

# Guest Lectures on Teacher Education



14.01.2015 – 18:00  
Freie Universität Berlin,  
Seminarzentrum  
Raum L 116

*Improving school quality: How to close students' achievement gaps by „Clinical teaching“ and „Instructional leadership“*

There have been persistent concerns over teacher pre-service education for decades. The basic model of university or college coursework plus practice teaching has been found wanting. Despite attempts to rectify this, beginning teachers in Australia rate themselves as not being well prepared when they begin full-time teaching.

This presentation examines these concerns before offering an alternative. There are two aspects to this new model: a clinical approach to teacher preservice education, coupled with new roles, practices and structures designed to overcome the so-called theory–practice gap and to enable implementation of clinical, interventionist practice. However, the adoption of a clinical approach to teacher education and teaching practice requires understanding, knowledge, commitment and support from education leaders if the cycle of teachers teaching as they were taught is to be broken. Educational leaders require a thorough grounding in instructional leadership for clinical teaching if real change towards evidence-based teaching practice is to occur.

**Prof. Stephen Dinham** OAM is Chair of Teacher Education and Director of Learning and Teaching at the Melbourne Graduate School of Education, University of Melbourne. He taught in government secondary schools in New South Wales before he held a number of positions in the scientific field such as Professor of Teacher Education, Pedagogy and Professional Development at the University of New England, Professor of Educational Leadership and Pedagogy at the University of Wollongong and Research Director of the Teaching, Learning and Leadership research program at the Australian Council for Educational Research.

Prof. Dinham has conducted a wide range of research projects especially in the areas of educational leadership and change and effective pedagogy/quality teaching. Currently he is a Richard von Weizsäcker Fellow at the Robert Bosch Academy.



27.01.2015 – 18:00  
Freie Universität Berlin,  
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Raum L 115

*The national teacher evaluation system in Chile: Does it support valid inferences about teaching quality?*

Since 2004 Chile implements a national teacher evaluation system that is mandatory for all public school teachers. It includes four evaluation instruments: a portfolio (artifacts of teaching and video-taped lesson) scored by teachers who are trained raters, two supervisor questionnaires, a structured peer interview, and a self-assessment questionnaire. Evaluation results are linked to consequences for both below expected, as well as above expected performance.

This presentation describes the evaluation system and details the comprehensive validation agenda that forms an essential part of assuring the quality of this high stakes assessment process. Since 2005 different types of validity evidence (including consequential validity) have been examined in a number of studies using a range of methodological approaches. The validation research results are summarized and discussed in light of the international literature.

**Dr. Sandy Taut** is a psychologist and obtained her doctorate in Education from the University of California Los Angeles (UCLA) with a specialization on social research methods, educational measurement and program evaluation. In 2005 she moved to Santiago, Chile, where she has been working at the Pontificia Universidad Católica de Chile, first as a researcher at the Measurement Center MIDE UC, and since 2012 as assistant professor of Educational Psychology. In 2014/15 she is a visiting professor at Universität Leipzig and Sächsisches Bildungsinstitut, supported by a scholarship for experienced researchers from the Alexander von Humboldt Foundation.

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