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Articles

## Supporting the professional development of teacher educators in a productive way

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## Abstract

This study reports on what 13 teacher educators going through a procedure to become registered as a teacher educator in 2011–2012 learned, what goals they formulated for their further professional development and what activities they planned to achieve these goals. The methods used in this study are mainly the same as were used at the time the first cohort went through the registration procedure in 2002. The 2012 cohort participated in a supportive programme, whereas the 2002 cohort did not. This enables a comparison of the results of both studies and thus some insight into the possible benefits of integrating a registration procedure with a supportive programme for the professional development of teacher educators.



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## Keywords

teacher educator, professional development, professional standards, supportive programme