

ENTEP
EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

ENTEP COORDINATION NOTE/4/JUNE 2001

➤ **IV ENTEP MEETING**

The fourth ENTEP Meeting took place at the Umeå University (Sweden) on 9 and 10 June 2001 in which participated for the first time the new representatives Paul Heide (DK) and Sean Feerick (EC) recently appointed by their respective authorities to substitute the former ones. The Ministers' representatives unable to attend this meeting were substituted to this purpose by Dirk De Vogelaere (B-FI), Philippe Valeri (F), Wolfgang Kraft (G), Pilar Medrano (Spain) and Keith Brumfitt (UK/Eng).

This meeting's agenda was included in the previous Coordination Note (n° 3/May 2001) and the main issues discussed in this occasion are summarised in the present note.

➤ **IV ENTEP SEMINAR**

Teacher education and the role of postgraduate studies and research in teacher reform policies

This ENTEP seminar was organised by the Swedish Ministry of Education and Science with the collaboration of the Umeå University where it took place on 10 and 11 June 2001. The network representatives prepared national reports for a survey prepared by Professor Daniel Kallos and his team of the Umeå University that presented then a synthesis of these reports. During the seminar the following keynote speeches were presented and debated:

**Some aspects of post-graduate studies and research in current teacher education within the European Union, by Per-Olof Erixon, Gun-Marie Frånberg and Professor Daniel Kallos of the Umeå University*

**The role of research and scientifically based knowledge in teacher education, by Professor Anne Edwards of the Birmingham University*

**Postgraduate studies and research in Sweden in the field of teacher education/training in a perspective of education policy, by Agneta Bladh, State-Secretary of the Swedish Ministry of Education and Science*

**The role of postgraduate studies for teachers and teacher educator, by Professor Benjamin Zufiaurre of the Public University of Navarra*

The theme debated in this occasion is as much relevant as it is certain that in the new teacher's role teaching is conceived as a professional activity and no more as a technical one.

The proceedings of this ENTEP seminar will be available after their publication by the Swedish organisation.

➤ **NEXT ENTEP MEETINGS AND SEMINARS**

(i) New teacher's profiles

Brussels, 27-29 Sept. 2001

The forthcoming ENTEP seminar relates to one of the thirteen sub-objectives defined by the Report from the Education Council to the European Council on *The concrete future objectives of education and training systems*. The referred sub-objective is *Improving education and training for teachers and trainers* that focus mainly on the new teacher's role. ENTEP is working on this issue in articulation with the network *Vision Statement*.

This seminar organised on the occasion of the Belgian Presidency of the Council of the European Union:

"Should provide us with the occasion to deepen the thinking process (...) around the meaning given to the notion of "competencies" (disciplinary, transversal) and on the reform and assessment processes of initial training of teachers.."

(Seminar's presentation)

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This ENTEP seminar will take place on 28 and 29 September 2001 preceded by the ENTEP meeting that will start on 27 September late afternoon continuing next morning followed by group visits to teacher education institutions and universities.

(ii) Project reform of the Austrian teacher education policies: transfer to higher education

Austria, 17-19 January 2002

Austria will organise an ENTEP Seminar where the Conference of the Colleges of Education will debate with the network representatives the project of reforms in teacher education policies in this country. The main change is the transfer of teacher education programmes to higher education.

The provisional date of this event considers the arrival of participants on 17 January and the seminar on 18 and 19.

(iii) Collaboration between teacher education institutes and schools and other institutions within the educational infrastructure

Amsterdam, 18-20 April 2002

The Netherlands will organise an ENTEP seminar to debate with the Network representatives the recent changes in teacher education policies in this country.

“The most usual way of becoming a teacher is by following teacher education training in a teacher training institute. (...) The responsibility for training lies fully with the teacher training institutions. The schools where the teachers will be appointed after their training, only play a role in “stagebegeleiding” (teacher apprenticeship). (...) This major role for the teacher training institutions has as a drawback that the institutions are not forced to focus on the demands and needs of the schools with respect to their teaching staff, because they are not forced to involve the schools directly in the training of their (future) staff. Another minor drawback is considered to be the fact that teacher training institutions concentrate their attention on 17 and 18 year-old trainees rather than on people who want to prepare for the teaching profession at a later stage in their lives.

The Minister of Education has therefore increased the budget of the institutions with the aim of enabling them to

adapt their curriculum to the needs of the schools and the students by seeking collaboration with those schools.

A recent and more far-reaching initiative is to let schools, as an interested party, assume their own responsibility for the training of their teaching staff. Two years ago, a law bill was passed that made it possible for persons who want to work as a teacher to follow a training trajectory of up to two years in a collaborative effort between a school and a teacher training institution with a full teaching diploma at the end of it. An entrance requirement for this is a certificate at higher vocational level and a successful assessment. Upon acceptance, the candidate gets a temporary teaching qualification and starts the working/training trajectory. This new way to become a teacher was introduced only recently, and we will have to consider in the near future what the quality of the outcome is.

In this seminar we want to show you how this system has been developed so far, and we think it would be very interesting to have a discussion with the representatives of the other countries about the various ways in which teacher training institutions, schools and/or other institutions work together in preparing teachers for their job.”

(Extract of the seminar's proposal)

This ENTEP Seminar will take place on 19 and 20 April preceded by the ENTEP meeting on 18 April late afternoon.

➤ **NEW E.U. DOCUMENTS RELEVANT TO TEACHER EDUCATION**

The recently approved *Recommendation of the European Parliament and of the Council on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers* considers teachers and trainers as one of the target categories of the measures aiming to contribute to foster mobility.

In the field of specific measures with implications on teacher education this document recommends that Member States:

- (a) *“take into account as far as possible the problems facing teachers and trainers on short-term mobility covered by the legislation of several Member States and encourage cooperation in this respect;*

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- (b) *take the measures they consider appropriate to facilitate teachers' and trainers' mobility to other Member States, for example:*
- by making arrangements for the temporary replacement of teachers and trainers on European mobility;
 - by ensuring that arrangements are made to facilitate their integration in the host establishment;
 - by considering the introduction, in accordance with procedures established at national level, of European training periods to make mobility easier.
- (c) *encourage the introduction of a European dimension into the professional environments of teachers and trainers, in particular:*
- in the content of the programmes for the training of teachers and trainers;
 - by encouraging contacts between establishments for the training of teachers and trainers in different Member States, including exchanges and courses in other Member States;
- (d) *promote consideration of European mobility experience as a component of the careers of teachers and trainers"*

(Extract of Chapter I, paragraph 5)

➤ **BOLOGNA PROCESS AND TEACHER EDUCATION POLICIES**

The Bologna process concerning higher education in Europe, recently updated with the *Prague Declaration*, has implications for teacher education policies in Europe as in most of these countries teacher education programmes are included in higher education. Some of the implications are related to (i) *the degrees' structure and length of studies*, (ii) *credit systems and mobility* and (iii) *quality assurance systems*.

The ENTEP is following the implications of the Bologna process on teacher education. To start it will focus on the length and structure of the teacher education degrees in the Member States. Giunio Luzzatto (IT) is producing a report on this issue which first draft will be presented and debated in the Brussels ENTEP meeting of 27 and 28 September 2001.

Also relevant for the study of the implications of the Bologna process in teacher education is the definition of *teacher's profiles* that will be debated by the ENTEP Brussels Seminar of 28 and 29 September 2001.

➤ **ENTEP'S VISION STATEMENT FOLLOW UP**

Following the approval of the ENTEP's Vision Statement the Network started working on four themes that are also central to the *European report on the concrete future objectives of education and training systems*.

These themes and their rapporteurs are the following:

- i) *Teacher education and training for the use of ICT in teaching*
Otmarr Gassner (A) and Sarantos Psycharis (GR)
- ii) *Teacher education and training for lifelong learning*
Colm Mullen (IRL) and Mario Dutto (I)
- iii) *Teacher education and training for new teacher's role*
Armi Mikkola (FIN) and Danielle Liétaer (B-Fr)
- iv) *Attractiveness of the teaching career*
(Rapporteurs not yet specified)

To analyse these themes ENTEP will start by the *identification of specific areas of policy measures* in each one of them, after what the Network representatives will share knowledge regarding these measures' (i) *definition*, (ii) *implementation* and (iii) *results*. Initially, the shared knowledge will be more of description of policies then followed by the identification and common analyses of difficulties and problems emerging during its implementation and perhaps it will take much longer to have results to share. In the description, the privileged information is mainly qualitative, but also some quantitative one if available and eventually comparable will be shared.

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Forthcoming developments on these themes:

(i) ICT and Lifelong learning

In Brussels will be presented and discussed the respective reports with the identification of some specific areas of policy measures in each one of these two themes.

(ii) New teacher's role

The ENTEPE seminar will bring important contributions to this issue after what it will start being analysed through the same methodology followed to the other themes.

(iii) Attractiveness of the teaching career

This theme will start being analysed after the conclusion of the Eurydice study on teachers in Europe which first results will be presented in the Brussels ENTEPE meeting.

➤ **MEMBER STATES' NEWS ON TEACHER EDUCATION POLICIES**

i) The Netherlands

This country is working on a description of the teacher's competencies and in different ways of preparing a teacher for the teaching profession. Not only by teacher education programmes, but also coming from other higher education programmes. It is expected the new law to go to the Parliament next fall.

ii) Portugal

To develop the initial teacher education accreditation system it were approved the *Candidature guidelines for accreditation of initial teacher education programmes* which English version is available in the ENTEPE web site at:

http://www.inafop.pt/site_i/d_entep_docs.html

➤ **ENTEPE NEWSLETTER**

ENTEPE is going to edit a Newsletter focused on national and European Community news on teacher education policies addressed to a much larger audience than the network representatives.

The Newsletter contents will be presented in short texts with links to the web site addresses where the complete documents to which they refer are available.

The *Editorial Board of the ENTEPE Newsletter* is composed by representatives from Austria (Michael Schratz), England (Keith Brumfitt/Graham Holley), Italy (Giunio Luzzatto) and The Netherlands (Febe Jansen).

In a first phase this Newsletter will be available only on line and opportunely, if there are any possibilities of funding, a printed version will also be produced.

➤ **THE ENTEPE COORDINATION**

The duration of the initial period of the Network coordination not specified until Umeå was then determined to be of three years. And in the forthcoming meeting a small ENTEPE Coordination Group will be constituted.

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