



EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

XXIV. ENTEPE Conference in Mattsee

I.

Due to the fact that the ENTEPE Meeting, during the Belgian Presidency of the European Union could not be hosted by Belgium after all, Austria offered a possibility for an ENTEPE Conference in Mattsee near Salzburg. This meeting took place from October 8 to 10.

II. The ENTEPE meeting

The internal ENTEPE conference was organized by Otmar Gassner, the Austrian representative in ENTEPE. It mainly focused on internal ENTEPE issues with the main purpose being the handover of the Coordinatorship and to continue work on the current CPD text, the issue of doctoral studies within the Bologna structure, and to decide on another future topic for ENTEPE members to further engage in.

The topic chosen at the last conference in Madrid is planned to be “**Continuous Professional Development (CPD) as a lifelong process in the continuum of EU teacher education** – individual participation, partnerships and systemic approaches.”

As CPD has been a working theme for quite some time in ENTEPE and its various implications and components have implicitly been connected to the topic of

the vision of a European Teacher, (published in the latest ENTEPE edition) the new role of school leaders and the lifelong process of professionalization including a systemic induction phase and continuing qualifying phases on the job are now in the focus.

For several years studies on the improvement of students' / pupils' performance, the so called 'outcome discussion', have come up with findings that leave no doubt about the close correlation between the professional development of teachers and increased student achievement.

Just lately the importance of the teaching profession was also highlighted at an Informal Ministerial Meeting in Gothenburg in September 2009 under the Swedish Presidency of the EU and this was followed by the adoption of new Council Conclusions on the professional development of teachers and school leaders.

These Conclusions further develop and extend the European agenda for improving the quality of teaching and teacher education that was set out in Conclusions of November 2007, and developed in the Conclusions of 2008. The fact that teachers have been the subject of Council Conclusions in three consecutive years highlights the growing importance that Ministers attach to improving Teacher Education systems.

Given their relevance for policy review in



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general and as a constructive basis to intensify ENTEPE's further work under this topic, the new Council Conclusions offer a good opportunity to review the present situation in the Member States in this context.

Furthermore "it is essential that initial teacher education, early career support ('induction') and continuous professional education are treated as a coherent whole". This is one of the very important systemic views that was highlighted in the former ENTEPE paper on CPD as well and was discussed in depth in several conferences.

That **'teachers themselves must become aware of and reflect on their own needs** for further professional expertise', in the context of their specific school environment; is another issue pointed out in the above mentioned ENTEPE paper on CPD¹.

In their preliminary contributions to this CPD topic, all ENTEPE members involved had stressed the fact that teachers should take greater responsibility for their own continuous professional learning. At the same time, concern had been articulated about too few opportunities to participate in CPD programmes as well as the question of the relevance of these offers to individual needs.

The current discussion of ENTEPE members during the conference in Madrid and the continued work in Mattsee centred on the following questions:

Is there a common European mental picture on CPD?

1. How are teachers encouraged to review their work continuously?
 - Are they encouraged at all?
 - If so, how...by whom?
 - If not, who could or should take the lead for such action in your country?
(Self-evaluation / external evaluation / school leader...)
2. Do these actions or activities lead to any increase in the awareness for needs of CPD, of specific CPD
 - on the side of teachers
 - on the side of school heads
 - on the side of supervision bodies?
3. Do school leaders have opportunities to develop new competences in the area of detecting needs for CPD in their staffs according to new skills they should further be able to gain? (CPD for school heads in this respect?)
4. Are all actors in the participating institutions of TE encouraged to enter a cooperation process for sharing knowledge about the latest developments in the field of TE?
 - to create transparency for a functioning continuum of ITE – IND – CPD with opportunities to feed back to the single institution to promote further systemic responses for the best of all partners
5. Is there an awareness on the side of policy makers as well on that of teacher educators and schools that

¹ O. Gassner, L. Kerger, M. Schratz, 2010. The first ten years after Bologna. Bucharest, p. 105



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all these efforts may or even should also serve a need and an attempt for mobility within the EU?

- on the one hand for the exchange of staff sharing knowledge
- on the other to possibly cover lacks of teachers within the EU

6. In your national context, what can be done at no additional cost, to initiate about these changes?

The answers of ENTEP members to these questions in detail will be included by Ursula Uzerli and Paul Holdsworth in the next draft version of the new CPD text on the above mentioned topic. It is then planned to finalise this text after the spring meeting 2011 and to publish it on the ENTEP Homepage.

As Paul Holdsworth (ENTEP member from the EU Commission) had to attend another conference the coordinator presented his report on current work at the European Commission:

Thematic Working Group (TWG) 'Teacher Professional Development'

This new group takes over the work started by the Cluster 'Teachers and Trainers'. Its task will also be to organise peer learning on the priority themes previously identified by Ministers, but within a shorter timescale and with a clearer focus on producing written outputs that are directly relevant to policymakers, such as Handbooks for Policymakers. This will imply new working methods.

There are more Member States represented than there were on the

Cluster: only BG, EL, FR, IT, PT, RO, SK are currently not represented. ATEE and ETUCE are represented.

In a first discussion, it was decided to focus on four topics:

- attracting the best into teaching / making the teaching profession more attractive
- quality in Teacher Education / continuing professional development
- Teacher Educators
- core competences for teachers

Small groups on these four themes have been established; they will work together before the next meeting to map our possible approaches to peer learning on these themes, and possible products.

A TWG on the Assessment of pupil's competences started work in October.

A TWG on Maths, Science and Technology will start in November.

PLA Teacher Educators

A successful Peer Learning Activity on policies relating to the Teacher Educator profession was held in Reykjavik in June and its policy conclusions are published (http://ec.europa.eu/education/school-education/doc/prof_en.pdf).

PLA School Leadership

A Peer Learning Activity on policies relating to School Leadership will be held in Limassol in October.

Handbook for Policymakers on the induction of new teachers

This text, based upon peer learning and written by members of the Cluster, is the



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first Policy Handbook produced by Directorate-General EAC; it is now available on-line in six languages (EN, FR, DE, IT, ES, PL) at http://ec.europa.eu/education/school-education/doc2254_en.htm.

It has been presented to the Education Committee and to the meeting of Directors-General for School Education and was well-received.

Attractiveness of teaching

The Commission launched a Call for Tenders for a study on policy measures to improve the attractiveness of the teaching profession; the deadline was 15 October. The study should be delivered mid-2012.

School Leadership

The Commission launched a Call for Proposals to encourage a partnership to establish a European Policy Network on School Leadership. The Network, if established, would take forward research, analysis and peer learning to promote good policy on School Leadership. Initially, a budget of € 500 000 p.a. is set aside for four years. The deadline was also 15 October.

Similar Policy Networks for Key Competences and for the Education of Migrants are also planned.

III. Other ENTEPE business

New topics for ENTEPE to focus upon in the next conferences: besides doctoral studies within the Bologna structure with a special focus on TE and consequences for teachers' professional development

will be the selection and recruitment procedures for student teachers in member countries. The topic on doctoral studies will be coordinated by Michael Schratz, one of the Austrian representatives on the basis of the so far work of Per Klingbjer, the Swedish representative.

Michael Day, the UK representative in ENTEPE will coordinate the work on selection and recruitment of student teachers and design a questionnaire to receive a first overview. This will be sent around and a first overview will be presented at the next meeting, so that first results can be discussed in Luxemburg to decide the further steps in this field of work.

IV. Recent changes of ENTEPE ministers' representatives

The coordinator warmly welcomed the new representative from Portugal, Ana Paula dos Reis Curado, who has already been a member in ENTEPE a few years ago.

ENTEPE members will be informed about further changes of representatives at the next ENTEPE Conference in Luxembourg.

Ursula Uzerli thanked all members of ENTEPE for their support in the three and half years of her coordination responsibility. She also especially mentioned the Coordination group's collegial and outcome-oriented efforts.

Looking back on this time she highlighted in particular the improved cooperation with the work of the Cluster 'Teachers



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and Trainers' at the European Commission, where she is also the ENTEPE representative, and the increased interest in the forthcoming work of ENTEPE that has been generated.

The new Coordinator, Romita Iucu, Vice-Rector of the University Bucharest, has been a member of the Coordination Group and is also experienced as the Romanian representative on the above-mentioned Cluster. He will start his work with the support of Florentina Paiu, who will be engaged in ENTEPE Homepage issues after the Mattsee Conference.

In a small ceremony a well known Rumanian song was presented by the new coordinator which created a festive atmosphere and was highly appreciated by the present members.

The outgoing Coordinator conveyed her best wishes to the incoming Coordinator for the coming three years and trusts he

will receive the same level of support from all members and especially the Coordination Group as she has experienced



The next ENTEPE conference is planned to take place from March 10 to 13, 2011 in Luxembourg.

Ursula Uzerli ENTEPE Coordinator