

**Some proposals on
“Selection, initial education and professional development of VET
and CVET teacher educators/trainers of trainers”**

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INTRODUCTION

European experience has taught us in past years that concentrating on developed elaborate systems of initial and in-service teacher education, even if sometimes based on highly institutionalised structures, may not be enough. It is now a widely shared view that great care has to be taken in selecting (and, wherever necessary, training) the agents of initial and in-service teacher education themselves, if changing goals and changing needs of the education system are to be met. Thus, this set of proposals and suggestions complements the two reports containing a "Conceptual Framework for a Programme of Pre-service Education of Teachers/Trainers in Montenegro" and a "Conceptual Framework for Establishing a Continuous Programme of In-service Education for Teachers/Trainers in Montenegro".

The proposals which are offered below for particular aspects of reforming VET and CVET in Montenegro will refer basically to two groups of persons:

- a) the teacher educators of prospective VET and CVET teachers/trainers, usually working at academic level within the context of faculties,
- b) the trainers of active and prospective trainers in VET and CVET functions, mostly operating in the context of companies.

For both groups it is now generally assumed that a model of acquiring and updating knowledge and competencies in isolated courses spread out more or less evenly over the entire professional career does not produce satisfactory results. Instead, a life-long learning approach based on systematic staff development plans and activities appears to be a more effective solution – although it ought to be said that at this point not even the idea of isolated INSET courses for teacher educators and trainers of trainers has gained much ground anywhere in Europe.

The two "Conceptual Frameworks ..." suggest to largely shift responsibility for planning and management of INSET down to schools/associations of schools and groups of teachers as well as to re-emphasise the responsibility, needs and opportunities of companies in the area and to reorganise teacher education/trainer education accordingly. Such a shift is bound not only to have consequences for the competence and skills required on the side of teacher educators/trainers of trainers. It also blurs the neat distinctions made in the past between teacher educators and teacher-learners (or "trainers" and "trainees"), as it is based on the idea that adults should themselves be responsible for their professional development. Didactical concerns and problems of cost-efficiency both point in the direction of using more widely the potential of school-based in-service educators as multipliers. This fundamental idea is rather independent of the more general institutional concept of school-based in-service training (SBI), although it appears to be a reasonable complement of it. School-based in-service educators and company-based in-service trainers would be required not only to be "good teachers/trainers" but also to demonstrate specific abilities in teaching/counselling/supporting/assisting teachers in INSET courses.

Problems of recruitment and selection of teacher educators also take on a new character if SBI is made the major focus in INSET for teachers. The same problems of recruitment and selection would arise in companies, once INSET has regained its former status in the context of company operations. The role of teacher educators and trainers of trainers would certainly no longer be that of a major source of knowledge and experience transferring this knowledge and experience to course participants. While there would still be a need for trained specialists in staff development in different functions, they would have to develop new roles as moderators, facilitators, counsellors, advisers, resource persons, etc. However, if the planning

and management of staff development programmes and courses largely becomes a matter of schools and teams of teachers working together to solve problems of everyday classroom teaching, the role of “outsiders” would at least be changing deeply - if not diminishing considerably.

The set of proposals outlined below is based on a systemic approach simultaneously intending to suggest innovations at the level of aims and objectives, contents, methodology, media and materials and the very process of professional formation of teacher educators and trainers of trainers as well as the assessment and selection of teacher educators educating teachers, facilitators, staff developers, trainers, instructors, etc. and trainers of trainers in practical training contexts.

PROPOSALS AND SUGGESTIONS

1. Principles and key features

Below, principles and key features of an alternative model of continuing professional development for teacher educators and trainers of trainers are formulated in a way that they closely correspond with those drafted in the two “Conceptual Frameworks ...”. The alternative model which is proposed here could be described as having the following fundamental characteristics and key features:

(a) *Education and training of PRESET and INSET staff (teacher educators and trainers of trainers) must be firmly anchored within a system of life-long learning and of continuing professional development.* Struggling with the tasks and problems of their job, teacher educators and trainers of trainers are passing through a process of informal life-long learning which by tradition tends to represent the most relevant formative influence in their professional development. This process of informal on-the-job learning clearly has certain limits. It ought to be complemented by more group-based, rational and reflective processes of formal life-long learning which would have to focus on experiences gained in informal processes in order to be effective and would enable teachers to gain a better understanding of the uses and limitations of informal learning.

(b) *Education and training of PRESET and INSET staff (teacher educators and trainers of trainers) must focus mainly on the actual tasks and problems of teachers/trainers in school/the company and the kind of support schools and companies need for implementing their staff development programmes.* The school itself should be seen as a basic unit or learning organisation combining the education of young persons, professional development of teachers/trainers (and possibly educational research). In similar ways work processes in companies should be seen as including regular and necessary elements of training and learning which are to be promoted. It is in this context that the specific problems of schools/companies and the specific needs of teachers, instructors and administrators could best be taken into account. Teacher educators and trainers of trainers need to acquire the necessary competence and skills in order to be able to function as moderators, facilitators, resource persons, counsellors, etc. in the context of learning processes and staff development programmes.

(c) *Education and training of PRESET and INSET staff (teacher educators and trainers) must emphasise adult learning principles.* The adult learner is generally perceived to have characteristics that are unique. The unique qualities of the adult learner must be recognised and special teaching and learning responses must be developed to meet their needs. It appears to be important to conceive PRESET and INSET activities for adults as a process which involves the whole person as an intelligent agent in the process. The following aspects would be regarded as “foundation stones” of adult learning theory:

- Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organising adult learning activities.
- Adults’ orientation to learning is life-centred; therefore, the appropriate units for organising adult learning are life situations, not subjects.
- Experience is the richest resource for adults’ learning; therefore, the core methodology of adult education is the analysis of experience.

- Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit knowledge to them and then evaluate their conformity to it.
- Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place and pace of learning, it must respect adults' particular abilities and strengths, their subjective theories and their personal aspirations.

(d) *Education and training of PRESET and INSET staff (teacher educators and trainers of trainers) must be conceived as a decentralised system which favours participation.* Teacher educators and trainers of trainers should be encouraged to see themselves as being responsible for their own continuing professional development, participating actively in the design, the development and the evaluation of formative activities and experiences. The idea of decentralisation excludes any kind of uniform and standardised education and requires professional development initiatives to be based on a network of decentralised institutional support providing material and human resources for professional development. There is a need for developing a culture of professional development as one of the major tasks and responsibilities of teacher educators as well as trainers of trainers, and there is a need for leaving the process of planning, devising, implementing and evaluating pre-service and in-service training to basic units of cooperation like groups of colleagues (wherever possible).

(e) *Education and training of PRESET and INSET staff (teacher educators and trainers of trainers) must be based on a developmental approach (cycles, phases, stages in the life of an INSET educator).* Available evidence suggests that there are identifiable career stages through which teacher educators and trainers of trainers progress within the span of their professional lives. It is not so important how many stages and transition phases one would like to identify and whether they be interpreted in terms of life-age theories, life-cycle theories or developmental-stage theories (these are suggestions being made in current literature on the question). At the same time career stages do indicate a need for differentiated professional development programmes which take into account the specific concerns of individuals in different phases of development.

(f) *Education and training of PRESET and INSET staff (teacher educators and trainers of trainers) must be understood as requiring procedures for staff development and review and as being a major factor in career advancement/promotion.* Staff development and review is the process whereby the development and training needs are assessed and agreed in relation to their current practice, the requirements of the school development plan and the wider and longer term needs of the education service (correspondingly within companies). The process includes making suitable arrangements to meet development needs, as far as possible, within available resources. As it provides regular evidence on the professional development of teachers/trainers, staff development and review would permit the development of more rational criteria for career advancement/promotion of teacher educators and trainers for trainers.

(g) *Recruitment and selection of candidates for a post as PRESET or INSET staffperson (teacher educator or trainer of trainers) must be based on specific formal procedures and criteria.* Actually different models of assessment and selection of candidates could be imagined: selection on the basis of accumulated credits at the level of certificates, diploma and degree - where basically a Master's degree would represent the fundamental entrance requirement; selection through career analysis and the profile of a good PRESET or INSET/SBI teacher educator (or a good trainer of trainers); through duties (and competence) profiles being based on criteria which characterise a good teacher educator/trainer of trainers;

through informal assessment against group-related informal standards. The models do not represent alternatives but could be used in combination in various contexts.

It is desirable that a close integration be established between the education and training of teacher educators or trainers of trainers focusing on needs of teachers/trainers and focusing on needs of educational administrators/employers respectively.

2. Strategies of assessment and selection of teacher educators and trainers of trainers for VET and CVET

Fundamentally, there are five possible ways of selecting teacher educators/trainers of trainers for VET and CVET purposes:

- (a) through demanding prospective educators to undergo formal pre-service education processes at academic level including the usual state examinations for teachers (and possibly also the holding of a doctoral degree);
- (b) through requiring proof of in-service course participation and accumulation of credits - accepting the certificates, diploma or degree acquired as sufficient evidence of a person disposing of the necessary competence as an educator (conceived as postgraduate education or not presupposing graduation);
- (c) through career analysis and a profile of the good INSET/SBI teacher educator, assessing and selecting candidates against a set of criteria characterising the successful INSET/SBI teacher educator or trainer of trainers;
- (d) through duties and competence profiles, assessing and selecting candidates against a set of criteria characterising a competent teacher educators or trainers of trainers;
- (e) through selection by the team/the community/the authorities on the basis of informal assessment against group-related informal standards concerning the image of the good teacher and on the basis of the general assumption that a good teacher will also be a good teacher educator or trainer of trainers.

2.1. Academic education and examinations (plus doctorate)

Generally, PRESET teacher educators are required and should be required to have a university degree while this is less so for most INSET teacher educators/trainers of trainers. However, teaching competence and management training are not forming part of the entry standards for anyone in this category, neither part of those for permanency in the institution. There is no regulation prescribing complementary or permanent education either. Nevertheless there are limited ways in which faculty members are in fact expected to be “educated” for entering public service as university teachers. This is reflected in specific entry requirements to the institution which in some respects draw an invisible line between those who are seen to have this education and those who do not, establishing the conditions of entry and permanency for them. For having access to the post of a university teacher educator, it is necessary to possess knowledge of the discipline in question (to have obtained the academic degree for the discipline which is going to be taught) and to have specific research qualifications, ascertained by the doctoral degree.

While there is no provision of an education for academic staff in Montenegro which takes into account the complexity of their professional practice, the aspect of informal processes of experiential learning should not be neglected. It seems possible to advance the hypothesis that the actual workplace conditions and experiences are the most important factor in the professional development of staff, giving a “practical sense” and a direction to the tasks and the development

of a university teacher. It would be largely the workplace conditions leading to his adaptation to the institution's particular rules of the game, allowing him to develop a sense of belonging and to be recognised by others, and thus being given indications as to the way he ought to develop his practice as a HE teacher, as a researcher, as an HE institution manager.

Thus, it could be assumed that it is the existing organisational structures (departments, research groups, etc.) representing the social space in which the individual professor draws up strategic performance plans that will permit him to maintain himself and to progress in the institution. From the very moment of starting a career in the institution, a faculty member could normally be seen to start a complex learning process, implying the different faculties and the university as a whole, developing fundamentally those abilities and competencies that certainly are not a part of any particular educational course or workshop formally devised and offered by an institution but are indeed part of an informal process involving also a hidden curriculum.

2.2. Award-bearing courses

So far award-bearing courses do not exist in Montenegro in the specialised areas of staff development for teacher educators and of the training the trainers. They seem to make particular sense for INSET teacher educators/trainers of trainers not having received any previous professional education (i.e. education and training as educators/trainers). Indeed, it is a question whether any kind of Master's degree, to be introduced as an entrance requirement for all new candidates for a post as INSET teacher educator/trainer of trainers, at least in the area of public service (such requirement could not be forced on companies), would not be largely sufficient. Diploma or BEd courses as well as Master's degree courses might also be offered for those practising INSET teacher educators/trainer of trainers who have not reached that level of education yet. There might also be needs of introducing specialisation profiles for which candidates would then have to demonstrate that they have undergone an adequate specialised education and training. This would mainly take place at the level of certificates (on the structure and purposes of award-bearing courses, see below under staff development for INSET teacher educators/trainer of trainers). It might be useful to find out whether there are corresponding needs among staff development personnel.

2.3. Duties in staff development and the identification of "good educators/trainers"

The very basic question in trying to assess new candidates and practising INSET/SBI teacher educators with regard to their qualification or competence is: What is the INSET/SBI teacher educator or trainer of trainers hired to do and how could one decide whether it has been done adequately or excellently, whether the person to be hired fulfils the job requirements or not? That is indeed a very basic question which would usually arise when employing trainers of trainers at company level. Quite simply, it might be stated that he or she is hired for the following basic duties and tasks and that he or she should be able to deal with them:

- preparatory tasks for programmes and courses;
- planning of programmes and courses;
- execution of programmes and courses;
- evaluation of programmes and courses.

As the group of INSET teacher educators/trainers of trainers is a rather heterogeneous one, other elements might have to be added in particular instances. The basic duties could then be further split up (see Appendix 3) and would be linked to standards and criteria indicating the level of competence in dealing with individual duties. The duties-based approach seeks to identify all of the INSET/SBI teacher educator's duties as completely as possible, uses multiple measures to get a best estimate of the extent to which they have been done well and synthesises the results. It never uses style indicators, it never relies on a judge for anything

(peers, participants of courses, school administrators, inspectors, etc.) and it never confuses comparative merit with criterion-referenced merit. Its validity simply derives from one unquestionable source, the obligation of the employee to discharge the duties of the job to the extent that is reasonably possible with the available resources - resources not meaning abilities of teachers but resources beyond his/her own abilities. The difference is crucial. If the INSET/SBI teacher educator's ability is not enough, that is no excuse; if the resources make it impossible to do the job, that is an excuse.

As for the standards and criteria indicating the level of competence, again a very simple structure could be used being based on just four dimensions (referring here to the duty of executing programmes and courses):

- the quality of the content of the teacher educator's/trainer's of trainers presentations and of the participants' learning;
- the quantity of the participants' learning;
- the professionalism with which all aspects of the job are done;
- the ethics (for example, the avoidance of bias) with which the job is done.

2.4. Career analysis and the profile of a "successful educator/trainer"

This approach to competence definition, appraisal and selection of teaching/training personnel with the job of teaching staff to be hired for school-related and company-related purposes differs substantially from the second one but also from the third one. That does not exclude using all three approaches either in combination, as for any course planning under an award-bearing programme competences will also have to be used as the basis for determining the learning outcomes and assessment criteria, or separately for specific purposes. The key element in career analysis consists in conducting empirical studies (through interviews with PRESET/INSET teacher educators of the best professional reputation, possibly on the basis of international material) yielding information on the "good teacher educator", i.e. the successful, effective, outstanding one (see Guideline for interviews in Appendix 1; see also Appendix 4 and 5). Such interviews would obviously endeavour to take into account personal, social and professional influences in the biographies of teacher educators.

Influencing dimensions in the biographies of respondents which seem to make a difference in INSET performance appear to be: age, gender, flexibility, experience in innovation processes or in curriculum development, function as linker between theory and practice, enthusiasm and charisma, reflective self-improvement, subject knowledge, self-confidence, need for freedom and autonomy (see below for more details on key aspects of these dimensions). It should be noted that this was the outcome of a particular (though comprehensive and international) study and that under different circumstances and with different respondents research would not necessarily arrive at establishing the importance of the same dimensions. However, the results and conclusions of this case study are illustrative of the kind of profile of a "good INSET teacher educator" which could be derived from career analysis (see Appendix 2 with particular reference to the SBI teacher educator; similar models could without any problem be developed for trainers of trainers in companies).

2.5. Informal group-based/community-based selection

In the past the classical method of identifying "good INSET teacher educators" and sometimes even of "good PRESET teacher educators" relied on selection by the team/the management/the authorities on the basis of informal assessment against group-related informal standards concerning the image of the good teacher. It could be doubted and has been doubted whether peers (teachers/managers) have sufficient judgement of the competence

and performance of a teacher educators and trainers fo trainers, not to speak of superiors. Nonetheless, informal processes seem to play an important part in the selection of INSET teacher educators and it is difficult or perhaps even meaningless to say that they should not.

However, the informal group-based selection does have a number of evident drawbacks. The traditional career model in teaching is based on experience and advice, on models of good teaching and mentorship, on pressures for integration and difficulties in establishing an independent, autonomous position, on the relevance of the community, on developing a sense of duty, on careers rather being proposed to individuals from above than chosen individually, on success in in-service education resulting from maturity and experience in personal and professional affairs (i.e. resulting from age), etc.

3. Professional development of teacher educators and trainers of trainers for VET and CVET (life-long learning approach)

3.1. Needs analysis/staff development and review

It is generally accepted that a Master's Degree would be the minimum qualification level for carrying out the functions of a teacher educator or trainer of trainer in PRESET/INSET contexts. However, such a formal requirement offers little guarantee that teacher educators/trainers of trainers will dispose of the necessary competence and skills for fulfilling the functions of facilitator, counsellor, adviser, etc. It might therefore be necessary to require additional forms of staff development and review from teacher educators/trainers of trainers before they could be employed and registered as having the right to teach and while they are teaching.

The following principles are believed to be essential for an adequate functioning of staff development and review:

- The purpose of staff development and review should be clear to all participants.
- Staff development and review should be integrated with existing arrangements for management and quality assurance in local/regional authorities and schools.
- Staff development and review should aim to identify the continuing professional development needs of staff.
- Arrangements for staff development and review should be simple, with minimal bureaucracy.
- All teaching and management staff should be included in the process and entitled to benefit from it within available resources.
- Staff development and review should be undertaken by line managers and the starting point should always be self-evaluation.
- The cycle of staff development and review should meet the needs of the individual, school and the local/regional authority.
- The process of staff development and review should be effectively monitored and evaluated.

If the PRESET and INSET system for teachers/trainers was transformed in ways suggested in the “Conceptual Framework ...”, the roles of teacher educators/trainers of trainers would have to change substantially. Instead of teaching adults and providing them with instructions on why to learn, when to learn, what to learn, how to learn, what results to produce, they would basically have to regard themselves as counsellors, as facilitators, as advisers, as persons with monitoring tasks, as resource persons, etc. The following conclusions could be drawn on the

side of very general but under present conditions nevertheless very pressing needs for staff development of teacher educators/trainers of trainers:

- There is a need to train the educators of teachers (pre-service and in-service) and the trainers of trainers (pre-service and in-service) in organising the education of teachers/trainers as adult learning processes which involve the whole person as an intelligent agent in that process.
- Within learning processes of teachers and administrators, teacher educators and trainers of trainers represent models of learning. Therefore, reflective practices and self-evaluation of educators should be stimulated in adequate ways, ensuring that the models are consistent with the aim of promoting active, self-directed learning of prospective teachers and administrators.
- Counselling of teachers and trainers in phases of pre-service and in-service education should become a major task of teacher educators and trainers of trainers being involved in educating teachers and trainers. This implies that educators are aware of effective models of counselling and moreover are capable of using good practices in their daily counselling activities.
- In the self-evaluation of learning processes teachers and administrators should be given appropriate guidance and advice by teacher educators and trainers of trainers. Consequently, teacher educators/trainers of trainers have to be expected to acquire the necessary knowledge and practice in order to be able to provide such guidance.

3.2. Experiential learning as an instrument of staff development

Experiential learning could be seen as a valuable instrument in pre-service and in-service education of teacher educators and trainers of trainers, although it seems to play a much bigger role in the case of trainers of trainers in present times. However, it could be argued that in any kind of staff development processes for teacher educators and trainers of trainers experiential learning would indeed have to play a major role. It might be particularly relevant for initiating a process of updating and improving the competence of INSET teacher educators and trainers of trainers being employed by various institutions so that they might be compatible with a shift of emphasis in staff development towards self-organised learning processes of teachers/trainers in schools and companies.

The available funds for staff development must be used in ways that the important aim of improving schoolteaching be linked with the no less important aim of updating the knowledge and competence of INSET educators with regard to SBI. One of the ways of doing this would consist in inviting (or even in obliging) INSET staff to prepare, plan, execute and evaluate different forms of SBI, be they based on needs of political institutions, on needs of schools in the context of school development plans or on needs of individual teachers and groups of teachers respectively, possibly with the participation of an adviser/facilitator having some experience in SBI organisation. Such experiential learning might be combined with more theoretical courses. It could include individualised experiential learning.

These aspects need to be taken into account when offering staff development programmes and courses for INSET educators and trainers. Programmes and courses for INSET educators and traianers, be they organised as forms of experiential learning or as forms of academic learning, should have:

- a focus on the school as the centre for professional development;
- a focus on informal learning processes of teachers and administrators/INSET educators;

- a focus on specific and concrete problems in the professional life of teachers and administrators/INSET educators;
- a focus on the particular forms of adult learning for teachers and administrators/INSET educators;
- a focus on continuing professional development of teachers and administrators/INSET educators;
- a focus on phases/stages/cycles of adult development and the specific needs arising at each individual stage.

At this point providing a spectrum of different forms of experiential learning appears to be particularly important for INSET teacher educators and trainers of trainers. Beyond that it seems important to individualise experiential learning and adapt it to the present needs of persons. This appears as the only way of achieving good results. A manual for facilitators, advisers, support persons, etc. might actually be compiled on the basis of experiential learning of a larger group of INSET teacher educators and the conclusions they would like to draw from this experience. That does not exclude taking into account the internationally available material for such manuals. If tutors are to be employed in the retraining process, tutors in their turn will need resources like a tutor's guide and a workbook to be used in retraining INSET educators and trainers.

The same remarks as made on the staff development of teacher educators educating teachers for activities in the area of VET and CVET would in very similar ways apply to the staff development of the trainers of trainers (VET and CVET) as well, substituting the company context for the school context.

3.3. Academic learning (Award-bearing courses) as an instrument of staff development

Academic learning clearly has great relevance for pre-service and in-service education of teacher educators but so far not so much for trainers of trainers. This kind of dualism might appear to be somewhat outdated and old-fashioned now and ought to be abolished completely. At the same time even for teacher educators the scope of academic learning could be regarded as being still very narrow, relying basically on disciplinary studies and demonstrated research abilities for a teaching post at higher education level and hardly ever requiring a staff member to undergo further training while occupying a post and performing a particular academic job (this is often described as the "rucksack model", comparing teacher educators with mountain climbers who would start from a base camp with everything they will need for climbing the mountain stuffed into a rucksack and who would generally assume that they could survive on what they put into the rucksack at the start). University faculties should be encouraged to develop and offer staff development courses for teacher educators and trainers of trainers, particularly courses improving the teaching quality and teaching effectiveness of staff.

As far as the development of award-bearing post-qualifying courses is concerned, it is recommendable to establish a coherent and systematic programme based upon three levels of award. Level 1 would consist of Certificate courses of one-term full-time study or part-time equivalent. At Level 2, Diploma or In-Service BEd degree courses (to allow non-graduate teachers to raise their qualifications to graduate status) are provided. These are equivalent to three terms of full-time study. Qualifications at Level 3 are Master's degrees of four terms of full-time study or part-time equivalent. The provision of these courses will be mainly the responsibility of the Mongolian universities. They are required to be externally validated, usually through a national council or board, and are to be externally assessed and evaluated.

A programme to be accredited at postgraduate/post-experience level, could look like this:

Core programme for CPD of teaching staff in staff development

	Content	Most likely target group
Level 1.	Introductory Course Preliminary Short Course (non-accreditable) Introduction to the Principles of Staff Development	Active and prospective Trainers of Trainers
Level 2.	Certificate in Staff Development 4 Modules - Life-long learning concepts - Informal learning processes - Adult learning principles - Staff development and review	Active and prospective Trainers of Trainers, Active Teacher Educators
Level 3.	Diploma in Staff Development 4 Modules One module using self- evaluation, planning and justifying the professional development programme. Three modules covering areas within and across the key functions of INSET educators in greater depth (or alternative specialist modules)	Experienced INSET educators and trainers Experienced members of Teacher Education faculties Staff development co- ordinators
Level 4.	Masters Masters Degree in Staff Development	Experienced INSET educators and trainers Experienced members of Teacher Education faculties Staff development co- ordinators

The university and its faculties should be invited to begin preparing and delivering courses at Certificate, Diploma and Master's level. Basically two kinds of rationale could be followed in setting up the programmes, one with the definition of levels being strictly spelled out in national guidelines and programmes being externally validated, the other adopting a more demand-based and open approach within a modularised system.

(a) Under the first approach programmes could have the following characteristics. Firstly, the three levels are qualitatively different. The Certificate level is concerned with general theoretical principles and application of a highly practical nature. The Diploma level which leads to the Diploma in Staff Development Theory and Practice is more specialist, and is generally intended for INSET teachers with considerable experience who wish to concentrate on areas of specialisation. The Master's level programmes is characterised by the relationship

of theory to practice, through critical reflection and action research and thus makes an effort to combine questions and problems of staff development with research.

Secondly, awards are based upon national guidelines which are developed through collaboration between the MES, university staff and professionals within the field. The definition of levels is spelled out in the guidelines for each professional area. Each university faculty is required to adhere to the guidelines although some freedom for movement could still be allowed in terms of timetabling and offering of units in which the university faculty has developed a specialism. Thus, there is a high degree of prescription in the planning of course content and progression.

Thirdly, the requirement for external validation and quality assurance through external assessment and evaluation is intended to meet the need for public accountability. The MES could be expected to exert a high level of control over the number and range of courses which could be developed and offered by instituting a course approval procedure. No proposals could be submitted to external validating bodies without the Ministry's approval. A very close control is, therefore, kept both upon the quality of courses offered by universities and upon which colleges might offer courses, at the level of rationalisation of provision.

It is possible that this three-tier system under the control of the Ministry, national guidelines and external validation procedures could be operated with relative success. However, it could not be overlooked that it is not fully consistent with the proposals made under the proposal for a "Conceptual Framework ..." of this consultancy and that it also exhibits a number of tensions. The award-bearing courses are tightly prescribed at the level of curriculum content and course progression and, consequently, allow little opportunity for flexibility and student motivation and choice. This sets constraints on their ability to be responsive to changing market demands, and to individual professional requirements and aspirations.

(b) Under the second approach flexible modular schemes, with opportunities for individual programming, could be an appropriate instrument for operating the shift from external prescription to individual motivation and choice. It implies a very different conceptualisation of the scheme compared with the programmes which operate within the three-tier structure described above. In this particular scheme, the awards are differentiated quantitatively; within the three-tier structure, there is qualitative differentiation. The programmes under the three-tier structure are tightly constrained, in terms of content, choice and progression by national guidelines. The flexible schemes, in contrast, are truly modular, allowing course members the freedom to make decisions about choice and progression. Nevertheless claims about professional integrity, coherent course planning and staged development, on the one hand, have to be balanced against the requirements of individual difference, choice and convenience on the other.

All modules are to be validated and could be used to gain masters level credits which are transferable within a National Credit Accumulation and Transfer Scheme to be established. This allows individuals to have modules accredited by different institutions (even non-state institutions). While all modules to be offered at a certain level have the same validity for the staff development process, programmes within the second approach are to be based on an incremental and developmental model. Within a flexible modular structure this developmental hierarchy cannot be a progression built into the ordering of the curriculum as is done under the first approach. It must be found within the progressive and developmental learning experience of the student, that is as part of the process of professional development of INSET staff.

There is no particular reason why programmes and modules should be offered only by university faculties. It might as well be envisaged to install off-campus models of planning and delivery of staff development courses for INSET staff. This raises the question of the quality of a module during delivery and of procedures for quality assurance. The following four criteria might be used:

- The first criterion is the effectiveness of the management of the system of delivery and of the administrative arrangements supporting it. Prior staff development, work on systems analysis and clarity in role definition are essential to the smooth operation of off-campus learning.
- The second criterion relates to effective internal verification through inviting participants and module tutors to provide feedback on the delivery of the module, and discussing and acting on the summative evidence received.
- The third key indicator of quality is the effectiveness of arrangements for the provision of support of a professional and administrative kind to module providers and participants.
- The fourth criterion is the effectiveness of the module at the point of outcome. In the case of off-campus delivery, this can create a tension for the participant when the closeness of 'point of outcome' and 'the point of delivery' leads to fears that poor performance during the staff development process might lead to a blighting of promotion prospects.

4. Evaluation and accreditation of staff development of teacher educators and trainers of trainers for VET and CVET

In order to guarantee high levels of quality in PRESET and INSET and in order to continuously improve the supply of PRESET and INSET, all activities related to the continuing professional development of teacher educators and trainers of trainers should be evaluated regularly. Evaluation covers the following aspects: the evaluation of initial and in-service education activities for PRESET/INSET staff (teacher educators and trainers of trainers); the evaluation and accreditation of institutions providing staff development programmes and courses for PRESET/INSET staff; the evaluation of staff development programmes and course offers for PRESET/INSET staff. Considering the very low validity and impact of peer review models, evaluation should be based on strategies of a regular self-evaluation of personnel.

(a) *Evaluation of PRESET and INSET activities.* The continuous evaluation of PRESET and INSET activities for is a major responsibility of institutions providing PRESET/INSET and PRESET/INSET staff themselves. Adequate and simple instruments for evaluation of activities will have to be developed and used, and institutions will have to be given support in developing their own instruments or in disposing of a range of models which could be easily applied.

All evaluation reports and documents are passed on to a National Committee for Teacher Education (administrators and teachers) and Training of Trainers for which members are nominated by the Minister of Education and Science. It could either be a small body of experts or it could have a broader and more representative composition, comprising, besides the Minister's representatives and the central and regional services of the ministry, a larger number of individuals nominated by the various types of in-service education institutions, by the teachers' unions and by the private and co-operative school associations.

(b) *Evaluation and accreditation of the institutions providing programmes and courses.* All institutions intending to offer programmes and courses for staff development of PRESET/INSET staff have to apply to the National Committee for Teacher Education.

Authorisation depends on a judgement of the credibility of the institution to offer in-service education of quality, which is why the process is named accreditation. This authorisation could be valid for a maximum of three years, at the end of which it may be renewed following an evaluation which can and should take into account the quality of PRESET/INSET provided during that period. This evaluation will take into account the self-evaluation which the institution itself carries out during the three years. The National Committee for Teacher Education develops a set of criteria for the evaluation and accreditation of institutions.

(c) *Evaluation of programmes and course offers.* No PRESET/INSET course should take place without previous authorisation from the Ministry/National Committee, following an appreciation of its quality. Before a programme or a course offer could finally be authorised, it has to be submitted to the responsible structure administering the funds to be allocated to PRESET/INSET. Although the principal question looked into by this structure is if and how a course could be financed, presupposing that the quality is guaranteed by previous accreditation, the fact is that it becomes necessary to check its position in terms of financial priorities. The priorities could be defined in terms of the content of the programmes and courses, the PRESET/INSET teacher educators and trainers of trainers targeted, the methodologies and the maximum duration of the courses. Whenever expected costs for the courses fitting the priorities exceeds the limits of the existing budget, clearly the selection will focus on the relative quality of the proposals. Even though the request for the accreditation of a course already has an implicit evaluation of the respective quality on the part of the institution which wants to carry it out, this should not only certify the improvement of each PRESET/INSET teacher educator and trainer of trainers, but also evaluate the process and the results attained.

The National Committee for Teacher Education should participate in the evaluation of the efficiency of the initial and in-service education system for PRESET/INSET teacher educators and trainers of trainers and present proposals to the Minister of Education and Science and the initial and in-service education institutions for any improvements. The particular responsibilities of the Committee are a matter of debate; they could go as far as comprising the exclusive responsibility for (not only participation) the evaluation (i) of the effectiveness of the system, (ii) of the balance between supply and demand; to regulate the existing supply, planning, mainly in what concerns resources, and to participate in the definition of financing criteria for PRESET/INSET within the confines of its particular mission.

Accreditation could be linked to establishing a credit system for PRESET/INSET courses based on the same principles as those being developed for the higher education sector. Credits could be used for purposes of career progression when attended by PRESET/INSET staff (teacher educators, trainers of trainers) who wish to qualify for a higher post. Courses taking place abroad can also be rated a posteriori and recognised as awarding credits for career progression. Finally, attendance at postgraduate training in the education field can also be credited for the purpose of career progression without any previous accreditation being necessary.

Generally it is reasonable to establish a planned system of award-bearing courses for PRESET/INSET teacher educators and trainers of trainers who wish to improve their theoretical knowledge and/or qualify for better jobs. Such a scheme would provide opportunities for PRESET/INSET teacher educators and trainers of trainers to enter at an appropriate level, whether Certificate or Diploma, and to progress to the level of award consistent with their own professional needs.

5. Relationship between research and staff development of teacher educators and trainers of trainers for VET and CVET

The worlds of research and staff development are often seen as separate and distinct, one being concerned with 'theory', the other with 'practice'. And yet the ongoing process of educational reforms and the many problems of teachers/teacher educators in the current situation would imply a coming together of the two. Indeed, there is a strong argument that the processes involved in educational research could themselves contribute to the professional development of teacher educators and trainers of trainers and the effectiveness of staff development programmes for them.

Thus, researchers being INSET teacher educators in professional development programmes and INSET educators/moderators/facilitators being researchers in the context of professional development programmes requires some thoughts concerning ways of bridging the gap between research and staff development.

APPENDICES

Appendix 1

CAREER ANALYSIS - GUIDELINE FOR INTERVIEWS

Selection of Respondents

In context with our previous projects we want to concentrate on SBI educators once more. We are aware that we are not likely to find persons who are engaged in SBI solely. Usually SBI activities will only be part of their daily work. Please do select someone who is presently engaged in SBI activities for at least a substantial portion of his or her professional activity.

We are looking for the "good" SBI educator, the successful, effective, outstanding one. We are intentionally not defining these terms but rather leave it with you to find the "best". In one paragraph of your contribution please describe, what it was, that made you select this particular person, what the qualities were, that made you think of him or her as one of the best.

Please negotiate your selection with colleagues to avoid individual biases, and should you have access to the persons' clients, you might ask them as well. Please keep in mind: We want a presently active SBI educator of the best professional reputation.

Instruments

The centrepiece of this study will be the interview with the respondent. It should be conducted with enough time to spend, as we want to dig into the respondent's professional development in some depths. At least two hours should be set aside to talk to the respondent without haste.

Contributors are advised to tape-record the interview and have it transcribed for further analysis and interpretation, however, this decision is left with contributors. The original transcripts of the interviews will not be published. They stay with the interviewer as a basis for the summary, and should be held available for checkbacks by the editing core group until the end of the study. They will then be discarded.

Respondents should be informed about the general context of the interview. It should be explained to them that we would like to analyse their professional development in order to gain an insight into "successful" SBI educators' careers. But not until the end it should be revealed that we are mainly searching for determinants of success, as this knowledge might focus the respondent's attention prematurely. First we want to have the facts of one's career; then on we turn to the analysis and identification of success factors.

The first part of the interview, if necessary, should collect the contextual information as described below. The second, more important part, should focus on the development of the respondent's career as an SBI educator.

To help contributors conduct the interview and to ensure comparable outcomes, the core group has put together a few check-lists. We hope, they will prove useful to make the collected information more valuable and easier to interpret.

1. Contextual Information

We find it necessary that for better understanding the outcomes of the interview some contextual information about the respondent be given. The following check-list is not meant as a questionnaire with items to be answered one by one. The issues raised may be more or less important in a particular respondent's context. They might be covered by a paragraph each, depending on the importance of the information in the particular case.

The check-list is aiming at an individual's context. We do not one a general description of in-service systems. Some of the items may sound rather general. They only apply if they might be of interest in the respondent's context and might help to better understand his or her situation.

Some of the information you may be able to provide yourself in knowing the respondent well, some of it you may have to inquire during the interview. Please bear in mind that altogether we expect a two page summary of this part.

1.1 Structural issues

Some general information about the system of INSET

- national/local government bodies involved in INSET policy
- laws and regulations involved
- lines of communication/co-ordination/decision making

Some information about the structural background of the agency, where the respondent is employed

- private/government
- subject related/client related/related to a school type
- trainers hired by agency/by client
- permanent staff or occasional contractors
- reputation of agency among others

Some general information about the training and recruitment of INSET trainers in the respondent's agency (not the respondent's own career - this will be covered in the interview)

- initial training
- formal qualifications
- prior experience
- selection/recruitment
- regular position or side-job

1.2 Political issues

- Who are the promoters of INSET training?
- Who has the power, who decides, who finances?
- Clients' motivation, incentives to participate?
- General difficulties to meet, obstacles to overcome by agencies or clients?
- degree of autonomy of INSET trainers/agencies
- any forbidden areas?

1.3 Humanistic issues

- Do INSET trainers belong to a distinct social group?
- Is their professional group influential/privileged/attractive?

- Do they meet frequently with colleagues from own/other agencies?
- Where would they get help if needed?
- Is there competition between agencies?
- What is the profession's reputation with teachers/school management/authorities?
- How many degrees of freedom in the interpretation of the job?

1.4 Symbolic issues

- Are there unions/associations for INSET trainers?
- Are there publications/journals for INSET?
- In what kind of location does INSET take place? School building, holiday resort?
- Are there any certification procedures?
- Are there congresses/seminars/lectures? Celebrities getting involved?

2. Individual information

This is the core of the study, and it should be given the lion's share in terms of time and emphasis. This part of the interview serves two purposes:

- It provides some factual material about an individual career.
- It helps the respondents themselves to a comprehensive retrospective of their professional career that enables them to identify determinants of success in their performance.

The interview will be focusing on the reconstruction of the respondent's career. One result will be a description of a career, which in itself may be an interesting study of a case. However, this is not the ultimate goal. The goal is to help the respondent reflect those factors in his or her career, that have basic for later successful performance. Thus the reconstruction is mainly a means to an end.

A list of possible interview items has been put together by the core group, which again is not to be mistaken as a questionnaire with items to be answered one after another. The items are meant as areas to visit during the interviews. The checks are examples of what kind of information the core group have in mind. Some may be irrelevant with your respondent, others, that we have not thought of, may arise as you talk. Some may have to be covered in detail in an individual case, some others can possibly be dealt with briefly in other cases.

2.1 General data

Age, gender, institution

Field/level of in-service work....

2.2 General INSET background

How have you become an in-service trainer? Please give a brief description of the stations and paths in your professional growth.

Checks:

- initial training, professional background, qualification
- professional activities in schools, duration of school experience
- additional qualifications and experience inside or outside the educational field
- special activities/initiatives during school experience

- social relationship to colleagues, positions in former schools
- perceptions of INSET as a recipient, when you were client yourself
- authorities/guidance involved and available in INSET
- selection/acquisition/application for INSET positions
- years of experience in INSET
- professional growth during INSET career

(While the two previous items were looking at the respondent's general INSET background, from here the interview should focus on their engagement in SBI.)

2.3 SBI practice

What are the salient features of your SBI practice? Please describe your major interests in SBI, goals of your activities, criteria for what you yourself perceive as your own success.

Checks:

- What portion of your total INSET engagement is in SBI?
- Remember your first SBI activities, success, failures
- Profile of activities in SBI
 - number of courses a year
 - full time or part time
 - preparation/guidance/counselling portions
 - administrative portions
 - publication activities
- Do you have your own personal style in your SBI activities?
 - How would you describe it?
 - How did it develop?
- social network/preference of individual vs. team work
- how do you get your feedback?
- how do you prepare for your SBI activities?
- how do you assess teachers'/schools'/groups' SBI needs?
- how do you negotiate prerequisites, goals, procedures, content of SBI activities?

2.4 Perception of success

How do you think about your effectiveness/efficiency in SBI? Please think about indicators of success and efficiency

Checks:

- results/feedback of INSET
- Criteria of success/failure
- formal evaluation (who, when, what, how)
- continuity
- importance/impact of INSET in educational contexts
- personal position in professional organisation/institution

2.5 Respondent quo vadis?

What are your future perspectives in or beyond SBI? Could you describe your professional perspective

Checks:

- burn-out problems?
- perspective in your formal position

- perspective of the INSET business
- professional growth: impasse or accelerating
- financial perspective
- development of SBI

2.6 The final question:

After having gone through the facts of your training, continuing education and professional life, please reflect on the course of events and identify the determinants of your own professional success. What were the clues in your development, that made you a successful SBI educator?

Determinants might be found in areas of

- training
- professional experience
- critical events
- personal life experiences
- contextual factors

Appendix 2

FACTORS THAT MAKE A DIFFERENCE IN THE PERFORMANCE OF INSET EDUCATORS

The following is an attempt to search for some of those influencing dimensions in the biographies of the respondents, which seem to make a difference in INSET performance. Within the reported cases the influences were apparently functioning as paths to success.

1. Age

The respondents have an average age between 45 and 50 years. Age is an indicator to long-term professional experience, accumulated knowledge and skills, well established attitudes. Age is also indicating authority, responsibility and confidence. One cannot be a successful inservice educator in the very beginning of one's career. Success in school-based inservice education is typically a result of maturity and experience in personal and professional affairs.

2. Gender

If it is not merely incidental that the majority of the reported cases are female, then gender makes a difference. Organising one's personal life in multiple dimensions, while at the same time being responsible for raising children, running a household, one's own professional development, and professional work, may have its effects on professional success. The social and organisational skills and attitudes which play a role in the everyday "bridging" of different "cultures" are likely to contribute to the professional handling of complexity. Very often women care much more for the negotiation of personal relationships than men do. A profound qualification in social interactions is one of the most important features of a successful inset-educator. Thus gender may make a difference.

3. Flexibility

A number of the respondents are known for their flexibility, meaning their capability to cope with different challenges in different situations. The flexibility to act and interact adequately is influenced by their work in different institutions, with different people, in different jobs during the beginning of one's career, or by a wide experience as a school teacher at different levels, as a co-ordinator of different programmes. Some of the respondents were engaged in high school students' unions, in sport camps since they were teenagers, or in running young peoples' clubs. Others were concerned with political and social associations in poor communities during their youth. These extra scholastic activities or different appointments apparently stimulated the flexibility to cope with social and professional challenges. Perhaps this flexibility in some cases is a mere survival-strategy. In general it is connoted with a human approach to people, the talent to improvise according to clients' needs.

4. Experience in Innovation Processes or in Curriculum Development

Being able to act in innovative processes in schools and education is another salient feature of successful SBI educators. In several cases it is possible to identify this feature and to see it grow towards experience and expertise in curriculum-development. These experiences may include developing new school curricula or school projects, often during a series of rapid reforms of the schools. Some started their inservice experiences in dissemination and implementation projects/jobs.

5. Linker between Theory and Practice

Most of the inservice educators succeed remarkably well in bringing together theory and practice in a way that meets the needs of learners. At the same time they seem to know how to relate the expertise of the teachers to their own theoretical frameworks. So both the SBI educator and the participants benefit from this ability. This professional ability in many cases comes from having been a regular teacher, which means a familiarity with the situation and needs of one's clients, but also from having combined study and practice in their own career, and the early interpretation of one's own work in a reflective manner. Most of the working group members participating in the analysis interpreted that ability as a feature which had been developed during professional practice, learning by doing.

6. Enthusiasm and Charisma

Concerning the obvious enthusiasm and charisma of several respondents one hardly can find the ground where these traits come from. But there are some professional and social influences that seem to trigger enthusiasm:

- the ability to look at people's strengths and not at their weaknesses;
- a certain keenness to learn from one's own mistakes and failures;
- having had a model teacher or a popular inservice trainer oneself;
- interest in experts as good examples;
- the mentorship of an experienced colleague.

These were biographical events which had an impact on respondents' self-esteem as well as on their humane approach to inservice clients. In several cases the energy of the SBI educators is a salient feature of their work. One might follow this up to the family background: coming from a working class milieu with a father as a dock worker or a salesman gives way to an ambitious achievement-orientation, bringing oneself to a middle class milieu.

7. Reflective Self-improvement

Reflective self-improvement is another feature. It shows itself in the ongoing self-development as a teacher-trainer, the regular attending to courses in order to develop, improve, extend skills, or in the hunger for learning opportunities within groups of colleagues. Some respondents promote their students' feedback and self-evaluation of training performances, others refer to written and oral evaluations of courses by means of telephone-calls and postcards of clients. Some SBI educators have gone through several formal courses in e.g. group dynamics, writing, sociodrama, organisation development, communication skills, group management. The formal courses undoubtedly contributed to their social and situational skills. But in no case the additional courses seem to have been the only and unique source of professionalism.

8. Subject Knowledge

In many cases a profound and solid subject knowledge plays an important role in the professional career of an SBI educator. Subject knowledge, skills and attitudes have not only been the result of formal graduation, but also a matter of self-development in different ways. Some respondents have specialised by taking part in many pre- and post-graduate courses. Some respondents gained subject knowledge by changing their professional context, roles, or activities. Others designed and delivered courses themselves in new areas of training. In doing so, they developed competencies in a variety of teaching styles.

9. Self-confidence

Many successful SBI educators rely on a healthy self-confidence, a positive self-image, an obvious ability of self-guidance and self responsibility. Searching for influencing factors in their biographies one may find helpful parents who trusted their child, not overprotecting him/her, but also an ongoing learning-by-doing attitude, success experiences in early inset activities. Self-criticism is not at all an opposite feature to self-confidence, but the other side of the same coin.

10. Need for Freedom and Autonomy

Most of the successful SBI educators have developed a need for professional and personal freedom and autonomy. This is due to their self-guidance during their career, a professional autonomy given to them, in some cases the experience as a chairman within organisational development processes or the impact of a certain training-of-the-trainer course. Sometimes a remarkable entrepreneurship comes from a personal and professional context lacking authoritarian structures, helping to live according to one's own needs and values.

In several biographies one can find a certain "script" modelling the most important decisions:

- "Don't trust your competencies, go on learning"
- "You must live up to what you teach"
- "Be a specialist in generalism".

These and other similar mottoes have a strong impact on personal and professional development.

Appendix 3

DUTIES AND TASKS PROFILE OF THE SBI EDUCATOR

1. PREPARATORY TASKS:

- a. marketing;
- b. negotiating;
- c. contracting;
- d. need assessment;
- e. surveying implications for the school community;
- f. surveying expectations;
- g. goal setting

2. PLANNING:

- a. formulating goals;
- b. anticipating constraints;
- c. perceiving one's own competence realistically;
- d. procuring external expertise;
- e. classifying goals;
- f. choosing adequate areas of in-service activities (like counselling, organisation development, training, evaluation, research etc.);
- g. designing the course of activities based on content expertise and knowledge of adult learning, organisational learning, group dynamics, etc.);
- h. outlining the products and materials that will be needed during the activities;
- i. choosing adequate means for evaluating the SBI process and products;
- j. planning adequate follow-up.

3. EXECUTION:

- a. counselling
- b. supervising;
- c. lecturing;
- d. guiding;
- e. teaching;
- f. developing materials and course ware;
- g. skills training;
- h. training focused on specific content matter;
- ii. setting up simulations, role playing etc.
- j. evaluating activities, including testing;
- k. organisation development;
- l. consultancy.

4. EVALUATION:

- a. diagnosing (at the individual, the group and the organisational level);
- b. collecting, processing and analysing process data;
- c. collecting, processing and analysing output data;

- d. interpreting the evaluation findings from various relevant perspectives (learning, innovation, cost effectiveness, policy, marketing, etc.);
- e. reporting to different target groups;
- f. translating evaluation findings into follow-up proposals whenever this is necessary

(Source: D. Fischer/J. van Lakerveld/P. Nentwig (eds.) Paths to Success. Career Analysis as a Basis for Selection, Training and Career-planning of Future Inservice Educators, Culemborg: HvU Press, 1995, p. 152)

Appendix 4