

# Classroom management learning at the workplace: how to support student teachers?

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# Introduction

This publication is about student teachers' classroom management learning, the challenges they face in practice, how the learning process occurs, and how teacher educators in schools and at institutes can support them in doing so.

Focusing on classroom management during student teachers' learning at the workplace is of great importance because of the high dropout rates among beginning teachers, which in turn has a negative impact on the general teacher shortage. Teacher education institutes and professional development schools (PDS) are therefore committed to equipping teachers with skills to survive in the early stages of being a teacher, to increase job satisfaction and to further develop their professional development. Classroom management learning should be an explicit part of the rich learning environment at schools. The biggest challenge here is the connection between theory and practice in the internship curriculum and the consequences it has for the supervision by institute based teacher educators and school based teacher educators. This section offers insights and suggestions to work with this in teacher education practice.

## Research

The content of this publication is based on the PhD research by Tom Adams<sup>1</sup>. In his role of teacher educator, Tom worked mainly with fourth-year bachelor students (student teachers) who worked and learned at a professional development school, in the final year of their teacher education. It was noted that many (student) teachers struggled with classroom management, and also their challenge to search for the guidance and supervision they needed in this regard at the workplace. The way student teachers learned and found a successful learning route was rarely commonplace. There were multiple ways and paths to get there. The fascination with that quest was the beginning of Tom's PhD research.

The student teachers who participated in this research were learning in the context of one University of Applied Science. In the Netherlands, Universities of Applied Science offer four-year teacher education programs, leading to a bachelor degree in teaching. During their internships, student teachers and also the school based teacher educators and institute based teacher educators were learning and working in the context of the *Brabantse Opleidingsschool*, a professional development school

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<sup>1</sup> This research was supported with a grant by the Nederlandse Wetenschappelijke Organisatie [Dutch Organization for scientific research].

related to the Fontys Teacher Training Institute (University of Applied Science). Next to Universities of Applied Science, academic universities also offer teacher education programs of one or two years in duration, leading to similar degrees. Typically, in the former programs, more attention is given to pedagogy and workplace learning, while in the latter more attention is given to subject matter content and research. The present publication described student teachers' experiences during the internship part of the curriculum during the fourth year of the teacher education program.

### Reading guide

The first chapter focuses on the results of the first phase of the study. After defining classroom management, we examined, based on literature, what should and could be covered in the teacher education program. We compared this 'ideal' picture to reality: student teacher classroom management at the workplace/during their internships.

In Chapter two, we connect to the learning process. Here, we will focus on three, interrelated components (Tynjälä, 2008): the use of theory, the role of trainers, and the self-regulated learning of student teachers. We studied 24 student teachers' classroom management learning processes and their learning outcomes.

The third chapter focuses on how teacher educators<sup>2</sup>, can deal with differences in the classroom management learning processes of student teachers. We noted differences in the use of theory, in the way student teachers required teacher educator assistance from their teacher educators, in the self-regulation of student teachers. By responding to these differences, educators help student teachers get a better handle on managing their classes. In addition, insights are described to incorporate learning opportunities with regards to classroom management into the curriculum of the teacher

training institute and the practice school. To influence student teachers' classroom management learning process in a positive manner, we designed an intervention. This is explained in the fourth chapter.

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2 We regard institute based teacher educators, school based teacher educators and coaches / supervisors at the school all as teacher educators because they all play a key role in the professional development of student teachers.





# 1. Classroom Management: Its definition and challenges for student teachers

## What is Classroom Management?

Classroom management is seen as one of the most important and challenging competences that (student) teachers need to develop. Several researchers therefore emphasize the great importance of paying attention to classroom management in teacher education (van Tartwijk & Hammerness, 2011). Classroom management is often described as 'maintaining order and discipline in the classroom, and intervening effectively when order problems occur'. (Emmer & Stough, 2001).

According to Evertson and Weinstein (2006), teachers must become proficient in the following five skills to develop good classroom management (in parentheses an addition of our interpretation, based on the findings of our research):

1. Establishing interpersonal relationships with and among pupils (interpersonal teacher behavior).
2. Optimizing pupils' access to learning (classroom organization, learning activities, differentiation, work formats).
3. Encouraging pupils' academic engagement (rules, regulations, classroom overview).
4. Developing pupils' social skills and self-regulation (preventive measures to encourage desired student behavior).
5. Intervening when behavioral problems occur (reactive measures to redirect undesirable pupils' behavior).

## What do student teachers face with regards to their classroom management?

In our research, we looked at 24 student teacher bachelor theses and interviewed 6 teacher educators. Remarkably, almost all student teachers focused on classroom management in their theses and this were related to the following five components of the definition of Evertson and Weinstein (2006):

### Creating an interpersonal relationship with pupils

Student teachers' learning objectives relate to their (own) interpersonal actions in relation to the class/their students, for example: How do I make sure I am consistent in enforcing my rules? How can I act more consistently? How do I ensure that I act consistently in stating as well as enforcing rules, so that pupils know where my boundaries are and act accordingly? How can I find a balance between being friendly and being strict?

### Creating a productive learning climate

Student teachers' learning objectives relate to the organization of their lesson, the activities they do in their lesson and/or the way they provide teaching method for example, how can I increase pupils' engagement? How can I act pedagogically so that a good working atmosphere is created? In what way(s) can I motivate my pupils for the subject I teach? In what way can I, as a teacher, encourage group dynamics?

### Creating a safe environment in the classroom

Concerning this component, student teachers formulated learning objectives focused on establishing and dealing with rules to create a safe environment in the classroom. For example: How can I, in a way that suits me, give my students compliments and successful experiences so that they feel safe and valued? How can I ensure that the learning climate/social climate in my classroom improves? How can I balance having a good relationship with students with having authority so that there is a good working atmosphere in the classroom? What skills do I need to adequately start my class?

### **Supporting the development of social skills and self-regulation**

This involves pedagogically supporting students on an emotional and behavioral level, and helping students in metacognitive processes, often called 'learning to learn'. The teacher exhibits behavior and/or takes preventive measures to create a class environment in which any discipline problems are prevented. In doing so, student teachers formulated learning objectives, for example: How can I facilitate first-year pupils in their development when becoming independent learners? How do I offer suitable education to pupils with learning disabilities, such as ADHD or Autism? How can I help pupils stay focused for longer periods of time so they do not seek contact with other pupils?

### **Acting on behavioral or order problems**

This is about how a teacher deals with undesirable student behavior and/or an undesirable classroom environment. These are situations where preventive actions (as mentioned in the previous section) do not have the desirable effect. Thus, teacher interventions or behavior is reactive. Learning objectives of student teachers were, for example: What steps do I include in my steps of increasing strictness a teacher can take to prevent classroom disruption? What pedagogical actions can I use to reduce discipline problems? What pedagogical tools can I use to redirect pupils' lesson-disrupting behavior?



## 2. Classroom Management at the workplace

### The learning process at the workplace

According to the results of our research, three aspects in particular are decisive when developing classroom management in the learning workplace:

- Teacher educators' role
- The use of theoretical knowledge
- The degree of self-regulation

### Teacher educators' role

As mentioned earlier, we regard institute based teacher educators, school based teacher educators and coaches / supervisors at the school all as teacher educators because they all play a key role in the professional development of student teachers. When it comes to the role of teacher educators, we distinguish between the expert, the role model and the mentor. Experts master both practical knowledge and theoretical knowledge. As a result, they are able to help student teachers acquire knowledge, and to connect this knowledge to their practical experiences and to school practice (Loughran, 2006). We see the role of expert reflected throughout the school because there are many experts (colleagues) working in teachers' practice (van Velzen & Volman, 2008).

The teacher educator as a role model is an important and inspiring example for student teachers with their own teacher behavior. (Loughran & Berry, 2005). The role model inspires student teachers in their professional development by showing and telling about teacher practice. This gives student teachers a better understanding of the necessity of certain actions and behaviors (Loughran, 2006).

The teacher educator as mentor supports the student teachers in shaping and developing their teaching profession in the learning workplace and helps them to develop their own way of teaching (Fairbanks et al., 2000). The mentor attends and observes classes, provides feedback on these classes and encourages reflection (Jones, 2006). In doing so, they help student teachers discuss their teaching experiences and relate them to their personal theories about teaching (van Ginkel et al., 2016).

### Using theoretical knowledge

Another crucial aspect in the learning process of student teachers is the use of theoretical knowledge. Here we

distinguish between 'theory as foundation' and 'theory as prescriptive for practice'. Student teachers use 'theory as foundation' to understand processes they experience in practice and expand their knowledge about them. 'Theory as prescriptive for practice' provides specific insights or suggestions for student teachers they can immediately put to use during their classes (Sjølie, 2014).

### Self-regulation

Student teachers' self-regulated learning consists of the combination of planning learning and their role in learning situations. Endedijk et al (2012) distinguished two dimensions: (an) active or passive regulation, and (b) prospective or retrospective regulation. Active regulation implies that the student teacher makes deliberate choices in relation to the learning goals and strategy, and reflects profoundly on what is learned, the learning process and one's own role. When there is a lack of activity by the student teacher, this regulation is passive. As for the second dimension, in prospective regulation the student teachers actively chooses learning goals and strategies; in retrospective regulation, a learning experience is often unplanned, and no active regulation takes place.

### The 'Brabantse Opleidingsschool' Professional Development School

The research on which this section is based was conducted in the context of the professional development school named the 'Brabantse Opleidingsschool'. This is a network consisting of 17 schools around the Dutch city Breda.

It is a young but ambitious network of schools working together to encourage student teachers' learning. A small training team is formed around student teachers, consisting of a mentor / supervisor, a school-based teacher educator and a institute-based teacher educator. In this new training setting, there is intensive supervision, and those involved have a unique opportunity to explore their own roles and the roles of the other. Besides these tightly knit training teams, the training vision, peer-to-peer meetings and in-depth afternoons are part of the training in the context and by the professional development schools.

Especially in the supervision of learning to master classroom management, the student teachers, the mentor / supervisor, a school-based teacher educator and an institute-based teacher educator are in constantly contact. This is because they view the student teacher's challenges from different perspectives. Together they look at what activities the student teacher can undertake at the workplace to face the challenge. For example: discussing certain topics with colleagues or students, contacting an expert in the school (student supervisor, mentor or teacher) who has a certain teaching style, sparring with other student teachers or observing lessons by role models.

Peer-to-peer meetings are organized at each location of this professional development school, which are also attended by the school-based teacher educator and an institute-based teacher educator. It is small-scale and people are familiar with one another, creating a safe and open learning environment.

In addition, workshops are taught based on the needs of student teachers. The needs are gauged during peer review and are passed on by the school-based teacher educator or institute-based teacher educator to the workshop organizers. 'Classroom management' is the theme which is frequently chosen. The workshops are given by teacher educators from the teacher education institute, or sometimes by starting and/or experienced teachers and/or school-based teacher educators.

When supervising student teachers, this network creates groups of about ten student teachers. The meetings, in which they work on their theses and learn from and with each other, take place at different locations, so that the student teachers get to know each other's schools. They can also visit colleagues at another school on a teaching visit or have a conversation with an expert.



## 3. Supervising Classroom Management learning processes

Concerning student teachers' classroom management learning, our research showed four distinct CM learning patterns: Knowledge driven, Feedback driven, Inspiration driven, and Practice driven. Each pattern shared certain similar CM learning characteristics (see Table 1). We will explain these patterns and characterizations and demonstrate how teacher educators can take them into account.

Table 1: Characteristics of classroom management learning processes<sup>3</sup>.

Patterns / characteristics	Knowledge driven	Feedback driven	Inspiration driven	Practice driven
Dominant use of theory	Theory as foundation	Theory as foundation	Theory as foundation	Theory as prescriptive for practice
Dominant role of others	Expert	Mentor	Role model	Role model
Characteristics of self-regulated learning	Active / Prospective	Active / Prospective	Active / Prospective	Passive / retrospective

### Knowledge driven

Student teachers who are 'knowledge driven' learners have an active attitude and oversee their learning process well. They are resourceful in finding expertise, for example by observing colleagues' lessons, and are efficient with regards to organizing, planning and reflecting. These student teachers easily master the (new) learning environment and quickly find activities and expertise useful to their learning. They are good at connecting with others and making agreements. Ostensibly, these student teachers operate as independent teachers. Herein lies the danger of them picking up tasks within the organization too quickly and expectations from educators being too high. As a result, they may be unsure how to act.

Teacher educators need to ensure that these student teachers do not take on too much all at once. This can lead to the proverbial final straw this group of student teachers

indicated. This in turn leads to stress and loss of overview, which has a direct effect on their classroom management. In addition to monitoring learning priorities, it is important that the teacher educator monitors the student teacher's planning as well as the choice and use of theory.

### Feedback driven

This pattern is similar to the knowledge driven pattern, but instead of seeking out an expert, these student teachers particularly need a mentor to help them to learn from their experiences and become more proficient concerning their classroom management. This group needs conversations with teacher educators in which they learn to perceive experiences and situations from different perspectives. In this way, they gain meaningful insights that help them get more grip on their classroom management. These student teachers are able to plan their own learning. They know what

<sup>3</sup> This publication discusses the results of the doctoral research for the practice of teacher education. More details about the research method are described in the article 'Patterns in student teachers' learning processes and outcomes of classroom management during their internship' (Teaching and Teacher Education, 2022).

support they need and what kinds of activities will help them, but they mostly need guidance from others to achieve their CM learning goals.

Because these student teachers tend to set the bar (too) high and have (too) little confidence in their own ability, 'confidence' is the key word for teacher educators. Setting realistic goals and priorities regarding their classroom management is the main challenge for these student teachers.

### Inspiration driven

In contrast to the previous patterns, student teachers with a inspiration driven profile describe their classroom management learning process as a struggle about who they want to be as a teacher. Therefore, they need a role model, who inspires them to develop their own style in, (non-)verbal teacher behavior, such as posture in front of the class, use of voice et cetera. This role model does not necessarily have to be their own supervisor or school-based teacher educator. Alternatively, it can also be a colleague with certain characteristics the student teacher wants to learn.

Developing self-confidence, working to be the best version of yourself (as a teacher) and accepting that growth takes time are common challenges for which this group of student teachers needs their teacher educators. As they also have difficulty planning and overseeing their learning, they need a teacher educator to provide an overview of how they can work apply classroom management skills in their classrooms.

### Practice driven

Practice driven student teachers have a passive attitude and tend to lean heavily on the teacher educator and/or other student teachers who give them advice or ideas. To gain more control over their own learning, they benefit from their teacher educator or a role model leading by example. Student teachers in this pattern are also relatively weak at planning and do not always have an overview of their short-term and long-term learning process. This can lead to organizational problems in classroom management, such as missing meetings and not being able to have class (and study) materials ready in due time. These problems can also affect other aspects of workplace learning.







The results of the questionnaire can be compared to eight profiles of interpersonal teacher behavior: Directive, Authoritative, Tolerant / Authoritative, Tolerant, Uncertain / Tolerant, Uncertain / Aggressive, Drudging and Repressive (see Appendix 2). The profiles Directive, Authoritative, Tolerant / Authoritative and Tolerant are regarded as effective interpersonal teacher profiles because they lead to a positive class environment, which has a positive effect on student learning outcomes. Among starting teachers, the profiles Tolerant / Authoritative, Tolerant, Uncertain / Tolerant, Uncertain / Aggressive are most common (Wubbels et al., 2006).

### **Phase 2: Conducting an in-depth discussion between student teacher and teacher educator(s)**

After asking pupils to fill in the QTI, the student teacher engages in a conversation with the supervision team, consisting of a school-based teacher educator and an institute-based teacher educator. The goal of this conversation is for the student teacher to set learning objectives based on his or her own perspective (self-image and ideal-image), the perceptions of the students and the perspective of the supervisors. Based on high and low scoring items and items where student teacher and students' perceptions differ greatly, the student teacher can set specific goals. Goals include improving classroom management, such as: how do I become more directive? Or: how can I be more consistent in dealing with disturbances?

The following questions may come up during this conversation:

- What stands out to the student teacher with regards to the Self-image and Ideal-image? Which sectors are high/low? And which sectors are higher/lower than thought? Possibly ask about specific items from the QTI.
- What stands out about the pupils' QTI? What are similarities/differences? Is there a class in which there is a better atmosphere/which feels easier? Which aspects of that class are transferable to other classes?
- What stands out in the QTI completed by the mentor / supervisor / school-based teacher educator? What are similarities and differences? Most importantly: in which items and which sectors are the differences most notable? Does the student teacher have an explanation for this difference? Does the student teacher focus on different things in comparison to his/her supervisor?
- How does the image relate to the profiles? Does the student teacher recognize the description accompanying the profile? Which parts do and which do not?
- In which direction does the student teacher want to develop in the near future? Which dimension does the student teacher want to work on? On which of the eight sectors? Specific items? What verbal and nonverbal behaviors might help?
- To what extent is adjustment of one's own perception necessary? Is one's own perception realistic?

### **Phase 3: Student teacher performs activities**

The student teacher gains inspiration and insights through, for example, the following activities (these are written to the student teachers). The goal is that these activities increase the quality of classroom management learning in the workplace.

#### ***Lesson observations***

Lesson observations in consultation with the school-based teacher educator: who would be a potential expert or role model? Visit three or more colleagues in order to get a broad perspective on various interpersonal teacher styles. More specifically, observe interpersonal teacher behavior: what strategies are being employed? Which aspects are inspiring for you and your own interpersonal teacher behavior? Think of how these newly gained practical insights relate to your expectations and experiences and try to combine this with meaningful literature.

#### ***Unplanned conversations about classroom management***

Search actively for colleagues which you might consider as an expert or role model in the school with whom you have an incidental, in passing conversation, for instance at the coffee machine, during lunch break, in the hallway etc. Try to steer this conversation towards your interpersonal challenges and find tips and suggestions. Think how these newly gained practical insights relate to your expectations and experiences and try to combine this with meaningful theory.

#### ***Planned conversations with experts or role models***

Organize a planned and focused conversation with colleagues you consider to be an expert or a role model. Try to define why this person is inspiring for you and describe what you would like to learn, what you are looking for in terms of interpersonal learning. After this conversation, think how these newly gained practical insights relate to

your expectations and experiences and try to combine this with meaningful theory.

After some time (for example, after 4 - 6 months), the QTI can be distributed again. The results can be compared with the first assessment. The student teacher and the supervisors then discuss where the progress concerning the learning goals has been particularly made and how it can be increased further. This method provides the student teacher with a structured overview of their learning process. Moreover, the student teacher can show what their practical classroom management challenges were and what meaningful learning experiences and activities they have undertaken.

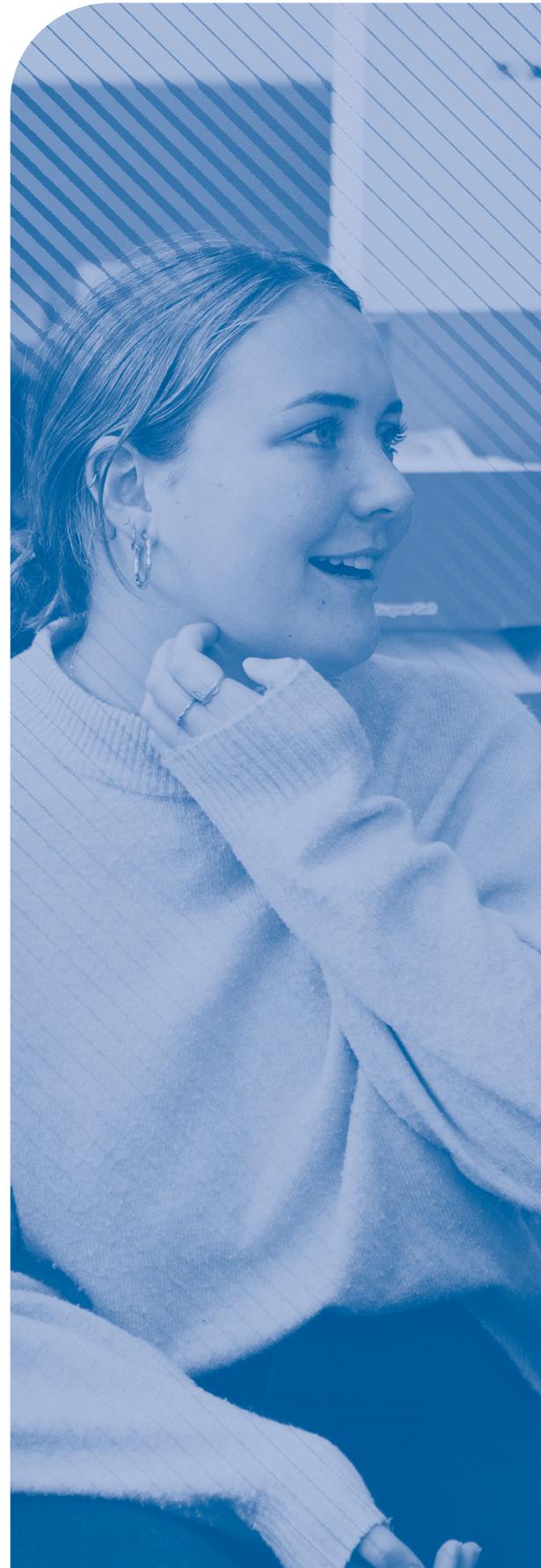
#### Classroom management learning at the workplace

We implemented the described intervention as the final component of our study. The student teachers indicated that they appreciated that the intervention was implemented early in the academic year. It gave them inspiration and overview during a busy period, when they faced many different tasks and responsibilities. So it is important for teacher educators to get student teachers going quickly.

It is most meaningful to connect student teachers with experts and role models who provide them with knowledge and insights about classroom management. It is also meaningful to emphasize the importance of casual and unplanned conversations with colleagues. When they have conversations with colleagues who have shared practices (e.g., same classes, students) and who recognize the challenges it helps student teachers understand their own challenges and find solutions. In this manner, student teachers experience that they are not the only ones who sometimes struggle with classroom management.

#### How does attention to classroom management fit into the workplace learning program?

The results of the activities indicated a plea for mutual exchange, for instance in peer review meetings of student (and starting) teachers. They deepen what they have learned by specifically discussing their approach to the activities and the development that the activities have brought about in them.



### **What is the role of school-based teacher educators and mentors / supervisors?**

What do the results of this research mean for the design of the learning environment in collaborative education partnerships, in which the teacher educational institute and professional development schools work together to educate (future) teachers? Or more specifically: what does the research mean for the joint curriculum in which theory and practice are aligned, in which educators and supervisors from school and institute take care of supervision and training, and in which (future) teachers work, reflect and learn together?

To strengthen classroom management competencies, it is important to have a supervision team around the student teacher consisting of the workplace supervisor(s), the school-based educator and the institute-based educator. In particular, the institute-based educator and the school-based educator are there to coordinate the learning content, the program and the learning process. In addition, they can stimulate the learning of student teachers at the workplace, for example, by organizing peer-to-peer meetings for them. In these meetings there is room to look beyond the walls of one's own school and to put student teachers in contact with experts and role models from different schools of the partnership. The different contexts, styles and perspectives that student teachers experience at their learning workplaces can strengthen their competencies.

Teacher educators and supervisors also bridge the gap between the theory covered at the institute and the practice of the learning workplace. Based on the learning question of the student teacher, they also provide the right learning workplace. Of course, this requires flexibility from and connection between teacher educators and supervisors from different schools.

The mentor / supervisor plays a key role in the student teacher's learning of classroom management. Not only in a practical sense - coaching conversations, discussing cases, giving feedback, giving concrete examples (e.g. in lesson observations) - but also by indicating where the student teacher can find expertise or role models at the school and also more broadly, within the partnership. The latter is done by the workplace supervisor in consultation with the school-based teacher educator.

The workplace supervisor can involve the pupils' perspective by having the student teacher and the pupils talk to each other about what they think and expect from classroom management, possibly using the Questionnaire of Teacher Interactions (QTI). Working with 'pupil actors' is another way to give the pupils' perspective a place in student teacher

support. This is a training method in which real pupils are asked to play the role of a certain type of pupil. In their actors' role they can simulate classroom situations that call on classroom management competencies.

### **What does this mean for creating a context in which student teachers can learn?**

When practice schools identify what makes their context special, it is beneficial for both starting and experienced teachers as the school as a context is more aware of their learning environment. Especially for starting teachers, activities focused on classroom management are valuable. It is recommended that classroom management be included as a focus when designing induction teacher programs and to explore where student and beginning teachers can work together.

In terms of classroom management, for example, schools may have made it very clear how its employees treat one another, or have certain (common or school-wide) rules, and expectations as to how these will be handled. When it is clear what the learning possibilities are within these guidelines, the student teacher can make optimal use of these.

Although education is facing increasing teacher shortages, it is crucial that teacher education institutes and practice schools remain focused on the quality of the professional development of (student) teachers and workplace learning. The insights, activities and interventions described in this publication can make a meaningful contribution in this regard.

## About the authors

### Tom Adams

Tom Adams works as a teacher educator and researcher at the Fontys University of Applied Science in Tilburg, the Netherlands. In September 2023 he defended his PhD thesis at the Wageningen University. The focus of his research is the competence development at the workplace of student teachers who are in the final stage of their education.

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### Perry den Brok

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# Appendix 1: Questionnaire of Teacher Interactions (Créton & Wubbels, 1984)

The 24 questions below were asked on a 5-point scale (1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree).

1. This teacher talks enthusiastically about her /his subject

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2. This teacher trusts us

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3. This teacher seems uncertain

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4. This teacher gets angry unexpectedly

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5. This teacher explains things clearly

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6. If we don't agree with this teacher, we can talk about it

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7. This teacher is hesitant

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8. This teacher gets angry quickly

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9. This teacher holds our attention

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10. This teacher is willing to explain things again

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11. This teacher acts as if she/he does not know what to do

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12. This teacher is too quick to correct us when we break a rule.

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13. This teacher knows everything that goes on in the classroom

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14. If we have something to say, this teacher will listen

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15. This teacher lets us boss her /him around

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16. This teacher is impatient

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17. This teacher is a good leader

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18. This teacher realizes when we don't understand

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19. This teacher is not sure what to do when we fool around

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20. It is easy to pick a fight with this teacher

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21. This teacher acts confidently

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22. This teacher is patient

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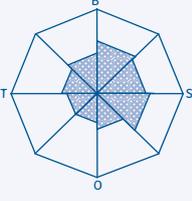
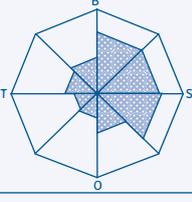
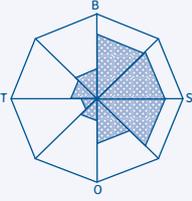
23. It's easy to make a fool out of this teacher

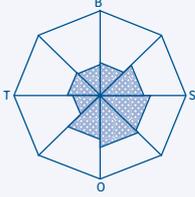
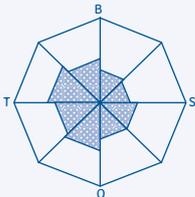
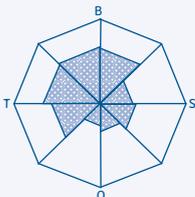
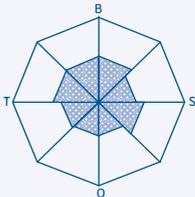
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24. This teacher is sarcastic

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## Appendix 2: Descriptions of classroom environments typical for the eight typologies of interpersonal styles (Wubbels et al., 2006)

<p><b>Directive</b></p> 	<p>The learning environment in a class with teachers with a Directive profile is well structured and task-oriented. Directive teachers are organized efficiently and normally complete all lessons on time. They dominate class discussion, and generally hold students' interest. These teachers usually aren't really close to their students, though they are occasionally friendly and understanding. They have high standards and are seen as demanding. Things seem businesslike, but the teachers have to work at it. They get angry at times and have to remind the class that they are there to work. They like to call on students who misbehave and are inattentive. This normally straightens them up quickly.</p>
<p><b>Authoritative</b></p> 	<p>The Authoritative atmosphere is well-structured, pleasant and task-oriented. Rules and procedures are clear and students don't need to be reminded. They are attentive, and generally produce better work than their peers in the Directive teachers' class. Authoritative teachers are enthusiastic and open to students' needs. They take a personal interest in them, and this comes through in the lessons. Whereas their favorite method is the lecture, Authoritative teachers frequently use other techniques. The lessons are well planned and logically structured.</p>
<p><b>Tolerant / Authoritative</b></p> 	<p>Tolerant and Authoritative teachers maintain a structure that supports student responsibility and freedom. They use a variety of methods, to which students respond well. They frequently organize their lessons around small group work. While the class environment resembles the climate in the Authoritative class, Tolerant/Authoritative teachers develop closer relationships with students. They enjoy the class and are highly involved in most lessons. Both students and teachers can be seen laughing, and there is very little need to enforce the rules. These teachers ignore minor disruptions, choosing instead to concentrate on the lesson. Students work to reach their own and the teachers' instructional goals with little or no complaining.</p>
<p><b>Tolerant</b></p> 	<p>There seem to be separate Dutch and American views of Tolerant teachers. To the Dutch, the atmosphere is pleasant and supportive and students enjoy attending class. They have more freedom in this class than in those above, and have some real power to influence curriculum and instruction. Students appreciate their teachers' personal involvement and their ability to match the subject matter with their learning styles. They often work at their own pace and the class atmosphere sometimes may be a little confused as a result. In the U.S., however, Tolerant teachers are seen to be somewhat disorganized. Their lessons are not prepared well and they don't challenge students. These teachers often begin the lesson with an explanation and then send the students off to individually complete an assignment. While the teachers are interested in students' personal lives, their academic expectations for them aren't evident.</p>

<p><b>Uncertain / Tolerant</b></p> 	<p>Uncertain/Tolerant teachers are co-operative but don't show much leadership in class. Their lessons are poorly structured, are not introduced completely and don't have much follow-through. They generally tolerate disorder, and students are not task-oriented. Uncertain/Tolerant teachers are quite concerned about the class, and are willing to explain things repeatedly to students who haven't been listening. The atmosphere is so unstructured, however, that only the students in front are attentive while the others play games, do homework, and the like. Students are not provocative, however, and the teachers manage to ignore them while loudly and quickly covering the subject. Uncertain/Tolerant teachers' rules of behavior are arbitrary, and students don't know what to expect when infractions occur. The teachers' few efforts to stop the misbehavior are delivered without emphasis and have little effect on the class. Sometimes these teachers react quickly, and at other times completely ignore inattentiveness. Class performance expectations are minimal and mostly immediate rather than long-range. The overall effect is of an unproductive equilibrium in which teachers and students seem to go their own way.</p>
<p><b>Uncertain / Aggressive</b></p> 	<p>This class is characterized by an aggressive kind of disorder. Teachers and students regard each other as opponents and spend almost all their time in symmetrically escalating conflicts. Students seize nearly every opportunity to be disruptive, and continually provoke the teachers by jumping up, laughing and shouting out. This generally brings a panicked over-reaction from the teachers, which is met by even greater student misbehavior. An observer in this class might see the teacher and students fighting over a book that the student has been reading. The teacher grabs the book in an effort to force the student to pay attention. The student resists because he or she thinks the teacher has no right to his or her property. Since neither one backs down, the situation often escalates out of control. In the middle of the confusion Uncertain/Aggressive teachers may suddenly try to discipline a few students, but often manage to miss the real culprits. Because of the teachers' unpredictable and unbalanced behavior, the students feel that the teacher is to blame. Rules of behavior aren't communicated or explained properly. These teachers spend most of their time trying to manage the class, yet seem unwilling to experiment with different instructional techniques. They prefer to think 'first, they'll have to behave'. Learning is the least important aspect of the class, unfortunately.</p>
<p><b>Drudging</b></p> 	<p>Students of Repressive teachers are uninvolved and extremely docile. They follow the rules and are afraid of the teachers' angry outbursts. These teachers seem to overreact to small transgressions, frequently making sarcastic remarks or giving failing grades. Repressive teachers are the epitome of complementary rigidity. These teachers' lessons are structured, but not well organized. Whereas directions and background information are provided, few questions are allowed or encouraged. Occasionally, students will work on individual assignments, for which they receive precious little help from the teachers. The atmosphere is guarded and unpleasant, and the students are apprehensive and fearful. Since the Repressive teachers' expectations are competition-oriented and inflated, students worry a lot about their exams. The teachers seem to repress student initiative, preferring to lecture while the students sit still. They perceive the teachers as unhappy and impatient and their silence seems like the calm before the storm.</p>
<p><b>Repressive</b></p> 	<p>The atmosphere in a Drudging teacher's class varies between the disorder with the Uncertain/Aggressive and Uncertain/Tolerant teachers and sometimes the Directive teacher's class atmosphere. One thing is constant, however: these teachers continually struggle to manage the class. They usually succeed (unlike the other two types), but not before expending a great deal of energy. Students pay attention as long as the teachers actively try to motivate them. When they do get involved, the atmosphere is oriented toward the subject matter and the teachers do not generate much warmth. They generally follow a routine in which they do most of the talking and avoid experimenting with new methods. Drudging teachers always seem to be going downhill and the class is neither enthusiastic nor supportive nor competitive. Unfortunately, because of the continual concern with class management these teachers sometimes look as though they are on the verge of burnout.</p>

## Colofon

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