



## ENTEPE MEETING AND CONFERENCE

### Coordination Note

19<sup>th</sup> – 21<sup>st</sup> of February 2015

Ljubljana, Slovenia

The ENTEPE meeting and the conference was organized by Mojca Peček, Slovene representative in ENTEPE, with support of the Ministry of Education, Science and Sport of the Republic of Slovenia, the National Education Institute of the Republic of Slovenia and the Faculty of Education, University of Ljubljana. It took place from February 19<sup>th</sup> to 21<sup>st</sup> at the Faculty of Education, University of Ljubljana, Slovenia.

### THE ENTEPE INTERNAL MEETING

#### 1. Welcome – general information by the Coordinator

The meeting started with an introductory and a welcome by the coordinator Mojca Peček. She provided general and practical information about the conference and the meeting.

#### 2. New ENTEPE representatives.

A special word of welcome was extended to the new ENTEPE representative Michèle Mombeek from the French Community of Belgium and Vlatka Domović from Croatia, to ENTEPE substitute of representative from Estonia Klemen Slabina and Daniela Gronold from Austria, and to Anja Smolič, who was nominated by the Ministry of Education, Science and Sport of the Republic of Slovenia as an ENTEPE assistant. A special acknowledgement went to Cveta Razdevšek-Pučko, former ENTEPE representative from Slovenia and ENTEPE emeritus member.

#### 3. Report on ENTEPE latest activities.

- An ENTEPE book titled *Changing role of teachers*, edited by Michael Schratz, Mojca Peček and Romița Iucu was published at the end of 2014 by UB Printing House.
- New developments in EDITE project were presented by Michael Schratz. For more information about the project please visit web pages: [http://www.edite.eu/edite\\_project](http://www.edite.eu/edite_project)
- Vlatka Domović and Mojca Peček edited the last issue of CEPS Journal in 2014 inspired by ENTEPE position paper “What is a ‘European Teacher’?”. The topic of the issue was “National vs. European within teacher education – Opportunities and Challenges”. In this issue a paper written by Michael Schratz titled “The European Teacher: Transnational Perspectives in Teacher Education Policy and Practice”, was published. [http://www.cepsj.si/pdfs/cepsj\\_4\\_4/CEPS\\_Journal\\_4-4\\_2014.pdf](http://www.cepsj.si/pdfs/cepsj_4_4/CEPS_Journal_4-4_2014.pdf)



- The ENTEP website is going to be transferred from the University of Bucharest to the University of Ljubljana.

#### 4. Questionnaire on ENTEP internal procedures and possible new areas of interest.

At the ENTEP meeting in Budapest in the beginning of July 2014 it was agreed to conduct a survey among ENTEP members focusing on ENTEP internal procedures and possible new areas of interest in teacher education policies, research and development that can be taking up by ENTEP. The aim of the survey was to get a general view of members' opinions and thoughts. Liesbeth Hens prepared, designed and programmed the questionnaire. She also analyzed the results and presented them at the meeting. Presentation was followed by a discussion.

The questionnaire was sent to all ENTEP representatives, including the 'sleeping' ones, and was open from 14/10/2014 to 04/02/2015. The majority of respondents have been ENTEP members for more than three years and most of them work in tertiary education, whereas a minority is employed by government departments. The group opened the question of responsibilities of ENTEP representatives to their respective ministries who nominated them. ENTEP members agree that a serious weakness of ENTEP is a large fluctuation of representatives. It is essential for the continuity and depth of the ENTEP work that representatives should have a longer mandate. Also broached was the question of whether the composition of ENTEP should be broadened to include other European stakeholders and candidate member state countries.

Most of ENTEP representatives believe that ENTEP would work better with a four year work plan which should be passed by its members. Different possibilities on how to improve ENTEP meetings were discussed: clearly defined topics; more goal-oriented work; more attention paid to the development of topics; clear agendas, etc. In relation to the question of how to increase the participation level of members and/or attract new members, the following ideas were mentioned: a four year work plan with engagement; to work on topics interesting to most countries; better defined goals; to become more visible; to put structures of teachers education systems of all EU countries on the ENTEP website and update them after every ENTEP meeting with reports on latest development in teacher education; to become a formal part of an EU organization; to liaise with other EU networks (TEPE, ATEE...); to get a budget, etc.. According to members, the greatest strengths of ENTEP are: mixed membership; members' dedication; willingness to honestly discuss their own situations; trust; no political trash talk; comradeship; professional competences of the members; a promising international setting to promote new educational policies. The discussion also focused on whether ENTEP meetings should be linked to an external conference or should conferences be organized around specific topics as ENTEP is operating at the moment? The group agrees that we should be flexible and sometimes perhaps have only an ENTEP meeting without a conference.

ENTEPE representatives provided several ideas for topics that could be discussed in the future:



- How to attract good students to teaching; for many reasons (low income; old, frontal method-based approach to teaching in teacher education; teacher education which narrows down the number of skills that are trained to teachers on subject they will teach; subject-oriented teacher education and teacher practice, etc.) popularity of teacher education and the teaching profession has decreased in some countries (for example, in Estonia) in the last 5 years.
- How to attract good teacher educators?
- What is a good induction?
- A conference dedicated to TE policies related to higher education institutions;
- Shaping teacher competences in quantitative diagnostic and quality based research on the basis of statements by teachers themselves;
- The problems of teachers' work in the environment where most students come from poor, socially excluded families;
- How to prevent teachers' professional burnout?
- Joint international research projects;
- Teacher assessment, self-assessment, feedback, mentoring in school contexts, linked to teacher competence frameworks;
- Student-centred teaching methods, communication and social skills, project managing skills: there is a severe lack of interest in the development of these competences in Estonian teacher education;
- In some countries (for example Estonia), in-service system is rather traditional, which responds well to traditional teaching methods in teacher education and schools. However, from 2015 professional training of teachers and school leaders is expected to reflect the following principles: active integration of participants; dissonance; equal value of theory and practice; focus on practice; duration. How can this be achieved?
- Mobility in Europe: it would be helpful if the contact persons for each country had relevant information available;
- ECTS in teacher education – consequences for the Bologna Process implementation;
- Hidden curricula – aspects regarding teacher education policies;
- Education, employment and deployment – open ways for people coming from other academic fields using an indirect pathway;
- Formal vs. informal in education and teacher education;
- How can research programmes, such as PISA, TIMMS, PIRLS, etc., assist to improve quality in teaching practice?

The group has agreed to go on with this discussion at the next ENTEP meeting and to pay more attention to developing a clear work plan for the future. ENTEP members agree that the next ENTEP topic/s and work method will be determined at the next meeting.

#### 5. Next ENTEP meeting and activities

ENTEPE members proposed to send Ursula Uzerli a report and conclusions from the conference so that she can complete the Discussion Paper on Preparing Teachers to Enhance Learning in Multilingual, Multicultural and Migrant Contexts. The Discussion Paper will be available on the ENTEPE home page.



ENTEP representatives agreed to launch a new editorial project “Preparing teachers to enhance learning in multilingual, multicultural and migrant contexts”. We hope to collect a number of currently relevant, positive and effective policy examples and new insights and reflections that could open up discussion on a wider basis for policy makers throughout Europe. The “homework” ENTEP representatives have already done on the topic can serve as a solid background for developing a paper for the new ENTEP book as it focuses on the national policy/development/innovation and might be introduced in the book as a national case study. Contributions for the book will be written by ENTEP representatives; in cooperation with their colleague/s; or by an expert from the country, selected by representative. Speakers at the ENTEP conference in Ljubljana will also be invited to submit their paper. Elgrid Messner will be asked to consider the possibility of publishing a book. Other alternative is to publish the book in Bucharest with the help of Romiță Iucu. The coordination of this task will be conducted by Elgrid Messner, Daniela Worek and Mojca Peček.

Considering that in the following six months Luxembourg will hold the EU presidency, the next ENTEP meeting will be in Luxembourg in November 2015. It will be organized by Gérard Gretsch and the coordinator. More detailed information and the agenda of the meeting will be sent out as soon as possible.

A possibility of holding our next spring ENTEP meeting in Graz will be looked into as Austria is currently in the process of reforming its teacher education system and thus this process might be of interest to ENTEP representatives.

Romiță Iucu generously offered to organise an ENTEP meeting in Bucharest in November next year. It was gratefully accepted by the group.

The possibility of having a meeting organized by the French Community of Belgium in connection with a reform in the teacher education system there was also discussed.

## 6. ENTEP – 15<sup>th</sup> anniversary

On the occasion of the 15th ENTEP anniversary, a message from Ursula Uzerli, a former ENTEP representative from Germany, was read out. It points out the importance of ENTEP at the national and the European level. In her view, ENTEP is highly visible as a cooperative body in the European process of modernisation of teacher education and respective policy development and ENTEP policy papers are highly appreciated in the Member States. However, she concluded her message with her final thought: »ENTEP can only be as good, as visible and as effective as its members are...”.

## Acknowledgements

A small celebration in honour of Romiță Iucu who stepped down as a coordinator was organized. Ursula Uzerli’s letter, written for this occasion, was read out and he was presented with a small gift as a token of our appreciation of his great work and achievements during his term.

In the period when Romiță was the coordinator, two very important ENTEP books were published, “Ten Years after Bologna” and “The Changing Role of Teachers”. Romiță was one of the editors in both. Additionally, a very prestigious project EDITE was launched with ENTEP as an advising and participating body. Due to the financial crisis in Europe which affects quite a few active member states within ENTEP several colleagues were not able to travel to ENTEP conferences. This was a great loss and damaging to the continuous



work in ENTEP especially on some current topics at that time. This situation, the lack of continuity with some members and a big fluctuation of representatives put a lot of pressure on him. However, Romiță always reminded himself to think positively, not to give up and to keep up the motivational, constructive and good spirits. He managed to keep ENTEP alive and working, even though the intensity and the quality of the work that he always envisioned was in great danger. The representatives thanked Romiță for his great work under such challenging conditions, for his cordial and confident approach to all situations that presented to him and for his friendship and understanding in many contexts. They also expressed their hope that he would remain deeply involved with ENTEP in the future as it is not possible to imagine ENTEP without his knowledge, approach and experiences.

### **ENTEPE INTERNATIONAL CONFERENCE: PREPARING TEACHERS TO ENHANCE LEARNING IN MULTILINGUAL, MULTICULTURAL AND MIGRANT CONTEXTS**

The topic in the focus at the moment is how to prepare teachers to enhance learning in multilingual, multicultural and migrant context. As stated in ENTEPE Discussion Paper, used as the background and the basis for the topic and prepared by Ursula Uzerli, through increased globalization, migration and progress in European integration and mobility, cultural pluralism in society has become the normality in many EU countries. This situation has created a great challenge for teachers and other experts in the educational sector. In order to find corresponding policy practice models, or even to promote such learning environments in programs at universities and in the continuous professional development, ENTEPE members decided to take up this topic. We hope to collect a number of currently relevant, positive and effective policy examples, and new insights and reflections that could open up discussion on a wider basis for policy makers throughout Europe. To achieve this, ‘homework’ on the topic was done by ENTEPE representatives in which the situation on the issue within respective countries was explored and ENTEPE international conference was organized in Ljubljana. The conference was hosted by the University of Ljubljana, Faculty of Education on Friday, 20<sup>th</sup> of February 2015.

The dean of the Faculty of Education, University of Ljubljana, Janez Krek, opened the conference, followed by the greeting from Sabina Melavc, The International Cooperation and EU Office, Ministry of Education, Science and sport of the Republic of Slovenia and Liljana Kač from the National Education Institute of the Republic of Slovenia. Then the ENTEPE coordinator presented the aim and the goal of the conference: to draw attention and to discuss from different points of view questions relating to the issue of how to prepare teachers to teach effectively in linguistically and culturally diverse settings.

The first speaker at the conference was Robi Kroflič from the Faculty of Arts, University of Ljubljana, Slovenia, who stressed the importance of some theoretically controversial questions (pluralistic values against liberal concepts of justice and democracy) and concepts (inclusiveness and interculturality as the basic pedagogical principles, proper recognition and representation of otherness and social differences as the core educational



value, and dialogical education) as well as a practical suggestion to provoke dialogical discussion about our attitude toward otherness and social differences through artistic experiences.

Sonja Rutar from Faculty of Education, University of Primorska, Slovenia, held a presentation on dynamic interaction of literacy development, positive recognition and child participation. She stressed the quality in education as an ethical and political act which is defined with structural and process dimensions and not only achievements. It involves different aspects of children's recognition and the creation of meaning in education. If we agree that the concept of quality needs to include efficiency and also children's positive recognition, then a dynamic interaction of literacy development, language and child participation is of primary importance.

Sunčica Macura Milovanović from the Faculty of Education in Jagodina, University of Kragujevac, Serbia, delivered a presentation about prospective teachers for multicultural settings: the case of Roma pupils in Serbia. She emphasised that the work and interaction with children and families from different cultural, linguistic and socio-economic backgrounds may contribute to student-teacher positive attitudes toward inclusive education and cultural diversity in classrooms.

Vlatka Domović from the Faculty of Education, University of Zagreb, Croatia, explored the question of how effective implementation of intercultural educational goals depends on teachers' competences. The key challenge for teacher education is how to support, from the life-long perspective, teachers' capacities for quality intercultural teaching. Her analysis of initial and in-service teacher education curricula reveals that the teacher education system in Croatia does not respond to the dynamic societal needs for building intercultural awareness and sensitivity.

Last, but not least, Nada Turnšek from the Faculty of Education, University of Ljubljana, presented the results of an antidiscrimination and diversity training evaluation aimed at raising awareness of the role of positive measures in ensuring equal opportunities for children with special needs, immigrant children, Roma, and socially disadvantaged children. Her findings indicate that antidiscrimination and diversity training increase the participants' agreement, with the positive measures supporting all listed groups of children. Although differential and/or preferential treatment have become strongly incorporated into teachers' conceptualisation of justice, the lowest support positive measures for Roma children indicate "differentiated approach to differential treatment".

Each presentation was followed by a discussion in which many questions were opened: How to prepare teachers to be more sensitive? How to promote empathy? Are all people capable of altruism? In connection with the last question it was stressed that we all have the capacity to be empathic, but it is important that it is developed in early childhood. According to research in practice there is no child who would be totally non-empathic in nursery school. However, sensibility has not developed in each student; therefore it has to be developed during the process of teacher education.

Additionally, the topic of education through art experience and its importance for multicultural education was discussed. It was suggested that art can help in moral education; however, it is not important to learn about art but rather through art. If you have never been thought through art, how can you teach children that they should express themselves through art? Where is the quality? How can you measure the art potential?



Entry conditions to teacher education institutions were also discussed. According to some participants, entry conditions dependent only on scores in secondary school are not enough. According to others it is difficult to determine the entry conditions at the beginning of the study path: future teachers should be selected depending on their ability in the middle of their studies.

The presentations were followed by group work. Participants were divided into two groups.

In the first group questions relating to teacher education programmes and teacher education policies were discussed. The group considered the question of whether we need national qualifications for teachers and who determines these qualifications. According to the participants, university can be a major player in bringing together practitioners and researchers to work together. The question of the relationship between research and teaching was also addressed: student teachers cannot be taught practical things only; they need to be taught and told to research certain problems, situations, to research real situations. In this connection, it is also essential to distinguish between teacher education and teacher training: students who are educated can choose because they are taught to question, reflect, research and make inquiry; trained teachers are those who are trained and cannot choose, they are “trained” in methods and simply apply them. Implementing a professional status is an aim of teacher education. In professionalization, in view of a multi-lingual and multi-cultural society, the perspective of a never-ending process is appreciated: being vs. becoming a teacher in terms of the life-long learning process. According to the participants in the first group, an inter-cultural aspect is one advantage (although with limitations) of mobility. At the same time the question of “how to ensure inter-cultural learning and reflection of students who take part in mobility programmes” must be raised. Consequences of “universalization” of the teaching profession were mentioned. What are the “extra” requirements for teachers/lecturers working in teacher education and how to link research and the work of practitioners within current career models/requirements for university teachers in general? Who is educating the university teacher educators?

In the second work group, questions relating to competences in practice were discussed. According to the participants, competences that are needed for teachers to work in multilingual and multicultural settings are: teachers need to be familiar with the cultures (majority, minority) that enter schools and must obtain the knowledge of identity development, justice policies; on the basis of this knowledge they need to develop an understanding of the teacher’s role in and outside of classroom. Teachers also need to organize/facilitate/support the learning environment design based on interaction, offer student/real-life-centred experience and support meaningful learning. School principals should be able to create a space where voices of minority parents can be heard (from memberships in school boards; openness of discussion for them, and other parents) and pay attention to the “transition” period of children; the same goes for the multi-cultural context, which exists longer, but all need to feel welcome (and school leader needs to raise his/her voice to achieve this). High quality teaching practice (student-centred learning and new approaches to teaching/learning; process-oriented indicators of the quality of learning) could improve students’ achievements. There should be more discussion about quality in schools (formal/informal learning). Teachers need to have high expectations which should be



individualized. We must be aware that children of minorities serve as litmus paper for measurements in education.

In the plenary discussion ENTEP members pointed out that concepts such as "reflective teaching" or "teacher as researcher" should not be used in a manipulative way. Students should ask themselves why they learn research competences. It is important to understand methods and read scientific literature and explore this issue deeper. In the view of education in multicultural settings it is also important to have teacher educators in mind since sometimes they are the obstacles in the introduction of multicultural education.

The conference ended with final conclusions made by Michael Schratz and Romiță Iucu and a final discussion.

Michael Schratz referred to teacher education as a contested field which has seen universification as a curse or cure. Dealing with the "otherness" and "differences" of all kinds seem to point into the desired direction: everybody is different and has to be able to deal with this notion. It is not always clear how the role of emotions, attitudes, cognitive processes can be used for a total human experience. Participation seems to become an issue in the future (students engagement, teacher participation etc.). He summarized the critical findings from the different sub-groups by drawing attention to the ...

- ... influence of teacher education on practice: we cannot assume that preparation leads to immediate change of practice, but should expect a particular stance or mind-set of how schools can improve;
- ... relation between pre-service and CPD: this means that we have to redefine the different phases as a process of continuous professional development;
- ... tension between policy and practice: expectations (from the policy level) do not always meet the real demands of schools and individuals;
- ... teacher education as a "problem": this means that we have to problematize the understanding of practice and the role of the teacher in it;
- ... fragmentation of teacher education and school life: there is no linear way which can be conveyed by a curricular build-up;
- ... lack of mobility in teacher education programmes (the lowest number of students involved in ERASMUS programmes of all study areas).

According to Romiță Iucu, the variety of key-messages collected during the deeper discussions and debates in the merged working groups on the world of multi-culturality were focused on the following main ideas: social competences and feeling for social justice, interpersonal skills such as empathy, cultural / intercultural awareness, cultural / intercultural sensitivity, openness to diversity, identifying values in various aspects of life, etc. These competences are mentioned already in the European documents or policy papers and should be developed during the initial education or in the induction period. The school institution is required to play a very complex and broad role in the new multicultural society. Should there be a specific policy designed at the national or at the European level on preparing teachers to teach effectively in settings with linguistic and ethnic diversity? Future policies, integrated in a coherent way, will be recommended to be incorporated in procedures already in place for drawing the attention of stakeholders and researchers to specific areas. School leaders and teacher educators need to be equipped with advanced intercultural skills and sensitivities necessary to lead a multicultural learning community as part of the process of initial education and training (especially at the level of in-service education – continued professional



development). Participants proposed to extend periods of mobility opportunities so that student teachers can experience living and working in a different cultural context. All these initiatives may encourage us to learn together how to play with glasses cubes on looking forward to transform the towers of differences into a tower of communalities and mutual moderating in a global, multicultural and multilingual word of European Teacher Education.

The latest developments in teacher education

Report from European Commission

**Technical Working Group Report to ENTEP meeting WG Schools/subgroup Teachers**

<b>Interim Working Group Report (December 2014)</b>		
1.	<b>Working Group name</b>	ET 2020 Working Group on <b>School Policy subgroup teachers</b>
2.	<b>Reporting period</b>	1 June 2014 – 4 December 2014
3.	<b>Group meetings</b> during reporting period (regular Brussels meetings, online meetings/webinars, in-depth country focus workshops)	<p>4<sup>th</sup> WG meeting, 6-7 October 2014</p> <p>Two In-depth Country Focus Workshops (IDCFW):</p> <ul style="list-style-type: none"> <li>• ‘Governance of Initial Teacher Education’ (September, Croatia) This workshop aimed at helping countries critically reflect on their governance structures, to identify which aspects of ITE governance to focus their attention on, and learn which policy choices are available and relevant for them to improve the quality and effectiveness of Initial Teacher Education through more effective governance</li> <li>• ‘Collaborative Learning Communities’ (November, Malta) This workshop aimed at what policy-makers can do to support, promote and stimulate teachers' collaborative learning and practice (as well as collaboration between teachers and other actors).</li> </ul>
4.	<b>Progress on delivering outputs</b>	The objectives for the last meetings derived from the <b>TALIS 2013</b> survey which brings new evidence for both key themes of the WG (Initial Teacher Educations and Early School Leaving). On this basis two key themes were selected: ‘ <b>recruitment and alternative pathways to the teaching profession</b> ’ and ‘ <b>teaching against disadvantage</b> ’. As an introduction to the discussions the Teach for All network presented practical examples, with complementary presentations by WG members. WG members following the teachers' priority theme were also informed about the recently published Eurydice report on Teachers' and School



		<p>Heads' Salaries and Allowances. The objective of the meeting was also to inform about the possibilities offered under the <b>Erasmus + 2015 WP</b>. The main focus was on KA3 and in particular on the <b>policy experimentation on recruitment and alternative pathways</b>.</p> <p>As a standing point the Group explored how recent developments bring it closer to its <b>final outputs</b> and reflected on messages to be passed to the forthcoming meeting of <b>Director-Generals for Schools</b>.</p> <p>As regards <b>teacher education</b>, the possibilities offered under the Erasmus+ 2015 Work Programme – in particular Erasmus+, key Action 3- were discussed in more detail as the call for Policy experimentation will focus on strengthening recruitment of best candidates to teaching profession and to develop alternative pathways to teaching. The outcomes of the IDCFW in Croatia was presented and a session was dedicated to the final output of the WG as well as the messages to be passed to the meeting of Director-Generals for Schools (20-21 November).</p>
5.	Future activities	<ul style="list-style-type: none"><li>• IDCFW Norway on the continuum of teacher education</li><li>• Meetings towards the final report</li></ul>
6.	WG members (Member States, Non-Member States, Agencies, Social Partners, Organisations)	<p><i>Member States:</i> 1-2 experts from 27 Member States (all except UK); <i>Non-Member States:</i> LI, NO and TR; <i>Agencies:</i> ETF; Social partners: ETUC, BusinessEurope, CEEP, EFEE, ETUCE; <i>Organisations:</i> Eurydice</p>

(Liesbeth Hens)



## Belgium Flemish Community

- In July 2014, new Flemish Government was installed (including a new minister for Education).
- The policy note of the new minister describes several themes concerning teacher education (short version):
  - Strengthening of teacher education
    - Defining an entrance test for initial teacher education: in order to raise the level of students entering initial teacher education an entrance test will be developed. The test will be compulsory, but not stringent. The test will be developed with the teacher education institutions.
    - Reform of initial teacher education: the content of initial teacher education should fit the concrete situation in Flemish schools. In order to do so, initial teacher education should pay (specific) attention to subject knowledge, subject didactics, general didactics and class management. The practical classroom training is an important part of initial teacher education. Schools and teacher education institutions should be both equally responsible for its quality.
    - Redefining the landscape of initial teacher education: Today Flanders has two types of initial teacher training which are offered by three types of institutions. The landscape for initial teacher education should become less shredded and institutions should invest more in cooperation.
    - Supporting initial teacher education: teacher educators need specific tailor-made support. Together with the teacher education institutions and the professional representation of this group new ways to guide this support will be installed.
  - Actualisation of the basic competences and the professional profile of teachers  
The basic competences describe what a beginning teacher should be able to do, the professional profile describes what an experienced teacher should strive for. The current version of these documents was adapted by parliament in 2007. The need is felt to actualise these. In doing this, the recommendations of recent accreditation and visitation reports, the policy evaluation (2013) and the following policy debate with stakeholders (2014), should be taken into account. The outcome should serve as a base for installing a professional continuum for the teaching profession.
  - Working towards a professional, challenging and more varied careers in education



Education must be an attractive employer and be strong enough to battle in the 'war for talent'. In order to do so, an integrated and touting policy is needed, which includes

- Passion and love for teaching
- Attractive working conditions
- Induction for beginning teachers
- A flexible career path
- CPD
- Attention for a teachers workload during the career.

○ Supporting career long professional development and support for teachers  
Teachers should get all chances to develop themselves further after initial teacher education by induction and CPD. Schools should be given more opportunities to offer induction to their new teachers.

(Liesbeth Hens)

### Belgium – French Community

Three decrees determine the basic competences necessary for beginning teachers in the French Community of Belgium ( Wallonia-Brussels Federation):

- [Decree of 12 December 2000](#) for ISCED up to 2 teachers;
- [Decree of 8 February 2001](#) for ISCED 3 teachers;
- [Decree of 20 December 2001](#) for HS of Arts).

These programmes have been adapted to fit the Bologna process. ([decree of 31 March 2004](#))  
This led to a general structural reform of HE, introducing the three-cycle structure, defining the programmes in terms of credits and entering the process of Quality Assurance. The quality of HE is assessed by an independent public sector agency embedded in the European context (AEQES = Agence pour l'Evaluation de la Qualité de l'Enseignement Supérieur) ([decree of 22 February 2008](#))

This was no specific reform of ITE.

Indeed, up till now, the 3 above-mentioned decrees are applied as far as programmes are concerned:

- Bachelor degree (ISCED 6), except for upper secondary teachers:
- Master's degree (ISCED 7): programmes of 120 credits with at least 30 specific credits about in-depth study of teaching;
- Concurrent model;
- Minimum common reference programme ([decree of 31 March 2004](#));
- Minimum length of practical training during initial education of pre-primary, primary and lower secondary teachers: 480 hours;

It is less than 200 hours for upper secondary teachers;



ITE was subjected to a qualitative as well as prospective and participative evaluation from March 2011 to February 2012 as starting point of an ITE reform promised by the government in order to meet the new stakes of our society as well as the new requirements of the job, integrating new needs and increasing collaboration with experienced teachers.

Further to this evaluation and its results, as well as the transversal analysis of ISCED 1 teachers' programmes carried out by AEQES ( Agence pour l'Evaluation de la Qualité de l'Enseignement Supérieur), a monitoring committee was created to ensure the process of reforming ITE would continue after the elections of May 2014 (the Minister in charge of HE has remained the same, which would facilitate the finalization and introduction of ITE reform).

This monitoring committee initiated a working group with representatives of the 4 instances organizing ITE in the French Community of Belgium:

- universities
- High Schools (University Colleges)
- ESA (High Schools of Arts) (Colleges of Arts)
- Institutions for Social Advancement Education ( Adult education institutions ) **for** holders of other degrees who would like to get specialized in teaching.

In June 2013, the WG came up with an orientation note approved by the government.

The idea of this note was to work on 3 areas:

1/ reinforce ITE (level and duration of ITE should be a minimum of 4 years, extending the Bachelor degree to 4 years with longer teaching practice / school placement sessions, Master level: new standard for all teachers?) and ensure the quality of Teacher Educators, developing CPD in relation with the new contents.

2/ redefinition of the programmes

3/ new organization of ITE : different possibilities: modular system

- 5 years (3+2 collaboration between High Schools and Universities: a first "common phase" and a second one ) and standardize the wage scale;
- 3 years + continuing education and / or recognition of informal and non-formal competencies, validation of non-formal learning and professional experiences;
- ITE and CPD must be organised and coordinated, they must be reformed as a coherent whole.

This collaboration among institutions organizing ITE was enlarged by the Decree of 7 November 2013, defining a new landscape for Higher Education in the French Community as well as a new organisation of the studies, with a harmonization of the programmes and the offers of HE in the French Community.

Furthermore:

- ITE should better integrate academic and practical elements;
- the programmes should be flexible, adaptable according to the student's school record;
- Whatever the specialization, the first year should include common courses on cultural diversity, sociology,...

Indeed, teachers must be prepared to teach effectively in multicultural and multilingual classrooms, one of the current challenges of the profession.

- Formalisation of an induction / a monitoring period



The implementation of the decree of 7 November 2013 with the setting up of the body ARES (Académie de Recherche et d'Enseignement Supérieur) delayed but structured the WG on ITE reform inside the new HE landscape.

There will be common determined goals and learning outcomes under the responsibility of this body.

The newly constituted WG came up in June 2014 with additional thoughts and proposals, going deeper into the reflexions from the orientation note of June 2013 (The discussions about ITE reform will be taken up again in March 2015):

- a focus has to be made in ITE on how to deal with students in difficulty and on how to support them in their learning;
- develop the capacity of identifying the learning difficulties encountered by students adapting and differentiating teaching sequences according to their needs;
- Master level as standard for all teachers;
- centralization of ITE around 10 main competences and 6 main curriculum areas:
  - 1) subject knowledge (120 - 210 ECTS)
  - 2) communication skills (10-20 ECTS)
  - 3) didactical and pedagogical knowledge (20-40 ECTS)

4) practical training through practice (extended one) (20-60 ECTS)

5) social sciences (20-40 ECTS)

6) skills in educational research (20-40 ECTS)

- 4 professional orientations according to school levels with the notion of overlapping:

- 1) from pre-primary education to the 2<sup>nd</sup> year of primary education);
- 2) from the 3<sup>rd</sup> year of pre-primary education to the 6<sup>th</sup> year of primary education);
- 3) from the 5<sup>th</sup> year of primary education to the 3<sup>rd</sup> year of secondary education;
- 4) from the 3<sup>rd</sup> year of secondary education to the 7<sup>th</sup> year of it.

The first 2 orientations have as objective to form multidisciplinary teachers.

The third one would focus on two or more related disciplines such as Human Sciences (covering geography, history and social sciences).

The last one would focus on one discipline (with the possibility of a second one).

The idea here is to enhance collaboration between teachers, covering the existing gaps between the educational levels.

#### PREPARING TEACHERS TO ENHANCE LEARNING IN MULTILINGUAL, MULTICULTURAL AND MIGRANT CONTEXTS

This aspect is already being dealt with in ITE as well as in CPD programmes in the French Community of Belgium, where training courses on the topic are numerous and diverse but it will be emphasized along with the planned reform of ITE.

An idea that came up is the organisation of part of the practical training outside the scholar framework, in social or cultural organisations, youth centres,...

(Michèle Mombeek)



## Croatia

Developments in the last decades in Croatian teacher education have brought about some important changes, such as the universitisation of all segments of initial teacher education, introduction of the concept of competence-based curriculum, ECTS as an indicator of student workload, emphasis on a student-centered teaching approach, the introduction of postgraduate specialization and doctoral studies in the area of teacher education and the introduction of some quality assurance mechanisms (i.e. student evaluation of teaching quality). However, although significant changes have occurred at structural level in teacher education in the last decade there still remain some problems and further improvements are needed. This is recognised in the Strategy of education, science and technology which was formally adopted by the Croatian Parliament in October 2014. In this document teacher education and professional development have been specially emphasised under goal four formulated as: Raising quality of teaching and social status of teachers. This general goal has been further elaborated into four specific goals:

1. Professionalization of teachers
2. Functional and structural of ITE
3. Linking and improvement of induction and CPD
4. Establishment of comprehensive quality assurance system in ITE and CPD

These specific goals will be realised through implementation of several interconnected policy projects. The first which is already in the process of implementation has been the project Development qualification standards for teacher licencing.

(Vlatka Domović)

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