Strategies of Change in Teacher Education

European views

Edited by Otmar Gassner

Conference proceedings
ENTEP/BLK conference
18 - 19 January, 2002
Feldkirch, Austria
Gassner, Otmar (ed.)
Strategies of Change in Teacher Education – European Views. Proceedings of the ENTEP/BLK
conference held at the Feldkirch College of Teacher Education, January 2002. Feldkirch:
Pädagogische Akademie Feldkirch 2002.
Graphic design Georg Vith

ISBN 3-902 311-00-2

This publication was financially supported by the Austrian Ministry of Education and by the
European Commission.
Ladies and gentlemen,

let me welcome you on behalf of the Ministry of Education, in particular of the Federal Minister of Education, Science and Culture in Austria, Elisabeth Gehrter. Our Minister is very pleased that Vorarlberg is once more an international meeting place and conference venue and expresses her great interest in all activities on the way of change in teacher education that lead this important sector on to university level.

A very important parallel strand of work is the reform of the whole university landscape in Austria at the moment. These two parallel developments in education and science demonstrate that the decision to unite the Ministry of Education and the Ministry of Science into one Ministry of Education, Science and Culture – provides the fundamental strategic and economic chance to co-ordinate and harmonise steps of reforms within the common educational system in Austria.

The topic of this congress is "Strategies of Change in Teacher Education". For many years we have been getting used to living in a world of change. Megatrends in educational systems, especially the increasing speed of change in technology and innovation, the fundamental change in science and the quantity of accumulated knowledge - hand in hand with various changes in the society at large – have led to an enormous change of systems and affect the way of working in schools. These facts are reason for concern in our society in general and even more so with regard to the education of children.

Schools need to respond to the increasing social diversity, therefore teachers must be provided with a lot of skills and knowledge dealing with this new and permanently changing demands.

The professionalism of teachers has assumed top priority. In order to gain and renew the skills needed for their profession, teachers should be immersed in the process of lifelong learning – and should ensure that their pupils are made aware of the importance of their own learning as a lifelong process.
In Austria we are not only on the way to change teacher education - we are also on the way to create a general willingness to accept these demands of lifelong learning. Let me express my thanks to all the persons who are responsible for setting up and organising this conference. We hope the next two days will be a milestone on the way to understanding what teacher education means in the European Community.
Gruber Heinz Official opening statement 3
Contents 5

Gassner Otmar Conference philosophy 9
Gassner/Brunner/Kohler-Spiegel/Teiner Teacher education in Austria in 2002: the road of change 15
Feerick Seán Bologna process update 29
Herburger Ulrich Internet streaming in a conference setting 45

Maan Nelleke Bachelor-Master structure in open higher education 51
Jacques Kate From universities to schools: story of radical change in teacher education in England 61
Cremin Peadar Teacher education in Ireland 75
Formosinho João Universitisation of teacher education in Portugal 105

Gassner Otmar Reorganising CPD – Lessons from Europe 131
Faidherbe Chantal Belgium 137
Heide Paul Denmark 139
Holcroft Carolyn England 141
Mikkola Armi Finland 143
Fermon Yolande France 150
Uzerli Ursula Germany 155
Pscharis Sarantos Greece 158
Murtagh Éamonn Ireland 160
Luzzatto Giunio Italy 163
Kerger Lucien Luxembourg 165
Jansen Febe The Netherlands 168
Formosinho João Portugal 171
Smit Myrna Sweden 175

Contents
Background papers 7
Keynote addresses 49
Reconstructing continuous professional development: European contributions 129
The authors 181
The conference was a success.
And it depended on a number of people.
I wish to thank them all for their
various contributions to the event:

Ivo Brunner, Principal
Ulrich Herburger, Media design and Internet streaming
Telecom Austria, Internet streaming
Josef Mallaun, work on web pages
Georg Vith, layout and design of this publication

Special thanks are due to the sponsors:

The European Commission
bm:bwk, the Austrian Ministry of Education
The Regional Government of Vorarlberg
Mag. W. Berchtold, Mayor of Feldkirch
Telecom Austria
Fachhochschule Vorarlberg
College of Teacher Education in Vorarlberg
Background papers
Conference philosophy
Otmar Gassner

Background

The conference took place at the intersection of internal developments in the Austrian educational landscape and corresponding movements in various other European countries. Austria is among the last countries to move teacher education into the tertiary sector and raise its status from a diploma course to a degree course. In 1999 the New Academy Study Law outlined the basic parameters of this change and the Colleges of Teacher Education began to develop in various directions, but generally within the given framework.

Reinventing the wheel at regular intervals is an activity that is not unknown to teachers. Nevertheless, this is the time to look over the fence and have a look at all the other wheels before continuing with the reinvention process. The key idea behind the conference was this: Top representatives from all the Austrian Colleges should meet with a European body of educational experts to exchange ideas, to learn about developments elsewhere and to learn from colleagues in Europe who had passed through this phase of change some time before.

The focus of the conference was again derived from the Academy Study Law, which stipulates that teacher education in Austria will remain dualistic with one part educated at universities and the other larger part in colleges of teacher education. As the latter were to become tertiary institutions in their own right with degree conferring power, the particular character of these institutions and the quality of their relationship with the universities was of special interest.

Phase 1: Setting the scene

In order to initiate this European dialogue the Austrian team set out to present the Austrian issues, which were counterbalanced by a comparative view on data from European educational systems. As all these developments have the Bologna Declaration of 1999 as a significant point of reference, it seemed apt to have an update on the Bologna process to prepare the ground for a focused debate.
The Austrian law includes a special challenge as it does not only refer to the 14 colleges of teacher education, but to 51 "academies", which are to be developed and partly merged. One of the main issues in this context is the approximation of initial teacher education and continuous professional development of teachers. As this is a fairly radical idea and a hot spot in the Austrian debate, some representative views from other parts of Europe could serve as a catalyst and, possibly, redirect our thinking.

**Phase 2: Keynote addresses on main issues**

The afternoon was reserved for the four keynote speeches, which should discuss the issues under consideration from different perspectives. First there was the keynote from the Netherlands, as they have made great efforts to restructure higher education on the basis of the Bologna Declaration, focusing on the tripartite degree structure outlined there. The second keynote was from England, which had gone through some violent phases of change. Teacher education, which had been in the hands of the universities, were partly transferred to the schools and exposed to inspection and evaluation. The third keynote was from Ireland. Here colleges of teacher education have found ways to collaborate with the universities on a sound basis of mutual respect. It is especially the way that led to this state that seems particularly interesting. Finally, the fourth keynote outlined the situation in Portugal where teacher education had been moved from the post-secondary sector straight into the universities.

**Phase 3: Debating the issues**

On day two the two bodies, ENTEP and BLK, met separately first to discuss the input of day one in their different contexts. Finally there was a plenary and a panel discussion where the issues were to be redefined and tentative conclusions reached.

**Virtual Aspects**

Conferences that bring fifty professionals from various European countries and all Austrian provinces together are rare and somewhat precious occasions. Limitations of budget, of the capacities for conference management, and of the venue impose restrictions on the number of participants, so it seemed promising to look around for alternative ways of participation. ICT has been high on the European agenda for the
last few years and therefore a clear choice was made for the use of modern technology to open the conference to the virtual world. The collaboration with the Fachhochschule Vorarlberg and sponsorship from Telecom Austria made it possible to stream the four keynotes and transmit them live via the Internet in the two most widely used formats Windows Media (provided by Telecom Austria) and Quick Time (provided by FH Vorarlberg).

The main purpose of these live streams was to make the highlights of the conference accessible worldwide. Secondly, it is hoped that the experience gained through this experiment will be put to further use in future conferences.

The live streams have been made available on the conference homepage and will be there until the end of 2002.

Dissemination strategies

On a first level, dissemination took place live through the Internet streams of the four keynote speeches. Of course, not all individuals or institutions interested could access these streams live on Friday, 18 January, 2002. Therefore, the streams have also been made available on the conference homepage (http://www.pafeldkirch.ac.at/_entep/index.htm) and will stay there all through 2002.

On a second level, the most important parts of the conference presentations and results are available as texts on the conference homepage as well. They are there in HTML format for quick on-screen accessibility, but they can also be downloaded as text files.

On a third level, this paper publication was strategically distributed among the fourteen Austrian Colleges of Teacher Education and the thirty-six other “academies” as well as our international partner institutions and the Austrian universities and the major libraries. The ENTEP members served as channels to reach all European ministries of education.

With this dissemination plan, the conference issues are well documented and, in one form or another, easily accessible. At the same time, they are also open for evaluation and discussion through the scientific community.
18 January

09:00 Official opening
by Landesrat Mag. Siegi Stemer, Regional Government of Vorarlberg and Sektionschef Dr. Heinz Gruber, Ministry of Education, Austria

09:05-10:20 Opening session
Otmar Gassner/Ivo Brunner/Helga Kohler-Spiegel/Manfred Teiner (Colleges of Teacher Education, Austria): Teacher education in Austria in 2002: the road of change
Bernadette Forsthuber (Eurydice, Brussels): A comparative view of systems of teacher education in Europe – unfortunately, no text is available for print from Eurydice

10:45-12:00 Morning Session 2
Seán Feerick (European Commission, Brussels): Bologna process update
Otmar Gassner et.al. (ENTEP): Connecting and integrating IT and CPD - Statements by:
Febe Jansen-Oliemans, The Netherlands
Ursula Uzerli, Germany
Éamonn Murlagh, Ireland
João Formosinho, Portugal

13:00-14:30 Afternoon Session 1
Keynote 1: Nelleke Maan (Ministry of Education, The Netherlands): Bachelor-Master structure in open higher education
Keynote 2: Kate Jacques (Manchester Metropolitan University, England): From universities to schools – a story of radical change
This session is available as a live stream on the Internet from our homepage: http://www.pa-feldkirch.ac.at/_entep/index.htm

15:00-16:30 Afternoon Session 2
Keynote 3: Peadar Cremin (Mary Immaculate College Limerick, Ireland): Teacher education in Ireland: Forms of cooperation between colleges and universities
Keynote 4: João Formosinho (University of Minho, Braga, Portugal): The universitisation of teacher education
This session is available as a live stream on the Internet from our homepage: http://www.pa-feldkirch.ac.at/_entep/index.htm
19 January

09:00-10:30 Morning Session 1
ENTEP meeting - Chair: Prof. Bártolo Campos (Portugal)
BLK-PA meeting - Chair: Prof. Ivo Brunner (Austria)

11:00-12:00 Morning Session 2 - Plenary
Theme debate and broad panel (Cremin, Jacques, Formosinho, Brunner, Campos, Feerick)
Teacher education in Europe: Models for Austria - Models for Europe
Conclusions – Luzzatto (ENTEP), Brunner (BLK)
Conference close
Teacher education and school system in Austria

Nursery teacher education in upper secondary school 15-19

Primary school 6-9

Lower secondary school 10-14

Pre-vocational year 15

Teacher training at Colleges of teacher education

upper secondary schools 15-18/19

Upper secondary school (grammar school) 15-18

Lower secondary school (grammar school) 10-14

Teacher training at University

Nursery school 4-6
Teacher education in Austria in 2002: the road of change
Status quo – development – perspectives – scenarios
Otmar Gassner, Ivo Brunner, Helga Kohler-Spiegel, Manfred Teiner

Before you can change a system, you need to understand it. So a brief look at the Austrian situation is a necessary first step into the papers presented at the conference on “Strategies of Change in Teacher Education – European views” that have been published in this volume. We have divided this task and share the responsibilities to shed some light on the following points:

- Systems of education and system-related issues/Gassner
- Teacher education and the Academy Study Law of 1999/Brunner
- The role of PEK, the “Committee for Planning and Evaluation”/Kohler-Spiegel
- Options, perspectives, visions/Teiner

1 Systems of education and system-related issues  Gassner

1.1 The Austrian school system

Starting out with the plain facts should prepare the ground for a fruitful discussion of options and visions at a later point. To understand teacher education in Austria, we need to understand the school system first. A basic overview is simple enough. A large percentage of children go to kindergarten at the ages of four and five. From 6 to 10 they go to primary school, from 10 to 14 they go to lower secondary school, and from 14 to 18/19 they go to upper secondary school – or they leave school altogether at 15 after one more year of pre-vocational training. This brisk walk through school careers, of course, is too simple to be true. For our purpose, we should therefore focus on the area of lower secondary school.

At the age of 10, children in Austria take a decision to continue their education either in the Hauptschule, a comprehensive variant of lower secondary school, or in the Gymnasium (grammar school), a more academic and achievement-oriented variant. Students at grammar school can continue their education in the same school and do A-levels there or change over to another type of upper secondary school and do A-levels there. These other types of upper secondary school are also open to well-achieving students from Hauptschule (lower secondary school).
An important aspect, however, is that since 1993 and 1997 respectively we have had several models of inclusive education in operation, most of which work quite well in primary school and reasonably well in the lower secondary school, but hardly at all in the grammar schools as the focus there is more on achievement and cognitive skills than on integration and social skills.

### 1.2 Teacher education and continuous professional development

Turning from the school system to teacher education, the most obtrusive feature is that Austrian teachers are educated in two different institutions. Teachers in grammar schools and upper secondary schools have traditionally been educated in the universities with a strong subject focus on academic knowledge. This whole strand of teacher education is not within the scope of this conference, which is exclusively concerned with the further development of teacher education at the Austrian colleges of teacher education. Whereas the teachers emerging from the university, as a rule, have the degree of Magister (as a second degree comparable to an MA, as a first degree probably a little lower), the teachers from the colleges of teacher education get a diploma at the moment giving them qualified teacher status and will, in all probability, get the equivalent of a BA or a BEd in future. Depending on their study programmes, these teachers are qualified for primary school or secondary school or special school. A combination of programmes, however, is possible and is taken up by a number of students. (Cf. Gassner/Schratz 2000)

Mirroring the school system in the age range of 10- to 14-year-olds with two different types of school (both based on the same national curriculum, however), there are two differently trained sets of teachers. The teachers who teach at the primary or lower secondary are educated at one of the 14 colleges of teacher education with a focus on pedagogic and social aspects, whereas the teachers who teach at grammar schools and upper secondary are educated at the university with a focus on academic skills and subject knowledge.

Another idiosyncrasy of Austrian teacher education is that programmes for continuous professional development also follow the split outlined above. Teachers educated at the university are offered programmes by the Federal Pedagogic Institutes, whereas those educated at colleges of teacher education are offered programmes by the Provincial Pedagogic Institutes. At the moment synergy effects are minimal, which is
no longer of much importance as both institutions are to be integrated into the "Hochschule für Pädagogische Berufe", the new institution of teacher education that is in the process of being created.

### 1.3 Positioning Austrian teacher education in Europe

It is coincidental that the Academy Study Law and the Bologna Declaration were both introduced in 1999. Upgrading the programmes at Austrian colleges of teacher education and changing the institutions into "Hochschulen für Pädagogische Berufe" is in line with a European trend and brings us closer to the mainstream of European teacher education.

One of the important messages from Europe for Austria is that teacher education is a top priority issue. On the way to a knowledge-based society, education will be the key for all members of society to participate in and share the opportunities this kind of society has to offer; education will mean employability and social security. For teacher education it means that re-organisation is paramount to meet the challenges for our youth and equip them with the skills and strategies they need to learn for themselves. Teacher education can no longer be a stand-alone affair, it must include continuous professional development and lifelong learning. Moreover, teacher education will also have to make provisions for an intake of larger numbers of citizens who want to learn and acquire new skills later in life. (Cf. The European Commission 2000, 7)

### 1.4 Challenges

After this brief outline of the cornerstones of the systems of school and teacher education, it seems apt to zoom in on some challenges ahead on the road of change. The colleges themselves are called up to provide models for change in the area of curricula as well as those of organisational structures. There is a slight hitch, however: all the changes are to be cost-neutral and should not touch on two other holy cows: student time and teacher time. This makes it a very difficult, if not an impossible task. While I have no intention of downplaying or underrating the achievement of the Academy Study Law of 1999, the key players in this game of reform need to think further. The act is a sensational first step, but first steps do not lead anywhere distant from the point of origin. The think tank of the Ministry and the
best people in the colleges and the universities need to develop visions and show up various routes of development. The reality of our educational world needs to be approximated towards a vision of ideal teacher education, not the other way round. (Burow/Neumann-Schönwetter 1995, 28-30)

Prof. David Hargreaves formulated 20 lessons in a splendid article on *How to design and implement a revolution in teacher education*. Lesson 1 is: “Do not let those who are engaged in teacher education and training in higher education lead the reforms”. (Hargreaves 2000, 76) It does not seem all too promising to make the key players change agents as there might be a clear bias towards private interests of institutions and individuals, neither of which is helpful. But apart from launching the committee for evaluation and planning, this is exactly what we have done in Austria. It needs to be made clear, however, that “not letting them lead the reforms” obviously does not mean exclude them from the process. It is paramount to involve the colleges of teacher education in the process and invite them to produce ideas, models, visions. But other angles, other vistas need to be kept open and exploited as well to arrive at new institutions of teacher education that look forwards and not backwards.

The two types of teacher education, which have grown over the decades will remain separated, and the chance to design a unified system of teacher education in Austria seems to pass once more. This is not to say that it is necessarily better to educate all teachers in one institution, there is much to be said for diversity. On the other hand, a look at the situation in Ireland shows what similar demands in length of programmes, academic degree, and the pay scale can mean for self-esteem and status of teachers in a country.

If the institution moves forward or upward, then the people working in it have to do the same if anything is to change at all. It seems one of the big challenges to upgrade the institutions of teacher education together with the people working in them. It could mean that some members of staff will want to go for a degree, that new staff will be needed with the highest degree and expertise in research; it might even mean that some members of staff will be made redundant. (Cremin, p. 88 in this volume) To design and implement action in this sensitive area will take courage, resolution, tact, and patience.
An interesting anachronism seems to persist: the education of pre-school teachers will not be re-located into teacher education and redesigned accordingly. According to the law of 1999, this sector is going to stay in the upper secondary system. There still is time to include this sector in the reforms lying ahead, and it is to be hoped that the decision makers in the Ministry of Education are aware of the problem and realise the tide of the times. Professionalism does not grow in a side street of upper secondary education, and with regard to pre-school education nothing less than professionalism will do.

The following table shows the room allocated by law for re-structuring the four study areas: in each of them the total number of hours of tuition (1 per week per term) must be designed to be no fewer than the first figure and no more than the last. So, for instance, there must be at least 25 SWS* and no more than 45 SWS in the humanities.

<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>SWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (The Ologies : Pedagogy, Psychology, etc.)</td>
<td>25 - 45</td>
</tr>
<tr>
<td>Humanwissenschaften</td>
<td>25 - 45</td>
</tr>
<tr>
<td>Subjects and Subject Didactics</td>
<td>65 - 85</td>
</tr>
<tr>
<td>Fachwissenschaften und Fachdidaktiken</td>
<td>65 - 85</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>10 - 30</td>
</tr>
<tr>
<td>Ergänzende Studien</td>
<td>25 - 30</td>
</tr>
<tr>
<td>School practice</td>
<td>25 - 30</td>
</tr>
<tr>
<td>Schulpraktische Studien</td>
<td>25 - 30</td>
</tr>
</tbody>
</table>

It follows from this table, which is taken from the new law, that the emphasis among the four areas of study can be varied up to a point, but the total of 164 one-hour courses is fixed. A comparison with Ireland is interesting. There education accounts for 40% (25% in Austria), the subject area for 40% (50% in Austria), and school practice for 20% (25% in Austria). (Cf. Cremin, p. 87 in this volume)

So change is administered in a form that can face up to the interests represented by a conservative union. The 1999 law is telling us to run forward while keeping us tied to the past. It is not offensive, not radical, but therefore less promising than it could have been. And the road as it looks now is anything but paved.

*SWS: this abbreviation stands for „Semesterwochenstunden“. 1 SWS is one course hour per week per term.
2 Teacher education and the Academy Study Law of 1999

Brunner

It is commonly known that, at times of change, aspects of social life come under scrutiny. Teacher training systems are no different to this. And it is high time the Austrian system of teacher education were also subject of closer analysis. Factors for change in the European educational landscape are obvious and manifold: comparable academic achievement, quality assurance, effective educational management, budgetary elements and many more. It may therefore partly satisfy notorious critics of teacher education in this country that in 1999 the Austrian parliament voted for the so-called Academy Study Law, which should be and could be a starting-point for a sensible reform towards a new teacher education.

Modernising the teaching profession

Some progress in the development of a modernised teacher education has been made in tiny steps since the introduction of the general school law of 1962. By this far-reaching educational act – though now 40 years old - the colleges of teacher education were introduced and they replaced the traditional teacher training which was organised in upper secondary grammar school-type institutions for students from the age of 15 to 19. Initially a two-year teacher training course for prospective primary school teachers (Volksschullehrer/in), and a three-year course for lower secondary school teachers (Hauptschullehrer/in) was therewith placed in a setting of tertiary but unfortunately not academic studies. In 1982, along with several other improvements, teacher training for primary schools was extended to a three-year course just like the teacher training programme for lower secondary education.

The year 1992 saw a glorious paper of reform suggesting an academic, university-like teacher education. A nationwide group of experts in the field of teacher training, educational management and research took the task of a further teacher training reform set by the Ministry of Education very seriously and could present a promising paper of a modern institution of academic teacher education for primary and lower secondary school teachers – but the paper was too progressive at the time for the politicians who would have had to implement these thoughts. The suggestions never reached parliament and another seven years had to pass before the next step of reform.
The Academy Study Law of 1999 (Akademien-Studiengesetz) as a potential for further development

Meeting the challenge of change in a developing Europe laid out the basic strategy for this educational act of 1999. Within the framework of the Bologna Declaration this warmly welcomed new law aims at modernising initial education for future teachers not trained at universities and in-service teacher training for all teachers. By the year 2007 at the latest, all Austrian teacher education must be organised according to university-like standards but not necessarily at universities as such, and all the graduates must be awarded an academic degree. Beyond this rather formal message of future changes and reform the Academy Study Law of 1999 also implies a number of paragraphs for reorganising and restructuring the curricula and the study process of our students at the existing colleges of teacher education and the pedagogical institutes. Optimists see this as a preparatory training ground for the work beyond 2007.

But indeed, there is reason for optimism, since no other Austrian legal act of education has ever shifted the work at our 14 Colleges of Teacher Education up to such realms of administrative autonomy, curricular flexibility and academic identity. What has to be marked as particularly benevolent to further teacher training reforms is the installation of the so-called Bundes-Leitungskonferenz (BLK), the federal conference of principals and vice principals of all the 14 colleges of teacher education together with two representatives of the Ministry of Education.

Over the past two and a half years this conference has developed into a powerful decision-oriented board of experts, who see their main task as promoting the intended reforms in teacher education. Regional and nationwide cooperation and coordination with respect to the fulfilment of educational tasks belong to the legal duties of the conference. They meet "physically" at least twice a year, but virtually they have set up an electronic system of conferencing on the basis of the Internet (ELKA), which allows them immediate and constant communication as well as voting on matters of decision.

Since the implementation of the Academy Study Law of 1999 five such federal conferences have taken place where teacher education in Austria has been scrutinized and some of the visionary reforms even materialised. The fact that the
ENTEP-conference meets in Austria also goes back to a strong intention and wish of our federal conference of principals and vice principals longing for European support in our national quest for a reformed teacher education.

3 The Committee for Planning and Evaluation (PEK) as an instrument of change Kohler-Spiegel

3.1 PEK

The Committee for Planning and Evaluation consists of eight members, and is an independent group representing the colleges of teacher education and the universities. Recommendations are made directly to the minister and provide the basis for the minister’s annual report to parliament.

The Academy Study Law of 1999 requires a committee to support the minister, the law also lays down the tasks and competencies of PEK. It is the first and foremost job of this committee to develop guide lines for the transfer of the existing colleges into a new kind of college of teacher education. A second important task is to evaluate the existing system. Thirdly, there is the eminently difficult task to reduce the number of 51 now existing academies by suggesting mergers and forms of cooperation.

3.2 The committee’s work so far

Guide lines and papers preparing the change from the academies to a new college system have been developed. In one paper the development of university level teacher education was outlined, with the degrees of Baccalaureate (BA), Master, and Doctor as laid down at the Bologna Conference of 1999. The future colleges will have study programmes for ITE for prospective teachers at primary schools, lower secondary schools, and for special needs education. These studies last for three years, and may be followed up by advanced studies, which last for an additional one or two years.

The new college system will integrate initial teacher education and continuous professional development. Teachers cannot finish their education when they have completed their first three or four-year study programmes, they have to know about recent developments in their subject areas and about the latest teaching methods and
technologies. Lifelong learning will be necessary to increase the professionalisation of teachers.

Teaching in the colleges will change to integrate more research findings as well as new teaching methods. It is important to develop a university level teacher education. Therefore, the papers for research were among the first pieces of work for PEK. Research, however, needs more money - which in times of universal budget cuts is difficult to obtain.

Theory and practice are well balanced in the existing study programmes as the students go to different practice schools once a week every term, where they do supervised teaching in classes of different age and achievement levels. International exchange is another area that works well, for example in Feldkirch, about 10 per cent of the students study one term at universities all over Europe, from Ireland to Portugal, from Finland to Hungary, and there are also staff exchange programmes in operation.

Another important issue that has been broadly discussed is the structural re-organisation of the new colleges of teacher education.

3.3 Main issues of PEK in the near future and points PEK is currently working on

- Writing up several other papers, especially on organisation and on lifelong learning.
- Working with all the colleges as they develop their own priorities. Based on the papers of PEK, every academy will submit a proposal for their college including organisation and budget information, number of students, core syllabus and specialised subjects.
- Aiming for a good balance between national consensus und local necessities as well as a constructive climate of cooperation with all the colleges of teacher education during this development.
- Terminating this process of re-structuring by 2007. It is hoped, however, that pilot projects can already be launched next year.

Eventually, however, it is the government that will decide about the shape the new colleges of teacher education will (have to) present themselves in.
4 Options – Perspectives – Scenarios

4.1 Options

Since their foundation in 1962 all institutions involved have worked in splendid isolation. The academies represent different fields of ITE and educate teachers for primary schools, lower secondary schools, children with special needs, vocational training, and religious education. At present the dimensions reach from institutions with no more than 20 students to institutions with over 1500 full-time students. The current development has opened several new options:

- The academies now offer 3-year-courses leading to the diploma for teaching, with the official title of “Diplompädagoge“.
- “Akademielehrgänge” (short-term courses) can be organised for students in ITE or for teachers to acquire a specialised qualification, e.g. intercultural learning, German as a second language, adult education, quality management etc.). Many teachers choose these courses to expand their expertise.
- A very challenging option is the opportunity for cooperation. The present competition between institutions can be modified into cooperation with the aim of creating larger institutions for teacher education.

One general handicap of the ASiG-institutions still remains: Their present graduation is not fully recognised by Austrian universities. An optimistic view opens the most innovative option for the future: Continuing the Bologna follow-up process universities and “Fachhochschulen” are introducing a tripartite degree structure: Bachelor, Master and Doctor. The academies will have joined this process by 2007. As a result all graduates then get the chance to continue their studies at universities in Europe and overseas whatever the choices for their individual careers are.

4.2 Perspectives

A priority target of upgrading is to design new programmes that lead to a Bachelor degree comparable to other European countries and fully recognised also by Austrian universities. Starting in 1999, the academies had to redesign their curricula for ITE. However, the prescribed framework was anything but visionary and kept the traditional high time of student attendance in taught courses (164 SWS). So time for individual studies is missing and curricula have remained mostly traditional.
Academic studies need a well balanced system of taught courses and individual studies alongside a reasonable number of assessed modules. The next step of development needs to be the reduction and modularisation of the taught courses from 164 SWS to 120 or 130 SWS for the whole programme. This will open more space for individual studying, especially when accompanied by a reduction of the courses that are assessed. This decision would also result in improved quality of assessment (Cf. Bayer/Carle/Wildt 1997; Welbers 2001).

Improving the learning culture for our students also needs more resources for IT-based teaching. Reducing the number of taught courses frees resources for the development of IT-based courses. As a possible result a growing network of teams for different subjects could emerge in cooperation between experts located at different institutions in different parts of Austria. In the future, IT-based courses will also increase the possibilities for CPD.

After the installation of Bachelor degree courses for all ITE programmes the next step is the development of postgraduate Master programmes which open ways of specialisation for experienced teachers and also for further studies at the university. Schools need more and more science-oriented professionals, teachers who take part in the scientific community and help to improve the output of educational research as a base for improvement and development in schools. Schools need teachers who upgrade their professional experience, teachers who are willing to transfer their professionality to related fields of activity.

The ASIG 1999 (Academy Study Law) has also opened ways of cooperation with established Austrian universities, which are being restructured towards full academic autonomy. It is one of the open challenges to develop a win-win-scenario for Austrian universities and academies by managing postgraduate programmes together. Resources on both sides are limited, but they could be significantly increased by cooperation (Cf. Teiner 2000).

### 4.3 Scenarios

New programmes need new structures. Academisation marks the end of the traditional centralised responsibility kept by principals. Different boards discuss and design the curricula, are responsible for quality assurance and institutional
development. The principals will be replaced by deans and rectors, who are elected for a certain period by members of staff and students. All take part in the development of the institution and have to be aware of common responsibilities.

Developing the 51 educational institutions into a much lower number of institutions of teacher education will be no easy task and include some difficult patches:
- The 51 institutions are scattered all over the country in small and big towns with and without regional universities.
- One third of the 51 institutions is owned by different churches, mostly the Roman Catholic Church, but also by the Protestants, the Jewish and the Islamic Community. The state is obliged by law to pay for the teaching staff. All the churches want to be part of the upgrading process. Special legal arrangements have to be discussed and finalised.
- All 51 existing institutions have mostly their own teaching and administrative staff and are mostly located in separate buildings.

In search of the best model for future development there are chances for synergies to be seen in
- streaming the courses into three individually managed parts for initial training, postgraduate courses and in-service training:
- strengthening existing expertise in emerging fields into institutes for special purposes, e.g. research & development, tele-teaching, international cooperation.
- reducing the existing administration of the different institutions and build up a new quite autonomous administration.

<table>
<thead>
<tr>
<th>Initial Teacher Education (ITE)</th>
<th>Continuous Professional Development (CPD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Training (IT)</td>
<td>Postgraduate Courses (PGC)</td>
</tr>
<tr>
<td>Modularised courses</td>
<td>Postgraduate Credit</td>
</tr>
<tr>
<td>BEd/BA/BSc</td>
<td>Accumulation Modular</td>
</tr>
<tr>
<td></td>
<td>System (PGCAMS)</td>
</tr>
<tr>
<td></td>
<td>MEd/MA/MSc</td>
</tr>
<tr>
<td>In-Service Training (IST)</td>
<td>Topic-oriented (de)centralised courses</td>
</tr>
<tr>
<td></td>
<td>of various kinds</td>
</tr>
<tr>
<td></td>
<td>without grading</td>
</tr>
</tbody>
</table>
strengthening the resources of equipment and space, e.g. using existing equipment and space by more than just one single institution.

But these are not the full solutions. We have to take into consideration the different regional opportunities and diversities. The organisational development has to refer to the different actors in the different organisations. At last it depends on the commitment and the will of the acting persons and the support given by the legal authorities. Pace and scope of the development depend on political decisions. The Austrian government needs a qualified majority to create a new type of institution for teacher education. Depending on the current political constellation this majority in the houses of parliament today is quite uncertain. Coming elections might bring better constellations.

References


Also in: www.min-edu.ue2000.fccn.pt/pag_pl/confpt/austria.htm

(Downloadable from: http://www.inafop.pt/site_i/entep.html - ENTEP - Documents - Austria)


Brunner, Kohler-Spiegel, Teiner, Gassner
1. Political context

The process of European co-operation has been characterised by an increasing depth since the late 1990s. The process launched by the Sorbonne Declaration in 1998 and developed through the *Bologna Declaration* (1999) and the *Prague Communiqué* (2001) has been driven by an awareness, at policy levels, within a significant number of European countries of the need to respond collectively to common issues and challenges within European higher education systems.

Similarly, the work launched, as a result of the Lisbon Summit of 2000 on the *Concrete Future Objectives of the Education and Training Systems* is a recognition of the crucial role education plays in the development of social and economic policy within the Member States of the European Union.

The work carried out within both of these contexts needs to be seen as an integrated approach to ensuring a greater capacity by European education systems to support the development of a European space for education and a recognisable European presence internationally. The processes involved in Bologna and in the Concrete Future Objectives Report are of significance because they contribute to the process by which the concept of European citizenship becomes more tangible and meaningful for citizens.

---

1. The texts of the Bologna and Prague Declarations may be accessed on http://europa.eu.int/comm/education/socrates/erasmus/bologna.par and http://europa.eu.int/education/prague.par

2. Detailed work programme on the follow-up of the objectives of education and training systems in Europe 6365/02 COM (2001) 501 final. The work on the Concrete Future Objectives is an ongoing process. This report was submitted to the European Council of Barcelona in March 2002.
2. What does Bologna seek to achieve?

2.1 Adoption of a system of easily readable and comparable degrees

**Bologna declaration:**
Adoption of a system of easily readable and comparable degrees, also through implementation of the Diploma Supplement.

**Prague communiqué:**
Ministers strongly encouraged universities and other higher education institutions to take full advantage of existing national legislation and European tools aimed at facilitating academic and professional recognition of course units, degrees and other awards, so that citizens can effectively use their qualifications, competencies and skills throughout the European Higher Education Area.

Ministers called upon existing organisations and networks such as NARIC and ENIC to promote, at institutional, national and European level, simple, efficient and fair recognition reflecting the underlying diversity of qualifications.

2.2 Adoption of a system essentially based on two main cycles

**Bologna declaration:**
Adoption of a system based essentially on two main cycles, undergraduate and graduate. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.

**Prague communiqué:**
Ministers noted with satisfaction that the objective of a degree structure based on two main cycles, articulating higher education in undergraduate and graduate studies, has been tackled and discussed. Some countries have already adopted this structure and several others are considering it with great interest. It is important to note that in many countries bachelor’s and master’s degrees, or comparable two cycle degrees, can be obtained at universities as well as at other higher education institutions. Programmes leading to a degree may, and indeed should, have different orientations and various profiles in order to accommodate a diversity of individual, academic and
labour market needs as concluded at the Helsinki seminar on bachelor level degrees (February 2001)\(^3\).

### 2.3 Establishment of a system of credits

**Bologna declaration:**
Establishment of a system of credits - such as in the ECTS system - as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognised by receiving Universities concerned.

**Prague communiqué:**
Ministers emphasised that for greater flexibility in learning and qualification processes the adoption of common cornerstones of qualifications, supported by a credit system such as the ECTS or one that is ECTS-compatible, providing both transferability and accumulation functions, is necessary. Together with mutually recognised quality assurance systems such arrangements will facilitate students’ access to the European labour market and enhance the compatibility, attractiveness and competitiveness of European higher education. The generalised use of such a credit system and of the Diploma Supplement will foster progress in this direction.

### 2.4 Promotion of mobility

**Bologna declaration:**
Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:
- for students, access to study and training opportunities and to related services
- for teachers, researchers and administrative staff, recognition and valorisation.

**Prague communiqué:**
Ministers reaffirmed that the objective of improving the mobility of students, teachers, researchers and administrative staff as set out in the Bologna Declaration is of the utmost importance. Therefore, they confirmed their commitment to pursue the

---

3. The Bologna Process is characterised by ongoing reflection, seminars and papers on related topics. The Helsinki seminar on bachelor level degrees is one such event.
removal of all obstacles to the free movement of students, teachers, researchers and administrative staff and emphasised the social dimension of mobility. They took note of the possibilities for mobility offered by the European Community programmes and the progress achieved in this field, e.g. in launching the Mobility Action Plan endorsed by the European Council in Nice in 20004.

2.5 Promotion of European cooperation in quality assurance

**Bologna declaration:**
Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies.

**Prague communiqué:**
Ministers recognised the vital role that quality assurance systems play in ensuring high quality standards and in facilitating the comparability of qualifications throughout Europe. They also encouraged closer cooperation between recognition and quality assurance networks. They emphasised the necessity of close European cooperation and mutual trust in and acceptance of national quality assurance systems. Further they encouraged universities and other higher education institutions to disseminate examples of best practice and to design scenarios for mutual acceptance of evaluation and accreditation/certification mechanisms. Ministers called upon the universities and other higher education institutions, national agencies and the European Network of Quality Assurance in Higher Education (ENQA), in cooperation with corresponding bodies from countries, which are not members of ENQA, to collaborate in establishing a common framework of reference and to disseminate best practice.

2.6 Promotion of the European dimensions in higher education

**Bologna declaration:**
implementation of the necessary European dimension in higher education: Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programmes of study, training and research.

---

4. Council of the European Union resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council concerning an action plan for mobility 13649/00.
Prague communiqué:
In order to further strengthen the important European dimensions of higher education and graduate employability Ministers called upon the higher education sector to increase the development of modules, courses and curricula at all levels with “European” content, orientation or organisation. This concerns particularly modules, courses and degree curricula offered in partnership by institutions from different countries and leading to a recognised joint degree.

2.7 Lifelong learning

Prague communiqué:
Lifelong learning is an essential element of the European Higher Education Area. In the future Europe, built upon a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life.

2.8 Higher education institutions and students

Prague communiqué:
Ministers stressed that the involvement of universities and other higher education institutions and of students as competent, active and constructive partners in the establishment and shaping of a European Higher Education Area is needed and welcomed. The institutions have demonstrated the importance they attach to the creation of a compatible and efficient, yet diversified and adaptable European Higher Education Area. Ministers also pointed out that quality is the basic underlying condition for trust, relevance, mobility, compatibility and attractiveness in the European Higher Education Area. Ministers expressed their appreciation of the contributions toward developing study programmes combining academic quality with relevance to lasting employability and called for a continued proactive role of higher education institutions.

Ministers affirmed that students should participate in and influence the organisation and content of education at universities and other higher education institutions. Ministers also reaffirmed the need, recalled by students, to take account of the social dimension in the Bologna process.
2.9 Promoting the attractiveness of the European Higher Education Area

**Prague communiqué:**

Ministers agreed on the importance of enhancing attractiveness of European higher education to students from Europe and other parts of the world. The readability and comparability of European higher education degrees worldwide should be enhanced by the development of a common framework of qualifications, as well as by coherent quality assurance and accreditation/certification mechanisms and by increased information efforts.

Ministers particularly stressed that the quality of higher education and research is and should be an important determinant of Europe’s international attractiveness and competitiveness. Ministers agreed that more attention should be paid to the benefit of a European Higher Education Area with institutions and programmes with different profiles. They called for increased collaboration between the European countries concerning the possible implications and perspectives of transnational education.

3. What has been achieved so far?

The Bologna process is an intergovernmental process involving the public authorities of 32 European countries. The process is, however, not exclusively intergovernmental. The participating states have decided to involve, as observers, university associations (EUA, EURASHE), student associations (ESIB) and the Council of Europe. The European Commission was granted a special status as a full member of the follow-up Group (all countries) and the smaller Preparatory Group for the Berlin 2003 conference.

The Bologna declaration contained **six action lines** and the Prague communiqué added three more (see annex 1). Most action lines coincide with Commission policies, supported through the Socrates programme over the years. See the overview of ongoing Community support in annex 2.

I will now outline **ten concrete measures** with which the Commission may give a new support to the objectives of the Bologna process and realise its own policies as defined in the “Objectives” papers. A more detailed description of each measure is provided in annex 3.
Ten Concrete Measures

In short, the following measures could be implemented as from the academic year 2003-2004 with preparation and some piloting in 2002-2003.

1) A wide-scale introduction of the Diploma Supplement, increasing substantially the understanding and recognition of degrees at all levels. Synergies with similar documents in vocational training will be sought.

Action line 1. Adoption of a system of easily readable and comparable degrees

2) A broad pilot scheme to test, building on the ECTS experience, a European Credit Accumulation System for Lifelong Learning, enabling citizens to accumulate credits gained through formal, non-formal and in-formal learning (a new Joint Action as a follow-up to the exploratory projects starting this autumn).

Action line 3. Establishment of a system of credits

3) The Socrates-Erasmus Student Charter. A one page leaflet or card stating clearly the rights and obligations of mobile students (no tuition fees, full academic recognition etc.). To be launched by the Commissioner at the occasion of the celebration of the one-millionth Erasmus student in the course of the academic year 2002-2003.

4) The creation of models of European Virtual Universities, in order to offer citizens access to a Europe-wide course offer and provide incentives to combine physical and virtual mobility.

Action line 4. Promotion of mobility

5) A special action to promote a "quality culture" within universities, "bottom-up", in cooperation with the European University Association. This pilot scheme would help universities to introduce internal quality assurance mechanisms, improve their quality levels and find them better prepared for external evaluations.

Action line 5. Promotion of European cooperation in quality assurance

6) A Pilot Scheme on European Higher Education Quality Evaluation in order to experience what European transnational evaluation would mean on a voluntary basis, covering regulated professions (such as medical doctors) and non-regulated
professions (such as business managers).

**Action line 6. Promotion of the European dimension in higher education**

7) Define and support European Masters and Doctoral courses. Well-defined European degrees can contribute to the quality and visibility of European Higher Education. The Commission would support the development and launch of a series of new European Masters and joint Doctoral courses, the latter together with DG RTD support. A pilot project will test the running of "European Masters" and Doctoral courses in the academic year 2002-2003.

**Action line 9. Promoting the attractiveness of the European Higher Education Area**

8) A database on job and learning opportunities set up together with DG EMPL would help citizens find their way in the European education offer.

9) Other measures will be identified in the Action Plan following the "Communication to the European parliament and the Council on strengthening cooperation with third countries in the field of higher education countries". Also DG EAC and DG RTD will join forces to create synergies between the "European Area for Higher Education" and the "European Research Area".

10) Apart from the specific measures above, the Commission gives an overall support to the Bologna process through Monitoring / Reports / Seminars. In 2002 this means support for a Trends III report, an official Prague/Berlin Rapporteur and support for a limited number of official Bologna seminars that would fit the policies of the programme.

**Monitoring / Reports / Seminars**

**4. Implications for Teacher Education?**

Need for a focused discussion on what the relevance of the Bologna Process is for teacher education and how teacher education is organised in European countries. Among the areas which will inform this discussion are:

- the extent to which teacher education faculties participate in the international cooperation programmes of their universities
- the contribution of projects developed within the framework of Socrates-
Erasmus/Comenius
-the development of projects which respond to the policy imperatives of increased convergence between teacher education systems
- our reflection on role of the teacher as a `mediator` of the European dimension of the classroom
- the importance of the lifelong career-development of teachers.

ANNEX 1
BOLOGNA ACTION LINES

The Bologna declaration contained six Action lines and the Prague communiqué has added three more:

Bologna Declaration
1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European cooperation in quality assurance
6. Promotion of the European dimension in higher education

Prague Communiqué
7. Lifelong learning
8. Higher education institutions and students
9. Promoting the attractiveness of the European Higher Education Area
(10. continued follow-up)

Most Action lines coincide with on-going Commission policies, supported through the Socrates programme. The instruments and the intensity of support vary from simple monitoring and reporting (Action line 2) to a multi-million EURO support scheme (Action line 6). Some Community activities (the "Tuning" project on learning outcomes and the credit system ECTS) will be of help to more than one Action line.

The following distinction can be made:

Community involvement would be very strong in:
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European cooperation in quality assurance
6. Promotion of the European dimension in higher education
9. Promoting the attractiveness of the European Higher education Area
In these areas the Commission will initiate new measures in the run-up to the Berlin 2003 conference.

**Community involvement would be less strong or absent in:**

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
7. Lifelong learning (in the Bologna context)
8. Higher education institutions and students

In these areas the Member States take the lead, the role of the Commission is to monitor, facilitate exchanges and stimulate debate.

**ANNEX 2**

**ON-GOING COMMUNITY SUPPORT**

A series of on-going Socrates-Erasmus activities support directly or indirectly the objectives of the Bologna process. Most of them are mentioned explicitly in the text of the Bologna declaration and the Prague communiqué.

**Action line 1. Adoption of a system of easily readable and comparable degrees**
- The activities of the NARIC network, to be evaluated November 2001 - June 2002).
- The (soft) promotion of the Diploma Supplement.

**Action line 2. Adoption of a system essentially based on two cycles**
- Here the task of the Commission is mainly limited to supporting monitoring exercises such as the "Trends" reports.

**Action line 3. Establishment of a system of credits**
- Support to the further extension of ECTS throughout European higher education.
- Monitoring more intensively the proper implementation of ECTS through site visits and help lines.
- Monitor the impact of ECTS on the national education systems (legal and de facto introduction, moves towards credit accumulation).

**Action line 4. Promotion of mobility**
- Socrates-Erasmus Action 2: students and teaching staff mobility (up to 90 % of the budget).
- Project Socrates on the Move (students promoting Socrates-Erasmus mobility).
- Recommendation and Mobility Action Plan PAM (monitoring and follow-up).
- Skills and Mobility Task Force.
- Development of web-based information tools.

**Action line 5. Promotion of European cooperation in quality assurance**
- Report in the first half of 2002 on the implementation at national and European level of the Council
Recommendation of 24 September 1998 on European cooperation in quality assurance in higher education.

-Monitor the developments within ENQA, the European Network for Quality Assurance in higher education, involving the EUA (European Association of Universities and ESIB (European federation of national unions of students in Europe).

-support the cooperation between networks such as ENQA and NARIC (the network of National Academic Recognition Information centres), Socrates-Erasmus Thematic networks and Cedefop.

-ask experts to compile a Glossary/Description of what is covered by the concepts of quality assurance and accreditation so that everybody can work on a more common basis.

**Action line 6. Promotion of the European dimension in higher education**

-Socrates-Erasmus Action 1 (European inter-university cooperation / Institutional contract), Action 2 (mobility of students and university teachers) and Action 3 (Thematic Networks).

**Action line 7. Lifelong learning**

-The activities of the Socrates-Erasmus Thematic Networks (identification of needs, curriculum development, identification of professional profiles namely in cooperation with professional bodies) have a strong lifelong learning focus.

**Action line 8. Higher education institutions and students**

-ESIB, the National Unions of Students in Europe, is officially involved in the Bologna process as observer in the Follow-up group and the Preparatory Group for the Berlin conference. The Commission supports ESIB as well as other student associations through Socrates Accompanying Measures support. The Commission is in regular contact with the European Liaison Group of University Student Associations (ESIB, ESN and AEGEE).

**Action line 9. Promoting the attractiveness of the European Higher education Area**

-The consequences of transnational education (TNE) for quality assurance and recognition are being examined by the Socrates supported networks ENQA and NARIC (through a NARIC project as a follow-up to the first TNE report and seminar).

-Development of web-based information tools.

**ANNEX 3**

**TEN MEASURES TO SUPPORT THE BOLOGNA PROCESS**

**Detailed description**

**Action line 1. Adoption of a system of easily readable and comparable degrees**

1 To support the wide-scale introduction of the Diploma supplement under the Socrates-Erasmus Institutional Contract. This would be a significant step forward beyond the piloting and
promotion undertaken until now. The wide-scale introduction of the Diploma supplement would be assured through a three year support scheme under the current Socrates programme with both de-central (via the National agencies OM budget) and central (promoters and help-lines) funding. Synergies with similar documents in vocational training will be sought.

Expected outcomes: A generalisation of the use of the Diploma Supplement. Universities that ask support would commit themselves to deliver Diploma supplements to all their degree students (bachelor, master and doctoral level).

Start preparations: Autumn 2001
Call: 1 November 2002 (Institutional Contract)

**Action line 3. Establishment of a system of credits**

2 A broad pilot scheme test a European Credit Accumulation System for Lifelong learning (credits received for formal, informal and non-formal learning). This would be a new Joint Action building on the experiences of ECTS, the Tuning project (May 2001 - June 2002) and would be a follow-up to the upcoming exploratory Joint Action projects on "Construction of bridges between qualifications: a system of transfer and accumulation of training credits for lifelong learning" (November 2001 - February 2003).

Expected outcomes: A series of actors across Europe (trainees, training institutions, employers) get familiarised with a European credit accumulation "system". They would help improving the accumulation system and they may subsequently assist in promoting the wider use of the system, as was done with ECTS.

Start preparations: January 2002
Call: January 2003 (provisional date)

**Action line 4. Promotion of mobility**

3 The Socrates-Erasmus student charter: a one page leaflet (or card) outlining the rights and obligations of mobile students (no tuition fees, full academic recognition etc.). These rights are part of universities' obligations under Erasmus but too often neglected, they need more visibility. The rights and obligations contained in the student charter will also be reinforced through the redesign of the Socrates-Erasmus Institutional Contract (application date 1 November 2002, activity period: academic year 2003-2004) and the National Agencies will have an important role to play in the monitoring of their implementation. The renewed attention for student rights would be accompanied by appropriate appeal
procedures and the possible designation of recognition ombudsmen.

Start preparations: Autumn 2001
Call: -
Activity period: As from 2003-2004 (Launch by the Commissioner at the celebration of one millionth Erasmus student in 2002-2003)

4 Support to create models of European Virtual Universities, building on the projects supported under the 2001 eLearning Calls for proposals (end of 2001 - end of 2003). The pilot scheme would put an emphasis on developing and testing different models of combining physical and virtual mobility and provide nucleae for European virtual universities by way of developing virtual courses and degrees and other appropriate material. This would help create proper environments for European cooperation among teachers and students. Mobile students could for example establish a distance learning link with the host university abroad (and with peer students) before their study abroad period and maintain it after having returned to their home institution.

Expected outcomes: A representative number of universities and students across Europe will get familiarised with virtual mobility combined with physical mobility. The lessons learned can be used by others and may have an impact on the design of future (Community) action programmes in education.
Start preparations: January 2002
Call: in the course of 2002

Action line 5. Promotion of European cooperation in quality assurance

5 A special action to promote a "quality culture" in universities, in cooperation with the European University Association. Many universities consider quality assurance as an external activity, a control imposed upon them. This project would help universities to introduce internal quality assurance mechanisms that they can consider their own.
If the two pilot schemes launched in 2002 appear to be successful, the Commission will propose their continuation during three years (2003-2004, 2004-2005, 2005-2006).

Expected outcome: To create a critical mass of universities having concrete experience with internal quality assurance mechanisms helping them to improve their quality levels and being better prepared for external evaluations.
Start preparations: January 2002
6 **A Pilot Scheme on European Higher Education Quality Evaluation** in order to experience what European transnational evaluation would mean on a voluntary basis, covering regulated professions (such as medical doctors) and non-regulated professions (such as business managers). The pilot scheme, to be carried out by the respective Thematic Networks, would start with three disciplines in 2002-2003 and would use the results of the Tuning project (core curricula and learning outcomes) as reference material. Also the experiences of the ENQA network would be used in the set-up of the scheme.

Expected outcome: To provide a model or models for the European higher education quality evaluation landscape.

Start preparations: January 2002
Call: March 2002
Activity period: 2002-2003 (pilot) 2003 onwards (continuation)

**Action line 6. Promotion of the European dimension in higher education**

7 **Define and support European Masters and Doctoral courses.** Well defined and supported European degrees can contribute to the quality and visibility of European Higher Education. The initiative would consist of surveys into joint degrees / Masters studies / Doctoral studies in Europe, one or two launching conferences and two pilot schemes, one on European Masters and one on Doctoral courses. If the two pilot schemes launched in 2002 appear to be successful, the Commission will consider to support in future years:

- Quality evaluations of European Masters and Doctoral courses
- The award of quality labels (like "European Master")
- Curriculum development in target areas under the Thematic Networks umbrella
- Priority for student and teaching staff mobility grants under Socrates-Erasmus
- Scholarships for third country students (RELEX / AIDCO)

Expected outcomes:
- To bring clarity in the multitude of definitions and help to identify what "elements" make a master / doctoral course really European (for example: curricular integration with two foreign partners and substantial teacher and/or student mobility). These "elements" would be widely publicised and would together with quality evaluations lead to some sort of procedure for the award of a meaningful "European label".
- To test the running of "European Masters" and Doctoral courses (up to ten each) in the academic year 2002-2003
- A growing number of high quality European masters and Doctoral courses accessible for European and non-European students
- To establish links between the European Higher Education Area and the European Research Area
- To make European Higher Education more attractive in the world.

Start preparations: Autumn 2001 (surveys launched)
Call: March 2002

**Action line 9. Promoting the attractiveness of the European Higher Education Area**

8 **Data-base on job and learning opportunities** to be set up, by rationalising existing sources of information for job-seekers (EURES) and for students in Vocational Training and in Higher Education, in order to present a one-stop shop on the web. This has been requested by both the European Council in Lisbon and by the EP/Council Recommendation on Mobility of students, trainees, teachers in Europe.

Expected outcome: qualitative, user-friendly and accessible information for potentially mobile persons, in order to increase quantity and quality of mobility in Europe.

Start preparations: Autumn 2001
Call: 18 September 2001
Activity period: 2002 onwards

9 Both the Prague Communiqué and the Commission "**Communication** to the European parliament and the Council on strengthening cooperation with third countries in the field of higher education countries", set as an aim to **promote the EU as a world wide centre of excellence** for study/training as well as in scientific and technological research. Concrete actions will be identified in the follow-up to the Communication (one concrete action would be to encourage more EU delegations to follow existing good examples of organising student fairs in third countries, involving DG EAC, DG RTD, member states embassies, universities, university associations and organisations such as the British Council). Synergies should also be established between the **European Area for Higher Education** and the **European Research Area**, which have similar objectives.

Expected outcome: Better promotion of European universities in **target countries** with the aim to increase the number of non-European students, professors and researchers at our universities. Synergies between the **European Area for higher education** and the **European Research Area**.
10 Monitoring / Reports / Seminars. Apart from the specific measures above, the Commission gives an overall support to the Bologna process. In 2002 this means support for a Trends III report, an official Prague/Berlin Rapporteur and support for a limited number of official Bologna seminars that would fit the policies of the programme.

Start preparations: Autumn 2001
Call: Accompanying Measures Deadlines 1 February, 1 June and 1 October
Activity period: 2002, 2003 (several months after the deadlines)
Internet streaming in a conference setting
Ulrich Herburger

By conducting a live Internet transmission of the keynote addresses given at the ENTEP/BLK conference (18 January, 2002), the conference organisers and the Fachhochschule Vorarlberg established a new milestone for the publication of conference proceedings in the education sector. The keynote addresses can still be accessed as streaming videos.

Web streaming at the Fachhochschule Vorarlberg began as a student project (class of 1999) in the Degree Programme InterMedia as part of the "Multi-Camera Live Web Streaming" course. The goal of the project was to determine both the suitability of the Internet for the transmission of various live events as well as the formal and design parameters for obtaining the best results. In consideration of the fast growth in Internet data bandwidths, the class aimed to prepare students for the successful use of Web casting in their later careers.

For many reasons, the ENTEP conference at the Pädagogische Akademie des Bundes in Vorarlberg was an ideal setting for the class. The conference, which attracted an international audience, focused on a topic that is important throughout the whole of Europe. The importance of the conference and the international response supported us both in our belief that the keynote addresses would be of great interest after the conference and in our decision to make them widely available via the Internet. A further reason for transmitting the conference live by Internet was to support the conference goal of generating widespread discourse throughout the whole of Europe on the future of teacher training by generating forums for the discussion of the keynote addresses.

Since the presence of camera people and camera equipment is always a distraction at an event, the team from the Fachhochschule Vorarlberg attempted to focus attention away from themselves and their equipment through the use of a large video screen in the conference hall itself.

A six-person team set up the technical equipment on the day before the conference. Thanks to the participation of jet2web Telekom Austria, the video signal was transmitted via a high-performance 170 kb/sec and 56 kb/sec data transmission line.
for the recording of image and sound functions to the Telekom streaming server (Microsoft Streaming Media). The Fachhochschule Vorarlberg was also able to use this data line to transmit the video signal to an Apple Quicktime Server at the Fachhochschule. This enabled both PC as well as Apple users to receive the data and to watch the conference in real time or near real time.

The conference was filmed with four cameras. Three of the cameras were operated by students and covered the podium and the auditorium. One unmanned camera was used to film the screen onto which speakers projected their presentations. An audio signal from the speaker’s microphone and the video signals were transmitted 25 meters to a neighbouring room and projected via a splitter on a four-screen TV monitor. All four screens could be synchronously viewed by the director, who was in constant wireless communication with the students operating the cameras and who was giving them directions. At a mixer console, the director was able to choose one camera signal, which was then transmitted to a PC and an Apple computer, encoded in the respective streaming format, and then transmitted respectively to the streaming servers at Telekom in Bregenz (35 kilometers away from the conference site) and at the Fachhochschule Vorarlberg in Dornbirn (25 kilometers away from the conference site). A simultaneous backup video recording was made so that any breaks in transmission occurring as a result of computer crashes could be rectified in retrospect. The connection was then made to the international data backbone network. People following the ENTEP conference by Internet were offered different bandwidths as determined by their connection capacity. Even telephone-modem users were able to watch the conference, albeit at a reduced resolution, while ADSL or cable users were able to make use of the larger bandwidths. Evaluation of the log files showed that outside synchronous interest in the conference was poor (26 persons/institutions followed the live transmission of the keynote addresses). However, even three months after the conference both the Fachhochschule Vorarlberg and jet2web Telekom Austria are still registering regular access (total 152 until
01/06/2002). The video file should be available via the Internet until the end of 2002: http://www.pa-feldkirch.ac.at

Part of the project is, of course, the evaluation of the Web cast. All in all, the project was a success, and we were able to learn the following from the project:

- One problem arose because the video recording was done in a room where videos were being shown and project presentations taking place. While the former requires light, the latter requires darkness. It is hard to find a compromise. A compromise would be to specifically illuminate the transmission image using, if possible, back projection on a beamer with high luminous power.

- There were by and large no technical problems with transmission. A few users reported short breaks. Isolated cases reported that the sound transmission functioned without a problem, although the video signal was lost. The control cuts made by the Fachhochschule Vorarlberg did not show any major errors. Now and again a still frame occurred between two key frames because the stream of moving images had been momentarily disrupted.

- After practice in previous projects, the art of preserving continuity in the depiction of a sequence of movements and of covering a room was no longer a problem.

- Finding optimal settings for the encoding of the video signal requires quite a bit of experience, depending on whether the image or the sound is given preference. For the ENTEP conference, sound was given precedence.

- Web casting requires marketing. Enough interest is only generated if the target group is informed early enough about the casting. There are still great differences in technical equipment. Target groups need to be given enough time to prepare for the event in regard to software installation, data connection etc.
The problem of the inclusion of written documents in live castings has not been satisfactorily solved. Time delay caused by transmission bandwidths may result in the asynchronous transmission of sound and written information, which is disturbing to the receiver. The image quality of filmed computer based projections (e.g. Power Point Sheets) is not satisfactory.

Live casts that are kept available after the event in the form of streaming media result in a growing target group. Exclusive conferences and events that generate knowledge can therefore be made available to a wider audience – which makes, for example, economic sense.

Costs could be reduced by using remote control camera systems and reducing personnel. Satisfactory transmission results could still be attained for more static events, such as the ENTEP conference despite the use of standardised camera settings.

In the future, more consideration should be given to the requirements of multi-camera Web streaming when planning and furnishing congress halls and larger auditoriums. Whether real time, delayed, or available for a longer period of time, the transmission of events via the Internet increases the availability of knowledge.

In contrast to other media, video-Web transmissions seem to strengthen the emotional aspect of the communication process. We recommend combining written materials and informational moving images that can be easily and economically transmitted via the Internet. This thesis still has to be researched.
Keynote addresses
Introduction

After signing the Bologna declaration in 1999 the Dutch minister of education declared in 2000 in his four-yearly policy paper that he intended to think through the consequences for the Netherlands of the development within Europe towards a higher education system based on two cycles. He installed a commission to advise him about this matter. On the basis of the report by the commission and discussion with, among others, higher education institutions and students, the minister presented to Parliament a policy paper called Towards an open higher education. In this paper the outlines of the structure have been laid down. Parliament has adopted these outlines and thus the minister could start drafting a bill.

By the end of last year the minister of education has introduced a bill in Parliament concerning the introduction of a bachelor-master structure. This month the bill will be discussed in Parliament. The intention is that from September of this year the bachelor-master structure will be the mainstream in Dutch higher education. The introduction of a bachelor-master structure is an essential condition for a modern and internationally based system of higher education. In the Netherlands it is also a first step towards a more open higher education system. I will come to this later.

In this paper a number of topics will be discussed:
- First, the current higher education in the Netherlands. To understand how Dutch higher education changes by introducing the bachelor-master structure, it is necessary to know its current characteristics.
- Next, the key elements of the bachelor-master structure as it is proposed by the government. It will be pointed out how this proposition will change Dutch higher education and why it is judged to be important.
- As the introduction of a bachelor-master structure is also a first step towards a more open higher education, it seems important to give reasons and show how this is the case.
- After a general outline of the bachelor-master structure in Dutch higher education, there will be a focus on teacher education. The position of teacher education in the bachelor-master structure will be described and a similarity to the
Austrian system will become apparent, as Dutch teachers are also educated in two different types of institutions.

**Current Dutch higher education**

Dutch higher education consists of two types of education: academic education on the one hand and higher professional education on the other, the so-called binary system. Both types of higher education are laid down in one Act.

Higher professional education is taught at hogescholen. These institutes or universities for higher professional education – UPEs – are comparable to Fachhochschulen and polytechnics. Hogescholen offer programmes in economics, health, social-agogics, agriculture, education, engineering and arts. The programmes for higher professional education are all four years or, to put it more precisely, consist of 168 credit points. The programmes are full and/or part-time, some programmes are offered in a working-learning method. The Education Act states that hogescholen should offer theoretical instruction and develop skills required for practical application in a particular profession. Students completing a 168-credit points programme receive the qualification of ‘baccalaureus.’ In case of an engineering programme, the title ‘ingenieur’ may be used. They are allowed to use the bachelor title.

Academic education is taught at universities. Universities offer four to six-year full and part-time programmes – that is 168 to 252 credit points – in economics, education, health, humanities, social sciences, agriculture, engineering and natural sciences. The length of programmes varies from discipline to discipline. In engineering, agriculture and natural sciences many programmes are five years. In health a number of programmes take five or six years (dentistry, medicine, veterinary sciences, pharmacy); a first qualification is received after four years, students continue their studies for a professional degree. In most other disciplines, programmes take four years. Graduates receive the qualification of ‘doctorandus,’ in engineering the title ‘ingenieur’ is awarded, in law students receive the title ‘meester.’ Graduates are allowed to use the title Master. The universities also offer PhD programmes, leading to the degree of doctor.

Admission to the hogescholen is open to students holding a certificate of senior
general secondary education (five-year HAVO), secondary vocational education (MBO) or pre-university education (six year VWO). The latter route is actually a detour, but a considerable number of students – about 20% – enrol in the hogescholen with a VWO certificate. To enrol in a university, the student must hold a VWO certificate or a first year certificate of a hogeschool. The colloquium doctum is an entrance both for the university and the hogescholen sector for people aged 21 and over who do not have a regular secondary education certificate.

Both universities and UPEs offer post-initial master programmes. Most of the master programmes in higher professional education are offered with foreign, mostly British, universities. UPEs have been opting for this so-called “U-turn construction” because of the absence of a legal recognition of these programmes and the degrees attached to it in the Netherlands.

**Key elements of the bachelor-master structure**

As stated before, legislation concerning the introduction of a bachelor-master structure is now being discussed in the Dutch Parliament. The bill is expected to become effective this year. With this bill the Bologna Declaration will be implemented in the Dutch higher education system. The key elements of the bachelor-master structure as it is proposed will be outlined in the following.

The binary system will be maintained. The judgement of the level and the character of the bachelor and master programmes respectively, and not the status of the higher education institute will be qualifying though. After the introduction of a bachelor-master structure, bachelor programmes and master programmes will either have a higher professional or an academic orientation. The Higher Education Accreditation Commission installed by the minister has developed a framework to test the accreditation of higher professional and academic programmes. On the basis of this framework it is possible to unanimously conclude whether a programme has a higher professional or an academic orientation, regardless of the institution that offers the programme. By de-institutionalisation, the blurring of the distinction between higher professional and academic education is prevented. This distinction meets the demand of the Dutch labour market and fits in with the previous education of students. As mentioned before, in Dutch secondary education there are different school types preparing either for higher professional education or university
education. Furthermore, most other European countries with binary systems continue to adhere to the distinction in orientation.

For university education the introduction of a bachelor-master structure means that separate bachelor and master phases will become the ground rule. The current four to five-year university programmes have an undivided structure. So the introduction of separate bachelor and master phases in the Dutch university education is a major change. However, the option remains open to universities to maintain undivided programmes. For instance, in the case of courses that appear to fall outside the bachelor-master structure in other European countries as well such as medicine.

With three years’ duration the university bachelor programme will primarily be an intermediate degree, which marks the moment when students choose their further programme in the master phase. This differs from the principle of Bologna, assuming that the bachelor-level is a qualification for the labour market. Generally speaking, university students will not enter the labour market with a bachelor degree. They will normally finish with a master degree. The university bachelor is seen as a stepping stone to enter a large number of different master programmes. This facilitates mobility of students, for instance to study abroad for at least part of the master programme. Dutch students see in this opportunity the greatest advantage of the new structure.

The university master programme will take from one to three years. Similarly to the current situation, the duration of the master programmes depends on the subject of the programme. Alpha and gamma master programmes will be one year and master programmes in science or technology will take two years. Master programmes preparing students for the subsequent doctoral programme or educational masters (teacher training programmes) may take a year longer, that is two or three years respectively.

The introduction of the new structure will also entail changes in content. Several universities are introducing American style liberal-arts colleges. On the other hand, we expect master programmes to be much more differentiated than they are now. For instance, we expect the development of special master classes for students who are seeking a career in research.

For higher professional education, the introduction of the bachelor-master structure
means that the current four-year programmes will be regarded as bachelor programmes. The HBO bachelor’s primary aim is to obtain a professional qualification. This focus on professional education is an important difference to the WO bachelor programme, which focuses on academic training. As a rule, the HBO bachelor will move on to the labour market, but HBO bachelors can enter the master phase of the HBO or WO also, immediately or at a later age.

Furthermore, with the introduction of the bachelor-master structure master programmes in higher professional education will be legally recognised. Institutes for professional education are already offering master programmes. As previously stated, most of these programmes are offered in co-operation with foreign universities. With the legal recognition of these programmes the so-called “U-turn construction” becomes obsolete. This can be seen as an impulse for the development of more master programmes at institutions for higher professional education. These programmes will mostly be post-experience in character, building on work experience, and have a strong market orientation.

**The importance of the bachelor-master structure**

The implementation of the Bologna Declaration initiated several changes in Dutch higher education. These changes are necessary to meet several trends like increasing student mobility, internationalisation of the labour market and the developments towards knowledge-based economies. In this light the minister of education takes the view that Dutch higher education will have to become more flexible and more open. By providing flexibility in study programmes we can meet the varied needs of education at all ages.

A greater openness is needed to achieve the best possible positioning for Dutch higher education in an international context. In comparison with other European countries, a relatively large number of the Dutch students receives part of their education abroad. And yet a far greater number of Dutch students have this ambition. At the same time, we must make sure that the mobility of foreign students to our higher education keeps in step with this. Changes are needed to make Dutch higher education more attractive and transparent for foreign students.

International comparability of bachelor and master programmes will be furthered by
a system of accreditation. In order to realise an internationally recognisable bachelor-
master structure, a good system of accreditation is a conditio sine qua non. In the
Netherlands, accreditation will be introduced as the final piece of a review system,
which has proved its worth. Intrinsic quality of programmes (not institutes) is going
to be the starting point for granting a quality mark to bachelor and master
programmes with an HBO (higher professional education) or WO (university
education) orientation.

**Open higher education**

In the long term, the quality assessments of programmes with a HBO or WO
orientation will open up new perspectives for a more open system of higher
education. In this new, open system institutions are positioning themselves on the
basis of quality and existing institutional boundaries become less important. The
bachelor-master structure can be regarded as a first step towards a more open higher
education system.

Two years after the introduction of accreditation there is a clear move towards a
conversion to an open system of accreditation. In an open system the quality of the
programmes, not the status of the institutions, will be the basis for the accreditation.
This means that UPEs can offer academic programmes, and universities can offer
programmes for higher professional education.

**Positioning teacher training in a bachelor-master structure**

Initial teacher training courses for the various types of school are part of higher
education, some being provided at hogescholen and some at universities.

There are full-time, part-time and working-learning teacher HBO training courses for
primary education, special education and secondary education (leading to a grade
one or grade two qualification). There is also a postgraduate course leading towards
a grade one qualification in special education. Next to HBO courses there are full-time
and part-time university training courses leading to a grade one secondary school
teaching qualification. These courses are open to university graduates only.

The bill the minister of education has introduced in Parliament concerning the
introduction of a bachelor-master structure results in the following principles:
all current initial HBO teacher training programmes, leading to a first or a second degree, will become programmes at bachelor-level with a HBO orientation; 
the postgraduate HBO teacher training programmes however, keep their current form, till decided otherwise by Royal Decree. Only when this course complies with the conditions for a HBO master programme, will it be possible to convert the programme to a master programme.

The universities have two options:

1. They have the opportunity to create a master programme following upon a university bachelor programme. Thus a student can enrol in a master programme in teacher training after a three-year bachelor programme in French. This programme will be combined with a master programme in French, so this student actually follows two master programmes at the same time. This teacher training master programme lasts up to 2 years. In principle it is possible for a HBO bachelor to be enrolled in a university teacher training master course. The university has to make clear under what conditions a HBO bachelor can enrol.

2. If the university doesn’t introduce the bachelor-master structure, they will be allowed, until decided otherwise by Royal Decree, to offer the current teacher training programmes. However, the graduates will not get the master degree for this teacher-training programme. Only a WO master can be enrolled in this programme.

In principle only a university teacher training course leads to a master degree with a grade one qualification. An exception is the postgraduate HBO teacher-training programme leading to a grade one qualification in special education. In the future the accreditation of these programmes, which is a necessary condition for a bachelor-master structure and which will be introduced almost parallel to bachelor-master, will make it clear whether these teacher training programmes are indeed on bachelor or master level.

At this moment the introduction of a bachelor-master structure has no consequences for the funding of the teacher training programmes. The initial teacher training programmes as well as the current postgraduate teacher training programme funded by the minister of education will be funded at least in the near future also.
Apart from the regular funding of bachelor and master programmes, the bill has created the opportunity for the minister of education to fund, on the basis of his responsibility for the field of education, other postgraduate HBO programmes or courses. If it is considered important to maintain an efficient supply of master courses in a certain domain and if there is an evident social need, the minister can fund a HBO master.

With regard to the first point we think of programmes society is not prepared to invest in and which won’t be offered without government funding. In this case the government acts as the keeper of public interest.

The second criterion has been laid down in concrete terms. The demand has to be objectively stated and shown. As a rule the social demand will be closely linked with the demands of the labour market. But it is not excluded that the social demand can be demonstrated on other grounds.

A condition is of course that these programmes have an accreditation at master level.

With that it is possible that the minister of education takes or keeps structural responsibility for the funding of teacher training master programmes.

**Conclusions**

In the short term there are no big changes to be expected. In the long term, however, it can be quite different.

- Will the postgraduate teacher training programme leading to a grade one for special education ever become a master programme or will accreditation show that this programme is no more than a programme at bachelor level?

- Will hogescholen use the possibility of offering teacher training master programmes in the future? Funded or not?

- Where will de-institutionalisation lead us? Will hogescholen try to offer WO-oriented teacher training courses and vice versa?
- With regard to the funding of HBO master programmes, will the minister fund HBO teacher training master programmes in regard to sufficient supply and the public demand?

These questions cannot be answered yet. There is a good chance, however, that these questions are also being asked in Austria, which has a binary system as well. Perhaps we can tackle these questions together and develop new solutions in a collaborative effort.
Teacher education and training has been transformed in England over the past two decades but especially so since 1992. The process has been challenging because change generates extra work and difficult transitions to different ways of thinking. The process however has also been energising and cathartic. New and creative approaches to teaching and learning have emerged. Above all, almost all new teachers feel ready and prepared to face a class of students when they start their career and they know how to develop learning and assess the progress of the students. Critics would argue that there are a great many other essential intellectual skills that they can’t perform but that is debatable. The overall judgement is that the introduction of a rigorous centrally driven curriculum has transformed teacher education for the better.

**What we have now is:**

- A centrally set National Curriculum for teacher education which is a set of standards which all NQTs (Newly Qualified Teachers) must achieve. Primary – English, Maths, Science and ICT. Secondary – Specialist Subject knowledge.
- A diversified system of routes into teaching all of which are highly school based largely but not wholly university accredited but all in partnership with schools.
- Partnership between schools and universities and colleges.
- An assessment approach which is outcome not process driven, in other words all NQTs must get to the same standard whatever route taken.
- A centrally organised inspection regime, OFSTED, which judges the extent to which the centrally set standards are met.
- Centrally organised computerised skills tests which must be taken by all trainees in Maths, English and ICT before being fully qualified.
- Training bursaries and financial incentives for postgraduate trainees.
- League tables published annually which compares performance across the sector.
- A funding system which rewards high performing universities and colleges and penalises those which OFSTED judge to be poor.
Some background

People are always wanting teachers to change, rarely has this been more true than in recent years. These times of global competitiveness like all moments of economic crisis are producing immense moral panics about how we are preparing the next generations of the future in our respective nations. Few people want to do much about the economy but everyone, politicians, the media and the public alike want to do something about education. (A. Hargreaves 1994, 5)

Fundamentally all governments want teachers to change. Andy Hargreaves is right; there is an assumption, perhaps a false one, that if teachers can shift upwards the approach they have to their job then schools will change for the better. For politicians the link between education and economic power is strong. Thus it is believed that a successful education system means a successful economy. This position has been endorsed by the Labour government in England elected in 1997. Their electioneering slogan ‘Education, Education, Education’ has been lived out at every level of the system and communicated to the sector as ‘a vision for a world-class education system’. The labour government is committed to raising the sights of every single teacher and child in the country. Since being elected, the government’s agenda has reflected a distinctive four-step process involving: Policy Development, Innovation, Implementation and Institutionalisation. At the beginning of the year 2002 the Labour government believes its education policy in England has been a major success. Standards of literacy and numeracy in primary schools are rising and the number of secondary school leavers with minimum qualifications has improved significantly, but most importantly, the quality of newly qualified teachers has been universally acclaimed as significantly better.

Twenty years ago newly qualified teachers in England were expected to learn much of the professional craft of teaching during their first year of teaching, now it is expected that they ‘hit the classroom-floor running’ on their first day! It is acknowledged simultaneously that as newly qualified teachers they will need the support and guidance from other teacher mentors. Unlike the position in many European countries, teachers for both primary schooling and secondary schooling are expected to hold the same qualifications. All teachers of whatever age-phase hold a degree and a teaching qualification. This means that there is not an official status
differential between primary and secondary school teachers, similarly they are all paid on the same pay scale, so secondary teachers are not better paid than primary teachers, although it is true promotion opportunities tend to be greater in secondary schools. Despite this lack of differential and good academic qualifications the quality of teacher training prior to the early 1990s was considered to be poor. This quote from the Daily Telegraph in 1996 was not uncommon:

We have argued for years that the twin causes of the disastrously low standards in schools are teacher training institutions that fill students heads with rubbish and tutors and lecturers who have enforced adherence to a defunct ideology. (Daily Telegraph, March 1996)

Here there was the strong implication that teacher training courses actually diminished the effectiveness of teachers. The quality of training itself was considered to focus too much on inappropriate theory and an unhealthy preoccupation with equal opportunities, sex, race, class and even anti-imperialism! In fact many teacher training programmes were accused of attempting to subvert the school curriculum. It was against this strong feeling of major dissatisfaction with teacher training that reforms began significantly at the end of the 1980s led by a Conservative government and developed further into the 1990s with the establishment of the Teacher Training Agency in 1994, but first a look back at policy from the 60s to the 90s.

In the last ten years initial teacher education in England has been the subject of massive change much of which has been uncomfortable for universities and colleges of higher education. At one level this change can be seen as a long overdue recognition of the different capacities of schools and universities in making a major contribution to the professional education of those entering teaching. Teachers in schools now have a significant part to play in the professional preparation of teachers. This has been done against a background of almost a century in which teachers have had very little involvement, and where the university dominated over structure and content of courses.

The shift to a largely school-based system of teacher training has, however, been far from simple. The enhanced role of schools in initial teacher education and the correspondingly reduced role of the university has been achieved neither through consensus nor through gradual development. This has not been an evolutionary model, it has been achieved through unilateral government intervention of a quite
unprecedented kind. ‘The system has been moved from one of diversity and autonomy to one of unanimity and central control’. What the government and particularly the Teacher Training Agency wanted was a common system with common standards and procedures no matter who was providing the training or where. The standardisation to a common recipe was how the Teacher Training Agency defined quality. The notion of quality in teacher education, therefore, has become controversial. Whether one agrees with the interpretation or not there is a universal belief that the quality of newly qualified teachers has improved and that their ability to perform well and raise standards of achievement in their classrooms has succeeded. Thus the overall quality of teacher training has improved.

This paper endeavours to chart the progress of initial teacher training in England from a university driven model to what is now a largely centrally driven model in which the most significant part of the training takes place in school with full involvement of teachers. I shall focus on the following five headings to take us through this journey:

1. Teacher education policy: historical legacy from 1960 to the 1990s
2. Continuity and change in course provision: politics and professionalism
3. Partnership with schools
4. A national curriculum for initial teacher training
5. Conflict and controversy in education policy

1. **Teacher education policy: historical legacy from 1960 to the 1990s**

The post-war period in Britain saw an enthusiasm for enhancing higher education and both political parties at the time subscribed to the ideology of social democracy, an ideology that, in the field of higher education, found its expression in the Robin’s Report of 1963. This report advocated that higher education should be available to all those qualified by ability and attainment to pursue it. Prior to the war teacher training colleges offered two or three-year courses for primary teachers and some for secondary teachers and the outcome was a teacher’s certificate. Secondary teachers, at that time obtained a degree and entered teaching without any training, a professional qualification was not a requirement. The growing demand for teachers placed pressures on the colleges and the universities to enhance the quality of the education and training of teachers.
During the 1960s the B.Ed. degree emerged as the way forward in preparing teachers with a degree with content largely in sociology, history, psychology and philosophy of education and pedagogy and a main subject. Universities validated the syllabuses and the inclusion of the so-called “ologies” was an expression of the degree worthiness of this professional degree. While there remained scepticism about some of the content of the new B.Ed., nevertheless it was a route to which growing numbers of teachers aspired, it ran alongside the still available teacher training certificate which was increased to three years. The strategy, however, was to create an all-graduate teaching profession and not only did the B.Ed. develop and strengthen, so did the one-year Postgraduate Certificate in Education for mainly secondary teachers but also for primary teachers.

The development persisted into the 1970s and indeed the 1980s, however during the 1970s there emerged confusion and disagreements about how exactly teachers should be trained. On the one hand the universities kept a tight grip on the curriculum, while on the other hand governments and the public and indeed part of the profession were growing increasingly dissatisfied about the nature and content of what teachers were expected to cover. The basis for this concern was little relation to what took place in the classroom. Despite a steady trend towards professional relevance driven largely by the colleges, courses remained distant from schools and as a result student and teacher criticism remained strong. Also universities remained uninterested in the performance of students in the school-based element of the course and focussed only on the assessment of their academic work. Similarly, pedagogic activity was considered to be below the concern of the university.

Intervention in the form of Government circulars, White Papers took place throughout the 1970s and 80s, but not until the 1990s did anything of significance change and that was only due to the direct involvement of a government created agency called The Council for the Accreditation of Teacher Education. In 1984 ‘CATE’, as it came to be known, was charged with the responsibility of overseeing initial teacher education in England and in Wales on behalf of the Secretary of State. In retrospect, the changes proposed by CATE which revolved largely around professional activity and the insistence that university and college based lecturers had evidence of recent and relevant experience in school do not seem particularly radical, although at the time they were seen as a serious affront to university autonomy. From the politicians’ point of view, it was a serious endeavour to make higher education accountable to the
profession and to the public and as a result the four-year Bachelor of Education degree, as initially conceived, began to be seen to be under serious threat.

2. Continuity and change in course provision: politics and professionalism

The Council for the Accreditation of Teacher Education had a life span of ten years during which time it was responsible for monitoring and checking the content and structure of courses. Within the four-year undergraduate degree a minimum of two years or the equivalent of two years had to be spent on a subject specialism to degree level. The equivalent of about a year over the four years was to be spent in school and the remainder of the time on pedagogy and aspects of the school curriculum. The emphasis on the study of the subject discipline reflected the view at that time that teachers needed to know what to teach rather than how to teach. It was felt that in the BEd degree insufficient time was spent on a main subject to an appropriate level and too much time spent on ‘quasi’ professional and teaching issues. The one-year Post Graduate Certificate in Education courses were lengthened from 34 to 36 weeks and again amounts of time spent in school were specified. The twin concerns of limiting the autonomy of higher education and developing a more practical form of training were both signalled in the thrust towards closer collaboration with schools. As the first criterion of the new circular put it,

institutions should establish links with Local Authorities and a number and variety of schools, and should develop and run the professional and educational aspects of courses in initial teacher training in close working relationship with those schools. (DES 1989, para.1)

Simply, this meant that institutions had to ensure that experienced teachers from their schools were involved in course planning and evaluation, student selection and the assessment of practical work. Teachers should also be invited to make contributions to appropriate lectures, seminars and other activities.

Despite the expected outcome the four-year BEd degree survived the new structural changes and institutions responded on the whole positively to the expectations, and indeed schools and teachers were involved. One effect was for many BEd degrees to be turned into new BA (Education) degrees believing that the old title of BEd signalled something different. As was said at the beginning of this paper, many members of
the public and certain politicians believed that a BEd subverted trainee teachers and even turned them into left-wing activists, so for this reason a new form of four-year undergraduate degree developed and recruitment continued to remain buoyant, however one thing did happen, the number of secondary four-year undergraduate courses was reduced and the main route through to secondary teaching other than for Physical Education and Technology became a three-year subject followed by a one-year PCGE, thus the end qualification remained the same, a degree plus training, so routes tended to be different for intending primary and secondary school teachers.

At the same time as major change occurred, conventional notions of professionalism were being challenged and while teachers and teacher educators felt that their professional integrity was in the firing line, the same could be said for all professions, certainly in Great Britain. Traditional notions of automatic trust and belief in the professional that they knew best were being attacked by the media and by politicians. Lawyers, doctors, dentists, social workers all found their work practice under greater scrutiny. Increasingly for teachers their professionalism was judged according to their performance in the classroom and linked to the achievement of the children they taught. Examination and test results were now a performance indicator. Poor results meant poor teaching! The three concepts of knowledge, autonomy and responsibility, which are central to those traditional notions of professionalism, were re-conceptualised in an attempt to change teacher professionalism through initial teacher education. Besides improving performance and competence in the classroom, the new professionalism would encompass accountability. The accountability agenda would ensure that university lecturers knew about practice in classrooms, knew about alternative teaching approaches, knew about the study of relevant research and the theoretical literature. Professionalism for teachers, therefore, became the successful craft of classroom practice and research into learning and teaching. The ‘ologies’ appeared gone for good at least in most university courses.

In 1994 the Teacher Training Agency was established and took over most of the functions of the Council for the Accreditation of Teacher Education as well as the funding of all the initial teacher education. CATE had been seen as moderately but not entirely successful in radically changing teacher education, although Ofsted and other bodies had identified considerable improvements in the quality of trainees and newly qualified teachers. The Teacher Training Agency was handed one powerful tool with which to control and direct teacher education, and that tool was money! The Board
of the TTA included many right wing education activists who had a particular slant on teacher education, a significant number of whom did not believe that teacher education should be part of higher education. Funding of ITT in future was to be linked to quality ratings and the outcome of Ofsted inspections. Institutions who scored highly in Ofsted inspections would be rewarded with additional student numbers. Those with a poor score would be punished by reduced student numbers. Any perceived as inadequate would be closed.

The 1994 Education bill, which set up the TTA, was highly controversial in that it separated out the funding of university based teacher training from the Higher Education Funding Council and placed it with the Agency for accountability purposes. It is probable that the Agency was created as part of the government’s ongoing challenge to the role of higher education in teacher training. It was fundamentally based on the assumption that higher education did not have a necessary and distinctive contribution to make to initial teacher education. John Patton, the Secretary of State in 1993, put the challenge very explicitly when he announced the new agency:

Teacher training will be a joint venture between universities and schools working alongside each other. Where schools choose to run their own courses they will be able to take the initiative and work with higher education institutions of their own choice and on their own terms. By establishing one body, the Teacher Training Agency to administer all the bodies, we will ensure that there is a co-ordinated approach to the provision of places and an appropriate balance between the different types of training. (Patton 1993)

It was at this stage that new routes into teaching were actively encouraged, such as licence teacher schemes, school-centred initial teacher training schemes and articled teacher schemes. As the TTA developed and matured, it became more assertive and dogmatic about content and focus of initial teacher training. The arrival of the Agency did signal a very stark new turn in the effect reform would have on universities.

3. **Partnerships with schools**

By the mid 1990s the role of schools in initial teacher training was changing significantly. Trainee teachers were spending longer on school premises and teachers
were being given significant responsibility for the day-to-day supervision and assessment of practical teaching competence. However, it was emerging that the forms of collaborative working between schools and higher education were not those envisaged by the TTA. The idealised model of school taking full responsibility for training and receiving only some support from higher education did not materialise. Schools both primary and secondary made it clear that they wanted higher education to remain in the lead and take the larger part of responsibility, in particular for the management and organisation of courses including school-based work. Models of partnership varied, indeed continue to vary around the country, but in the main higher education continued to manage and organise both undergraduate and postgraduate courses with the support of schools. School mentors are trained by the university to support trainees and assess trainees. The collaborative model has produced an improved way of working which appears to benefit all concerned especially trainees.

In different parts of the country School Centred Initial Teacher Trainings (SCITTs) survive. In this model a number of schools have worked together in order to provide their own training and either involve a university in validation and support or in some cases not. All SCITTs have to receive accreditation from the TTA, thus they have to have a training plan and evidence that they are suitably resourced to sustain a training programme for the trainees on the course. Some SCITTs lead to a PCGE of a nearby higher education institution, some do not and merely bestow Qualified Teacher Status without the university award. On the whole, however, SCITTs failed to provide the opportunities expected by the collaborative or the complimentary model of training. The opportunities for working with professionals outside their designated schools were extremely limited, indeed much of the training was provided by one or two key teachers. It was found also that much professional development opportunities made available to those teachers involved were found to be limited, thus while about 25 SCITTs exist in the country, they are not flourishing in a way the government expected and numbers remain at about 3% of the total. However, there are about five very strong examples.

4. A National Curriculum for trainee teachers, the TTA and Ofsted

During the 1990s up to the present the TTA began to develop ever tighter forms of control over initial teacher education and to insist, even more than before, that initial teacher education conform to the patterns of provision defined centrally. In order to
achieve this aim new tough ‘strategies of control’ were developed. A career entry profile was developed which all trainee teachers must complete before beginning their first year of teaching. In 1995 a competency-profile was produced indicating the full range of competences which all newly qualified teachers should achieve. This was translated in DfEE Circular 3/97 and became the basis of perhaps one of the TTA’s most powerful tools, Ofsted inspections. The competences developed into what was going to become a national curriculum for teacher education. The ability of institutions to meet these competences was to be assessed by Her Majesty’s Office for Standards in Education (Ofsted).

While the role of Ofsted was largely to inspect schools and report on their ‘failings’, throughout the 1990s Ofsted pursued its highly controversial inspection regime in Higher Education Institutions also. Many considered it to be hostile and invasive, others described it ‘naming and shaming’. While the intention was to identify failing institutions in order to assist in their improvement, the strategy merely served to demoralise most teachers and tutors, the good and the poor alike. Ofsted worked with the TTA in creating an inspection framework by which institutions would be judged and assessed. Its aim in earlier inspections was to provide holistic assessment of an institution. In the second round inspection became subject focused. Thus one subject could fail in an institution even where overall quality was quite satisfactory. Unfortunately the whole institution was judged by the one poor grade. Despite the evident unfairness, a revised framework issued in 1996, later refined in 1998, was even more tightly focused and detailed. The movement to this more detailed approach created significant challenges for institutions as now funding was to be linked to outcome of Ofsted inspections.

Generally the response to the inspection process from teacher educators was negative, largely because they were perceived to be heavy-handed and punitive. Inspectors did not look at a course as a whole but at individual subjects. This meant that the overall course was not given an appropriate assessment. In primary provision either English or Mathematics was the focus of inspection. Particularly controversial was the fact that work in school supervised by teachers was inspected but HEIs were given the grade for the quality of what was observed in school. If support for trainees in school was not good, the HEI would be awarded a poor grade. The purpose of this strategy was to use HEIs as change agents for practice in schools. The university or college was held accountable for the quality of training in
school. The result of this was additional training for teachers taking trainees into the classrooms.

In 1998, the competences were translated into standards followed by a further circular to firm up the expectations of all newly qualified teachers regardless of the route in which they took their training. In addition a new inspection framework was produced. Ofsted inspections were there now to police the sector to ensure that the standards were being met and that the content of the new circular was being taught.

Institutions could expect to be inspected every two years, sometimes every year. The critical judgement was the quality of student teaching in school. Consistency of assessment between tutors, schools and Ofsted was essential to score a good grade. Failure to identify an unsatisfactory student, just one, meant that the TTA could begin proceedings to close down a course, - by withdrawing accreditation.

In 1996 two major colleges of higher education had their accreditation withdrawn and subsequently closed down. Other institutions had part of their course withdrawn and some institutions, due to the pressure and the expectations from Ofsted inspections, simply withdrew their Teacher Training and chose to close down their Faculties of Education. Institutions faring well in Ofsted inspections have been rewarded by the opportunity to grow in size and complexity by the award of additional student numbers, which from the TTA means additional money to support those students. The late 1990s were turbulent times.

5. Conflict and controversy: teacher education

Recently there has been a significant change in the tone and attitude of Government towards change in education and also in teacher education. The Department for Education and Skills declares that its aspirations are ambitious and challenging and it makes no apology for that. While those aspirations for change in teacher education have largely been achieved, it has happened following considerable conflict and controversy, some of which perhaps need not have occurred had different strategies been used. For example consultations have been perceived to be a charade and the language used to describe teachers and teacher educators derogatory. Some staff in the Teacher Training Agency were perceived as having had little to do with teacher education in their past, and were therefore ill equipped to speak with knowledge and
wisdom to the profession. It has been argued in some areas that time and energy has been wasted on matters that could have been discussed in a mature and sophisticated context. In fact, this appears to be happening as the Teacher Training Agency works with a new senior management team sympathetic to teacher educators. At last teacher educators are seeing the benefits of their hard work to support a change agenda, to which they have always subscribed, objecting only to timescales, resource availability, onerous inspections. Now a period of greater stability is anticipated. Thus the results are:

- Students have to spend more time in schools during their training;
- Schools involvement in training has been substantially increased;
- Higher Education Institutions have to pay schools for their contribution to the training process;
- The content of training has been externally defined through a series of Government prescribed competences or standards and more recently a national curriculum for beginning teachers;
- Within this government-defined content there is a growing emphasis on subject based knowledge and the basics of literacy, numeracy and ICT;
- In conjunction with Ofsted, a more rigorous form of quality control has been established, linking assessed quality with funding and threatening closure of courses if courses are found to be inadequate.

Resistance to change is often seen to be endemic to education and education has been accused of being out of touch with society, nevertheless it has to be seen that at every stage most higher education institutions have collaborated and cooperated with the initiatives developed by the TTA and in many instances trialled and piloted new initiatives. Resistance has largely been to the way in which innovation and change have been handled rather than the innovation and change itself.

Understandably the university sector wanted to defend its territory and initially there was fear that the higher education would be written out of teacher education. That has not happened, and while new flexible routes have flourished there is still a large commitment to higher education and the role it plays in producing new teachers.

Recruitment and retention in teaching continues to be a problem in England, and largely this is seen to be part of a problem around workload and the accountability of teachers which they feel is oppressive and excessive. Nevertheless new standards
and a new professionalism have been achieved across the teaching profession, which is now being acknowledged. There is still much to do both in schools and teacher training programmes but the last ten years have transformed the roles of teachers and tutors in the training of teachers, and overall for the better.

Throughout this paper I have suggested that much Government policy since the mid 1980s has been framed with the explicit aspiration of changing the nature of teacher education and training, and in particular, controlling the content and structure of teacher education courses. It has to be said that the Government has been largely successful in its aspirations and the outcome has not been negative, although indeed it has been painful for higher education institutions. The cumulative effect of a range of different policies, the invention of new routes into teaching, the definition of competences and standards, a centralised national curriculum and centralised inspection regime have all been achieved. Moreover, students increasingly receive a form of preparation that is in its own way highly professional. What trainee teachers do now is demanding, relevant, practical, closely mirrored by what work is done in schools and on the whole receives acclamation from trainees. In the 70s and 80s it is true that trainees were disparaging about aspects of their training. Criticism of teacher training courses is now rare. However, it is a matter of some debate whether the higher education element of becoming a teacher has been eroded. There is undoubtedly a high level of prescription in the curriculum and while standards of performance are very observable and can easily be assessed it is much more difficult to know whether teachers are in a position to be as thoughtful and critically reflective about their work as they once were.

A new Circular is to be published in February 2002 called *Qualifying to Teach, Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training.* (DfES 0202) It will have a section on ‘Professional Values’ which has been requested by the sector and warmly welcomed. Consultation has been more open and changes have occurred as a result, which has led the profession to have more confidence in what it contains. It is also a slimmer document with less prescription and more guidance. It is therefore more popular than its predecessor. Less popular is the implementation date of September 2002. It remains to be seen how well it can be implemented in the timescale and how well institutions emerge from the new round of inspections, which also begin in September 2002.
References


Introduction

The structure which I will follow in presenting this paper is:

- Firstly, I will offer an overview of the Irish education system and of the models of teacher education found in Ireland.
- Secondly, because this conference is set in the context of changing the Austrian model of teacher education, I will track the impact of some of the changes that have occurred in Teacher Education in Ireland across the past three decades.
- Thirdly, I will critique elements of our approach to identify some of the benefits and limiting factors associated with the Irish model of College-University linkage.
- Finally, I will raise some issues which represent significant challenges to all who are involved in teacher education at the European level.

Mary Immaculate College/University of Limerick

Mary Immaculate College was founded in 1898 for the professional education of Catholic primary teachers. From the foundation of the Irish state (1922), it was one of the major providers of primary teachers to the Irish educational system. In 1974, Mary Immaculate College became a recognised college of the National University of Ireland offering a three-year Bachelor of Education (B.Ed.) degree. Since 1992, following a new linkage with the University of Limerick, the College has begun to offer other degree programmes at both undergraduate and post-graduate levels, the single largest cohort of students being on the Liberal Arts/Humanities Bachelor of Arts (B.A.) programme. These degrees are awarded by the University of Limerick.

Mary Immaculate College is located in the southern suburbs of Limerick City, within fifteen minutes walking distance of the city centre and close to the many social and cultural amenities of this historic city. The University of Limerick campus is located 6 km from Mary Immaculate College.
Introducing the Irish education system

In introducing the Irish education system, there are a few short points which might be made:

- Traditionally, education has had a very high profile in Ireland. Historically, we look to the Middle Ages when Ireland was a significant centre of learning. Irish monks, scholars of Latin and Greek, brought this learning to monastic settlements throughout much of Western and Central Europe.

- Parents have a high regard for the quality of education. Indeed, many Irish people who have emigrated return to Ireland when their children are of school-going age so that their children can have the benefit of an Irish education.

- Educational issues command considerable media attention. National daily newspapers have regular educational columns or educational supplements. Radio and television have programmes with a focus on education.

- There is an awareness that investment in education has been a significant contributor to the nation’s wealth and a major contributor to the so-called “Celtic Tiger” economy.

- Teachers have high esteem in society. This is reflected in the demand for places in colleges of teacher education.

When the OECD examiners published a report on the Irish Education System in 1991, they included the statement that:

Most Irish people, in and out of the education system, take pride in the conviction that they have one of the best educated younger generations in the world. Everyone speaks of the excellent quality of the teaching force and the respected status of the teachers in society. (OECD, 1991, 35)

In Ireland, free education was introduced at primary (1831), secondary (1967) and third level (1996/97). At school level, there are usually indirect costs relating to books, uniforms and transport, etc., which may be borne by parents depending on their financial circumstances. Free education was introduced to third level in 1996/97 with the elimination of tuition fees for initial degrees.

Primary education in Ireland

Irish primary schools accept pupils from four years of age, although the statutory age
for entry to primary schools is 6 years. There is no nation-wide system of pre-school or nursery education, although approximately 65% of four-year-olds and close to 100% of all five-year-olds are registered as pupils in the infant classes of primary schools.

Table 1: Grade levels showing approximate pupil ages

<table>
<thead>
<tr>
<th>Class</th>
<th>Early Start</th>
<th>Junior Infants</th>
<th>Senior Infants</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical Age</td>
<td>3, 4</td>
<td>4, 5</td>
<td>5, 6</td>
<td>6, 7</td>
<td>7, 8</td>
<td>8, 9</td>
<td>9, 10</td>
<td>10, 11</td>
<td>11, 12</td>
</tr>
</tbody>
</table>

Typically, children spend two years in infant or early childhood education (Junior Infants and Senior Infants) before progressing automatically on through six classes or grade levels (First Class to Sixth Class).

**Curriculum at primary level**

At primary level, the following range of subjects are included on the revised curriculum being introduced to schools as of 1999: Irish language; English language; Mathematics; Social, Personal and Health Education; History; Geography; Science; Physical Education; Visual Arts; Music; Drama; and Religion. With the exception of a small number of Gaelscoileanna (Irish language medium schools) and schools located in Gaeltacht (Irish-speaking) areas, the normal language of instruction is English. However, all children begin learning Irish on their first day at school and continue to do so throughout primary and secondary levels. Teachers at this level are generalists teaching all age levels of the primary school and teaching the entire curricular range. The implications of preparing teachers for such a range of ages and of subject areas are considerable.

**Post-primary (second level) education in Ireland**

When I was twelve years of age I progressed to a secondary school. At that time, Ireland had a binary system of education with academic secondary schools on one side and technical or vocational schools, which were much less academic on the other. Although the situation in Ireland is quite different today, I could appreciate the
difficulties, arising from bifurcation, which were described in the Austrian background paper. (Gassner, p.15 in this volume)

A majority of pupils are aged twelve when they make the transition to post-primary schools. The use of entrance examinations or other selective mechanisms “for the purpose of awarding places to applicants in order of their academic or intellectual ability” (Circular M51/93, Section 9) was banned by Ministerial direction in 1993. Second-level education is provided in the following types of school, which are state-aided. (An Roinn Oideachais, 1995, 43–44).

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of Schools</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary schools (privately owned and managed)</td>
<td>461</td>
<td>61%</td>
</tr>
<tr>
<td>Vocational Schools (publicly owned and administered by Vocational Education Committees, elected by the local authorities)</td>
<td>248</td>
<td>26%</td>
</tr>
<tr>
<td>Comprehensive and Community Schools (entirely state financed)</td>
<td>38</td>
<td>13%</td>
</tr>
</tbody>
</table>

Education is provided free in all these schools, although there are a small number (38 schools) of fee-paying schools in the country (about 5% of all secondary schools). A majority of secondary schools accept students of both sexes. About 80 secondary schools provide boarding facilities.

<table>
<thead>
<tr>
<th>Year</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>(IV)</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical Age</td>
<td>12, 13</td>
<td>13, 14</td>
<td>14, 15</td>
<td>15, 16</td>
<td>16, 17</td>
<td>17, 18</td>
</tr>
</tbody>
</table>

Second level education consists of a three-year junior cycle, followed by a two-or-three-year senior cycle.
The curriculum of secondary schools in Ireland

All schools follow a curriculum and syllabi set down by the Minister for Education through the National Council for Curriculum and Assessment. The curriculum of a secondary school must include instruction in the following subjects: (An Roinn Oideachais, 1996, 7)
A. Irish
B. English
C. History and Geography
D. Mathematics
E. Science, or a language other than Irish or English; or a subject of the Business Studies Group
F. Civics or Civic, Social and Political Education

For vocational, community and comprehensive schools, Irish, English and Mathematics are the only compulsory subjects. A broad range of subjects are offered by schools at both junior (24 approved subjects) and senior cycles (31 approved subjects). (An Roinn Oideachais, 1996, 9-10)

The Senior Cycle is a two-year course leading to the Leaving Certificate examination which is the basis for progression to employment and to further education. Over 90% of sixteen-year-olds remain in full-time education. Currently, 84% of pupils complete the senior cycle progressing to the Leaving Certificate and about 50% of school leavers proceed to higher education with a further 20% taking Post-Leaving Certificate programmes and other vocational courses. (An Roinn Oideachais, 1995, 98).

Entry to third-level education in Ireland

Four out of every five Irish school leavers apply for higher education places. Since 1996/97, all tuition fees for initial degrees have been abolished across the state sector of third-level education.

In a European context, entry to third-level education in Ireland is quite unusual. A centralised national system, (known as CAO/CAS), is offered for entry to almost all third-level diploma and degree programmes, with entry being decided on a student's
performance in the Leaving Certificate Examination. The Leaving Certificate examination is a state examination, centrally set and corrected. Students sit for this examination at the end of their post-primary education career. Generally, these students are aged 17 or 18. The examinations take place in May of each year.

By 1 February, prior to sitting the Leaving Certificate examinations, students complete a CAO/CAS application form. Choosing from lists of (a) degree or (b) diploma/certificate courses, candidates list in order the ten courses to which they would wish to gain access. In the months which follow, (but only up to 1 July) candidates have restricted opportunities to change this listing. In mid-August, students receive the results of their examinations. Within five or six days, the CAO will offer candidates college places. Places are offered on the basis of the number of points scored by each student in their six best subject results. The points system is a way of regulating supply and demand, the number of points required being calculated on the basis of the level of demand relative to the number of places available on a programme. The number of points required for a particular programme may vary from year to year. The maximum number of points which may be scored is 600.

**Models of teacher education in Ireland**

**Entry to colleges of education in Ireland**

The status of teachers is reflected in the high number of points necessary for entry to colleges of teacher education. Minimal entry requirements are specified in regard to the areas of Irish language, English language and Mathematics but, as primary teaching is considered a very desirable career in Ireland, successful candidates normally have grades well above the basic requirements. (The minimum entry requirements for entry into colleges of teacher education are set out in Appendix 1, p. 94).

Relative to many other degree programmes, teacher education annually accepts very large numbers of students but, none-the-less, has a high level of point requirement. While there are some differences between the various colleges of teacher education, in general, it is true to say that an entrant to primary teacher education would require at least 430 points and even this number of points will not guarantee entry. In the
In the year 2001, when Mary Immaculate College (MIC) offered 400 places, 2377 candidates expressed an interest in obtaining a place in the College. Of these, 855 made the B.Ed. programme at MIC their first choice. In fact, most MIC places are filled by individuals who have listed primary teaching as their first choice of third-level programme on the CAO/CAS application forms. As a consequence, most students on the B.Ed. programme have actually prioritised teaching as a career choice.

There is an alternative route of entry to primary teacher education, outside the CAO/CAS system, for a limited number of people of more mature years (23 years or over) based on an interview system, combined with possession of the minimum entry requirements. Such entrants follow the normal B.Ed. programme of three or four years’ duration.

Since 1995/96, another alternative route into primary teaching has been offered occasionally to holders of university degrees in various disciplines who compete for a limited number of places on post-graduate professional training programmes. These programmes are shorter than the B.Ed. degree programme, being of eighteen months’ duration.

Traditionally, entry to colleges of education has been controlled by the State Department of Education and Science, which decides the numbers that may be taken into each college of teacher education annually. This gives the state control over the number of entrants into the profession and ensures a correspondence between the number of entrants and posts available in the schools, thereby maximising employment opportunities. In the past, most graduating students took permanent posts immediately after graduation. In recent years, the introduction of career breaks and more widespread use of leave of absence and secondment arrangements, together with a scheme which guarantees the posts of teachers already in
employment, have created a large number of temporary and substitute posts. Falling enrolments arising from demographic changes have been balanced by reductions in pupil teacher ratios and, as a result of government targeting of educational disadvantage, in increased numbers of teachers in disadvantaged areas as well as in special education. The result is that there is little teacher unemployment at primary level and, in fact, there is a considerable shortage, with the result that there are now 650 foreign-trained teachers in the Irish primary sector. These teachers obtain recognition within the terms of Directive 89/48/EC, which became operative in Ireland in 1991.

Teacher education for the primary sector in Ireland

A Government Commission, in 1967, recommended that the "course for national teacher-training should be extended from two to three years" (Ó Dálaigh, 1967, 37) and, following the introduction of a new primary curriculum in 1971, three-year teacher education programmes (the B. Ed. degree programme) were introduced as of 1974. These degrees were validated either by the National University of Ireland or by the University of Dublin from their introduction to the early 1990s.

Colleges of education associated with universities

At present, all primary teacher education in Ireland takes place in five denominational and co-educational colleges of education, which are affiliated to degree-awarding universities. The two largest colleges (St. Patrick’s College, Dublin, and Mary Immaculate College, Limerick) account for some 85% of all primary teacher education. They offer degrees from Dublin City University and the University of Limerick respectively. The three smaller colleges, Church of Ireland College, St. Mary’s College, Marino, and Froebel College, all of which are in Dublin, offer degrees awarded by the University of Dublin (Trinity College).

The nature of the linkage between colleges of education and universities

All of the colleges of education in Ireland are state-funded but privately-managed denominational institutions. The universities, to which each college is linked, are also state-funded but autonomous institutions, governed by the terms of a Universities’ Act.
The linkages between the various colleges and the respective universities are established on foot of legal agreements, both formal and semi-formal. The phrase “academic integration with institutional autonomy” has been coined to describe the relationship. This phrase indicates that, while the colleges function at the same academic levels which normally apply within the university sector, they maintain independence in relation to the ownership and control of property. (It might be compared to the European Union where states want to have the benefit of union without losing sovereignty!) The university will normally be involved in the appointment of staff to the colleges, both at the interview stage and through formal ratification of academic appointments. The State Ministry of Education retains control of numbers of entrants, student fees, staff salary rates, etc.

**The Bachelor of Education (B. Ed.) degree**

The normal qualification for primary teachers is the Bachelor of Education (B.Ed.) degree. There are considerable differences between the courses followed by B.Ed. students in each of the five colleges offering the B.Ed. degree programme. Teacher education programmes for the primary sector are of three years’ duration (except in the case of the smaller colleges where an honours degree requires a fourth year).

The B.Ed. is available only on a full-time basis. This concurrent degree combines the academic with the professional, so that primary teachers graduate from the larger colleges with both an academic specialisation and a professional qualification. In the case of those colleges attached to the University of Dublin (Trinity College), student teachers do not undertake the separate study of an academic subject but instead take a more in-depth study of the various subjects (theory, content and teaching methods) on the primary school curriculum. In these smaller colleges, some course elements are taught on the main university campus. All theory courses are taught at Trinity College, Dublin, with other courses being taught on the home campus. In the case of one of these smaller colleges, Marino College (Dublin), all methodology courses are taught through Irish.

Attendance at an Irish language course in the Irish-speaking Gaeltacht area is a compulsory part of all first-year programmes in teacher education. All primary teachers are required by the Department of Education and Science to have an Irish language qualification. Those seeking employment in a denominational school will
normally be required by the school authorities to have a qualification in Religious Education, which is taken concurrently with the B.Ed.

The fundamental aim of teacher education courses is to provide the professional and academic foundation for teachers’ careers, by providing a third-level education which will impart the knowledge and pedagogical skills necessary to teach the primary school curriculum. (An Roinn Oideachais, 1996, 122)

Qualified primary teachers may teach at any grade or class level within the primary school sector, teaching the full range of subjects on the primary school programme. The B.Ed. degree is not currently recognised as a qualification for teaching at the post-primary level, even in the areas of one’s academic study.

On initial appointment, primary teachers serve a probationary period, usually of one year’s duration (or 300 days in the case of non-continuous service) during which they are monitored by the Ministry of Education’s inspectorate.

**Teacher education for post-primary level education**

Teachers for the post-primary sector (including secondary, community, comprehensive and vocational schools) normally follow a consecutive model of teacher education, where a one-year professional diploma in education is taken subsequent to an academic degree. The majority of second-level teachers take a primary degree (3 to 4 years of study for BA, BComm or BSc) at university in one or two (sometimes three) academic subject areas before proceeding to teacher education. Decisions on the university degrees which offer an appropriate base are taken by the Secondary Teacher Registration Council of Ireland.

A one-year professional programme, known as the Higher Diploma in Education (H.Dip.Ed.), is currently offered by five university education departments. The intake to the Higher Diploma Course has remained steady at 800 in recent years and is likely to remain at that level. During this year, students study the foundations of education and the pedagogics relating to their areas of academic qualification. They also engage in teaching practice. In recent times, some disquiet has been expressed about the adequacy of this model. Twenty years ago, an official State Report registered strong reservations in regard to the adequacy of this model of teacher
education, both in regard to length and content, but failed to reach agreement on an alternative. Currently, there is an Expert Advisory Group at work reviewing the model of teacher education at post-primary level and the outcomes of its deliberations are awaited with interest.

Some post-primary teachers follow concurrent degree programmes which involve a study of education side by side with an academic field during a four-year degree programme. Depending on the subject specialism taken, the final degree awarded may be a Bachelor of Arts, Bachelor of Science (Education), a Bachelor of Technology (Education) or a Bachelor of Education. Teachers at second level are required to have a competence in the Irish language, even where they are not expected to teach through Irish.

**Reflections on change in models of teacher education**

In this section, I want to offer an analysis of the changes which occurred as Ireland moved from a two-year non-university model of teacher education to a university-accredited degree model. It will be appreciated that I make these comments very much in a personal capacity in the context of attempting to select the issues which might be of greatest interest to Austrian educators at this time of change.

I would prefer if it were possible to me to make some recommendations on the basis of research done. In fact, Ireland offers very fertile ground for research into diverse models of teacher education and I would very much like to support research on this theme. We actually have the three models of primary teacher preparation which are most often advocated:

- A concurrent degree (three years) combining professional training with the study of an academic discipline
- A concurrent degree (three/four years) combining professional training with developing a grasp of the content knowledge of the range of subjects on the primary curriculum
- A consecutive Graduate Diploma (18 months) for those who already have a university degree.

It seems extraordinary that there has been no comprehensive comparative research on these models. We are currently awaiting the outcome of a Ministry-sponsored
Review of Teacher Education, which is expected to propose considerable change, but appears to be doing so in the absence of such a research base in relation to these three models of teacher education.

The opportunity of change

Change very often challenges us, sometimes because we fear the changes that may come about in systems with which we are very familiar or to which we are very attached. Looking in an overall way at the background paper on *Teacher Education in Austria in 2002: the Road of Change*, I thought it would be useful to begin by reflecting on the opportunity which change might offer to Austrian educators. You now have the opportunity

- to work to greater unity in the teaching profession,
- to increase the professional status of teachers,
- to improve significantly the professional knowledge and skills base of young teachers
- to improve and integrate pre-service, induction and in-career development.

I find it difficult to believe that the changes required can be done in a "cost-neutral" manner or that they will not have implications for student time and teacher time, as suggested in the background paper (cf. Gassner, p.17 in this volume).

In the background paper, I learned that, in Austria,

> The teachers who teach at the primary or lower secondary are educated at one of the 14 colleges of teacher education with a focus on pedagogic and social aspects, whereas the teachers who teach at grammar schools and upper secondary are educated at the university with a focus on academic skills and subject knowledge. (Gassner, p.16 in this volume)

At one time, there was considerable rivalry between primary and post-primary teachers in Ireland. Secondary teachers, being degree-holders, tended to see themselves as the superior breed when compared to those who came from the colleges of education with their two-year professional (and non-university) diploma. In Ireland, although primary and post-primary teachers are educated in quite different models, all now have a university level degree. Not only has the rivalry disappeared, but it has more or less reversed as secondary teachers have come to acknowledge
that primary teachers obtain real professional competence from the in-depth study of education in the B.Ed. degree and many secondary teachers are now calling for better professional preparation in their studies. I should also say that, in my view, an equally important factor helping to equalise the status of both groups has been the fact that, for more than twenty years now, all teachers have been paid on a common basic scale. Looking at the OECD comparative scales, I notice that this is not true of Austria (OECD, 2001, 193-208).

**Change in programme content**

With the introduction of degree level qualification for primary teachers in 1974, a fundamental change was made in the nature of teacher preparation for primary schools. Prior to this, teacher preparation had been largely professional, packed into a two-year programme, and, in so far as it was academic, the academic elements were limited to areas such as the psychology or the history of education. The model of degree which was introduced in both of the larger colleges was based upon the model of a B.Ed. as offered in many Teacher Education Institutions in the United Kingdom during the 1960s and 1970s. This B.Ed. sought to promote personal and academic development and to guarantee academic respectability through the inclusion in the B.Ed. degree of an academic subject such as might be found in a Bachelor of Arts (B.A.) degree programme. In the case of Mary Immaculate College, students in the first year of the B.Ed. undertook the study of three academic areas (Irish and two other academic subjects) as well as the study of Education. In the second and third year students at MIC continue to study one academic area side by side with education. Typically the model was seen as 40 - 40 - 20, giving a balance of 40% of the degree to education, 40% to the academic subject area and 20% to teaching practice.

**Change in the length of teacher education programmes**

When the Irish system of primary teacher education moved from the two-year diploma to the three-year degree, there was increased intake over a number of years, arising from the fact that in one year, there would be no output of teachers. The addition of an extra year-group put greater strain on the resources of the institution in many different ways. While adequate staffing is a first concern, the adequacy of facilities, such as library resources, study spaces and even lecture rooms has to be considered.
Change in the staff profile of the college

The introduction of academic subject areas led to a significant change in the staffing of the colleges of education. In order to meet the demands of an increased student body, many additional academic appointments were made, some in the area of education but many others in the various academic disciplines. While there were some exceptions, few of the academic staff members appointed in the mid 70s came from the tradition of primary teacher education, very few being themselves qualified as primary teachers. This is perfectly understandable in light of the fact that they were being recruited to staff academic areas, and to deliver academic programmes similar to those found in Arts/Humanities programmes in the universities. In some instances, existing staff members who did not have adequate or appropriate academic qualifications had to be redeployed to alternative duties.

This had the effect of changing the profile of college lecturers from individuals with a high level of professional competence and with expertise exclusively in the various curricular and educational areas, broadening this to include such staff along with others qualified exclusively in the academic fields. Some of those appointed from an academic background were very unhappy in the work that was expected of them, particularly, for example, when expected to join in supervising student teaching practice in primary schools.

Change in focus

Prior to the university link, those involved in teacher education in the colleges of education were selected for their excellence as teachers rather than for their academic standing or level of qualification. During the past 25 years, this has changed entirely. Increasingly, the highest qualifications (normally doctoral level) are sought.

In recent times, an increasing number of applications are coming from former students of the colleges of education, some with extensive experience within Ireland or overseas. Many of these applicants have both a strong record of professional competence and a strong academic record.

As staff with a greater orientation on research or on an academic career come on board in the colleges, there has been increasing pressure on individuals to publish.
Within education, many staff are engaging in applied research, increasingly research conducted in collaboration with teachers in classrooms.

**Change in direction of the institution**

Changes in the typical staff profile can lead to other changes. The internal politics of the institution will change. Let me give an example. In the case of my own college, at the time of the initial link with the university in 1974, those departments (such as the Visual Arts Department, the Drama Department and the Physical Education Department), which were not mirrored in the university, were suppressed. The university was happy to recognise departments (Languages, Mathematics, History, Geography, etc.) which might be found in university. Gradually there was a significant growth in the number of departments, each demanding a minimal staff of three or four for university recognition. When, some years later, an Academic Council for the College was established, each head of department was granted a place on the Council, thereby giving the disciplines a strong voice in deciding on academic affairs and the direction of the college.

**Change in relationships to the Ministry of Education**

Although none of the Irish colleges of education had been established by the state, the Ministry (known as the Department of Education) at all times laid down the programme of study for students in the colleges of education, decided on levels of intake and monitored the work and standards of these institutions. With the linkage to the university sector, much of this changed. For example, programmes are validated by the universities, moderation of examinations and the approval of results etc. is now done entirely by the universities, in close collaboration with the colleges. The role of the Ministry has also changed significantly, as it now defers to the universities on programme content and structure, although it is clear that it is not in the interest of the Ministry to entirely remove itself from all involvement in programmes of teacher education and, in Ireland, we are currently awaiting the publication of two reviews of teacher education as well as the setting up of a statutory teaching council by the ministry.

**Changing universities**

During the years 1974 to 1992, the National University of Ireland and the University of Dublin had not permitted the colleges of education to grow as centres of research.
In particular, the colleges of education were not permitted to offer degrees at Masters or doctoral levels. In the early 1990s, arising from a Government decision, the two major colleges were decoupled from the National University of Ireland (within which they had "Recognised College" status), and, instead, were linked to two new universities, the University of Limerick and Dublin City University. (In both instances, these universities were located within a few kilometres of the respective colleges). In the case of Mary Immaculate College, this led to very great opportunity.

**Summary and concluding remarks**

Throughout this paper, I have tried to give an insight into the changes which have come about in the Irish colleges of education during the past three decades as we have moved from two-year teaching diplomas to undergraduate degrees and, more recently, to offering an extensive range of post-graduate degrees.

Let me now try to make a résumé of the benefits and difficulties arising from the type of relationship which the colleges of education have with the university sector.

**Opportunities for post-graduate research and study**

The extensive range of post-graduate opportunity and research now progressing in the colleges of education has been one of the major benefits of university linkage. For example, courses on offer at MIC include:

- Degree of Master of Education
- Degree of Master of Arts in Education
- Graduate Diploma/M.Ed. in Positive Intervention in Educational Disadvantage
- Graduate Diploma in Early Childhood Education.
- Graduate Diploma in Remedial Education.
- Graduate Diploma/M.Ed. in Information and Communication Technology
- Graduate Diploma/M.Ed. in Religious Education
- Graduate Diploma/M.Ed. in the Teaching of Science (Primary School)
- Diploma in Music and Music Education
- Master of Arts in History and Local Studies
- Graduate Diploma / M.A. in Theology and Religious Studies
- Taught M.A. in Modern English Literature
- Ph.D.
This development offers great opportunity to the colleges. The in-career development of teachers is one of the great unmet needs in Irish education. While a great many primary teachers participate in in-service programmes annually, few progress to university-validated post-graduate study and only 3% of our primary teachers hold a Masters or Ph.D. degree. As centres of significant research and expertise, the colleges of education are well positioned to meet the needs of teachers in this field. This is a field which requires closer partnership with the Ministry of Education.

The issue of course approval

I should also point out that it is necessary for the colleges of education to bring their programmes through the university which validates the programmes and awards the degrees. To date, this has generally worked well, at least for the larger colleges, although it must be said that there are times at which the university struggles (especially when programmes are being proposed in areas in which the university itself has little or no competence). Conversely, in areas where the university has competence, there can be difficulties also when the faculty of the university overestimate their understanding of a field or see an emerging programme as a potential competitor to a programme they have been considering offering. It is inevitable that issues such as these will sometimes emerge, mirroring, as they do, the kinds of tensions that sometimes arise between faculties even within a university.

Valuing diversity

We have heard in earlier papers, especially in the Bologna Process Update (Feerick, 29-44 in this volume) of some of the emerging trends that are likely to impact on all teacher education programmes in the years ahead. I am ever fearful that in the drive for ease of mobility and common standards, those who decide on these matters may accept the lowest rather than the highest standard. Even if we were to use as crude a measure as the OECD’s salary data, we can clearly see that some countries value teachers very considerably more than others. The quality, length and content of teacher education varies greatly within the EU member states. It is, I think, important that we as teacher educators make our voices heard in defence of diversity in the models of teacher education. As mobility between states is entirely desirable, we should support compatibility. We should use programmes, such as Comenius, to promote opportunities for learning from one another and from the diversity of system
and experience that we have. Most importantly, we should try to ensure that those entrusted with the task of educating future Europeans are themselves the possessors of educational skill and knowledge of the highest order.

References
Jones, H.C. 1990. Structures of the education and initial training systems in the member states of the European Community. Brussels: Eurydice and CEDEFOP.


World Wide Web
http://www.irlgov.ie/educ/
http://www.mic.ul.ie/
http://www.eurydice.org/Eurybase/Application/frameset.asp?country=IE&language=VO
APPENDIX 1

Entry requirement standards for primary teacher education in Ireland

The B.Ed. is a three-year professional degree and is the minimum requirement for teaching in primary schools.

Age limit
Candidates must be at least 16 years old on 15 January and not more than 22 years old on 2 January in the year of entry.

Minimum grades required
Candidates must present and pass in six (6) subjects (at a single sitting). Candidates are required to obtain at least Grade C3 on the Higher Level Paper in three of these subjects. They must have the following minimum grades in:

a) Gaeilge    Grade C3 on the Higher Level Paper
b) English    Grade D3 on the Higher Level Paper or
              Grade C3 on the Ordinary Level Paper

c) Mathematics Grade D3 on the Higher or Ordinary Level Paper

Note: The minimum grades in Gaeilge, English and Mathematics can be carried forward from previous Leaving Certificate(s) but the points will be compiled from one sitting only of the Leaving Certificate.
APPENDIX 2

Bachelor of Education (B.Ed.): Programme Outline

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTUMN</td>
<td>SPRING</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>-TP4711</td>
<td>-TP4712</td>
</tr>
<tr>
<td>-EN4711</td>
<td>-EN4712</td>
</tr>
<tr>
<td>-EN4721</td>
<td>-EN4722</td>
</tr>
<tr>
<td>-Academic Subject A</td>
<td>-Academic Subject A</td>
</tr>
<tr>
<td>-Academic Subject B</td>
<td>-Academic Subject B</td>
</tr>
<tr>
<td>-Academic Subject C</td>
<td>-Academic Subject C</td>
</tr>
<tr>
<td>-Dip. in Religion</td>
<td>-Dip. in Religion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td><strong>Semester 4</strong></td>
</tr>
<tr>
<td>-TP4713</td>
<td>-EN4714</td>
</tr>
<tr>
<td>-EN4713</td>
<td>-EN4724</td>
</tr>
<tr>
<td>-EN4723</td>
<td>-EN4734</td>
</tr>
<tr>
<td>-EN4733</td>
<td>-EN4744</td>
</tr>
<tr>
<td>-Dip. in Religion</td>
<td>-Dip. in Religion</td>
</tr>
<tr>
<td>-Gaeilge Ghairmiúil</td>
<td>-Gaeilge Ghairmiúil</td>
</tr>
<tr>
<td>-Academic Subject X</td>
<td>-Academic Subject X</td>
</tr>
<tr>
<td>-Academic Subject X</td>
<td>-Academic Subject X</td>
</tr>
</tbody>
</table>

| Year 3 |
| **Semester 5** | **Semester 6** |
| -TP4715 | -EN4716 |
| -TP4725 (double weighted) | -EN4726 |
| -TP4735 | -EN4736 |
| -Dip. in Religion | -Dip. in Religion |
| -Gaeilge Ghairmiúil | -Gaeilge Ghairmiúil |
| -Academic Subject X | -Academic Subject X |
| -Academic Subject X | -Academic Subject X |

*Satisfactory attendance at an Irish course in the Gaeltacht is a compulsory part of the first year teacher training programme.*
Appendix 3

Education Module Descriptors

SEMESTER 1

MODULE TP4711  Teaching Practice 1 - Microteaching and General Methodology. The module offers microteaching experience at middle standards, initial opportunities for professional growth and initial insights into the process of schooling.

MODULE EN4711  Pedagogy 1 - General principles of pedagogy relating to:
- Music Education: introducing music literacy in the junior primary school, acquiring a repertoire, analysis and evaluation of song;
- Oral Language & Drama: a personal encounter with drama and an introduction to the pedagogy of oral communication and drama;
- English: the English reading programme in the primary school, rationale - developmental reading;
- Religious Education: an introduction to religious education in primary school;
- Mathematics: procedures and strategies involved in the pedagogy of mathematics in middle standards.

MODULE EN4721  Pedagogy 2 - General principles of pedagogy relating to:
- Social, Environmental and Scientific Education: defining social and environmental education, pedagogical principles, basic teaching methods;
- Gaeilge: clár na bunscoile ag leibhéal rang I - III, múineadh comhrá agus forbairt cumarsáide, léitheoireacht sa T2;
- Physical Education: with particular focus on middle standards;
- Visual Arts: an exploration of art media and processes for the primary school curriculum.

SEMESTER 2

MODULE TP4712  Teaching Practice 2 (continuum - middle standards - city schools). This module commences in week 2 of semester 2 and aims to provide students with a continuing teaching experience at middle level, further opportunities for professional growth and insights into the process of schooling.

MODULE EN4712  Pedagogy 3 - Pedagogy of:
- Music Education: instrumental music in the primary school, exploration of music creativity in the classroom and expansion of repertoire;
- Physical Education: pedagogy of physical education for middle standards and games skills;
- Oral Language & Drama: exploration of oral communication skills, drama as a learning process and a teaching method;
- Visual Arts: art/craft activities as a developmental element in primary school, practical workshops with appropriate media, lesson planning for middle standards.
MODULE EN4722  **Pedagogy 4** - Pedagogy of:
- Religious Education: religious development of the primary school child, foundations for religious education;
- Social, Environmental and Scientific Education: the local environment as the laboratory for practical learning;
- English: functional and recreational English reading, word recognition and comprehension;
- Gaeilge: múineadh na filíochta, drámaíocht agus scribhneoireacht;
- Mathematics: the development of pedagogical competence in the area of mathematics for middle standards.

**SEMESTER 3**

MODULE TP4713  **Teaching practice 3** (infant level - two weeks - city schools). This module aims to provide students with teaching experience at infant level, opportunities for professional growth and insights into the process of schooling.

MODULE EN4713  **Pedagogy 5** - Pedagogy of:
- Early Childhood Education: a methodological study of the infant school curriculum in the various curricular areas;
- Visual Arts: development stages in child art, linking and progression.

MODULE EN4723  **Pedagogy 6** - Pedagogy of:
- English: reading development and extension;
- Oral Language & Drama: language development, poetry and drama in the curriculum;
- Social, Environmental and Scientific Education: the pedagogy of history, the pedagogy of geography;
- Gaeilge: scileanna cainte scriofa agus léitheoireachta ag leibhéal ardranganna na bunscóil;
- Religion: introduction to the main tenets of Christology, the catechesis of the primary-school child;
- Information Technology: computer hardware and educational software in primary schools, word-processing and desktop publishing.

MODULE EN4733  **Theory of Education 1** - Theory of Education including:
- History of Education: exploration of the social and educational policy of 19th century England and Ireland to contemporary times - comparative and historical analysis;
- Philosophy of Education: an introduction to philosophy of education;
- Sociology of Education: an introduction to sociology, application to social institutions, the family and the school;
- Educational Psychology: the psychology of classroom management, behaviour problems;
- Developmental Psychology: biopsychosocial aspects of development, aggression, stress and coping strategies.
SEMESTER 4

MODULE EN4714  Pedagogy 7 - Pedagogy of:
- Physical Education: infant school physical education, introduction to gymnastics and creative movement;
- Music: the Kodaly and Orff music education systems, music in the British national curriculum, expansion of repertoire and development of listening skills;
- Visual Arts: planning the art programme, encountering the world of art with children.

MODULE EN4724  Pedagogy 8 - Pedagogy of:
- Religious Education: introduction to moral education;
- Early Childhood Education: a methodological study of the infant school curriculum;
- Social, Environmental and Scientific Education: scientific method, experimental and workshop approaches, the Primary School Science Project, the health promoting school.

MODULE EN4734  Pedagogy 9 - Pedagogy of:
- Gaeilge: an cuir chuige cumarsáide, múnearadh na filíochta;
- Mathematics: the number/algebra programme, the area of geometry and data in senior standards;
- Oral Language & Drama: language development, poetry and drama in senior primary school standards;
- English: English reading failure, the role of the remedial teacher.

MODULE EN4744  Theory of Education 2 - Theory of Education including:
- Philosophy of Education: children's rights and education;
- Sociology of Education: early school-leaving in the sociological context with specific reference to the Irish educational system;
- Educational Psychology: interpersonal relationships, pupil-teacher relationships and classroom leadership;
- Developmental Psychology: physical, emotional and social development of the child.

SEMESTER 5

MODULE TP4715  Teaching Practice 4 (senior level - two weeks - city schools). This module aims to provide students with teaching experience at senior level, opportunities for professional growth and insights into the process of schooling.

MODULE TP4725  Teaching Practice 5 (class of choice - five weeks - homebased). This module aims to provide students with teaching experience at a school and class level of their choice (usually in their home area), opportunities for professional growth and insights into the process of schooling. Following a 3-week preparation period, students will plan timetables designed to accommodate the full curricular range for the selected classes. Students, in this final TP, are encouraged to develop originality and innovation in their programme planning and teaching approaches. Participation in a professional manner as a member of the school community will ensure that this teaching practice period is enriching and rewarding. The module is double weighted.
MODULE TP4735  Teaching Practice 6 (Alternative Education Experience). The purpose of the Alternative Education Experience is to provide student teachers taking the B.Ed. programme with an opportunity to become familiar with the work of individuals and institutions active in the educational field but engaged in work which is not normally noted by students on teaching practices. Examples of the kind of settings which students might select to undertake this kind of experience include: special schools; special language units; pre-school play groups/naionraí; "children at risk" programmes; teachers of travellers; comparative study abroad. The opportunity to engage in a study of such settings provides B.Ed. students with the opportunity to broaden their educational horizons and become familiar with the work of some of the settings in which they may eventually find themselves employed.

SEMESTER 6

MODULE EN4716  Pedagogy 10 - Pedagogy of choice (in-depth study and minor dissertation) selected from the following areas (The range of curriculum studies on offer is dependant on demand and on the availability of staff.):
-Visual Arts: philosophy and pedagogy of art education, studio practice with a selection of art media experience, e.g., print, fabric, ceramics, drawing, painting, collage, photography;
-Children's Literature: a literary and pedagogical study of children's literature;
-Comparative Education: an exploration of the nature of education systems, including policies and practices, in other countries, in Europe and elsewhere.;
-Local Studies and Development Education: the concept of development education, the local/global perspective in education;
-Drama and Theatre Education: rationale and practice in drama in education-pedagogy and performance;
-Early Childhood Education: an in-depth study of the pedagogy of early childhood education as a specialist option;
-Educational Disadvantage: examination of theories and practices in contexts of socio-economic disadvantage and some school-based experience in a disadvantaged school;
-Information & Communication Technology: In-depth study of computer hardware, and evaluation of educational software for primary schools, word-processing, multi-media authoring, and internet/email usage in a classroom context;
-Social, Personal & Health Education: health and social education, devising appropriate methodologies and curricula;
-Language Development: an introduction to linguistics, aspects of language acquisition;
-Mathematics: an in-depth study of all aspects of the pedagogy of mathematics;
-Múineadh na Gaeilge: staidéar ar theagasc na ranna éagsúla Gaeilge sa bhunscoil, modhanna éagsúla múinte;
-Music Education: Instrumental performance, choral direction, children's compositions;
- Physical Education: field games, advanced gymnastics, swimming and water safety, outdoor pursuits, health and fitness for the primary-school child, portfolio/project;
- Teaching of Religion: religious education pedagogy - current issues, trends and themes, curriculum development;
- Preventing Reading Difficulties in Young Children: exploration and elaboration of the reading programme for the primary school - current issues and trends;
- Primary Science
- Social, Environmental and Scientific Education: social and environmental education - elaboration and development of content, syllabus and curriculum;
- Catering for Pupils with Special Educational Needs: lectures, guest speakers, school visits, workshops, and discussion groups to explore current issues and practices relating to the education of children with special educational needs.

**MODULE EN4726 Theory of Education 3**

- History of Education: an exploration of the social and educational policy of 19th century England and Ireland to contemporary times - comparative and historical analysis, local history;
- Philosophy of Education: philosophy of teaching.

**MODULE EN4736 Theory of Education 4**

- Sociology of Education: an examination of the dominant issues confronting the classroom teacher today;
- Educational Psychology: the role and professional status of the teacher in contemporary society; the psychology of motivation, school effectiveness, educational evaluation and assessment;
- Developmental Psychology: psychometric, dialectical and information processing models, intelligence and creativity.
Appendix 4

Graphic to show Place of Teaching Experience within B.Ed. Programme

**Semester 1**

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

TP4711-Microteaching

**Exams**

**Semester 2**

<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

TP4712

Prep

Visit

Easter

**Exams**

**Semester 3**

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Exams**

**TP Prep.**

**TP Infant TP**

**Semester 4**

<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Easter

**Exams**

**Exams**
### Semester 5

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TP Prep.</td>
<td>Senior TP</td>
<td>Senior TP</td>
<td>TP Prep. &amp; TP Review</td>
</tr>
</tbody>
</table>

| 5       | 6        | 7        | 8       |
| TP Prep. | Local TP | Local TP | Local TP |

| 9       | 10       | 11       | 12       |
| Local TP | Local TP | Local TP | Prep. for the Profession |

| 13      | 14       | 15       |
| AEE Placement | AEE Placement | AEE Placement |

### Semester 6

<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>TP Prep.</td>
<td>Local TP</td>
<td>Local TP</td>
<td>Local TP</td>
</tr>
</tbody>
</table>

| 9       | 10     | 11     | 12   |
| Local TP | Local TP | Local TP | Exams |

<p>| 13       | 14     | 15     |
| Exams | Exams | Exams |</p>
<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of student teachers per class</th>
<th>Type of Teaching Practice</th>
<th>Duration</th>
<th>Supervision</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP 4711</td>
<td>MicroTeaching</td>
<td>Classes I, II, III, or IV</td>
<td>One day per week</td>
<td>College Tutors and other Mentors</td>
<td>College Tutors and other Mentors</td>
</tr>
<tr>
<td>First semester</td>
<td>Peer Teaching groups of 25 student-teachers</td>
<td>Pupils aged 6 to 10 years of age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP 4712</td>
<td>Two student-teachers per class</td>
<td>Classes I, II, III, or IV</td>
<td>One day per week</td>
<td>College Tutors and other Mentors</td>
<td>College Tutors and other Mentors</td>
</tr>
<tr>
<td>Second Semester</td>
<td>Pupils aged 6 to 10 years of age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP 4713</td>
<td>Two student-teachers per class</td>
<td>Two-week block practice</td>
<td>Three weeks</td>
<td>College Tutors (as Unit Supervisors and Consultant Supervisors)</td>
<td>Unit Supervisors and Consultant Supervisors</td>
</tr>
<tr>
<td>Third Semester</td>
<td>Infant classes (4 to 6 year olds)</td>
<td>(One week of prep.; 2 weeks teaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP 4715</td>
<td>Two student-teachers per class</td>
<td>Senior Teaching Experience</td>
<td>Three weeks</td>
<td>College Tutors (as Unit Supervisors and Consultant Supervisors)</td>
<td>Unit Supervisors and Consultant Supervisors</td>
</tr>
<tr>
<td>Fifth Semester</td>
<td>Classes V, VI</td>
<td>(10 to 12 year olds)</td>
<td>(One week of prep.; 2 weeks teaching)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP 4725</td>
<td>One student-teacher per class</td>
<td>Home Teaching Experience</td>
<td>Eight weeks</td>
<td>College Tutors (as Unit Supervisors and Consultant Supervisors)</td>
<td>Unit Supervisors and Consultant Supervisors; University’s External Examiners</td>
</tr>
<tr>
<td>Fifth Semester</td>
<td>(Double-weighted module)</td>
<td>(Three weeks prep.; 5 weeks teaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP 4735</td>
<td>One Student-teacher per Setting</td>
<td>Alternative Educational Experience</td>
<td>Three weeks</td>
<td>Autonomous learning (Not formally supervised; tutors in advisory role)</td>
<td>College Tutors</td>
</tr>
<tr>
<td>Fifth Semester</td>
<td>Setting selected by student</td>
<td>(One week of prep., two on site)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix 5  Overview of Teaching Placements
<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>Sem.1</th>
<th>Sem.2</th>
<th>Sem.3</th>
<th>Sem.4</th>
<th>Sem.5</th>
<th>Sem.6</th>
<th>Subtotal</th>
<th>Total for Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Disciplines</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Education</td>
<td>9</td>
<td></td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>9</td>
<td>13</td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>9</td>
<td>13</td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>9</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>9</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>13</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>13</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>13</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art/Craft</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>13</td>
<td></td>
<td></td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social, Environmental and Scientific Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>13</td>
<td></td>
<td></td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaeilge</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>13</td>
<td></td>
<td></td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Reading and Writing</td>
<td>13</td>
<td>13</td>
<td>3</td>
<td>4.3</td>
<td></td>
<td></td>
<td>33.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama &amp; Oral Communication</td>
<td>13</td>
<td>13</td>
<td>6</td>
<td>8.6</td>
<td></td>
<td></td>
<td>40.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td></td>
<td></td>
<td>27</td>
<td>13</td>
<td></td>
<td></td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>9</td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52</td>
<td>52</td>
<td>104</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>201</td>
<td>201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Practice</strong></td>
<td>36</td>
<td>36</td>
<td>3 wks</td>
<td>15 wks</td>
<td></td>
<td></td>
<td>20 weeks (app.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ACADEMIC DISCIPLINES (A=3 years; B=1 Year; Gaeilge) |       |       |       |       |       |       |          |                |       |
| Gaeilge** | 39    | 39    |       |       |       |       | 78       |                |       |
| Subject A | 39    | 39    | 72    | 78    | 78    | 306    |          |                |       |
| Subject B | 39    | 39    | 72    | 78    | 78    | 306    |          |                |       |
| **ANCILLARY STUDIES** |       |       |       |       |       |       |          |                |       |
| Gaeilge Ghairmiúil** |       |       |       |       |       |       | 52       |                |       |
| Catechetics |       |       |       |       |       |       | 91       |                | 143   |

* In 1st year includes Microteaching and General Methodology. In 2nd & 3rd years includes teaching practice preparation.

**Gaeilge Ghairmiúil (Professional Irish) is taken only by those students who do not study Gaeilge (Irish) as an academic discipline through three years.
This paper focuses, in the first part, on describing the most important trends in teacher education related to the build-up of post-primary mass schooling in Portugal (1970-2000), analysed under the perspective of the universitisation of teacher education. In the first section, the concept of universitisation of teacher education will be defined, and then the Portuguese universitisation process of subject and class teachers’ education and training since the 1970s will be presented. The second part goes beyond the Portuguese situation, encompassing an analysis of the effects of universitisation on teacher education policies in OECD countries. It starts out with an analysis of the reasons behind the gradual universitisation of teacher education and goes on to examine the universitisation process of teacher education, balancing its benefits and risks. In the last section, a case will be made for the need to regulate a universitised teacher education system.

1. Universitisation of teacher education – a European process

Universitisation of teacher education refers to the passage to higher education, typically to university education, of all the components of teacher education programmes for all levels of schooling. Thus it is a process which includes both class teachers and subject teachers. As Campos says:

The expression “universitisation” of teacher education refers back to various changes in related public policies.
Firstly, it corresponds to the fact that education of all teachers, including pre-school and primary school teachers, becomes assured by higher education institutions, typically universities, and by programmes leading to an academic degree.
The second aspect of universitisation relates to the fact that higher education institutions now organise programmes which assure education in all the components required in preparation for teaching. This second aspect is identified as the professionalisation or, more precisely, the vocationalisation of teacher education for subject teachers. […]
A third change in public policies was the unification of teacher education, whether of class teachers, or subject teachers, until then characterised by
the diversity of diplomas or institutions and programmes (of non higher education/higher education) and of academic degrees (not leading/leading to an academic degree). […] Universitisation still means an extension in the length of teacher education programmes, especially programmes for class teachers. If, in this case, the increased length is predominantly dedicated to a greater academic preparation in subjects underlying the pre-school and primary school education curricula, in programmes for subject teachers the increase reverts in favour of theoretical pedagogical education and practice periods. […] Finally, universitisation means a distancing of public educational administration with regard to direct responsibility in teacher education. Normal schools certifying class teachers were very dependent on the educational administration and the pedagogical preparation that completed the teaching qualification of subject teachers, which they also organised. This is no longer the case. (Campos 2001)

Universitisation is a process that has came about in the majority of OECD countries since the 1970s¹. "This increase in the responsibility of higher education institutions corresponds to an equal reduction in the traditional role of public administration in teacher education.” (Campos 2001)

2. The universitisation of teacher education in Portugal

2.1. Brief description of the Portuguese educational system

It is necessary to provide a brief description of the Portuguese educational system. In Portugal one has a general education composed of pre-school education (3 to 5 years – three years of schooling²), compulsory primary education (6 to 10 years –

---

¹ Universitisation of teacher education will be used as a descriptive concept to refer to the passage to higher education of all the components of teacher education programmes for all levels of schooling. Academisation of teacher education will be used as an interpretative concept meaning the adoption of academicist practices, traditions and attitudes in higher professional qualification courses.

² Early childhood education from 0 to 2 years is not yet integrated in the national education system. Preschool education from 3 to 6 years is now part of basic education - it is not compulsory, but it is advocated by the state.
four years of schooling) and compulsory lower secondary education (10 to 15 years – five years of schooling), post compulsory secondary education based on upper secondary education (15 to 18 years – three years of schooling).³

The concept of secondary education used is the comparative education definition of post-primary schooling organised around subject matters and subject teachers rather than schooling based on generalist teaching like infant and primary education⁴.

Higher education, where teacher education is provided, is organised according to the binary system - polytechnic and university; masters and doctorate degrees are only available in universities.

In accordance with the political definition of the Education Act, Universities are entitled to provide professional teaching qualifications in all education levels and fields. Teacher Education Colleges, the successors to Normal Schools, are integrated in Polytechnic higher education and are only entitled to provide qualifications for pre-school and the 1st and 2nd cycles of basic education. Recently, parliament offered these Colleges the possibility of preparing for the 3rd cycle of basic education as well, although there is a lack of political definition, which would make creation of the respective programmes practicable. Whereas most Teacher Education Colleges are exclusively dedicated to teacher education and all teaching-staff departments exist for this purpose, in universities, departments for subjects to be taught are also directed to provide other types of training, although in many, teacher education makes up the highest percentage of their activity. The former are teacher education institutions; the latter run teacher education programmes. (Campos 2000)

---

3. Using official Portuguese terminology one has compulsory basic education lasting 9 years - covering the ages of six to fifteen – composed of three cycles lasting four, two and three years, respectively, non-compulsory secondary education lasting three years and covering the ages of fifteen to eighteen, allowing a range of choices — general education and technological courses as well as vocational courses, and second choice education and training opportunities for youngsters and adults who do not successfully complete basic and secondary education. (Cf. Campos 2000)

4. This is more accurate both in terms of teacher education pedagogical and legal models and in historical terms. Compulsory attendance as a defining criterion of what is basic education and what is secondary education, as it is the case in Portugal, does not take into account that the fundamental historical distinction across Europe has always been between class teacher education and subject teacher education, and not between compulsory education and non-compulsory education.
One can include teacher education colleges in polytechnics within the “universitisation” process, since their institutional culture is very much based on seeking university status and adopting many features of university culture, by opposition to the previous culture of Normal Schools. This adoption of university culture is reinforced by the fact that higher academic degrees (masters, doctorates), and thus career promotion of their teachers, depend upon universities.

The training of subject teachers - initial, in-service and specialised training - reinforces this adoption of a university departmental culture by polytechnic Teacher Education Colleges. As they provide qualifications for pre-school and for the 1st and 2nd cycles of basic education, they provide initial education both for class teachers and for subject teachers (compulsory lower secondary education teachers). They also provide in-service teaching certification, in-service training and specialised education for all types of teachers. Thus, teacher education colleges train, on the whole, more subject teachers than class teachers. This means that universitisation in polytechnic teacher education colleges can often mean “academisation”.

2.2. Universitisation of subject teacher initial teacher education in Portugal

2.2.1. Secondary mass education and evolution of teacher recruitment

The expansion of post-primary education in Portugal in the 1970s and the 1980s provoked important changes in teacher training and recruitment models. In twenty years (between 1964-65 and 1984-85) the number of teaching places more than trebled while the number of pupils in schools did not double.

The growing need for more teachers brought about a lowering of academic and professional standards of access to the teaching profession, since initially this need was satisfied more through the enlargement of the recruitment criteria than through the intensification of teacher training institutions and courses. It was necessary to appeal to the available graduates – firstly, the academically qualified but not professionally certified graduates were used; later on, even non-graduates were called upon to “deliver classes”.

5. As said, teacher education colleges, the successors to Normal Schools, are integrated in polytechnic higher education institutions. Thus, they do not have the same autonomy in the creation of courses as universities.
The teaching body of the secondary mass schools has greater diversity of academic and professional qualifications than before – senior teachers trained for an elite school worked side by side with newly trained teachers, and both worked alongside with non-certified graduates and also with non-graduates⁶. This had great consequences in conditions of work, in occupational status and in the social representation of teachers.

2.2.2. Secondary mass education and evolution of teacher training - 1970s and 1980s

The process of secondary mass schooling had a double consequence in the training of teachers. On one hand, it induced the new universities created in the 1970s⁷ to formulate new models of initial teacher education (the so-called “integrated approach”, which trained and certified teachers in the same process).

The integrated approach to initial teacher education means that the three main components of teacher education programmes (scientific knowledge of the subject matter; educational sciences including subject didactics; student teaching practice) are delivered in parallel. All components are present throughout the programme, from the beginning, supposedly in an integrated format – hence the denomination. As such graduates had both an academic qualification and a professional teaching certificate, this approach shortened the certification process and made sure that all graduates had immediate access to employment and an easier career route to tenure.

This integrated approach was a structural change in teacher education patterns adapting teacher education institutions to the new demands of mass schooling. Teacher education curricula included a significant increase in the educational sciences with the inclusion of such new subjects as curriculum, educational technology, sociology of education, educational administration, alongside the more traditional ones – history of education, psychology of education, subject didactics.

On the other hand, the process of secondary mass schooling demanded from the state the creation of easier ways of access to the teaching profession for those non-

---

⁶ One bureaucratic circular letter of the early 1980s addresses some problems related to this diversity of academic and professional qualifications ruling that non-graduate teachers could not teach in the same secondary schools in which they had finished their secondary schooling themselves.

⁷ In 1973, four new universities were created. Three of those four were called the new universities (Aveiro, Évora, Minho) due to their different institutional culture and organisational dynamics. Those three immediately initiated teacher education courses under a professional perspective.
certified graduates working in comprehensive schools - through special in-service training programmes. Such changes followed a labour union logic of providing the non-certified graduates, used by the system in its expansion stage, with similar opportunities of certification and tenure.

The same social phenomenon (post-primary mass schooling) had a double consequence in initial teacher education - it brought about two different, and apparently divergent, policies of teacher recruitment and training. On one hand, it induced a policy of advocacy of new (more professional) models for initial teacher education; on the other hand, it induced a policy of setting up easier routes into the teaching profession.

The new models for initial teacher education were professional models explicitly aimed at the new comprehensive school, valuing theoretical information on educational subjects and based on the new university programmes. The easier route was run until 1985 by the educational administration; it promoted access for the non-certified graduates to the teaching profession, valuing the role of school experience and devaluing pedagogical theoretical information and teaching practice supervision. Not before 1985 was there a government policy to close up the gap between those two opposing models with the generalisation of in-service teacher certification in universities and teacher education colleges. So, in 1985, the universitisation process for subject school teachers was almost completed. Only most humanities and all technological teachers were outside a professional model. The 1986 Education Act formally confirmed this policy.

2.2.3. Secondary mass education and evolution of subject teacher training from 1986 onwards – the consecration of the integrated model

From the 1990s on, the mainstream of professional teacher education was provided by higher education institutions under an integrated model. Thus all higher education teacher education institutions incorporated school practice and student teaching supervision in their curricula. So, the majority of the teachers trained in the 1990s was already professionally certified before beginning to work in schools8. From 1985, the minority model of in-service teacher certification was also under the responsibility of universities and polytechnic teacher education colleges.

8. Now, the main route into secondary teacher education is a university-integrated teacher training course - 5 years, including the educational component and one year of student teaching. Alternative routes (academic qualification + school teaching experience as non-certified teacher + in-service professional certification) can take two years more.
The Education Act of 1986 defined the integrated model of professional teacher education as the normal route to become a teacher. As a consequence, even faculties of humanities, traditionally resistant to explicit professional teacher education programmes, adopted, without enthusiasm, the new model determined in the Education Act. Generally, they adopted a weak version of the model.

Two versions of professional integrated teaching models for secondary school teachers (11-18 years) evolved in Portuguese higher education in the 1990s. On one hand, a comprehensive professional model based on an extended professionality concept was consolidated. This model encompassed courses in sociology of education, educational administration, curriculum development and had an important component of student teaching practice alongside the course. Generally, this is the model of the new universities and polytechnic teacher education colleges.

On the other hand, a restricted professional model based on a restricted didactic vision of teaching professionality was developed. This model emphasises the specific knowledge domain and focuses on the educational component of sciences in didactic courses, devaluing the study of the social and cultural problems of mass schools. This second perspective is more common in traditional faculties of humanities.

Probably those two models have different assumptions about what teaching in mass schools is like and reflect different institutional cultures. Subject departments, which deliver the subject-matter component of the programme claim for a greater percentage of the curriculum at the expense of educational sciences.

Underlying this debate, there is often a bias against the educational sciences which are considered as being too new, too soft, supposedly lacking both the objectivity and reliability of natural sciences and the long historical tradition of humanities.

---

9. Students strikes, based on inequality of certification and employment opportunities, were also important in bringing about the adoption of this model by the faculties of humanities.
10. As a reaction to those views some education faculty members try to impose themselves through strict traditional academic behaviour, thus distancing themselves from the vocational dimensions related to the professional teacher education mission that was the initial basis of legitimisation for those departments.
So, in the 1990s, there is consensus about the development of professional teaching courses by universities; consensus (but not unanimity) about universities conferring professional teaching certifications (instead of teaching-oriented academic qualifications); no consensus about the most adequate model for professional initial teacher education.

2.3. Universitisation of class teacher initial teacher education in Portugal

2.3.1. The traditional professional education of infant and primary school teachers in Normal Schools

Traditionally, infant and primary teacher education was, in Portugal like in many other European countries, not included in higher education. To educate infant and primary school teachers was certainly not a higher education matter, even less a university affair, since it was considered to appeal more to sound morals, positive feelings towards children and helping attitudes than to subject knowledge and conceptualisation abilities. The infant and primary teacher education was provided by Normal Schools, which conferred post-secondary level qualifications, but not higher education qualifications. In the late 1970s, Normal Schools programmes were upgraded to post-secondary education.

2.3.2. The universitisation of class teacher professional education since the 1980s

[As] teacher education is provided by higher education institutions, especially initial education, there are two types of state policies in this domain: higher education policies for all types of institutions and programmes, including teacher education and specific policies for teacher education programmes. (Campos 2001a)

---

11. Primary teacher education suffered a process of de-professionalisation during the New State (1926-1974). This process gradually reduced the requirements of access and training of primary school teachers (in 1928, 1930, 1931, 1935, and 1942). Normal Schools were not post-secondary education. This process reached its nadir in 1936 with the closing of all Normal Schools of the country. At that time the difference of years of training between the least qualified primary school teacher (four years of training) and the most qualified secondary school teachers (nineteen years of training) was fifteen years. Such distance of training was successively reduced since the 1970s to seven years, six years, three years. This evolution shows at the same time a gradual process of re-professionalisation of primary teacher education and a decrease of demands on secondary teacher education due to mass schooling.
A new policy for higher education, influenced by the World Bank, was formulated and implemented in the mid 1980s. It created a binary system in higher education - polytechnic and university. Polytechnic institutions conferred *baccalaureate* and *licenciatura* higher education degrees; universities conferred the same degrees plus masters and doctorates.

Under this policy, teacher education for infant, primary and lower secondary education was integrated in the polytechnic system. The Government created (polytechnic) teacher education colleges in all regions. Universities with experience in professional teacher education were also allowed to develop the same courses.

Class teacher professional qualification was a *baccalaureate* higher education degree, after three years of higher education, and subject teacher professional qualification was a *licenciatura* degree, generally after five years of higher education, including in those five years at least one year of supervised teaching practice. The Education Act of 1986 confirmed this policy for higher education.

The Education Act of 1997 decided that class teacher education should have the same professional and academic qualification as subject teacher education – that is, the *licenciatura* degree. So, at this moment, the training of infant, primary and all secondary school teachers has equivalent academic and professional qualifications. So, the unification of qualification levels for all teachers was completed.

### 2.4. Universitisation of all teacher education in Portugal in the late 1990s – setting up new mechanisms for the regulation of teacher education

In the 1990s, all components of teacher education and all types of teachers were integrated in higher education institutions. The universitisation process of teacher education was complete. New institutions were created and many new programmes were offered. Table 1 presents the number of teacher education programmes currently in operation in Portugal.
The creation or development, in the 1990s, of several private teacher education colleges and universities developing teacher education programmes reinforced the universitisation process. The importance of universities in teacher education was also consolidated by the development of post-graduate courses (post-graduate diplomas, master or doctorate degrees).

The consolidation of the universitisation process was concomitant with the process of assertion and regulation of university autonomy. The state did not consider, at the time, the specificity of the teacher education process within the general university autonomy process. This gave an extended meaning to the universitisation process, since it granted higher education institutions, namely universities, significant competencies to set up new teacher education programmes independent from government policy for pre-school, primary and secondary school education.

But there is a specificity of teacher education in regard to other areas of university
decision-making, which stems from the fact that all states have very specific and
detailed policies for the educational system, much more detailed policies and control
than for other areas of human activity. As such, they are required to have also a
specific policy for teacher education\textsuperscript{12}.

In the 1990s there were several answers to this relative de-regulation of the teacher
education system. The Portuguese state developed several instruments for the
regulation of teacher education – inspection, course evaluation, formulation of
teaching profiles and mainly the formation of an accreditation system for all initial
teacher education. A system for the regulation of in-service and specialised education
was also set up. (Campos 2000; Formosinho 2000)

All higher education institutions and programmes, therefore including those that
prepare teachers, are submitted to \textit{inspection} by the General Inspection of
Education. Only recently did the Inspection extend its sphere of action to public higher
education.

Under the university autonomy process, another important process for the regulation
of the system has been developed – the \textit{evaluation of initial teacher education
programmes}. The National Council for the Evaluation of Higher Education co-
ordinates the evaluation process. It is a self-evaluation procedure initially undertaken
by the institutions’ staff and then validated by an external committee. The evaluation
procedure started in public higher education in the mid 90s and was extended to
public and private polytechnic higher education at the end of this decade. Since this
is an ongoing process, its effects on initial teacher education cannot yet be analysed.

In 1998, the Government created an accreditation body for teacher education
programmes - the \textit{National Institute for the Accreditation of Teacher

\textsuperscript{12} As Campos says, “Three reasons are usually called upon to legitimate the existence of a
specific policy for teacher education. The first one relies on the fact that the state has a policy
for basic and secondary education, both in state and private schools, namely concerning
overall and specific objectives. Teacher education policies are held to be a constitutive element
of policies on the nature and the quality of basic and secondary education. The second reason
is related to the fact that [the Portuguese] Ministry of Education is the major employer of
teachers […]. Finally, regulation policies to licence any professional activity usually have
implications on professional qualifications.” (Campos 2000)
Education. A General Council governs it, having representation of teacher education institutions, basic and secondary education teachers, parents, teachers’ employers, departments of the Ministry of Education, student teachers and business. The General Council, not the government, appoints the Accreditation Committee members.

Teacher education accreditation evaluates how appropriate the initial teacher education programme is to the quality demands of professional teaching performance.

Professional accreditation evaluates how appropriate the teacher education programme is to the quality demands of professional teaching performance. Recognition of a teacher education programme leading to a professional teaching qualification requires an initial professional accreditation certificate. This entitles the higher education institution itself to certify the professional teaching qualification of graduates. [...] The framework for the professional accreditation procedure is composed of the legal norms for teacher education, overall and specific professional performance profiles and quality standards for initial teacher education programmes. Definition of the former lies with the Ministry of Education, while the latter is the accreditation body’s responsibility. (Campos 2000)

As the National Institute for the Accreditation of Teacher Education was created in 1998, and the system for initial teacher education professional accreditation was created in June 1999, the accreditation of programmes has not yet started. Its instruments and methodologies have already been prepared, however. For the moment only class teacher programmes will have to apply for professional accreditation. In addition to future new programmes, all existing teacher education programmes will have to apply for professional accreditation.

Initially there was some resistance to the accreditation process, mainly corporative resistance from some university groups and some trade unions. Some university professors defended, under corporative academic principles, that university teacher education courses, in spite of conferring professional certificates, should have the same autonomy as any other university course. Those university professors resented control over their decisions by what they considered less qualified or less academically oriented individuals (bureaucrats, school teachers, teacher union
leaders, etc.). There was also some mistrust from other university professors about what they perceived as an instrument of neo-liberal policies in higher education.

The resistance by some trade unions comes from the fact that, from the 1980s, they were used to what almost amounted to a monopoly of social negotiation with the state about educational issues. Many educational issues like curriculum, school management, or professionalism were negotiated on a regular basis with teacher unions, but not with teacher education institutions. Another important regulation mechanism is the Government definition of *professional teaching profiles*. There has been a very recent decision in 2000 to establish a political definition of a *teaching performance profile*. The immediate need for the definition of these profiles stemmed from the creation of an accreditation system, as “they form the main means of judging the adequacy of the preparation/qualification that the programme seeks to assure regarding the demands of professional teaching. Judgement on adequacy is central to the accreditation procedure”. (Campos, 2000)

So the 1990s represent both the consolidation of the universitisation process and a new phase on the regulation of teacher education programmes in Portugal.

### 3. Transformations in school mission and in teacher role – the new basic schools

The reasons behind the gradual universitisation of teacher education were, in all countries, related to the great transformations in the mission of the basic school and the role of the teacher due to the inclusive policies of school for all of the second half of the last century. So it is necessary to review some of those major transformations both in school mission and in teacher roles and relate them to the transformations in the education and training of the teachers for those schools.

13. These teaching profiles also constitute important guidelines for the organisation of teacher education programmes in higher education institutions, in that they express and systematise the outcomes to be achieved. They may also be relevant, not only to the process of certifying graduates’ professional teaching qualifications, but also in the process of constructing a professional identity, both of teachers in general and each type of teacher in particular, and of their trainers. (Cf. Campos 2000).

14. The term *basic school* is used to refer the new schools created by compulsory mass schooling policies - comprehensive, inclusive, multicultural schools.
3.1. The mission of new basic schools

Basic schools are much more complex schools than the elite schools for separate groups of pupils:
- they accept students from all social backgrounds, economic status and regional origin;
- they accept students of all skin colours and all ethnic groups;
- they accept students from different religions and speaking different languages;
- they compel children and adolescents from all neighbourhoods and very different motivations to attend schools.

So basic schools import many of the social problems of the contexts in which they are immersed - poverty, social exclusion, racial and ethnic prejudices, religious extremism, language conflicts, juvenile delinquency, violence, drug addiction and others.

Society expects the new basic school to contribute to solve, even to overcome, those problems. So basic schools are much more community-driven and socially oriented than elite schools. Its mission is defined both in terms of socialisation of all types of children and adolescents in “normal” social life and personal development of each one of the students. Its mission is defined both in terms of academic instruction and preparation for a job. One can wonder if this redefined mission does not make basic schools not only different organisations from the previous elite separated schools, but a different institution altogether.

The mission of basic schools cannot be fulfilled only by teachers, but also by other professionals in the field of human development and social work – psychologists, therapist, social workers, nurses, sociologists among others. So teachers often have to analyse problems in a multidisciplinary approach and work in multi-professional teams. Naturally, the role of the teacher of basic schools has been widened. Teachers for basic schools should rely on an enlarged concept of professionalism.

3.2. Widening of the teaching function in basic schools

The process of building mass schooling in the 1960s, 1970s and 1980s gradually implied a more comprehensive perception of the teaching function. The widening of
the teaching function was a gradual process in the last thirty years of the 20th century, alongside with a diversification process. The teaching function was stretched with new teacher roles regarding the students, the curriculum, in-service training, participation in school and community life.

Teaching in basic schools has come to mean a number of things:

- Regarding the students, the teaching function was incorporating the responsibility for coursework evaluation and individual students’ promotion, for attendance to special needs children and ethnic minorities children, for tutorial support for pupils with learning difficulties, for interaction with parents, for promotion of after-school care activities.
- Regarding the curriculum, the teaching function was integrating the responsibility of handling diversified methodologies, a bigger responsibility in curriculum delivery, individualisation of instruction, orientation of extra-class curricular activities, formulation and evaluation of projects, programmes and innovations.
- Regarding participation in school and community life, teachers were expected to fulfill a much more active role both in the lives of their organisational and their local communities. Involvement was a key concept here.
- Regarding in-service training, the teaching function was integrating the compulsory attendance of in-service training and the convenience of the participation in projects in the school and the educational territories.

So teaching in basic schools has been a much more context driven activity, inextricably linked with individual(ised) student learning. “The opportunities for learning, which result in the success of a greater number of students characterised by their diversity, cannot be standardised [...]. Teaching will have to be diversified and organised according to the nature of the situation.” (Campos 2001a) Thus teaching in basic schools demands new professional approaches towards the education of teachers15.

15. Campos says about the Portuguese educational system: “The broad definition reported in the Education Act [of 1986] is sufficient to characterise teaching activity as professional. The overall characterisation of teaching qualifications present in this political definition is not that of a civil servant who can follow external rules, nor that of a technician using standard practices whilst unaware of the specific context s/he acts in. Rather, it is the characterisation of a professional capable of analysing each teaching situation and producing the teaching practices likely to lead the highest number of students through the learning process, and capable of evaluating and reflecting on their own practice in a way which increases their competence in this process.” (Campos 2000)
4. Problematisation of the universitisation of the teacher education process

The specificity of university teacher education can be defined, on the one hand, in relation to academic (non-professional) courses, on the other hand, in relation with professional courses leading to old prestigious professions like doctor, engineer, lawyer and the like.

In relation to academic (non-professional) courses, one must acknowledge that in teacher education courses

a) universities confer a professional certificate and not just an academic degree;
b) states are responsible for the formulation and implementation of policies for infant, primary and secondary education, which includes responsibility for the definition of a teacher education policy.

In relation to professional courses leading to old prestigious professions, one must acknowledge that in the teacher education there is

a) absence of (significant) market regulation;
b) absence of corporate or professional orders control;
c) a single employer with predominant control in recruitment of teachers – the state.

Bearing in mind those specificities, the potential and constraints of this widespread process of universitisation of teacher education will be analysed, taking into account both international literature - mainly from European and North American sources\(^\text{16}\) - and the Portuguese experience.

4.1. Benefits of the universitisation of teacher education

The universitisation of all teacher education brings about several benefits. It brings about a more coherent policy. As Campos says, "unifying the level of teacher education, and consequently their economic and social status, ends the undesirable diversity that has existed until now among the various classes of school teachers, according to the level of education or the type of programmes they teach". (Campos 2001a)

---

Universitisation brings about new solid foundations for teaching - a theoretical foundation for teaching, more research in educational sciences, more research-based teaching, broadening of perspectives of teachers due to broadened academic experience.

Universitisation opens up some universities to school problems and teacher needs and induces them to create courses aimed at specialist teaching areas and graduate courses in educational sciences (masters, doctorates).

Universitisation brings about also benefits on teaching and education status – it means status recognition for the teaching profession. As Campos says, “universitisation draws teacher education closer to that of the oldest and most prestigious professions, such as doctors, engineers and lawyers”. (Campos 2001a) It also means a better academic status for the departments of education and the education faculties.

There are solid benefits of the universitisation process that can probably be better perceived and understood in the long term, namely the ability to adapt teaching to new populations, new contexts and new social demands and the internalisation of the need for a lifelong learning perspective of teaching careers and professional development.

4.2. Risks of the universitisation of teacher education – misuse of university autonomy and mishandling of the teaching certification process

The universitisation of teacher education also brought about some problems due to the mismatch of an institutional academic culture and the nature of the professional mission committed to universities educating teachers. Since the sophisticated analyses produced by academics are generally reserved for government policies, and seldom for the interpretation of university policies, an underlying problem is that those mismatches are seldom seen as a problem.

17. As Campos recognises, it "enables greater convergence between teaching and research on school learning and teaching contexts and processes, once research is a characteristic of university institutions. In fact, research is considered one of the indispensable bases of teacher education, especially within the demands of teaching viewed as a professional activity”. (Campos 2001a)
Some of those risks will be analysed, namely:
- use of university autonomy to pursue individual interests and career rather than to develop the professional mission of teacher education courses (misuse of university autonomy);
- devaluation and/or mishandling of the professional certification process;
- mismatch between the experienced academic university culture and the advocated professional teaching culture.

4.2.1. Use of university autonomy to pursue individual interests rather than to develop the professional mission of teacher education courses

Teacher education curricula and practices must interrelate with school curricula and must bear in mind school conditions and organisational culture, teacher practices and professional cultures. But outcomes in teacher education are difficult to define. As Campos said about the Portuguese system:

The specific expected outcomes of teacher education are not clearly established and the definition of the curriculum components to achieve them is nearly generic, as higher education is, scientifically and pedagogically autonomous. Therefore it is small wonder there is great curriculum diversity in the more than three hundred programmes provided by nearly fifty institutions, even among programmes which prepare for the same teaching qualification. There is no evidence given this diversity, although desirable to a certain extent, that equivalence among the main outcomes is being achieved and that these are suitable to the teaching subjects and levels they should qualify for. (Campos, 2000)

Due to this difficulty of defining precise outcomes in teacher education, university teacher education curricula and practices are too often determined by university professors academic perspectives, restricted subject affiliation, bookish learning and traditional ivory tower university culture. As Campos says, "A characteristic of university culture, which constitutes an obstacle [...] is the preference and priority given by university professors, strengthened by the criteria of their promotion and status, to research activities in contrast to teaching activities". (Campos 2001a)

Due also to the difficulty of defining precise outcomes in teacher education, some university teachers may use university autonomy (individual and organisational autonomy) to pursue individual interests and careers rather than to deepen the study
and research of educational problems relevant to the professional development of teachers and the life of schools.

This process of “academisation” of initial teacher education can be interpreted as a misuse of institutional university autonomy. It affects other areas of teacher education (in-service and specialised teacher education) and leads, in the long run, to the irrelevance of pre-service education.

4.2.2. Problems with the professional certification process

With regard to the “academisation” process there are some aspects of the professional certification process that may be devalued and/or mishandled by an academic culture.

The most important one is the organisation of teaching practice and school experience for the future teachers. Teaching practice during the course may be devalued in an academic culture because it is not easily compartmentalised into the traditional subject discipline areas. Teaching practice during the course may be inadequate because it is not organised in the classic format of classes and needs interaction with the professional community and schools.

A second aspect is related with the lack of vocation of universities to grant individual professional certification, meaning, in this case, individual teaching licence. Due to the academic logic, universities do not excel at taking into account personal and emotional characteristics of student teachers, which are important in a successful pedagogical relationship. Those characteristics are not considered in the entrance process, and often are not considered in the exit process. So emotionally unstable, drug addicted, or otherwise disturbed individuals, can occasionally be certified, provided they show minimum academic achievement.

This minimisation of personal elements may be highly disfunctional, since very few agencies of the educational system seem to be in a position to analyse the personal requirements for the teaching profession. In fact, in many countries recruitment, bureaucratic competition, appointment, tenure, often rely on impersonal judgements based on the certification process conferred by higher education institutions.
4.2.3. Mismatch between university culture and teaching professional culture

The university generally advocates a professional culture, since it is staffed by professionals. But the professionality infant, primary and secondary schools need is not the traditional professionality based on individualism, self-promotion, isolationist patterns of work, which is what traditionally the university offers.

The tensions between academic logic and professional logic often create a great mismatch between the experienced academic culture, based on individualism and competition, and an advocated ideal professional culture, based on collegiality and collaboration\(^{18}\).

- A university culture based on **subject specialisation** may not be the most adequate context to foster attitudes of interdisciplinary perspectives or multi-professional work.
- A university culture based on considering **curricula as the juxtaposition of individual courses** may not be the most adequate context to foster a global vision of teaching in our mass schools.
- A university culture based on **departmental compartmentalisation** may not be the most adequate context to develop theory-practice integration skills leading to a more reflective practice or to team work.
- A university culture based on **academic individualism**\(^{19}\) and **feudal fragmentation** may not be the most adequate context to foster attitudes of cooperation and sharing, nor is it the best context to promote professional collegiality.

---

18. The inadequacy of responses to universitisation is normally attributed to the fact that these are characterised by the *maintenance of two classic teacher education traditions* that remain unaltered and only get added, [...] *academic – subject teacher education programmes* – and *technical or learning with models – class teacher education programmes*. The addition of these two traditions does not produce the qualitative jump that justifies universitisation, and even risks losing certain advantages of learning with models [...]. The programmes result from the added participation of various departments or their units [...]. This departmental diffusion makes it difficult or impossible for co-ordinated team development and implementation of a teacher education project in which the various curriculum units are guided systematically towards building capacity in line with teacher performance demands. (Campos 2001a).

19. As Campos says, “Some features of university culture are also normally identified as an obstacle to fulfilling it. These features are linked to the "academic corporation". The first is academic individualism which leads to the impossibility of curriculum coordination and integration. In conjunction with individual autonomy and the university professor’s academic freedom, there is a kind of individual ownership of each subject or group of subjects”. (Campos 2001a).
Subject specialisation, curricular juxtaposition, departmental compartmentalisation, feudal fragmentation and academic individualism may explain why, in spite of the proliferation of teacher education courses, there are not many higher education schools in Europe that have an assumed pedagogical or curricular model. So there is no evidence to prove that this variety is due to different pedagogies rather than to a lack of adequate institutional vision or organisational culture.

5. Regulation of a universitised teacher education system

As explained above, it is necessary to create new mechanisms to regulate a universitised teacher education system. It is not adequate to rely solely on the full exercise of university autonomy as a regulating mechanisms, since, on the one hand, states are responsible for the formulation and implementation of policies for infant, primary and secondary education (which includes teacher education policies), on the other hand, there are no significant corporate, professional or market regulation mechanisms in most countries.

The previous bureaucratic control over the curriculum, over teacher educators’ qualifications or over teaching profiles is no more adequate since it does not guarantee the promotion of a professional culture in future teachers. So the old mechanisms of a priori administrative approval of courses leading to the teaching profession, need to be substituted by mechanisms which are both academically credible and profession driven.

As teaching in contemporary schools is more a context-driven activity, the regulation of teacher education should stimulate a university education which can be, at the same time, intellectually alive and professionally driven.

The great challenge to university-based teacher education is to develop a professional culture in higher education, based on research, which can be relevant to teachers’ professional development, schools’ organisational development, and can illuminate the problems of the educational system.
References


Reconstructing continuous professional development

European contributions
There are two strands of teacher education in Austria right now: one through the universities and a second one through colleges of teacher education, which this conference is focusing on. Tradition has had these two areas separated for a long time and it looks as if this binary system is going to stay. Interestingly enough, this situation is mirrored in the way CPD is organised.

Moreover, it is important to note that links between initial teacher education and CPD have been very fragile (and sometimes non-existent) because CPD has been organised by independent institutions, which were trying to assert and demonstrate autonomy rather than concern for continuity.

The Academy Study Law of 1999 clearly stipulates that ITE and CPD are to move together without saying how this should be done. It follows that in the area of continuous professional development the binary system will be eroded as CPD will be organised and offered for all teachers within the new colleges of teacher education and, possibly, even housed in the same tertiary institution to develop synergies.

Whereas the two systems of initial teacher education will remain separated, we are facing the challenge of connecting in-service training for both groups of teachers and, eventually, of creating links with initial teacher education. This move is nothing less than a change of paradigm, and it seems the unthinkable will have to be thought and acted out in the future.

The various European countries have organised continuous professional development of teachers according to their tradition in education and to their own needs. So there is a lot of knowledge and expertise all around us. This is why we asked the ENTEP representatives all over Europe to provide us with information on the way continuous professional development for teachers is organised in their country and how it is linked with initial teacher education. In addition to a short national report, I posed the following questions, which have some weight in the Austrian debate:

- Are IT and CPD offered by the same institution? Which one?
- If IT and CPD are offered by different institutions, how (closely) do they
cooperate? How do they synchronise their courses and programmes?
- Is there continuity from IT to CPD?
- Are the systems permeable, i.e. can IT students take part in CPD courses and vice versa? Are the students mixed (IT and CPD)?
- Are the same trainers working in both areas?
- Is it a national or a regional affair?
- Is there competition between the two areas or is cooperation easy and natural?
- Are teachers expected to spend part of their free time on CPD?
- Is CPD a voluntary affair or is it compulsory? How would that be organised and checked? Is it constructive?

The following reports from thirteen European countries will not answer all the questions raised. But I am certain that the contributions will stimulate the discussion in Austria and also contain solutions to some of the problems to be foreseen. A few ideas and concepts shall be briefly highlighted here.

**The redistribution of responsibilities**

In Austria professional development for primary and lower secondary teachers has always been regionally organised in each of the nine provinces (Pädagogische Institute des Landes). All-Austrian seminars for upper secondary teachers have been reduced drastically in times of increasing budget cuts and are now also mainly organised through the federal pedagogical institutes (Pädagogische Institute des Bundes) on a regional basis. School development projects have also been financed by these regional institutes in the 90s. So Austria has been following a trend towards decentralisation, which is clearly visible across Europe.

The Swedish example of their ICT campaign demonstrates this effort to decentralise responsibilities and involve the municipalities as well as the teachers to increase compliance. The most impressive feature of ITiS is the involvement of schools or project groups rather than individual teachers. Thus CPD in the area of ICT is not simply skill-oriented, but it is a school development project involving teams and stressing the cross curricular character of the projects. Results are impressive and demonstrate the strength of this approach.
Beyond the idealistic assumption that teachers are responsible for their own professional development and are capable of meeting their needs, there is a great deal of variety across Europe. After a time of fairly great flexibility, France has drawn up national specifications for in-service training (for the first time) in 2002. In Finland, the government makes recommendations for CPD. On the other hand, responsibility for implementing CPD is handed down to the local level or even to individual schools. In Denmark there are twelve regional centres, in England the LEAs are responsible for the implementation of national CPD strategies. In Sweden and in The Netherlands it is the responsibility of the school to draw up a professional development programme for their staff. The success of ITiS in Sweden, which was run on the basis of decentralised action, corroborates that the basic assumptions of this approach are well-founded.

Whereas policy matters as well as quality assurance and finance remain a national affair in a number of countries, there is a noticeable trend away from top down implementation. Instead, it is the regional level that gets these responsibilities, and in some cases the schools themselves, which have to organise or buy the CPD programmes they need for their teachers.

Luxembourg is entering the arena from the other direction when they state a definite need to move from individual CPD to a team or school approach, and Finland also wants to see more group and school based professional development than activities focusing on individuals. This emphasis on CPD for a group of teachers is new and takes account of the fact that teachers nowadays need new skills that involve other teachers, the school as a whole or the community in which they live, and not just themselves as individuals. It will be one of the challenges to pass the responsibility for CPD down to the schools and, at the same time, ensure continuity between initial teacher education and CPD.

**Linking IT and CPD**

In 8 out of 11 countries initial teacher education and continuous professional development are at least partly carried out in the same institution, a college of teacher education or the university. Nevertheless, the integration of the two areas varies greatly with some having a difficult relationship (France) or none at all, whereas in other countries there is continuity from IT to CPD as in Sweden. A number of countries
are realising the potential of stronger ties and are making efforts to move in this
direction (Finland, Germany). The process of mixing the two areas in any proper
sense of the word would of course also involve mixing the student groups, which,
however, only takes place in Sweden and, to some extent, in Denmark. It is much
more common for trainers to work in both sectors. Generally, there seems to be a
growing awareness of the significance of linking the things learnt in pre-service
training with CPD programmes that continue and move on from there. Although the
curriculum needs to be open and flexible, a clear idea of which content elements to
allocate to pre-service training and which to in-service training would make both
parts more directed towards each other and in the context of lifelong learning more
meaningful.

Character and quality of programmes

In Austria, professional development for teachers is mainly focused on the individual
teacher, often non-systematic and rather incidental, and mostly on a short-term
basis. This is also the case in various other European countries. Even in Finland this
is one of the complaints as teachers favour the recipe approach to professional
development. Nevertheless, government recommendations on how to develop CPD in
Finland are based on surveys assessing teachers’ needs, on statistical data on CPD
provider’s performance, and on research. In Ireland, the quality of all compulsory in-
service training courses where the Department of Education is involved is monitored
by the Inspectorate, thus assuring a guaranteed standard.

In Austria, the institutions in charge of in-service training offer courses and the
individual teacher makes his or her personal selection. In Sweden it seems to work
the other way round. It is customer-oriented in the sense that the university as the
main CPD provider offers on demand so to speak unless teachers wish to take part
in the regular courses of the department of teacher education.

The choice of CPD of individual teachers could of course also be guided instead of
leaving it all up to chance and the good will of those concerned. Any guiding
measures are open to interpretation, however. Whereas some might see guidance as
support, others might rather trace an element of force in it. One of the models is the
so-called Career Entry Profile (CEP) in operation in England, which documents the
strengths and weaknesses of newly qualified teachers and, thereby, enables tailor-
made CPD activities in areas where support is needed most. Another country that suggests personal training plans for every teacher is Finland.

Creating a positive framework for CPD – thinking about incentives

The first choice to make is whether to offer CPD as a voluntary opportunity or as a compulsory activity. In Austria we are moving from open options to some prescription. Several countries, like Ireland, Finland, France, have a very small proportion of around 5% which refer to curriculum changes and innovations and are made compulsory. In The Netherlands the maximum pay scale is linked with participation in CPD and, according to the report, CPD will be more compulsory in the future there just like in Belgium. In Portugal CPD is not compulsory, but inseparably linked with promotion and steps up the career ladder. So while it is voluntary on paper, in reality CPD is compulsory unless you are prepared to stay in the lowest pay brackets.

Other countries have gone in the other direction by offering various incentives for teachers to participate in CPD. Luxembourg leads the way in adding money to the monthly pay check after a reasonable number of hours of professional development. In Sweden the government offered teachers participating in the national ICT training programme ITiS a multimedia computer, an email address and awards for best practice. In Ireland, teachers get up to 5 extra personal vacation days for up to 40 hours of incareer development during the summer holidays. England offers Best Practice Research Scholarships and sabbaticals for teachers after a minimum of five years of teaching.

When I look at a programme at our college for in-service teachers who want to acquire an additional qualification as teachers of children with special needs, it is hard to see the incentives. The students have courses at the weekends, in the summer holidays, they get no reduction of their workload and no financial support. When they are awarded their second teaching diploma, their financial prospects are no better than before. This could be compared to a similar situation in Ireland where a college of teacher education provides a course for teachers working with children with special needs that lasts from October till May. These teachers are replaced at work, and all costs are paid by the Department of Education and Science.
Incentives are necessary to motivate a large number of in-service teachers to participate in programmes which they might at first see as challenging, the best example being the ICT initiatives in progress across Europe and the rest of the western world. It seems promising to go for high and assured quality in in-service programmes and create a framework where participation is rewarded by increased personal competence, by status, and by visible benefits.

**Conclusion**

By way of conclusion, I would like to enumerate some of the issues that were raised in the reports:
- Making the school responsible for the CPD of their staff and the quality of the teaching
- Staff development plans
- Individual training plans
- Incentives for voluntary CPD (awards, scholarships, sabbaticals, pay rise)
- Personal professional development through research
- Recommendations for CPD based on research, surveys, assessments, and statistical data
- Linking IT content with CPD

A broad discussion of these issues should involve the stakeholders as well as the key players in a focused debate which could – ideally - lead to a general consensus as a basis for the far-reaching decisions that lie ahead.
The education system in the French Community of Belgium has experienced far-reaching changes in recent years. In the wake of the extension of compulsory education, the principal aims of primary and secondary education were established by decree in 1997. The levels of attainment pupils are expected to reach at crucial turning points in their education have been defined.

The government of the French Community, on airing its policy for this region, declared that initial teacher training will be reviewed on all levels and ongoing training of teachers will gradually become compulsory. In this way, the French Community, in its decree of 12th December 2000, redefined the initial training of primary school and lower secondary school teachers.

This decree gives rise to a very original approach: it defines first of all the thirteen skill areas in which future teachers must be competent in order to fulfil the role that society expects of them. It goes on to describe the elements of training necessary for them to acquire these skills. There are to be six inseparable ‘strands’, all of which complement each other. Each strand is devoted to an aspect of the teaching profession considered to be of vital importance to student teachers: socio-cultural knowledge, acquisition of a scientific and analytical approach, subject-specific and cross-curricular knowledge, socio-affective and relational knowledge, pedagogic knowledge, practical expertise.

Cross-curricular activities, intended to create a sense of professional identity, also aim to create an active and participative approach and to emphasise the professional dimension of training.

The training of pre-school teachers, primary school teachers and lower secondary school teachers takes place in the education departments of the ‘Hautes Ecoles’ (teacher training colleges) within a three-year study cycle. The training programme is based on the same strands for all students, whichever branch of the teaching profession they are about to enter.
The training of upper secondary school teachers is provided by seven university departments. Unlike the training of primary school teachers and lower secondary school teachers, it is based on a 'consecutive' model: during a first phase, the students are provided with theoretical training of a subject-specific nature (two-year preparatory cycle and two-year graduate cycle leading to a degree). In a second phase, they are given training of a pedagogical nature, which leads to the title of certified upper secondary school teacher.

The organisation of the ongoing training of teachers in the French Community has always been very flexible. It has developed without any constraints, aiming more to awaken in the teachers the desire to adapt, to keep up-to-date and to retrain themselves. As a result, the current training situation does not ensure in any systematic, regular and continuous way the professional development of each teacher; the proposed activities are undertaken on a voluntary basis.

As it stands, two decrees legislate for the organisation and the means of financing ongoing training for all branches of the education sector:

- The decree of 24th December 1990 relating to the ongoing and complementary training of mainstream primary school teachers, special education teachers and psycho-medical-social (PMS) centres;
- The decree of 16th July 1993 relating to the in-service training of staff in mainstream secondary schools.

However, the government of the French Community is currently debating two proposed decrees. They concern the in-service training of teachers in mainstream primary schools, on the one hand, and also in-service training in special education, secondary education and psycho-medical-social (PMS) centres. An in-service training centre is planned for the whole teaching profession of the region.
The following description of the connection between teacher education, in-service training and further education of teachers in Denmark pertains to the connection between the education of teachers for the folkeskole (the public school in Denmark, run on a comprehensive model for grades 1 through 9) and the in-service training and further education of this category of teachers. This small report does not deal with the education or in-service training of teachers for the Danish gymnasium (upper secondary school, high school), nor that of teachers for the business colleges or for technical schools.

On January 1, 2002 a large-scale institutional reform was launched, involving the numerous institutions which offer short and medium-length tertiary education. As is the case in many other European countries, small institutions join in order to become larger units - Centres of Further Education (Centre for videregående uddannelser = CVU) - in order to create more cohesion among the various strands of education, but also to give the sector of medium-length further education more dynamism and drive. This of course is also the aim for the sector of short-length further education. It has not been the wish of Danish politicians to affiliate the institutions and the various paths of education they offer to the universities. The centres must keep their own marked profiles, supported by funding for research and development which to a significant extent will be allocated to them; cohesion is enhanced by the fact that not only initial training, but also in-service training and further education take place within the same institutional framework. The present Austrian considerations of moving teacher training and in-service training to the same institutional framework are thus being implemented in Denmark at the moment.

The centres are by and large established according to the jobs they train for, that means that the education of teachers and educators and their in-service training and further education (up to the level of diploma of education) are now amalgamated in 12 centres in this country. The Royal Danish School of Educational Studies, with its departments across the country, used to be in charge of in-service training and further education of all teachers, but this institution, now called the Danish University of Education, now concentrates on research and on the training for master’s degrees and Ph.D.s. A number of experts have moved from the Pedagogical University to the centres, and their staff will from now on consist of them as well as of teachers from teacher education colleges. Of these many are experienced in in-service training and further education of teachers, and
all have academic qualifications relevant to both initial and in-service training and to the further education of teachers. The kind of initial training offered by the centres results in a bachelor’s degree within the particular field trained for. After the degree one can continue one’s studies and achieve a diploma at the centres. If one wants a master’s or a Ph.D., one must apply for entrance to a university. The centres will also be able to offer a whole range of courses, some as short as a week, others of up to a year’s duration. There is a long tradition of in-service training and further education of teachers in Denmark, and the municipalities, whose duty it is to run the folkeskole, allocate great sums to these activities each year. About 800 million Dkr (106 million €) are spent on substitute teachers every year, in order to free teachers from teaching duties, and to this must be added the fees for the courses, which are financed by both the state and the municipalities.

These very comprehensive in-service training activities are organised in many different ways. Some courses are school-based and for all the staff, others are planned regionally, and these are usually placed at the centres. The course takes place in rooms frequented by both undergraduates and teachers, but they rarely go to the same classes. It is most common that initial training and continuous education is kept apart, though there are also many teachers who want to qualify in some of the subjects they did not choose for their special subjects when they were in college. Therefore it happens quite often that teachers and teacher education students sit in the same classroom, to become English teachers, for instance. In order to live up to the professional requirements of teaching, teachers have to be prepared to take part in in-service training in the course of their careers. Teachers have always been keen to participate, as both their substitutes and the fees have been paid for to a large extent. As mentioned above, both municipal and state funding has been allocated to support in-service training. One might fear that these allocations may be cut down in the next couple of years, especially because the part of the state allocations to the municipalities which concern in-service training of teachers is no longer ear-marked for this purpose. This gives greater freedom of priority when it comes to how the allocations should be spent by the respective municipalities.

There have always been many teachers who have spent their spare time on in-service training and further education, and they have paid for these activities with their own money. This is still the case. How praiseworthy this might be, it must be stressed that the school authorities carry a great responsibility when it comes to providing opportunity for inspiration and renewal for their teachers through well-planned in-service training and further education. All to the benefit of their daily work with the children.
Initial Teacher Training (ITT) in England is delivered by providers accredited and funded by the national Teacher Training Agency. Accredited providers are normally Higher Education Institutions (HEIs). However, there are a small, but increasing, number of SCITTs (school based ITT providers) and employment-based routes into teaching provided by schools. All HEI providers must work in partnership with schools, and there are national requirements for the amount of time ITT trainees must spend in school. All ITT trainees must demonstrate that they meet national standards in order to gain Qualified Teacher Status (QTS). They must also complete a Career Entry Profile (CEP) on completion of their training, with the support of their provider. The CEP identifies strengths and weaknesses, and can be used to help draw up a programme of professional development activities during the induction period and early years of teaching.

All newly qualified teachers (NQTs) must complete an induction period (generally a year). During the induction period, NQTs must demonstrate that they meet national induction standards that build upon the QTS standards. They are entitled to a 10% reduction in their timetable, and receive support from an induction tutor within the school. Local Education Authorities (LEAs) monitor the quality of support offered to NQTs by schools.

With a few exceptions, CPD is organised at the local level by schools and LEAs. There is no national accreditation of CPD providers, although there is a voluntary Code of Practice. LEAs and schools generally decide what development activities and opportunities to offer teachers according to local needs and circumstances. However, the government launched a national CPD Strategy in March 2001 to encourage more LEAs, schools and teachers to offer and participate in more CPD activities. This is viewed as a crucial to help motivate and retain good teachers. (The government has pledged to have 10,000 more teachers in place in 2006.)

Over the last three years the government has made available about £1 billion to LEAs and schools to support CPD activities. As part of the CPD strategy, significant amounts of additional funding have been set aside over the next three years for CPD activities. £25m has been allocated to pilot early professional development for teachers in their second and third years of teaching, building on their experience of
the induction year. £30m will be spent on Professional Bursaries for teachers in their fourth and fifth years of teaching. Sabbaticals are being introduced for teachers with at least five years’ experience in some schools. And £12m will be invested in Best Practice Research Scholarships and Teachers’ International Professional Development opportunities.

Continuing professional education is an important support to the teacher's lifelong education. The general aim is to expand and upgrade the qualifications needed in teaching posts. Since needs differ between individuals and at different stages of the career, every teacher's professional development is a continuing, lifelong process. Evaluations and training need anticipation have shown that one important component in Finnish teachers' in-service training is to support lifelong learning.

**Historical overview**

After the introduction of comprehensive school in the 1970s and other major changes, the government began to assume responsibility for teachers' in-service training. Collective agreements and legislation defined teachers' annual training duties, which ranged from 3 to 5 days, depending on the institution. The responsibility for in-service training was later transferred to teachers' employers (usually the local school authority) as part of the overall decentralisation of administration.

Continuing professional education can be divided into the following forms on the basis of the responsible bodies:

1. **Statutory in-service training determined in collective agreements**
   
The education providers, that is the employers, see to it that teachers participate in in-service training as agreed in collective bargaining. They receive statutory government aid for training. The aim is that education providers allocate at least one per cent of their salary expenditure to staff development training. Teachers participate in this obligatory training, which is free of charge, with full salary benefits. On the other hand, employers have the right to require teachers to participate in other training as well. Employers also decide which training programmes and forms of education can be accepted as in-service training under the collective agreement.

2. **Education and training relevant to national education policy**
   
The government, primarily the Ministry of Education, is responsible for supervising and financing this education, which supports the implementation of objectives set by parliament and the government.
3. Self-motivated education / self-improvement

The employer decides whether or not teachers can participate in continuing education during working hours. In self-motivated studies, the participation costs are either paid by the teacher or the employer or with grants from other sources.

Participation in continuing professional education

Reviews of Finnish teachers' continuing professional education have shown that vocational teachers participate more in in-service training than teachers in general education. The same is true of rectors in these forms of education. Studies also show that 3.5 per cent of all teachers do not participate in in-service training. This means that in their case the employers have not fulfilled their duty under the collective agreement to provide in-service training to teachers.

In-service training needs

In different surveys, Finnish teachers have expressed their need for further training relating to subject- and field-specific contents, ICT, student assessment, institutional cooperation and curricula. Head teachers felt educational needs in institutional management and performance evaluation.

Another need in in-service training, according to the respondents, relates to special-needs education, multiculturalism and international knowledge. Important areas in terms of the school community are human relations, interaction and cooperation skills, teachers' ability to identify and prevent learning difficulties, and methodological solutions required in new learning environments. According to teachers and head teachers, continuing professional education should also address questions of work satisfaction and well-being. This would benefit both pupils and the school community as a whole.

Training provision

The employers of general education teachers, usually the local authorities, can arrange their own in-service training, but often purchase it from external providers. This may be training tailored to the local education system and given locally or training provided by an outside partner elsewhere.
In quantitative terms, the largest in-service training providers are university extension centres, faculties and subject departments. Other major in-service training providers are training centres maintained by the education administration, polytechnics, teacher organisations and summer universities. The training arranged by them varies: the university extension centres and polytechnics organise a great deal of long-term education, while others mainly offer shorter courses.

In terms of content, teachers’ continuing professional education largely deals with ICT, languages, mathematics and sciences, and skill and art subjects. Training provided by the education administration often focuses on legislation, evaluations and administrative issues. Finland undertook an extensive curriculum reform in 1994, which meant that the training provision in the latter half of the 1990s largely concentrated on the core curriculum and different subjects. There is, however, one clear trend in teachers' continuing professional education: courses in general pedagogical issues are more readily cancelled than in-service training relating to the subject or the field taught.

**Financing of in-service training**

Under the collective bargaining agreement, the employer is responsible for arranging in-service training for teachers. There are some comparative data on the resources used by local authorities on teacher training, which show that the employers' interest in arranging and financing it varies greatly. The parliamentary committee for education and culture has drawn attention to the inequality between teachers in this respect, noting that teachers' rights to and opportunities for continuing professional education should not be so dependent on employers.

The state budget determines the priorities for training relevant to national education policy and allocates annually some €8-10 million for this purpose. ICT and mathematics and science teaching both represent some 15 per cent and language instruction 10 per cent of financing allocated to this training. The priorities are mainly determined by the educational authorities, who base their policy lines on the development plan for education and research adopted by the government.

Training arranged with state funds is free of charge for the participants. In practice, the National Board of Education is responsible for training financed by the government. It
requests tenders from several providers (universities, polytechnics, educational training centres, etc.) and allocates the funds on this basis. The National Board compiles evaluative and statistical data on different providers' performance.

Teachers also use their own funds for professional development. Studies show that nearly one third of Finnish teachers used €100-500 of their own money for the purpose over the past three years, and nearly one in five invested €500-800 in their own training over the same period.

**Local authorities' views of teachers' continuing professional education**

As the challenges in education and training keep growing, so does the importance of in-service training. Surveys conducted among local policy-makers and operators show that they think that local in-service training should be more systematic, instead of the current haphazard, one-off and compulsory arrangements. Local authorities sometimes arrange training on a small budget, and its usefulness is questionable. This criticism is mostly directed at in-service training provided under the collective bargaining agreement.

Especially head teachers and local education directors saw that a good solution would be to devise staff development plans in cooperation with teachers. The plan would include every teacher's personal training plan. This would ensure that all teachers receive the training they need and that training is coordinated in the school. Training relating to certain themes and structures would be compulsory for all teachers and arranged nationally.

Respondents in various studies have also suggested that small local authorities in particular should plan and provide in-service training in cooperation. It would also be worthwhile to arrange training jointly with other local partners (business and industry; social, cultural and youth authorities; NGOs, etc). Respondents largely agree that more resources would be needed for in-service training in the future.

Responsibility for the planning and implementation of teachers' in-service training should be divided between several partners to guarantee that the content is up-to-date and relevant. The main responsibility should remain with the local school authority and
school leadership. On the other hand, it has been proposed that part of the responsibility should be assigned to individual teachers. The Ministry of Education and the National Board of Education should be responsible for training given to all teachers.

Development needs

Other development needs expressed in various surveys and other studies include the following:

- It is particularly important in terms of lifelong learning that teachers’ initial training and continuing professional education form a continuum. This would make it possible to determine which content is best suited for initial training and which should be addressed in continuing professional education. This is why universities and polytechnics play a central role in the planning and implementation of teachers’ continuing education. Development must be supported by research findings. A close interlinkage of teachers’ initial and further training and educational research is a precondition for institutional development. An interesting, but inadequately exploited potential is the encounter of researchers and working teachers in further training. This kind of forum is necessary to create closer contacts between school routines and research. Research could be used to build a continuum between teachers’ initial and further education.

- In-service training is too much focused on individuals and does not favour an approach geared to groups or whole school communities. Training is not given in the school environment but is detached from the teacher’s true working conditions.

- This question was addressed when the new lines of teachers’ training for educational ICT were determined. It was noted then that the use of ICT in education will advance neither quantitatively nor qualitatively unless the school community is committed to this training. Training providers must have close contacts with educational institutions and be capable of giving training in the school community.

- Most in-service training focuses on professional development. Therefore, important issues like interactive skills, an ability to manage change, and skills in school development and management are often neglected. This kind of training must be oriented towards the school community as a whole.

- In-service training deals with teaching as a fairly unified concept, without paying sufficient attention to the teaching career as a process and the special needs encountered at different stages of the career. Development as a teacher is a process and involves many changes in thinking, the conception of knowledge, the mastery
of the subjects taught and the methods used. Teachers need support from in-service training in order to cope with their work. Newcomer training given at the early stages of a teaching career is a good example of training geared to needs arising at different points in a career.

- The tradition in teachers' continuing professional development is short-term training. It often focuses on events and methodology and does not take account of the long-term processes involved in institutional development. Short-term training is still the form favoured by teachers.

- In-service training separates content and methods, favouring narrow and operational approaches. Participants also prefer this kind of training. Training is expected to give fast-working "recipes" for problems and "public service announcements" about new developments. Investigative and reflective methods have not yet gained sufficient ground in teachers' in-service training.

**Recommendations**

Recommendations concerning teachers' in-service training have been issued in connection with evaluations and anticipation projects. They are also included in national strategies devised in major priority areas. One example is the national strategy *Education and research in the information society 2000 - 2004*, which sets both quantitative and qualitative objectives for in-service training relating to the educational use of ICT.

The *Teacher education development programme* published by the Ministry of Education in November 2001 contains the following recommendations concerning teachers' and teacher trainers' continuing professional education:

Development as a teacher must be seen as a gradual process of studies, teaching and continuing professional education. The changes in the teaching profession necessitate up-to-date and constantly developing teaching skills. Teachers themselves must be willing to retrain and to assume responsibility for developing their own work. In-service training is, in fact, a duty for all teachers in Finland. For the educational institution, it is important that staff development is carefully planned and linked to institutional development. This requires individual and institutional training plans and the possibility of requiring that teachers develop their own professional skills. In-service training is an important factor in preventing burn-out.
The Ministry of Education considers it crucial that local authorities and other education and training providers systematically develop in-service training and allocate sufficient resources to it.

Continuing professional education will take account of the different training needs teachers have at different points of their careers. The guidance of newly graduated teachers will be intensified. Programmes geared to teachers who have been in the profession for a longer time will support them in coping with their work and renewing teaching content and methods.

The focus will be shifted from one-day and short-term training towards work community training and the development of educational institutions.

Universities and polytechnics will take measures to bring continuing professional education closer to initial training. This will create a training continuum in support of lifelong learning and make it easier to determine which content is best provided during initial training and which in continuing education. Creating a continuum of initial and further training will entail close cooperation between universities, polytechnics, local authorities and other education and training providers.

Government-financed continuing education will focus on themes of relevance to education policy, topical issues and preparation for reforms. Training for institutional management requires nation-wide development measures.

Training provision will be quantified and funded so that a minimum of 22,000 teachers take part annually in government-financed in-service training. The provision will be planned to support the creation of a continuum from initial to further training and to respond to the needs of both individual teachers and educational institutions.
Initial and in-service training in France
Yolande Fermon

Organisation of initial teacher training

Created in 1990, the IUFM (Instituts Universitaires de Formation des Maîtres), University Teacher Training Institutes, intended to bring together within the same institute the future teachers of primary and secondary schools (and their trainers), who had been separated before. Thus the ministry tried to create synergies between two fields that had nearly ignored each other before.

The creation of the IUFM also corresponded to the objective of giving all the teachers, including the teachers of pre-primary level, the same level of education, which means at least 3 years of post-secondary education before beginning their two-year professional education at the IUFM. The main underlying ideas of this considerable reform were that
- students are more able to benefit from professional training if they already have a wider knowledge base,
- secondary as well as primary school teachers must receive training in pedagogy and not only in their discipline.

After passing an entrance exam, the students (who at least possess a bachelor degree or another diploma awarded after three years of higher education) can follow what is called the first year of IUFM, which mainly consists of preparing the students for one of the competitive recruitment examinations:
- the teaching certificate for primary school teachers (CAPE),
- the teaching certificate for secondary school teachers (CAPES).

If they pass, the students become trainee civil servants and are appointed to take a one-year teacher training course at the IUFM.

The national priorities are defined by the ministry of national education: by the Directorate of higher education for initial training and by the Directorate of school education for in-service training. Since 1998, initial training has been implemented and evaluated through a four-year contract between each IUFM and the State. This contract integrates the priorities and the means of implementation decided on by both
sides. The initial training programme of the IUFM is at the heart of this contract.

Every four years, and for every IUFM, the Directorate of higher education evaluates the training programme (pedagogical objectives, actions, evaluation process and criteria…) and gives an agreement to the institution or refuses to do so. If the agreement is not given, the IUFM has to go over its programme again. So, the renewal of the contract is an important moment: for the institute, which establishes a report on its past actions and plans the future actions, as well as for the ministry of education, which can make an evaluation of the training schemes proposed, in line with the national priorities and the means given to each IUFM.

The organisation of in-service teacher training

On a national level, priorities are defined by the Directorate of school education. This Directorate sets up a “national management plan” (Plan national de pilotage) and organises seminars, conferences, summer universities whose themes have a link with the priorities. These actions are opened to a wide public. Participants are chosen by the local educational authorities.

On a regional level, the “Recteurs d’académie”, the Directors of regional education services, express these priorities, taking into account the characteristics of their local situation.

In-service training schemes for all teachers are carried out by the IUFM, but the whole training programme is under the responsibility of the Recteur d’académie, who draws up a list of terms and conditions (cahier des charges) for the IUFM, which has to design its regional training programme (Plan Académique de Formation – PAF). The terms describe the priorities, the objectives, and the way the future evaluation should be done. It is also based on a local analysis of teacher needs, on the evaluation of the previous training programme, on different counsellors’ (Recteur’s) advice as well as the IUFM’s advice as far as initial training is concerned.

Apart from the training schemes, each “PAF” must include conferences that allow teachers to exchange their experience, and seminars for teacher trainers.

Most in-service training is a voluntary affair, nevertheless about 5% of it is
compulsory (for example, when it deals with reforms that must be undertaken). Training schemes can take place during work hours, or during holidays.

Applicants are selected in each “académie” by a commission comprising administration as well as trade union representatives.

**Cooperation between initial and in-service training**

Although it is nowadays impossible to see the two areas as two separate blocks, the cooperation between them is not always easy in spite of fact that, more and more, complementarity, coherence and continuity are sought. The trainers can work in both areas, but the trainees stay apart.

On a national level, the priorities defined by the minister of education are expressed in initial and in-service training programmes and the two directorates in charge of these areas inform each other of their policies.

**The new orientations given in 2001**

The main focus is a stronger professionalisation of initial training for students who want to become teachers. To respond to the reforms undertaken in school education (such as the reform for primary schools, for lower and upper secondary schools, artistic education, new curricula…) and to the criticism of too much theory and lack of practice, new orientations are being given to teacher training at the moment.

In the initial training, the main objective is to give the future teachers a better preparation to carry on their trade. In order to achieve this, some measures are being taken:

**At university level:**

- During the second and third years, new modules of pre-professionalisation are going to be offered to students who want to be teachers in order to increase their awareness of what the profession of teaching is all about.
- Students will be able to complete their disciplinary studies by attending classes about other subjects or classes about different aspects of their discipline such as
sociology, history…
- New bi-disciplinary and multidisciplinary bachelor degrees are being designed, which will be particularly interesting for future primary school teachers.
- A new certificate of languages in higher education ("CLES", certificat de langues de l’enseignement supérieur) comprising three levels corresponding to those defined by the Council of Europe has just been created. In the very near future, students will need this certificate to enter the IUFM. A similar type of certificate will soon be created for ICT.
- During the last year of «licence» (Bachelor degree), students will have to attend a compulsory training scheme in a school.

**In the second year at the IUFM:**

- A committee of experts will produce national specifications for initial training in order to reinforce homogeneity.
- All the players in education will have to collaborate within an "académie".
- A stronger link will be made between theory and practice and the content of training will give more importance to the teaching profession itself. For example, all future teachers will learn how to correct homework, how to deal with parents, with violence, with handicapped students, how to manage the heterogeneity of a class. For teachers of primary schools, the stress will be put on the didactics of French and maths (1/3 of training time). Teachers will also be trained to use all techniques and tools, their voice as well as ICT.
- The practical training schemes in schools as well as the dissertation ("mémoire professionnel") that the students have to write on a specific topic or problem they encountered during their practice will be essential for the validation of that year.

**A link between initial and in-service training**

Since 2002, young teachers will be accompanied: during the 2 years after leaving the IUFM, young teachers will benefit from a three-week training course in the first year, and from a two-week training course in the second year. The training will be spread over the two years. Teachers will not be assessed during their first years of service.
These new training measures will first be launched on an experimental level in the Parisian region (known to be difficult) and will be extended to the whole territory by 2005.

For the first time, national specifications have been defined for in-service training. The main purpose of this training is a further development of the professional knowledge acquired during the years at IUFM confronted with the new teaching experience, which mainly means: adapting knowledge to reality (level of the students, heterogeneity of the students…), managing a class, analysing class activity, working in teams, understanding the area characteristics.

**Main features of the training:**

- The originality of this training consists of the fact that it does not propose a single model but takes into account each teacher’s needs, expressed spontaneously or defined after analysis. Nevertheless, this individualization of training does not suppress the objectives of the institution and training must not be designed as a simple answer to added individual needs.
- The training will be implemented through several different actions: collective and individual assistance, training schemes, exchanges between new and experienced teachers. Workshops of practice analysis will be particularly encouraged; they require high level skills (of colleagues and experts) and must not be mixed up with simple exchanges of practice.
- All the human resources of an “académie“ will have to be put together: IUFM, universities, inspectors, pedagogic counsellors, head teachers, experienced teachers will work together. A privileged link will be established with the IUFM in order to give more coherence with initial training.
- Training must be designed as a coherent system integrating resources offered by the already existing different plans of action; in particular, primary and secondary school training plans will help to locate and answer new teacher needs.

The whole action plan will be evaluated by a pilot group comprising all the actors of training on national and regional levels.
The following abstract intends to give a general idea of the present development in German teacher education policy, especially an insight into the Hessian new perspectives.

In Germany, teacher education is organised by state bodies and teachers are integrated in the state administration just like any other civil servants. As Germany is a federal state, schooling and teacher education are the responsibility of the 16 states. Basically these follow the same general idea but there are some specific peculiarities in each state.

In the state of Hessen, like in most parts of Germany, universities are the institutions for initial teacher training. This part of teacher education is called the “First Phase” and includes the scientific subjects and the pedagogical studies at the university, the practical studies at school in at least two parts of about five weeks each (organised and accompanied by trainers from the universities and experienced teachers at school) as well as the final state examination, the “First State Exam”.

This phase of teacher education follows the concurrent model, which implies that academic study courses are carried out in at least two subjects and in education (educational theory, educational psychology, general and subject-oriented didactics) at the same time. In the case of initial teacher education for primary school three subjects have to be chosen.

Following this part of the education two years of training have to be passed in so-called “Study-Seminaries” where teacher trainees are already teaching in school under the supervision of their special trainers and experienced teachers in each of their subjects.

During this preparatory service the future teachers have to demonstrate their planning and performing abilities in a real classroom setting. Their achieved competence is then evaluated by their seminar teachers and their “mentors” (experienced teachers at their school) and school principals. At the end of this “Second Phase” the “Second State Exam” has to be passed, which involves primarily pedagogical, didactical and methodological elements.
In recent years in most parts of Germany tradition had these two phases separated not only in different institutions but also with different trainers and teachers.

The in-service teacher education continues this model in the “Third Phase”. An induction phase to support professional development during the first in-service years in particular does not yet exist. But the necessity and plan for such an extra phase has already been stressed by the participants in administration and education.

Administrators, teachers, trainers, school authorities, and other involved institutions of the learning environment have often debated on a specific need to strengthen cooperation and to invent a different system of dialogue with an emphasis on new creative models to implement effective links between initiatives and measures at different levels of the teacher education system (including, to a certain degree, the social partners).

One of the answers to the present desiderata in teacher education is assumed in the attempt to synchronise the contents of the first and second (eventually third) phase to cumulate learning in this system.

This ongoing debate on quality standards in the different phases of teacher education has among other aspects urged and motivated the ministry of schooling to bring up the idea of a “BOARD OF TEACHER EDUCATION” in Hessen, which has been established by now. The inauguration has taken place on October 1, 2001. This new institution has started its work with great commitment and a declared wish to translate into action precisely the above mentioned aims and conceptual changes for a new dialogue and cooperation structure embracing universities, training institutions, school supervision etc.

In a first step, the two first phases will be united in a cooperative system which, in turn, will be linked to cooperate with the key players of the third phase. Action plans are now being designed and conceived to make conceptual directions clear and to spell out perspectives.

Targets and new concepts for prospective projects are taken into focus and on all levels various activities are taking place simultaneously, always with appropriate feed-back to the partners involved.
Some of the major aims are:
- higher qualification of the training and teaching staff in the participating institutions of all phases
- closer correlation between the curricula of the first two phases
- better agreement between practical studies of the first phase and the preparatory system of the second phase, encouraging the exchange of staff
- core curricula for subject studies as well as pedagogical skills (e.g. intercultural and cultural learning, awareness and competence; bilingual and multilingual approaches in foreign language learning and teaching; to mention but a few)
- further qualification and training for teacher students with other academic or vocational backgrounds.

Synergies, like the already mentioned staff exchanges, need to be developed in the different state examinations as well, especially on the level of supervision. At present some of the highlights in the new action programme are the coordination of projects on quality standards of teacher education programmes and new teaching profiles, self-analysis as well as external evaluation programmes on specific developments and the progress of the plans outlined above.

At the same time universities are establishing the new “Centres for Teacher Education and School Research” to better institutionalise teacher education at the universities, to have a more effective platform, and to emphasise its basis in the academic system between scientific subjects and subject didactics.

Up to now the experiences of cooperation and coordination especially with the just mentioned centres is encouraging enough to continue these efforts on all levels and to look forward to positive results in the future.
In Greece initial training and continuous professional development are provided by the Academic Institutions and University Departments. At Pedagogical Nursery Departments the courses taught are related to pedagogical training, teaching skills, psychology, didactics and they are offered exclusively for the future teachers at nursery and primary school level. At the Departments of Science, Engineering etc., where secondary school teachers are trained, courses on didactics, pedagogy and methodology are offered to the students, but these are usually options and therefore not main subjects in the curriculum.

At the present state of things, after their placement, teachers start teaching and after two years they normally gain the status of a permanent (in-service) teacher.

During the first year of this probationary period, the teacher follows the initial phase of inductive training, which involves three phases. These phases are completed under the responsibility of the Regional Centres for Teacher Education, called PEK in Greece, and they generally involve (among others) the following thematic areas:
- Organisational and administrative aspects of education
- Pedagogical issues
- Subject didactics
- Issues of evaluation
- Issues of intercultural education
- Methodology of classroom teaching (show cases, methods of good practice by experienced teachers) and problem solving in the practice of teaching.
- Study of successful and unsuccessful practices and interventions in the classroom (presentation of problems concerning the management of education, problems related to pedagogy, issues of evaluation, intercultural issues)

Every year, the Regional Centres for Teacher Education (PEK) also organise a number of programmes in various thematic areas which are not obligatory. These programmes are initially evaluated by the teachers and then they are implemented at PEK. The number of teachers who attend them is restricted. The duration of each course is 40 hours and the context covers a variety of specific fields, like didactics,
With reference to the trainers, it can be observed that in many cases the same people are employed in initial teacher education and in in-service training, but this is not generally the case.

IT students follow their courses separately from CPD students and they can in no way mix in classes or courses as they attend different institutions. However, there is generally cooperation between the Academic Institutions and the Regional Centres for Teacher Education in the form of exchange of managing staff, as the Directors of The Regional Centres are usually university professors.

In an effort to provide continuity to teacher training, CPD programmes implemented for teachers in their first year of service take into consideration the content of IT education thus helping teachers to reflect their prior knowledge and project it onto their classroom practice.

In Greece teacher training is a national affair organised and coordinated centrally at the Pedagogical Institute and at the Ministry of Education.

As refers to participation, teachers can attend CPD courses on a voluntary basis, and they are free to choose themselves the courses which suit their needs. It has to be highlighted, though, that the great majority of teachers participate in the programmes implemented at PEK.

Finally, under recent legislation, an autonomous organisation for teacher training and teacher professional development has been established. It aims to focus on the coordination, design and implementation of courses or seminars for in-service training and professional development. Under this perspective, the organisation will give universities and other relevant institutions the task of implementing courses. On the other hand, relevant institutions (e.g. PEK) existing at present will continue to work alongside with this new organisation.
Inservice Training for Teachers in Ireland
Eámonn Murtagh

Structures

There are central and regional structures for the provision of inservice training in Ireland. At the Department of Education and Science (DES), the InCareer Development Unit (ICDU) has responsibility for policy development and funding at central level. At regional level, a network of 20 full-time Education Centres funded by the ICDU organises courses for primary and post-primary teachers. The Education Centres each have a management board of elected representatives of teachers and a full-time Director. The costs of the centres are paid by ICDU. Further details on the activities of individual Education Centres can be found at http://www.ncte.ie/edcentres.htm. Some national training initiatives are delivered by agencies created for the purpose. Examples of these include the School Development Planning Initiative (www.sdpi.ie), the National Council for Technology in Education (www.ncte.ie) and the Primary Curriculum Support Programme (www.pscp.ie).

Compulsory Inservice

Inservice training can be either voluntary or compulsory. At present, curriculum changes are being introduced in both primary and second level schools. In order to become familiar with the nature of the changes, teachers are obliged to attend training courses for up to six days per year. Primary schools are closed to enable teachers to attend these courses, as all members of staff attend simultaneously. In second level schools, courses are delivered during school time to teachers of individual subjects.

Voluntary Inservice

Voluntary inservice courses are also provided by Education Centres throughout the school year. The Department of Education and Science does not offer any incentives to attend these courses and in many cases, teachers have to pay for them. In the main, these courses are not accredited and are normally between 10 and 20 hours’ duration. A large number of voluntary inservice courses for primary teachers is provided during the summer holiday period. These courses are provided by various organisations,
institutions and individuals. An incentive to attend these courses in the form of extra personal vacation days is offered to teachers who attend. The courses must be approved in advance by the Department of Education and Science inspectors in order to qualify for the incentive. About 60 per cent of primary teachers attend such a course every year. The high level of attendance may relate to the incentive, detailed below.

**Accredited Courses**

Colleges of education for pre-service training of primary teachers are attached to universities. One full-time course for teachers working with children with special needs where teachers are released from teaching duties to attend is provided by one of the Colleges of education. The course runs from October to May and the cost of substitution for teachers and all costs associated with attending the course are paid by the Department of Education and Science. Teachers attending this course are awarded a Diploma in Special Education. Colleges of education also run part-time courses leading to the award of a Diploma in Learning-Support for teachers who teach children with learning difficulties. These courses involves part-time release from teaching duties.

Many universities and colleges of education offer a range of accredited postgraduate courses, leading to a range of awards from diploma level to Ph.D. Teachers may apply for special leave of absence from teaching to attend full-time courses leading to the award of a postgraduate qualification.

**Incentives**

There are no incentives for attendance at compulsory courses that are organised during the school year. In such cases, travel expenses may be paid for teachers who have to travel over 10 km to attend. Lunch is also provided for teachers attending the courses. No incentives are provided for short courses arranged by Education Centres during the school year. Teachers attending these courses are motivated by a desire to improve their professional development.

Teachers who attend 20 hours (one week) of inservice training during the summer holidays are allowed up to three days personal vacation during the following school
year. Teachers who attend up to 40 hours training (two weeks) are allowed to take an extra five days personal vacation during the following school year. Schools may employ a substitute teacher to cover the teacher on vacation.

No incentives are provided for teachers who attend the part-time course leading to the award of the diploma in Learning Support Teaching. Almost all other postgraduate degrees and diplomas attract salary allowances, ranging from €425 for certain diplomas to €4,000 per annum for a Ph.D. qualification.

**Involvement of initial training institutions in continuing professional development of teachers**

There are five colleges of initial teacher education for primary teachers in Ireland and there are education faculties in five universities, which provide initial training for second-level teachers. Eighty per cent of primary teachers are trained in the two largest colleges, Mary Immaculate College in Limerick and St. Patrick’s College of Education in Dublin. Both Colleges offer postgraduate diploma and degree courses to teachers and also provide continuing professional development opportunities by way of short courses. Also, all of the universities provide a range of post-graduate degrees and diplomas in education.

Where institutions, such as Education Support Centres, are engaged in providing professional development courses for teachers, it is unlikely that they would link with the colleges of education. Where agencies are established by the Department, such as the School Development Planning Initiative (www.sdpi.ie) or the Primary Curriculum Support Programme (www.pcsp.ie), it is likely that they would liaise with the colleges of education.

The issue of when teachers can attend courses is a matter for considerable debate. In the case of second-level schools, teachers can attend without the need for schools having to close, since the inservice is usually subject-based and only involves a proportion of teachers. In the case of primary schools, however, the inservice education frequently involves the whole staff and requires a school closure so that all members of staff can attend.

Incentives are sometimes provided to encourage teachers to participate in short courses, especially those provided in school holidays. During the school year,
teachers also attend courses provided by Education Centres. Attendance at CPD in the teacher’s own time is voluntary, but many teachers are prepared to attend if they feel the courses will be beneficial to them.

Quality assurance

The Inspectorate monitors the quality of all compulsory inservice training courses where the Department of Education is a stakeholder. A set of criteria setting out the Department’s priority for courses is available for institutions and individuals wishing to provide courses. Where the Department provides an incentive for attendance, the course must be approved beforehand by the Inspectorate. A selection of such courses is also visited by inspectors annually and a report is sent both to the Department and the course provider.

Initial teacher education and continuous professional education in Italy Giunio Luzzatto

For Initial Teacher Education (ITE) there are well-defined rules, stated by a law in 1990 and a decree in 1998; the programmes implementing ITE started in 1998 (primary school teachers) and 1999 (secondary school teachers). However, changes are expected, due to a global reform of university degrees and curricula. For continuous professional development (CPD) there are no formal rules; during the last years, various activities have been developed, sometimes through regulations provided in work contracts. Due to the lack of an institutional frame, the situation is quite unstable.

- ITE takes place in universities. For infant and elementary school there is a four-year programme (Laurea), in the Faculty of Education. For Secondary School (both lower and upper) there is a two-year Graduate School, organised on a cross-disciplinary basis. Occasionally, it happens that teachers attend those programmes or part of them (e.g. activities preparing for teaching to special-need
students); there have been experiments, however, involving only a small number of teachers to implement this on a more systematic basis.

- According to recent indications in the framework of school autonomy, CPD has to be offered by the institution where each teacher operates. Schools have a budget devoted to CPD; they have to refer to recognised public or private agencies, including universities. Work contracts have been giving different indications regarding the voluntary or compulsory character of CPD. At the moment, attending activities for CPD is not compulsory; however, there are proposals aimed at laying down clear regulations for CPD, and this may lead to some kind of obligatoriness.

<table>
<thead>
<tr>
<th>AREA</th>
<th>TOTAL of enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Language</td>
<td>143</td>
</tr>
<tr>
<td>1.2 Mathematics</td>
<td>/</td>
</tr>
<tr>
<td>1.3 ITC</td>
<td>267</td>
</tr>
<tr>
<td>1.4 Social education</td>
<td>63</td>
</tr>
<tr>
<td>1.5 Sciences (history, geography, biology, …)</td>
<td>388</td>
</tr>
<tr>
<td>1.6 Arts</td>
<td>436</td>
</tr>
<tr>
<td>1.7 Music</td>
<td>186</td>
</tr>
<tr>
<td>1.8 Sports</td>
<td>188</td>
</tr>
<tr>
<td>1.9 Psychology, pedagogy</td>
<td>373</td>
</tr>
<tr>
<td>1.10 Pedagogical issues for migrants</td>
<td>15</td>
</tr>
<tr>
<td>2.1 Language (pre school)</td>
<td>26</td>
</tr>
<tr>
<td>2.2 Activities (logical, mathematics)</td>
<td>22</td>
</tr>
<tr>
<td>2.3 Sciences</td>
<td>77</td>
</tr>
<tr>
<td>2.7 Psychology, pedagogy</td>
<td>31</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2215</strong></td>
</tr>
</tbody>
</table>

% of ICT in total: 12%
% of ICT in primary teacher participants: 13%

Compare text p. 166
1. Primary school teachers

Each teacher is considered to be individually responsible for his lifelong learning. The Institute of Education and Pedagogical Research (ISERP), which also provides initial teacher education, organises about 80% of continuous professional education. About 115 courses in different areas are offered every year: languages, science, psycho-pedagogical fields. Some courses are geared to particular thematic areas, such as difficulties with the induction phase, communication with parents, integration of pupils with special needs. All courses are free of costs.

Some 900 teachers attend all these courses, amounting to about 2300 enrolments (multiple enrolment is possible). The duration of courses varies from 10 to 30 hours; the courses are not organised during regular school time, but for instance on weekends or during holidays.

As currently there is no obligation for individual teachers to participate in continuous professional education, several measures are taken to stimulate participation: after 90 hours of participation to courses, the pay scale is increased by about € 150 per month.

Every year some topics are defined as main subjects and so are considered a priority; teachers attending those courses get a special remuneration for their participation in those training activities.

Although the link between initial teacher training and CDP is not very strong, there are several activities that are organised so that both, students as well as teachers have the possibility to attend the same course. This strengthens the collaboration between the two parts and develops some synergy, especially regarding the fact that teacher trainers often work in both areas. Some CPD activities are also proposed by local authorities, which also have the responsibility of organising local kindergarten and primary schools. The ministry of education in some way guarantees an official recognition of these activities.
The different fields of in-service teacher training offered by the only teacher training institution may be consulted in the overview below:

INSTITUT SUPÉRIEUR D’ÉTUDES ET DE RECHERCHES PÉDAGOGIQUES - ISERP (Luxembourg)

In the year 2000/2001, 90 courses (15-30 hours) have been effectively organised by ISERP; they were attended by 805 teachers (total number of teachers in Luxembourg – pre-school and primary level: about 3.200), who have effected 2215 enrolments (multiple enrolments were possible). (compare table p. 164)

Several characteristics in the evolution of CPD should be pointed out:

- Many courses do not allow to deepen knowledge and skills: they are organised as patchwork, the duration of the courses is too short and there is still no academic recognition of these forms of CPD. In the future, CPD activities should allow to attain academic degrees.
- Activities are centred around the individual teacher; but institutional development needs strong teams working in projects; so the training and supervising of local teacher teams gains more and more importance.
- This demands a de-centralisation of CPD activities so that local specifications and needs can be considered more effectively.
- In order to emphasise involvement of teachers in their own construction of personally relevant curricula and in order to develop reflective practitioner attitudes, collaborative and co-operative models of training more and more replace top down strategies.

2. Secondary school teachers

Most of the CPD activities for secondary school teachers are organised by the SCRIPT (service of co-ordination of pedagogical innovation and research).

Currently there is no obligation for individual teachers to participate in continuous professional education. All courses are free of costs. There is no link between initial teacher training and CDP activities.
Ministère de l'Éducation Nationale, de la Formation Professionnelle et des Sports

During the academic year 1999-2000 132 courses were proposed (2 to 60 hours)

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>Total</th>
<th>female</th>
<th>male</th>
</tr>
</thead>
<tbody>
<tr>
<td>School development</td>
<td>79</td>
<td>43</td>
<td>36</td>
</tr>
<tr>
<td>Professional development</td>
<td>85</td>
<td>59</td>
<td>26</td>
</tr>
<tr>
<td>Transition primary to secondary school</td>
<td>184</td>
<td>85</td>
<td>99</td>
</tr>
<tr>
<td><strong>ICT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material, Basics</td>
<td>529</td>
<td>232</td>
<td>297</td>
</tr>
<tr>
<td>General competencies</td>
<td>54</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>General competencies (Mathematics)</td>
<td>41</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>General competencies (Biology)</td>
<td>37</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td><strong>Pedagogy and general didactics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrants</td>
<td>86</td>
<td>61</td>
<td>25</td>
</tr>
<tr>
<td>Personal development</td>
<td>23</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Health</td>
<td>31</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Methods of research</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>95</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>Relationship teacher/pupils</td>
<td>113</td>
<td>84</td>
<td>29</td>
</tr>
<tr>
<td>Orientation</td>
<td>19</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Shoah (Holocaust)</td>
<td>41</td>
<td>29</td>
<td>12</td>
</tr>
<tr>
<td><strong>Pedagogy and special didactics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>304</td>
<td>212</td>
<td>92</td>
</tr>
<tr>
<td>Gender in sciences</td>
<td>11</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Experimental sciences</td>
<td>36</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Sports</td>
<td>212</td>
<td>85</td>
<td>127</td>
</tr>
<tr>
<td>Biology</td>
<td>56</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Technology</td>
<td>15</td>
<td>/</td>
<td>15</td>
</tr>
<tr>
<td>Social sciences</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Arts - Philosophy</td>
<td>90</td>
<td>48</td>
<td>42</td>
</tr>
<tr>
<td>Several</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>2155</td>
<td>1125</td>
<td>1030</td>
</tr>
<tr>
<td><strong>Participation:</strong></td>
<td></td>
<td>52,2%</td>
<td>47,8%</td>
</tr>
</tbody>
</table>

Participation: 1204 (624 = 51,8% female and 580 = 48,2% male) members of the staff have participated in 132 courses (multiple participation was possible). Range of age: 30-55 About 25% of the participants were interested in ICT.
The current situation concerning CPD

In the Netherlands schools are responsible for the continuous professional development of their personnel. Schools get funding from the government for this purpose. The school administration has a formal obligation to make a plan for CPD/in-service training. Research on this subject showed that at least 80 percent of the schools had such a plan. It is up to the schools to determine where and how the budget for this purpose is spent. CPD courses can be followed both at teacher training institutions and commercial providers.

The duration and frequency of in-service training courses are not prescribed. The schools decide, in consultation with the training institutions how long each course should be. The supply of in-service training courses is determined by demand of schools. Courses are geared to a particular target group, which may vary from an individual teacher to a small group of teachers to all teachers in one or more types of school.

In special situations (school-innovation situations, minority teaching programmes) the government sometimes requests institutions (e.g. teacher training institutions providing CPD and National Pedagogical Centres) to design special courses to introduce the new situation and also provides funding for these courses. This way the schools have the possibility to get this kind of in-service training for their teachers. Currently there is no obligation for individual teachers to participate in CPD/in-service training courses, although, prior to promotion to the maximum pay scale, teachers are expected to have participated in at least one in-service training activity.

The future situation concerning CPD

In order to ensure that all teachers and support staff regularly update and broaden their knowledge and skills, a bill on standards in the education professions (Bill on Professions in Education) is currently being drafted. According to this bill, the government makes explicit the expected knowledge and skills of teachers, after a group from the occupational field of teachers has made a proposal for these minimum quality standards. Every six years there will be an update of these standards, and the
administrations of the schools will have the responsibility to adapt the knowledge and skills of their personnel to these updated standards because they are responsible for the quality of the education the school provides.

**Initial teacher education institutions and CPD**

As mentioned before, in general the schools get funding for CPD, and not institutions providing CPD. Schools are responsible for the CPD of their personnel and the Minister of Education has no role in determining which institutions schools decide to ask to provide in-service training courses for their personnel. In fact, many in-service training courses are provided by the teacher training institutions. Sometimes they are organised in co-operation with the school advisory services, one of the national educational advisory centres or experts from outside the education system.

**Link between teacher training and in-service-training**

Preliminary remark: because the institutions are free to organise themselves the way that suits them best, it is not possible to describe the overall situation. What you see is as follows:

**a. Institutions**

Almost all teacher training institutions also provide CPD courses, but the forms vary: in some cases the institutes providing CPD courses are a separate part of the IT institution and in other institutes both parts are integrated. The Education Council recently recommended a strong collaboration between the two parts, in order to develop synergy: the possibility to reinforce each other in preparing teachers' knowledge and skills and in maintaining these skills.

**b. Personnel**

Although the situation is different in the different institutions, mostly the institutions providing CPD work with the following categories of personnel:
- teacher trainers working in both areas,
- trainers only working for CPD,
- (part-time) teachers detached from schools,
- free lance trainers with specific expertise.
c. Students
Mostly the students in IT do not mix with teachers in CPD courses. A development in this area is expected, however, as a result of the new possibilities to become a teacher for people with a diploma of at least HPE. After a successful assessment these people will be licensed to teach for a maximum of two years. They will be trained both by their school and a teacher training institute during that period.

d. Collaboration between CPD and IT
Collaboration can take a variety of forms. In some situations collaboration is very strong; the knowledge developed by either institution (IT/CPD) is directly used also by the other and vice versa. (for instance: training for coaches, ICT expertise).

e. Continuity from IT to CPD
As CPD is offered and designed on demand of the individual schools, there is also much variety.

f. Competition between IT and CPD
There is no (troublesome) competition between IT and CPD. The responsibilities and funding of the institutions are clear. The area where you might encounter that kind of competition sometimes is between the different institutions that offer CPD.

Position of teachers in CPD
As mentioned above, CPD for teachers is decided upon by the schools. Teachers are entitled (by collective labour agreement) to spend 10 per cent of their working hours on skill and knowledge development. But they also spend part of their free time and they are expected to do so. In the current situation of teacher shortage it is sometimes difficult for schools to give their teachers the opportunity to follow these courses during school-time.

In the near future, as a result of the bill on Professions in Education, CPD will become a more compulsory affair. The schools have the responsibility for the update of knowledge and skills of the teachers and the education inspectorate checks that schools take their responsibility seriously, as a part of their regular inspection tasks. For teachers CPD also will become a more compulsory affair. They will be obliged to update their knowledge and skills to ensure the quality of the education they provide for their pupils.
1. CPD in Portugal in the 1990s

In 1990, Government and teacher unions agreed to explicitly relate advancement in teaching career to in-service education, i.e. to continuous professional development. The rationale behind was that massive in-service education for all teachers was a necessary condition for the implementation of governmental educational reform, for the success of school-based innovation and, in general, for the improvement of teacher performance in mass schools.

This meant that both the Government and the trade unions agreed that the bureaucratic model was not adequate for innovation in the complex context of mass schooling. It was also implicit that educational innovation, teachers’ performance and in-service training were strongly interrelated processes.

In-service education is not legally compulsory, but became professionally almost compulsory, since it is a necessary pre-requisite (alongside with service time and not unsatisfactory performance evaluation) to advance in the ten scale stages of the teaching career. No one is compelled to progress in their teaching career, but as advancement is explicitly and strictly linked with salary and, thus, with retirement pension, the process is socially compulsory.

2. CPD – structures and programmes

Following the agreement referred to above, Government set up a massive continuous professional development programme that changed the daily life of teachers in this decade. Attendance at in-service teacher education courses became an inherent part of being a teacher since the 1990s.

2.1. CPD institutions

The most important steps towards its implementation were the formation of continuous professional development institutions, the creation of a specific funding system, the formulation of a legal and administrative framework, and the setting up
of an accreditation board (Scientific and Pedagogic Council for In-service Teacher Education).

The range of institutions supplying CPD education is wider. Besides the universities and polytechnic higher education institutions, teacher and school associations can form Continuous Professional Development Centres.

The most important (and original) in-service agencies were the Continuous Professional Development Schools Association Centres that were created throughout the country. They have the responsibility for in-service education in a concrete region, their boundaries being based on municipal boundaries\(^1\). The associated schools appoint the director of the centre, which is physically located in one of the associated schools. Those centres had a mean value of over 762 teachers per centre and offered a mean value of 34 in-service actions per year (1993-97).

2.2. Initial and in-service teacher education

In-service and initial teacher education trainers are generally different, but higher education teachers can work in both areas. Students are always separate, even when taught by the same teacher education trainers.

There is no competition between initial and continuous professional development institutions, since Teacher Centres can only offer in-service education, not initial education. Generally there is no great co-operation between the two organisations, but there are several cases of fruitful partnerships.

2.3. Funding for CPD

There is a specific funding system for continuous professional development supplied by in-service teacher education centres. The Ministry of Education sets down the priorities in terms of content and type of action and the centres apply for funding with concrete continuous professional development actions.

---

1. There are centres that encompass more than one municipality; in big cities, there is more than one centre per municipality. There are 201 Schools Association In-Service Education Centres, and 57 Teachers Association Centres.
2.4. CPD accreditation

To be financed by the State and effect career advancement, all in-service education actions must be accredited\(^2\). The Scientific and Pedagogical Council for In-service Teacher Education is responsible for this accreditation procedure. It is composed of specialists appointed by the Ministry of Education. The accredited actions are attributed credits (required for advancement within a teaching career), 25 hours corresponding to one credit.

3 CPD actions

Continuous professional development is generally carried out through short-term actions of a minimum duration of 15 hours, the form of which have been politically defined: (i) courses; (ii) modules; (iii) attendance on higher education single subjects; (iv) seminars; (v) workshops; (vi) training placements; (vii) projects; (viii) study circle groups.

Continuous Professional Development Centres have supplied most in-service education programmes – 72% of all accredited actions in 1999\(^3\). "Courses" are the most popular in-service modality – eight out of ten in 1996, seven out of ten in 1999. There was, in late 1990s, an appeal (from universities and teacher education colleges, from researchers and some trainers, from Government) for a school-based approach to in-service education. This approach emphasised teachers, projects, and school problems and demands as the real starting point for the planning of in-service activities.

In 1998 the accreditation body introduced new rules favouring context and problem based workshops, training placements, projects, study circle groups. It also fostered a national debate with teacher centres and produced a doctrinaire document – *A contribution for consolidation of professional practice-oriented Continuous Professional Development.*

Content-oriented in-service education (courses, modules, seminars) represented

\(^2\) When these effects are not intended, teacher education provision is not subject to any politically defined conditions.

\(^3\) Source. *Scientific and Pedagogical Council for the Accreditation of In-Service Teacher Education 1999 Report.*
91% of all in-service accredited actions in 1996 (88% of those from 1993 to 1997), 83% in 1998, 73% in 1999. Practice-oriented in-service actions (workshops, training placements, projects, study circle groups) represented 9% of all in-service accredited actions in 1996 (5% of the really supplied ones from 1993 to 1997), 17% in 1998; 27% in 1999. So, there is now a trend emerging for a more practice-oriented in-service education.

The accreditation body is planning a process of substituting accreditation of singular in-service actions by accreditation of Teacher Centres plans, thus giving more responsibilities to the centres and the schools.
Continuous professional development for teachers
Myrna Smitt

Overview

Continuous professional development for teachers is presumed to be a responsibility for the employer, i.e. the school as well as the individual teacher. The employer should establish a programme of professional development for the staff of every school unit. The employer is also supposed to create opportunities for teachers to take part in development programmes by providing economic and organisational means.

Professional development courses for teachers can be offered by universities or other education institutions. Higher education has a duty to offer professional development to all relevant categories of the labour market, and teachers constitute a big group in this sector.

The new teacher education structure is extremely well suited for teachers coming back for professional development. The structure is composed of one general field of education and one or more fields with emphasis on a particular subject area. The latter field could be a very good path of further education for teachers who have been in school for some years and need some revitalisation.

Another way for teachers with professional experience is further development by research. The teacher education reform has greatly increased possibilities of doing research around learning and schoolwork or in some special teaching subject. The schools and municipalities are normally interested in having some of their teachers take part in research projects.

There are no special CPD courses other than specially ordered and bought on a contractual basis by institutions or companies outside the university. This means that those courses are relevant only for those appointed by their employer to follow them. Normally teachers are presumed to follow the ordinary teacher education programmes.

As a consequence of the system, initial teacher education and continuous professional development are offered in the same institution of the university. All
teacher education institutions are coordinated by a special body, the teaching faculty. As a consequence of the structure of teacher education the same university teachers are working in IT and CPD. IT and CPD students are totally mixed in this fully integrated system. And as CPD is integrated into initial education, there is continuity. It also follows from this arrangement that there is no competition between IT and CPD. The two areas are often identified and discussed in the school-oriented contact body for teacher education established by the university, municipalities and schools in the surroundings of the university.

Like all other people in a lifelong learning context, teachers are expected to spend also part of their free time on CPD. According to a union agreement teachers are granted at least four working days a year free for CPD.

Individual participation in CPD is voluntary. The school as the employer is obliged to prepare a career development plan for each teacher and to offer relevant study arrangements. The university is obliged to offer CPD education in all fields of working life and for all sectors of society. By law Swedish universities have a strong obligation to take part in the societal life and contribute to the development of society in a broad sense. This also includes ongoing teacher training.

**ICT – an example of a special in-service training programme for teachers**

From 1997 there has been a paragraph in the higher education ordinance saying that everyone awarded a teacher degree should have knowledge of the use of ICT. For all those teachers with old degrees an in-service training programme was organised. The following is a description of that in-service training programme run in the framework of ITiS, the National Action programme for ICT in Schools, which is the largest and most comprehensive national investment programme ever for schools in Sweden. The programme includes in-service training for approximately 75,000 teachers; or half of all teachers in Sweden.

The framework for the programme is determined by the Delegation for ICT in Schools, but implementation has been decentralised to the 289 local authorities: the municipalities. These municipalities have accepted the terms of ITiS and their compliance with the ITiS obligations is periodically reviewed. In Sweden, it is the
municipalities that hold responsibility and control spending for schools. This responsibility includes, for example, all further teacher training as well as investment in new technology. The National Action Programme is therefore a unique effort by the central Government to help safeguard standards in schools and quality for students, regardless of where they attend school.

The task

The National Action Programme for ICT in Schools is an ICT project as well as a school development project. It consists of the following seven components:

- In-service training for 75,000 teachers in teams
- A multimedia computer for participating teachers
- State grants to improve the school’s accessibility to the Internet
- E-mail addresses for all teachers and pupils
- Support for developing the Swedish Schoolnet and the European Schoolnet
- Measures for pupils with special needs
- Awards for excellent pedagogical contribution

The programme covers all schools i.e. pre-school, compulsory school and upper secondary school.

ITiS in-service training

Primarily the programme focuses on pedagogically-oriented in-service training for teachers in teams. To support implementation of this, the following activities have been arranged:

- Training in the basic use of computers for teachers who have little prior experience with computers
- Training for the teachers who will function as facilitators for participating teams
- Training for head teachers at schools with participating teams
- Seminars for local administrative heads and politicians responsible for education and training.

The in-service training programme is based on decentralisation of responsibility and will thus vary between schools and municipalities depending on the participants’ pre-knowledge, interest and local pre-conditions. The direct costs of implementing the
programme for in-service training in the municipalities are covered by the Delegation for ICT in Schools. The municipalities, on the other hand, are responsible for providing all teachers in teams with equivalent opportunities for taking part in the programme. Participation in the programme is optional.

In-service training is both theoretical and practical. Theoretical training is carried out both individually and with the colleagues in the team. Studies looking at ICT from ethical, legal and pedagogical perspectives are made available. Each teacher records individual progress in a log, and the teacher team subsequently prepares a joint report. The practical aspect of ITiS is the requirement that teacher teams – using a multidisciplinary and problem-based approach – carry out a project, together with their students, that makes use of ICT as a learning tool.

**Structure**

Teachers bring to the programme their own professional and pedagogical expertise. However, their individual experience and knowledge of ICT as a pedagogical tool varies. By means of the programme teachers will be given the opportunity on the basis of their own experience to deepen their knowledge. The focus is on when, where, how and why information and communications technology can be used as a tool to support the individual pupil in attaining national and individual goals.

The in-service training is designed and organised on the basis of pedagogical approaches set out in the national curricula. These imply a shift of focus from teaching to learning, giving the students more responsibility for their own learning, teachers working on an inter-disciplinary approach in teams with the same group of pupils, and a problem-based pupil-oriented pedagogy.

The participants of the in-service training are assumed to take an important part of the responsibility for their own learning and development. In this way the programme intends to help teachers to develop their own learning. The programme is implemented primarily as "learning at work". In total, this corresponds to around three weeks of full-time studies. However, it is distributed over a period which the team considers necessary, normally over a four-month period.
Design of the course

Each team carries out an inter-disciplinary problem-based, pupil-oriented development project together with its group of pupils. The aim is to develop the working methods of teachers and pupils. The team – or a number of smaller teams together – form a study group which plans its activities supported by a study guide and a selection of teaching aids and resources. Assisted by specially trained facilitators, the study group broadens and deepens its joint planning and evaluation of daily activities through discussions, documentations and learning. A number of teams meet regularly in a series of seminars for inspiration, discussion and exchange of experience. The seminars are chaired by a facilitator and assisted by a representative from a teacher training institute. Assessment takes place within the framework of the seminar.

Assistance and facilitation

In the team and during the series of seminars, teachers have access to a total of 35 hours together with a facilitator. Teachers with good all-round pedagogical competence and with experience of inter-disciplinary development work will function as facilitators. They will also have worked with ICT as an integral tool in school work. Facilitators will have completed a special training course.

During the series of seminars, the teams will present the results of their development project, which will be assessed and discussed by the other teams in the presence of a representative from a teacher training institute.

The success of ITiS stems from its structure; the Government has not laid down the details of the programme, but leaves room for individuals and municipalities to shape its final implementation.
The faces behind ENTEP
The authors

Prof. Bártolo Paiva Campos founded ENTEP (European Network on Teacher Education Policies) under the Portuguese Presidency in 2000. For two years he coordinated all the manifold activities of the network and shaped its course with great skill. He positioned ENTEP in the educational landscape of Europe. The members of the network wish to thank him for all his fruitful work.
Ivo Brunner, Austria
Ivo Brunner studied English Language and Literature at the University of Innsbruck and at London University. His post-doctoral studies in International Communications at Columbia University N.Y. additionally qualified him as a speaker-trainer. Several scholarships have brought him to assignments at Eton College, Southern Illinois University, Maxim Gjorki University in Jekaterinburg, and The City University of New York. He is elected chairman of BLK (Austrian federal conference of Principals for Teacher Training Colleges). One of his particular fields of interest is learning in an international set-up.

Chantal Faidherbe, Belgium
Chantal Faidherbe has studied speech therapy and psychology at the University of Liège. She started working at the University of Mons-Hainaut involved in action research dealing with family education. She then taught Speech Science in a high school situated in Mons. As an adult trainer, she joined the Distance Learning Administration in 1985. She became an administrative assistant at the Ministry of the French Community of Belgium, and from 2001 she has been working in the Cabinet of the Minister of Higher Education, Social Promotion and Scientific Research where she has been dealing with Distance Learning and TICE.

Seán Feerick, European Commission
Seán Feerick is a member of ENTEP. He works for the European Commission, where he is responsible for the coordination of Comenius Action 2.1 of the Socrates programme – i.e. European Cooperation Projects for the training of school education staff.
In his earlier career he was a secondary school teacher and teacher trainer in Ireland. He has worked in the development of European and international cooperation in school education for over 10 years in the European Commission and most recently as director of the Socrates national agency in Ireland.

Yolande Fermon, France
Yolande Fermon studied literature and French as a foreign language at the University of La Sorbonne in Paris. After teaching this last discipline to adults, she entered the Ministry of Education. There, her main positions have always been related to the field of training, first of headmasters and inspectors and then the continuous training of primary school teachers. She is now part of the delegation of international relations of the ministry, working at the Bureau of European Affairs where she is in charge of several actions of the Socrates programme in addition to language teaching, e-learning and teacher training.
João Formosinho, Portugal
João Formosinho holds a Ph. D. in Educational Administration from the Institute of Education of the University of London. His present research fields are early childhood education, teacher education and there particularly school-centred professional development and the universitisation of initial teacher education. Prof. João Formosinho is Head of Department of Child Education Sciences in the Institute of Child Studies in the University of Minho, Portugal. He is Vice-President of the In-Service Teacher Education Accreditation Board and a Member of the Initial Teacher Education Accreditation Board.

Otmar Gassner, Austria
Otmar Gassner studied German and English Language and Literature at the Universities of Vienna and Oxford. After working as a teacher at a Gymnasium for seventeen years, he was appointed head of the English Department at the Feldkirch College of Teacher Education in 1995. From 1999 to 2001 he was vice principal and a member of BLK/PA. From 2000 onwards he has been the minister’s representative for Austria in ENTEP. Special interests are alternative methods of teaching and learning, portfolio assessment, ICT, teacher education in Europe.

Heinz Gruber, Austria
Heinz Gruber studied psychology and anthropology at Vienna University while working as a teacher. In 1975 he moved into the Ministry of Education. First he was responsible for special education, then for general schooling and educational planning. Now he is in charge of non-university teacher education in Austria and one of the closest advisors of the minister. He has published various school books and articles on pedagogical issues.

Paul Heide, Denmark
MA, CVU-advisor; rector of Copenhagen Day and Evening College of Teacher Education (1979-2001); Inspector of Teacher Education in the Ministry of Education (1972-1979); Inspector of the European Schools (1977-79); Senior lecturer and deputy head at Blaagaard College of Teacher Education (1968-72).

Ulrich Herburger, Austria
Ulrich Herburger studied German, History and Social Studies at the Feldkirch College of Teacher Education and started working as a teacher. Then he changed to the ORF (Austrian Broadcasting Corporation). By training on the job he worked in several fields of radio and television, finally being head of the daily TV news programme “Vorarlberg heute”. Since the
start of the full-time degree programme “InterMedia” at the University of Applied Science Vorarlberg in 1996, he has been professor in the department of visual communication design.

**Carolyn Holcroft, England**

Carolyn Holcroft is a Team Leader with policy responsibility for teachers’ continuing professional development in England at the Department for Education and Skills in London. She has a particular interest in teachers’ professional development during their first five years. Her team has policy responsibility for the statutory induction period for newly qualified teachers, a pilot early professional development scheme for teachers in their 2nd and 3rd years, and a new national bursary scheme for all teachers in their 4th and 5th years.

**Kate Jacques, England**

Prof. Jacques trained as a primary teacher in London but spent much of her teaching career in secondary schools. She entered teacher education in 1981 at the University College of Chichester, where she was Head of School. In 1996, she moved to be Head of Education at St Martin’s College Lancaster. As the first Director of the Institute of Education at Manchester Metropolitan University, Prof. Jacques sees it growing into a major centre of excellence for research in teacher education. Her research interests are teacher professionalism and new modes of teacher education.

**Lucien Kerger, Luxembourg**

Lucien Kerger, Dipl.Psych., worked as a teacher in primary schools and schools for children with special needs. He was an inspector from 1985 to 1991, then the coordinator for the reform of the lower secondary level for disabled children at the Ministry for Education (1991-1995). From 1985 he has been trainer at the Higher Institute for Teacher Training and Pedagogical Research (ISERP), since 1998 he has been the director of ISERP.

**Helga Kohler-Spiegel, Austria**

Helga Kohler-Spiegel studied Catholic Theology and Religious Education. She worked as a teacher and as an assistant at the University of Salzburg. From 1996 to 1999 she was Professor for Religious Education at the University of Lucerne, since then at the Feldkirch College of Teacher Education. She is - among other memberships - leading member of the European Society for Catholic Theology, and sub-editor of some specialist periodicals. A few specific subjects are: interreligious dialogue, gender themes, biblical theology, formation of personality and spirituality.
Nelleke M. J. Maan, The Netherlands

Nelleke Maan studied Dutch Literature at the University of Amsterdam and Communication at the University of Utrecht. In 1975 she started working as a teacher at a secondary school. She was a manager at the Technical Faculty of an institute for higher professional education. Next she was vice-president of the Amsterdam School of Arts. Nowadays she is working at the Dutch Ministry of Education, Culture and Science, as Deputy Director of the Directorate on Higher Professional Education. A few specific subjects in her portfolio are teacher policy, ICT and internationalisation.

Armi Mikkola, Finland

Armi Mikkola, M.A., studied Educational Sciences at the University of Helsinki. In 1982 she started working as senior advisor at the National Board of Education. In 1986-1996 she worked as training chief in the field of education at the University of Helsinki, Institute for Continuing Education. Nowadays she is working at the Finnish Ministry of Education as Counsellor for Education. She has published and edited articles and books on school improvement, teacher education, evaluation and staff development.

Éamonn Murtagh, Ireland

Éamonn Murtagh is a senior inspector at the Department of Education and Science in Ireland with responsibility for policy advice in relation to curriculum, assessment and teacher education. He has a number of responsibilities concerning literacy including curriculum development and co-ordination of programmes to assist children with literacy difficulties. He has undertaken several literacy-related research projects and has also been involved in a number of national and international comparative studies of children’s reading literacy.

Myrna Smitt, Sweden

Myrna Smitt is working at the Ministry of Education and Science, Sweden. On her desk are first and foremost questions on teacher education and higher education in an international, especially EU-perspective.

Manfred Teiner, Austria

Manfred Teiner attended Vienna Teacher Training College and started as a teacher in primary schools in 1966, later on also in lower and upper secondary schools. During studies at the Vienna Music University he focused on music education. Later he studied Sociology and Musicology at the University of Vienna. Nowadays he is head of the State College of Teacher Education in Vienna. In the last ten years his specific concern has been the process of upgrading and internationalising teacher education in Austria.
Ursula Uzerli, Germany

Ursula Uzerli studied English, German, and Theology at the University of Mainz and continued these studies after a three-year stay in the US at the University of Kassel. She worked as a teacher from 1980 to 1989 and then moved to the English Department of Kassel University where she worked in the field of language acquisition research and multilingual projects. Since then she has been the head of a department at the Board of Teacher Education in Kassel and is now the head of that institution.