Lifelong learning within a dynamic curriculum.

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Part I

Introduction on how HAN PABO is preparing student teachers for lifelong learning within a dynamic curriculum.

Part II

Discussion with the audience about new skills for teacher educators in a dynamic curriculum.
Part one

1. Smart Regions

2. Adaptive Experts

3. Dynamic Curriculum
A Smart Region is an intelligent construction between organisations.

To improve the limited mind power and communication capability in the educational chain.

At the core of a smart region is a learning community for:

teacher educators
teachers
researchers
trainers
experts on emergent themes
Employers

Teacher Training Center

Nursery rooms for knowledge creation

Practice program for knowledge multiplication

Research Center

Control group

Schools

Adaptive experts in the field

Innovation program

Community
Evidence-informed

Dynamic curriculum for innovation

Realistic

Nieuwenhuis (2014)

Future proof

A: fantasy/utopia

B: foreseen

C: unexpected

Imaginable

Possible
Preparing the novice

1. Skills in proven teaching strategies for efficiency

2. Participate in innovative networks

3. Skills in networking for lifelong learning

Boshuizen (2015)

Darling-Hammond & Bransford (2005)
I. Learner Dimension
   differences in experience, interest and qualities.

II. Knowledge Dimension
   quality of transfer of knowledge in real life / profession

III. Assessment Dimension
   quality of feedback for further learning and development

IV. Community Dimension
   learning by contribute the community

HPL-model
Darling-Hammond & Bransford (2005)
Design principles for a dynamic curricula

1. **Balance in formal, informal, individual and collective learning**

2. **An innovation program with emergent themes for educational development**

3. **Learning of (student) teachers is connected with work processes and educational development in their own practices.**
Part II: Skills of the teacher-educator in a dynamic curriculum

Wanted: teacher-educators who prepare lessons with others and learn from this co-creation, who address differences in a highly interactive learning environment.

Found: teacher-educators who value the principle, realize highly interactive masterclasses, share their knowledge while preparing lessons in a team;

but stick to IRF patterns, do not mix their audience, seek ways to close the gap instead of using it.

Learn more: paper session J11, tomorrow at 8.45 in C218
I. Learner Dimension
Concern about the differences in experience, interest and qualities.

II. Knowledge Dimension
Concern about the quality of transfer of knowledge in real life/profession.

III. Assessment Dimension
Concern about the quality of feedback for further learning and development.

IV. Community Dimension
Concern about learning by participation and construction of knowledge.

The adaptive teacher educator in a Smart Region

How can I be **expert** in using diversity in learning processes

How can I treat research and actual experience in practices as content for lessons

How can I use my network for up-to-date feedback in lessons

How can I be an **expert** in guiding construction of knowledge in teams

HPL-model
Darling-Hammond & Bransford (2005)
Do you recognize the concerns of our teacher educators?

If yes ... what can we do to help them?

We create groups of 5 participants.

1. Explore this question with each other and make one statement that you agree on.
2. Explore together the statements on the next slide. Are you agree of disagree?
Improve the skills of the teacher-educator

Your statement is......

1. There must be more research into the development of new pedagogies for teacher educators.

2. Teacher-educators must collect the right feedback to contribute the optimal adaptability corridor for lifelong learning.

3. Teacher educators are obliged to expand their teaching skills

4. Every teacher educator must participate in interdisciplinary research and design activities.

Which interventions would be appropriate?
Sources

