

ENTEP MEETING

COORDINATION NOTES REPORT

19-22th of JANUARY 2014, ESSEN, GERMANY



1. INTRODUCTION

The ENTEP meeting started with Welcome given by the coordinator, Romita Iucu and from our hosts, Ursula Uzerli and Daniela Worek, the German ENTEP representatives. They have also offered general information about the whole schedule and practical arrangements. What is very important to mention is that the German ENTEP meeting was organized and hosted by the GERMAN RECTORS CONFERENCE our internal meeting being mentioned on the official program of the whole event, NEXUS International Conference, ***Education and Training for European Teachers: Competence Models, Curricular Objectives and Harmonizing Theory and Practice***, January, 20th/21st, Essen, Germany.

2. BRIEF REPORTS

On behalf of the European Commission Ursula Uzerli gave a brief report on the latest developments concerning the work of the former Thematic Working Groups in Education and Training, especially the one on 'Teacher Professional Development', where ENTEP was a member and several ENTEP members had a mandate from their governments as country representatives.

The final working session of the TWG on Teachers Professional Development took place in September 2012 where also the last documents of the group concerning the issue of 'Competences' and 'Teacher Educators' have been finalized and disseminated. Paul Holdsworth, who was the Coordinator of this Thematic Working Group (TWG) has in the meantime changed his position within the Commission and is now responsible for another Unit.

The new version of the ET 2020 Working Group on 'Schools Policy' will partly be the follow-up group of the above mentioned TWG with probably new members nominated by the participating EU Member States. This group, which will be divided into two subgroups – one on 'Early School Leaving' and on 'Teacher Education' is going to have the first session initiating the new way of working as well as new topics and thematic approaches to engage in. Ursula Uzerli will again have the German mandate for this Working Group on 'Teacher Education' and will therein represent ENTEP as well after communicating this with the new Group Coordinator.

Also other ENTEP members might receive mandates for this working group by their governments so that ENTEP members will be continuously informed of the progress within these new working objectives in the EU Commission. At the same time working outcomes of current and future ENTEP projects will be transmitted by Ursula Uzerli into the working group which is a great advantage for possible cooperation on certain topics.

In the first session on 20th and 21st February the new group will get to know the mandate of the working group and the 'Education and Training 2020' (ET2020) program of policy cooperation between Member States. The group will then discuss and decide on working methods and identify the priority themes for future work.

3. CURRENT DEVELOPMENTS IN THE FIELD OF MODERNISING TEACHER EDUCATION IN ENTEP COUNTRIES

There is the usual part of the ENTEP meeting to have a short report of the participants about the national new policies and developments on teacher education systems and to share them with other colleagues and ENTEP members. It has been an interesting and intensive discussion dedicated to this topic what for the ENTEP members will be kindly invited to send the short report on latest development of the teacher education systems in their own countries until the 15th of February. It will be expected to be sent to the coordinator this short report (a half a page) in order to be introduced into the ENTEP C-Notes which is uploaded after the regular meeting on the ENTEP homepage.

BEL FR - Reform of initial education of teachers: state of play

- Orientation note approved by the government (3 axes, etc)
- A monitoring committee has been created in order to ensure that the reform will be continued in a consistent way even after May 2014 elections (and change of minister) . This monitoring

committee has created a working group with delegates of all the institutions which organise initial teacher training in the French Community :

- Universities
- University Colleges (Hautes Ecoles)
- Colleges of Arts
- Adult Education institutions

This working group is currently working on three questions:

- What kind of teachers do we want?
- Which contents are necessary in the ITE for those teachers?
- Which structure of ITE for this?

The work of the group is progressing well; those institutions which often have been in conflict about these issues are managing to find common points on which they agree. It's also important to notice that this is a participative process, implying the stakeholders and not just a political process. This should also guarantee the follow up of the process after next elections.

FLANDERS:

- In December 2012 the result of the external quality assurance process, for specific teacher training, were published. The results were not so good. We score at six categories with some subcategories and only 7 ITE didn't fail any category. Approx. half of them (ca.20) failed at least one category. For these programmes there's no accreditation process, so the government has to decide what to do next.
- In 2012 -2013 we made a policy evaluation of teacher education with focus on: The decree (°15 December 2006) on teacher education, General policy measures by the government/parliament, Not: quality of individual teacher education institutes/programmes
- This was done by:
 - A research (EVALO) conducted by a consortium of the universities of Ghent and Brussels, as an input to the work of an independent commission. (march 2012-dec 2012)
 - An independent commission, nominated by the Flemish Government, led by prof.dr. Gert Biesta, we made the actual policy evaluation. (December 2012-July 2013)
- The results were presented by the minister of education on October 5th, world teacher's day.
 - Main results:
 - Need for a formal induction period and redefine the set of teacher competences to go with this
 - Need for a reform of the landscape of ITE
 - Selecting entrants will not solve the problem: better to focus on screening and guidance
 - Rethink the cooperation between schools and ITE
 - Possibility to send an English translation of the report (only general overview of TE in Flanders en policy recommendations)
- Following this presentation the minister decided to install 6 policy groups. These groups:
 - Transfer the policy recommendations of the commission Biesta and the external quality control to policy proposals
 - To prepare the work for the next minister of education
- The 6 groups are: Entrance – selection in ITE, Content of ITE and competence profiles, Practical classroom training, Induction, Teacher educators, Landscape – organization
- Composition of the groups: ITE, Schools, Principals, Researchers, Unions
- Finish June, 1st 2014.
- Other topics, related to teacher education:
 - Policy note on the reform of secondary education
 - New decree on special needs education : inclusion
 - Acknowledging the experience of second entrants into the teaching profession

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- In most Laender in Germany two Ministries are responsible for Teacher Education: the Ministry for Culture, Education and Schooling and the other – responsible for the Universities- is the Ministry for Science and Research in most cases.
- As Teacher Education in Germany is organized in two phases, with a State Examination at the end of the Second Phase and in some Laender even a First State Examination after the University studies - despite the implementation of the Bologna Process – there is a widespread tendency to reduce the length of the Second Phase and include a longer period of practical studies with the so called 'Praxissemester' in the First Phase at University; in some Laender they even reduce this phase to merely 12 months.
- Considering the fact that the focus on more practical studies in the First Phase creates a large need for possibilities on top of the teacher training students in the Second Phase, this means a great challenge for schools and their mentors.
- The issue of mobility within the federal system of Germany and the subsidiarity principle concerning TE in the Laender is altogether high on the Agenda of the Standing Conference of Ministers of Education and Culture (KMK) in this context. Although the Bologna Process – and Germany was one of the initiating countries in the EU – has one of the main action lines to promote mobility already within the First Phase of TE, this endeavor is a hot topic among the Laender in Germany and rather difficult to coordinate. In 2013 therefore the KMK has pushed this issue for more recognition among the Leander.
- Within the Lisbon Convention for recognition as well as the EU Directive on the recognition of professional qualifications we realize an increased number German students taking advantage of European mobility and entering post graduate study programs in other EU member states after their first degree from University here (avoiding the Second Phase of TE in Germany); then coming back to Germany as so called 'EU Teacher End Products' applying for recognition here, which is possible in many cases...
- In Munich, Berlin, Bochum and Hamburg for example „schools of education “have been opened at Universities with a special focus on Teacher Education and a specific profile with more mobility initiatives and a concept of increased internationalization. The 'DAAD-Conference on the Internationalization of Teacher Education' in Berlin in 2013 has dealt with this topic intensively and came up with several recommendations for policy makers and Universities among others the need for more mobility within first semesters of teacher education programs and practical studies within the First Phase in other countries.
- Universities and schools in Germany are currently also challenged with the approach of 'Inclusion', not only in the context of the UN convention, but in a wider sense of 'leaving no one behind in learning' as it is interpreted in most EU member states. This concept especially affects teacher education with the expectation that future teachers are to achieve competencies in this pedagogical approach and to be role models in their teaching profile as well as being exposed members of the society.
- A controversial discussion is highly visible in the media and the wider public, among policy makers, school leaders, staff and other stakeholders.

SLOVENIA

In the school year 2013/14 some changes were made in basic education. The national testing of knowledge shall now be mandatory for pupils of grade 6 and not just grade 9 as in the past. In September 2013, teachers shall start assessing knowledge of pupils in grade 3 with numeric and not

descriptive notes as in the past. In July 2013 the Amendment Act on Basic School to introduce the first foreign language as a mandatory subject in grade 2 of the basic school was adopted. The new regulation shall apply gradually, so in 2014/15, 15% of basic schools shall take part, and in the school year 2016/17, the first foreign language shall be a mandatory subject for all pupils of grade 2. The basic school shall offer to grade 1 pupils a foreign language as an elective subject; this will start in 2015/16. The changes to the Act introduced non-mandatory elective subjects, including second Foreign Language, Arts, Computer Science, Sports, and Technics to pupils of grades 4 to 6, and second Foreign Language to pupils of grades 7 to 9. The Amendments shall start to apply for pupils of grades 4 and 7 in 2014/15, for pupils of grades 5 and 8 in 2015/16, and for pupils of grades 6 and 9 in the school year 2016/17. Teachers willing to teach these subjects will acquire knowledge through continuous professional development programs.

The Ministry of Education, Science and Sport prepared a draft for a new act on higher education which is at the moment under discussion.

4. EDiTE – EUROPEAN DOCTORATE IN TEACHER EDUCATION

Our colleague, Prof. Dr. Michael Schratz, the EDITE Project Coordinator has made a presentation of the EDITE Projects state of the art and its particular achievements. From the perspective of the ENTEP position agreed during the Nottingham meeting as an advisory board, the members have agreed to support EDITE Project, by doing a peer evaluation report done by five from our colleagues who are kindly asked to do it in the favor of a long partnership between ENTEP and EDITE. Our colleagues are: Tove, Elgrid, Mojca, Joao, Gerard. From the ENTEP point of view the peer evaluation report means, more or less, a page trying to reflect the specific particularities of this PhD curriculum architecture. The concrete proposal for a specific deadline of this task was proposed to be the end of January.

The EDiTE colleagues will share their experiences with ENTEP colleagues who are invited to give feedback on future EDiTE documents as representatives of advisory board. In the same context, the ENTEP members have received a very kind proposal from the EDITE project to organize a joint meeting in Budapest where the last EDITE Conference will take place between 3 and 4 of July 2014. The members have agreed to contact our colleague Csilla Steger in order to kindly ask for assisting in preparing the next event in July.

5. TEACHER RECRUITMENT - selection, conditions, procedures

This topic has concentrated a lot of time, interest and energy of the participants during the last two years, starting from the very beginning when Michael Day was launching this topic during the Luxembourg meeting. The group has decided to reorganize Michael Day's draft version of the EXCEL Table Survey containing data base collected from the ENTEP represented countries and analyze more deeply the analytical report offered by the Romita's team.

As soon as the draft document will be disseminate among the ENTEP group members the feedback will be expected according to the regular uploading schedule; the aim of this activity should be the publication / uploading of the document's final version as another ENTEP paper in the topic of Teacher Recruitment (deadline of the uploading final version will be autumn 2014). We are very grateful to Elgrid Messner for substantial and high professional feedback already sent on this topic.

6. NEW ENTEP EDITORIAL PROJECT

The editorial project, THE CHANGING ROLE OF TEACHER, agreed to be supported by the ENTEP as the third editorial project of our organization has been decided to be postponed until 30th of March, when is still open the process of collecting new contributions for the book. In this case will be warmly expected to send contributions the new colleagues received as ENTEP representative from DK, POR, BEL-FL, BEL-FR. The further steps which have been proposed as parts of the ongoing process are the following: to continue the process of peer review for the rest of papers already received or which will be received further on during the next month.

Michael Schratz has produced a document which has been forwarded to the participants), just as the guideline for case studies, which new authors has presented it as follows: deal with a (national or nationally relevant) (policy) development or innovation, give insights into the changing roles of teachers, confront the reader with some practical experience / outcome in the real world of an educational arena (school, teacher education etc.), have a future directed approach towards changing roles of teachers, offer other countries a chance to learn from the case study, deal with the following questions: Why? Who? When? What? How?

Members fully agree to have deadline for sending the final version of the book to the printing house the 15th of June (in print), the printed version expected to be finished and released in October / November 2014. The group was deeply grateful to Mojca for support on preparing the supports documents for the editing process.

7. NEW ENTEP TOPICS: Preparing teachers to enhance learning in multilingual, multicultural and migrant school context

This new topic, related to multilingual, multicultural and migrant background, has been strongly supported by the whole group launched last year during the Irish ENTEP meeting will be developed until the next meeting in Budapest. For the beginning the group has decided to collect all home-works which can be used as a general input for structuring the topic priorities (each member writes down the aspects of interest, around ½ page and sends it to the coordinator three days before the meeting / brings this paper to the next meeting so that we can discuss about it. In order to handle to this task will be organized a sub-group which will manage this topic. In this dynamic context possible deadlines are the followings: until the beginning of April could be recommended to define the headlines of the topic and until the next meeting in Budapest (the beginning of July) to have a short report on the topic / screening the main research / policy references. The final report which could be uploaded on the ENTEP homepage will be estimated to take place until the end of the year.

Other possible topics...

There are also other ENTEP topics proposals agreed during the last meeting in Galway, 2013, as is following ... Consequences of the Bologna Process implementation on TE systems Focused on the consequences of the Bologna Process as so called "masterisation process" ... of the initial TE system. The participants have identified a lot of contact points with the topic of ECTS applied to the TE system, through the points of credits allocation process, the import and transfer from initial education to induction and continuing education and for the recognition of informal and non-formal competencies, as well. The second topic proposal was, TE Employment, deployment ... was also deeply discussed during the session. This topic will be also kept on the priority list and will be analyzed during the next meeting. ENTEP should also decided if the colleagues are interested in one of these subjects, they are asked to write down the ideas of what they are expecting from one of the two topics until the next meeting in Budapest.

9. ADMINISTRATIVE ISSUES

New ENTEP members

In the opening of the session the latest news regarding the ENTEP activities were presented: three new representatives from Italy, Francesca Caena, University of Venice, Denmark, Prof.dr.Tove Hvid Person from the University of Copenhagen, Portugal, Prof.dr. Joao Paolo dos Santos, from the University of Porto and French Community of Belgium, Helen Renoir, from the French Belgium Ministry of Education, they have been very warmly welcomed in ENTEP.

Owing to difficulties other new ENTEP members could not take place at the meeting. Other countries like: France, Greece, Italy and Latvia are not even represented at the moment, although that several invitations have been sent to the Ministries of Education in order to ask for new representatives. Unfortunately we have not received any other reactions yet.

Next meeting & conference

According to the agreement received from the EDITE Coordination team next meeting it will be established to take place in Budapest as part of the EDITE Conference. In respect with this internal decision we will contact the Hungarian representative, Csilla Steger to assist and support us on practical organization of the next meeting. Csilla has responded warmly to our invitation which is allowing us to start the process to organize next meeting in Budapest. We are very grateful to Csilla, in advance for assisting us to organize practical steps.

The new members invited to join the C-Group: Mojca Peček and Liesbeth Hens. The coordinator will inform officially the ministries of these 2 countries about the nomination on this board as recognition of their implication on the ENTEP tasks and the continuity that they provided.

New ENTEP Coordinator - Another topic was the process of finding a new Coordinator, mentoring him or her in the coming half a year was other issue discussed. On this context, according to the last C-Group decisions the next coordinator will be appointed until the next meeting, summer 2014.

ENTEPE Coordinator
Prof. dr. Romita IUCU

Acknowledgements:

I would like to express my gratitude to all colleagues for support and deep involvement , for professional and high contribution for ENTEPE permanent recognition and ... after this meeting more optimistic and convinced that our future will be designed for success by strong determination, the willingness of the members to keep ENTEPE as an important pillar on European Teacher Education Area

We are looking forward to see you in Budapest in July 2014!