



EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

XXV. ENTEPE Conference in Luxembourg

I.

Due to the fact that the ENTEPE Meeting, held during the Hungarian Presidency of the European Union, could not be hosted by Hungary after all, the University of Luxembourg and the Ministry for Higher Education and Research provided a possibility for an ENTEPE Conference. This meeting took place from March 10 to 13, 2011 in a wonderful place.

and also Ursula Uzerli presented the progress on ENTEPE CPD paper.

The new ENTEPE topic chosen will be **'Teacher Recruitment** selection, conditions and procedures'.

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

II. The ENTEPE internal meeting

The internal ENTEPE conference was organized by Lucien Kerger, the Luxembourg's representative in ENTEPE. It mainly focused on internal ENTEPE issues and pursues the work on the current CPD text, the issue of doctoral studies within the Bologna structure, and the decision concerning new areas of development and collaboration for the ENTEPE members to further engage in.

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

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

1. Regarding the CPD paper, the ENTEPE members have agreed that it will be necessary and required to answer the questions referred to at points 4 to 8 from the CPD paper (its draft version) in order to have an increased number of examples concerning the CPD current developments in the ENTEPE member states. The expected time to receive the final answers will be in two weeks' time (no later than 28th of March). The ENTEPE members are kindly asked to send the message to Ursula and to the ENTEPE Coordinator.

2. About the Teachers Recruitment - selection, procedure topic, our decisions were the following: we are asking Michael Day to revise the questionnaire in order to keep the balance between different meanings of the terms. We will be very grateful to Michael if he tries to finish / complete the task within two weeks' time in order to send us back the improved version of the questionnaires for them to be



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filled one month later (no later than 29th of April)

launched once the TR Survey becomes an accomplished task.

3. The participants have agreed during the internal meeting that future ENTEPE activity should focus on two main active topics: the Teachers' Recruitment and the Doctoral studies on TE. The whole activity will be split into two ENTEPE subgroups which will undertake different tasks. The first subgroup, made of Michael Day, Trinidad de Haro, Ursula Uzerli and Liesbeth Hens, is going to deal with the Teacher Recruitment survey and report, while the second subgroup, formed by Michael Schratz, Csilla Steger, Ana-Paula dos Reis Curado, Michael Day and Romita Iucu, will be engaged in the Doctoral studies topic. Concerning the same issues, the idea of inviting Paul Holdsworth for joining the TR subgroup in the context of the great TWG interest on the field of selection has also been launched. In addition, the ENTEPE members have proposed in the same time to analyze the opportunity of introducing the new topic on our further agenda: Teacher's educators.

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



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III. ENTEPE Workshops

The ENTEPE Workshops were held on Friday, the 11th of March 2011 at the University of Luxembourg, in Campus Walferdange, building VI. The ENTEPE Workshops were opened with the welcome speech of the Dean of the Faculty of Languages and Literature, Arts and Education, Prof. Michel Margue. The introduction of the conference was made by our host, Prof. Lucien Kerger the Luxembourg's representative in ENTEPE and also the Vice-president for academic affairs at University of Luxembourg. The next issue on our agenda was "An example of lifelong learning programme for teachers *Master in Management and Coaching in Education and Social Pedagogy*" presented by Prof. Karl Weber, University of Bern (Switzerland). The Workshop was continued with the presentation of "The masterisation of the



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teacher education for secondary and technical secondary programmes” held by Prof. Jeannot Hansen and Prof. Victor Jovanovic. Inspector Guy Strauss presented “The education for teachers in fundamental teaching (primary and preschool). Profile of competences” and Prof. Gerard Gretsch presented his programme of study called “Bachelor in Education Sciences”. After all this presentations, Prof. Romain Martin and guest professor at University of Luxembourg, prof. Marilyn Binkley underlined briefly the admission procedure to the programme and new approaches.

Our ENTEP Workshop day ended with discussions and general conclusion.

On behalf of all ENTEP members I would like to address special thanks to Lucien for being inspired to organize the ENTEP activities in such an original and stimulating manner for us and equally so productive that, from my point of view, each of us leaves with a very clear overview of the priorities, development to evolution of Luxembourg’s Teacher education system.

The workshops as well as with substantial sources of inspiration and information (thank you very much for the handouts which are available on ENTEP HOMEPAGE: www.entep.eu) and more, has contributed with a series of “dilemmas” which deepen and stimulate our reflection: Training and certification of mentors; Loading or overloading the mentors responsibilities and daily activities; Structuring the ways to have the better teacher for a multicultural environment and society; Creating the opportunity for teachers to be more motivated to develop their professional

career, not for money or other material stimulations but for social recognition and social statute; Learning for an educational system which puts the accent on the fundamental education (primary education); How could we measuring the capacity to became an effective Teacher.

I was very grateful to my ENTEP colleagues for stimulating participation, for professional and actively questions and for all contribution

IV. Latest development in TEACHER EDUCATION

AUSTRIA

In this age of internationalisation and globalisation and of continually shifting realities, the international competitive struggle is constantly gaining speed. To keep pace and to meet requirements, Austria, too, will have to modify its educational infrastructure. Quality improvements in the Austrian educational institutions will have to go hand in hand with reorganising and reshaping the teacher certification studies in line with the Bologna Bachelor/Master model. The first successful step was taken in 2007, when the University Colleges of Teacher Training were set up, and teacher training was at least formally raised to the tertiary level. In a second step, a new interlinked curriculum architecture is to be put in place for all educational professions. Attention should be focused both on the professionalism of teachers and educators and the attractiveness of the teaching profession, something that ought to be reflected in the curricula for the initial, in-service and continued education of persons active in the field of education and teaching.

Starting position and background

Against the background of these facts and based on a pertinent government agreement, both ministers (education and research) commissioned a group of experts in November 2008 to craft a modern training system for teachers designed to



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meet the demands indicated. The specialist group tackled its designated task under the motto of “Innovative Teacher Training – the future of the educational professions”, issued its recommendations in December 2009 and submitted its final report in March 2010. The actors and institutions concerned have had opportunities to voice their opinions at large-scale information and discussion rounds. It is the declared aim of these events to ventilate questions raised in the context of crafting a final report on “Innovative Teacher Education”. The task at hand consists in configuring a model for future educational paths to be embarked on by teachers and educators, which should, on the one hand, be uniform in structure and, on the other hand, differentiated enough to accommodate diverse fields of application. The qualifications and skills to be acquired under the teacher training programme should correspond to a standardised national concept, which both permits and ensures transition between individual institutions by designing joint programmes, bridging courses, etc.

Substantive aspects and implementation

Aptitude for and interest in the teaching profession are key elements of the “Innovative Teacher Training” concept. The specialist group has proposed the following steps for the selection of candidates: · crafting of an empirically founded job profile for the teaching profession · putting in place a systematic three-step programme designed to support self-reflection · configuring an introductory stage to teacher certification studies that provides for transfer and opting-out scenarios with lengthening the duration of studies The future overall curricular structure of the innovative teacher training scheme provides, on the one hand, for the modularisation of study plans and, on the other hand, for a “three-stage-model”. A specific aim pursued with this subject-area and problem-oriented modularisation is to render the acquired skills and qualifications operational. The “three-stage model” is based on fundamental considerations concerning a permeable structure of initial training, the induction to the profession and the advanced stage of “lifelong learning”, in-service and continued training. The curricular architecture of “Innovative Teacher Training” proposed by the specialist group is a comprehensive and at the same time

differentiated model, which is valid and effective for all the educational professions as well as adjusted to the requirements of any one field of education. It covers the acquisition of common core competences for all the educational professions as well as the acquisition of differentiated subject specific competences. The initial training stage is completed with the acquisition of the bachelor degree, which implies the qualification for entering the teaching career and/or meets the requirements for the induction phase. The idea is that in this initial stage the groundwork is laid for subject specific, specialist didactics and educational theory relating to each individual subject area and to a common core area. The second stage can be concluded with a Master degree that qualifies students for fullfledged teaching responsibilities. In the so-called “induction phase” teachers are introduced to their career by way of a preliminary permission to practice the profession under an internship arrangement, during which candidates’ qualifications are deepened and expanded. In the third stage the emphasis is on lifelong learning as well as on in-service and continued training. It offers the opportunity to acquire additional qualifications at the Master level. The idea is to intensify cooperation at the institutional level (teacher education institutions, university colleges of teacher education and universities) within regional clusters, to better utilise strengths and to coordinate developments. Considering that “Innovative Teacher Training” implies the re-orientation and new orientation of the entire training architecture and is therefore an important milestone in the history of educational policy-making, and that longstanding, time-tested structures are being modified, cooperation among the various institutions is imperative in ensuring the project’s success.

Outlook

The training paths leading to and the upgrading of the teaching professions need to be adapted step by step to the challenges of the future. It follows that corresponding adjustments and developments will be called for in other areas. Cases in point would be the upgrading of responsibilities of individual schools or the progressive modification of the service and salary law pertaining to teachers. Fifty per cent of teachers will retire between 2012 and 2025. This



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demographic challenge also holds a chance for the necessary reconfiguration of the educational scene. The required modifications need to be launched in a well-considered and future-oriented way. This is about the future of the educational professions, about the quality and orientation of the schools of tomorrow and hence, in the broadest sense, about the future of our society.

DENMARK

1. Denmark had a new Act on Teacher Education in 2006. The first students started their studies in 2007 and they will finish in the summer 2011 (after 4 years). In the autumn 2007 the Minister of Education appointed a group of experts to attend the implementation of the new act and give recommendations to the Minister and The Parliament. I am member of the group of experts. – The group will finalise its work in the autumn of 2011 and for the time being is summing up the results of a lot of evaluations and preparing the final report.
2. After a couple of years with diminishing number of applicants for Teacher Education studies we saw an increase in 2009 and 2010 and we expect this increase to continue in 2011. This means that teacher education has become more popular and more highly esteemed and with better students. – This year quite a lot of schools have been closed and quite many teachers have been fired, especially in smaller communities, and that might have a negative impact on the number of applicants to teacher education studies.

In the end of spring 2011 all institutions (university colleges) providing teacher education for primary and lower secondary school will have to apply for the evaluation of their educational programmes. The evaluation will be carried out in the autumn of 2011 and the results will be published. If they fail they will no longer be authorised to provide teacher education study programmes.

ESTONIA

Teacher Education Development initiatives

Since 2008 Estonia is using European Social Funds (ESF) to initiate developments in Teacher Education together with six higher education institutions that provide ITE. The main development areas are: research grants, stipend for PhD studies in Education, teacher training curriculum development initiatives, quality management in teacher training and promoting teacher education studies. The goal is to raise teacher educators' research capability, continuity of qualified teacher trainers and to enhance novice teachers' professional qualification. Yearly around 1 million EUR is invested.

Initial Teacher Education Curriculum – This year the development of teacher training curricula through ESF funds focuses mostly on renewal of Teacher Qualification Standards, enhancing learning through practice and initiating subject didactic centers in universities.

New national curriculum – New national curriculum was renewed in 2010. Some of the major changes for the teachers are – schools have to provide more options for students to choose subjects, teachers have to use more e-learning opportunities, teachers have to focus more on soft skills and social skills and all of the subject curricula were renewed. These developments call for changes in teacher training curricula.

Decrease in student numbers – There has been a 30% decrease in student numbers within the last 10 years and the decrease will continue. Therefore there are initiatives to merge schools and new situations for teachers to compete for teacher places.

IRELAND

National Draft Literacy and Numeracy Plan

The draft literacy and numeracy plan recently developed includes a wide range of literacy (in English and Irish) and numeracy targets spanning the whole teacher education continuum from initial teacher education (ITE) through to induction and continuing professional development. Following consultation with all the education partners and national agencies including the teacher unions, a



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wide range of submissions on the draft literacy and numeracy plan is currently being considered by the Department of Education and Skills. Planning for and implementation of relevant measures will be incorporated into the work of the national support services for teachers under the Department's remit, and these measures will be further developed as the plan is finalised.

National Induction Programme for Teachers –

The primary and post-primary pilot programmes for teacher induction for newly qualified teachers, which were sanctioned by the Department of Education in 2002 was launched as a National Programme for all newly qualified teachers from September 2010. Training sessions were to facilitators /mentors on a regional basis in collaboration with the 21 Education Centres located around the country, who then provided regional workshop sessions to the newly qualified teachers amounting to 20-22 hours. Some mentor support is also provided to newly qualified teachers. While the induction programme is currently voluntary, all newly qualified teachers are entitled, and are encouraged, to participate in this programme. It is planned that the relevant section of the Teaching Council Act in relation to induction and probation will be activated from September 2012.

From September 2011 the National Induction Programme will contain focused workshop sessions on literacy and numeracy for all participants. Since the programme's establishment, the primary strand of the National Induction Programme includes a literacy workshop session and has recently incorporated numeracy elements to the programme. The post-primary strand has currently some elements of literacy integrated into the programme. The National Induction Programme is in the process of being reviewed and developed on an ongoing basis. It is planned that a considerable amount of the training elements of the Induction Programme will have a cross-sectoral focus in 2011-2012.

Initial Teacher Education – A group of senior Departmental officials have met with the Teaching Council in relation to the recommendations on initial teacher education, including the extension of the B.Ed programme to 4 years, the inclusion of mandatory units in ITE programmes on literacy and numeracy and so on. The Teaching Council

has begun its consideration of its recommendations, in light of its discussions with my officials. The Implementation committee will continue to liaise with the Teaching Council to oversee implementation of the recommendations.

PDST (Professional Development Service for Teachers): The PDST is the main teacher support service and will be the service chiefly responsible for the delivery of the support anticipated in the literacy and numeracy draft plan. The Teacher Education Section of the Department is currently working with the PDST to develop an integrated literacy and numeracy plan which will aim to address the CPD elements in a coherent and meaningful manner over time.

Leadership: Within the PDST, work has already begun on the integration of content on literacy and numeracy into Toraíocht, the leadership development programme for aspiring principals. Consideration will now be given to the incorporation of appropriate changes into the other ongoing leadership programmes.

Implementation committee will continue to liaise with the Teaching Council to oversee implementation of the recommendations.

2. Induction – From September 2011 the National Induction Programme will contain workshop sessions related to literacy and numeracy for all participants. All newly qualified teachers are entitled, and are encouraged, to participate in this programme. Since the programme's establishment, the primary strand of the National Induction Programme includes a literacy workshop session and has recently incorporated numeracy elements to the programme. The post-primary strand has currently some elements of literacy integrated into the programme. The National Induction Programme is in the process of being reviewed and developed on an ongoing basis.

Current Work of the Teaching Council

The Teaching Council is continuing to review the initial teacher education programmes for primary and post-primary teachers.

A draft teacher education policy document has been developed and is available for viewing on the Teaching Council website on:



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http://www.teachingcouncil.ie/fileupload/TC_Ed_Ctee/policypaper_brf_draft22dec2010_ck_56681186.pdf

Following consultation with all education partners, the Teaching Council is currently considering comments received on the draft policy document.

HUNGARY:

There has been a government change in Hungary in 2010. The new administration has decided that new, value based educational acts are needed. At present the act on public education, higher education and also on teacher career scheme is being designed. Though in Hungary initial teacher education has been reformed and thoroughly renewed in the framework of the Bologna Process and students who first enrolled in 2009 have not obtained their degrees yet, it is very likely that initial teacher education will be redesigned and re-reformed to an undivided 6 years long master degree.

Parallel to the reforms there is a budget cut in higher education and it seems that more reductions in student enrollment and funding is to come.

GERMANY

1. To raise the possibilities for mobility of teachers and also teacher students (already during their ITE Phase) in Germany among the 16 Länder with the Land specific responsibilities for TE the 'Standing Conference of Ministers of Education, Culture and Schooling' (KMK) has highlighted the necessity for a common list of subject competences according to the Standards for TE (2004).

A group of subject experts had been nominated by the KMK to develop such subject specific competence profiles for 17 subjects and additionally for primary school teachers and teachers for pupils with special needs. A final version of these lists of competences is available since 2010 and Universities are meant to increasingly consider these in their study programmes for student teachers.

2. The German 'Telecom Stiftung' has opened a call for Tender to build a 'National Centre for

Teacher Training' that especially focuses on CPD for teachers of Mathematics. Universities that offer study programmes for teachers in the subjects math, informatics, natural sciences and technical sciences (MINT) may apply to build such a Centre with the support of Telecom investing a sum of 5 Mio Euro for this endeavour.

This Centre will address teachers in all 16 Länder in Germany and inform them on theory and practice relevant developments, offer innovative CPD concepts and conduct research and development projects in the specific fields. The overall aim is to intensify professional development of teachers also according to experiences of similar initiatives in England, Austria and Sweden.

The final selection is expected for the summer 2011 and official work is planned to start in autumn.

3. A 'Professional School of Education' (PSE) is planned in one Land (NRW) and will be supported by the Ministry for Innovation, Science and Research (MIWFT) with 3, 25 Mio Euro for five years.

Teacher Education and Educational Research are in the main focus of this new institution at the University Bochum (RUB). Student teachers with the objective to graduate with an MA of Education will be able to acquire their subject matter and subject didactic competences within the Initial Phase of TE in this PSE. The Centre for Educational Studies, an integrated institution at the PSE, is to become an important platform for empirical research with the benefit of all scientists and researchers at the University Bochum potentially being involved. (RUB)

Ursula Uzerli

THE NETHERLANDS

Body of knowledge and national tests for all TE
Since 2008, TE institutes in the Netherlands are working on describing the body of knowledge for all separate subjects. Most were completed in 2009, the others will be completed shortly. Meanwhile, we are working on developing tests based on these bodies of knowledge. These tests will be national, which is highly unusual in the Dutch higher educational system. Both bodies of knowledge and the tests are developed by our own teacher educators. This has several



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advantages: the people who need to work with these BoK's and tests are involved in and feel connected to the project. Furthermore, the BoK's are made by teams formed by teacher educators of different institutes. This encourages them to talk about their profession with others outside their own institute; reported is that the teacher educators experience this as a rewarding asset to the project. Thirdly, working on the development of nation-wide tests proves to be very rewarding in itself as well. Teacher educators involved in this part of the project receive extra training on developing tests and test-items and this greatly improves their own professional attitude towards testing and test-development.

- Teacher registration

Starting in September 2011, teachers (in primary and secondary education) will get the opportunity to register themselves in a special Teacher Register. In order to be registered, teachers need to have the right qualifications. In order to maintain the registration, teachers need to take part in programmes for further education (e.g. short courses or a Master programme). Every four years the registration can be renewed based on the schooling programme. If a teacher did not take part in any kind of further education, (s)he will lose his/her registration. For the time being, registration is voluntary. It is expected that once employers will be more likely to appoint someone with a Registration, teachers will have enough incentive to register themselves.

PORTUGAL

Initial Teacher training (2010)

The new requirements to initial teacher training in Portugal, namely the organization of masters in teaching, brought new challenges to the HEI offering those programs. On one hand, there is the need to validate academic and professional competences of mature, already employed candidates to teaching. On the other hand, there is the need to relate HEI with schools and their teachers, so that the introduction to professional practice may succeed. Thirdly, the new masters programs in teaching of non traditional topics, such as economics, informatics, and arts, imply the need to open the HEI to professionals and artists, with other types of non- academic cultures. There is the need to offer trans-institutional programs in teaching, which opens possibilities to

inter-disciplinarity, but brings new organizational problems. New knowledge is produced, bringing together professionals, practitioners and academics. These changes bring out challenges and problems, organizationally and culturally.

Standards for teacher performance (2010)

Decree-Law 15/2007 and Decree-Law 75/2010 - Teachers' career statute - regulate the duties and entitlements of the teachers' career;

Decree 2/2010 – Regulates teacher performance evaluation;

Dispatch 16034/2010 – Stipulates the teachers' performance indicators for Portugal.

Probation (2009-10)

According to the law, the first stage of the teacher's career must be a probation period of one year, for teachers with completed initial teacher education, relevant qualification (a degree), and licence or permission to teach. To be implemented in same school where teaching with a mentor appointed by the principal, following national guidelines. Probation teachers have to complete a Individual work plan (scientific, pedagogic and didactic), supervised planning and reflection, classroom observation, evaluation and report of activity.

In 2009-2010, a pilot project commended to a HEI, which, in turn, invited a group of experts to monitor this implementation, studied the best way to implement this probation. 83 teachers in 76 schools were called by the central administration to do the probation.

Teacher evaluation (2010)

The teacher evaluation system covers the totality of teachers in the system, tenured and contract teachers at all levels of education, at any stage of the career, and teaching any type of education (regular, professional, recurrent, adult courses). It is a mandatory process for all teachers. It is carried out at the end of every two school years, as long as the teacher taught for at least half of the period of the time under evaluation.

This rule admits two exceptions: evaluation of teachers on the probationary year, which relates only to work done during one school year; and the evaluation of contract teachers which should be carried out at the end of the respective contract (which can be less than one year) and before its possible renewal.



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Training for teacher evaluation (2011)

The Ministry of Education, Directorate of Human Resources, has contracted with a Higher Education Institution the development of a teacher training course for teacher evaluators, accredited as a post-graduate degree by the Scientific Council for in-Service Teacher Training. Target population: 25 teachers with a masters degree, accredited as trainers by the Scientific Council for in-Service Teacher Training. 5 modules: professional development and models of teacher performance evaluation; Class supervision and evaluation; evaluation tools; school management and teacher evaluation; teacher performance evaluation project. 60 hours presential training. After concluding with success, teachers will be invited to sign a contract with the Directorate of Human Resources to disseminate the training.

Other CPD courses contracted by the Ministry of Education, Directorate of Human Resources

CPD for school leaders (2010) : "Mentoring for Success-ion"

Advanced course, for school directors that participated in the Workshop "School Leadership for the 21st Century". Trainer: Fred Brown, Associate Executive Director for Membership Development and Professional Outreach for the National Association of Elementary School Principals, Virginia, USA.

CPD for non-leaders (2010)

Protocol signed by the ministry of education and the university of Coimbra do form teachers on management of conflict and violence (October 2010). 120 blended- e training hours for 225 teachers.

Training for innovative leaders (2010), in partnership with Microsoft PT.

Target population: school directors. 150 training hours, blended learning. Aim: to develop a change plan for school change to present to the business leader (coach). Conference "leaders talk".

Developments in educational policy with direct repercussions in TE

Program Education 2015

Goals: Improve Portuguese pupils' basic competences; to ensure school attendance until 18 years, 12 years of compulsory education. Methodology: adoption of national aims and indicators in 2 areas: Portuguese and Maths;

decrease of dropping-out rates. National indicators of educational quality: Results in national exams and other tests; School drop-out rate by school year.

Program of Reorganization of the schools' network

Aggregation of pre-schools and 1st cycle schools into school centres; Aggregation of basic, lower secondary and upper secondary schools into big school groupings.

Curriculum revision in basic education

Elimination of 2 "non disciplines" – project work and accompanied study; elimination of teaching in pairs for Visual and Technological Education.

Program New Opportunities

Based on validation of prior learning; aimed at giving a school certificate to adults and young people that abandoned schools prematurely.

SLOVENIJA

There are no big events or changes on the field of teacher's education in Slovenia. The first generation of Bologna students are now in second year of study, we do not have evaluation data yet. There are some discussions in media, primarily about the need for new selection procedures at the entry of TE studies.

Due to demographic data we are facing with decreasing numbers of students in general, therefore the need for selection is not so urgent, as it was during the past years.

SPAIN

One of the most innovative measures introduced is the implementation of contract programmes, involving regional administrations and schools (both publicly- and State- financed). This model mirrors the one used by Universities and Autonomous Communities, to establish financing and resources to achieve a number of goals. The Ministry will provide €20M a year, and so will the Autonomous Communities, for the next three years. All this will address over 4.000 Primary and Secondary schools (18% of the total). Apart



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from this, the Government will supply €18M a year to cater for extra resources for schools in special contexts.

Other measures included in the programme are:

- **Initial qualifications:** the Ministry will supply €10M per year to the Autonomous Communities (until 2013) to increase the number of places for Initial Professional Qualifications Programme for young people at risk.

These courses deal with the foundations of a profession; provide professional certification and a chance to obtain a degree in Compulsory Secondary Education or access to Vocational Training. This measure was already implemented in a programme aimed at early school leavers in 2008, whose goal was to reach 80,000 places in 2012. This year there are 70,000 of them.

- **Reinforcement plan:** A programme to reinforce, counsel and support, in which both the regional and national education authorities collaborate, has been in progress for some years. The initial €62M budget for the next three years has already compromised €50M to back up ongoing activities.

The rest of the budget will be used to include other education stages at those schools or for *concertado* schools (publicly-funded private institutions). In addition, support will be provided to successful students, with a budget of €9,5M for the next three years.

- **Vocational studies:** On the one hand, the Autonomous Communities will be given €120M during the next three years to spread medium and higher level vocational training. On the other hand, there is a budget of €17.5M for the next three years to validate student's previous working experience as ECTS to complete a vocational training degree.
- **Languages:** There are €24,8M devoted to teacher's linguistic competence in foreign languages; €18M for training, €1,5M for international exchange, €2,5M for native teachers and language assistants in classrooms. Besides, there are €6,8M for students to learn languages abroad or in immersion courses in Spain.

- **Universities:** There is a budget of €9M to adapt doctoral study programmes to the new European standard, in addition to €10M to foster mobility and attract shared programmes with other universities.
- **Grants and scholarships:** A bonus of €129M will be injected in the next three years to spread grants to a wider range of students and introduce academic excellence scholarships.
- **Teachers:** a budget of 11M, which will be put in by the autonomous communities, is to be used for in service training, initial training monitoring and innovation in education.

Some of the initiatives that the Ministry of Education has co-financed with the Autonomous Communities are:

- **School 2.0:** School Program 2.0 is an integration of Information Technology and Communication (ICT) in schools, which includes personal use of a laptop computer by each student. The aim is to launch the XXI century digital classrooms, classrooms equipped with technology infrastructure and connectivity.
- **Cohabitation:** Cohabitation is a training objective in itself and fundamental educational process will not only set standards discipline.
- **Compensatory:** The Compensatory Education Program is to ensure access, retention and promotion in education of students in social disadvantage, from ethnic minorities, immigrant groups and families with serious socio-economic difficulties. Similarly, this program caters to students who must spend long periods of hospitalization and convalescence. According to their different characteristics, these students have, from a school gap significantly, to difficulties in finding educational and support needs arising from their late entry into school, an irregular school attendance or a lack of Spanish, coming from other countries.

To serve students who are within the Compensatory Education Program at the Centres



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for Primary and Secondary Education, the Administration will provide the centres that enrolled in school a sufficient number of pupils with compensatory educational needs support teachers and resource materials.

- **The art education as a platform:** Artistic education is designed to provide students a quality arts education and to ensure the qualification of future professionals in music, dance, drama, visual arts and design.
- **Masters in Secondary:** The objectives are: (1) State the different procedures to be used for the development of Articles 94, 95 and 97 of the LOE, relating to the profession of Middle and High School Education, Vocational Training and Official Language School. With its advantages, shortcomings and alternatives. (2) To present specific calls and regulation of the autonomous communities and universities with respect to the Master of Secondary Education Teacher. (3) State the mode of invitation, development, management and evaluation of the Practicum and alternatives to what exists: it is necessary prior training of tutors in secondary schools and university, other provisions and recognition of their work and support to the centers. (4) Analyze the problems in the first year of implementation of the Master. (5) To share experiences and identify best practices. (6) Try to establish benchmarks and recommendations.
- **Mentor:** The objective, open learning, open and distance learning via the Internet. Learning throughout the life of the Ministry of Education in collaboration with a number of institutions (Ministries, Ministries of Education of the Autonomous Communities, Schools...). It has more than 100 online courses with open enrollment and ongoing close attention to the student tutorial and more than 350 classrooms in operation.

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

In accordance with our internal agreement, we have set up the procedure to create the new ENTEP membership position: ENTEP EMERITUS MEMBER. Through this new status, we would like to recognize the whole activity of the ENTEP members who had a great contribution to our network development and evolution. We are honoured to announce that the first two EMERITUS MEMBERS are Cveta Pucko from Slovenia and Lucien Kerger from Luxembourg, two very important persons from the professional field of educational sciences in general and more precisely experts in Teacher education. We are very grateful to our colleagues for their dedication and devotion... In the future, they will always be in our hearts, and also in the same partnership position.

The next country which is making a very serious offer to host the autumn ENTEP meeting is England. We are very grateful to Michael Day and to the English Ministry of Education for this generous proposal.





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As I mentioned previously, I strongly believe that the 25th ENTEPE conference organized under the patronage of the Ministry of Luxembourg will enter our ENTEPE grate events gallery – then we would like, on behalf of all our colleagues, to thank once again to all the inspired and wonderful speakers, to the generous and dedicated organizers - the Ministry of higher Education, the University of Luxembourg, Mr. Kerger and Danielle Wagner for the unique scientific contribution to our ENTEPE community.

Romita IUCU
ENTEPE Coordinator

March 2011-03-16
