ICO Course Manual

*Teaching and Teacher Education*

**10, 11 Oktober, 21, 22 November, 29 November 2024**

### **Course coordinators:**

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# Basic information

**Course name: Masterclass Teaching and Teacher Education**

**Theme group: Teaching and Teacher Education**

**Tutors: Dineke Tigelaar, Helma Oolbekkink**

**ECTS (***1 ECTS=28 hours):* **3ECTS**

**Course description**

In the course, scholars who carry out research in the field of teaching and teacher education will present and discuss their research with the participants. Together these contributions give an overview of research in the domain of Teaching and Teacher Education.

To prepare for the workshops, students read the corresponding literature, put points of discussion in the online environment, and prepare questions before each workshop. Participants also work on an assignment that will be worked out and presented on the fifth and final day of the masterclass.

## Summary of the setup of the course

|  |  |  |
| --- | --- | --- |
| Date and time | Subjects + preparation (task title and/or literature to read) | AssignmentDeadline |
| Day 1 10 October 10:00-11:3011:30-12.1512:30-14:0014:30-16:0016:00-16:30 | Introduction to the course Introduction to research in the domain of teaching and teacher education over time *Lunch Break*1.Workshop Teacher Shortages and teacher retention (Geert Kelchtermans)2.WorkshopThe pedagogical role of the teacher (Carlos van Kan) Closing session | Deadline 8 October  |
| Day 211 October10:00-11:0011:00-12:3012:30-13:1513:30-15:0015:00-15:30 | Opening session3.Workshop Interpersonal perspective on teaching (Tim Mainhardt)*Lunch break*4.Workshop The teacher as a participatory researcher in the school (Wouter Schenke & Ben Smit)Closing session  | Deadline 9 October |
| Day 321 November10:00-11:0011:00-12:3012:30-13.1513:30-15:0015:00-15:30 | Opening session5.Workshop Teachers’ professional development (Dineke Tigelaar / Helma Oolbekkink)*Lunch break*6. Workshop A systemic perspective on teacher professional learning and change processes in schoolsClosing session | Deadline 19 November |
| Day 422 November10:00-11:0011:00-12:3012.30-13.1513:30-15:0015:00-15:30 | Opening session7.The teacher as curriculum developer (Nienke Nieveen)*Lunch break*Collaborative reflection on research and developments in the field of teaching and teacher education Closing session | Deadline 20 November |
| Day 529 november10:00-11:0011:00-12.3012:30-13:1513:30-15:0015:00-16:00 | Opening sessionPresentations / discussions from the groups on the workshops, developments in the field and their own research project. *Lunch break*Presentations / discussions from the groups on the workshops, developments in the field and their own research project. Closing session | Deadline 27 November |

**Course objectives**

At the end of this Masterclass, students will have gained an overview of the domain of Teaching and Teacher Education and the different perspectives that are present in the domain. In addition they are able to evaluate and reflect on their own position as a researcher and on the position of their PhD-research in the domain of Teaching and Teacher Education.

**Requirements/entry level**

For PhD candidates in educational sciences no entry level is required.

Please let us know beforehand if you are:

* A PhD candidate lacking a background in teacher education and/or not having a master in educational science
* A dual PhD candidate

For PhD candidates lacking a background in teacher education and/or not having a master in educational science, extra reading materials are available. Dual PhD candidates have the possibility to follow a selection of the workshops of their own choice (at least 4); please discuss the possibilities with the course coordinators beforehand.

# Course Set up

|  |  |
| --- | --- |
|  **Type of course**: | [x]  Face-2-face course [ ]  Blended Course[x]  Online Course |

### Specify the starting dates, end dates and other deadlines of the course:

* Preparation materials available: 1 September 2024
* Course dates (and specify prepare for questions?): 10, 11 Oktober, 21, 22 November, 29 November 2024
* Assignment: hand in questions two days before each workshop
* Assignment: presentation/ discussion on November 29th
* Assignment: Hand-in reflection November 27th (for oral feedback on November 29)

### Modules

The introduction to the course and 1-2 workshops can be followed by part-time PhDs after consultation of the course coordinators

### Give a description of the course and each of the course days

|  |  |  |
| --- | --- | --- |
| Date and time | Subjects | Deadline |
| Day 110 October | **1.** **Workshop Teacher induction, attrition and retention: critically unpacking teacher shortage (Geert Kelchtermans)** Over the past three decades the entrance of teachers in the job has received ample attention from educational researchers as well as policy makers and practitioners, which has resulted in different forms of support programs for early career teachers (ECTs). However, a significant number of ECTs is still leaving teaching during the first years of their career and as such adds to the urgency of the teacher shortage problem, that can be observed in many countries. The issue of teacher attrition/retention during the induction phase therefore ranks high in the list of policy and practice issues, but also continues to be an important matter for researchers interested in teachers and their development throughout the career. After providing an overview of the research insights on the matter, I take a research-based stance on the matter. I criticize the deficit thinking in much of the support and argue for a different approach. Furthermore I unpack the attrition/retention question from an educational perspective: why, when and in what way is teacher attrition educationally a problem? The second part of the masterclass is a critical examination of that stance, based on additional research and/or the research experiences of the participants.To be more specific. Participants are requested to carefully study the two articles (see literature) in which I develop my argument on beforehand in order to maximize time for discussion. In preparation for the second part participants are invited to find and read one recent published study on the matter and critically examine its findings using the 3C-analysis technique (does the research Confirm, Challenge or Complicate my stance?). In case participants have themselves research experiences with the topic, they can self-evidently choose to use those instead of the published study to do the critical reflection. **2.Workshop Teachers' pedagogical professionalism (Carlos van Kan)**The goal of this workshop is to (1) explore what pedagogy means in the context of (teacher) education, (2) conceptualize what teachers' pedagogical professionalism entails (individually and collectively), (3) and, circle around the question what kind of research (methods/outcomes) could contribute to a deeper understanding and strengthening of teachers' pedagogical professionalism. In essence, teaching is about welcoming 'newcomers' into the world. The world in this case can vary from the world of letters and sounds in kindergarten to the world of a particular profession such as nursing in higher education. The notion that teachers open-up worlds to their pupils/ students has in continental Europe a long-standing tradition in the social science discipline of Pedagogy. Pedagogy transcends individual methods of teaching as it focuses on purposes of human development. More specifically, in educational contexts pedagogy focuses on the relationship between pupils/students, teachers and the particular 'worlds' in which pupils/students are introduced. These relationships are not a given but actively construed by teachers (and society as a whole), and as consequence all kind of normative questions come into play. What aspects of a particular world are represented in the curriculum, and why? What kind of freedom should pupils/ students experience during their education and what does this mean for the initiation of pupils’ students in particular subject matter? And is it possible to conduct (empirical) research on these normative pedagogical questions, and if so, what kind of research questions would be most suitable? |  |
| Day 211 October | **3.Workshop interpersonal perspective**Teaching and teachers can be studied from multiple theoretical perspectives. We study teaching from an interpersonal perspective that describes, analyzes and interprets teaching in terms of the teacher-student and teacher-class relationships and the interactions between teachers and students. Such interactions are building blocks for teacher-student relationships that in turn determine interactions. Questions to be answered in this approach are e.g. What determines the character of the teacher-class relationship? How do teachers proceed in building effective teacher-student relationships? What types of teacher-class relationships can be distinguished? How are characteristics of these relationships connected to student cognitive and affective outcomes and to teacher outcomes? How do relationships develop over time? Can student teachers learn how to build positive relationships?We will discuss the following subjects (amongst others):* The interpersonal model and how it was translated for the classroom
* Teacher-student interactions and teacher-student relationships
* One-on-one teacher-student relationships
* Interpersonal expertise of teachers during their career
* Measuring teach-student relationships with a variety of instruments
* Teacher-student interpersonal relationships and student and teacher outcomes

**4.Workshop The teacher as a participatory researcher in the school (Wouter Schenke & Ben Smit)**In this session Wouter Schenke and Ben Smit will discuss the role of teachers as researchers in the school. Teacher researchers work on practice-based research, for instance in a small group of teachers in a few hours a week, possibly with guidance of an external researcher, and preferably in collaboration with their students. For this purpose, these teachers must develop research skills and a (participatory) research attitude. The topic of their teacher research is a problem or question arising from their practice or a school wide question. Studies show that collaboration with students and knowledge sharing is seen as a challenge for teacher researchers. We will discuss how an inquiry-based school culture can be seen as an important context to create the right conditions for teacher researchers to flourish and students to have a voice in research. |  |
| Day 321 November | **5.Workshop Teachers Professional Development (Dineke Tigelaar en Helma Oolbekkink)** In this workshop based on recent literature reviews and our own research experiences, we will discuss the urgence of teachers’ professional development and an overview of research on teachers’ development over time. In addition we explore the recent discussions, and challenges in the field related to teachers’ professional development and teachers professional learning. We invite participants during the workshop to position themselves in these discussions.**6.Workshop A systemic perspective on teacher professional learning and change processes in schools (Monika Louws and Amber Walraven).**During this masterclass we will discuss the need for a systemic perspective on teacher professional learning in the stream of change that the teaching profession faces. We will first shed light on challenges concerning change processes in the teaching profession from our lens as researchers from the Expedition Teacher Agenda (www.expeditielerarenagenda.nl). Thereafter, we will discuss what systems theory entails and its various applications. Participants will be challenged to map a system with the elements and actors involved of their own research project. Through positioning their own research in the teaching profession system, participants will be challenged to reflect on the applicability of a systems lens for their own research. |  |
| Day 4 22 November | **7. Workshop the Teacher as designer (Nienke Nieveen)**The focus of this workshop will be on teachers in their role as curriculum designers. Teachers can perform these roles at different layers and to varying degrees of detail within a school depending on where responsibilities are placed in the school. A common distinction related to this is the difference between the micro level (resulting in teaching and learning resources and materials that are of use in-class) and the meso level (resulting in coherence-making overviews for one or several subjects/learning areas, such as learning progressions and overall assessment plans) and the macro level (leading to nation-wide core objectives and exemplary learning strands). Teachers and especially teacher teams who take up design roles create chances for professional development (e.g. increasing their pedagogical content knowledge, curriculum awareness) and opportunities for sustainable change in the school. In this contribution we will provide a conceptual framework and examples from research and practice regarding school-based curriculum design by teachers. In doing so we will elaborate on required teacher capacities and how these can be developed and how these developments need to be connected to school organization development. |  |
|  |  |  |

**What work forms will be used?:**

[x] Workshop

[x] Lectures / Guest lectures. If “yes”, how many guest lecturers:….

[x] Discussion

[ ] Web lectures

[ ] Videoclips

[ ] Forum

[ ] Wiki

[ ] Other: ...

**What data sets will be used?:**

Not applicable

**Specification of the workload:**

The course consists of 3 EC (84 hrs), consisting of 40 hrs meetings and 44 hrs preparation (reading literature, posing questions for discussion).

**Specification of the literature**

*The literature will be made available through MS Teams.*

Basic literature for PhDs without a background in educational sciences/Teaching and Teacher Education

\* Cochran-Smith, M., Villegas, A. M., Abrams, L., Chavez Moreno, L., Mills, T., & Stern, R. (2016). Research on teacher preparation: Charting the landscape of a sprawling field. *Handbook of research on teaching*, *5*, 439-547.

\* Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education, 40*(3), 291–309. <https://doi.org/10.1080/02619768.2017.1315399>.

\* Ruitenburg, S. K., & Tigchelaar, A. E. (2021). Longing for recognition: A literature review of second-career teachers’ induction experiences in secondary education. *Educational Research Review*, *33*, 100389. <https://doi.org/10.1016/j.edurev.2021.100389>

\* Enthoven, S., März, V., & Dupriez, V. (2023). Context matters: A meta-ethnographic study on teachers’ workplace learning. *Teaching and Teacher Education*, *132*, 104224. <https://doi.org/10.1016/j.tate.2023.104224>.

1. *Required reading (before a specific course day):*

**1.Workshop Teacher induction, attrition and retention: critically unpacking teacher**

**shortage**

Kelchtermans, G. (2019). *Early career teachers and their need for support: Thinking again*. In: Sullivan, A., Johnson, B., & Simons, M. (Eds.). (2019). Attracting and keeping the best teachers: Issues and opportunities (Vol. 16). Springer Nature, pp. 83-98.

Kelchtermans, G. (2017). ‘Should I stay or should I go?’: Unpacking teacher attrition/retention as an educational issue. *Teachers and Teaching, Theory and Practice, 23*(8), 961-977.

**2.Workshop Teachers’ pedagogical professionalism**

De Ruyter, D. J., & Kole, J. J. (2010). Our teachers want to be the best: On the necessity of intra-professional reflection about moral ideals of teaching. Teachers and Teaching: Theory and Practice, 16(2), 207-218.

Moraal, E., Suhre, C., & van Veen, K. (2024). The importance of an explicit, shared school vision for teacher commitment. Teaching and Teacher Education, 137, Article 104387.

**3.Workshop Interpersonal perspective**

Wubbels, T., Brekelmans, J. M. G., Mainhard, T., den Brok, P. J., & van Tartwijk, J. W. F. (2015). *Teacher-student relationships and student achievement.* In K Wentzel & G. B. Ramani (Eds.), Social Influences in School Contexts. New York: Routledge. (Read to page 132).

Donker, M. H., van Gog, T., Goetz, T., Roos, A. L., & Mainhard, T. (2020). Associations between teachers’ interpersonal behavior, physiological arousal, and lesson-focused emotions. *Contemporary Educational Psychology, 63*, 101906.

**4.Workshop The teacher as a participatory researcher in the school**

Pareja Roblin, N. N., Ormel, B. J., McKenney, S. E., Voogt, J. M., & Pieters, J. M. (2014). Linking research and practice through teacher communities: A place where formal and practical knowledge meet? European Journal of Teacher Education, 37(2), 183-203. https://doi.org/10.1080/02619768.2014.882312

Schenke, W., Geijsel, F., van Driel, J., & Volman, M. (2017). Closing the feedback loop: a productive interplay between practice-based research and school development through cross-professional collaboration in secondary education. Professional Development in Education, 43(5), 860-880. https://doi.org/10.1080/19415257.2016.1258654

Smit, B. H. J., Meirink, J. A., Berry, A. K., & Admiraal, W. F. (2020). Source, respondent, or partner? Involvement of secondary school students in Participatory Action Research. International Journal of Educational Research, 100, 1-12. https://doi.org/10.1016/j.ijer.2020.101544

**5.Workshop Teachers’ professional development**

Boylan, M., Adams, G., Perry, E., & Booth, J. (2023). Re-imagining transformative professional learning for critical teacher professionalism: a conceptual review. Professional development in education, 49(4), 651-669.

Ventista, O. M., & Brown, C. (2023). Teachers’ professional learning and its impact on students’ learning outcomes: Findings from a systematic review. Social Sciences & Humanities Open, 8(1), 100565.

**6.Workshop** **A systemic perspective on teacher professional learning and change processes in schools**

Cochran-Smith, M., Ell, F., Ludlow, L., Grudnoff, L., & Aitken, G. (2014). The challenge and promise of complexity theory for teacher education research. Teachers college record, 116(4), 1-38. Download via: https://journals.sagepub.com/doi/pdf/10.1177/016146811411600407

Another source; which will be communicated later

**7. Workshop The teacher as designer**

Handelzalts, A. , Nieveen, N. M. , & van den Akker, J. (2019). Teacher design teams for school-wide curriculum development: Reflections on an early study. In J. Pieters, J. Voogt, & N. P. Roblin (Eds.), Collaborative curriculum design: Sustainable curriculum innovation and teacher learning. (pp. 55-82). Springer. Open Access: https://link.springer.com/chapter/10.1007/978-3-030-20062-6\_4

Nieveen, N., Van der Veen, J., & Ventura-Medina, E. (2024). Pathways to innovative STEM education. Inaugural lecture. Eindhoven: TU/e. https://pure.tue.nl/ws/portalfiles/portal/320058771/Lecture\_booklet\_Nieveen-Veen-Ventura-Medina\_EN.pdf

1. *Further literature (optional):*

**1.Workshop**

*No suggestions for further reading*

**2.Workshop Teachers’ pedagogical professionalism**

Van Kan, C. A., Ponte, P., & Verloop, N. (2010). How to conduct research on the inherent moral significance of teaching: A phenomenological elaboration of the standard repertory grid application. Teaching and Teacher Education: An International Journal of Research and Studies, 26(8), 1553-1562.

Van Kan, C. A., Ponte, P., & Verloop, N. (2013). How do teachers legitimize their classroom interactions in terms of educational values and ideals? Teachers and Teaching: Theory and Practice, 19(6), 610-633.

**3.Workshop Interpersonal perspective**

Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014). Teacher-student relationships and classroom management. In E. Emmer & E. J. Sabornie (Eds.), *Handbook of Classroom Management*. New York: Routledge.

Claessens, L. C., van Tartwijk, J., van der Want, A. C., Pennings, H. J., Verloop, N., den Brok, P. J., & Wubbels, T. (2017). Positive teacher–student relationships go beyond the classroom, problematic ones stay inside. *The Journal of Educational Research, 110*(5), 478-493.

*Optional:*

* Complementarity and State Space grids (Heleen Pennings): <https://youtu.be/RRwz3LuPDfw>
* Best classroom management practices according to interpersonal theory (Theo Wubbels): <https://youtu.be/4Wv4PjfRI7Q>

**4. Workshop The teacher as a participatory researcher in the school**

Cochran-Smith, M., & Lytle, S. L. (1999). The teacher research movement: A decade later. Educational researcher, 28(7), 15-25. https://doi.org/10.3102/0013189X028007015

Cochran-Smith, M., Barnatt, J., Friedman, A., & Pine, G. (2009). Inquiry on Inquiry: Practitioner Research and Student Learning. Action in Teacher Education, 31(2), 17-32. https://doi.org/10.1080/01626620.2009.10463515

Groundwater-Smith, S., & Mockler, N. (2016). From data source to co-researchers? Tracing the shift from ‘student voice’ to student–teacher partnerships in Educational Action Research. Educational Action Research, 24(2), 159-176. https://doi.org/10.1080/09650792.2015.1053507

Smit, B. H. J., Meirink, J. A., Tigelaar, D. E. H., Berry, A. K., & Admiraal, W. F. (2022). Principles for school student participation in pre-service teacher action research: A practice architecture's perspective. Educational Action Research. https://doi.org/10.1080/09650792.2022.2121933

Smit, B. H. J. (2023). Dimensions of student participation: Participatory action research in a teacher education context [Dissertation, Universiteit Leiden]. Leiden University Scholarly Publications. Leiden, The Netherlands. https://hdl.handle.net/1887/3638573.

**5.Workshop Teachers’ professional Development**

Merchie, E., Tuytens, M., Devos, G., & Vanderlinde, R. (2018). Evaluating teachers’ professional development initiatives: towards an extended evaluative framework. *Research papers in education*, *33*(2), 143-168.

Kooloos, C., Oolbekkink-Marchand, H., Kaenders, R., & Heckman, G. (2023). Developing mathematical whole-class discussions: An exploratory study of teachers’ learning paths. Teaching and Teacher Education, 134, 104257.

Zhou, N., Tigelaar, D., Wang, J., & Admiraal, W. (2024). Factors predicting vocational teachers’ transfer of learning: A quantitative study in the context of work placement. *Teaching and Teacher Education*, *140*, 104467. [https://doi.org/10.1016/j.tate.2023.104467](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1016%2Fj.tate.2023.104467&data=05%7C02%7CHelma.OolbekkinkMarchand%40han.nl%7C8ce1e84338ec4677eb7f08dc7b443cc4%7C5d73e7b7b3e14d00b303056140b2a3b4%7C0%7C0%7C638520780223402876%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=qz6vMweB72%2Bp3vu1OszHocJxq4J5iws1x6pPD4KmTqg%3D&reserved=0)

**6. Workshop A systemic perspective on teacher professional learning and change processes in schools**

Jacobson, M. J., Levin, J. A., & Kapur, M. (2019). Education as a complex system: Conceptual and methodological implications. Educational researcher, 48(2), 112-119.

Ell, F., Haigh, M., Cochran-Smith, M., Grudnoff, L., Ludlow, L., & Hill, M. F. (2017). Mapping a complex system: what influences teacher learning during initial teacher education?. Asia-Pacific journal of teacher education, 45(4), 327-345.

Akkerman, S., & Bruining, T. (2016). Multilevel boundary crossing in a professional development school partnership. Journal of the Learning Sciences, 25(2), 240-284.

**7. Workshop The teacher as designer**

*No further reading*

# Options to tailor this course to your current needs

ICO considers it very important that PhD candidates can tailor the courses to their current needs, so that they can make the most of these courses within their PhD trajectory. Hence, the present course offers you several options to tailor the content and assignments to your needs.

You can tailor the *content* of this course to your current needs as follows:

[ ]  You can bring your own dataset to analyse during the course

[ ]  A dataset will be provided in case you do not have your own dataset

[x]  Before or during the first meeting, you can *indicate specific topics* you would like to see covered during the course. The course coordinator(s) take(s) these wishes into account as much as possible.

[x]  This course is made up of separate *modules*. It is possible to make a choice between modules you wish to attend, based on…:.

[ ]  your level of expertise: if you have a higher level of expertise, you could skip the first introductory meeting. This needs to be discussed with the course coordinator(s) beforehand (see contact details below) and has consequences for the number of ECs you receive.

[x]  the subject/topics

[ ]  your availability

[ ]  *Other, namely* Klik of tik om tekst in te voeren.

You can tailor the *assignments* of this course to your current needs as follows:

[x]  You can tailor one or more of the assignments to your own interests and/or learning goals.

[ ]  You can attend the complete course, but complete only a ‘light’ version of the final assignment. In that case, you receive Klik of tik om tekst in te voeren. rather than Klik of tik om tekst in te voeren. EC.

[ ]  You can attend the complete course, but refrain from completing the final assignment. In that case, you receive Klik of tik om tekst in te voeren. rather than Klik of tik om tekst in te voeren. EC.

[ ]  Other, namely Klik of tik om tekst in te voeren.

Do you feel the need to discuss how you can make the most of this course within your PhD trajectory? Then please contact the course coordinator(s) as follows:

Send an e-mail to dtigelaar@iclon.leidenuniv.nl or helma.oolbekkinkmarchand@han.nl