

ANJA SWENNEN

Vrije Universiteit Amsterdam
a.swennen@ond.vu.nl



CURRICULUM VITAE

I started my studies to become a teacher in 1978 and I studied Dutch and English (as a foreign language). After I finished I moved on to university for my master degree in Dutch and I specialised in Dutch subject pedagogy. While I studied for my master degree I started working in secondary education as a teacher of Dutch language and literature. After a few years, in 1989, I moved to professional higher education as a teacher educator for primary education. In 1998 I accepted a position at the 'VU University Amsterdam' and for the last ten years I worked as a teacher educator for higher secondary education and higher education. Currently I am involved in a master of teaching in higher education, projects for professional development of university faculty and a project for the development of a master of teaching in higher education in Ethiopia.

When I worked in primary teacher education I did research into the concerns of student teachers. At the university I became more and more interested in teacher educators. My former research concentrated on congruent teaching of teacher educators or 'Preach as you teach'. My current research is about the development of the professional identity of teacher educators.

From 1996 to 2006 I was a member of the editorial board of the Dutch and Flemish Journal of Teacher Educators; the last five years as the editor. I was a member of the editorial board of a book for beginning teacher educators (in Dutch) and I wrote two chapters.

With Marcel van der Klink I co-edited a book "Becoming a Teacher educator: Theory and Practice for teacher educators" (2009, published by Springer).

With Tony Bates I co-edited a special issue of the Journal of Professional Development in Education that will be published in April 2010.

I am currently a member of the board of editors of the European Journal for Teacher Educators and of the Journal for Professional Development

For the last fifteen years I have been an active member of the Dutch Association of Teacher Educators (VELON) as a participant, co-organiser and speaker on conferences and study days.

The last ten year I was also an active member of the Association of Teacher Education in Europe (ATEE). From 1998-2002 as chair of Research and Development Centre (RDC) 'Practice in pre-service teacher education' and currently as chair of RDC 'Professional development of teacher educators'. I am also a member of the Administrative Council of the ATEE.

KEY PUBLICATIONS

- M. Lunenberg, F. Korthagen, A. Swennen (2007). The teacher educator as a role model. *Teacher and Teacher Education*, 23, 586-601. http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VD8-4MP5KPF-1&_user=499882&_rdoc=1&_fmt=&_orig=search&_sort=d&_docanchor=&_view=c&_searchStrId=1029699755&_rerunOrigin=google&_acct=C000024498&_version=1&_urlVersion=0&_userid=499882&_md5=14a55d2f9d2850a74bd281de50c530f9
- A. Swennen, M. Volman & M. van Essen (2008). The development of the professional identity of two teacher educators in the Context of Dutch teacher education. *European Journal of Teacher Education*, 31(2), 169-184. <http://www.informaworld.com/smpp/title~content=g793082461~db=all~tab=toc~order=page>
- A. Swennen., M. Lunenberg, F. Korthagen (2008) Preach what you teach! Teacher educators and congruent teaching. *Teachers and Teaching; theory and practice*, 14(5,6), 531-542. <http://www.informaworld.com/smpp/content~content=a906489475~db=all~order=page>
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- J. Murray, A. Swennen & L. Shagrir (2009) Understanding teacher educators' work and identities. In A. Swennen, M. van der Klink (eds.) *Becoming a teacher educator. Theory and practice for teacher educators* (pp. 29-43). Dordrecht: Springer. <http://www.springerlink.com/content/t3103501442g461j/?p=20768c9b9f9e4e09b5fcf999ec84ede8&pi=1>
- A. Swennen, L. Shagrir & M. Cooper (2009). Becoming a teacher educator: voices of beginning teacher educators. In A. Swennen, M. van der Klink (eds.) *Becoming a teacher educator. Theory and practice for teacher educators* (91-102). Dordrecht: Springer. <http://www.springerlink.com/content/mk4621l431011626/?p=20768c9b9f9e4e09b5fcf999ec84ede8&pi=5>
- A. Swennen, K. Jones & M. Volman (2010). Teacher educators: Their identities, sub-identities and implications for professional development. *Journal for Professional Development in Education* (in press)
- C. van Velzen, M. van der Klink, A. Swennen, E. Yaffe (2010). The induction of teacher educators: The needs of beginning teacher educators. *Journal for Professional Development in Education* (in press).

KEY PRESENTATIONS

- A. Swennen, Congruent teacher education, Key note presentation at the annual VELON study day, Utrecht, 2005 in Dutch).
- A. Swennen, The Courage to Empower. Key note presentation at the IPDA conference, Belfast, 2007. <http://www.ipda.org.uk/paper/SwennenKeynote07.ppt>
- A. Swennen, Who are we and what do we do? Professional development of teacher educators. One day workshop for the Inaugural one day conference IPDA England, London, 2008.

PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS IN THE NETHERLANDS: PAST, PRESENT AND THE NEXT TEN YEARS

Introduction

Whether by true conviction or rhetoric, policy makers, researchers and others involved in education affirm time after time the importance of teachers in supporting and facilitating the learning of pupils and students. There are numerous examples of this in national and international policy and research documents; here we only mention a number of documents that have been published in recent years with the significant phrase ‘Teachers Matter’ as part of their title. In 2005 the OECD published a policy document named ‘Teachers Matter’ with the subtitle ‘Attracting, developing and retaining effective teachers’ (OECD, 2005). Day et al. (2007) published a book ‘Teachers Matter’ with the subtitle ‘Connecting work, lives and effectiveness’. On the back of the book it says: “At a time when teaching standards are high on the political and social agenda, the quality and commitment of teaching staff is seen as paramount and they are viewed as pivotal to the economic and social well being of society”. As a last example, the theme of the Teachers’ Day in 2008, organised by Teaching International (<http://www.ei-ie.org/en/index.php>) was ‘Teachers Matter!’ In these examples the essential role of the teacher is emphasised, but these and other documents also express concerns about the quality of teachers and of teacher education (see also OECD, 2005; European Commission, 2007; ETUCE, 2008).

One would expect that if teachers and their quality are considered such an important factor in the learning of pupils and students, teacher educators would be considered important for the education of (future) teachers. However, compared to teachers, teacher educators as a professional group get remarkably little attention in international literature (Cochran-Smith, 2003; Swennen, Jones & Volman, 2010) and policy documents (see Snoek, Swennen & Van der Klink, 2009). The paper of ETUCE (the European Trade Union Committee for Education) is the only international policy paper that gives considerable attention to teacher educators and their professional development: “In order to meet the demands placed on the profession, all teacher educators - including mentors at schools - should be given the opportunity to undertake proper lifelong learning of their own. Ongoing professional development is a must. Both time and financing should be made available” (ETUCE, 2008, p. 36).

The name ‘teacher educator’ is commonly used in recent literature and policy documents, but for years teacher educators have been called and called themselves ‘teacher’, ‘lecturer’ or ‘professor’ (or their equivalent in other languages), depending on the place of teacher education and teacher educators in the educational system. Teacher educators are not always

at ease with the name 'teacher educator' and even in countries such as the Netherlands, the UK or the USA where 'teacher educator' is commonly used by researchers and policy makers, those who educate teachers will not always refer to themselves as 'teacher educator'. As Cochran-Smith (2003, p. 22) observes: "Rather the identity of these professors is closely linked to subject matter areas such as mathematics or composition, to specialty areas such as early childhood or learning disabilities, and/or to the disciplines generally housed within schools and colleges of education such as psychology or testing and measurement. (Cochran-Smith, 2003). In fact, the context of teacher education is complex: it relates to initial teacher education, to the education of teachers in service (through Continuing Professional Development), to the mentoring and coaching of teachers in the school environment and to the education of teachers through accredited programmes in universities. In this paper the name 'teacher educator' is used in its broadest sense for those who educate teachers, whether they call themselves 'teacher educator' or not, or whether the name 'teacher educator' was used, or existed at all, in the time period the teacher educators whose story is told in this paper, lived and worked.

In this paper we investigate the professional development of teacher educators in the Netherlands in the past and present and we look forward to see what can be expected in the near future. To understand the development of teacher educators in the past (19th century) we use the case of Paulus Görlitz who lived from 1785 to 1861 in Rotterdam and was a well known school owner and teacher educator in his time. For the more recent past we use the case of Pete, one of the participants in our research, who was born in 1927 and was a teacher educator from 1967 until 1984. The present is represented by a woman teacher educator, Hilde. Women were teacher educators at teacher's colleges for girls from the middle of the 19th century, but after the Second World War more and more women became teachers in teacher education institutes. Hilde started to work at a teacher educator in 1984 in Rotterdam and still works there.

Professional development of teacher educators

Research about the professional development of teacher educators was and is limited, but over the last few years studies about professional needs and professional development of teacher educators have increased. The needs of teacher educators may change with the way their identity is conceptualized in a certain moment in history. Recently some studies have been conducted about the needs and concerns of novice teacher educators (for example Harrison & McKeon, 2010; Murray, 2005; Van Velzen et al., 2010; Williams & Ritter, 2010). From this research we learn that, as Cole and Knowles (1994) describe so vividly, teacher educators may have similar problems as the beginning teachers they once were, but teacher educators also encounter problems that are specific for them and differ from the problems teachers in primary education face during their first years.

In an earlier study (Swennen, Jones & Volman, 2010) four identities emerged from the recent literature about teacher educators. The first, the teacher educator as schoolteacher, is an identity strongly felt by teacher educators who worked as a primary or secondary teacher before they moved into teacher education and higher professional education. Characteristic for teacher educators is that they are the teachers of teachers, and beginning teacher educators have to make the transition from teacher to teacher educator. The second identity that emerged from the literature is that of the teacher educator as teacher in higher professional education. This identity is adapted by teacher educators as they are now working in higher professional education, be it, in the Netherlands in professional universities. The third identity is that of teach of teacher or second order teacher. According to Murray (2005, p. 70) teacher educators can be seen "as having made a transition from being first order practitioners, schoolteachers, to being second order practitioners working as teacher educators. Where they

once worked in the first order settings of schools, they now work in the second order field of teacher education". The last identity that emerged from the literature is that of the teacher educator as researcher. This identity is dominant in the current research articles.

Smith (2003) gives three main reasons for teacher educators to engage in professional development activities, and these are no different from the aims of other teachers or other professionals: firstly, to improve the profession ('teacher education'); secondly, to maintain interest in the profession, (to grow personally and professionally); thirdly, to advance within the profession (promotion). Similarly, the professional development activities that teacher educators can engage in are not very different from those of teachers or other professionals. Smith mentions the following activities: acquiring higher academic degrees; in-service workshops and seminars outside the teacher education institution; staff development inside the teacher education institution; feedback on teaching; voluntary and forced support; peer tutoring (Smith, 2003, 205). Other authors (Cochran-Smith, 2003; Zeichner, 2003) argue that teacher educators should engage in practice-based inquiry, such as self-study (see for example Kosnik et. al, 2005; Loughran et. al, 2004; Loughran & Russell, 2002). Recently the use of communities is regarded a strong means for the professional development of teachers and teacher educators, whether or not these are combined with research (Cochran-Smith, 2003).

Professional development of teacher educators should aim at the improvement of teacher educators as individuals and at the improvement of teacher educators as a professional group in order to improve the quality of teachers. It is therefore important that teachers and teacher educators learn and develop intentionally. Based on Smith (2003) and Cochran-Smith (2003), we distinguish seven ways for intentional professional development to succeed:

- Personal study/reading of books, journal articles, etc.
- Meetings of colleagues with the aim to improve the quality of work
- Community of learners/practice
- Study days, workshops, trainings, short courses and the like
- Conferences and seminars
- Research
- Working for a formal diploma, teaching degree, Bachelor, Master or PhD degree, registration

One difference in the professional development of teacher educators compared to that of school teachers and other teachers in higher professional education is the content of the activities. Teacher educators have to develop knowledge about teacher education and about the pedagogy of teacher education (Loughran, 2006) and they have to acquire skills to teach teachers (as second order teachers) and to teach teachers how to teach. However, in our study of teacher educators in policy documents (Snoek, Swennen & Van der Klink, 2009) we found that most policy documents do not distinguish between teachers and teacher educators and there is no mention of specialised professional development of teacher educators.

This study

The study we present here is part of a larger study into the development of the professional identity of educators of primary school teachers in the Netherlands (see Swennen & Volman, 2008; Swennen, Jones & Volman, 2010) . To understand the development of the identity of teacher educators we studied the lives of five teacher educators through interviews and we studied the context in which these teacher educators worked and learned through the study of the history of teacher education based on primary sources: policy documents, special publications of teacher education institutes to celebrate anniversaries or special occasions and other relevant documents, secondary sources and the limited available research about the history of Dutch primary teacher education. The five in-depth interviews with five teacher

educators of different generations were carefully transformed into narratives (Clandinin & Connolly, 2000) and placed in their historical context (Lave & Holland, 2001).

Our main aim in this paper is to understand how the professional development of teacher educators in the Netherlands took place in the past, the present and how the professional development of teacher educators might develop in the near future. Several authors argue that teacher education has a low status (Darling-Hammond, 2000; Cochran-Smith, 2006) and that this low status is rooted in the humble origins of the normal schools. By understanding the past, in which modern teacher education is rooted, we can better understand the weaknesses and strengths of present teacher education and we may be able to strengthen both the quality and status of teacher education, and teacher educators, in the future. Through the examination of the development of teacher education in the Netherlands, generic issues relating to the development of teacher education elsewhere may be explored.

Past: Teacher educators as expert primary teachers: Paulus Görlitz

Paulus Koenraad Görlitz lived from 1785 to 1861 in Rotterdam and was highly regarded as a school owner, teacher and teacher educator and when he died Guillaume Delprat wrote a short biography (Delprat, 1862), which we use to tell the story of Paulus Görlitz. He was the oldest son of a middle-class family with little means. Görlitz attended the French school (a school for middle class children) but it seems that his parents could not afford this rather expensive form of education so he left this school to become an apprentice at the famous school of school owner S.J. Mook in Delft. He may have lived in the house of the school owner and perhaps earned some money. In 1806, Görlitz opened his own school and soon his school was considered one of the best in Rotterdam. Throughout the 19th century there were three ways to prepare for a diploma for primary teaching. The first was to work as an apprentice with a head teacher (in the primary education law of 1857 it was arranged that heads of schools received an allowance for every teacher they educated successfully), the second was to work at a primary school a deputy teacher and take normal lessons in the evening and on Saturday and the third was to visit a full time teachers college. The route of Paulus Görlitz to become a teacher, working as an apprentice with a school owner and then becoming a teacher in primary education (either as a school owner or as a head of the school) was an accepted way throughout the 19th century.

Görlitz invested much time and energy in his own professional development and in improving the quality of primary teachers. His biographer states with emphasis that Görlitz acquired most of his knowledge through individual study of books. Görlitz criticized the old teaching methods and wrote his own teaching methods and he wrote essays about pedagogy. In 1838 he and some other school heads started a 'Society for primary teachers' ('Onderwijzersgezelschap' in Dutch). These 'Societies', communities *avant la lettre*, played an important part in the education and further professional development of primary teachers throughout the 19th century in the Netherlands. A Society existed of primary teachers of a village, town or part of town who met voluntarily and on a regular base. In 1799 the first Society was founded and in 1856 there were 250 Societies for primary teachers with 3555 members (Turksma, 1961). The society that Görlitz had founded had more than one hundred members, who may have meetings in smaller groups. The members of the societies discussed themes that were of interest to them, such as new developments in reading and writing, and they improved their knowledge of history and geography. School heads or school inspectors gave lectures and the members of some societies visited each others schools and observed lessons. The societies received some money from the government and with this money they bought books for their library about pedagogy, religion, history or geography and they bought teaching materials, like a globe, which could be shared by the members in order to make their teaching more attractive (Swennen & Beishuizen, 2005).

Paulus Görlitz contributed to the education of new teachers. The law of 1806 stated that all teachers in primary education had to take national exams and to prepare them for these exams heads of schools, like Görlitz, organised lessons for future teachers after school hours. These lessons were called 'normal lessons'. 'Normal' in the meaning of 'being the norm to teach'. These normal lessons were organised in the school building of the head teacher. Later, when more head teachers joined forces to educate the young teachers, these lessons were given in separate schools and were called 'normal schools' or teachers colleges. The difference between normal schools and teachers colleges is not always clear in the 19th century in the Netherlands, although teachers colleges on the whole tended to be more theoretical and had a higher status. The teacher educators in normal schools and in the older teachers colleges taught all or at least several subjects that were similar to primary school subjects and some pedagogy. At the end of his career, in 1860, Görlitz was asked to become the head and teacher of the normal school he founded and that had developed into a teachers college over time. Görlitz was a primary teacher who took his responsibility for his own professional development through individual study and became an expert teacher. He educated teachers and contributed to the professional development of his colleagues and the development of the profession of teachers in primary education. He stayed a teacher in primary education, and was probably called and called himself, school owner or 'onderwijzer' (the name for teacher in primary education that became more and more common in the 19th century and remained the name for primary teachers until 1984). As he accepts the position of head of the teachers college, his biographer calls him, in Dutch, the 'director and 'leraar' of the teachers college. 'Leraar' is one of the Dutch words for teacher and indicated in the 19th century a high status. This change of names indicates a change in social position of teacher educators. However, this change of title is perhaps attributed by the biographer in retrospect.

Past: Teacher educators as subject teachers: Pete

Pete was born in 1927 and started to work at a primary school in 1946 and in 1959 he became a teacher at a teachers college in the south of the Netherlands. He was the third son of a family with six children and because his father fell ill, the family could not afford to pay for their son's education. Pete wanted to study foreign languages and the only way for him to study foreign languages was the teachers college (Modern languages were taught at the teachers colleges until World War II). At the end of the 19th century the number of teachers colleges in the Netherlands had increased and normal schools and the education by the head of a school had disappeared. By the end of the 19th century the teachers colleges were the only route to become a teacher in primary education and they were large and powerful schools (Van Essen, 2006). The examinations for primary teachers were increasingly difficult and to improve the social status of both teachers and teachers colleges the heads of the teachers colleges had modelled the teachers colleges like the new secondary schools that had emerged in the 19th century. The teachers at the teachers colleges no longer taught several subject, but became subject specialists with a diploma for secondary education. This development was reflected in the education law of 1920 in which, for the first time, requirements for teacher educators were formulated: all newly appointed teacher educators had to have a teaching diploma for secondary education. Most teacher educators studied for their teaching diploma for secondary education while working as primary school teachers.

In 1863 the government had introduced examinations for teachers in secondary education. Soon, specialized institutes were founded to prepare teachers for these examinations and many primary teachers took the opportunity to study for a teaching diploma in secondary education. These 'secondary education diploma courses' were offered in all secondary education subjects on two levels: Part A for the lower classes in secondary education and Part B for the higher classes. Pete studied English (part A) and Dutch (part A) while he worked as

a teacher in primary and lower secondary education. When Pete applied for a job as a Dutch teacher at the teachers college in 1963 he had two parts A diplomas and this, according to the law in 1952, was enough to become a teacher at a teachers college. There was criticism of this law as some thought a teacher educator should at least have a diploma B. After working a few years at the teachers college Pete decided to study Dutch for his B-diploma and in 1974 he passed the examination. By this time most teachers at the teachers college had a diploma B and some even had a Masters degree.

For Pete, and most of his colleagues, the 'secondary education diploma courses' were the main activity for professional development. The studies were long (three years for part A and two for part B) and heavy, especially for primary school teachers who worked all day and took classes at night and on Saturday. Students had to study many different subjects and there was one examination at the end of the study. The 'secondary education diploma courses' were also criticized for being not academic enough (traditional subjects; learning by heart). The focus was on the content of the subject and subject pedagogy or teaching methodology was either non-existent or considered unimportant. But for Pete and many of his colleagues the study for a secondary diploma was a means to study the subject of their choice and a chance for social rise. With this diploma they could work in secondary education or teacher education (Vos & Van der Linden, 2004). Pete calls himself, with great conviction, a teacher, (leraar). From the way Pete speaks in the interview it is clear that he feels that educating teachers is his main responsibility. Teaching subject content was a good way to educate teachers as teachers, in his view, needed to have a solid knowledge of subjects like literature, phonetics and grammar.

The law of 1952 outlined a modern curriculum for the teachers colleges with subject knowledge, subject pedagogy, teaching methodology and supervision of the practice of the student teachers (Van Essen, 2006). In practice this did not work out as intended, as the central exams were based on traditional subject content and the teacher educators were educated (at the 'course for secondary education') in their subject and not in subject pedagogy or teaching methodology. Nevertheless, new ideas about subject pedagogy entered the teachers colleges and towards the end of his career Pete incorporated more subject pedagogy in his lessons and became interested in children's literacy. Specialised in-service institutes began to develop courses and workshops for teachers at teachers colleges, for example about supervision of practice of student teachers and curriculum development. Pete engaged in individual studies and read journals and books about literacy in the library, but he hardly ever participated in professional development activities.

An activity that Pete mentions as important for his professional development was a course for immigrant teachers from Turkey and Morocco in the late seventies of the 20th century, who were educated for a Dutch teaching diploma for primary teachers. Pete followed a course to prepare him to teach these immigrant teachers and learned about new subjects like second language acquisition and diversity in schools.

Present: Teacher educators as teachers in higher professional education: Hilde

Hilde is born in 1958 and started working as a teacher in primary education in 1979 Like Pete, Hilde studied for a secondary education diploma at a 'secondary education diploma course' for part A and B. These courses still focussed on subject content, but with changing ideas about teaching and teacher education around 1970 more subject pedagogy and teaching methodology were introduced. By that time the 'secondary education diploma courses' were considered old fashioned and would soon be replaced by full time secondary teacher education that was part of higher professional education. Hilde also took several professional development courses in children's literature and literacy while she worked as a primary schoolteacher.

1984 is an important year for primary teacher education in the Netherlands, because a new law was introduced that would transform teacher education. The name of the teachers colleges for primary education had already changed in 1968 into Pedagogical Academy and was changed again in 1984 into PABO (Pedagogische Academie BasisOnderwijs: Pedagogical Academy Basic Education. As the acronym PABO is easy to read in English we will use it in this paper). In the period towards the new law, the government, scholars and the PABOs alike, wanted to become more professional and academic. The word 'professional' indicated the quality of the service and the focus on the competence to work in a complex situation. The word 'academic' referred to both the contents of the curriculum of the PABO and to the teaching methods, which had to be more in line with teaching methods used in higher professional education, like working with modules, projects, independent learning of students, et cetera.

Pete retired in 1984 and in the same year Hilde started to work in teacher education. She entered the PABO at a very difficult time. In 1982 primary schools and Kindergartens had merged into 'basic schools' for children from 4 to 12 years old, and in 1984 the teachers colleges and schools for Kindergarten teachers merged into new institutions for primary education, the PABOs, which resulted in a massive loss of jobs. To make up for the loss of jobs in teacher education, the government gave the PABOs the task to develop professional development courses for schools and teachers. From the interviews that we conducted with the teacher educators, it became apparent that these courses, about subject pedagogy, children literature, second language education etc. gave the teacher educators a chance to become experts in pedagogy as well as in their traditional subject.

Hilde became a teacher educator at the PABO to teach one of these courses as she had become an expert in children's literature. After a few years of working part time at the PABO, Hilde was asked to work full-time as a teacher of Dutch language and literacy and subject pedagogy. The first years were frustrating for Hilde as she was very motivated to teach her students how to teach in general and how to teach her subject, Dutch, in particular, while her colleagues wanted to teach their subject without adapting the subject content to the practice of teaching in schools. Her colleagues told Hilde that she lowered the status of teacher education by focussing on teaching practice.

From 1976 onwards, separate schools of higher professional education (such as schools of social work, schools of economics, schools of journalism, schools for nurses, PABOs, etc.) merged into large professional higher professional education institutions. This was a long and complicated process. While the old teachers colleges attracted many students that used the colleges for their general education without necessarily wanting to become a teacher, this function was taken over by secondary education that was available for all students. With the growth of professional higher professional education students could also choose from a wide range of higher professional education courses and only students who wanted to become primary teachers now studied at the PABO. As a result of all these developments the PABOs suffered from a decline of students. Around 1990 the PABOs were, on the whole, quite weak and their status within higher professional education was very low. This was not a good time for the professional development of teacher educators.

To increase the quality of the PABOs the government initiated several projects. As a result the quality of the PABOs improved and the number of students increased and eventually the PABOs became, by their sheer numbers, a factor of importance in higher professional education. The PABOs, now part of higher professional education, started their own professional development activities for the teacher educators, such as study days for the whole team, workshop and individual professional development activities for teacher educators from formal studies (like Masters degrees) to visiting conferences or attending workshops. Teacher educators also had to engage professional development activities that were organised by the

central management of their institutes. Although initially not everybody was happy with the move into higher professional education and the compulsory nature of the professional activities, Hilde was happy as she wanted to change the PABO and introduce new ways to educate student teachers. When her PABO won a large sum of money to innovate the curriculum and make it more ICT-based, Hilde was asked to coordinate the development of the new curriculum for the Dutch courses.

In 2001 the professional higher professional education institutions and the government decided to appoint Senior Lecturers or Readers (sometimes called professors of applied science). These Readers were appointed to improve the academic learning of teachers in higher professional education (including teacher educators) and to encourage practice-based research. Each Reader has his or her own so-called Learning Community in which higher professional education teachers participate as researchers. All PABOs now have one or more Readers and their impact and influence is growing. Hilde joint a Learning Community. Members of the communities engage in study and practice-based research that they publish and present their research.

Hilde is a member of the Dutch-Flemish Language Association for teacher educators for primary education (literacy, literature and second language learning) and a member of a learning community of a Reader. She also works together in a project about literacy for immigrant children with a Dutch professor. These activities are important sources for her professional development. Hilde also took part, and takes part, in workshops and short courses about teaching Dutch language and literacy and about topics like project management and curriculum development. All these professional development activities are seen by her as necessary for her own development and as a bonus for her hard work as a dedicated teacher educator. In the

The next ten years: professional and academic teacher education and teacher educators

We cannot predict developments that have no roots in past experience, but on the basis of what is happening we can discuss some potential future developments for teacher educators in primary teacher education (that will by and large be the same for secondary teacher education). In the near future, teacher educators are likely to continue to develop in the ways mentioned in the story of Hilde. The government, teacher education institutions and teacher educators themselves will be involved in different professional development activities. There are two themes in the professional development of teacher educators that, although in some ways a continuation of past developments, also bring new possibilities for teacher educators: teacher educators as professionals and teacher educators as academics. We have seen in the story of Hilde that teacher education institutions were stimulated by law and other interferences of the government to become more professional and academic. Implicitly it was expected of teacher educators to develop as well, but now the word 'professional' and 'academic' are increasingly used explicitly for the teacher educators.

Teacher educators as professionals

The development of primary teacher education in the Netherlands for the past 200 years has been initiated by the government as has the professional development of teacher educators for the last 20 years. higher professional education in the Netherlands is organised in large and independent institutions, but the government still feels it as its responsibility to guard and improve the quality of teacher education. However, teacher educators are taking their own professional development and quality in their own hands, often supported by the Dutch/Flemish Association of Teacher Educators (VELON).

As argued earlier, associations for teacher educators may play an increasingly important role in the professional development of teacher educators as individuals and as a group. The

professionalism of teacher educators will be strengthened when teacher educators read their journals (of which the Dutch/Flemish Journal of Teacher Educators is but one), and teachers are passively and actively involved in meetings and conferences. However, a most important instrument for the professional development of teacher educators is the Standard for Teacher Educators and a registration trajectory for teacher educators who want to register (Koster & Dengerink, 2008). Standards for teacher educators are heavily criticised, not least because they are based on behaviouristic views on teaching and learning and, equally important, because they are imposed on teachers (Ball, 2003). However, the Standards for Teacher Educators of VELON are developed by teacher educators and 'owned' by teacher educators (see Koster & Dengerink, 2008) and the registration trajectory of individual teachers is assessed by senior teacher educators.

Teacher educators as academics

In a recent policy document about teacher education in the Netherlands (Beleidsagenda Lerarenopleidingen 2005-2008) the Dutch government states teacher educators need to have an academic Masters degree and stimulates teacher educators to study for a PHD degree. Over the next ten to twenty years more academic teacher educators will work at the PABO, but we do not know how these academic teacher educators will influence teacher education. Much will depend on the kind of PhD study they choose and their perception of what it means to be a teacher educator. The Dutch government also announced the appointment of more Readers in education and the teacher educators and the teacher education institutions will profit from this.

Conclusion

In the 19th century primary schools and teacher education were closely linked together and teacher educators worked as primary teachers and educated teachers in their own school or in normal schools. To improve the quality of teacher education and in order to gain more status, teachers colleges were founded and these became the dominant, and eventually the only, route into becoming a primary teacher. The teachers colleges were modelled like secondary education and teacher educators became subject specialists and educational and pedagogy specialists. From that moment on, becoming a teacher educator meant a break with primary education. The teachers colleges focused on 'theory' while student teachers learned how to teach during teaching practice. When primary teacher education moved into higher professional education it had to adapt to a new context in which it was no longer organised in independent schools, but had to comply with the policies and practice of higher professional education, including a move towards competency-based education. Like all departments in higher professional education, they became subject to quality systems both, internally and externally, using the values and standards of higher professional education in general.

Teacher educators have always invested much time in their own professional development and the professional development of teacher educators in the Netherlands has changed as the culture and practice of teacher education has changed. As we have seen (head) teachers in the 19th century who educated novice teachers by teaching them after hours or with a group of teachers in normal schools, studied for a higher rank or on an individual basis to educate themselves. They may have been (active) members Teacher Societies in which they worked on their own professional development and that of other teachers in primary education.

For almost one hundred years teacher educators studied for a formal secondary education degree while working in primary education or at a teacher education institute. The 'secondary education courses' were considered important (see Vos & Van der Linden, 2004) and, in a way, 'academic'. Becoming a teacher in secondary education or a teacher educator meant a

rise in status for many primary school teachers and they worked hard and long to achieve their goal.

From 1990 onwards teacher educators seem to profit from being teachers in higher professional education, as they now have many opportunities for professional development activities as workshops and courses. Increasingly teacher educators take part in learning communities and study for a Master Degree or PhD. Teacher educators have their own association with a respected journal and annual and other meetings and they have a standard and registration trajectory that is developed with and within the professional group. In this way teachers in teacher education identify with being a teacher in higher professional education and, slowly, but surely, with being teacher educators. Teacher educators have developed an identity as teachers in higher professional education and are developing an identity as researchers. This is in line with developments in other parts of the western world (Murray et al., 2009; Cochran-Smith, 2003; Loughran & Russell, 2002).

Teacher educators engage in professional development activities that are similar to those of teachers and other professionals: they study individually, they take formal courses, they participate in workshops and study days and they take part in communities with other colleagues or work together with colleagues. The teacher educators in this article also engage in activities that are of wider importance to the profession, like writing a course book or leading a society, teaching immigrant teachers, working along side a professor to develop a curriculum. Hilde and Pete emphasize how important these activities are for their own professional development.

The notion of teacher educators as teachers of teachers and second order teachers is relatively new. However, the identification of teacher educators with their subject may have prevented or may have caused stagnation of the professional development of teacher educators as a professional group. Over the last decade teacher educators are emerging as a professional group that is developing from being teachers to being teachers of teachers and this is reflected in increasing arrangements for the professional development of teacher educators initiated by the government, the Association of Dutch Teacher Educators and Teacher Education Institutions. Another reason for the stagnation of the development of teacher educators as a professional group may have been the fact that the development of teacher education followed the development of primary education. Every time measurements are taken to increase the quality of education the teacher education institutes follow and increase their quality and the quality of the teacher educators. Teacher education in the 19th century may have been leading in educational innovation, but the teachers colleges lost this pro-active function when they identified with secondary education. With the move into higher professional education and the government interference that reintroduced the importance of teaching practice and school-based education in the 1990s, teacher education is to a large extent school based and teacher educators need to collaborate with teachers in the schools that take over traditional tasks and roles of teacher educators and are called school based teacher educators (see Van Velzen & Volman, 2009).

As the work of teachers in primary and secondary education will become more complex the demands on institute based and school based teacher education will increase. Teacher educators cannot longer (only) identify with primary or secondary teachers, but have to develop an identity as teachers of teachers (second order teachers) and teachers in higher professional education. Only then will they be able to develop and use pedagogy of teacher education (Loughran, 2006) that will allow them to educate excellent teachers for the future.

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¹ There are no figures in The Netherlands about the number of female teacher educators, but I guess that 40 to 50 % of the teaching staff of teacher education institutes is female

¹ This article is based on a study that is still in progress. Please contact Anja Swennen if you want to cite it: a.swennen@ond.vu.nl.