



## EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

*Entep Coordination Note/1/June 2007*

### **XVIII ENTEP SEMINAR – Vilnius - 10-12 May, 2007**

The spring meeting of ENTEP took place in Vilnius, Lithuania, on May 10-12 and was followed by a conference on SCHOOL LEADERSHIP, a priority issue in Lithuania. The event was organised by Maryte Speiciene from the Ministry of Education and Science, which also funded the conference.

#### **I Conference on School Leadership**

The report on the conference follows the agenda of the event. The conference was formally opened by Roma Žakaitienė, Vice-Minister of Education and Science of the Republic of Lithuania. Otmar Gassner, the coordinator of ENTEP, outlined trends in teacher education from a European perspective. The following keynotes by Paul Holdsworth (Commission), Ričardas Ališauskas (LIT), Michael Schratz (A) and the presentations by the ENTEP members from Finland, Germany, Estonia, Slovenia and Spain focused on various issues in the field of school leadership.

In the following, the keynotes and other contributions by various speakers are briefly summarized. The coordinator of ENTEP used the opportunity to look back at the work done in ENTEP as a stock taking exercise. As this can be considered the concluding statement of the previous period of coordination from 2004 to 2007, this is given more space than the other contributions.

#### **ENTEP and Trends in Teacher Education in Europe. - Otmar Gassner, Austria, ENTEP coordinator**

Otmar Gassner made it clear that identifying trends in teacher education in Europe was an ambitious enterprise and could hardly be successfully carried out in the framework of a short talk. However, it made sense to go through this exercise from the vantage point of the work done in ENTEP as seen from the perspective of the coordinator of this network. On the one hand, it was a look back at the work done in ENTEP from 2000 to 2007; on the other hand, it was clearly focused on trends in teacher education (policies).

The ENTEP vision statement, aimed at the year 2007, served as a starting point and demonstrated that reality in teacher education is still a long way from this vision. After a brief introduction to the network, its history, its membership, work procedures, and goals, issues and trends in Teacher Education in Europe were focused on. Generally two bundles of trends were identified. The first has to do with restructuring the Higher Education Area in Europe by 2010; the second with measures and initiatives to raise the quality of education in general and of teacher education in particular.

The rationale for the EHEA was briefly mapped out as well as the multi-voiced call for higher quality in education. (Cf. OECD *Teachers Matter*, 2005) Clearly there is a need for the best possible schools and the best possible teachers – and this involves the systems of teacher education as well as teacher education policies.

#### **Trend bundle one: Bologna**

##### *Why Bologna? – Points of comparison*

The European Higher Education Area is under construction and it will take a continued effort of all participating nations to guarantee the success of this vital enterprise. We certainly need comparability of systems, certifications and qualifications, joint research projects and degree programmes, and a new European identity in the field of education.

The Bologna process developed an ideal structure for study programmes at Higher Education Institutions. There were to be 3 cycles, taking 3 years, 2 years, and 3-4 years respectively. This general structure should make study programmes comparable on the basis of duration. Student workload has been made comparable through ECTS, a system of European credit points partly replacing national credits. The diploma supplement should inform about the course content, and modularization of study programmes should interlink the various disciplines of a programme and also result in more flexibility. The Tuning Project has done excellent work in this area and introduced the component of learning outcomes in addition to student workload to define ECTS in a more

complex and efficient way (Cf. Tuning, cf. Gassner, 2005).

A first attempt by ENTEP to compare national systems of teacher education was made in the publication following the first conference in Loulé, Portugal, in 2000 (Campos, 2000). Something quite similar was done by Pavel Zgaga for South-east Europe, covering twelve countries (Zgaga, 2006). In these descriptive studies it becomes obvious to what extent teacher education is a national domain. Therefore, the process of convergence is a critical one, and differing interpretations in the light of the national context might well lead to a new diversity. This process is ongoing and needs to be watched closely. At the moment ENTEP is preparing a paper on this convergence and an emerging new diversity.



In a multiethnic, multicultural and multilingual Europe it is considered a valuable quality in teachers to have first-hand experience of other European cultures and countries, of other school systems and systems of teacher education. Mobility is part of the European dimension, which was explored in the much debated ENTEP paper *What is a European Teacher?* (2005) and in the Helsinki ENTEP conference of 2006.

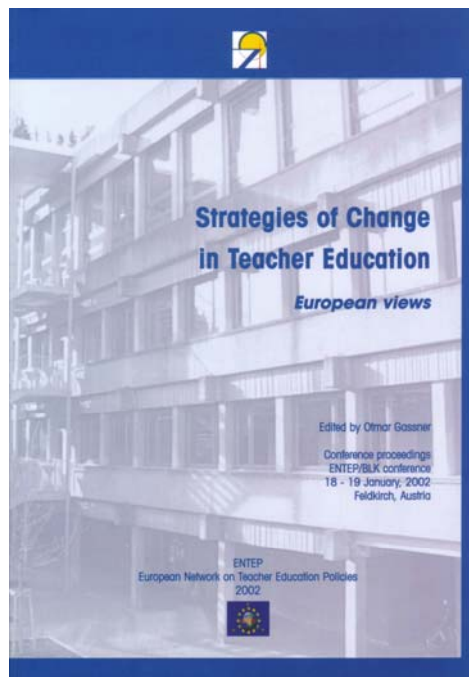
We are all aware that the various EU programmes supporting student and teacher mobility have made a valuable contribution towards a growing understanding and towards creating a truly European identity. An important step will be to implant

teacher mobility in CPD activities and have them adequately recognized in the national context as the crucial factor in upgrading teacher knowledge and skills. This kind of mobility could foreshadow a more open exchange of teachers on the educational labour market in Europe and help to counteract the problem of teacher shortage in any one country.

### *System change – Beginning to learn from each other?*

The trend that seems to be picking up is that European states and institutions are becoming more willing to learn from each other. David Hargreaves chose a telling title for his keynote in Loulé in 2000: *How to design and implement a revolution in teacher education and training: Some lessons from England.* (Hargreaves, 2000, 75-88)

The Feldkirch ENTEP conference of 2002 focused on *Strategies of Change in Teacher Education* as Austria was in the middle of a system change. The keynotes from the Netherlands, England, Ireland and Portugal were lessons to learn from, models to consider and take on board in the attempt to design the new Austrian University Colleges of Teacher Education.



And although some countries like Ireland had opted for keeping teacher education in Teacher Education Colleges with strong links to the universities of the country (Cremin, 2002), the main trend was formulated by Joao Formosinho from Portugal. His keyword was "universitisation". In Portugal teacher

education was moved to the universities with all the uncertainties and the potential strife between state interest in teacher education policy and university autonomy (Formosinho, 2002). A move in the opposite direction characterised the reforms in England, where there was a shift from a university-based system of teacher education to what Kate Jacques called "a largely school-based system of teacher training". (Jacques, 2002, 63)

These seem to be contrasting models that do not lend themselves easily to comparability. It seems obvious that the outward structures will not be the same and teacher education will remain to be organised differently in various European countries. But there will be more common ground in the coming years and there are good reasons for building up trust in each other's qualifications. The European Higher Education Area has become a reality, and although it is still in its infant stage, strong links have already been established with a large number of higher education institutions in Latin America (cf. Tuning Latin America), strengthening the European approach.

### **Trend bundle two: Quality**

The quality of education and training is directly related to the quality of teacher education. This view is shared widely and represented in a number of the leading publications:

Teachers play a crucial role in supporting the learning experience of young people and adult learners. They are key players in how education systems evolve and in the implementation of the reforms which can make the European Union the highest performing knowledge-driven economy in the world by 2010. (Common European Principles, 2005, 1)

The Joint Interim Report of 2004:

The success of the reforms undertaken hinges directly on the motivation and the quality of education and training staff. Member States should therefore, ... implement measures to make the teacher/trainer profession more attractive. This includes steps to attract the best talents to the profession and to retain them, including through attractive working conditions and adequate career structure and development. (European Commission, 2004, 24)

When Paulo Santiago presented the 2005 study *Teachers Matter* in Brussels, he said,

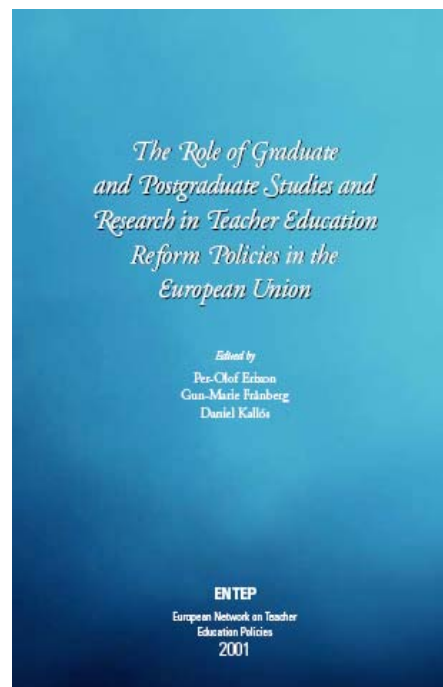
Teachers are the most influential resource in schools – teachers vary widely in performance, and lifting teacher quality is the policy most likely to improve student performance. (Gassner, 2005, 7)

So the direction is clear enough, but there is certainly less agreement on the measures to be taken. Some of the buzzwords are selection, induction, research-based education, evidence-based practice, professionalisation, competences, standards, career incentives, Common European principles, school leadership, lifelong learning, training the trainers, quality assurance.

ENTEP has looked into a number of these issues in various conferences over the last years. Some have to do with raising quality in schools, others with raising quality in teacher education. Selected issues will be discussed briefly below.

### *Research orientation*

*The Role of Graduate and Postgraduate Studies and Research in Teacher Education Reform Policies in the European Union* was the title of a book published in the wake of the 2001 ENTEP conference in Umea, Sweden. The title emphasizes the significance given to the claim that teacher education must be represented in all three cycles. This is based on the conviction that teacher education is a discipline in its own right that has a secure place in the Higher Education Area and cannot be considered as a training issue that might be relegated to the first cycle.



The second point raised in the very title of this publication is the high relevance of research in teacher education. This seems to be a particularly strong tradition in Scandinavian countries, but

meanwhile it has also been recognized across Europe as a central constituent of all teacher education programmes. Research needs to be included at all levels: it must inform teacher education programmes and taught content, it must actively involve the teaching staff, and it must reach the students. It must be a field for doctoral dissertations and it must be an ongoing source of new knowledge in a teacher's lifelong learning.

This key function of research is acknowledged by a recently founded Scandinavia-based network on *Teacher Education Policy in Europe* (TEPE) as well as the *Common European Principles*, where one of the recommendations referring to the quality of teacher education says that

the contribution of research and evidence based practice to the development of new knowledge about education and training should be promoted. (Common European Principles, 2005, 4)

### *Training the trainers*

In a number of cases mentors and teacher educators are appointed to the job without being trained for it. Having a certain position at university might imply being a teacher educator and/or a mentor. The 2003 ENTEP conference in Tallinn discussed the topic "Training the Trainers", and it was found that there is still a lot of work to do in this area across Europe.



### *Quality through lifelong learning*

Teachers' work [...] should be embedded in a professional continuum of lifelong learning which includes initial teacher education, induction and

continuing professional development, as they cannot be expected to possess all the necessary competences on completing their initial teacher education. (Common European Principles, 2005, 4)

Quality is an ongoing process that covers the whole career of a teacher. Teacher education does not end with the initial phase, not even with the certification of qualified teacher status (after induction). As far as a teacher's accountability is concerned, his or her education does not end before retirement. However, it is one of the main tasks of initial education to enable teachers to reflect on their own teaching, to identify their own learning needs, and to plan their own professional development through access to recent research.

How to restructure CPD as an integral part of teacher education in a meaningful and effective way is going to be THE future challenge. ENTEP published first national reports and a résumé in 2002 (Gassner, 2002) and is currently finishing another paper on CPD-related issues and recommendations (ENTEPI, Kerger & Uzerli, 2007).

### *Career incentives - Retaining effective teachers*

The general complaint of teachers is that the bonus for good teaching is only in the teaching itself, meaning that there is hardly anything like promotion, which is the most natural thing in the world in any business context. A teacher with ambitions can only move into administration and become a school head or leave the profession altogether. One quality measure that would help to make the profession attractive and to retain effective teachers in their jobs is to introduce adequate career structures. There are interesting developments, especially in the UK, to address the problem of experienced teachers leaving classroom work for management jobs. Two schemes have been created that could serve as a model in Europe, the "Advanced Skills Teacher" and the "Excellent Teacher". Both schemes create a new category of teacher and make use of the potential and expertise of experienced teachers.

Advanced Skills Teachers are

teachers who have been recognised through external assessment as having excellent classroom practice. They are given additional payment and increased non-contact time in order to share their skills and experience with other teachers, within their own school and from other schools. (Department for Education and Skills, 2005)

The excellent teacher scheme was implemented in September 2006 and was from the start envisaged “as the pinnacle of the classroom teacher’s role and a distinctive part of the teaching career structure”. It is important to see how this career option is firmly linked to high quality components.

Excellent Teacher posts will be awarded to teachers with an established track record of sustained high-quality teaching. In addition to their normal duties in the classroom, Excellent Teachers will have a distinctive role in helping other teachers improve their effectiveness, and will have a major impact on improving pupil attainment across the whole school. However, unlike Advanced Skills Teachers, they will have no outreach work — in other words, no formalised role at other schools. (Excellent Teacher Scheme, 2006)

England has found ways to open career paths to teachers that will clearly help to retain them in the teaching force and to increase their job satisfaction. It can be expected that these teachers will perform better and longer and, thereby, repay the initial investment.

Efforts to break up the “flat” career of teachers are made in a number of countries, especially in Australia, England and Wales, Ireland, Quebec, and the United States (OECD, 2005, 167) It is worth noting that in the US the National Board for Professional Teaching Standards (NBPTS - <http://www.nbpts.org/>) offers a special National Board Certification for teachers that meet rigorous standards of performance. Certification of this kind is suitable to single teachers out for outstanding career paths if they exist within a national system.

### *Other quality issues*

According to Paulo Santiago, measures to increase quality are selection into teaching and mandatory induction periods as well as teacher profiles comprising statements of job competences and performance standards. (Gassner, 2005, 7) It is well-known that rigorous selection processes as carried out in Ireland and Finland lead to better quality of student teachers and, eventually, to better teachers. Unfortunately, entrance selection is rather unpopular and politically difficult in some countries.

A second powerful tool to ensure high (er) quality teaching is to move away from lifelong teaching qualifications to renewable teaching licences. “Teachers achieve employment security by continuing to do a good job rather than by regulation.” (Gassner, 2005, 7)

Other levers to raise quality in schools are more effective training of school leaders and prudent use of teacher evaluation. School leadership was the topic of the Vilnius ENTEP conference in May 2007 and is high on the agenda of Scotland, Lithuania and Austria for instance, whereas teacher evaluation was focused on at the Cyprus ENTEP conference in 2006. Teachers themselves, and especially teacher unions, often take a negative attitude towards having their performance evaluated. However, teacher evaluation can also serve to have teachers’ work recognised and to identify developmental needs. Furthermore it can provide a basis for rewarding teachers for exemplary performance.

The same holds true for competences or standards in teacher education. They can be seen as threatening and as a list of things a teacher MUST be able to do, whereas in the Netherlands it was the unions in close cooperation with the basis of the teaching force that developed sets of teacher competences to show publicly what teachers CAN do.

### **Conclusion**

It is to be expected that the tremendous efforts made across Europe to change and improve the systems of education and, above all, teacher education will pay off. And I would like to conclude by quoting a statement made by OECD examiners in a report on the Irish Education System in 1991. If you replace the word “Irish” by “European”, we have another vision to go for:

Most Irish people, in and out of the education system, take pride in the conviction that they have one of the best educated younger generations in the world. Everyone speaks of the excellent quality of the teaching force and the respected status of the teachers in society. (Cremin 2002, 76)

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### **European Union activities on Teacher Education and Leadership - Paul Holdsworth, European Commission**

Paul Holdsworth spoke about European Union activities on Teacher Education and School Leadership

School has a vital place in young people's lives and in the European Union's economy and society. It provides students with the knowledge and competences they will need in the society of tomorrow and lays the foundations for a healthy society.

The European Parliament and the European Council in December 2006 approved the European Framework of Key Competences - a reference tool that describes the knowledge, skills and attitudes that every citizen needs for their personal fulfilment, social inclusion, active citizenship, and employability. These include 'traditional' competences but also more transversal ones such as learning to learn, social and civic competence, initiative taking and entrepreneurship ... this raises questions such as how they will fit into a school curriculum based upon traditional 'subjects', and what kinds of education teachers and leaders will require in order to be able to deliver these competences that cut across subject boundaries.

The European Commission has also been reflecting on how the school can face up to the challenges of the 21st century. How can it do better at promoting equity, dealing with cultural diversity and responding better to the individual learning needs of each and every unique pupil?

Teachers will continue to play an absolutely crucial role. The Commission hopes to publish proposals to encourage Member States to bring about some much-needed improvements in the quality of teacher education in Europe. The Cluster on Teachers and Trainers is also working to exchange good policy practice in the field of Teacher Education.

Amongst the policy issues that Member States wanted to study this year, is the question of School Leadership, and the Cluster have begun their reflections on it at a Seminar for policy makers held in Brussels in December.

There is an increasing recognition that - just like children - learning communities need to be validated and nurtured, stimulated and challenged, inspired and encouraged, guided and supported. In the best of cases, school leadership plays all of these vital roles. If the quality of teaching in our schools is the key to giving our young people the best start in life, the quality of our school leadership is the decisive factor in making it all happen.

### **Presentation of the project „Time for leaders“. – Ričardas Ališauskas, Ministry of Education and Science (Lithuania)**

School leadership is one of the main topics of EU school modernization policy. Educators in Lithuania are developing the national leadership promotion project „Time for Leaders“. Leaders are understood as persons who not only technically carry out assignments regularly, but are also able to draw people together for higher quality of services than the minimum defined by legal acts.

The term ‘leaders’ does not only refer to school managers, but to all teachers in a school who take responsibility and actions to improve education in their school. The main idea of the project is not just simply to train people, but to establish a ‘safe risk environment’ for leaders to assume responsibility, use external help and become a support for other leaders.

The main components of such incentive surroundings could be possibilities of studying leadership, leadership consultancy, virtual environment for leaders, publications, a promotional career system, new models of school organization structures, supportive supervision, etc. Positive leadership culture inside every single school and education system is seen as one of the main factors of lifelong learning success.

### **Policy Measures for System-Wide Change Through Leadership: The Austrian Leadership Academy – Michael Schratz, University of Innsbruck (Austria), ENTEP member**

In 2004 the Austrian Ministry of Education started the *Leadership Academy* as an initiative to enhance innovative capacities of educational management on all levels of the school system. It comes alive through *generations*. Each *generation* is composed of 250 to 300 participants from the educational system who come from all provinces and school types as well as the ministry and regional education authorities (e.g. inspectorate).

The *Leadership Academy* functions as a project organisation and is constituted through generations which form a nation-wide network of change agents after graduation. The participants have to complete a leadership programme which consists of four forums with individual school-based project work and learning group meetings in between before they graduate from the *Leadership Academy*. It is carried out through a project management team, a scientific research team, an organisational support team linked with the Universities of Innsbruck and Zurich and the Ministry of Education. Network co-ordinators in all Austrian provinces function as the regional support system assuring regional networking. The website [www.leadershipacademy.at](http://www.leadershipacademy.at) is the central communication platform which offers participants of the Leadership Academy immediate and project focussed support in the members sections.

The *Leadership Academy* is composed as a network building its foundation on the smallest organisational entity, the *learning partnership*. This *learning partnership* is the home base for two participants each who align in a trustful reciprocal coaching partnership. They support each other through explorative questions, help to define project milestones and guide each other through their individual learning processes. Three *learning partnerships* respectively merge in *collegial team coachings* (CTCs) forming learning groups of six, who consult and coach each other collegially. The heterogeneous coaching groups of six are combined together on a regional level. These regional groups are co-ordinated by their respective network co-ordinators who co-ordinate all *LEA Generations* in the Bundesländer.

## **Brief presentations by ENTEP members - Finland, Germany, Estonia, Slovenia, Spain**

ENTEPE members presented five national views of school leadership and discussed the relevance of the concept within their education system as well as the implications on a policy level.

### **1. Armi Mikkola (Finland)**

The requirements to qualify for school leader positions in Finland are regulated by the Decree on teaching staff qualifications. In addition to being a qualified teacher having an MA degree, the qualification decree states that school leaders must have adequate teaching experience and a certificate in educational leadership and administration of no less than 25 ECTS credits.

Universities run study programmes of 25 ECTS or more in educational leadership and administration, which result a qualification for school leader positions. The study content is not regulated in more detail, so there are clear focus differences between programmes of different universities. Some programmes give more value to educational leadership, others are more administration oriented. Usually the content areas are as follows: educational legislation and finance, leadership in education, educational policy, evaluation in education and interaction and communication.

The supply of continuing professional education in school leadership is very mixed and providers are numerous - from consulting companies to universities, e.g. the Institute of Educational Leadership at the University of Jyväskylä provides university-level post-basic education, a Master's degree programme and post-graduate doctoral studies in educational leadership. Big cities run their own in-house training programmes for school leaders. Support and induction programmes for school leaders vary to a great extent depending on the municipality and school-maintaining organisation. The biggest challenges in school leader education are: to put more emphasis on improving the quality of school leadership curricula, to train school leader trainers, to promote school leadership research and to utilize research results in developing school leader education.

### **2. Ursula Uzerli (Germany): Current thematic approaches and interventions in the field of school leadership in the context**

### **of increasingly autonomous schools in Germany, especially in Hesse**

Throughout Germany and especially in Hesse we are currently working at increasing the autonomy of schools, which automatically implies a new definition of the role and professional profile of school leaders, their new responsibilities and the impact these systemic changes will have on the staff and the whole learning community.

This historical change of paradigm is based on a new philosophy which is essentially about seeking to enhance the quality of teaching and of learning in classrooms. Quality is the centre of attention and the objective that schools must have the environmental, systemic and budgetary capacity to guarantee this quality.

To make school leaders responsible for learning results is only possible, if the necessary conditions and opportunities are provided for all participants in the system.

Teachers are also seen as leaders in their responsible field, managing and realising their needs and seeing themselves as a team of experts in a culture of expertise at school. A definition of objectives and a framework of positive conditions should contribute to create rich learning environments that guarantee targeted outcomes.

In order to enable school leaders to purposefully select their staff (culturally diverse settings, underprivileged area etc.), they will have budget responsibility and steering function, and not only be the organisers or economic managers of the school. At the same time they should be expert teachers, supervisors and 'motivators' for their staff, especially in the context of CPD and further education within the school.

To evaluate the objectives and the effects of the school developmental planning should be the next step taken by the school leader. In reflecting their own work, in changing their self concept of their own work and appreciating their expertise the staff should be trained in this respect, seeing evaluation as an instrument of further developing their expertise, clearly seeing this as a critical examination of classroom practice and school system (like described above) with direct impact on teachers and pupils.

### **3. Cveta Razdevsek-Pucko (Slovenia): School Leadership in Slovenia (prepared**



**by Andrej Koren, National School for Leadership in Education)**

The term 'school leader' defines a Head teacher who exercises the function of a pedagogical (instructional) leader and has certain authority and responsibilities for the implementation of curriculum and for leading the whole pedagogical process.

He/she also manages the schools. Head teachers (or directors in case of upper secondary school centres) are autonomous in:

- o The selection and employment of staff
- o Allocation of resources for material costs
- o Buying the equipment for school
- o Designing the content of elective part of the program
- o Designing the program that is above the standard
- o Organisation of school work
- o Ensuring the quality of educational processes
- o Cooperation with the environment

Over last years, the role of head teachers has becoming more managerial and less devoted to instructional leadership. Head teachers as school leaders autonomously lead schools on the basis of duties and competencies/authority that the state defined through various Acts and Rules.

At the state level, the 'standard'/compulsory program is defined (National curriculum). Head teachers have to realise the program. The school work is monitored by inspections, which operate at the national level.

The issues of accountability and social equity are expressed through the introduction of external examinations (external exam at the end of elementary school and matura at the end of secondary general and technical professional school) and related to enrolment in higher levels of education. The Head teacher is held accountable for results by the School Council.

The head teacher is fully responsible for the leadership of a school. He/she is responsible for legal issues and has to implement decisions taken by the School Council. The annual school plan embraces the curriculum implementation, financial issues, enrolment policy and elective parts of the program. The School Council decides about complaints of employees or parents, and the Head teacher must implement all resolutions agreed by

School Council that are in accordance with the legislation.

*Employment of school leaders*

The head teacher has a permanent employment as a teacher yet he/she performs the function of a head teacher for 5 years. He/she is appointed and dismissed from head teachership by the School Council, which is in charge to conduct both procedures.

Requirements for appointment: to meet the requirements for being a teacher, to be mentor at least for 5 years, or advisor or counsellor and has to have or acquire the head teachership certificate. Newly appointed head teachers without head teachership certificate have to complete it within the first year as acting head teacher.

*Headteachers quality assessing*

Since 2006 a head teachers' performance is assessed in these areas: realisation of the educational program; quality of realisation of the program (students' achievement); quality assessment and self-evaluation (whether these processes exist); material conditions in schools; management of teacher performance (number of observations, staff development activities); head teacher's co-operation with stakeholders; involvement in local and regional community; students' participation in national contests and competitions; participation in national and international projects and financial results.

*Headteachers licence*

The purpose of the NSLE program of initial head teacher training *School for Leadership in Education* is to implement the Headship License Program. Slovenian legislation regulates that all school directors should participate in the training program leading to the Headship License. The program for the Headship License consists of 6 compulsory modules.

The aims of the program are to provide the participants with knowledge, skills and instruments to help them implement the objectives of their headship role – as pedagogical leaders and as managers in schools and pre-school institutions.

*Support and induction program for new school leaders*

The project Mentoring for Newly Appointed Head teachers as induction program was designed in 2004. Every school year about 40 – 70 head

teachers in the first year after the appointment participate in the programme. The programme is delivered by the National school for leadership in education, it is funded by the ministry.

#### *Headteachers training*

The National School for Leadership in Education provides continuous training and education for school head teachers, a certified program and certification of Head teachers. By choice head teachers attend also other training and education programs.

There are a number of projects and programs aiming at improving head teachers' work in terms of overall school performance, quality issues and related areas.

### **4. Eve Eisenschmidt (Estonia)**

#### *Policy*

School leadership as important presumption for effective school management is not considered in many policy issues in Estonia. According to the Law of Education the school leader is instated and released from office by the local authority. The local authority is also responsible for organising the regular work of educational institutions and advising teachers and school leaders on organisational and methodological issues. At the same time the local authorities are too insignificant to counsel school leaders. The Law of Secondary school regulates the procedures of choosing the school leader. Principals are recruited by local authorities. The contract will be signed with the principal at an agreed date for five years maximum.

#### *Leadership education*

All school leaders have to pass leadership training, but only once. The principal of the pre-school, primary school should pass 160 hours of management and leadership training. The principal of the secondary school should pass 240 hours of training. The leadership training curricula are officially registered and exercised by universities. But there are some private providers - consulting and training companies, too. Mainly the training programmes consist of 4 to 6 modules, with each module lasting 2 to 3 days. The main training areas are: education policies in Estonia and other European countries; the legislation and justice regulations that concern educational leaders; personnel management; teamwork; organisation

culture and psychology; the role of a leader; public relations; IT; basics of financial management and inner evaluation.

Universities provide master programmes (120 ECTS) about school management, but this is not obligatory.

#### *Evaluation*

In Estonia, school inspection has been developed into an inner evaluation system since September 2006. It is exercised in the following areas: (1) motivation and leadership, (2) personnel management, (3) cooperation with interest groups (4) resource management (5) learning process (6) results related to students (7) results related to personnel (8) results related to interest groups (9) establishment's data and statistics. The self-evaluation makes it possible for the school leader to get feedback and counselling from qualified school advisors.

Last year the biggest municipality in Estonia, Tallinn, started a mentoring programme for beginning school leaders. 16 first year principals participated in the pilot project. Experienced school leaders worked as mentors for beginners. Evaluation of the project showed that mentors as well as beginning principals were satisfied and gained a valuable experience. The municipality of Tallinn would like to continue providing mentoring programmes for principals.

### **5. Josep Cervello (Spain)**

#### **II ENTEP meeting**

In the first part of the meeting the coordinator reported on the business of the previous months and as a stock taking exercise analysed the strengths and weaknesses of ENTEP's work and development. It became clear that ENTEP has achieved a firm place in the educational landscape of Europe and is one of the key groups dealing with teacher education policy issues at a transnational level.



### **New Coordination of ENTEP**

After a three-year period in the chair Otmar Gassner (A) resigned as the coordinator of the network. The new coordinator of ENTEP is **Ursula Uzerli, Germany**. She will be in office for the next three-year period.

The second part of the ENTEP meeting was chaired by the new coordinator, and the following two issues were discussed.

### **Continuous Professional Development**

Ursula Uzerli (GER) and Lucien Kerger (LUX) presented a stimulating paper outlining the main issues regarding teachers' professional development. The final version of the paper will be presented at the Portugal ENTEP meeting.

### **Teacher education structures and the Bologna process - Convergence or new diversity? - Apostolis Dimitropoulos**

Apostolis Dimitropoulos (Greece) presented an updated review of teacher education structures in the ENTEP member countries. Data analysed was mainly obtained from the EURYDICE network database on national systems of education (EURYBASE) and from the ENTEP members.

After a further round of data collection, conclusions can be expected at the Portugal ENTEP meeting in September.

## **III Other ENTEP business**

### **Coordination group**

On March 01, 2007, the members of the coordination group had a meeting in Frankfurt where the

upcoming Vilnius meeting was discussed and following decisions were taken:

- Funding issues were discussed and will be followed up by Bártolo Campos.
- Coordination new: it was agreed that the next coordinator will share responsibilities with the other members. The writing up of the coordination notes will be a shared responsibility between the coordinator and the hosting country from September 2007 with the hosting country contributing the conference notes. Several external responsibilities (like linking up with TEPE) can be delegated.

### **Next ENTEP seminars**

**(i) Portugal: Lisbon: 26-30 September, 2007**

**(ii) Slovenia: Ljubljana - May 2008**

The next ENTEP meeting and conference will take place in Lisbon from September 27 to September 29, 2007, while Portugal has the EU Presidency. 160 participants are expected to take part in the conference on *Teacher Professional Development for the Quality and Equity of Lifelong Learning*.

Improving teachers' education in order to respond to the new challenges faced by education and training systems, in terms of lifelong learning, is the first objective of the Education and Training 2010 programme as defined by the Council of the European Union and ratified by the European Council. It aims to promote cooperation between Member States' education and training policies so that they can become a world reference of efficiency and equity, and contribute to the objectives of the Lisbon Strategy and to the development of active citizenship.

This Conference, which focuses on the professional development of teachers, is set within this global context. The specific objectives of this Conference are:

- To identify the implications of the European Commission proposal of *Recommendation on the Quality of Teacher Education* for Member States policies on the professional development of teachers and for European policy cooperation in this field;
- To consider how teacher education systems can coherently link initial education, induction and in-service training from the perspective of lifelong learning;

- To reflect on the nature of, and the rationale for, the learning outcomes of teacher education demanded by the quality and equity of lifelong learning;
- To analyse in what ways research-based teacher education and tutored teaching practice can contribute to the achievement of such learning outcomes;
- To reflect on good policy practices in relation to the professional development of teachers from the lifelong learning perspective.

The Conference will be broadcast live, via the Internet, and potentially interested parties will be duly informed.

### **RECENT Changes of ENTEP Ministers' Representatives**

**Angela Walsh (UK)** and **Milos Novak (Slovakia)** left the network as a promotion at home implied a change in their field of work. ENTEP would like to thank them for their valuable contributions to the work of the network.

**Romita Iucu, Romania**, has been appointed as the minister's representative in ENTEP. Congratulate and welcome in the network.

### **ENTEPA's external relations**

The coordinator of ENTEP was invited to take part in the first meeting of the TEPE Network, which took place in Tallinn between the 8th and 10th February 2007 with representatives from Tallinn University, Umeå University, Helsinki University, Åbo Akademi, University of Ljubljana, University College Dublin, The Danish University of Education and the European Network on Teacher Education Policies (ENTEPA).

During the first phase of development TEPE will focus its activities on the following goals:

- Advancing research in and on TE
- Increasing mobility and extending the European Dimension in TE
- Enhancing quality through the renewal of evaluation cultures in TE

In the talk given by the ENTEP coordinator at the meeting in Tallinn four models of cooperation between ENTEP and TEPE were presented.

#### *Model 1: Expert group and Focus group*

The working mode of Expert Group A in close cooperation with a focus group of four European experts could be a good model for the prospective cooperation between ENTEP and TEPE. The cooperation led to the production of the first draft of the "Common European Principles for Teacher Competences and Qualifications", which were generally found to be supportive by ENTEP members.

The idea is to identify issues in larger groups like ENTEP and then work on them in focus groups within TEPE to, eventually, come up with a description of the issue and pertaining recommendations.

#### *Model 2: Joint conferences*

In practical terms, joint conferences of ENTEP and TEPE could be a source of mutual inspiration as the ENTEP members would profit from a focused high-level discussion of policy issues. Contacts will be valuable if ministries of education would like to involve European experts into national research or consulting issues.

It might be a good idea if the ENTEP coordinator or another member of ENTEP could act as a link between the two bodies, taking part in whatever activities TEPE is going to plan. Unfortunately, it is impossible for anybody outside ENTEP to take part in its meetings, but jointly organised events might bridge this gap quite easily.

The envisaged ENTEP meeting in May 2008 in Slovenia, with Pavel Zgaga in TEPE and Cveta Pucko in ENTEP, might be first meeting point.

#### *Model 3: Joint outcomes*

Whether we decide to have joint meetings or not is one thing, but we might definitely aim at presenting joint working papers or even joint publications. Whereas we would expect TEPE to be able to contribute depth, ENTEP members could contribute a wide national variety of views and positions.

#### *Model 4: Research involvement*

ENTEPA is no international research group, but a high-level discussion group. ENTEPA, therefore, is good at identifying issues in education that are of European concern. Cooperation with a network that

has research expertise in the field of teacher education policy could be most fruitful as these issues could then be handed on to TEPE for an in-depth discussion and the identification of research options. On the other hand, ENTEP could act as a multiplication factor in the dissemination process across Europe.

TEPE could offer a kind of 'research on demand' after priority issues have been identified by ENTEP throughout Europe. This would ensure that the research results have a practical component of usefulness and can play an important role in defining teacher education policies.

*Résumé*

ENTEPE and TEPE share their central interest in teacher education policies in Europe. One common aim is to improve the quality of teacher education in Europe and, consequently, the quality of all education.

ENTEPE bundles 27 national views, TEPE uses experts and Higher Education Institutions to focus on identifying issues and on increasing the common ground in teacher education policy. The overlap is obvious. It is hoped that this potential can be realized in the near future.

**Otmar Gassner**  
**ENTEPE Coordinator**