

ENTEP MEETING

COORDINATION NOTES REPORT

23-25th of May 2013, Galway, Ireland

1. INTRODUCTION

The ENTEP meeting started with Welcome given by the coordinator, Romita Iucu and from our host, Treasa Kirk, the Irish ENTEP representative. She was also offered general information about the whole schedule and practical arrangements. What is very important to mention is that the Irish ENTEP meeting was organized under the Irish EU Presidency being mentioned on the official events list.

2. BRIEF REPORTS

On behalf of European Commission, through Ursula Uzerli's and Paul Holdsworth's contributions, the coordinator presented a brief report on the latest developments in the EU Policies on Teacher Education developments. The main information were concentrated to the EU Policies related with the possible consequences of the report "*Rethinking Education*" to the teacher education European policies and the level of the member's states.

3. CURRENT DEVELOPMENTS IN THE FIELD OF MODERNIZING TEACHER EDUCATION IN ENTEP COUNTRIES

An important remark we can do in relation with this topic, all participant, due the fact that they have had interesting new policies and developments to report and to share with other colleagues and members have agreed to restructure the initial agenda and to move the EDiTE topic in the 2nd session of the Internal meeting.

According to the last ENTEP decision, due to the great interest on having the interactive session more adapted to particular needs on the field of educational policies related to teacher education, this topic was allocated an extended interval for making the presentation of the latest developments on their own countries. **The deadline of sending last version to the coordinator is 10th of July 2013.**

4. ENTEP - PAST, PRESENT, FUTURE

The coordinator of ENTEP has prepared a power-point presentation focused on the main challenges with which ENTEP is and could be confronted in the future:

Challenge	Possible Solution
European economical crisis	The situation could create a challenge for financing the ENTEP members / experts' mobility. Possible solutions: Transferring part of ENTEP tasks into online activities and structures, changing the usual two times meeting into two times meetings per year (as face to face interactive meeting) and many others online meetings (subgroups. .)
Multiplying the European actors involved in teacher education policies studies	Closely related as topics and with similar main purposes: TWG coordinated by the EU DG of Education, TEPE, ATEE, ETUCE...): Increasing role of TWG as an important advisory group directly related with the EU decisional structures, Development of the PLAs in teacher education, Peer Reviews ... Possible solutions: Keeping the agreed ENTEP identity (according to the 2001 Concept paper, which is for us as highly important) or trying to change the statute and identity according with the new European challenges. The concrete example for ENTEP is involvement, as advisory board in EDiTE project, financed by the EU - Erasmus Program.
The fluctuation / instability of ENTEP members nominated by the EU countries	The EU Ministries have changed very frequently the ENTEP representatives. There are Ministries which are not responding to the correspondence with ENTEP (11 letters sent to ... MoE and to ... MoE). There are also members who cannot support us after replacement (expected help is to advice us regarding the suitable substitute person who can go on ...)
No additional resources for supporting the web assistance	The ENTEP homepage is very difficult to be administrated and uploaded with information due to technical reasons; the homepage statute is characterized by a very small level of dynamism. Nevertheless it is important to upload all latest developments in the field of TE collected from the member's states, just as an update of each representative; creating a bridge between ENTEP and EDiTE homepage.
There are limited resources for organizing the ENTEP C-Group meetings between the regular ENTEP meetings in order to approve the final version of the C-Notes (which	Starting the new online meetings for the C-Group in order to discuss and approve the C-Notes during one month and a half after regular meeting.

needs to be published very soon)	
The limited interest in preparing the home-works	<p>Until 2012 it was an obligation to do the homework before the regular ENTEP meeting (the homework were proposed and approved according to the topics priorities). Possible solutions could be a reintroduction of two types of home-work:</p> <ol style="list-style-type: none"> 1. a contribution to the new ENTEP book proposal with articles. 2. a contribution to a policy position document which will be agreed as a topic.
"Surviving" through the process of changing generations	<p>Nine important ENTEP pillars have been replaced after retirement during the last three years, to more to come. It could be a win-win-situation for the former members just as the current members to create a club called "Emeritus Members". Former members of ENTEP and their work would be appreciated and the current members could revert to their knowledge and their experiences. A gallery of former ENTEP members, who could be invited to join the group as on-line contributors, could be uploaded on the homepage as well.</p>

The analysis of these challenges shows the big complexity of the factors and their possible outcome. To confront these challenges in the best way all improvement proposals will take into account the organizational specifics of our group just as the competences, on which we can rely on.

Although that the situation is not an easy one, the coordinator has also emphasized on the strong characteristics of ENTEP:

- **The group's composition:** university professors, expert from the MoE - TE departments, EU representatives with significant and influential potential: university leaders, ministerial leaders or advisers.
- **The group's age distribution,** which starts at the age of 30 and goes on to the great experience, is another great advantage of ENTEP.
- **The great ENTEP past and history heritage.**
- **Constantly supported by the EU - DG of Education,** in general and from Paul Holdsworth especially.
- **A strong determination, the willingness of the members** to keep ENTEP as an important pillar on *European Teacher Education Area* ...
- The concept promoted by ENTEP together with the *European Teacher* paper and Michael Schratz...

5. EDiTE – EUROPEAN DOCTORATE IN TEACHER EDUCATION

Professor Michael Schratz, the coordinator of the EDiTE Project, has informed the ENTEP members about the evolution of the project, just as the last discussion and the agreement after the EDiTE meeting which took place in Bucharest in April 2013.

The ENTEP participants have been interested to discuss the EDiTE Project according to the Bucharest Meeting Key Topics list and have agreed on all of them. It was very beneficial to have the ENTEP members involved in the process of consultation.

The next short presentation is trying to summarize ideas and conclusions drawn up during the meeting. About the Curriculum's philosophy or curriculum's statute they have expressed the satisfaction of defining the nature of PhD Program as a joint degree program, called: **EDiTE ... a PhD for professionals ...**

Participants have agreed that it is very important to develop a common shared concept of Teacher Education taking into account the opportunity on launching the consultation among European significant stakeholders.

A very intensive discussion was amongst the member concerning the EDiTE Target group. The participants have made recommendations to the EDiTE team to avoid the restrictions at the PhD entrance. In that respect they have strongly recommended to give the opportunity to become a PhD-Student to a large category of European experts from the TE field. EDiTE could be also an extended platform to promote the high education for teachers but, in the same time, to support the process of teacher educators' training or initial education for them in the new context defined through the European policy papers coming from the EU expert or policy officers.

The participants have agreed on defining the competencies as learning outcomes with detailed specification at different levels (cognitive, emotional). They have expressed their interest and support on introducing the category of transversal / transferable competencies on our list, taking on board the idea of a new role of teachers in classroom and outside.

The ENTEP members have also recommended to differentiate all types of activities including seminars, research seminars, working groups, individual meetings; additional questions. They have also underlined the importance to emphasize the role of practical activities and mobility during the specific project developments and implementations.

All ENTEP members have acted as an advisory board for the EDiTE Project through the deep involvement and rigorous discussions. In the same context they have shown their interest in participating at the EDiTE Conference in Budapest in 2014. Besides that the ENTEP members will be involved in the process of the Project dissemination and will support all EDiTE initiatives in their institutions as well. The EDiTE colleagues will share their experiences with ENTEP colleagues who are invited to give feedback on future EDiTE documents as representatives of advisory board.

6. TEACHER RECRUITMENT - selection, conditions, procedures

An important remark we can do in relation to this topic is that all participants have agreed to give the last chance for completing this task, due to the fact that they have had interesting new policies and developments to report and to share those with other colleagues in the field of Teacher Recruitment. Then, this topic has concentrated a lot of time, interest and energy of the participants. The group has decided to kindly ask two group members (Dr. Daniela Worek and Romita Iucu) to reorganize Michael Day's draft version of the EXCEL Table Survey containing data base collected from the ENTEPE represented countries (including here also the Malta's contribution) in order to have a completed document as soon as possible (estimated time will be the mid of July 2013). As soon as the draft document will be disseminate among the ENTEPE group members the feedback will be expected according to the regular uploading schedule; the aim of this activity should be the publication / uploading of the document's final version as another ENTEPE paper in the topic of Teacher Recruitment (deadline of the uploading final version will be autumn 2013).

Taking into consideration that our colleagues, Liesbeth Hens and Nathan Sommer, were involved into the restructuring and reshaping the last version of the report, the participants have agreed to initiate a consultation with them in the same topic.

7. NEW ENTEPE EDITORIAL PROJECT

The members have agreed to reformulate the title according to the new European perspectives and challenges in the field of teacher education: ***THE CHANGING ROLE OF TEACHER.***

The large agreement during the ENTEPE meeting in Galway was to launch a kind of a pre-test. The members committed them to produce context specific abstracts (about 150 words) for case studies which could be a first step and support for the new ENTEPE book, which will be published at the beginning of 2014. Michael Schratz has produced a document which has been forwarded to the participants), just as the guideline for case studies, which author has presented it as follows:

- deal with a (national or nationally relevant) (policy) development or innovation,
- give insights into the changing roles of teachers,
- confront the reader with some practical experience / outcome in the real world of an educational arena (school, teacher education etc.),
- have a future directed approach towards changing roles of teachers,
- offer other countries a chance to learn from the case study,
- deal with the following questions: Why? Who? When? What? How?

The majority of the participants thought that the new title's proposal will meet the better European expectations through a methodological structure based on case studies. The new book approach will propose to confront realities from different European countries related with new roles of teachers: mobility, multiculturalism, multilingualism, leadership, classroom management, new technologies. The discussions were substantial and have created the commitment on approaching the role of teachers as researcher, as learner, as facilitator, which require a new teacher engagement in the classroom and outside of the classroom.

Agreement: After having received the guideline for the abstract, abstracts should be sending to Romita Iucu until the 15th of June. After a review and a feedback the full text case studies should be finished by the end of 2013 so that they can be revised and modified. The coordination of this task will be ensured by Michael Schratz, Romita Iucu and Mojca Pecek.

8. NEW ENTEP TOPICS:

Preparing teachers to enhance learning in multilingual, multicultural and migrant school context

The topic related to multilingual, multicultural and migrant background has been strongly supported by the whole group. It has been chosen as the next ENTEP topic which will be approached starting from the next meeting in autumn 2013. Countries who have shown their interest on this topic were: Germany, Ireland, Austria, Luxembourg and Romania. The group has agreed that Ursula will be in charge with the coordination of this task.

Looking forward to the preparation of the next meeting all members will be kindly asked to do a homework which will be announced as soon as possible. In this context, all colleagues are asking to prepare a list of what they expect, how they plan to develop this topic and what their expectations regarding this subject are. Homework proposal: Each member writes down the aspects of interest (around ½ page) and sends it to the coordinator three days before the meeting / brings this paper to the next meeting so that we can discuss about it.

Other ENTEP topics proposals...

Consequences of the Bologna Process implementation on TE systems
Focused on the consequences of the Bologna Process as so called "masterisation process" ... of the initial TE system. The participants have identified a lot of contact points with the topic of ECTS applied to the TE system, through the points of credits allocation process, the import and transfer from initial education to induction and

continuing education and for the recognition of informal and non-formal competencies, as well.

TE Employment, deployment ... was also deeply discussed during the session. This topic will be also kept on the priority list and will be analyzed during the next meeting.

If the colleagues are interested in one of these subjects, they are asked to write down the ideas of what they are expecting from one of the two topics, list of the points that members are expecting to achieve and send proposals to the C-Group next meeting (organized probably on-line).

9. ADMINISTRATIVE ISSUES

New ENTEP members –

In the opening of the session the latest news regarding the ENTEP activities were presented: two new representatives from Austria and Denmark (unfortunately the Danish representative, who has been nominated by the Danish Ministry, could not join this meeting). The new Austrian ENTEP representative, Prof. Dr. Elgrid Messner, is the Rector of the University College of Teacher Education Styria; she was very warmly welcomed in ENTEP.

Owing to difficulties other new ENTEP members could not take place at the meeting. Other countries like: France, Greece, Italy and Latvia are not even represented at the moment, although that several invitations have been sent to the Ministries of Education in order to ask for new representatives. Unfortunately we have not received any other reactions yet.

Further, it will be a challenge to keep together and motivate the ENTEP members during this financial crisis period besides fulfilling the informal agenda.

Next meeting & conference –

The whole group has agreed to meet up in Brussels for the next meeting, due to flight connections and other travelling alternatives. The participants suggested to organize a two days meeting, focused on checking the stage of activities implementation. Possible structure of the next meeting could be as following:

Day 1: starting the meeting at 2 pm and going on with the internal meeting affaires until 6 pm.

Day 2: continuing from 9 am until 1 pm.

Following this structure all participant could reduce the accommodation costs from three nights to only one night. The suggested date of this meeting was into the interval 7-9 November (the final date will be approved according to the whole group consultation). The decision on having **a short meeting in Brussels** has been based on the very generously German representative's proposal to **invite the ENTEP group**

to Germany (Frankfurt / Kassel) in spring 2014. At that occasion ENTEP will also notice Ursula Uzerli's retirement moment, as she has been one of the most important ENTEP representatives, former ENTEP coordinator and one of the best European experts in the field of teacher education.

The new members invited to join the C-Group: Michael Schratz and Malgorzata Sekulovicz. The coordinator will inform officially the ministries of these 2 countries about the nomination on this board as recognition of their implication on the ENTEP tasks and the continuity that they provided.

New ENTEP Coordinator - Another topic was the process of finding a new Coordinator, mentoring him or her in the coming half a year was other issue discussed. On this context, according to the last C-Group decisions the next coordinator will be appointed until the next meeting and invested officially during the German meeting in spring, 2014.

**ENTEPE Coordinator
Prof.dr. Romita IUCU**



Acknowledgements:

I would like to express my gratitude to Dr.Daniela Worek for support and deep involvement in structuring the final version of this document which has been prepared and proposed as C-Notes very soon after the Galway meeting, according to our last agreements ...