

PROFESSIONAL STANDARD



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Foreword

A teacher educator is a teacher in a very specific context. Teacher educators are responsible for training (future) education professionals who develop themselves from various professional practices. This places high demands on the quality of teacher educator. In order to gain insight into this quality and to guide the professional development of teacher educators, a professional standard for teacher educators was developed in 2012. This professional standard is updated every six years by Velon to ensure that it remains in line with current developments within the institutes and schools where teacher educators work.

The professional standard was amended in 2025. This update was necessary because of growing political attention to the quality of teacher education and the impact of the flexibilisation requirement on how teacher educators work within the curriculum. This requires not only a professional standard that supports lifelong learning, but also better recognition of the diversity within the profession.

In this brochure, we take a closer look at the changes to the professional standard and explain how this revision contributes to lifelong learning and development for teacher educators. We then briefly describe the diversity of the profession and the ways in which various target groups within the professional register can demonstrate their professional development. Finally, we discuss the changes to the credentials as a result of this revision.

1. The professional standard for teacher educators

The revision of the professional standard focuses on lifelong learning for teacher educators. This makes it possible to develop appropriate professional development activities for different target groups, leading to registration or renewal of registration. In this way, we strive for meaningful registration for various target groups of teacher educators and the contexts in which they work.

Basis

In order to register as a teacher educator, it is important to examine whether you recognise yourself in the current basis of the professional standard. The professional conduct of the teacher educator contributes directly to the learning of teachers and teacher educators and indirectly to the learning of pupils. The teacher educator serves as a role model for teachers and teacher educators and works in a value-conscious, team-oriented, profession-oriented and development-oriented manner to improve the quality of learning. Teacher educators who are eligible for registration are willing and able to justify their professional conduct on the basis of the principles. The principles form the foundation of the professional conduct of every accredited teacher educator. The core of this foundation is that by contributing to the learning of teachers and teacher educators, you also indirectly contribute to the quality of pupils' learning.

A defining feature of this is that, as a teacher educator, you are a role model based on the following four aspects (see next page):

Value-conscious	Teacher educators believe that education is more than just imparting knowledge and skills. It is also about supporting pupils and teachers in their personal and professional development, so that they can contribute to tomorrow's society. Teacher educators are willing and able to discuss moral and ethical dilemmas.
Team-oriented	Teacher educators do not practise their profession alone, but from a position of shared responsibility. Working together in (interdisciplinary) teams is essential in order to be able to set an example in the relationship with (future) teachers.
Professional oriented	Teacher educators reflect on the profession and share insights about effective professional development for (future) education professionals. In addition, they keep their own professional knowledge up to date in order to properly prepare (future) education professionals for professional practice.
Development-oriented	Teacher educators are able to show vulnerability and engage in professional dialogue in order to critically examine their own and others' beliefs. They make use of systematic reflection, feedback and professionalisation.

Four areas of competence

In order to act on the basis of the above principles, four areas of competence have been identified: Training, Guidance, Organisation and Research.



Training

As teacher educators develop within this competency domain, they can demonstrate that they are able to make conscious choices in their actions. This gives them increasing influence on the quality of curricula and the way in which assessment is carried out.

Guidance

Training and supervision are essentially inseparable. In supervision, too, it is important to act in a curriculum-conscious manner in order to tailor the approach to the various target groups of (prospective) education professionals. It also requires attention to personal development, which cannot be viewed separately from professional development. By supporting teacher educators to keep developing in this area, we can, as a professional community, achieve our societal goals.

Organisation

As teacher educators develop within this area of competence, they gain an increasing understanding of the complexity of training (prospective) education professionals. As they develop further within their own organisational network, teacher educators contribute to frameworks for policy and quality development around the joint training and professional development of (prospective) education professionals within organisational networks.

Research

Finally, every teacher educator should be expected to be able to act in an investigative manner and make use of current sources, models and (peer) feedback. Teacher educators who pursue further development in this area are able to demonstrate active engagement in both design and research processes, thereby contributing substantively to the advancement of their profession.

2. A strong professional community

Teacher educators are professionals who collaborate and utilise insights in the areas of recruitment, matching, training, guidance and professional development of (prospective) education professionals. They update the professional standard themselves and determine who is eligible for registration as a teacher educator. During the revision of the professional standard, it became clear that better recognition of diversity is necessary in order to continue to develop as a strong professional group. In this chapter, we take a closer look at who will be eligible for registration as a teacher educator from 2025 onwards and how professional development can be demonstrated.

Am I eligible to register as a teacher educator?

The profession of teacher educator is unique, but there is no formal training for it. Usually, you progress to becoming a teacher educator from another position in education. By working with (prospective) teachers, you build up expertise, but that does not make you a recognised teacher trainer. You are recognised as such once you have registered in the professional register for teacher trainers.

The image below shows that all professionals who are structurally involved in the implementation and quality of the joint training and professional development of (prospective) teachers can register as teacher educators. For practical purposes, we use four categories of teacher educator tasks. This allows you to check whether you are eligible for registration as a teacher educators.



Teacher educator of (future) education professionals

Teacher educators are needed for cooperation within a partnership because they are involved in knowledge transfer and guiding development within a study programme or career. Typically, teacher educators work with larger groups at the same time and only occasionally provide individual guidance.

Examples include: subject lecturers, assessors, university and school-based teacher educators, trainers and didactics.



Supervisors of learning processes within teams

Without supervisors, proper training is not possible. They mainly supervise at an individual level or in small groups and do so primarily from their role within teams. Sometimes they are temporarily added to a team so that they can make use of different forms of expertise.

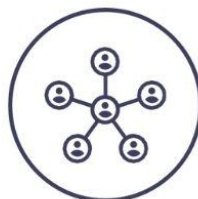
Examples include: school-based mentors, starter coaches, institute-based educators, school-based educators



Researchers working on joint curricula and development pathways

Teacher educators and supervisors cannot do without researchers who are involved in research and/or projects related to curricula and professional development programmes, in order to strengthen the quality of learning and the professional identity of (future) education professionals.

Examples include: researchers, project leaders, curriculum developers, subject specialists.



Organisers of collaborative training & professional development

Finally, teacher educators, supervisors and researchers also need organisers who are able to embed cooperation between different organisations involved in the training and professional development of (prospective) teachers in a policy-oriented manner. This allows new routines can be established to improve the quality of joint recruitment, matching, training, supervision and professional development.

Examples include: programme manager, HR advisor, director, team leader, senior management teams, principle/head of school.

The context in which teacher educators develop their practice is complex and constantly changing. This demands that teacher educators continually develop new insights. The revision has introduced new procedures that allow teacher educators to continue to develop through various routes towards registration and renewal of registration. This makes it possible to continue to develop as a teacher educator within a certain level of competence or to progress to another level (basic competence, professional competence and specialist).

Three levels of competence

The three levels of competence are important in order to have an impact on the quality of education as a strong professional community, based on a shared and up-to-date knowledge base that also has (inter)national influence.

- For initial registration, you must demonstrate the 'basic competence' level as a teacher educator. With this level, you can register as a teacher educator in a relatively simple manner. In addition, it is also possible to register more quickly as a Early-career teacher educator, even if your scope of duties is still limited.
- When you first renew your registration, you can choose to show in your portfolio that you, as a basic competent teacher educator, are still contributing to current developments within your specific work context.
- However, it is also possible to show your further development to the 'professionally competent' level. In that case, you can show how you have grown from a broader perspective on professional standards and current developments within your organisation.
- Starting with the second renewal, experienced teacher educators can select from three levels of competence. If the 'professionally competent' level has already been demonstrated at the first renewal, you can also choose to showcase your professional development as a specialist in your portfolio. Specialists contribute to the learning capacity within the professional group. They work with other specialists in learning networks to develop and share knowledge on current issues. Based on widely supported expertise, a specialist can make an important contribution to quality and innovation, both within and outside their own work context.

3. Professional Register and certification

Teacher educators often fulfil multiple roles and take on new roles during their careers that require different knowledge and skills. That is why it is important to continue to make that development visible. To this end, we have the BRLO professional register.

Registering differently

Previously, registration in the professional register was sufficient, but following the recent revision, teacher educators can also demonstrate *professional growth*. This is not only important for personal development, but also for the broader context in which you continue to develop and possibly fulfil new roles. As a teacher educator, you are therefore asked to assess, once every four years after registration, the extent to which you have developed as a teacher educator and how you contribute to current developments within your work context through your work.

The certificate

The fact that the new professional standard also allows you to demonstrate your professional growth naturally also has an impact on the certificate. After successfully completing the registration procedure, you will receive a link to download your certificate. The certificate states your level of competence (please note: the information on the certificate is not visible to others in the professional register). You can include this certificate in your portfolio for the next renewal. Within your organisation, the certificate may also be important for performance and development discussions with your manager.

>> **For more information about registration**, download the brochure "Registration Procedure", which can be found at www.velon.nl, under Registration.

Colophon

In 2025, the professional standard will be revised with a subsidy from the Ministry of Education, Culture and Science.

Velon would like to thank the members of the development team, composed of teacher educators from various contexts, for their ideas and energy during this Focus on Profession project:

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Appendices

1. Competence domain Training

	Basic competence	Professional competence	Specialist
Methodologies	I am familiar with several didactic models and working methods that contribute to reflection on theory, practice or personal views.	I use multiple didactic models that are suitable for first, second and third order learning processes. I can make an informed choice from one of these models	Together with other specialists, I develop new didactic models that enable training and professional development activities to have a greater impact on the quality of (future) education professionals
Design	I can design, implement, evaluate and improve training and/or professional development activities, either independently or with colleagues	Together with a design team, I can design, implement, evaluate and improve training and/or professional development activities based on a learning pathway and national frameworks	I participate in regional and national networks with specialists to develop frameworks for the design of curricula and career paths for (future) education professionals based on national ambitions.
Modelling	I am aware of my role as a role model, I exemplify the profession and make use of modelling	I can explain my actions in an exemplary manner based on current sources and models within various professional practices	During professional development meetings with fellow teacher trainers I can inform them about national frameworks and challenge them to use the most up-to-date sources and models in their work.
Assessment	I coordinate with fellow teacher educators on assignments and performance that lead to a valid and reliable assessment of (prospective) education professionals	I gather information in order to decide, in a transparent and traceable manner, what this means for the suitability of candidates for a programme, a learning pathway or the profession.	I am skilled at assessing the quality of assessment policy, programmes and assessment organisation in initial and/or post-initial programmes for (prospective) education professionals

2. Competence domain: Guidance

	Basic competence	Professional	Specialist
Responsiveness	I have knowledge of the development phases of (prospective) education professionals and can tailor my approach accordingly.	I am familiar with the various learning pathways for (prospective) education professionals and can explain what this means for my guidance of different target groups among (prospective) education professionals	I am skilled at identifying requests for assistance from fellow teacher educators who guide (prospective) education professionals in their development.
Diversity	I tailor my guidance style to the diversity among (prospective) education professionals.	I explain how I use the diversity among (prospective) education professionals to enhance learning from and with each other.	I use various resources and contexts to support fellow teacher educators in attuning to the development of (prospective) education professionals.
Communication	I use various conversation techniques to promote reflection among (prospective) education professionals	I encourage collaborative learning among (prospective) education professionals and am able to facilitate discussion of interpersonal processes	I promote professional dialogue about moral and ethical dilemmas with fellow teacher educators regarding the supervision of (prospective) education professionals.
Professional identity	I hold (prospective) education professionals accountable for their own professional development	I confront (prospective) education professionals with the demands placed on them within the profession, a learning pathway or professional development programme	I confront fellow teacher educators with regard to their employability in light of current developments in educational practice.

3. Competence domain: Organising

	Basic competence	Subject competence	Specialist
Collaboration	I communicate openly with all parties involved in the programme and professional practice about the learning process of (prospective) education professionals.	I participate in interdisciplinary teams to strengthen the coherence of the guidance structure for (future) education professionals	I am an initiator in strengthening interdisciplinary collaboration within and between educational organisations
Networking	I participate in meetings that contribute to strengthening the coherence between learning within schools and the learning objectives of training or professional development activities.	I play an active role in preparing and implementing professional development activities for teacher educators who collaborate on the basis of professional practice and teacher education programmes.	I keep an eye on political developments and, based on those insights, I can mobilise forces at a strategic and tactical level within my network that are important for the quality of education
Quality culture	I contribute to the discussion on the quality of collaboration around the joint recruitment, training and professional development of (prospective) education professionals.	I can contribute to the professional dialogue on coherent policy among employers within educational organisations regarding the quality of education from a broader perspective	I contribute, based on my expertise in change management, to quality improvement and innovation in (training) education and the cooperation required for this within and between organisations

4. Competence domain Research

	Basic competence	Professional	Specialist
Professional development	I use formal and informal professional development activities to continuously improve my work as a teacher educator.	I actively participate in formal and informal professional development activities and feel free to contribute to the professional dialogue between (prospective) education professionals or fellow educators within these activities	I play a central role in formal and informal professional development activities and feel free to contribute my expertise to the discussion about the conditions necessary for the development of craftsmanship among teacher educators.
Feedback	I use 180-degree feedback and professional dialogue to gain insight into my own performance	I use 360-degree feedback and professional dialogue to gain insight into my own performance	I use peer feedback from specialists within my network to continue to legitimately play a central role in projects or research related to (teacher) education.
Research	In order to remain competent, I can explain which professional development activities I want to use to continue developing as a teacher educator over the next four years	I critically examine how I can relate to current developments in (training) education and can demonstrate what that means for my professional development over the next four years	I conduct research into issues within (teacher) education and can demonstrate how I will continue to develop professionally in order to contribute to the quality of the teacher educator profession.