

## **Scenarios for Dutch Teacher Education. A Trip to Rome: coach bus company or travel agency?**

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*SUMMARY* In The Netherlands, developments in teacher education are dominated by three issues. Stimulated by a severe shortage of teachers, teacher education is changing towards competence-based teacher education, work-based teacher education and market-oriented teacher education. These developments lead to a dynamic situation in teacher education, where the traditional presuppositions of the curriculum and teacher education itself are questioned. To many teacher educators, the number of changes and new approaches is rather confusing. To make sense out of the turbulent developments, the Dutch association for teacher education VELON started a scenario project in which four scenarios for the future of teacher education in The Netherlands emerge. These scenarios are structured by two variables: the freedom of schools to define the type of teacher education they want and the freedom of students in taking responsibility for their own learning process. Compared to the ATEE-RDC19 scenarios (ATEE-RDC19, 2003) the axis pragmatism–idealism is missing, since each of the VELON scenarios can be motivated both from a pragmatic and an idealistic point of view.

*RÉSUMÉ* Au Pays-Bas trois thèmes principaux dominent la discussion concernant les développements dans la formation d'enseignants. En raison d'un manque dramatique de professeurs, la formation d'enseignants évolue vers une préparation basée sur des compétences, vers l'apprentissage du métier sur le tas et vers une formation axée sur le marché. Dans les instituts de formation, ces développements conduisent à une dynamique qui met en question les présupposés traditionnels sous-jacents aux programmes de formation. Pour beaucoup de professeurs la multitude de changements et de méthodes nouvelles est source de confusion. Afin de parvenir à une vue plus claire sur ces développements turbulents VELON (l'Organisation Néerlandaise de formateurs de futurs enseignants) a entamé un projet dans lequel quatre scénarios pour la future formation des enseignants sont élaborés. Ces scénarios ont été structurés selon deux variables: d'un côté la part de liberté accordée aux instituts pour définir le type de formation qu'ils préfèrent et de l'autre côté la part de liberté accordée aux étudiants pour la prise en charge de leur propre apprentissage. En comparaison avec les scénarios du RDC19 de l'ATEE l'axe 'pragmatisme-idéalisme' manque ici puisque chaque scénario de la VELON peut être défendu du point de vue pragmatique comme du point de vue idéaliste.

*RESUMEN* En Holanda, el desarrollo de la formación del profesorado está dominado por tres

*cuestiones. La formación del profesorado, estimulada por una gran escasez de profesores, está evolucionando hacia la competencia basada en la formación del profesorado, hacia el trabajo basado en la formación del profesorado y hacia la formación del profesorado orientada al mercado. Estos desarrollos llevan a una situación dinámica en la formación del profesorado, en la que se cuestionan las presunciones tradicionales del plan de estudios y de la propia formación del profesorado. Para muchos formadores del profesorado, resulta bastante confusa la cantidad de cambios y conceptos nuevos. Para entender los desarrollos turbulentos, la asociación holandesa para la formación del profesorado VELON inició un proyecto de escenarios en el que emergen cuatro escenarios para el futuro de la formación del profesorado en Holanda. Estos escenarios se estructuran conforme a dos variables: la libertad de las escuelas para definir el tipo de formación del profesorado que desean y la libertad de los alumnos para responsabilizarse de su propio proceso de aprendizaje. En comparación con los escenarios del ATEE-RDC19 (ATEE-RDC19, 2003), falta el eje pragmatismo-idealismo, dado que cada uno de los escenarios de VELON se pueden motivar desde un punto de vista tanto pragmático como idealista.*

*ZUSAMMENFASSUNG Die Entwicklung der Lehrerausbildung in den Niederlanden wird von drei Problembereichen beherrscht. Aufgrund starken Lehrermangels wandelt sich die Lehrerausbildung zu einer kompetenz-, arbeits- und marktorientierten Ausbildung. Diese Entwicklung führt zu einer dynamischen Situation in der Lehrerausbildung, in der die herkömmliche Auffassung vom Curriculum und von der Lehrerausbildung als solcher in Frage gestellt ist. Vielen Lehrerausbildern erscheint der Umfang an Veränderungen und an neuen Ansätzen eher verwirrend. Um die Situation durchschaubarer zu machen, hat die niederländische Vereinigung für Lehrerausbildung VELON ein Szenarioprojekt auf den Weg gebracht, das vier Szenarien der künftigen Lehrerausbildung in den Niederlanden skizziert. Grundlage dieser Szenarien sind zwei Variablen: das Ausmaß, in dem Schulen die Lehrerausbildung nach ihren Wünschen bestimmen können und inwieweit Studierende eigenständig über die Art ihrer Lernprozesse entscheiden dürfen. Die in dem Szenariomodell der RDC 19 berücksichtigte Dimension Pragmatismus-Idealismus (ATEE-RDC19, 2003) fehlt, weil jedes der VELON-Szenarien sowohl aus pragmatischer wie aus idealistischer Sicht begründet sein kann.*

### **Teacher Education in The Netherlands: towards the end of the prescribed curriculum**

In the last three years, teacher education in The Netherlands has been dominated by intensive discussions, which challenge the traditional presuppositions of teacher education. Three issues dominate these discussions: the need to bridge the gap between theory and practice, the shortage of teachers in The Netherlands, and finally the liberal ideas on a market-orientated society (Snoek & Wielenga, 2003)

These three issues influence and strengthen each other, leading to ‘landslides’ in teacher education (Snoek, 2000) and a dynamic situation whereby new ideas are welcomed and tried out and where the traditional presuppositions are questioned. However, ‘the pressure underlying these developments runs the risk of leading to a lack of reflection and distance, because there is so little time for critical observation’ (Lunenburg *et al.*, 2000).

This article will elaborate on three issues: the development towards competence-based teacher education, the development towards work-based teacher education and the development towards market-orientated or demand-driven teacher education.

Inspired by the scenario work of ATEE-RDC19, the Dutch Association for Teacher Educators has used these developments as the starting point for a project to develop

scenarios for the future of teacher education in The Netherlands. In the second part of this article the result of this project is presented and finally a comparison is made with the scenarios of RDC19.

### **Towards Competence-based Teacher Education**

In general, there is growing dissatisfaction with the fragmented approach to the curriculum in teacher education. It is left to the integrative ability of the student to process the atomistic elements into what today we call competencies. Also the validity of the corresponding assessment method was questioned. A sufficient mastery of separate knowledge and skill components does not guarantee adequate behaviour in complex professional situations. Especially in higher professional education, there is a tendency towards a more holistic view on the assessment of competence, related to professional behaviour in working situations (Dochy & Moerkerke, 1997; Elshout-Mohr *et al.*, 2000).

In all institutions for teacher education there are projects and pilots towards competence-based learning, the formulation of competencies, the introduction of portfolios and the development of new competence-based instruments for assessment.

The institutions for secondary teacher education are tackling the development of assessments and the introduction of the use of portfolios in the curricula. Consequently they have produced a redefinition of the competencies for the teaching profession in a way that can be used in the new concept (Dietze *et al.*, 2000). In cooperation with a national organisation for the professional quality of the teacher, the joint institutions for teacher education proposed a new system of describing competencies that can function as an instrument to achieve a common frame of reference for school, student and teacher education. This approach to describing the teaching professional has been the foundation for a new description of teaching standards (SBL, 2002).

The emphasis on competence-orientated approaches in education, combined with the shortage of teachers has led to new views on the curriculum for teacher education. Teacher education should offer more flexible routes, taking into account the results of prior (formal and informal) learning. An example of this development is a new law on allowing people with prior learning to enter the teaching profession without having done a full course on teacher education.

The Dutch ministry of education has launched a programme to attract more students to primary and secondary teacher education from traditional and new sources. In August 2000 an Interim Act came into force that made it possible to deliver short and flexible routes for people with some kind of prior learning (Ministerie van Onderwijs, 2000b). An entrance assessment was developed on a national level (Klarus & Schuler, 2000). Many of the official state funded institutions for teacher education set up assessment centres that could diagnose applicants with reference to competence orientated criteria. A training of assessors is well under way. Assessments are executed with a pair of assessors, one being an experienced teacher from primary or secondary education, the other being a teacher educator. Assessments use a mixture of portfolio-evidence from the past and behaviour on the spot. The applicant applies for a job at a school and the school applies for the assessment of the applicant at an assessment centre at an institute for teacher education. The outcome of the assessment is the decision whether the applicant is allowed to work without strict supervision in a school, and a written advise about the work based ('dual') learning route that combines the

work in school with the learning that still is necessary to get the official teaching licence, focusing on the missing elements in the desired teaching standards.

So, the follow up of this assessment should be a needs-driven, competence-orientated, work-based learning route. The official state funded institutions for teacher education have difficulty in providing for these kinds of routes. The transformation of their curriculum concept towards more dynamic curricula has only just started. It is clear that this national development is a great stimulant for this necessary transformation. Competence-orientated and holistic assessments and the use of portfolio instruments are now seen to be necessary in the 'ordinary' programmes too. The necessity of a transition to needs driven curricula has become apparent.

Finally it must be noted that a fundamental discussion is going on in the academic world of Dutch educational research about the way assessment systems must be aligned to constructivist and competence-based educational arrangements (Elshout-Mohr *et al.*, 2000). Also the concerns about validity, reliability, acceptability and efficiency in the different settings are addressed. Dierick *et al.* (2001) state that the traditional meanings to validity and reliability are not relevant in the context of competence-based assessments and must be replaced by new meanings.

So, it is not a question of old versus new in the world of assessment. It is new next to old, each functioning in its appropriate realm. The real issue is the change in the overall concept of curriculum, from 'supply driven and assessing whether the supply has been adequately consumed' to 'needs driven and challenging students to construct their own proof of competence'. We are near the end of the traditional concept of curriculum.

### **Towards Work-based Teacher Education**

In several areas of higher education in The Netherlands there has been a strong tradition of work-based curricula (e.g. in nursing education). Here students are appointed by an employer and follow a curriculum that integrates serious work activities with learning activities. However in teacher education, the curriculum was still based on separate periods of supervised teaching practices. Traditionally, Dutch teacher education institutions aimed to offer aspirant teachers a solid theoretical background, teach them to develop series of lessons, to analyse and compare methods and to apply this in teaching practices of limited size. In recent years the amount of teaching practice in the curricula has increased and the professional studies in the curriculum have been strengthened. Gradually better opportunities arise to connect the theory to the practice in schools, to stimulate students to reflect on their experiences in the classroom and the school and to try to situate these experiences in a broader context.

An important development is the implementation of an independent teaching practice (the LiO teaching practice): This LiO teaching practice covers half a year in the graduate studies and a full year (four days a week) in postgraduate courses. At first this LiO teaching practice was a non-paid teaching practice, differing from other teaching practices by its duration and by the responsibility of the student. However, right from the start it became clear that such an intensive teaching practice needed strong cooperation between the TE institution and the school and should be based on a triple learning-working-agreement between the institution, the school and the student. The development and introduction of those programmes with a large practical component is now strongly promoted by schools, teacher education institutions and the Ministry of Education, since it might reduce the gap between theory and practice (the 'praxis-

shock'), it is attractive to students and since the introduction of students working in a school might diminish the shortage of teachers. As a result, 25% of the four-year graduate curriculum and more than 50% of the one-year postgraduate curriculum is spent in school.

Partly based on the experiences with LiO students, (secondary) schools have realised that even first-year students might be useful to the school. Increasingly, schools are willing to appoint and pay first-year students as classroom assistants. Some institutions have changed their curricula, so students can study work-based right from the start of their graduate study: they are appointed and paid by schools as a classroom assistant during a part of the week. During the rest of the week students are in the buildings of the institution to follow courses or workshops. This has resulted in a change in the concerns of these students and a need for a different content of the curriculum. In this way, the dual curriculum leads to pressure towards needs driven teacher education, exerted by the students. In this way schools are getting more and more involved in the actual education of new teachers.

This demands a clear description of the tasks and responsibilities of both the institution for teacher education and the school. Another condition is that schools should be able to offer students opportunities to practice their competencies at different levels of complexity and with different levels of responsibility. However, traditionally there is hardly any differentiation in tasks and responsibilities of teachers in schools. Therefore, schools have very limited experience in providing student teachers with work situations, which are adapted to their level of development. Forced by the shortage of teachers, schools have to look for unorthodox solutions. One of the solutions is the introduction of classroom assistants in the school. In this way schools develop a range of different professional levels, varying from classroom assistants and junior-teachers to experienced teachers. Teacher education institutions are asked to design courses to educate, as a start, classroom assistants. Within these schools—at least in theory—student teachers that follow regular courses at a teacher education institution can be offered tasks that demand increasing levels of competences and increasing responsibility.

In 2001, nearly every institution for teacher education was involved in experiments with schools in creating work-based curricula, in answer to specific needs of schools, in involving school-based teacher educators and in sharing responsibilities (van Vonderen, 2001). However, this development is still very new and there is little experience with work-based learning and with human resource management in schools.

Several authors have stressed the need for strong learning environments in school, both for teachers and for students in the Dutch situation (Verloop & Wubbels, 2000; Korthagen, 2002). The Minister states (Ministerie van Onderwijs, 2001) that he is willing to facilitate schools for the mentoring of student teachers and for the professional development of school-based teacher educators. Based on these statements, several teacher education institutions have started to develop training courses for the education of school-based teacher educators.

### **Towards Market-orientated Teacher Education**

In this way, the shortage of teachers leads to a situation in which schools are getting more involved in teacher education as a consequence of their human resource responsibility. The concept of school-based teacher education is developed by schools and teacher education institutions together, supported by the government.

	<b>Actual education by TEI</b>	<b>Actual education by school</b>
<b>Coordination by TEI</b>	Traditional situation including teaching practice	New approaches where more than half of the curriculum is run by schools (work based learning)
<b>Coordination by school</b>	New approach 1: Schools coordinate teacher education; programme is run at institutions for TE	New approach 2: TE coordinated and run by schools. TEI become expertise centres

FIG. 1. Four scenarios for the relation between teacher education and schools.

In a recent policy document the Dutch Minister of Education states that ‘teacher education is a part of the human resource responsibility of a school board’ (Ministerie van Onderwijs, 2000a). Only a few years ago school boards would not recognise themselves in this statement, feeling that their main responsibility was towards their pupils and the education they had to offer them. The shortage of teachers, however, made schools more aware of the need of intensive human resource management. TE institutions are not able to attract enough students to educate the number of teachers needed by the schools. At this moment schools start to recruit new (unlicensed) teachers themselves. Some schools even state that they are willing to educate teachers themselves, when TE institutions are not able to fulfil their needs. Although this rhetoric is nowhere put into practice yet, it is not unlikely that large school organisations might be able and willing to organise their own education of teachers, with or without buying expertise from TE institutions.

In a recent policy document of the Ministry of Education (Ministerie van Onderwijs, 2002), the position of institutions, which play an important role in supporting schools in their development, like institutions for curriculum development and in-service training, assessment-centres and institutions for teacher education, has changed. The key players in education are the schools and all supporting institutions should adapt to the needs of the schools. This approach calls for an open market, where schools can buy services they need from every organisation, commercial or non-commercial.

This policy is inspired by Van Wieringen who presented four scenarios for the roles of schools and institutions for teacher education. These scenarios have influenced the National Education Board (Onderwijsraad, 2002) in its advice on the ‘educative infrastructure’. Van Wieringen makes a separation between the involvement in the actual education of teachers and the coordination. In both roles either the school or the TE institutions can take the lead (see Fig. 1).

When schools participate in the curriculum of teacher education, the link between theory and practice can be restored and it can contribute to the attractiveness of the teaching profession in the school, creating new roles and challenges for teachers. Those changes might lead to a reversion of roles: the schools do not wait and see what TE institutions come up with, but they take the lead and demand new services and new quality from teacher education. Schools become learning organisations, in which professional development of new and old staff is integrated in the school organisation. The division between in-service and pre-service teacher education disappears.

Schools ask for new, specially designed curricula and stronger involvement in parts of the curriculum, which traditionally are run within the institution for teacher education. In this turbulent situation, institutions for teacher education try to redefine their position: in a recent policy document they presented themselves as 'expertise centres for education and accreditation of teachers'.

#### **Four Scenarios by the Dutch Association for Teacher Education**

Inspired by the work of the ATEE Research and Development Centre on Developments in Curricula for Teacher Education (ATEE-RDC19, 2003), the Dutch association for teacher educators, VELON, has started a scenario project on the future of teacher education in The Netherlands.

The many changes described above have a large impact on teacher education. For many teacher educators, the large amount of new initiatives and new regulations at this moment seems rather confusing. The VELON started the scenario project to help teacher educators to make sense of the turbulent developments and to help them to look forward to possible future models for teacher education. In this the motivation of the VELON was in line with the motivation of RDC19, as described in the first paper in this issue (Snoek, 2003).

The VELON used the methodology described in the same paper. A small group from the administrative board of the VELON developed a matrix around two of the three major developments, described in the first part of this paper. With this starting point, the scope of the scenarios was more focussed on internal development in (teacher) education, compared with the more external starting point of the ATEE-RDC19 scenarios based on developments in society.

During two sessions teacher educators were invited to reflect on the four possible scenarios resulting from this matrix. These reflections led to descriptions of the four scenarios which were realistic and plausible and which were connected to challenging metaphors. The scenarios will be published in the *Dutch Journal for Teacher Education*.

The scenarios focus on the two major developments in The Netherlands, presenting them as dilemmas:

- Teacher education as a market-orientated activity or teacher education as a general provision for the whole of society.
- Competence-based teacher education based on an open and flexible set of facilities versus teacher education based on a designed and fixed curriculum.

Combining these dilemmas, four scenarios emerge (see Fig. 2).

##### *Scenario 1. Curriculum-based teacher education as a general provision: a coach trip to Rome*

The first scenario actually describes the traditional situation of teacher education in The Netherlands: teacher education is regulated and funded by the government and takes place through a fixed curriculum where students learn the knowledge and skills described in the attainment targets that are needed to be a qualified teacher. In discussing this scenario, teacher education was compared with a trip by coach bus to Rome.

The coach driver (= the teacher educator) knows the route and the road to take. He or she can improvise (in case of emergencies or accidents), is engaging, and can tell

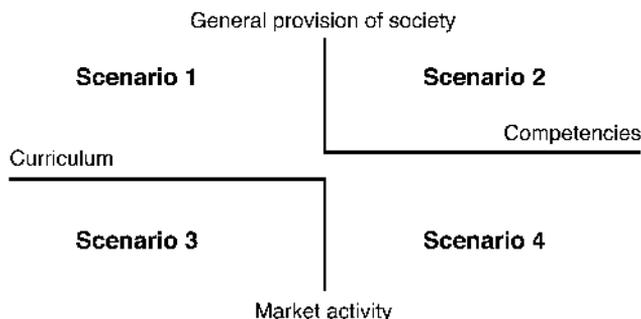


FIG. 2. Four scenarios for the future of teacher education in The Netherlands.

interesting stories about the sites they pass on the road, he or she has eyes for the needs of the passengers (making a pee stop when necessary) and can vary activities when passengers get bored (by starting an interesting video). He or she can have a colleague with whom to share the job, each having their own expertise (e.g. driving in the mountains). The passengers don't need to think about the route to Rome, they just can board the coach and let the driver guide them. They don't have an overview of the route; neither do they know the trouble they can meet on their way. The general idea is that a group that boards the coach will all arrive at Rome at the same time, although it can happen that one of the passengers decides to leave the coach halfway during the journey, because he decides that Rome is not a desirable destination or that the trip takes too long. Or one can drop off the coach to go sightseeing at an interesting place, to catch on again with the next coach. Of course, it is possible to join the coach halfway down the route, for those who do not live in the town of departure but live some way along the route and have travelled that part of the journey years ago. The coach company is flourishing, although recently it is under pressure since more and more travellers are taking alternative routes to Rome: fast journeys by aeroplane, non-stop journeys and self-organised trips.

This metaphor is very recognisable for teacher educators in The Netherlands, since it describes what most of them have done during the last decades. However, with growing influence of constructivistic approaches in teacher education and the need for more flexible and competence-based curricula, the coach company changes into a travel agency for people who want to design their own journey, supporting travellers who want to travel to Rome by giving them advice on the luggage to take with them, checking their vehicles, supplying them with information on the possible routes to take, on possible difficulties they might encounter and on possible places to stay for the night. Thus, the travellers leave for Rome, individually or in groups, well prepared. When they encounter each other during their journey, they exchange experiences and give each other advice on what to do when they come across certain problems.

#### *Scenario 2. Competence-based teacher education as a general provision*

In this scenario the government is in charge of teacher education: it decides the competences that must be met and which qualifications are needed for the variety of jobs in schools. It decides which institutions are allowed to educate teachers, supplies them with funds for the education of teachers and is at the same time responsible for the quality control by the Inspectorate.

The authority to decide on the actual design of learning routes, assessment instruments, etc. is delegated to the institutions. The institutions for teacher education have, together with the schools, described the competences for teachers, which are authorised by the government. In close cooperation with schools, these competencies are translated to curriculum models and assessment instruments.

Schools and institutions for teacher education have evaluated the existing curricula and decided on the need for more flexible routes into the teaching profession. Key element in the new curriculum models is the idea that the competences and qualifications are leading, but that the routes to meet those qualifications can vary, based on personal preferences, learning styles and prior learning.

Teacher education is seen as a part of lifelong learning, where students can define their own personal learning route and students and teachers show their professional development in integrative assessments. These assessments are linked to decisions about progress in study and qualification for certain roles and jobs. Schools are explicitly involved in the assessments, both of students and teachers.

This all has led to a great variety of learning routes that vary in design, focus and length. Most routes involve workplace learning: students are appointed by schools in a job during their study. The experiences in work are the motor for their learning at the institution.

In this way, pre-service teacher education and in-service professional development are integrated in the human resource policy of the school.

### *Scenario 3. Curriculum-based teacher education as a market-orientated activity*

In the process of deregulation the government has transferred a considerable autonomy to schools. The main responsibility of the government is on the quality of education. The way to reach the desired quality is for the schools to decide. That means that the government has dropped strict guidelines concerning teacher qualifications. It is up to the schools to decide what personnel they want to appoint and what qualifications are needed. This has started at higher education and vocational education, but is now also realised in primary and secondary education. As long as the schools meets the quality standards, the government doesn't meddle with the teachers a school wants to appoint.

The budget for teaching and non-teaching staff and for their pre- and in-service education has been transferred to the schools. This process started years ago with the budgets for in-service education and given the fact that this has stimulated the personnel policy in schools, in 2004 the budgets for pre-service teacher education were transferred to schools. This development has forced the institutions for teacher education to change from closed, internally orientated institutions to externally orientated, open organisations that are strongly focussed on the needs of the schools. This change was necessary since the Bologna Declaration made it possible for other organisations to offer their services to schools. At this moment schools can chose between a lot of institutions offering services in the field of human resource development and education of teachers. There is a strong competition both in price and quality.

The trend towards competence-based teacher education is returning. The idea of individual routes and courses led to a complex and hardly transparent system of routes that was difficult to manage. The need for a clear and transparent system has led to a revival of curriculum orientated models, where fixed curricula are offered. The school, the institution for teacher education and the student agree on a general programme, so everyone knows what to expect. Schools define the profile of the teacher they want to

appoint and they arrange their own assessments (since there are no external qualifications).

Since schools differ considerably, there is a great diversity in the needs of schools and the profiles of teachers they want. This has led to a large number of routes that are offered to schools. Institutions for teacher education have problems in organising this great diversity. Courses for a small number of students are very expensive, so schools try to form alliances to combine groups of students.

These developments have led to large changes within (teacher) education: Schools are much more aware of their responsibility in the continuous professional development of their staff and teacher educators have become more sensitive to the needs of schools and the costs of their activities. Institutions for teacher education are forced to adapt to the trends and whims of schools and have difficulty in defining their own policy and continuity.

The attraction of the teaching profession has diminished even further, since the general teaching profession has ceased to exist. There are very many specialised teaching profiles, which make the profession vague and hinders mobility in the profession.

#### *Scenario 4. Competence-based teacher education as a market-orientated activity*

The government has retreated in the field of education. Schools are responsible for the quality of their education. Parents and pupils are very keen on the learning results of pupils. If the quality drops, schools will suffer a drop in the number of pupils.

To guarantee the desired quality schools hire those employees that fit in the mission and the product that the school wants to offer. A school can appoint those employees or they can be hired for a limited time as autonomous professionals.

There are two types of teachers: those who have had a broad and general teacher education like the courses at the beginning of the twenty-first century. Those teachers who have made a conscious choice to become a teacher are mostly appointed by schools and are the binding factor within those schools. Next to them there are teachers who prefer a more specialised profile as an expert in some area. Those experts are mostly independent educational entrepreneurs who sell their services to schools.

The variety in teacher profiles includes a variety in needs for further professional development: initial courses to become a general teacher, courses to broaden one's expertise towards a general teacher profile or courses to specialise in one of the many possible subjects. Schools define the teacher profiles they need. Individual professionals chose a profile that can distinguish them from other professionals and give them added value for schools.

Just as in schools, those courses can be offered by 'institutions' or by independent educational entrepreneurs. To ensure the quality of these independent entrepreneurs a system of accreditation is founded. Quality is ensured by registration of professionals in an independent register of educational professionals.

### **Dutch Scenarios Compared to European Scenarios**

Since the VELON project on Dutch scenarios for teacher education has been inspired by the work of ATEE-RDC19, it is interesting to compare the two resulting scenario models. As mentioned before, the VELON scenarios are more focused on internal developments while the ATEE-RDC19 scenarios have their starting point at macro

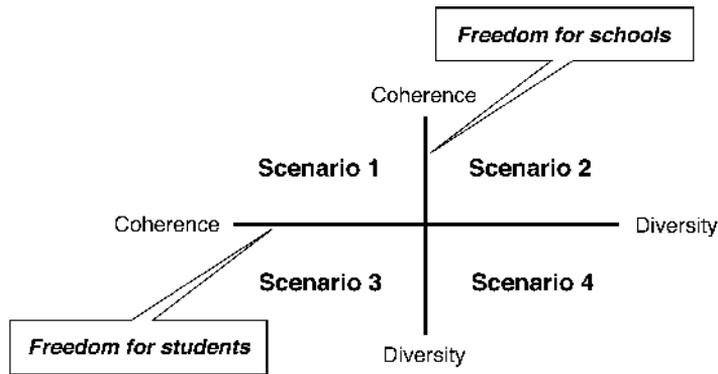


FIG. 3. Dutch scenarios: coherence versus diversity.

developments in society. This difference is based on the choice by the VELON to keep a close connection to the major discussions within the institutions for teacher education, thus ensuring the recognisability of the scenarios for teacher educators in The Netherlands.

Despite this difference the key concepts of the ATEE-RDC19 scenarios can be recognised in the developments in The Netherlands. However, only the axis social coherence–individualism is used in the Dutch scenario model. Both axes of the VELON model are related to these concepts, however both on a different level.

The axis curriculum–competencies indicates a continuum from teacher education dominated by a fixed curriculum to teacher education organised around competencies as fixed outcomes, but with a flexible way to reach that outcome. In this way this axis indicates the freedom of the student in taking responsibility for his/her learning process and learning route. In a fixed curriculum, there is no freedom for the student; the curriculum is the same for all students. This part of the axis is related to a socially coherent society. The other part of the axis indicates a situation in which students have much more freedom to design their own personal learning routes, based on their individual competence–profiles, thus relating to the ATEE concept of individualism.

The axis general provision of society–market activity is also related to the ATEE concepts of social coherence and individualism. This axis indicated the freedom of schools to define the type of teacher education they want. In the situation where teacher education is seen as a general provision of society, the government decides on a clear, uniform and coherent system for teacher education, relating to the ATEE concept of social coherence. In the situation where teacher education is seen as a market orientated activity, where schools can pronounce their needs and demands, schools can differ considerably in their wishes for the education of their teachers, thus relating to the ATEE concept of individualism. From this point of view the VELON scenario model can be rewritten as shown in Fig. 3.

The concepts of pragmatism and idealism are more difficult to locate in the VELON scenarios. In all three main developments in teacher education in The Netherlands both elements can be recognised (see Fig. 4). So, all developments can be defended from both an idealistic and a pragmatic point of view, depending on the perspective. One might claim that the developments taking place are related to traditional dilemmas in teacher education (e.g. the gap between theory and practice and the relation between schools and TE institutions) and that they reflect a more constructivistic approach to

	<b>Idealistic perspective</b>	<b>Pragmatic perspective</b>
<b>Competence based teacher education</b>	Emphasising the individual responsibility of the learner and accreditation of prior learning	Emphasising the need for short tailor-made routes into the teaching profession
<b>Work based teacher education</b>	Aiming at bridging the gap between theory and practice	Emphasising opportunities for schools to employ a cheap workforce, given the shortage of teachers
<b>Market orientated teacher education</b>	Emphasising the possibility of schools to professionalize and to strengthen the human resource policy	Emphasising the pragmatic need of schools to ensure the availability of new teachers

FIG. 4. Idealism and pragmatism in teacher education in The Netherlands.

education, but that these developments are accelerated considerably because of the pragmatic urgency of the shortage of teachers.

However, this acceleration has some considerable risks. The shortage of teachers threatens the quality of education in The Netherlands. The pragmatic and urgent necessity to tackle this problem might lead to a lack of critical reflection. The urgency of the shortage of teachers leads to an abundance of unorthodox solutions in which the traditional fundaments of teacher education are questioned and are put aside. However, the new approaches and concepts replacing the old ones have not yet proven themselves. Time for careful implementation and research on the effects of new approaches is lacking.

However, the general and shared feeling within the Ministry, the Parliament, the schools and the institutions for teacher education is that it is necessary to take those risks: the traditional ways into the teaching profession can only supply 10% of the amount of teachers needed in the coming years.

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