

ENTEP
EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

ENTEP COORDINATION NOTE/4/DECEMBER 2000

Dear Colleagues,

First of all I would like to express the great pleasure I had meeting in Paris those I already knew from Loulé and also those I first met during this meeting.

1. *ENTEP meeting and seminar in Paris on 17 and 18 November 2000.*

Thanks to the support of the French Presidency of the Council of the European Union and of the French minister's representative, ENTEP had its second meeting and seminar six months after being launched in Loulé.

This ENTEP meeting and seminar had 23 participants listed in Annex 1. These were the ministers' representatives for ENTEP- and in some cases their substitutes- the European Commission's representative, experts on teacher education in the Member-States and the Head of the European Unit of Eurydice that has been invited to present a project of study concerning the teaching profession in Europe.

2. *Second ENTEP meeting.* This meeting took place in the morning of 17 November according to the Agenda in Annex 2.

i) Welcome address and information by the coordination.

The coordination welcomed the participants in the second ENTEP meeting and seminar and gave information on the Network.

Information was given on appointments to replace former ministers' representatives: Febe Jansen from The Netherlands appointed to replace Angelique van der Hoek and Michael Schratz from Austria to replace Ilse Wiese and on appointments of

ministers' representatives from countries that joined ENTEP after Loulé: Sarantos Psycharis from Greece. It was also referred the unofficial intention of Luxembourg to join the Network that is expected to be confirmed.

The participants were informed that the publication of the Loulé Conference on *Teacher Education Policies in the European Union* is almost finished and is expected to be available before Christmas.

The coordination informed about the coordination notes that have been sent to the ENTEP representatives and about the ENTEP Homepage, welcoming contributes by the colleagues to improve it, namely information on their Ministries' homepage addresses in Internet and relevant documentation to be shared within the Network by e-mail and through the ENTEP Homepage.

The coordination also informed that contacts have been made with France, Italy, Sweden and Belgium in order to prepare the organisation of the next ENTEP meetings and seminars.

Information was also given by the coordination concerning the contacts made with other European and international networks and agencies to present ENTEP and express interest in sharing information on common interest issues. One of the replies received, from NASDTEC presented a proposal to ENTEP that was considered in this meeting and that is further on referred.

ii) The ENTEP: Leading the world in teacher training and teaching (G. Holley's proposal)

Graham Holley was congratulated by the coordination and by the ENTEP colleagues on the initiative to present a vision statement for

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the Network and on the nature of the document itself.

In the debate of this first draft Austria, Germany and Ireland preferred the use of *teacher education* in this vision statement. Germany *suggested teacher education and training*.

Sweden suggested that research on the new knowledge on how to learn and universities involvement should be present in this document, this aspect was also referred by Italy.

Greece proposed the inclusion of ICT.

Portugal referred that employability is important, but the idea of citizenship should be also present. This idea was supported by Finland.

Portugal, Ireland and Austria thought that partnership should be more fully reflected in the document.

Italy considered important the reference on how to reward good teachers and on the role of subject expertise.

Germany suggested the importance to approve the vision statement but also an action plan containing the steps to gradually make it happen.

The European Commission suggested that it would be better to concentrate in the document on the common issues which members recognised.

At the end of the debate Graham said that his intention with this first draft was to be provocative and that the discussion emerging from it was very interesting and valuable. He offered to produce a second draft reflecting the discussion. He said that a certain level of competitiveness was necessary, but that this could operate in a context of support.

In conclusion: (i) The group agreed on the importance of such a document for the Network and that a second draft should be included in the agenda for approval in the next ENTEP meeting to be held in February in Sorrento. In order to contribute to this second draft it was agreed that any further comments should be sent to Graham within three weeks. (ii) Germany that proposed that would be useful to have a plan with the steps to make possible the vision statement will produce a

first draft of this plan for discussion in the Network.

iii) NASDTEC Proposal: ENTEP Position

The coordination presented the proposal of the *National Association of State Directors of Teacher Education and Certification* (NASDTEC) and proposed the debate on which would be the ENTEP reply to this proposal.

The main ideas that emerged from the debate were if it would be of strategic interest for the Member-States the exchange of information and practices in the field of teacher education and teacher mobility.

In conclusion: Two main considerations supported the conclusion: (i) The nature and interests of ENTEP stated in the general framework and (ii) the fact that NASDTEC is a very important association which scope and prestige can contribute to open Europe to the rest of the world creating then new opportunities for teachers. Based in both of them it has been decided to reply to the NASDTEC proposal expressing the ENTEP interest in the exchange of information and experience in two or three fields of activities. The criminal background issue should not be considered, but the recognition of professional diplomas, mobility and standards on teacher education seem to be issues of interest for the Network.

iv) Teachers in Europe: Presentation of a Eurydice study project

The Head of the European Unit of Eurydice, Luce Pépin, accepting the invitation addressed by the ENTEP coordination, came to this meeting to present its project of study on *Attractiveness and occupational content of the teaching profession (provisional title)*.

The presentation was followed by a debate with the participants and Eurydice documentation considered of interest to this ones was distributed in this occasion that is referred in next lines.

****Study on teachers-Topic: Attractiveness and occupational content of the teaching profession***

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**Information on teachers available from the Eurydice Network*

**More than 175 references on the topic of lifelong learning*

The Head of the European Eurydice Unit referred that will keep ENTEP informed on the publications with interest for this Network, namely the one which project has been presented. She also proposed to give the list of the ENTEP ministers' representatives to the Member-States units of Eurydice in order to help them to have the information on the experts on teacher education to be consulted for studies concerning this issue. The coordination proposed that Eurydice follows ENTEP activities in a regular basis. Following this proposal, the coordination has already sent her an updated list of the ENTEP ministers' representatives.

v) Elaboration of reports

It hasn't been analysed this issue, but during the seminar it was referred the hypothesis proposed by the ENTEP representative of the European Commission that could be interesting and useful that ENTEP produces a report containing the requirements in each Member-State to the recognition of in-service teacher education programmes followed in other Member-States.

The debate led to the conclusion that making available information on the quality of in-service teacher education ENTEP would contribute to: *a priori* decisions on to follow (or to authorise a teacher to follow or not) certain in-service teacher education programme in other Member-State, and to help choosing between the several available. But can also contribute *a posteriori* to the assessment of the in-service teacher education followed in other Member-States on how to make it recognised and profitable to the teacher's professional development in his/her home State.

Nevertheless, in most of the European Union Member-States there isn't an explicit need of recognition of in-service teacher education followed abroad.

It has been considered useful to collect information concerning the conditions for this recognition in the Member-States in which it is relevant.

Portugal distributed a document on *In-service teacher training in Portugal-Creditation of programmes from abroad* that is in Annex 3.

vi) Next ENTEP seminars: Announcements by the ministers' representatives

***ITALY**

The next ENTEP meeting and seminar will be hosted by Italy, in Sorrento (South of Naples), during two days of the first week of February. In Paris was proposed the date of 5 and 6 February to be confirmed. During the two days four working sessions will take place (i) initial teacher education, (ii) in-service teacher education, (iii) general debate on teacher education (iv) ENTEP meeting.

The Italian organisation asked for a non-Italian participant with good knowledge of the Italian educational system to comment on the referred issues contributing to them with a European approach.

The Italian organisation will opportunely contact directly all the ENTEP representatives to inform them on the program and details to prepare their participation in this meeting and seminar.

***SWEDEN**

The ENTEP meeting and seminar hosted by Sweden will take place late spring, probably in June, during the Swedish Presidency of the Council of the European Union. The probable venue will be Umeå in the North of Sweden and it is thought to concern *Research linked to teacher education*.

The main goal of this seminar will be to receive input on how to facilitate research in the field of teacher education. To the preparation of this initiative the other ENTEP colleagues will be requested on the state of art of this issue in their respective countries.

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***BELGIUM**

Both ministers' representatives, from the Flemish and from the French communities, will prepare the ENTEP meeting and seminar hosted by Belgium during this country's presidency of the Council of the European Union. Dates and venue are being studied and the probable theme will be *The profile of teaching profession*, possibly connected with ICT and it will be also the occasion to present the results of recent evolutions in teacher education in Belgium.

vii) Recent evolution of teacher education policies in the Member States and at the Community level

Flemish Belgium referred to a document written on *The evaluation of teacher education in the Flemish Community* that was distributed to all representatives by an e-mail of the coordination on 26 October and that is included in Annex 4.

Finland orally presented the recent evolution of teacher education and distributed a draft document that is a preliminary translation of *Topical issues in Finnish teacher education* (Annex 5). This country was also distributed the recent publication *European trends in anticipation of teacher training needs-Summary of answers of the Eurydice Network-Anticipatory project to investigate teachers' initial and continuing training needs (OPEPRO), report 11*.

Greece distributed a written document on the *Recent developments in teacher education in Greece* which is in Annex 6.

Ireland mentioned that by now nothing significant had to refer, but would have news on teacher education in early 2001.

Portugal distributed two documents concerning recent evolutions in teacher education in this country: one of them was a copy of the *Standards in initial teacher education* (included in Annex 7) and the other one was the *Regulation of the accreditation process for initial pre-school, basic and secondary school teacher education programmes*, included in Annex 8. This country also distributed a document on *In-*

service teacher training in Portugal - Creditation of programmes from abroad already referred in 2.v) as Annex 3.

Sweden distributed a recent Fact Sheet of its Ministry of Education and Science concerning *A new system of teacher education* (Annex 9). The Netherlands distributed a document concerning the *Recent evolution of teacher education policies in The Netherlands* (Annex 10) that refers mainly a proposal of renewal of the teaching profession that will be sent to all colleagues as soon as it is available. This country also distributed a copy of a chapter of the publication *Trends in Dutch teacher education*.

United Kingdom reported recent developments in the following areas:

(i) A review had begun of the content of legal requirements to gain QTS. This was likely to be implemented in September 2002. The Government was seeking to be less prescriptive, while not compromising on the standards required to be a teacher;

(ii) the inspection burden on providers of Initial Teacher Training had recently been reduced;

(iii) employment-based routes to Qualified Teacher Status had been expanded from September. £13,000 was also now available to support each placement in a school;

(iv) training salaries for postgraduates, and new-style Golden Hellos for those who went on to teach in shortage subjects, had also been bought in from September. Largely as a result, recruitment to initial teacher training courses had risen for the first time since 1992. Shortage subjects had benefited in particular;

(v) the UK had also introduced fast-track ITT for high flyers, implying accelerated training and progress, and had launched a leadership college based in Nottingham; and

(vi) the General Teaching Council had been inaugurated in September as the voice of the profession in England. It would register teachers, be responsible for discipline, and advise the Government on the professional content of training and standards.

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3. *ENTEP Seminar on Teacher education and mobility.* This seminar, held on 17 November afternoon and 18 November in the morning was chaired by Pascal Dayez-Bourgeon, of the Group of the French Presidency on Education of the Council of the European Union on *Mobility of teachers and action plan for mobility*. To support the first session of the seminar two documents were distributed one concerning *Mobility of teachers and trainers* produced by Emilie Noubadji, and the other one was a copy of the *Resolution of the Council concerning an action plan for mobility*.

During the other session Manuel Romano, representative of the European Commission presented a communication on *Mobility of teachers and community programmes* followed by debate with the participants. A copy of the transparencies used to support this presentation was distributed to the participants.

As agreed, our French ENTEP colleague will produce an abstract of the conclusions of the communications and debates that took place during this seminar's working sessions. As soon as they are available, those conclusions will be immediately forwarded to all Network representatives and also put in the ENTEP Homepage in Internet.

4. *Closing address.* The coordination closed the second ENTEP meeting and seminar sharing the feeling that the Network is learning how to cooperate and make possible the goals and commitments agreed in the framework, knowledge that is increasing and will continue developing each time the ministers' representatives work together.

And speaking on behalf of all colleagues, the coordination thanked the French Presidency for the support given to ENTEP, particularly Pascal Dayez-Bourgeon and Emilie Noubadji that personally involved themselves and their colleagues to make possible the meeting and seminar in Paris.

Best regards,

Bártolo Paiva Campos