



# **ENTEPE MEETING AND CONFERENCE BRATISLAVA, SLOVAKIA 10. – 12. 11. 2016**

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## **Coordination Note**

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The ENTEPE meeting and the conference took place from November 10-12 in Bratislava, Slovakia. It was hosted by the Slovakian representative in ENTEPE, Mária Hlavatá, with support from the Ministry of Education, Science, Research and Sport of the Slovak Republic.

## **ENTEPE INTERNAL MEETING**

### **1. INTRODUCTION**

The ENTEPE meeting started with a welcome message by the host, Mária Hlavatá, the Slovakian ENTEPE representative, and Mojca Peček Čuk, ENTEPE coordinator. Together with the introductory welcome message, they provided general information about the entire schedule of the meeting and the conference. Practical arrangements were also discussed.

### **2. REPORTS ON ENTEPE LATEST ACTIVITIES**

- The ENTEPE book titled ‘Teacher Education for Multilingual and Multicultural Settings’ edited by Elgrid Messner, Daniela Worek and Mojca Peček, has been published. The book was presented to ENTEPE representatives and disseminated amongst them. The information on the book and how to order it can be found on ENTEPE web pages.
- Vlatka Domović revised her version of the discussion paper on ‘Teacher assessment and evaluation’ according to comments given by ENTEPE representatives at the Graz meeting in March 2016. The revised version with lines of inquiry was sent to all representatives and answers to questions were given by 14 representatives and countries.
- Daniela Worek and Romita Iucu revised their version of discussion paper on ‘20 years after Bologna’ which was sent to all representatives.
- Mojca Peček Čuk shared the contents of an email she received from Thomas Pritzkow, ENTEPE representative from EC. He gave an update on some of



Commission's current activities where the EC and ENTEPE could possibly benefit from synergies and should probably keep each other updated:

- Under its mandate on "system governance for school development/sustainable innovation" ET2020 Working Group on Schools is going to focus on teachers' and school leaders' careers and professional development in a PLA in the late spring. This may tie in well with ENTEPE work on teacher assessment and evaluation.
- Regarding the ENTEPE topic 'Preparing teachers to enhance learning in multilingual, multicultural and migrant contexts' EC has an ongoing project for a study in this field. The focus is on how Initial Teacher Education prepares teachers to deal with diversity. Results are expected by the end of 2016 or early in 2017.
- Schools as learning organisations is a topic of interest to ET2020 working group which may tie with the ENTEPE topic on institutional learning (in schools and elsewhere) titled 'Policy to link pupil learning, teacher/teacher educator learning and institutional learning (in schools, ITE institutions and CPD providers)'.
  - Elgrid Messner and Mojca Peček Čuk were invited to present ENTEPE at two conferences. Representatives discussed how to act in such cases. Information on ENTEPE might be found on ENTEPE web pages and some was gathered through a survey conducted among ENTEPE members focusing on ENTEPE internal procedures and possible new areas of interest in teacher education policies, research and development that can be taken up by ENTEPE (presented at Ljubljana ENTEPE conference in February 2015).
  - The ENTEPE logo is of poor quality and it is not possible to get it in vector version. Therefore, it is necessary to create a professional, high quality one. Joseph Giordmaina will ask if students at the University of Malta are able to create a new ENTEPE logo (modern, professional, new – and free of charge).

### 3. **TEACHER ASSESSMENT AND EVALUATION**

It was agreed that Vlatka Domović and Antoine Mioche will henceforth coordinate the work on this topic. Work in pairs and a discussion in the whole ENTEPE group on the topic was organized during the meeting.

It was decided that the discussion paper will be amended to take into consideration a 2015 publication by the EU Commission entitled *Shaping career-long perspectives on teaching: a guide on policies to improve Initial Teacher Education*. After that, it will be published on the ENTEPE web site.

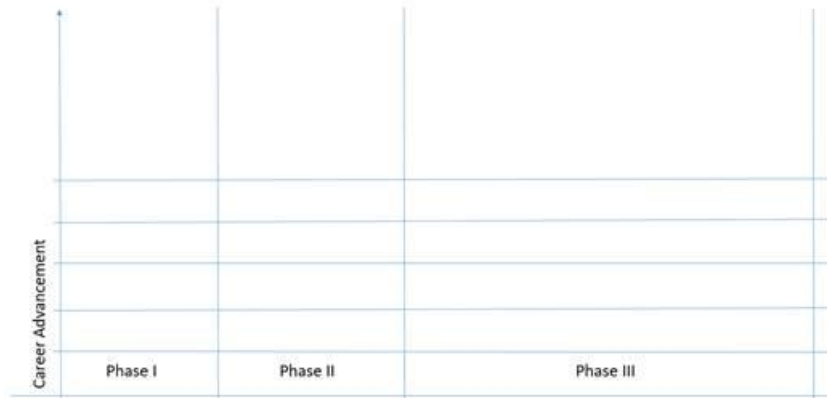
Discussion among ENTEPE representatives about the responses to the Teacher Evaluation questionnaire led to the conclusion that they are difficult to compare, partly because the information given by each of the respondents is different to the extent that it



reflects a different system, partly because respondents appear to have had different understandings of the questions.

How to go on with the topic:

- One avenue could be to ask ENTEPE members for additional information in the form of (a) context and (b) commentary of the evaluation systems. To help with the use of the data thus collected, it might also be helpful to have a structure, maybe one that divides the different phases of teacher education and the different stages:



- Alternatively, it might prove less demanding and more fruitful to concentrate on a “blind spot”. One question could be: How should data that got collected in the evaluation process can be used in the system? Other questions could be whether member states know what to do with the standards, how evaluators should get trained, who should train them, the extent to which teachers should be able to evaluate themselves.

After further debate, it was eventually decided that, in order to go further with this topic, ENTEPE would:

- maintain its focus on primary and secondary schools as explained in the discussion paper;
- refrain from trying to duplicate what the OECD has done already;
- combine two types of exercise in the next two conferences: (a) a country presentation of its teacher assessment/evaluation system, possibly involving a panel of local stakeholders, and a friendly peer-review by ENTEPE members, and (b) description and analysis by, say, two or three ENTEPE members of their system as described by the OECD in its 2013 report entitled *Teachers for the 21st Century Using Evaluation to Improve Teaching*; the latter would provide an opportunity not only to take the OECD’s work on board, but also to bring into focus several distinct evaluation cultures in a sort of compare and contrast exercise to which all ENTEPE could contribute, regardless of differences of context and practice; it might also be possible to make time for one or at most two reflective papers/addresses by ENTEPE members (e.g. on competence frameworks), but this would be subject to the condition of a manageable agenda;



- draw on the conferences to produce a position paper on teacher assessment and evaluation; this should be concerned with actual practice as well as focused on policy;
- try to liaise with the EU Commission, because they are interested in this topic as well and it might be mutually profitable to work on this topic together.

#### 4. 20 YEARS AFTER BOLOGNA

A discussion on the topic was organized and it was concluded that:

- Daniela Worek and Francesca Caena will revise the discussion paper and Romita Iucu and Michael Schratz will comment and supplement it. Together they will henceforth coordinate work on this question.
- The discussion paper will be finished before the next ENTEP meeting in Malta 2017, so that all members will have the chance to read it and make comments on it.
- At the next ENTEP meeting we will discuss how to move on with this topic in detail. There is a suggestion to publish a book on the topic with the focus on mobility and to organise a big conference, combining the 20<sup>th</sup> birthday of the Bologna Declaration in 2019 and the 20<sup>th</sup> celebration of ENTEP in 2020.
- It was decided that the new working title of the topic will be “20 Years On And Not Much Wiser – Has Bologna Made European Teacher Education a Living Reality?”

#### 5. UPCOMING ENTEP MEETINGS AND CONFERENCES

The next ENTEP meetings and conferences will presumably take place in

- Malta  
Date: 20.04.2017 - 22.04.2017  
Main conference topic “teacher assessment and evaluation”.
- Portugal  
Date: 19.10.2017 - 21.10.2017  
Main conference topic “teacher assessment and evaluation”.

ENTEPE will be presented by Romita Iucu at the European conference on the recognition of international teaching diplomas which will take place in Frankfurt on the 29<sup>th</sup> and the 30<sup>th</sup> of March 2017 and by Elgrid Messner at the D.A.C.H-Seminar on governance in teacher education, which will be organized by the ministries of Austria, Germany and Switzerland in Zürich from 12<sup>th</sup> till 15<sup>th</sup> of March 2017.



## **REPORTS OF ENTEPE REPRESENTATIVES ON CURRENT DEVELOPMENTS IN TEACHER EDUCATION IN THEIR COUNTRIES**

### **AUSTRIA**

Elgrid Messner

The source referred to is the National Educational Report 2015, which is published every three years. The topics there are chosen and dealt with by educational scientists, the report is published by the Federal Institute of Educational Research and Innovation. Consequently the chosen topics are important in Austria's Education System at the time being. These are: Development of Primary School, Pupils' Assessment, Media Competence, Segregation, Early Drop Outs, School Leadership, School Autonomy and Educational Governance. On the other hand there are some major reforms in Austria's Educational politics which are being carried out by the new government and the new minister of education: a) € 750 Mill. investment in the implementation of All Day School (Austria's schools are half day schools), b) new law for autonomy of schools incl. clustering schools, c) model regions for implementing inclusive education, which means that special schools for disabled people are closed down. In the field of teacher education Austria is in the second year of implementing the new teacher education system with 4year Bachelor and 1-2year Master in teacher education for primary and secondary teachers in a cooperation between Universities and University Colleges.

### **BELGIUM – FLEMISH COMMUNITY**

Liesbeth Hens

New reform in teacher education is being planned; the plan is to reorganize teacher education towards a bachelor or master degree (now most of them are bachelor degrees, but some of them are neither). The new programmes are supposed to start in September 2019. In the new programmes a lot of attention is allocated to people who make a 'late' choice for teaching (side-entrants).

### **GERMANY**

Daniela Worek



There is a lack of teachers in some areas concerning the subject, the type of school and the region. The sixteen länder have various concepts and strategies to covering that lack.

Inclusion is still a big topic in Germany and the länder think about the best form of implementing this topic in initial teacher education.

Further there are many, many different projects for further education of teachers for German as a Second or Foreign Language and for intercultural competencies. A lot of the resources go into intensive classes for refugees and students who need to improve their German.

National and European conferences for the recognition of international teacher diplomas show the importance of the recognition of international teaching diplomas.

## **ITALY**

Francesca Caena

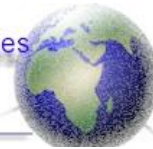
Extremely ambitious framework law (La Buona Scuola, July 2015) aims to raise quality in the educational system, giving real autonomy to schools (since 2000 there has been school autonomy, but it has been very limited in practice), giving them more financial and human resources, introducing an extraordinary enrolment plan for teachers, and thus more opportunities to develop schools pursuing context needs and innovation (within the 3-year school plan). It introduced compulsory teacher CPD, linked to the school curriculum and teacher development. The reform of ITE will be following a Decree coming in January 2017. It is not defined yet, but the following outlines were proposed: for secondary schooling, after a specialized master for teaching, there will be one semester of teaching practice at schools (with mentoring). Teacher assessment has been introduced (not connected to the career): headmasters can decide which teachers get incentives according to criteria decided by a school committee. The status of teachers is changing; new teachers have to apply directly to schools, then they get a three year contract and if their profile and expertise is no longer required they might have to apply again to other schools where there are vacancies. Headmasters acquire more powers (hiring, firing, deciding what human resources they need); they will have to go through a national examination with the focus on the competences needed in the new system. Headmasters will be evaluated with an impact on salary; their evaluation will be linked to school evaluation.

## **LUXEMBOURG**

Christian Lamy

### Elementary School

#### **1. Governance by region**



Fifteen regions replace the inspection districts. The regional directorates are expected to become a focal point for national education in each region. They centralize the inspection functions, but also the care of pupils with special or specific needs.

## **2. The development of schools**

The School Development Plan (PDS) replaces the School Achievement Plan and brings together all the steps and actions taken by the school to improve the quality of education. It describes the steps each school takes in a number of key areas: learning methods, relations with parents, supervision of pupils with special needs, cooperation with daycare houses and other structures of the non-formal education, ...

## **3. A School for All: Students with Special Needs**

The multi-professional teams and the school inclusion committee are reorganized at regional level for greater efficiency. Specialist teachers are recruited and assigned directly to schools to intervene in favor of pupils with special needs. At the national level, competence centers are created for children with behavioral or learning disabilities.

## **4. Evaluation and orientation**

The intermediate balance sheets are adapted for better readability. A new orientation procedure for the transition to secondary and technical secondary education takes more account of the parents' perspective.

## **5. Modern educational programs and materials**

A National Program Council is established to ensure program coherence and take into account input from civil society. National curriculum committees are established for basic education. They must regularly adapt school curricula and teaching materials, guaranteeing modern teaching through modern tools.

## **6. An open and participatory school**

The involvement of parents in school life is essential for the student's success and fulfillment at school. To strengthen school-family collaboration, a genuine partnership is established at national level. Three mediators are appointed to resolve conflicts and make recommendations on the school system.

### Secondary School

## **1. The development of schools**

To better meet the needs of an increasingly heterogeneous population of pupils and to diversify educational offerings at the national level, greater autonomy will enable the lycées to take decisions (training paths, pedagogical approaches, recruitment of staff, ..) best suited to the profiles of their students.

## **2. Promoting Talent**

In order to take more account of the diversity of pupils' talents and better prepare them for an increasingly specialized academic world, the new organization of the sections to the upper classes of classical secondary education will allow for new combinations of disciplines in depending on the profile of the school. To improve the student's chances of being admitted to



the university of his / her choice, the certification of the national examination becomes more detailed and more focused.

In the 8th and 9th grades of technical secondary education, language and mathematics courses will be organized in the basic and advanced courses, the pupil being able to follow in each of these disciplines the level most suited to his individual profile. In order to help the young person make relevant choices and to move towards training leading to maximum chances of success, guidance will be reinforced in these classes.

### **3. Support and guidance**

The reform introduces a coherent set of support and supervision measures to support pupils in difficulty and to bring each person to maximum personal abilities.

### **4. "e-Skills"**

To prepare young people for highly specialized positions in this rapidly evolving economic sector, a range of digital training courses is offered at all levels of secondary and technical secondary education.

### **5. Modern educational programs and materials**

In order to fulfill its mission of education, socialization and qualification, the school must keep pace with the rapid evolution of society, the academic world and the labor market. The reform sets up the exchange and working structures needed to regularly adapt school curricula and teaching materials, guaranteeing modern teaching through modern tools.

### **6. An open and participatory school**

The involvement of parents in school life is essential for the student's success and fulfillment at school. To strengthen school-family collaboration, a genuine partnership is in place. The participation of students in the life and decisions of their institution is also deepened. At the same time the school must be open to the outside world and take account of societal developments in order to prepare students to meet the demands of a world subject to increasingly rapid fluctuations. To this end, an exchange structure with representatives of civil society is set up for the design of school curricula.

## **MALTA**

Joseph Giordmaina

There is in progress a change in the law of education: it will now be more focused, with tertiary education having its own law, and school education having a separate law. Presently there is one law that covers all education from kindergarten to university. In secondary schools there is an introduction of new subjects: 11 areas of vocational education. These will complement traditional academic education. It is envisaged that these will motivate students more in areas that they are interested in following. There is also the setting up of what are known as Alternative Learning Programmes: schools that aim at arriving the same level of secondary education, but using a different route. Co-education has been introduced in state schools, with the possibility of its introduction in church schools in the near future. Co-





education has been in place for some time in independent schools. The B.Ed (Hons) 4 year course has been replaced by an MTL (Masters in Teaching and Learning) that students will read for, following their first degree of studies. This, in effect means that one has to follow a five year or a six year course to become a teacher – which, in a country where unemployment is low, and possibilities for alternative jobs are high, is not motivating students to follow a career in education. The introduction of the MTL has been completed by the introduction of mentoring in schools. The role of mentors is to guide education students in class, something that is logistically difficult for lecturers to do from University. On the whole in Malta, teachers' conditions are relatively perceived to be good conditions, but salaries, compared to other areas that necessitate a Master's level of education as an entry requirement, are relatively low.

## **PORTUGAL**

Maria Luisa Oliveira

Ten years ago a big reform of the education system took place in Portugal. Teachers and school principals were not prepared for it. It led to teachers suffering from burnout and lack of motivation. Around 20.000 teacher candidates have not been placed. The average age of teachers at school is 50.

Nowadays:

- A National Program to Promote School Success (PNPSE) is now being developed. It is aimed at promoting the quality of student success and the development of skills in the context of the 21st century, bearing in mind the role of education in fostering community development;
- Some changes are also occurring regarding the valuation of continuing teacher education, which at the moment stems from the characterization and needs pointed out by the different organizational units, with a special emphasis on the learning teaching process in the context of the classroom, the articulation of knowledge, pedagogical supervision and the professional development of teachers, with a view to their capacity to promote the development of students' competences;
- The curricular development has been subject to systematic debates involving all educational actors. The latter carried out involved students of different levels of education and from different geographic regions of Portugal, in order to guarantee the adequacy of possible changes according to their feeling, wishes/desires(?) and motivation;
- Moreover, some conceptual changes regarding the incidence of national exams in the various schooling cycles have been made, mainly on the valuation of continuous and internal evaluation to the detriment of external evaluation - commonly referred to as exams -, whose focus was on the theoretical knowledge disconnected from knowledge in action, fact that undermined the development of transversal competences, which are fundamental



for the formation of responsible, intervening citizens capable to overcome the challenges of the 21st century;

- A committee was created to promote the reflection about a new Autonomous Public School Model;

It seems that, nowadays, the lack of motivation of Portuguese teachers is mainly related to the excessive bureaucratic work of schools and the freezing of their professional career. It is also known that teaching work needs to be focused on the process of teaching/learning and to reflect on different themes as hypothesis of change in order to define and implement adequate measures to overcome detected constraints.

## SLOVAKIA

Mária Hlavatá

Slovakia has new government since March 2016. In the government manifesto for years 2016 – 2020 are identified four main theses – tasks for the coming period:

- school management
- attractiveness of the teaching profession
- professional standards
- applicants for initial teacher education

In the area of school management the Ministry of Education, Science, Research and Sports of the Slovak Republic is preparing an analysis of the current situation in the field of **school management** and afterwards will propose measures to strengthen it. It is necessary to strengthen the transparent management, team collaboration and open communication across all stakeholders (founders and school management, teaching teams, professional staff, pupils, parents). It is essential to introduce zero tolerance of mobbing, bossing, bullying and unworthy behavior towards adults and children. The aim is to take measures to strengthen school management and its administrative and professional background to ensure that the school is able to quality fulfill its role and is able to be well-managed organization.

The Ministry of Education, Science, Research and Sports of the Slovak Republic is going to prepare the National Project of Education Development. Within the National Project of Education Development ministry is going to prepare the medium-term plan for increase the **attractiveness of the teaching profession**, taking into account the examples of good practice and international research projects with the participation of the Slovak Republic. Prepare draft criteria for determining the attractiveness of the teaching profession, to evaluate the current situation and propose a target state in the coming years. In parallel with the adjustment of financial remuneration of teachers it is also necessary to think about a new job description for teachers, new motivational tools to improve the expected performance of the new rules to ensure appropriate working conditions for teachers and to meet their professional needs. The changes should be considered not only within the intention of the present system, but also regarding to expected changes - strengthening analytical, critical and worth thinking of pupils,



strengthening freedom of teachers in the choice of forms and methods of education, support of inclusive education, strengthening individual approach to pupils. The aim is to create conditions to increase the attractiveness of the teaching profession through its financial evaluation, favorable working environment and promote quality of his/her work; increasing the financial awards will be made in all categories of teaching and professional staff with particular emphasis on starting (novice) teachers.

Within the preparation of the National Project of Education Development ministry is going to revise the **professional standards** of each category of teaching and professional staff, for each career degree and career position, and if necessary improve it to ensure, that the expected changes in the school system will be realized by highly professionally trained and motivated teachers and other specialists. The aim is to create legislative changes in the system of continuing education, credit system, career system and attestations in relation to professional standards of teaching and professional staff.

Within the preparation of the National Project of Education Development ministry is going to prepare **standards for applicants for teaching study and graduates of teaching study**; suggest a way to enforce these standards of practice in higher education. Following the adoption of the new standards we can expect the decrease in the number of teacher-training colleges, as well as the number of student teachers. The problem will be to find a way to force universities to comply with the established rules. The aim is to take measures to guaranteeing high standards of applicants for teaching study and graduates of teaching study and significantly improve their preparation for the teaching profession at secondary schools and universities, so that teachers can become only talented people ready for practice.

## **ENTEPE CONFERENCE:**

### **‘GETTING TEACHERS ON BOARD – HOW TO ATTRACT THE TEACHING PROFESSION?’**

The goal of the conference was to discuss teacher education in the Slovak Republic.

The conference was opened by Mária Hlavatá, ENTEPE representative from Slovakia, who organised the conference with support from the Ministry of Education, Science, Research and Sport of the Slovak Republic, and Mojca Peček Čuk, ENTEPE coordinator.

The opening was followed by 5 presentations and a discussion after each presentation:

Mária Hlavatá, Department of Teaching and Professional Staff, Division of Regional Schooling, Ministry of Education, Science, Research and Sport of the Slovak Republic  
„Teacher Education in the Slovak Republic“



Štefan Porubský, Department of Elementary and Preschool Education, Educational Research Center, Faculty of Education, Matej Bel University, Banská Bystrica

„The Initial Teacher Education at Slovak universities: Contemporary situation, problems and challenges“

Darina Výbohov, Deputy Director General for Teaching Activities, Methodological and Pedagogical Center, Bratislava

Mria Šndlov, Deputy Director for Teaching Activities of Regional Workplace of Methodological and Pedagogical Center, ilina

„Support of the Professional Development of Teachers and Implementation of Continual Education of Teachers in the Slovak Republic since 2009“

Monika Rybov, Department of Secondary Vocational Schools and Conservatories, Division of Regional Schooling, Ministry of Education, Science, Research and Sport of the Slovak Republic

„Framework of continuous Training of VET Teachers and VET Trainers“

Kornlia Lohynov, Teacher and the Ambassador of project eTwinning in the Slovak Republic, Secondary Vocational School - Hotel Academy, Bratislava

„How eTwinning supports Teacher’s Professional Development“

The presentations (in Powerpoint format) are available on the ENTEPE website.

ENTEPE Coordinator  
Mojca Peek uk

#### Acknowledgements

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