



## **ENTEPE MEETING AND CONFERENCE**

### **Coordination Note**

**3<sup>rd</sup> – 5<sup>th</sup> of March 2016**

Graz, Austria

The ENTEPE meeting and the conference took place from March 3-5 at the University College of Teacher Education Styria, Austria. It was hosted by the Austrian representative in ENTEPE and the Rector of the University College of Teacher Education Styria, Elgrid Messner, with support from the Federal Ministry of Education and Women's Affairs, and the Regional Ministry for Education and Societal Affairs, Styria in Austria.

Three new ENTEPE members participated in this meeting: Vilma Bačkiūtė – *Lithuania*, Antoine Mioche – *France*, Joseph Giordmaina – *Malta*. All were recently appointed by their respective authorities.

## **ENTEPE INTERNAL MEETING**

### **1. INTRODUCTION**

The ENTEPE meeting started with a welcome message by the host, Elgrid Messner, the Austrian 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 one-day international conference. Practical arrangements were also discussed.

In their introduction, the Austrian host and ENTEPE Chair extended a warm welcome to the new ENTEPE representatives from France, Lithuania and Malta.

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

- Elgrid Messner, Daniela Worek and Mojca Peček Čuk gave an update about the current ENTEPE publication, *Preparing teachers to enhance learning in multilingual, multicultural and migrant contexts*. Ten articles have been received and reviewed; 3 or 4 more articles should be submitted for inclusion in the final publication. Contributions which are in hand have already been reviewed by editors and some Austrian colleagues who have expertise in this field. The book will be financed by the Ministry of Education in Austria and by AXA / DBV from Germany. It will be published by Leykam in October 2016.

- Mojca Peček Čuk shared the contents of an email she has received from the Centre International d'Etudes Pédagogiques, inviting ENTEPE to participate in the ERASMUS project



Cross-curricular teacher training project – CROSSCUT. In the following discussion, it was agreed that ENTEPE is not able to engage in projects such as this. It was also agreed that the French representative in ENTEPE, Antoine Mioche, will get in touch with the Centre to complement the official ENTEPE response.

### 3. ENTEPE NEW AREAS OF INTEREST

At the Ljubljana ENTEPE meeting in February 2015, ENTEPE had started discussions about possible new areas of interest. At the Luxembourg ENTEPE meeting in November last year, four topics were identified for ENTEPE to work on in the future. Additionally, the decision was reached that for each of the topics, a draft discussion paper would be written ahead of the Graz meeting.

Drafts for all four discussion papers were prepared and sent to representatives prior to the meeting in Graz. These proposals were discussed at length, initially within small working groups and subsequently with all ENTEPE members present in Graz. The discussions focussed on how to organise the topics in the future if these are going to be pursued by ENTEPE. The following decisions were reached:

#### 1. 20 years after Bologna: does it work; what is relevant for/in teacher education?

The discussion paper is elaborated very comprehensively. However, a clearer analysis on the purpose of the topic and its added value for ENTEPE are necessary. An updated version of the discussion paper and specific activities which could be conducted on the topic will be proposed by the next ENTEPE meeting in Bratislava.

#### 2. Teacher assessment and evaluation

Although there were some minor comments on some parts of the discussion paper, it was agreed that the topic, the rationale and added value for ENTEPE are all clearly proposed. Specific activities which could be conducted around the topic were elaborated upon during the meeting. The ENTEPE members working on this topic have agreed to revise aspects of the discussion paper and give feedback to Vlatka Domović. An attempt will be made to draw up a number of questions about teacher assessment and evaluation which will be sent to ENTEPE members. The latter will be invited to complete the short questionnaire by the end of June 2016. The replies reflecting the situation of teacher assessment and evaluation in the different countries will inform the basis of a comparative analysis. An update on the status of the work undertaken will be presented at the next ENTEPE meeting in Bratislava in autumn 2016.

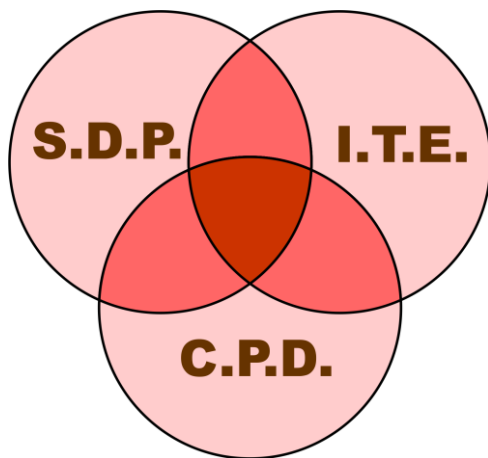
#### 3. Teacher competence development

It was agreed that the members interested in pursuing the topic of Teacher Competences need to discuss this initial suggestion further in order to clarify what ‘research’ they would like to do around this topic. One possible research question could focus on how different countries evaluate different competences. In defining the focus/topic, members have to keep in mind what kind of research is manageable by ENTEPE. Another issue to be considered relates to the recommendations which can emerge from this topic. Members were asked to consider whether this topic could be linked to Topic 1. Further elaboration of this topic will be done until the next ENTEPE meeting.



4. Policy to link pupil learning, teacher/teacher educator learning and institutional learning.

Similarly to Topic 3, it was agreed that a more substantial and comprehensive draft of the discussion paper will be prepared and presented at the next ENTEP meeting. The group is interested in conditions and factors that potentially offer improved opportunities for learning of teachers in order that they in turn may improve the learning environments which they create for their learners. The focus of the research appears to be on the 'meeting area' which brings together the school environment (through the school development plans – SDP), continuous professional development (CPD) and initial teacher education (ITE).



#### 4. UPCOMING ENTEP MEETINGS

The next ENTEP meeting will be in November 2016 in Bratislava. In 2017, the spring meeting might be in Malta and the second meeting could be held in Belgium or in Portugal.



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

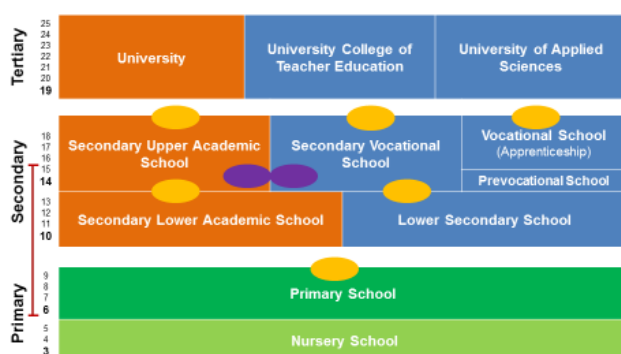
## AUSTRIA

Elgrid Messner

Austria, a country with approximately 8.5 million inhabitants on a fairly small area has slightly more than 6000 schools where 1.2 million pupils are taught by around 110,000 teachers. The Federal Ministry of Education and Women Affairs is in charge of the coordination of the central tasks of schools, while the tasks of universities and higher education are settled at the Ministry of Science and Research.

At the time being there is an ongoing reform in teacher education based on the Teacher Education Act 2005. Up to 2005 teacher education mirrored the differentiation in Austria's school system, the reform aims at changing this school system on the long run, especially in the field of lower secondary schools which are highly selective.

In order to understand teacher education it is necessary to understand the Austrian school system: Voluntary Nursery Schools start at the age of 3 and go on to the age of 6. The 9 year compulsory education starts at the age of 6 with 4 years of primary school followed by 5 years of secondary school. Based on different entrance requirements there are mainly two types of secondary schools: Secondary Lower Academic School and Lower Secondary School (lower level). After the first four years of secondary school upper secondary education starts with either academic or vocational schools. There is the academic secondary school (upper level) on the one hand and a few types of vocational avenues like a prevocational year, part-time vocational schools (combined with apprenticeship) and vocational schools.



So up to 2005 there were three major routes into the teaching profession: a university based programme of 5 years for those who want to enter lower and upper academic secondary teaching; a higher education college programme of three years for those who want to enter compulsory school teaching; and a set of highly differentiated programmes for those

who want to become TVE teachers.

The new concept of teacher education aims at professionalization and harmonizing the academic standards of all teachers. In 2013 the college programme was lengthened from 3 to 5 years and academic qualification was introduced including bachelor- and master degrees at the so called newly established University Colleges of Teacher Education. At the same time the universities were asked to introduce didactics and pedagogy in their bachelor- and master studies of ITE. University Colleges and Universities are requested to collaborate in the master



degree programmes of ITE. So Austria has introduced a new scheme for teacher education that standardises educational requirements and reorganises and standardises the teacher education programmes offered.

The University College of Teacher Education Styria cooperates intensively with the University of Graz in implementing the reform of ITE. UCTE Styria offers primary teachers and secondary vocational teacher education in bachelor- and master programmes as well as CPD for all teachers on its own, together with the University of Graz it offers bachelor- and master degrees in initial secondary teacher education for 24 subjects. The situation in Styria is thereby very successful and pioneers the field of the Austrian reform of teacher education.

## FRANCE

Antoine Mioche

### The broader picture

The old *Instituts universitaires de Formation des Maîtres* (IUFMs, set up in 1989) operated for the most part independently of the universities whose graduates they contributed to train. Didactics and pedagogy were in the hands of IUFMs, while subject-based training was delivered by university departments, and only (or, latterly, mostly) the latter was evaluated at the national competitive exams (*concours*) organized to recruit into the teaching profession. Over the years, the disjunction had increasingly come to be felt as prejudicial.

This was initially dealt with by the introduction in 2009 of a new requirement for teacher candidates taking the *concours* to hold a Master's degree in the relevant subject area (a Bachelor's degree had until then been enough) and the later provision of on-the-job training for successful candidates.

The current reform combines a revamping of the national competitive exam which places decisive emphasis on pedagogical and didactic skills in addition to subject knowledge; the setting up, in lieu of IUFMs, of 30 Teaching Academies (*Ecoles supérieures du Professorat et de l'Éducation* – ESPEs) as components of universities (all by definition public); and the creation of specialist Master's degrees in Education and Training delivered by the Teaching Academies, the content of which is to combine subject-based teaching and didactics/pedagogy.

From the point of view of governance, the reform seeks to embed ITE more firmly in the broad framework Higher Education and Research, while stressing the professional dimension of ITE in addition to the more traditional subject-based training.

The whole reform has to be set against the background of a new framework law for Higher Education (July 2013), a revised framework for teacher competences (updating the 2010 framework), and the abovementioned framework for Master's degrees in Education and Training.



## Steering mechanisms

### • steering committee

Monitoring at system level is the responsibility at the Ministry of a joint Schools Directorate / Higher Education Directorate steering committee, which holds weekly meetings and has, e.g., regularly met with and provided support to directors of teaching academies as part of its remit more generally to identify opportunities and smooth out obstacles in the day-to-day implementation of the ongoing reform.

This 24-strong steering committee was appointed in the autumn of 2013. It is charged with the definition of strategic orientations, the system-level monitoring of reform implementation, the identification and dissemination of good practice and the formulation of further recommendations. It is thus part of its remit in particular to organize and facilitate consultations and ongoing stakeholder dialogue, most notably with a view to bringing together academic and school teacher educators, as well as fostering a closer linking between ITE and research.

The Steering Committee has a three-year mandate and holds monthly meetings. Its composition reflects the government's objective of consultation and strategic planning: 6 of its members are representatives of the Ministry for Schools, Higher Education and Research; 6 are representatives of universities and teaching academies (embedded in universities); 6 are drawn from the ranks of social partners; 6 are *ad hoc* experts.

### • accreditation

Initial accreditation both of the recently created Master's degrees in Education and Training (checking in particular conformity to the national framework for such degrees) and of the Teaching Academies programmes was the joint work of the Schools, Higher Education and Human Resources directorates of the Ministry.

Accreditation of the Teaching Academies is for a limited period, varying in this transition phase from 3 to 5 years (with a few exceptions in the form of accreditations for one year only, usually pending further assurances).

## The new Teaching Academies (ESPEs)

### • governance

The first Teaching Academies started operating in September 2013. Each Teaching Academy has a director assisted by two boards: a Board of Administration, chaired by a president elected from among those of its members who are appointed by the local Ministry representative and head of education (*recteur*), and a Scientific Board. Half of the members of the Board of Administration must be drawn from the teaching staff, and a third are external stakeholders. School strategy is embodied in a School Plan which must receive the *recteur*'s approval.

ESPEs have an Advisory Board which brings together representatives of stakeholders. The Advisory Board is consulted about transversal research projects, action research projects, and proposals for new training programmes. It reviews the reports of the steering groups (*conseils de perfectionnement*) in charge of separate programmes, and makes recommendations for





change to the ESPE Executive Board. It sets general objectives for CPD and also launches calls for proposals in CPD.

- **course offer**

A national framework, published in August 2013, defines the broad architecture to which Master's degrees in Education and Training delivered by Teaching Academies must conform. A common core of approximately two thirds is to be common to all teacher candidates, with the remaining courses reflecting specialisation in e.g. primary or secondary education. The framework also makes specific reference to periods of teaching practice and to initiation to research.

The core of approximately two thirds of courses that is common to all teacher candidates, regardless of their ulterior specialisation, in the template for Master's degrees in Education and Training to which ESPEs must conform, is designed to bring together Teacher Educators from primary, secondary and higher education. A shared culture of education is expected to result. ITE in the newly established *Ecoles supérieures du Professorat et de l'Education* (ESPEs) explicitly involves joint work by TEs from both a school and a HE background.

Collaboration between researchers in educational science, ESPE TEs and school-based TEs is designed to foster the development of what might be termed 'applied science', ie the transfer of research results to school pedagogical practice. Such a transfer does not occur spontaneously and takes time; it is expected such collaboration will help facilitate it.

Teaching Academies, together with the relevant departments of their host universities, retain a degree of flexibility in the implementation of the national framework. They may thus opt to offer a Master's degree in primary education only. This, however, is not entirely left at their discretion either, but is the result of consultations conducted between each Academy and the local Ministry representative and head of education (*recteur*), taking into account local needs and opportunities.

## **Prospects**

Aspects currently receiving special attention are:

- the implementation of the new combination of certification through Master's degrees, on the one hand, with recruitment into the teaching profession by means of national competitive exams, on the other hand;
- the attractiveness of the teaching profession, both generally (the revamping of ITE is designed in part to improve attractiveness, notably through the emphasis on training in the Teaching Academies), and also in specific areas (there is a recurring deficit in a few subjects, most markedly maths).

## **LITHUANIA**

Vilma Bačkiūtė

In Lithuania teachers are educated in 16 universities and colleges. Pedagogical studies may be:



- integrated in undergraduate university or college curricula primarily aiming at training pedagogical staff.
- integrated in graduate university curricula. As recommended, these studies should give graduates a pedagogical qualification for teaching a second subject or for performing an additional pedagogical role (vocational guidance counsellor, career counsellor etc.).
- taken up as an optional module of undergraduate university curricula that do not primarily aim at training pedagogical staff.

Persons with a higher education seeking to become teachers of a school subject (subjects) or vocational teachers may enroll in pedagogical studies under non-degree study programmes.

To make pedagogical studies more attractive, targeted scholarships are additionally granted to students of pedagogical studies who demonstrate good academic achievements. These scholarships may be granted only to state-funded undergraduate students enrolled in higher education institutions.

The following qualification requirements for teachers approved at the national level are in force:

- the job position of a teacher may be taken up by a person who has higher education, holds a pedagogical qualification, and has completed a study programme in a specific school subject.

The aging teacher workforce and the difficulties of attracting talent into the teaching profession emerge as a key problem in the medium and long term. They are two interrelated problems. The high share of teachers above fifty years of age or already retired is outstanding in international comparison. On one hand, schools in rural areas have difficulties in the recruitment of young teachers, but on the other hand, the small number of vacancies in schools makes it difficult for young teachers to get a job. As the shrinking student population results in optimization of the school network, teacher turnover has slowed down. Due to the small number of vacancies, employment prospects for new teachers are poor.

In order to attract young talented people to initial teacher education, the Lithuanian Government:

- established a targeted teacher education scholarship to support the acquisition of teaching qualifications to students having demonstrating good academic achievements;
- raised novice teacher salaries by 5% (other teacher salaries were raised by 3%);
- allocated budget funding for early retirement compensations to create more vacancies and provide more employment opportunities for young teachers.

In relation to in-service teacher training, all teachers have the opportunity to attend courses offered by regional teacher education centres, teacher professional development centres or higher institutions in order to enhance their knowledge or acquire a specialisation in special education.





## **ENTEPE INTERNATIONAL CONFERENCE: “TEACHER EDUCATION IN EUROPE”**

The goal of the conference was to discuss the main challenges in teacher education in Europe and to present recommendations which could be considered for ENTEPE’s future actions in the fields discussed.

The conference was opened by Elgrid Messner (rector, University College of Teacher Education Styria, Austria), Mojca Peček Čuk (ENTEPE coordinator, University of Ljubljana, Slovenia), Andrea Schmölder (Representative of the Federal Ministry of Education and Women’s Affairs, Austria) and Wolfgang Dolesch (Representative of the Regional Ministry for Education and Societal Affairs, Styria, Austria).

At the panel discussion Romita Iucu (Vice Rector, University of Bucharest, Romania), Vlatka Domović (Faculty of Teacher education, University of Zagreb, Croatia), Martin Polaschek (Vice Rector, University of Graz, Austria) and Elgrid Messner (Rector, University of College of Teacher Education Styria, Austria) discussed current issues, challenges, trends in European teacher education.

The panel discussion was followed by two sets of parallel sessions. In each set, participants could choose to attend one of four parallel sessions: the four parallel sessions in the morning focused on the Induction Phase; Inclusion; International Mobility; and Continuing Professional Development of Teachers. The four parallel sessions in the afternoon session included: Multilingualism and Multiculturalism; Early Childhood Education; School Leadership and Teacher Competence (refer ppts from the parallel sessions on ENTEPE web pages).

Reports and recommendations from all the parallel sessions were presented at the end of the conference (refer ENTEPE web pages).