



## **ENTEPE MEETING AND CONFERENCE**

### **Coordination Note**

**19<sup>th</sup> – 21<sup>st</sup> of November 2015**

**Luxembourg, Luxembourg City**

### **THE ENTEPE INTERNAL MEETING**

#### **1. INTRODUCTION**

The ENTEPE meeting started with some words of welcome by the ENTEPE coordinator, Mojca Peček Čuk and the Luxembourgish hosts: the out-going ENTEPE member, Gérard Gretsch and in-coming ENTEPE member Christian Lamy. General information about the schedule for this meeting and practical arrangements were presented.

Following the introduction, ENTEPE representatives present at the conference were invited to introduce themselves. A special welcome was given to new ENTEPE representatives, namely: Šmēla Aiva - *Latvia*, Lamy Christian – *Luxembourg*, Yordanova-Buzova Elka and A. Georgieva Veronika – *Bulgaria*, Hlavatá Mária - *Slovak Republic*, Hicks Clare – *Scotland, UK*, Oliveira Maria Luisa and Maria Helena Pires – *Portugal*, to the substitute of the ENTEPE representative from the *Flemish Community of Belgium*, Avau Goedele and Brumfitt Keith from *England, UK*.

#### **2. REPORTS ON ENTEPE'S RECENT ACTIVITIES**

- Elgrid Messner, Daniela Worek and Mojca Peček Čuk reported on the latest developments concerning ENTEPE's current editorial project *Preparing teachers to enhance learning in multilingual, multicultural and migrant contexts*. The book will be financed by the Ministry of Education in Austria and published by Leykam. Five articles have already been sent to the editors. All representatives were invited to participate with their contributions. The deadline for articles is 31st December 2015. The review process will be underway at the beginning of 2016 in order to meet the publication date. The plan is for the book to be available in October 2016.

- Daniela Worek invited ENTEPE members to consider an invitation to the Advisory Board of a large *European project on innovative science education / professional development*.



- Michael Schratz gave information about EDiTE (European Doctorate in Teacher Education). The consortium has successfully obtained funding and has therefore advertised 15 new job opportunities for young researchers in the framework of its common research program entitled *Transformative Teacher Learning for Better Student Learning within an Emerging European*

*Context.* The young researchers will be located/attached to one of the five universities of the consortium for a period of 3 years and they will also be enrolled as doctoral students in the new EDiTE doctoral program. ENTEP representatives were encouraged to forward the information to the appropriate entities and authorities in their respective countries. More information is available on the webpage: [www.edite.eu](http://www.edite.eu).

- ENTEP web pages – the ENTEP representatives have been invited to check the ENTEP web pages especially their country information, the data about them as representatives and their ministries. Representatives were asked to send any necessary updates or corrections to the coordinator.

### **3. ENTEP NEW AREAS OF INTEREST IN TEACHER EDUCATION POLICIES, RESEARCH AND DEVELOPMENT**

During the discussion at the Ljubljana ENTEP meeting and also from information collected through a questionnaire<sup>1</sup> representatives had identified several ideas for topics that could be discussed in the future and which could be part of 4 year working plan (see C- notes from Ljubljana). At the end of the Ljubljana meeting, the group had agreed to continue exploring possibilities at the Luxembourg meeting.

Following small groups and whole group discussion, 4 topics were identified for ENTEP to work on in the future:

1. 20 years after Bologna: does it work; what is relevant for/in teacher education? ‘Masterization’ and professionalization; Relationship between content/curricula and methods in ITE and the 8 key competences for lifelong learning; How the different programs are preparing students to meet the problems (issues) in the future; What is the difference between learning and teaching? How to attract good teacher educators? Formal and informal education and teacher education. How to attract people from other fields into the teaching profession.

2. Teacher assessment and evaluation  
Who does it? For what purpose - different reasons, approaches, purposes? How are they assessed? By whom? Why? How assessment is connected with teacher professionalization? How can assessment help in quality of students`teachers` work? What does assessment imply in different system? Is it a means to gain a license? to complete and successfully pass a program? or is assessment a means of keeping people out of the profession?

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<sup>1</sup> Internal procedures and possible new areas of interest in teacher education policies, research and development : areas of interest that could be explored by ENTEP.



### 3. Teacher competence development

The challenges faced by teachers' who work in environments where most of their students come from poor, socially excluded families, migrants background (what works and what doesn't); interpretation of conditions.

How are teachers trained to work in teams to support children and to support colleagues? Are they able to address the diversity?

### 4. Policy to link pupil learning, teacher/teacher educator learning and institutional learning (in schools, ITE institutions and CPD providers).

ENTEPE representatives reached the decision that for each of the above-mentioned topics, a discussion paper will be written. Romița Iucu and Vlatka Domović are responsible for developing the discussion paper for Topic 1 and 2 respectively. Margolzata Sekulowich, Maria Luisa de Oliveira and Clare Hicks will be working on the discussion paper for Topic 3. Hlavatá Mária and Francesca Caena will work on the discussion paper for Topic 4. Other ENTEPE representatives might join the process of developing the discussion paper. A template was developed for the discussion paper and will include: the title of the topic, description of the topic, purpose of the topic, specific activities which could be conducted around the topic and added value for ENTEPE.

## 4. UPCOMING ENTEPE MEETINGS

The next ENTEPE meeting will be in Graz at Pädagogische Hochschule Steiermark, from 3rd to 5th March 2016. Part of the meeting will be a conference, organised by Elgrid Messner, the Austrian ENTEPE representative.

The ENTEPE meeting in autumn 2016 will be either in Slovak Republic (Bratislava) or in Bucharest (Romania).

In 2017 the spring meeting might be in Malta (Valletta) and the autumn meeting could be held in Belgium (Brussels).



## **ENTEPE CONFERENCE: TRENDS, QUESTIONS, ISSUES IN TEACHER EDUCATION IN LUXEMBOURG**

G rard Gretsch, former ENTEPE representative from Luxembourg and M. Claude Meisch Minister of Education, Children and Youth, opened the conference.

The first speaker, Christian Lamy, vice-director of the research institute SCRIPT of the Ministry of Education, gave the overview of initial teacher education in Luxembourg. To be admissible to the entry examination for teachers of the elementary or secondary education the candidate must hold one of the following diplomas: a bachelor in educational sciences issued by the University of Luxembourg (elementary school); a foreign diploma of higher education preparing to be a teacher (master degree for secondary education), recognized by the Minister of Higher Education. So the candidates to become a teacher may study in Luxembourg or abroad. The ministry organizes a competitive session per year. All successful candidates in the tests are ranked according to their results. A higher ranking provides the candidates with an earlier access to the teaching profession, subject to his/her preference(s).

Camille Pepping, Director of the National Institute for Teacher Education (IFEN), gave a presentation about induction and continuing professional development in Luxembourg. IFEN has been responsible for developing a three-year induction period for teachers in Luxembourg with which they would like to, amongst other, facilitate the transition to the profession and prepare new teachers for their role of civil servant. He presented the mission and the structure of the national institute for teacher education as well as objectives, structure and concept of the induction period. (refer to [ppt](#) and website: <https://ssl.education.lu/ifen/>)

Prof Jean-Jacques Weber from the University of Luxembourg delivered a presentation entitled *From fixed to flexible multilingual education: the case of Luxembourg* in which he discussed language in education policy in Luxembourg. The country is officially trilingual (Luxembourgish, German and French), with Luxembourgish widely used as a spoken medium of communication. Because of the linguistic similarities between Luxembourgish and German, basic literacy skills have been taught via Standard German in state schools. However, enormous demographic changes have taken place since the 1970s, with an influx primarily of Portuguese-speaking migrants as well as speakers of other Romance languages. As a result, the school population in many of today's primary classrooms, especially in Luxembourg city, consists of a majority of children whose home languages include Romance (rather than Germanic) language varieties. In his presentation, Prof Weber explored the highly controversial role played by French in this situation, as well as the new initiatives of the Ministry of Education to challenge the rather fixed language-in-education policy in the direction of a more open and flexible one. (refer to [ppt](#))



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

### Report from European Commission

(refer to [ppt](#))

Thomas Pritzkow

#### Latvia

Teachers in Latvia at all levels require a tertiary degree (equivalent to ISCED level 5A or 5B) to obtain the right to teach. Seven higher education institutions offer initial teachers education programmes (2015/2016 – 4967 students enrolled). The improvement is ensured by the requirement to undertake continuing professional development of at least 36 hours every 3 years. Teachers plan their professional development in cooperation with the head of the education institution. Teachers can participate in teachers' assessment system and plan their professional development based on assessment results. The teachers assessment system was set up in 2006 and established in 2012. The aim of the assessment is to motivate teachers to analyze their professional performance and promote their work further goals.

The Professional development is divided into two:

Section A courses are implemented by any educational institution;

Section B courses are university-based professional development courses, leading to qualifications in a second subject or lower education level. As priority – support for STEM teachers. (refer to [ppt](#))

Aiva Šmēla

#### Slovakia

The route into Initial Teacher Education is either through study programmes of Secondary Vocational Education or Higher Professional Education provided by Secondary Vocational School approved by Ministry of Education, Science, Research and Sport of the Slovak Republic (MESRS SR) or study programmes with a pedagogical focus at first or second level of Higher education provided by University accredited by MESRS SR. The second level of Higher education is a required level of education for most of teachers categories, but there are some teacher categories, where the lower level of education is sufficient (e.g. pre-primary school teacher, teacher in Art school, teacher of Vocational training).

Additional Teaching Education Programmes



There is also a possibility of study for non-pedagogical study programmes with subsequent addition of pedagogical competence at graduation. Additional Teaching Education Programmes are provided by University and accredited by MESRS SR. These additional education programmes take at least 200 lessons and contains at least 80% of pedagogy, psychology, social sciences, methodology of teaching and at least 40 lessons of teaching practice under supervision of experienced teacher.

#### Continual Education for teachers

Slovakia has been carrying out systematic changes in the area of education since 2008. Institutions of continuing education function in connection with the need of an information society and offer educational programmes for teachers to support their professional competencies development in accordance with school reforms. Educational programmes have to be accredited by the Ministry. Accreditation is a process—approval of programmes of continual education for teachers granted on the basis of careful consideration of their aims, content, length, assessment and lecturers. There are five types of educational programmes:

Adaptation educational programmes - getting necessary professional competencies for starting teachers in order to enable them to perform duties of independent teachers as it was not possible for them to achieve during initial teacher education

Actualization educational programmes – updating of professional competencies necessary for performance of standard educational activities

Innovation educational programmes – upgrading of professional competencies necessary for performance of standard educational activities

Specialization educational programmes – getting professional competencies necessary for performance of specialized educational activities

School Leadership educational programmes - getting professional competencies necessary for performance of management duties of school leadership

#### Credit System

The Credit System is a set of rules created for allocation of credits awarded through completion of educational programmes. The number of credits depends on the number of taken hours related to a certain educational programme and on the method of assessment. The credits are used for possibility of doing the attestation exam or for financial bonus to the salary.

#### Continuing professional development

There are four levels within a teacher's career, that reflect the rate of development of their professional competences and the difficulty of teaching activity.

First level: a starting teacher in his/her first employment until he/she finishes the adaptation education programme. Such teachers have mentors; mentors can be a teacher who reached third or fourth grade (teacher with first or second attestation).





Second level: after completing the adaptation education programme, a teacher becomes an independent teacher.

Third level: A teacher within this level is a teacher who succeeds the first attestation exam or has reached the third stage of university level education and has at least three years of teaching practice/experience.

Fourth level: A teacher within this level is a teacher, who succeeds the second attestation exam or reached the third stage of university level education and has at least six years of teaching practice.

Hlavatá Mária

## Portugal

As most of the European teacher education systems, the Portuguese teacher education system is embodied in a lifelong learning perspective and in a wider process of professional development.

It includes initial education, an induction period, a knowledge and skills assessment test, in-service training, and specialization.

In Portugal a series of initiatives which aim at better performance in teaching have been developed in the recent years. Such initiatives aim at ensuring policy is set up such that the pedagogical knowledge of teachers (such as innovation in teacher education institutions) is strengthened.

The education ministers from EU countries have identified as one of the priority areas of the school policy of the European Commission “*Teachers, school leaders, and teacher educators should receive more support through effective recruitment and selection and professional education*”.

The Portuguese Ministry of Education is therefore committed to updating and improving teachers’ professional education; in-service training of teachers has to be more clearly defined in order to meet the new competences required by 21st century learners, such as critical thinking, problem solving, multilingualism, among others.

(refer to [ppt](#))

Maria Luisa Oliveira



## Bulgaria

### I. RELEVANT LEGAL FRAME

1. Higher Education Act, promulgated State Gazette No. 112/27.12.1995;
2. National Education Act, promulgated State Gazette No. 86/18.10.1991, amended SG No. 90/1996;
3. Pre-school and School Education Act, comes in legal force from 01.08.2016;
4. Common State Requirements for Acquiring Professional Qualification Teacher Ordinance;

### II. REQUIREMENTS AND CONDITIONS FOR ACQUIRING PROFESSIONAL QUALIFICATIONS to become TEACHERS

#### Higher Education

Professional qualifications for teachers are acquired in the system of the higher education, after training Bachelor. The Curricula for attaining a Bachelor's degree include:

- 240 credits a four year duration / *Bachelor* /.

The Professional qualifications for teachers can be acquired:

- simultaneously with the preparation for acquisition of educational degree "Bachelor"

After graduation – pursuant to Common State Requirements for Acquiring Professional Qualification Teacher Ordinance, which cover learning program in a higher school with indicated educational minimum for theoretical and practical training and state practice exam.

After acquisition of the relevant degrees, training can continue in order to obtain Master degree under a program, which includes as follows:

- not less than 120 credits for *Professional Bachelor in ...*;
- not less than 60 credits for *Bachelor*;

### III. IMPROVEMENT OF THE QUALIFICATION

The improvement of the teacher's qualification is ensured annually under the existing legislation on national, regional and school level.

- On national level – For a period of four years each teacher shall have 48 academic hours of professional qualification, achieved in higher school, scientific organization or specialized units.
- On regional level - Professional qualification service offered by other organizations, acknowledged through qualification credits by the Head of the regional department of education of the respective region.
- On school level - inter- institutional - school, kindergarten; provides not less than 16 hours per year for each pedagogical specialist and is not awarded with credits.





#### IV. CAREER DEVELOPMENT OF TEACHERS

Can be achieved through occupying the following positions: teacher, senior teacher and head teacher. The basis for career development are: teaching practice, credits which have been followed and earned whilst following professional training, gained professional qualification and the results of the certification process.

#### V. CERTIFICATION /EVALUATION/ OF THE TEACHERS

Certification is performed every four years by Certification commission. The benefits of the certification serve for: career development of the teacher, improvement of the qualification and encouragement for the teacher, for example, morally or financially.

(refer to [ppt](#))

Yordanova-Buzova Elka, A. Georgieva Veronika

#### **England; United Kingdom**

The initial teacher training (ITT) system in England is based on accreditation. Many higher education institutions and groups of schools have been accredited. One of the conditions of accreditation is that each ITT provider has to meet the national criteria

(<https://www.gov.uk/government/publications/initial-teacher-training-criteria>) and ensure all trainee teachers on their programmes meet the nationally-agreed Teachers' Standards (<https://www.gov.uk/government/publications/teachers-standards>) There are eight standards plus a statement on personal and professional conduct.

The quality of each ITT provider's training is judged by an external inspection process. This inspection has a clear focus on the outcomes of training i.e. has the ITT programme enabled the trainee teachers to prepare and deliver lessons which ensure children learn. The measurement of the extent to which this happens is based on an inspection process that includes observations of trainees teaching after they have qualified. The outcomes of these inspections are published and each ITT provider receives one of the following grades:

- . 1 - outstanding
- . 2 - good
- . 3 - requires improvement
- . 4 - inadequate.

The system encourages a wide range of institutions to seek accreditation as the focus is on outcomes rather than a training curriculum, a pedagogic process, or a check of the credentials of the staff providing the training. The fundamental question is can an ITT training provider deliver high quality training which enables trainee teachers to have an impact on children's learning.

Keith Brumfitt



## **Scotland; United Kingdom**

Political responsibility for education at all levels is vested in the Scottish Parliament and the Scottish Government's Learning Directorate. State schools are governed and operated by local authorities which act as Education Authorities. There are also a number of independent privately run schools in Scotland, many of which come under the umbrella of the Scottish Council of Independent Schools (SCIS).

The path of a teacher's journey at the beginning of their career goes through the early phase of Initial Teacher Education and onto a probationary period. The next phase of career-long professional learning can last a career as a teacher continues to advance their knowledge and pedagogical expertise. There is also the leadership and management phase for those in, or aspiring to, formal leadership roles.

The General Teaching Council for Scotland (GTCS) has the legislative authority to determine what constitutes a recognised teaching qualification. They accredit all ITE programmes to satisfy themselves that students will achieve the Standard for Provisional Registration.

The GTCS also oversee Professional Update which requires all teachers to take responsibility for their own professional learning and to complete requires engagement with career long professional learning.

Recent policy priorities have included encouraging more teachers to engage with high quality accredited professional learning. Scottish Government have provided £4 million since 2011-12 to do this and approximately 5% of workforce have benefitted from this investment. The aim of encouraging teachers to engage in masters level learning is to have teachers who are enquiring professionals.

The Scottish Government is supporting a leadership organisation directed by the profession for all teachers – Scottish College for Educational Leadership (SCEL)

Other initiatives include a Framework for Educational Leadership which outlines career pathways for teachers and a Fellowship Programme for high performing headteachers. The Scottish Government is currently legislating for a mandatory qualification for aspiring headteachers. The OECD have recently published a review of Scottish school education and the Scottish Government has introduced a National Improvement Framework to drive up performance and tackle the equity gap. Both these pieces of work include focus on teacher professionalism and school leadership as key areas in order to drive improvement.

(refer to [ppt](#))

Clare Hicks

Mojca Peček Čuk  
ENTEPE Coordinator