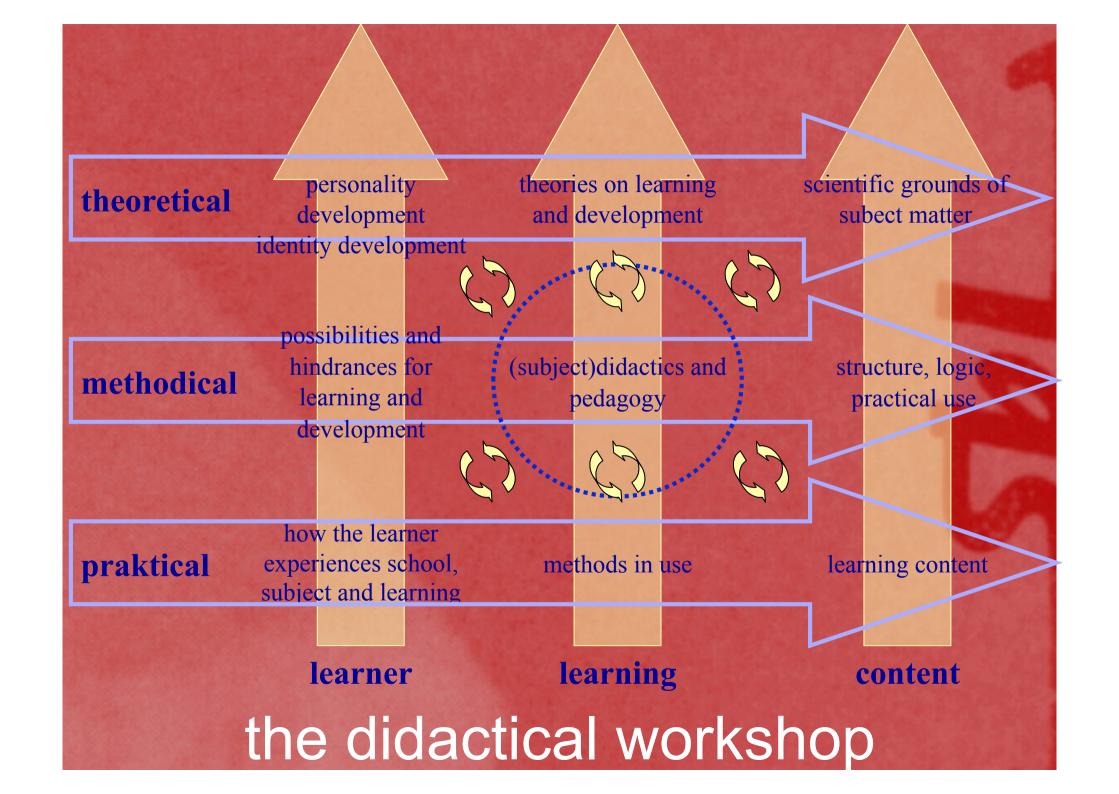


offering a workable plan for learning and help with learning activities

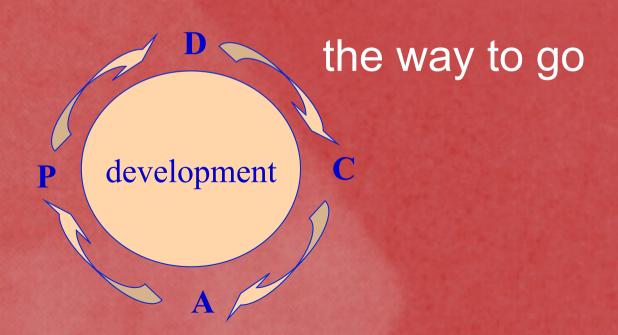


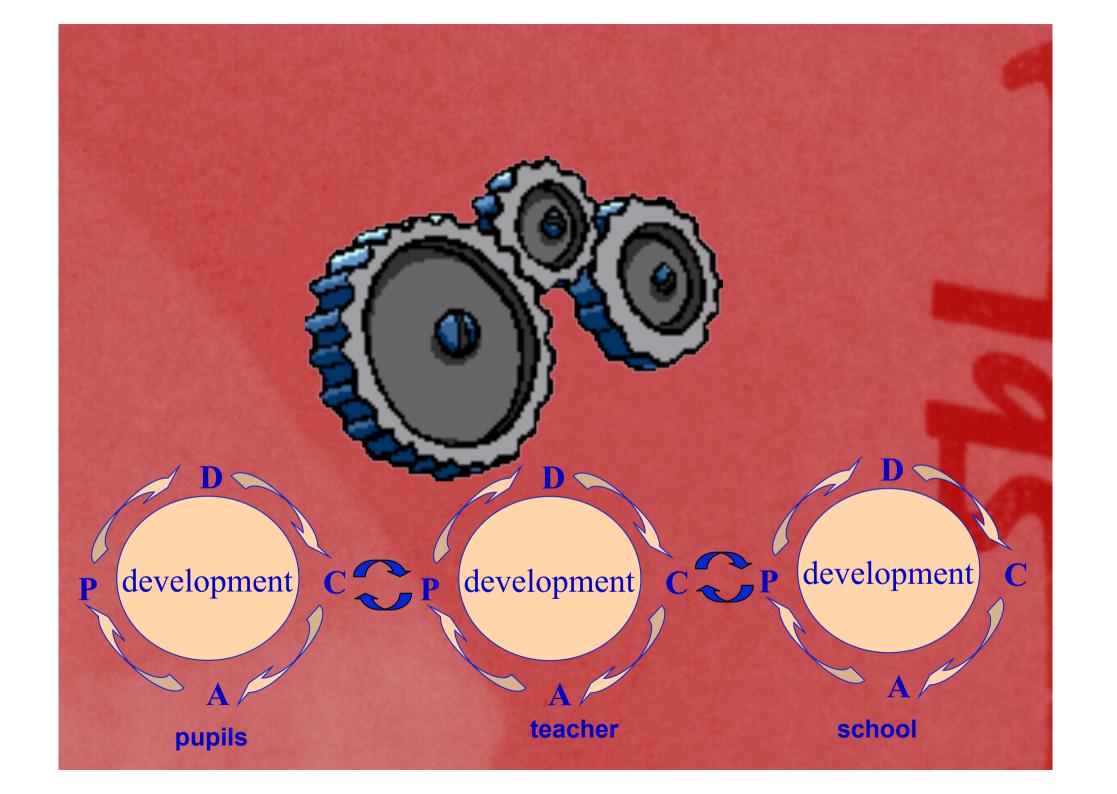




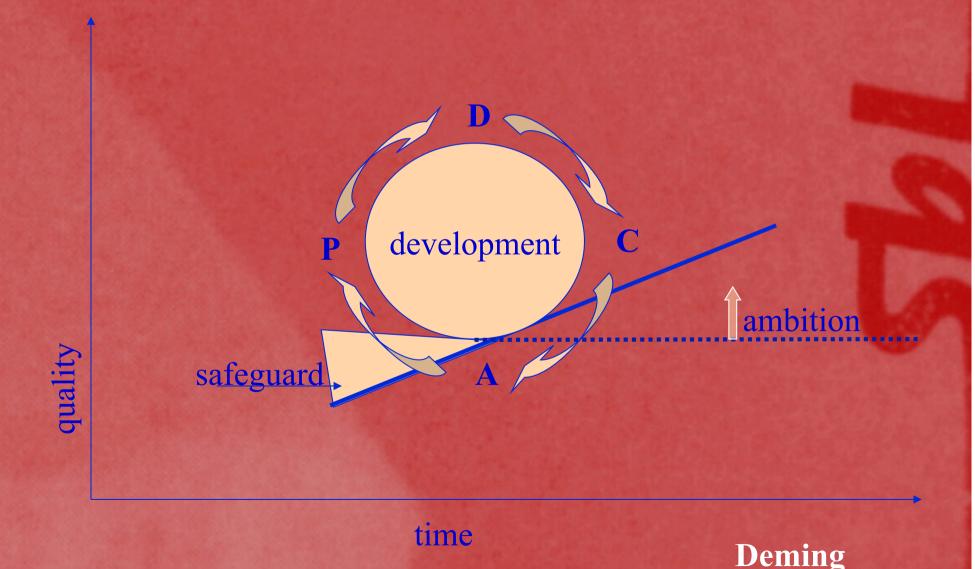


competence in practice





developing quality



YOU make the difference

better education teacher

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.....