



EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

XXVI. ENTEP Conference in Nottingham

I.

The last ENTEP meeting was organized by TDA and the Ministry for National Education. This meeting took place from November 9 to 12, 2011 in a wonderful place in Nottingham, National College's Learning and Conference Centre.

The new ENTEP topic chosen will be **Early childhood educators - policy approaches**.

Other ENTEP administrative issues were discussed: the ENTEP home page, communication, research, new areas of development and collaboration. The main discussions areas were:

II. The ENTEP internal meeting

The internal ENTEP conference was organized by Michael Day, the English's representative in ENTEP. It mainly focused on internal ENTEP issues and pursues the work on the current topics Teacher Recruitment, selections, conditions, procedures, the issue of doctoral studies within the Bologna structure, and the decision concerning new areas of development and collaboration for the ENTEP members to further engage in.

The topic chosen at the last conference in **Luxembourg** is planned to be **'Teacher Professional Development'**.

In this context, Paul Holdsworth sent us a short report on the latest news from the EU Commission. The representative members in ENTEP presented the Latest developments in the field of TE in the member countries. A report group on the working cluster concerning the issue of "Doctoral Studies" has been presented.

1. The current ENTEP topics – **Teacher Recruitment**, selections, conditions, procedures: Michael Day presents a short report regarding the progress made on Teacher Recruitment survey. He collected the responses to the survey from the countries represented in ENTEP and it was proposed as a next step to make a summary of it having in view the possibility of publishing. Colleagues will be asked to join the working group in Teacher Recruitment and to select a list of questions that will be prioritized in the analysis. Michael Day will coordinate a team of colleagues from TDA and ENTEP members to analyze the answers and until March will we have a draft paper ready to be presented during the C-Group meeting which will be held in Madrid. The final version of this document will be prepared and ready to be published until May as other ENTEP paper. The practical decision which has been taken was that on Saturday during the Second Session of the ENTEP Internal meeting members will be split into 4 groups of 4



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to prioritize the questions (10-15 questions) that should be analyzed with priority according with member's interests.

There were 3 working groups for the present ENTEP priority topics:

1. **Teacher education recruitment** under Michael Day's coordination: Nathan Soomer, Joao Paulo Videira and TDA colleagues;
 2. **Doctoral studies in Teacher Education** under Michael Schratz's coordination: Csilla Steger, Romita Iucu, Malgorzata Sekulovicz;
 3. The new topic launched: **Early childhood educators - policy approaches** under Romita Iucu's coordination: Gerard Gretsche, Anne Sophie Lenoir, Elena Hadjidakou
2. Group report on the working cluster concerning the issue of "Doctoral Studies" (Members of the group: Michael Schratz, Csilla, Malgorzata, Romita, Nils and Gerard for a contact from the universities interested in this project) Michael Schratz has made the proposal to prepare an application for ERASMUS MULTILATERAL PROJECT on shaping the curricular structure for PhD applied to the teacher education third Bologna cycle – this proposal has been launched to different European universities close to ENTEP. This project, which will be an ambitious ENTEP project in the future utilizing EU money for the first time in this way, could make ENTEP more visible, strengthen its expert status as important organization/network recognized at European level. The application will involve the interested

institutions and will place ENTEP in an Advisory Board position with expertise in European policies applied to initial teacher training. Placing ENTEP in the application will increase the chances of success of the proposal and will place the network in an elite area of the field of consultancy on applied policy in teacher education and teacher training field. The last decision was to have ENTEP as advisory board during the implementation of the project.

Possible name of the project was proposed to be *What should be an European Doctoral Program on Teacher Education?* It aims to contribute to the increase of the internationalization and visibility of ENTEP.

3. The participants have agreed during the internal meeting that future ENTEP activity should focus on three main active topics: the Teachers' education Recruitment the Doctoral studies in Teacher Education and the new topic launched: Early childhood educators - policy approaches. The whole activity will be split into three ENTEP subgroups which will undertake different tasks. The first subgroup, made of recruitment under Michael Day's coordination: Nathan Soomer, Joao Paulo Videira and TDA colleagues, is going to deal with the Teacher Education Recruitment report, the second subgroup, formed by under Michael Schratz's coordination: Csilla Steger, Romita Iucu, Malgorzata Sekulovicz, will be engaged in the Doctoral studies in Teacher Education and the third subgroup under Romita Iucu's with coordination of Gerard Gretsche, Anne Sophie Lenoir, Elena



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Hadjikakou will be engaged in the Early childhood educators - policy approaches. Concerning the same issues, the idea of inviting Paul Holdsworth for joining the TR subgroup in the context of the great TWG interest on the field of selection has also been launched. In addition, the ENTEP members have proposed in the same time to analyze the opportunity of introducing the new topic on our further agenda: Teacher's educators.

4. ENTEP members took into consideration the opportunity of publishing another ENTEP book on the Teacher's Recruitment topic. The book structure could include: the ENTEP Report (final version) on Teachers Recruitment coordinated by Michael Day, a few other articles or the author's studies focused on the same topic and case studies which should present the best practices of the ENTEP European countries. The editorial process will be launched once the TR Survey becomes an accomplished task.



III. ENTEP Conference

The ENTEP Workshops were held on Friday, the 11th of November 2011 at National College's Learning and Conference Centre, National College for School Leadership. Stephen Hillier CEO, **Training and Development Agency for Schools**, the Chairman opened the conference giving some remarks regarding the status of education in the UK.

First speaker was the guest speaker from the Department for Education, Marcus Bell presenting the Government's position and proposals for ITT (Initial Teacher Training)

Michael Day, Executive Director of Teacher Training, Training and Development Agency for Schools and ENTEP member, made a presentation on **Learning from Strong Performers: new approaches to teacher training.**



In the second part of the Conference there were presented short contributions to new approaches: Alison Kitson, Faculty Director of Initial Teacher Education Faculty of Children and Learning Institute of Education presented **Making a reality of University Teaching Schools**; Robert



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Smedley, dean of the Faculty of Education at Edge Hill University presented **Building new forms of partnership between universities and schools**; Michael Evans, Deputy Head of Faculty at University of Cambridge and his colleague Peter Gronn presented the paper **Working with teaching Schools to develop new forms of partnership**; our ENTEP Colleague **Otmar Gassner** contributed a presentation on **University Teaching Schools - lessons learned in Austria**, sharing his professional experience as a professor at the University College of Teacher Education in Vorarlberg.

The presentations were followed by questions to the panel.

The Conference day ended with discussions and general conclusion.

It must be mentioned that ENTEP colleagues had a contribution in stimulating participation, for professional and actively questions and for all contribution



IV. Latest development in TEACHER EDUCATION:

AUSTRIA

Austria is making a real effort to introduce large-scale assessment of student competences. In 2012, about 90.000 pupils aged fourteen will be tested in mathematics, in 2013 in English, and in 2014 in German. This will allow for system monitoring on a national level and also provide more individualized feedback to school boards, school heads, class teachers and the individual test taker. In agreement with a statement from McKinsey and Co. 2007 "All of the top-performing systems also recognize that they can not improve what they do not measure" student competences will be measured nation-wide at three points in the learning career: in year 4, year 8, and year 12. This should provide reliable feedback for improvements to the system. On the other hand, the development of the test formats and the broad discussion among all teachers has already led to a visible increase in awareness and expertise and a number of positive backwash effects on teaching have already taken place.

Secondly, there has been some movement from a clear separation of schools for the elite students and schools for all the others to a better mix in a new form called Neue Mittelschule, which aims to integrate elements from both existing types of school (Gymnasium & Hauptschule) for 10-14-year-old pupils. Moreover, the need for all day schools is slowly being recognized and beginning to gain ground.

Both issues leave their traces in teacher education. CPD programs take up these new challenges and make an effort to reach a high number of teachers for this inevitable upgrade. Unfortunately, ITE institutions seem slower in integrating these new ideas into their course programs.

During the winter semester 2011/12 all universities had to introduce a compulsory phase assessing first year students' suitability for the respective study area/programme. In teacher education this means that students have to undergo assessments in three areas to prove their competences: pedagogy and two subject areas. If they fail (incl. Repetition of elements oft he



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assessment) they cannot progress in the teacher education programme. This has so far lead (e.g. at our university) that more than 20% of students have failed their first go in the assessment of educational competences.

Belgium Flemish Community

At this moment three important processes are taking place considering teacher education:

1. Our specific teacher education programs (a 60 ects program to obtain pedagogic skills, taken after a master or professional training) are being subjected to quality control (procedure for visitation) for the first time. When the report isn't good enough, the ministry will close some programs. The final report is expected December, 2012.
2. Our decree on teacher education (2006) is currently subject of a policy evaluation on teacher education. This policy evaluation will be coordinated by a panel of independent experts and is supported by two scientific research studies by universities and focus groups with teacher educators by the Ministry. The evaluation report is expected January 2013.
3. The minister of Education is hosting a wide debate with all social partners about the future of the profession of a teacher in Flanders. The scope of this debate is the whole continuum ranging from initial teacher education and reaching till retirement. Looking especially at teacher education, we are discussing the level and duration of ITE, the organizational structure, induction, the role of teacher education institutes, CPD and competence frameworks for teachers.

GERMANY

In the last five years there has been a greater awareness for the need of practical phases within Initial Teacher Education at Universities to test students' aptitude toward the profession. In this context this approach has been considered in a few Acts within Land legislations already like for instance in North Rhine Westphalia, where such an 'Eignungspraktikum' is now mandatory for all

students in TE within the first phase of practical studies in ITE.

It contains 20 days of practice in school with at least 6 hours per day. These days are not included in the study programme in terms of credits. It is an additional part. The aim is to create realistic possibilities during this time for students to experience the various demands of the profession in action and to reflect this experience with a view to the personal aptitude.

In Hesse a 'Praxis Semester' is planned to be mandatory for all TE students, but policy makers and all participating stakeholders are still discussing the issue. The greatest critical point is the fact to have this semester rather early within the study programme, which is highly criticized by experts in the field. The position of the Universities is rather that subject knowledge and didactical insights to a larger extend and from a scientific point of view (for practical studies with University teacher educators involved in preparation seminars and reflection phases) are the basis for such an endeavor and experimental practice is only considered effective at a later stage of the study programme.

The increasing approach for more autonomy of schools is another policy issue high on the national agenda in Germany. This might in the long run also imply more responsibility in schools for CPD and the attempt in some Länder to have more schools as 'learning organisations' also for their staff. The following Conference will be undertaken with the Motto: 'Schools taking a Lead'

DSLK – Deutscher Schulleiterkongress 2012
Unter dem Motto: **Schulen gehen in Führung**
16.–17. März 2012 in Düsseldorf

The Federal Government has taken a great move in the field of recognition of international academic degrees (also with respect to teacher education diplomas) and has decided for a new Federal Act for all Länder (Gesetz zur Verbesserung der Anerkennung im Ausland erworbener Berufsqualifikationen) to make recognition processes easier and to strongly support applicants on their way to professional integration into the German system. Although TE and schooling lies in the responsibility of each Land this Act will have an impact implicitly on some



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Länder especially where the recognition process is still a problem in connection with Land legislation. Hesse has a leading role in this context and many ways for international applicants outside the EU to enter the teaching profession.

THE NETHERLANDS

Master level will be the new standard for Dutch teachers, while this is currently mostly bachelor level. In the forthcoming months decision will be made for whom the master level will be necessary and what the timeframe will be to make such a big change. Finland is an example for us where it took them almost 30 years to establish this, so it will be long term planning!

- Since a few years the teacher education institutes are working on more emphasize on subject knowledge in the curriculum, because a broadly shared conclusion was that there was too much emphasize on the pedagogical / didactical skills in the curriculum. So the institutes are bringing it back to the right proportions. They've described together what knowledge do students need at the end of their initial education (we call them knowledge bases). This has been implemented in most courses. The institutes are also working on joint exams on these knowledge bases.
- Besides more emphasize on knowledge, our government wants more specialisation in the teacher education so that within the curriculum more depth can be established. This means for example that newly teachers will be better prepared to teach the first classes or the latest classes of primary education. In the forthcoming months decisions will be made how it'll be implemented.
- Our State secretary puts more emphasize on CPD. There will be an extra investment on CPD of € 150 mio per year so that schools can put more effort in professionalising their teachers. Until 2015 there will be a catch-up effort for CPD on two main subjects: inclusive education (dealing with differences between children) and those teachers need to have a

more result-based approach / attitude in how they work.

- Another subject we have our focus on is a quite undiscovered area: teacher education for vocational education. Institutes for vocational education in The Netherlands have more possibilities to hire teachers. Most teachers are so called lateral entry teacher. There are doubts about the quality of their teacher training and we've seen that there are big differences both in length and quality between the trainings that are being offered. On the other hand we have initial teacher education on subjects, but those institutes are mainly focused on secondary education although a diploma also gives the right to teach vocational students and most subjects in vocational education don't have specific initial teacher training for that subject. Our national Education Counsel has published an advice about the education of teachers in vocational education on our request. We are now working together with the organisations for vocational education and teacher training institutes to elaborate and implement this advice. (This could be an interesting subject for Entep too!)

POLAND

On October 1th, 2011, new regulations on science and higher education was introduced in Poland. The law regulates the entire system of higher education and sets objectives of science. To the act, 54 regulations are attached. One of these regulations is Regulation on a Teacher Education. Currently, it is waiting for the signature of the Polish Minister of Science and Higher Education Prof. Barbara Kudrycka.

In Poland we have two paths of teachers education:

1. At the faculty of pedagogy (for kindergardens and primary schools) and at the faculty of special pedagogy / special education (for integration, inclusive and special schools). Students receive comprehensive academical knowledge in the field of humanities and social sciences. The study program is being prepared on the basis of two Regulation of the Minister



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of Science and Higher Education - the first on the National Qualifications Framework for Higher Education of 2 November 2011, the second based on the Regulation of the Minister of Science and Higher Education on the best learning outcomes of November 4, 2011 r ., where they are presented exemplary learning outcomes for the pedagogy.

2. At all universities and higher schools where students receive professional knowledge in their own field (history, biology, mathematics etc.). Additional educational programmes give teaching qualifications for all schools (standard of teacher training). The primary objective of creating a new standard was to prepare a new model for education taking into account contemporary requirements faced by teachers. Particularly important was to increase the quality of education. The effects of education have been adapted to the National Qualifications Framework.

The main objectives of the new standard are as follows:

1. General objectives of teacher training

On completing the teacher training programme, the graduate:

- 1) has basic psychological and pedagogical knowledge which enables him/her to understand the processes of development, socialisation, upbringing, teaching and learning;
- 2) has state-of-the-art didactic and detailed methodological expertise supported by experience in its practical application;
- 3) possesses skills and competences necessary for carrying out complex didactic, educational and caring tasks of the school, including an ability to independently adjust the curriculum to the needs and abilities of students;
- 4) manifests ability to learn and improve his/her own pedagogical competencies with the use of modern tools and methods of acquiring, organizing and processing data and resources;
- 5) competently uses various communication channels and techniques relating to both people who are subjects targeted in educational processes as well as other people who participate in and specialists who support educational processes;
- 6) is ethically sensitive, empathetic, open, reflective, responsible and pro-social;

7) is equipped with practical skills necessary to carry out educational, didactic and caring tasks entailed by the teaching profession. 2

2. Specific objectives of teacher training

On completing the teacher training programme:

The graduate has basic knowledge

- a) about the development of a human being over the cycle of life both in its biological as well as in its psychological and social sense, which knowledge is extended as far as particular educational stages are concerned,
- b) concerning processes of interpersonal and social communication, its norms and disturbances, and can apply his knowledge to pedagogical (educational, didactic and caring) activity.
- c) about education and upbringing, their philosophical, socio-cultural, psychological, biological and medical foundations,
- d) concerning modern theories of upbringing, learning and teaching, and can understand various conditions influencing these processes,
- e) about major educational environments, their specificities and processes that take place in them,
- f) about designing and conducting diagnostic research/tests in educational practice, which knowledge is extended as far as particular educational stages are concerned and comprises special educational needs of students with developmental disturbances,
- g) about the structure and functions of the education system-its aims, legal regulations, organization and functioning of educational, upbringing and caring institutions as well as about other factors in their environment,
- h) about the subjects targeted in educational processes (children, students, Parents, teachers) and partners in school education (e.g. scout leaders) as well as about the specific ways in which children and adolescents function in the context of developmental regularities and disturbances,
- i) about the specific disturbances in the functioning of children with special educational needs, including the functioning of talented children,
- j) about the methodologies of tasks they carry out-norms, procedures and good practice applicable in the particular area of educational activity (pre-school education, teaching in regular schools, special schools and in integrated classrooms)



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- k) about health and safety in particular educational, upbringing and caring institutions,
- l) about designing his/her own career path: professional development advancement,
- m) about the teachers' ethical code.

As far as skills are concerned, the graduate:

- a) can observe, analyze and interpret educational situations and events,
- b) can apply basic theoretical pedagogical and psychological knowledge in analyzing and interpreting particular kinds of educational, didactic and caring situations and events as well as motivations and behavioral patterns of the participants of these situations,
- c) can use basic theoretical knowledge of pedagogy, psychology, didactics and specific methodology in order to diagnose, analyze and predict educational situations as well as to select the strategies of practical action at particular educational stages,
- d) can independently acquire knowledge and develop professional skills related to pedagogical (educational, upbringing and didactic) activities, using various sources (both in the native as well as in a foreign language) and modern technologies,
- e) has basic diagnostic skills enabling him/her to identify the situation of students with special educational needs, to process the results of observation and to formulate conclusions,
- f) has a developed communicative competence: he/she can communicate with people from various backgrounds and of diverse emotional build-ups, solve conflicts dialogically and create atmosphere conducive to good communication in classroom,
- g) can assess feasibility of typical methods, procedures and good practice in carrying out upbringing, caring and didactic tasks at particular educational stages,
- h) can select and employ available materials, resources and methods in order to design and effectively carry out pedagogical (educational, didactic and caring) action; he/she uses modern technologies (IC) in teaching,
- i) can manage educational and upbringing processes and has skills necessary in team work (both in classroom and with other staff),
- j) can stimulate development of participants of educational processes as well as encourage their autonomy in acquiring knowledge and inspire them to continue lifelong learning,
- k) can work with students, set individualized tasks and adjust methods and content of teaching to

students' needs and abilities (including students with special educational needs) as well as to the changes taking place in the world and scholarship,

l) can apply ethical principles and norms in his/her professional practice,

m) can work in a team fulfilling diverse functions, take up and set tasks, has elementary organizational skills necessary to carry out pedagogical (educational, didactic and caring) duties and is able to collaborate with other staff and students' parents,

n) can analyze his/her own pedagogical (educational, didactic and caring) activity, point out areas to be modified in the future and manifests ability to experiment and implement innovative solutions,

o) can design his/her own professional development.

As far as social competencies are concerned, the graduate:

a) is aware of the extent of his/her knowledge and skills, understands the necessity of continuous training and personal development, constantly assesses his/her own competence and perfects his/her skills in practice,

b) is convinced that taking up pedagogical action in the social environment is useful, valuable and necessary, is ready to take up professional challenge, is active, perseverant and persistent in carrying out individual and team work entailed by teaching profession,

c) is aware of the necessity to design individualized course of pedagogical action to adjust it to students with special educational needs,

d) is convinced about the importance of professional behavior, ethical reflection and adherence to the norms of ethical code: he/she manifests features of a reflective practitioner,

e) realizes that diagnosing and evaluating students has its ethical dimension,

f) is able to communicate in the work environment both with people who are subjects targeted by pedagogical action as well as with other people who participate in and specialists who support the didactic and upbringing processes,

g) responsibly prepares for work, design and carries out pedagogical tasks,

h) is able to carry out individual and team tasks aimed at improving the quality of school.



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SPAIN

1. Legislation for the certification of teacher training has been updated, adding new modalities like research projects, teacher training projects from universities, teacher training courses from international institutions, work experience and trainee tutoring to traditional modalities like courses, online courses seminars, workgroups, in-school innovation projects or conferences.
2. Collaboration between different official organisations, such as the National Science Research Centre to train teachers as well as teaching them science, and have their pupils used to working in an 'university environment'. The objectives of this project are to provide teachers with contents and specific classroom applications to expand the scope of teaching materials to construct pupil's scientific knowledge. By doing so, experimentation in the classroom, result assessment and good practices will be spread at a national level.
3. Last September started the final phase of teacher training for ComBas (a project for the consolidation of key competences as an essential component of the curriculum). This module, out of a total of twelve, dealt with: the assessment of key competences, diagnostic evaluation and whole-school assessment.
4. The third 'Schools in 2.0 web' Conference was held, with the objective of creating posts of full-time IT coordinators in teacher training units.
5. The final report of the independent evaluation of the national Bilingual Education Project in Spain -which was carried out over a period of three school years- was published a few months ago.
6. The evaluation report exemplifies and discusses what BEP were able to do in class when learning different subjects; illustrates the 'good practice' which teachers showed during lessons; and describes the attitudes of students, teachers, head-teachers and parents. It also provides information on attainments in late primary and early secondary education, and identifies a range of important measures which were put in place in order to support the initiative.

As well as the printed version, it is also online on the website of the Spanish Ministry of Education: <http://www.educacion.gob.es/educacion/profesorado/formacion/formacion-permanente.html>, and the British Council: <http://www.britishcouncil.org/es/spain.html>

V. Recent changes within ENTEP membership and members of the Coordination Group

Special welcomes were addressed to the new representatives from Belgium-Wallonia-Brussels Federation, Poland, and Portugal which were present at the Nottingham meeting.

At the moment Slovakia, Slovenia, Czech Republic, Bulgaria, Malta, France are not represented in the network and we are making efforts in receiving nominalizations.

The next country which is making a very serious offer to host the spring ENTEP meeting is Poland. ENTEP highly appreciates the invitation to Wroclaw for the coming up conference, launched by prof. Malgorzata Sekulovicz and the Polish Ministry of Education.



Romita IUCU
ENTEP Coordinator
March 2012