



Do we need a curriculum in teacher education?

Cocreating an innovative teacher programmes together with schools

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In many countries teacher education is confronted with conflicting expectations. On the one hand teacher education curricula are expected to prepare teachers with an open and flexible mindset that can contribute to innovative and adaptive schools that need to be responsive to rapid changes in society. On the other hand the awareness that teachers are key to the quality of education leads to strong government interference with curricula for teacher education and to obsessions with strict quality requirements and accountability systems where teacher education institution account for the quality of their programmes and graduates. In many countries the focus on quality control has led to carefully designed curricula following strict guidelines and leaving little room for self-direction, entrepreneurship and innovative approaches by student teachers. As a consequence, teacher education students are only to a very limited extent challenged to be creative or innovative and to take responsibility for their learning process.

This raises the question to what extent teacher education programmes can be designed as open programmes where the creativity and self-responsibility of students teachers is challenged and stimulated. In response to innovations in Dutch secondary schools, the Amsterdam University of Applied Sciences has embarked on a challenging course to develop a new four year bachelor teacher education programme in close collaboration with these schools, where student teachers get the opportunity to develop themselves as self-directed learners and innovative teachers. The programme will start in September 2021.

In this presentation we would like to share the underlying concepts regarding the design principle and didactics of the programme, the first experiences with a smallscale pilot, the dilemmas we face with regard to the existing quality structures and the way in which we (intend to) solve them.

Keywords: Teacher education, student self-steering, innovative schools, self-determined learning



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