

# Developing a model framework for the quality assurance of the teaching practice in teacher education

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## INTRODUCTION

Quality improvement of teacher training is among the most prominent reforms for education today. Quality management is particularly complex in one important aspect of teacher education: the teaching practice. This hasn't withhold teaching educators to undertake a lot of actions concerning evaluating, maintaining and increasing the quality of the practical training component of the programme. However, this expertise is often without systematic evaluation, contextual and shared little.

## METHOD

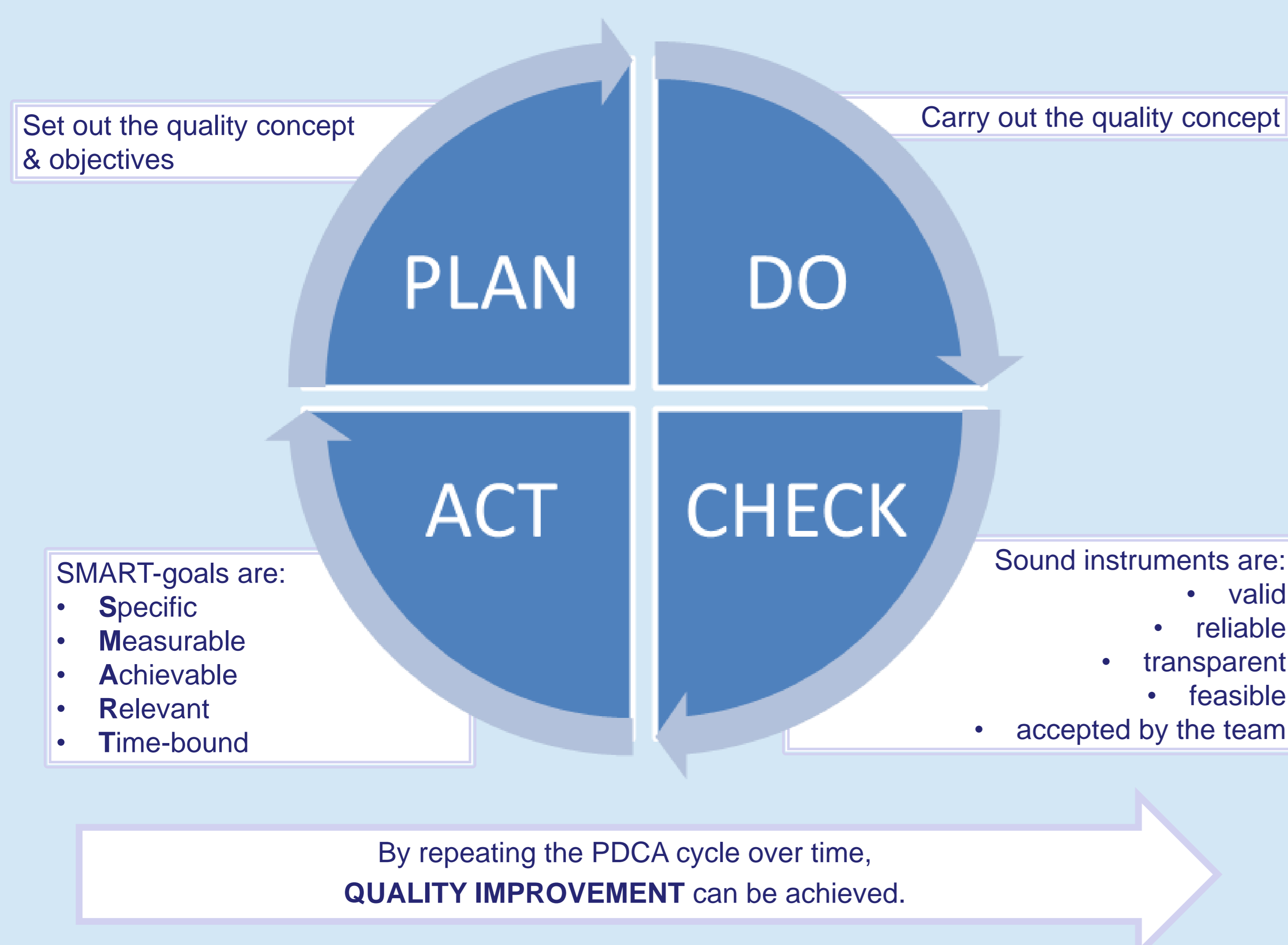
A Belgian research project (September 2010 - September 2012) was set up to develop a model framework for the quality assurance of the teaching practice in teacher education.

In a first phase, a researcher visited each of the collaborating initial teacher training institutes to make an inventory of existing initiatives concerning the quality control and quality assurance of the teaching practice. Next, the gathered initiatives were confronted with literature.

An analysis of the data revealed that often a system approach to quality management lacked. Within any framework or model, quality improvement requires a cyclic approach of planning, implementation, evaluation and improvement.

## HOW TO MANAGE THE QUALITY OF THE TEACHING PRACTICE?

We are developing a screening instrument that supports teacher training institutes in each of the steps of the quality management cycle. The repeated and continuous nature of quality management is represented by the PDCA (Plan-Do-Check-Act) cycle in our framework.



## References

Basu, R. (2004). Implementing Quality, A practical guide to tools and techniques. London: Thomson.  
Eurydice (2006). Quality Assurance in Teacher Education in Europe. Brussels: Eurydice.

## MAIN GOAL OF THE PROJECT

Joseph Juran (famous international quality expert) stated "*Without a standard there is no logical basis for making a decision or taking action.*" Our research-based approach, in which 8 different initial teacher training institutes participate, wants to provide all initial teacher training institutes a theoretical framework and a screening instrument based on the PDCA-cycle in order to correctly manage the quality of their teaching practice.

As such, this project produces data and wants to inform the various parties, policy makers, education providers, teaching staff, etc., as they seek to develop their own activities to optimally serve the goals set for the quality of the teaching practice in teacher education.

PDCA	STEPS IN THE CYCLE	SCREENING INSTRUMENT
PLAN	Quality indicators (= set the standard)	Provides the quality indicators
DO	Concrete initiatives in order to obtain the standard	Provides guidance in setting up initiatives
CHECK	Compare the results against the targets to ascertain any differences	Provides a list of sound instruments
ACT	Analyze the differences to determine their cause and implement SMART-formulated actions of improvement	Gives guidance in formulating SMART-goals

## CURRENT STRENGTHS & WEAKNESSES IN THE QUALITY CONTROL PROCESS

In the next table, the 3 most important strengths and weaknesses of the participating teacher training institutes concerning the quality management cycle are listed.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>teacher training institutes undertake a lot of actions concerning the quality of the teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>'act' is often a weak link in the PDCA, 'act' gets its input from 'check' and not always sound instruments are used, or the instruments are used in a bad way</li> </ul>
<ul style="list-style-type: none"> <li>a quality culture exists in all teacher training institutes</li> </ul>	<ul style="list-style-type: none"> <li>not enough time to implement changes</li> </ul>
<ul style="list-style-type: none"> <li>effective partnerships are set up to come into contact with good practices</li> </ul>	<ul style="list-style-type: none"> <li>problem of balancing the different activities linked with each of the steps in the PDCA cycle</li> </ul>

## WORK IN PROGRESS

The project is halfway. The next months, the most important activities will be to:

- write out the theoretical framework,
- test the screening instrument and get expert feedback,
- write out some good practices as an inspiration for anyone who wants to use the screening instrument.

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## Partners in the project: