



# From beginner to pro: From teacher education to lifelong learning for teachers

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# Challenges for Education Systems

- We are experiencing a **social transformation** which in many cases it is not yet possible to grasp in all its dimensions (cf. Hargreaves, 2003).

# Education today means continuing education

Learning, *unlearning*, *relearning* and learning *anew* impose themselves as nearly omnipresent life-long phenomena.

The challenges education systems are presently confronted with: a **starting point for change ?**

Our schools **do not seem to have changed much** in the past fifty, sixty or even hundred years.





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And also this: a traditionally all too familiar picture ...



# Change: Yes, we can?

**"Schools today are still similar in lots of ways to the schools of 100 years ago; business is not."**

(cf. David Hargreaves 2003)

Is education running the risk of **ignoring present transformation processes** which have a lasting influence on industry and economy ?



# The future tasks of teachers

International studies provide evidence that **high-quality teaching is directly connected with pupils' learning success** (cf., among others, Darling-Hammond, 2000; Wu, 2005).

The changes mentioned challenge teachers in their profession and their professionalism

- On the basis of these requirements the project *EPIK* ("Entwicklung von Professionalität im internationalen Kontext") commissioned by the Austrian Federal Ministry for Education, the Arts and Culture has defined **five domains** for orientation as to which direction **teacher education** might take (cf. Schratz et al. 2007, for further information see also: <http://epik.schule.at> - information in German)
- Also the findings of the project **White Paper of Teacher Education** (cf. Schratz/Schrittesser 2007) will be included in the following propositions and considerations.

Some preliminary remarks on the term **domain**:

It refers to **areas of competence**, nurtured by **two perspectives**:

on the one hand the **perspective of the *individual person*** with its biographically determined knowledge and skills and his or her inherent possibilities for development;

on the other hand the **perspective of the *system*** with its structures and rules and its inherent opportunities and limitations.

# Reflection

From the individual's point of view it means the ability to reflect, or reflexivity, is a leitmotif in the debate on professionalism.

It means to be able to analyse one's actions in a systematic way from different points of view (practical experiences, theories of education, methodology, one's own biography) and to develop alternative strategies.

individual



# Discourse

As language represents structure, discourse signifies the development of a differentiated professional jargon, fostering a methodically sound terminology and thus a targeted approach to pedagogic questions and problems on the one hand and allowing a clear dissociation from an amateurish description of a pedagogic situation on the other.

structure





# Ability to Differentiate

means to be able to deal with the different learning dispositions of pupils , to have the knowledge of how to deal with different learning styles, with different interests and problems of pupils.



calls for practices that will help to use „diversity“ as a resource, to create an institutional framework for dealing with heterogeneity.

subject



structure

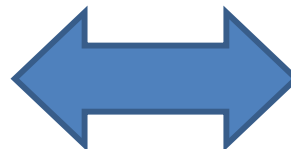
# Collegiality

encourages professionals to intensify dialogue, to appreciate and make use of the professional community as the place for communication and collaboration, to deepen social skills for dealing with colleagues,



asks for new organization formats, for structures that will promote a culture of openness, that will offer time and place for professional collaboration

subject



structure

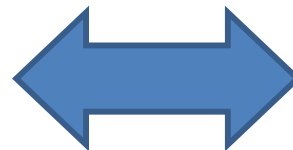
# Professional Awareness

Means to realize what makes a teacher's job a profession in its own right, to know one's own ability and expertise in the field of learning and teaching and to be able to switch from involvement to analysis



helps to define and create beneficial organisational structures in school, offers scope for professional development and options for a career.

subject



structure



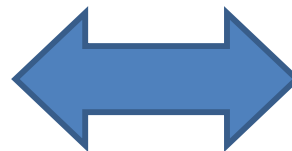
# Personal Mastery

means to have clear ideas about one's personal objectives, to use knowledge and skills adequately in a specific situation, to have knowledge (*know what*), prowess (*know how*) and the ability to link theory and practice (*know why*) and to find one's own way,



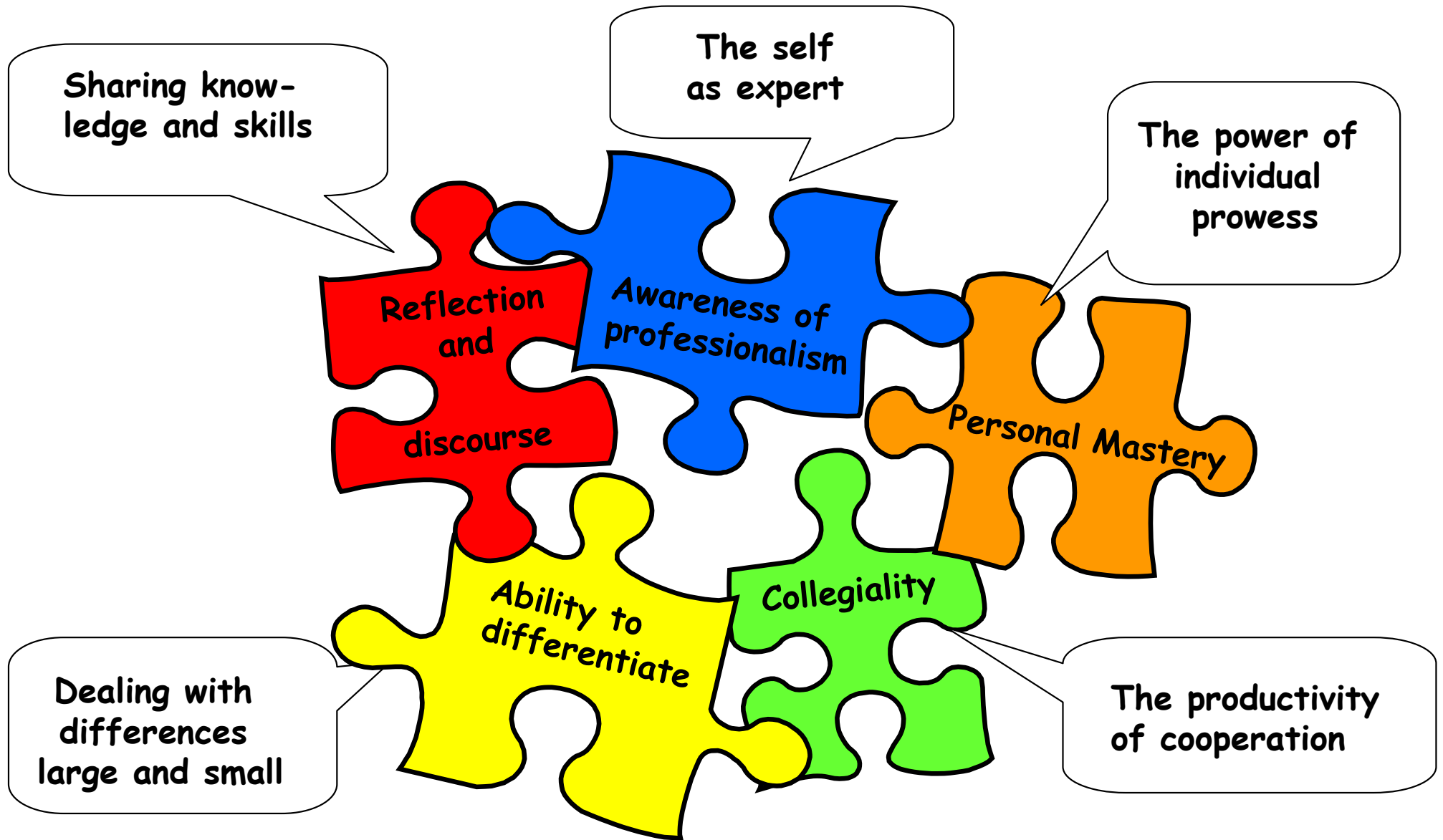
for this structures are needed which allow and accept mistakes, which make genuine personal learning possible and gratifying.

subject



structure

# Domains of teacher professionalism



# Expert teachers: the five domains going practical

- How can **expectations for performance** be matched with the design of study programmes and training ?
- According to recent research data there is **empirical evidence** that so called expert teachers “**affect student achievement in positive ways.**” (Berliner 2004, p. 200).

# What do we understand by expert teachers ?

- Expert teachers often develop **automaticity and routinization** for the repetitive operations that are needed to accomplish their goals;
- expert teachers are more **sensitive to the task demands and social situation** when solving pedagogical problems; expert teachers are more opportunistic and **flexible** in their teaching than are novices;

# What do we understand by expert teachers ?

- Expert teachers have **fast and accurate pattern-recognition** capabilities, whereas novices cannot always make sense of what they experience;
- expert teachers perceive **meaningful patterns** in the domain in which they are experienced;
- and although expert teachers may begin to solve problems slower, they bring **richer and more personal sources of information** to bear on the problem that they are trying to solve.” (Berliner 2004, p. 200f.)

# What do we understand by expert teachers ?

- They **complexify** rather than simplify the situations they deal with
- Their expertise is **specific to a domain** and to particular contexts in domains and is developed **over hundreds and thousands of hours.”**  
(Berliner, op. cit. p. 201)

However, these core capacities we know now **do not necessarily have to develop** even after many years in the job

If time and experience play an essential role in the development of expertise, it is essential, however - as research shows - **how this time is spent and how experience is acquired and codified** so as to draw on it again.

# The making of an expert teacher

From **studies about expertise** in sport we get some hints on the crucial factors on “the making” of an expert:

- First of all and most important is the desire to be excellent, that is: **motivation**.
- 2<sup>nd</sup> most important is **good coaching** and
- 3<sup>rd</sup> most important is **deliberate practice**.



“5, 7, or more years needed for motivated teachers to acquire expertise might be shortened or made richer if some **coaching and deliberate practice** were to take place.”  
(Berliner, op. cit., p. 202)

# Consequences for Teacher Education:

Imparting **knowledge and skills** in the areas of **language(s), mathematics, natural sciences, art and new media, history ..** will still **rate high** in the range of teachers' tasks.

→ A **high-quality, academically sound education** in the subjects will continue to be a **core objective** of teacher education.

# Consequences for Teacher Education:

In addition the task will emerge to also impart those basic competences which occasion **continuing learning** and along with competences that make it possible for adolescents to be able to **participate actively** and as **responsible citizens** in the social life of a democratic community and to create a "**happy life**" for themselves.

→ The development of competences as described in the **five domains** will be the **second core objective** of teacher education

Teacher education is to be designed as a profession:

→ academic foundation,

→ **"clinical", i.e. supervised introduction** into practice including coaching and deliberate practice during study

→ An **induction phase** relying on **coaching, mentoring and guided practice**

→ commitment to **continuous further education**

→ affiliation to the **professional community**

# Re-think teacher education

On the basis of this concept it is not possible to speak of simply changing teacher education, since both **understanding and acceptance**, but most of all the **structures** for the orientation of teacher education as outlined here would first **have to be created**.

**This concept needs institutionalised forms of professionalization**

**It asks for new forms of far-reaching interconnectedness of knowledge and practice, of research and profession**

# Schools as responsible partners

- A good part of the "**clinical**" phases of **teacher education** should be conducted **in close cooperation with schools**, which become **places of professional encounter** where one learns to experience and live new solutions and impulses to act.
- Schools consider themselves as **responsible partners** of universities or equivalent teacher education institutions and actively take over responsibility for their present and future personnel.

# The professional community

- **Topics** that are heatedly discussed in the profession may find their way into the curriculum as **practice-related research projects** and are actively worked on by students and teachers using **research-guided** teaching and learning.



# Teacher education 2020

- regards the teaching profession as a highly professional activity by *education experts* who carry the responsibility for individual and societal learning and education processes.
- offers a university or equivalent degree whose focus lies on the global aims of the subject as well as on imparting typical thought and action patterns of the discipline and on consolidated pedagogical and subject-specific didactic training.
- turns future teachers into "architects of the future"

# Schools for the 21st Century ...



**Thank you for your attention!**