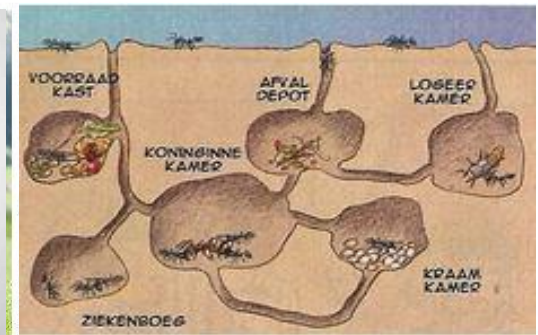


Lifelong learning within a dynamic curriculum.



Martine Derks & Bregje de Vries
November 2016

Part I

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

Part II

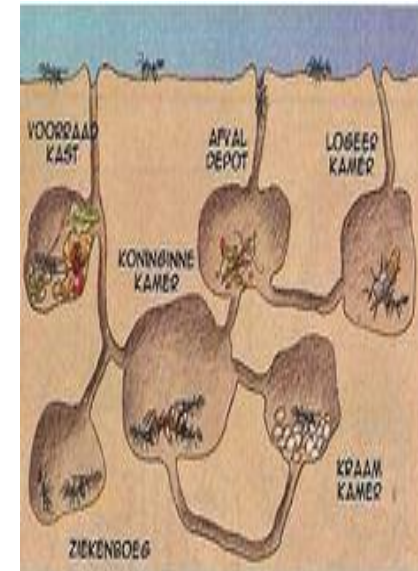
Discussion with the audience about new skills for teacher educators in a dynamic curriculum.

Part one

1. Smart Regions

2. Adaptive Experts

3. Dynamic Curriculum



Network

A Smart Region is an intelligent construction between organisations.

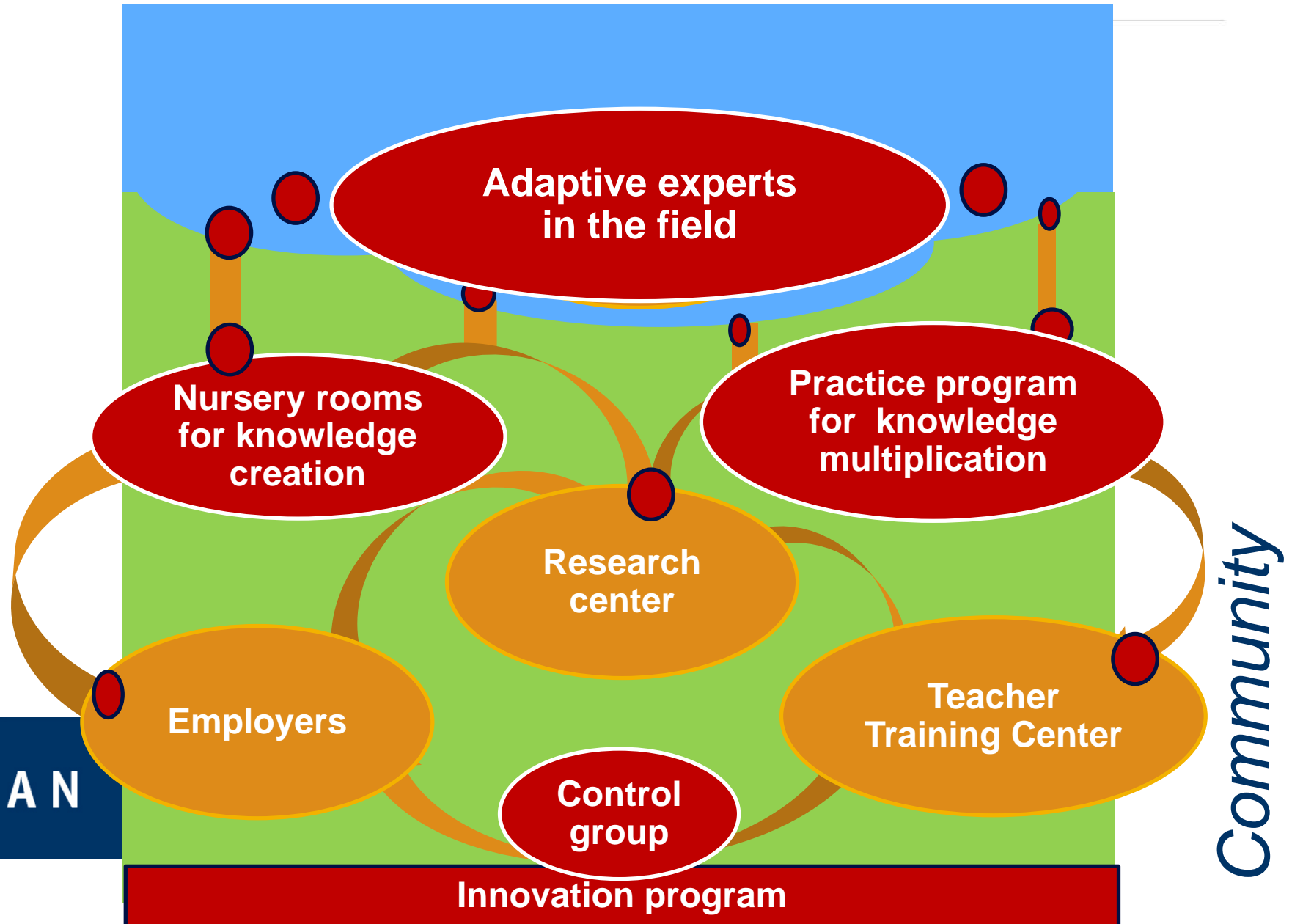
To improve the limited mind power and communication capability in the educational chain.

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

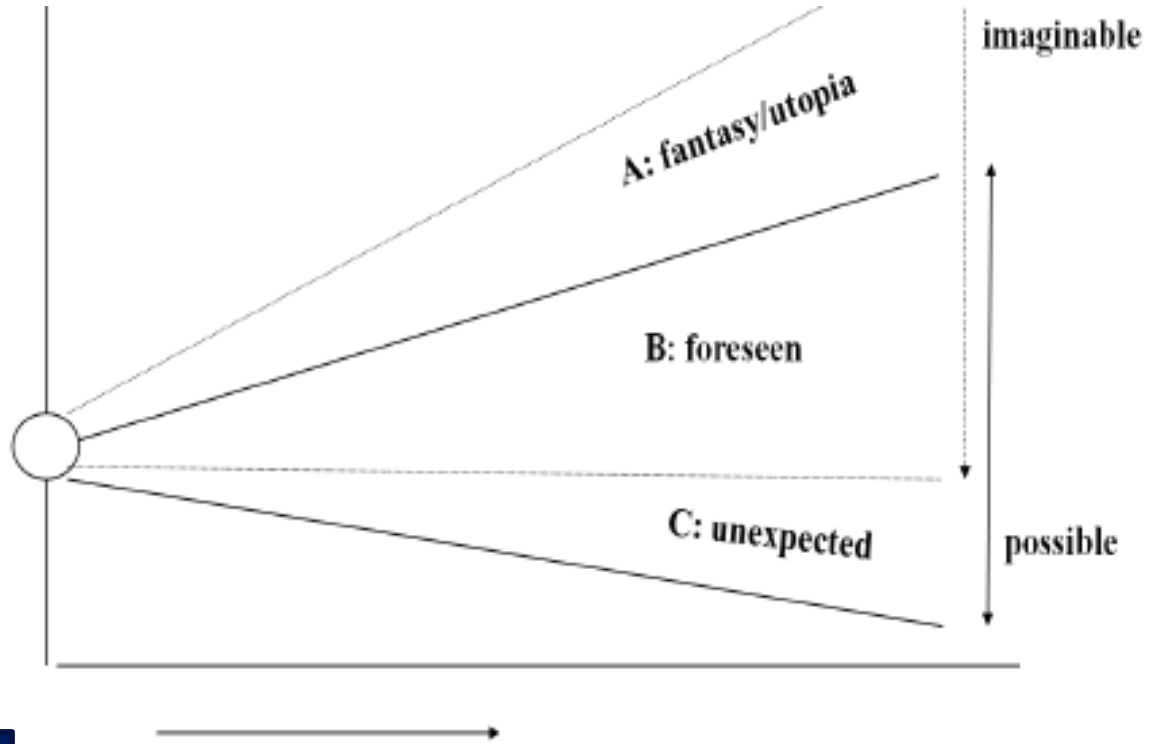
*teacher educators
teachers
researchers
trainers
experts on emergent themes*



Purpose-driven



Evidence-informed



Future proof

Nieuwenhuis (2014)

**Dynamic
curriculum
for
innovation**

Realistic

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)

new competence for innovation

Frustrated Novice

Adaptive Expert

Novice

Routine Expert

core competence in efficiency

Optimal Adaptability Corridor

Lifelong learning

Darling-Hammond & Bransford (2005)

Teacher & Teacher-educator

Expert in learning or subjects?

I. Learner Dimension

differences in experience, interest and qualities.

II. Knowledge Dimension

quality of transfer of knowledge in real life / profession

III. Assessment Dimension

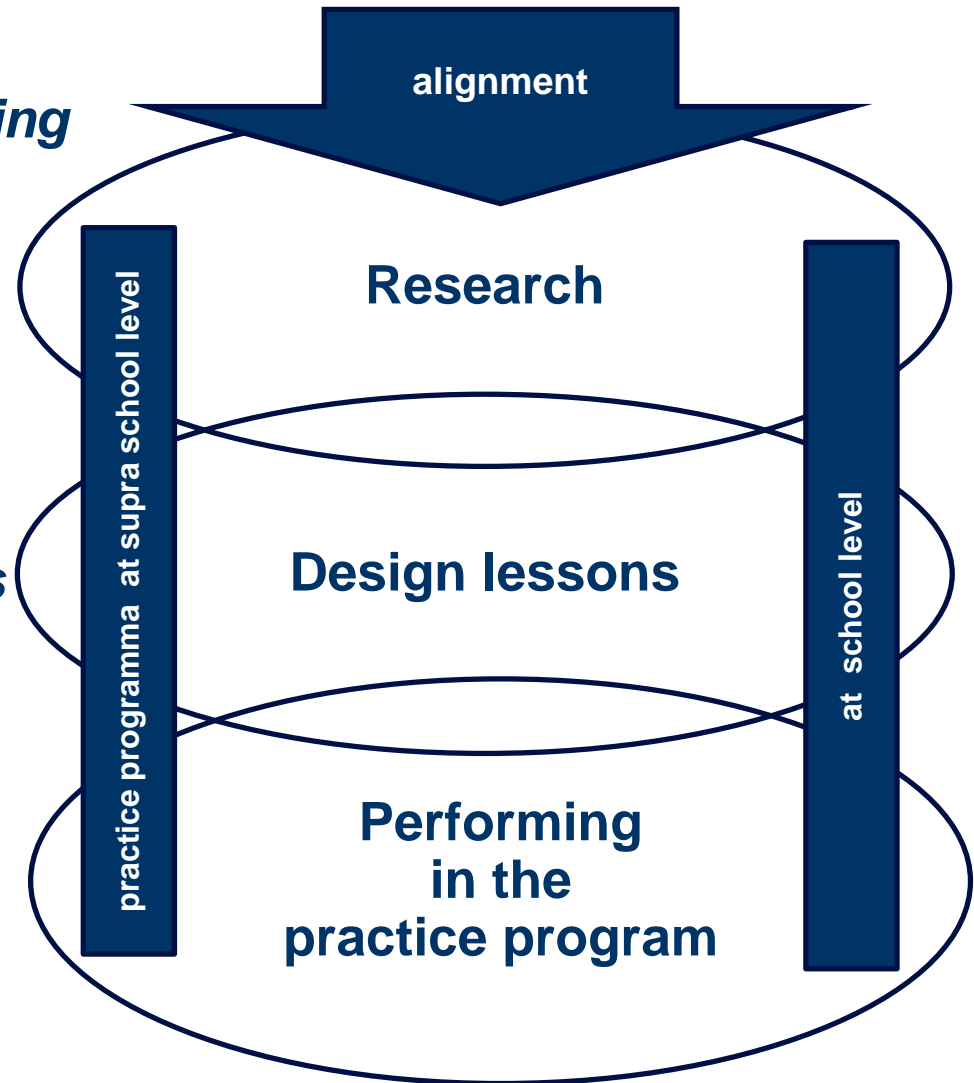
quality of feedback for further learning and development

IV. Community Dimension

learning by contribute the community

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



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*

A question for the audience

*Do you recognize the
concerns of our teacher educators?*

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

We create groups ofparticipants.

- 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 or 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

- Darling-Hammond, L., Bransford, J. (2005) *Preparing teachers for a changing world. What teachers should learn and be able to do.* John Wiley & Sons, San Francisco
- Nieuwenhuis, L. (2014) Training for the labor market of the future. Accessed at 13 November 2016. <http://www.cinopadvies.nl/>
- Boshuizen, E. (2015) Expertise Development: Over the gap between school and work revisited. Accessed at 13 november 2016 <http://www.ou/Doc/Onderzoek/Afscheidsredes>