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This general report on the conference “Teacher Education Policies in the European Union and Quality of Lifelong Learning” has been prepared by its Rapporteur General. The report consists of modified versions of

- the introductory lecture to the conference which contains a critical analysis and an identification of fifteen main issues of teacher education policies in the Member States of the European Union (part A), and
- the final report presented at the end of the conference which, in addition to the rich material on teacher education policies presented by the four key-note speakers and the country reports submitted by representatives nominated by the Ministries of Education of the Member States of the European Union, takes into consideration the contributions to the discussions by the participants of the conference. This final report brings to discussion some suggestions for an agenda of the European Network of Teacher Education Policies (part B);
- the guidelines for the contributions of the key-note speakers (annex I) and the country-reports prepared by national representatives of the Member States (annex II) have been added.

Part A:

Critical analysis and identification of main issues of teacher education policies in the European Union (Introductory lecture).

1. Escapism? Instead of an introduction.

Starting an introductory lecture at a conference “Teacher Education Policies in the European Union and Quality of Lifelong Learning” with a few remarks on the “National Commission on Teaching and America’s Future” and teacher education policies in the United States of America may surprise. This procedure may be interpreted as a certain form of escapism especially when considering the many problems with which teacher education policies in the Member States of the European Union are confronted.

However, the work of this American National Commission can be seen

- as an example of the necessity of systemic approaches of both teacher education reform and teacher education policies, and
- as a challenging pool of measures with high relevance for prosperous teacher education policies which might provide rich input for the development of teacher education (policies) in the Member States of the European Union.

Established in 1994 as a consortium with the high prestigious Rockefeller Foundation and the Carnegie Foundation as main partners, the National Commission on Teaching and America’s Future has in the meanwhile become an influential group consisting of

- top level politicians,
- well-known scientists and teacher educators,
- professional associations of teacher education (cf. National Council for Accreditation of Teacher Education - NCATE),
- professional organisations of teachers (cf. National Board for Professional Teaching Standards - NBPTS),

- leading school administrators (cf. the Interstate New Teacher Assessment and Support Consortium - INTASC), and
- parents.

In 1996 the National Commission has submitted the report “What Matters Most: Teaching for America’s Future”. The Commission has analysed the situation of teacher education in the fifty Federal States of the United States and submitted a challenging agenda for its substantial reform. One year later the National Commission has submitted the report “Doing What Matters Most: Investing in Quality Teaching” which contains a coherent programme for policies for systemic teacher education reform.

Having analysed (high-quality) programmes of teacher education and their effects (cf. L. DARLING-HAMMOND 2000), different and sometimes rather discrepant teacher education policies of the fifty Federal States of the USA, and common sense statements on teacher education frequently used in policy discourses on teacher education such as “anyone can teach” or “teacher preparation is not much use” (cf. “Dispelling Myths About Teacher Education”, G. MORINE-DERSHIMER, G. HUFFMAN-JOLEY 2000), these reports have presented clear and empirically supported evidence,

- that teacher education matters,
- and under which conditions it may do so.

These reports concluded that the single most important strategy for achieving America’s ambitious educational goals is a blueprint for recruiting, preparing and supporting excellent teachers for all schools (cf. L. DARLING-HAMMOND 1999a). Indeed, meta-analyses of the relationships of different forms of educational investment and increases in student achievement indicate

- “increasing teacher education” as the most important factor,
- followed by “increasing teacher experience”,
- “increasing salaries of teachers”, and
- “lowering pupil/teacher ratios” (cf. R. GREENWALD, L. HEDGES, R. LAINE 1996).

The proposals submitted are systemic in scope:

- They integrate all components of teacher education, such as recruitment, initial teacher education programmes and their accreditation, initial licensure/certification, induction, continuous professional development and further education or advanced certification.
- The proposals take the conditions of service of teachers as integral components of teacher education policies into consideration, such as a (re-) definition of the professional responsibilities and tasks of teachers, the organisation of work at schools, or income and career structures.
- The National Commission is in strong favour of a model of professionalised teacher education focussing on a standards-based model with the teaching profession itself taking main responsibility for the definition of professional standards (cf. R. YINGER 1999).
- Systemic teacher education reform would require a dramatic departure from the status quo of teacher education and policies governing teacher education.

The past few years these reports and their recommendations for teacher education (policies) have had sometimes substantial impact. In an ever increasing number of Federal States of the United States teacher education policies have been changed and substantial reforms of teacher education programmes have been made, which have contributed to much better outcomes both of teacher education and at school level.

At the same time it can not be neglected that some Federal States of the USA have continued with rather traditional and problematic teacher education policies. These Federal States have preserved or (re-) introduced so-called alternative routes into teaching, teacher training programmes of a short duration (“emergency routes”), or school-centred initial teacher training although the negative outcomes of these programs are obvious (cf. L. DARLING-HAMMOND 1999b). In addition, the manifesto of the Fordham Foundation on “The Teachers We Need and How to Get More of Them” (1999) can be seen as an example of political rhetoric on teacher education reform and policies – and how to prevent reforms perceived to be indispensable through “common sense” and a certain misuse of scientific argument.

Without stating that the work of the American National Commission could be an example for teacher education reform and policies simply to be copied in the Member States of the European Union, one can propose with good argument that it may have enormous potential to help to enrich the problem-space in European discussions and to shed light on some neglected or hidden aspects of teacher education reform and policies in European countries.

2. Excuses? Seven preliminary remarks.

As Rapporteur General to this conference I have been asked by the conference organisers to submit at its beginning a general critical analysis of teacher education policies in the European Union, and to identify main issues to be addressed by these policies in the near future. Having accepted this I find myself very close to one of the “cardinal sins” of many programmes of teacher education: being too ambitious, wanting to achieve too much in a too short period of time available, and therefore remaining at a surface level only. However, addressing only the titles of the issues I am very well aware, but I will not be able to consider in this introductory lecture, would take the entire sixty minutes for which it has been scheduled. Because of this fact I will give seven short preliminary remarks on the approach I will adopt in this lecture:

1. The first preliminary remark relates to the data-base:
 - First of all I have to thank the representatives nominated by the Ministries of Education of the Member States of the European Union for having submitted comprehensive analyses of teacher education policies in their countries.
 - A second source have been the challenging papers submitted by J. Formosinho (Teacher Education in Portugal. Teacher Training and Teacher Professionalism), D. Hargreaves (How to Design and Implement a Revolution in Teacher Education and Training: Some Lessons from England), H. Niemi (Teacher Education in Finland: Current Trends and Future Scenarios), and E. Terhart (Conflicting Concepts of Modernisation in Teacher Education: Teacher Education Policies in Germany), each focussing on particular aspects of teacher education policies in their countries.
 - The rich descriptions on formal aspects of teacher education and teacher education policies prepared by EURYDICE (1998) have been used as a third source.
 - A fourth source have been the two readers on “Evaluation and Perspectives of Teacher Education in Europe” prepared by leading experts of teacher education in the Member States of the European Economic Area (cf. T. SANDER, F. BUCHBERGER, A. GREAVES, D. KALLOS 1996; T. SANDER 1999).

- “The Green Paper on Teacher Education in Europe: High Quality Teacher Education for High Quality Education and Training” (F. BUCHBERGER, B. CAMPOS, D. KALLOS, J. STEPHENSON 2000) prepared by the Thematic Network on Teacher Education in Europe (TNTEE) - a European Commission supported project within the action scheme SOCRATES – has been used as a fifth source for the subsequent analysis and identification of main issues of teacher education policies.

Although these sources focus on a macro-level of teacher education policies (and therefore exclude the level of micro-politics which about some observers are convinced that these are even more relevant than macro-level policies), they provide extremely rich material and reflect sometimes rather controversial positions on teacher education policies – both within the different Member States of the European Union and between them. This material clearly indicates that analyses and comparisons of the different teacher education policies adopted in the Member States would only be possible, if done on a very general level which subsequently would lead to reduced validity.

2. On a rather general level a number of social, economic, political and cultural changes have become visible the past decade in the Member States of the European Union as well as in most other OECD – member states affecting concrete teacher education policies. The White Book “Teaching and Learning: Towards the Learning Society” of the European Commission (1995) has intended to describe some of the implications of these changes – the impact of internationalisation, the impact of the information society, and the impact of the scientific and technical world. The European Commission has then made some recommendations for the education sector and taken a number of actions (cf. “Towards a Europe of Knowledge 1998, e-learning initiative 2000).

The Green Paper on Teacher Education (F. BUCHBERGER, B. CAMPOS, D. KALLOS, J. STEPHENSON 2000) has submitted a more detailed analysis, and added e.g. the shift of values and attitudes, demographic changes, changing perceptions on the role of the state in the education sector, the increase in economic thinking and its repercussions on the education sector, or structural changes in the higher education sector, and their impact on teacher education and teacher education policies.

All these factors outlined may be seen in close relationship to a number of trends of convergence at a general level in the education sector in the European Union. However, (re-) actions taken in the different countries differ sometimes very much depending on existing complex and sometimes discrepant social, economic, cultural and political systems in these (cf. R. DALE 2000; A. GREEN, A. WOLF, T. LENEY 1999).

Considering this fact (trends of convergence at a general level on one side and sometimes rather heterogeneous reactions of particular countries on another) implies that in-depth analyses of particular countries/contexts would be required. An identification of some general issues for future teacher education policies in Europe would therefore remain again not without problems and might lead to misleading results.

3. Aiming at a reduction and structuring of the amount of information available for analysis and identification, one could adopt an approach which focuses on a selected number of particular teacher education policies and countries adopting these as guiding principles. One could, for example,

- analyse teacher education policies focussing on a concept of a “new and open professionalism” as adopted in many ways in Finland (cf. H. NIEMI 2000) or Portugal (cf. J. FORMOSINHO 2000), and
- compare these with teacher education policies focussing on a minimum competency model of initial teacher training and measures of the continuous professional development of teachers as seems to be adopted recently in England and Wales (cf. D. HARGREAVES 2000), or
- teacher education policies adopting rather traditional models, such as most German models of teacher education seem to be (cf. E. TERHART 2000).

I will not adopt this approach either as it might easily lead to very particular and context-bound discussions on teacher education policies of these countries mentioned excluding relevant issues and policies adopted in other contexts. Another reason why I will not adopt this approach is, that it is based on the debatable assumption of homogeneity within particular “national” contexts.

4. Teacher education and policies aiming at governing it have to be conceptualised as complex – not only complicated – self-organising social systems within particular histories. As an implication of this assumptions of causality and linearity do not apply to these self-organising social systems (cf. J. SCHRIEWER 2000). This fact has repercussions both on the analysis of teacher education policies and the identification of main issues to be addressed. Again, this fact may be seen as an obstacle towards general problem analyses and the development of general answers or solutions.

5. Another implication of the facts outlined above is, that problem-definitions as well as problem-solutions adopted in different social contexts can not simply be transferred from one context to other ones. Existing models of teacher education and teacher education policies always reflect activities in particular political, economic, social and cultural contexts comprised of different actors holding different interest and power – T. POPKEWITZ (1993) has spoken of a “social arena of teacher education”.

Because of this fact it will only be possible to provide some input for the definition of context-relative problem-spaces and problem-solving processes that will have to take place in particular contexts – which I think have not necessarily to be “national” ones, but may as well be local, regional and/or cross-European ones.

6. A sixth preliminary remark refers to the culture of the dialogue on teacher education. A (non-) culture of shaming and blaming which has characterised discussions on teacher education and teacher education policies in some Member States of the European Union the past two decades seems to be absolutely superfluous. Based on the rich knowledge available on successful teacher education and teacher education policies, and accepting different normative positions we might be able to contribute in an open and respectful dialogue to improvements of teacher education (policies).

7. I will now try to present a short critical analysis of selected aspects of teacher education policies and combine this analysis with an identification of fifteen main issues to be addressed by these policies the near future. Both the analysis and the identification are based on

- conceptual,
- comparative, and
- empirical analyses

of teacher education and teacher education policies mainly in European countries.

The Italian philosopher U. ECO has once said: “For all complex problems there exists one simple answer. But, you can be sure that this simple answer will be a false one”. Considering this statement I will avoid to present simple answers for complex problems, but will raise more questions and reflections relevant to define problem-spaces for possible solutions.

3. A critical and constructive analysis. Fifteen issues for teacher education policies.

In the first five paragraphs of the following analysis I will focus on some fundamental issues of teacher education policies. Paragraphs 6 – 11 will then be structured around the different components of the process of the continuous professional development of teachers. Four additional issues will be addressed in the final paragraphs 12 – 15.

3.1 Teacher education - an open and dynamic system?

In principle there is general agreement that teacher education has to be conceived as an open and dynamic system, part of a continuous process of professional development.

As an open and dynamic system teacher education is embedded

- in different spheres, such as “society in general”, the state, universities, colleges of education or schools
- with a large number of different actors such as staff of universities, teacher educators, teachers, politicians, administrators and school inspectors, quality assurance agencies, or teachers and their professional organisations.
- Regarding core issues of teacher education and the teaching profession (e.g. curricula and the knowledge base for the teaching profession, quality controls, resources or conditions of practice of education staff) their views, interests and power may differ.

Developing best solutions possible, especially in times of rapid change and uncertainties, calls both for permanent improvements and co-operation as well as collaborative problem-solving of all actors involved. In times of rapid changes even preserving existing quality makes permanent improvements of (teacher) education a must. Re-activity has to be changed into pro-activity.

Against this background it seems to be necessary, if not existing already, to promote and to develop cultures for permanent improvement (cf. the concept of a “problem-solving school”), dialogue and collaborative problem-solving. The entire system of teacher education including those with responsibility for teacher education policies has to be given opportunity to develop itself into learning systems or learning communities at a local, regional, “national”, and cross-European level.

Developing learning communities comprised of all actors involved in teacher education (policies) would imply i.a.:

- A departure from traditional forms of decision making (e.g. “top-down models” of decision making).

- Many programmes of teacher education and their different actors would have to give up a certain “splendid isolation” and to establish close links and networks comprised of all actors involved (e.g. partnerships of schools and institutions of teacher education, partnerships of professional organisations of teachers and teacher education).
- A transformation of principles of successful knowledge production and knowledge management to teacher education and teacher education policies (cf. M. FULLAN 1998, P. SENGE 1996).

A vision for teacher education and teacher education policies in most Member States of the European Union? Or, standard practice in other knowledge-producing and knowledge-managing organisations outside the education sector and successful teacher education programmes?

3.2 Teacher education as a continuous process and the necessity of systemic reform.

Teacher education has to support the professional development of teachers during all phases of their professional career. This includes competencies and attitudes which allow all teachers to fulfil the expectations of society at whatever stage they are in their career.

The process of continuous professional development

- starts with the recruitment process for initial teacher education, and consists of the closely related components
- initial teacher education,
- initial licensure or certification,
- induction,
- in-service education/continuous professional development,
- further education (further higher award work of teachers), and
- (probably) advanced certification;
- continuous professional development has to be closely connected to educational innovation (e.g. school development and school improvement), and
- educational research and development.

Despite general agreement on the need for such a dynamic conception of teacher education in principle, most European systems and models of teacher education have been organised along traditional lines following static conceptions (cf. “rucksack-logic”). Recently predominant static conceptions of teacher education

- focus on a relatively short period of initial teacher education,
- while neglecting the relevance of an induction into professional cultures of schools and
- continuous professional development.
- Another characteristic is a sometimes strict separation of initial teacher education, in-service education and further higher award work of teachers.
- Similarly there is little systematic connection between (initial) teacher education, schools, staff development, school development and school improvement, and
- between teacher education and educational research and development.

One can propose that static conceptions of teacher education with their sometimes strict separations into different and only loosely coupled sub-systems are inappropriate. At the same

time these separations may be seen as an enormous waste of both human and material resources. Effects of synergy possible and necessary to improve both teacher education and schools cannot be made. High “absorption capacity” necessary to meet the many challenges of change with which teacher education and schools are confronted, can only be developed to a limited extent in these static conceptions.

While reforms of teacher education and teacher education policies in Canada or in the USA following the recommendations of the National Commission for Teaching and America’s Future focus on a systemic approach integrating the components mentioned, a few European countries only have begun recently to develop teacher education into a dynamic system and to focus on systemic approaches integrating all forms of teacher education, school development and improvement, and educational research and development.

Finding appropriate solutions to this problem may be perceived as a key element of most, not to say all, forms of prospective teacher education (policies) the near future. However, such changes will imply a breaking of some long-standing traditions and conceptions. The aims and curricula of initial teacher education, the role of continuous professional development or the relationships between teacher education programmes, schools and the teaching profession will have to be reconsidered (cf. F. BUCHBERGER 1994).

3.3 A “place” for teacher education?

A missing “place” and separations at different levels seem to be other key problems of teacher education in most European countries. Initial teacher education at higher education level is split up into, in many cases, unrelated departments and faculties (e.g. for professional studies, different subject departments) and schools (teaching/school practice). The responsibilities of these units for teacher education have not always been clearly defined. Initial teacher education is then itself again separated from induction and the other components of the continuous professional development. In addition, the former are then in most cases strictly separated from school development and staff development, or educational research and development.

Especially initial teacher education has to miss its “place”. While most European Union Member States have transferred initial teacher education (including kindergarten teacher education) into the sector of higher education, not all have given a universitarian status to institutions of teacher education (cf. F. BUCHBERGER 1994 describing the different solutions adopted, such as Paedagogische Akademie, Seminarium, polytechnics, universitarian studies at bachelors level). As an implication of this fact a majority of (prospective) teachers do not have opportunity to get a recognised academic graduation (e.g. masters of education). Frequently, initial teacher education is nothing more than an appendix to various “something elses” of higher education (cf. E. TERHART 2000). Ironically, one could speak of “four separated worlds of teacher education”: a world of professional studies, a world of academic studies, a world of (teaching) practice, and an “inner world” of student teachers not always compatible with the other three mentioned.

As regards the continuous professional development of teachers a large number of different providers may be observed (e.g. school authorities, state-run in-service institutes, institutions of higher education and universities, institutes for school development and improvement, teacher centres, teacher associations and trade unions, private providers).

As a consequence the development of professional cultures of teacher education as well as (pedagogical) professional identities of teachers have not always been possible in many Member States of the European Union. This situation makes it imperative to establish structures for coherent teacher education, and to develop these “places” into centres for learning communities of/for teachers. A careful analysis of the organisation of the initial as well as the continuous professional education and training of medical doctors or civil engineers could bring about a number of insights for the education of teachers and their professional learning and development.

Integrative faculties of (teacher) education might have enormous potential to tackle the problems mentioned. In every case, it seems to be necessary to find adequate institutional solutions and a “place” for all forms of teacher education integrating school development and school improvement as well as educational research and development (cf. recent developments in Nordic countries).

3.4 The limits of “more of the same” and the “innovation trap”.

Oriented on the leitmotif “professionalisation” of (teacher) education, but without making substantial re-orientations of traditional models of teacher education (e.g. a “normal school – tradition” for primary level teachers or an “academic tradition” for secondary level teachers) most European Union Member States have made reforms of “their” teacher education systems following a “more of the same – rationale” (cf. OECD 1996) the past thirty years. Although some European countries have made remarkable progress in improving teacher education following the leitmotif mentioned (cf. F. BUCHBERGER, B. CAMPOS, D. KALLOS, J. STEPHENSON 2000), it has remained more common to infuse some elements of a professionalised teacher education model only into existing programmes, e.g.:

- Admission criteria to initial teacher education have been raised.
- Initial teacher education has been transferred into the higher education sector and the duration of initial teacher education has been prolonged.
- Some professional (cf. secondary level teacher education) or academic (cf. primary level teacher education) components have been infused into the curricula of initial teacher education.
- New forms of teacher education have been established for special needs education/inclusive education or for technical and economic education at upper secondary level.
- Sometimes comprehensive systems of in-service education have been established (cf. G. NEAVE 1987, 1992).

However, the core of (initial) teacher education and its programmes has not become subject to reform. Substantial changes of the curricula and learning cultures of initial teacher education as well as systemic reforms of the entire systems of teacher education are still pending in most Member States.

OECD has heavily criticised this approach of a “more of the same” and stressed its inadequacy to meet the challenge of change in rapidly changing, knowledge-driven learning societies. More substantial reform has been perceived to be indispensable.

In addition a number of teacher education policies might have tapped into “innovation traps” the past decades. This phenomenon may be described as follows:

- With some delay a (persisting) education problem has been detected.
- After its perception and recognition the development of solutions has been started.
- During that time the initial problem has made its development - and has changed in many cases.
- When solutions have been made ready for implementation, they have then been able to tackle a problem that either did not exist any more or has changed.....

Nobody having tapped once into “innovation traps” in teacher education reform should be blamed. The important question seems to be, how far in advance and with which short-, mid- and long-term perspectives teacher education policies will have to be developed:

- while re-acting to persisting problems with traditional measures may be perceived as a rather problematic procedure (e.g. by a “management of crisis” or a “muddling through”),
- pro-activity seems to be imperative. Would not the Finnish Delphi-study on future teacher education policies be an example of adequate pro-active forward planning (cf. J. JUSSILA, S. SAARI 2000)?

3.5 Competent, caring, and committed teachers for all.

While education politicians of most Member States of the European Union frequently have expressed that recruiting high-quality candidates for the teaching profession would be a priority of teacher education policies, doubts may be expressed whether this aim could be realised in most of them. Concrete teacher education policies adopted may be made accountable that in a number of European countries teaching seems to be the second best choice of the second best only (cf. as counter – examples Finland or Ireland).

G. NEAVE (1992) has predicted a general shortage of teachers in the Member States of the European Union. Especially in times of booming economies sometimes severe shortages of qualified student teachers as well as teachers have to be detected. Shortages may exist

- in general,
- in certain subjects (e.g. math education, natural sciences, information and communication technology, foreign language learning),
- in particular types of schools (e.g. in the sector of vocational and technical education),
- and/or in regard to location (e.g. shortage of teachers in inner city areas or rural regions).

Special efforts have been made in a number of countries to tackle problems of shortages of highly qualified teaching staff by

- providing special incentives to prospective teachers,
- opening up alternative routes into the teaching profession,
- measures to retain qualified teachers in schools by providing special incentives, different career structures, or part-time employment, or
- measures to attract qualified teachers who have left the teaching profession.

At the same time other Member States are confronted with a sometimes big surplus of teacher candidates and educated teachers (e.g. new Laender of Germany, Greece, Italy, Spain).

However, the complex problem of recruiting competent, caring, and committed teachers would need more careful consideration. Statistics of the European Commission (1996) indicate that the relative income of teachers has decreased compared to the income of other professions in most Member States. Compared to the income of other academic professions

teachers rank lowest (e.g. in sectors like information technology or mathematics). Secondary level teachers are paid better than primary level teachers in most European countries. In addition, the conditions of service and the work-place may not be perceived as satisfactorily in a number of Member States.

Attracting and recruiting “the best” for the teaching profession will call for comprehensive measures of teacher education policies, if the aim declared (“competent, caring and committed teachers for all”) should be more than lip-service. The proposals submitted by the HOLMES COMMISSION (cf. M. FULLAN, G. GALLUZZO, P. MORRIS, N. WATSON 1998) or the National Commission for Teaching and America’s Future are worth to be considered:

- Make initial teacher education more demanding and challenging.
- Increase the duration of initial teacher education.
- Introduce professional standards for a voluntary advanced certification of teachers and relate these to career structures within the teaching profession.
- Re-organise the conditions of service
- Transform schools into places for (teacher) learning and professional development.

3.6 Unclear aims – unclear outcomes?

In most Member States of the European Union the definition of the aims and objectives for teacher education in general and initial teacher education in particular have been seen as a responsibility of the state until recently. Frequently, these definitions by the state (authorities) have been rather general, and institutions of teacher education had responsibility to develop curricula of their own within this framework. Again, at an institutional level the descriptions of aims and objectives have remained vague in many cases. As J. ÖLKERS (1997) has stated the aims and objectives both at a state level and at an institutional level have described more visions and idealisations rather than realistic goals. Because of this fact it never has been possible to evaluate whether aims and objectives declared, especially for initial teacher education, have been met (adequately). An explanation frequently used for this fact that teacher education would be a contested area cannot really satisfy.

One of the basic problems seems to be that explicit descriptions of the roles, tasks, and qualifications of (beginning) teachers as criteria for their certification have to be missed in most Member States. One hidden assumption behind a number of teacher education models has been that initial teacher education might be able to prepare for all roles and tasks of the teaching profession and to provide some general problem-solving capacity. Recently two main approaches may be observed in tackling the problem.

A small number of European countries have begun to define – and to control – rather narrowly conceived competencies and certain standards for teacher education by state authorities. Beginning teachers should be able to demonstrate the mastery of some basic competencies of teaching only and to develop during their professional career other competencies necessary to fulfil more demanding roles and tasks of the teaching profession.

Research and evaluations in a cross-European perspective might be necessary to highlight the advantages and problems of such an approach. Problems have been reported when competencies defined have a too narrow focus (cf. changes in England and Wales from competencies to “standards”). Doubts have been expressed whether these models might be

adequate to help prospective teachers to develop key-qualifications such as collaborative problem-solving capacity or the capacity for lifelong learning necessary that teachers can meet rapidly changing tasks in a dynamic society. Some observers have expressed that rather narrowly conceived competency-based models of (initial) teacher education would follow outdated Taylorist- or Fordist-modes of production not any more adopted in other knowledge-producing and knowledge-managing organisations.

In many other European countries sometimes rather heterogeneous combinations of both participatory and managerial approaches have been adopted to tackle the problem of unclear aims. Institutions and programmes of teacher education have received a clear mandate to develop as part of their institutional development processes concrete curricula and standards for beginning teachers within rather general guidelines and strategic targets defined by the state. These curricula of institutions of teacher education have then become subject to accreditation by (state) agencies. In a number of European countries these curricula of institutions of teacher education have become subject to both internal and external evaluation as well as measures of quality management.

A number of advantages may be seen in relation to this approach. This procedure seems to allow institutions of teacher education to develop profiles of their own. Respecting the professional competence of those involved in teacher education, it may be seen as a dynamic model fostering adaptations to ever changing conditions and situations of teacher education and the teaching profession.

3.7 Curricula of initial teacher education.

Like curricula at school level most curricula of teacher education have to be conceived as “collection code curricula” or as conglomerates consisting of a number of loosely coupled components only. The curricula of teacher education seem to be rooted more in some long-standing traditions, opinions, and beliefs than in empirically supported argument. In addition, they may be seen as results of “power games” in the “social arena of teacher education”. Like most curricula at school level many curricula of teacher education have not become subject to substantial reform perceived to be necessary in rapidly changing societies.

Curricular problems of teacher education have at least four components which apply to all the different forms of teacher education – be it traditional models (normal school tradition or academic tradition), minimum competency models or models of a professionalised teacher education:

- In most European countries initial teacher education is supposed to prepare student teachers for teaching the subject-matters prescribed in national curricula or syllabuses. Recently, a number of actors involved in teacher education policies even call for closer relationships between the preparation of teachers and subjects taught at school level. A small number of European countries have made changes in this direction. At the same time the traditional subject-matters of curricula at school level have become obsolete as they are not any more compatible with changed tasks of school education.
- A correspondence of certain academic disciplines (taught in teacher education) to certain subject-matters (taught at school) has increasingly become debatable.
- This “traditional” approach mentioned excludes a large number of relevant knowledge domains and issues in teacher education which have enormous relevance for teaching and learning at school level (e.g. knowledge management, development of inter-disciplinary

problem-solving capacity, gender issues, multiculturalism, communication sciences). One could mention that a majority of prospective teachers having graduated in 1999 did not get a profound education in net-based learning making use of modern information and communication technology. The situation of bilingual education or multicultural education seems to be similar.

- The most severe problem seems to be that teaching/studying/learning - processes of students do not form the key components of curricula of teacher education. While the focus of many programmes of teacher education is on the acquisition of some scientific knowledge in a small number of academic disciplines (with debatable relevance for teaching/studying/learning – processes), key elements of teaching/studying/learning processes of students do find limited attention only. A re-orientation of the curricula of teacher education seems to be a necessity to provide high quality education.

An orientation of teacher education on certain traditional academic disciplines instead of on teaching/studying/learning - processes of students seems to be rather problematic and in strong need for substantial revision. In addition, some problems seem to exist with so-called professional studies (e.g. educational sciences, Didaktik/didactics). A science for/of the teaching profession dealing with teaching/studying/learning - processes has not fully been developed yet (cf. B. HUDSON, F. BUCHBERGER, P. KANSANEN, H. SEEL 1999). Enormous efforts seem to be necessary to develop it in order to improve the quality of teacher education and learning at school level.

A coherent (education) research component has to be missed in most models of teacher education (cf. as an exceptional counter-example teacher education at Finnish universities). This fact has enormous repercussions on the development of professional identities of teachers and the quality of their service. Problems with the teaching practice component of teacher education programmes will be discussed in the next paragraph. In addition, most models of teacher education seem to be confronted with problems with the integration of their different components. Professional studies in educational sciences and different subject-related didactics, academic studies in different disciplines, teaching practice – and the missing element research and development - are frequently not integrated into coherent curricula. Student teachers as well as teachers are supposed to do what (initial) teacher education is not always able to achieve with its curricula.

In addition, the learning environments of teacher education may not always be perceived as optimal. A focus on active learning and the provision of “powerful learning environments” – declared aims of schooling in knowledge-driven learning societies – can not always be observed in programmes of teacher education (cf. H. NIEMI 2000).

It is worth mentioning that a number of teacher education institutions all over Europe have been able to develop some high-quality curricula and learning environments. These solutions seem to correlate very much with

- highly developed university-based cultures of teacher education and
- an integration of the teaching practice component into the curricula of teacher education.

In addition, support provided for cross-European curriculum development projects by the European Commission action scheme SOCRATES has helped a lot to develop more appropriate (curricular) solutions focusing on a thematic approach and principles of active learning (cf. F. BUCHBERGER, S. BERGHAMMER 2000).

Another problem seems to be connected with the move towards more school autonomy in most European countries, especially as regards curricular issues. More autonomy of schools (and teacher education institutions) all over Europe in curricular issues might help in developing problem-awareness. At the same time its potential for problem-solutions seems to be both relevant and limited. Opportunity will have to be given to teachers – in initial teacher education as well as in in-service education - to acquire competencies necessary to make maximum use of curricular autonomy provided to schools. However, more autonomy can not solve some of the basic problems mentioned above. (Teacher) Education policies will have to take curricular problems both at school level and in teacher education more seriously.

3.8 Teaching practice – more or better?

Almost all reports on successful initial teacher education stress the relevance of a coherent teaching practice component, and one may feel tempted to ask why this importance has been neglected for the induction of beginning teachers and the continuous professional development of teachers yet in most European countries. The success of teacher education in general and teaching practice in particular seems to depend very much on

- the integration of teaching practice with the professional studies, and
- the support provided for clinical supervision of teaching practice by specially educated staff of institutions of teacher education and co-operating teachers/mentors at schools.

Against this evidence it seems to be problematic to extend the amount of time to be spent for teaching practice without considering the other important factors for success mentioned.

At leading universities dealing with teacher education in the USA the HOLMES COMMISSION (1990) has recommended to establish so-called Professional Development Schools. These Professional Development Schools

- combine the teaching practice component of student teachers
- with innovative research and development work done by teachers, students, and researchers in collaborative problem-solving processes.
- This focus gives student teachers ample opportunity to get familiar with best and innovative practice and most recent education research and development. Especially teacher research or action research projects are perceived to be of high relevance.
- At the same time Professional Development Schools can be seen as meeting places for practising teachers at which they find ample opportunity to get to know and to learn best and innovative practices of teaching.

Some European models of teacher education have developed comparable concepts. Austrian or Finnish model and training schools of institutions of initial teacher education or recent English developments with the establishment of permanent networks of schools dealing with teacher education may be interpreted in line with what has been outlined.

In every case, closer links between teacher education institutions and schools will have to be established. The role of co-operating teachers may be seen as one of highest relevance and special education will have to be provided for this group. This education may not be restricted to fulfil tasks and roles in initial teacher education and has to be expanded to induction and the continuous professional development of teachers. In addition, it might help to increase the existing quality of initial teacher education, if all institutions of teacher education would be

given opportunity to establish both Professional Development Schools and would develop themselves into key partners of networks of (co-operating) schools.

3.9 Induction – the great omission?

A number of observers of teacher education policies have stated that the induction of newly qualified teachers into the professional cultures of schools is one of the “missing links” or the “great omission” of teacher education (cf. H. VONK 1994). Research clearly indicates that a large number of qualifications and competencies acquired in initial teacher education are “washed out” in the first years of service of beginning teachers. This fact has to be seen as an enormous waste of both human and material resources.

Recognising this fact a number of European countries have begun to introduce programmes for the induction of newly qualified teachers. England and Wales have introduced so-called “Career Entry Profiles” and provided some form of support for beginning teachers by mentors at school level or by reducing teaching loads. In principle, the second state-run second phase of teacher education in Germany or the Austrian “Unterrichtspraktikum” for secondary level teachers may be seen as examples of induction.

While it seems to be imperative that provision for an induction into professional cultures will be provided (e.g. reduced teaching loads, provision of mentors), schools themselves will have to develop professional cultures of induction and professional learning both for newly qualified teachers and new staff members. Providing education and training for teachers who will take (main) responsibility for the induction of new teachers seems to be a necessity.

3.10 Continuous professional development – another missing link?

Presenting arguments on the necessity of lifelong learning in general and for the teaching profession in particular would mean carrying owls to Athens. However, a survey on the situation of the in-service education of teachers in most European countries might bring about a rather problematic situation. Coherent investment into the continuous professional development of teachers has to be missed in many ways, especially when comparing the investments into a relatively short period of initial teacher education with those for a long period of continuous professional development (e.g. that in a number of European countries approximately 95% of the costs for teacher education are invested into three to four years of initial teacher education, and the remaining 5% into the continuous professional development of teachers, school improvement, and educational research and development). In addition, in-service education of teachers indispensable to meet rapidly changing tasks of schools has either not been made compulsory in Member States or is provided to a rather limited extent only. A certain mechanism of problem-suppression or avoidance behaviour might characterise the situation in many Member States very well. This does not imply that I would neglect efforts taken in different European countries to establish sometimes comprehensive systems of in-service education.

Without being complete problems to be addressed by future teacher education policies may be defined as follows:

- Which measures have been taken in initial teacher education to promote the development of key-qualifications (e.g. collaborative problem-solving capacity, inquiry-oriented

attitudes) perceived to be indispensable for permanent professional learning and development?

- Have professional cultures for the induction of newly qualified teachers and continuous professional development been developed?
- Has continuous professional development been recognised as integral component of the working load of teachers?
- Which measures have been taken that schools have been able to develop themselves into places for learning and development for teachers (cf. learning and developing communities)?
- Which infra-structures have been provided to support the continuous professional development of teachers?
- Which measures have been taken to integrate teacher education, staff development, school development, and educational research and development?

3.11 Advanced certification - a new option?

Against a rather discrepant background a number of arguments have been put forward to elaborate on forms of an advanced certification for teachers:

- One group of arguments stresses that – like in all other professions – the qualifications acquired in initial teacher education would lose (sometimes rather rapidly) their relevance especially when considering the many challenges of change. Therefore, in addition to other measures of the continuous professional development of teachers forms of an advanced certification would be an option to keep the qualifications of teachers at the highest level possible (especially as regards new tasks and challenges).
- Another group of arguments focuses on the diversification of tasks different teachers have to fulfil to be able to provide high quality education. Specially trained staff for curriculum development, school improvement and development, learning with new information and communication technology, or for acting as co-operating teachers (mentors) in the induction process would be required. Making provision for an advanced certification (of a certain number of teachers) is perceived to be a measure appropriate to guarantee the qualifications and quality necessary to fulfil these different tasks. A differentiation of tasks different teachers would have to fulfil is perceived to be necessary (cf. recent developments in England and Wales).
- A third group of arguments mentions the flat career structure within the teaching profession which is perceived as an obstacle to retain high-quality staff in schools. Advanced certification related to different tasks and bound to different career structures within the teaching profession is perceived as a measure appropriate to tackle this problem.

While different university-based teacher education programmes have for long provided opportunities for teachers to upgrade their qualifications (e.g. Nordic countries, United Kingdom), the proposals of the National Commission for Teaching and America's Future as well as a recent English proposal contain an additional and highly relevant issue. To keep at least a certain number of high quality teachers in classrooms teachers may apply voluntarily for advanced certification. This certification is bound to the submission of a professional portfolio by the teachers and the fulfilment of different standards defined and evaluated primarily by the teaching profession itself (cf. National Board for Professional Teaching Standards). It is worth mentioning that since 1997 around 200 000 teachers in America have passed these evaluations and received advanced certification. Many Federal States of the USA

provide (financial) support for teachers to prepare themselves for this type of advanced certification and reward success with concrete incentives.

May a system of advanced certification of teachers be a measure appropriate to improve continuously the quality of teacher education and the teaching profession in European countries?

3.12 Accreditation of teacher education programmes and initial certification.

The accreditation of initial teacher education programmes, the initial certification/licensure of teachers and an advanced certification of teachers may be seen as three key elements of the proposals for teacher education reform submitted by the National Commission on Teaching and America's Future. At the same time issues of accreditation and certification have increasingly found attention in most Member States of the European Union and a number of different models have been developed.

As regards the accreditation of programmes of (both initial and in-service) teacher education the main problem is, who should have responsibility and power to accredit these (e.g. state authorities, accreditation agencies, institutions of teacher education, associations such as the Teacher Training Agency in England, the teaching profession).

As with the accreditation of programmes of teacher education the problem with the certification of teachers is again, who should have responsibility for it (e.g. teacher education institutions, state agencies, teaching councils, employers of teachers, a combination of these). In addition, questions have been raised whether the (initial) certification (usually) obtained after successful completion of a teacher education programme should be a permanent one or become subject to (compulsory or voluntarily) renewal (cf. the different models adopted in England and Wales, Finland, Germany or Portugal).

In most European Union Member States state authorities have reduced their responsibility for the accreditation of teacher education programmes. Independently of their designation, agency responsible and methodology used, most systems of teacher education make now use of an external system of approval/accreditation of the programmes of teacher education and/or an external system of certification of the professional qualifications of (prospective) teachers (cf. F. BUCHBERGER, B. CAMPOS, D. KALLOS, J. STEPHENSON 2000). These systems aim at

- giving public assurance of the adequacy of programmes of initial teacher education and their suitability to prepare prospective teachers for the professional tasks and roles of the teaching profession.
- Additionally, these systems may fulfil two other roles: They may act as main encouraging factor for the improvement of teacher education programmes that may contribute to build a new teacher professionalism, and may help to facilitate the professional mobility of teachers within the European Union.

In order to reach these aims systems of accreditation and/or certification which follow the subsequent criteria seem to have high potential:

- They must be ruled by institutions comprised of various recognised social partners with teachers and teacher educators who have to play a decisive role.

- They have to follow methodologies that build social consensus in the elaboration of the definitions of the roles and tasks of teachers as well as concerning standards of evaluation of teacher education programmes and of professional qualifications.
- Accreditation and certification given by these institutions have to be renewed periodically taking into consideration changes in the context.
- They have to consider the entire process of teacher professional development.
- Furthermore the standards they approve have to be defined as general guidelines giving space for a variety of individual solutions to be found and built by particular teacher education institutions.

However, concrete policies adopted in the different Member States may be seen as sometimes rather particular combinations of actors involved and holding different responsibilities. Main differences relate to the role of state authorities, institutions of teacher education (cf. the problem of “autonomy” of universities), and the teaching profession (whose role seems to be underrepresented in most Member States).

3.13 Evaluation of teacher education.

In 1994 the European Commission has commissioned the big cross-European study “Evaluation and Perspectives of Teacher Education in Europe” (cf. T. SANDER, F. BUCHBERGER, A. GREAVES, D. KALLOS 1996). In parallel, in a number of European countries initial teacher education has become the most frequently evaluated (e.g. Nordic countries) – and controlled (e.g. England and Wales) – part of higher education studies. Comparing for example the many evaluations of Finnish teacher education with their focus on internal evaluation combined with external (international) evaluation, improvement, and communicative evaluation (cf. J. JUSSILA, S. SAARI 2000; H. NIEMI 2000) with approaches adopted in England and Wales (cf. D. HARGREAVES 2000) might bring about a large number of insights on evaluations of teacher education and their impact.

However, coherent evaluations on the effects and efficiency of different programmes, curricula and measures adopted in the different models of teacher education in the Member States of the European Union have to be missed. Some forms of an internal evaluation of programmes of teacher education have been introduced in many Member States.

Being very well aware of the many problems connected to the evaluation of the effects and efficiency of teacher education, especially when done in a comparative perspective, I think that we should increase our knowledge on successful teacher education to make then decisions on the further development of teacher education as a system dependent on normative decisions relative to the different cultural, social, economic, and political contexts in the Member States. Such evaluations might adopt a broad range of methodologies such as different forms of benchmarking (e.g. cross-European “benchmarking-networks”) or rather traditional (comparative) empirical methodologies.

3.14”Those who can ...”. Staff in teacher education and their qualifications.

While it is widely accepted that teachers and their qualifications are a crucial factor for the quality of education and the achievements of students, it may surprise that a coherent

education and training for staff working in teacher education has to be missed in most European countries. This fact seems to apply to

- co-operating teachers and staff responsible for the induction of beginning teachers,
- teachers working in training schools,
- teacher educators in the professional study component,
- the educational sciences or
- the different academic disciplines (cf. J. WILSON 1994).
- In addition, a few trainers only working in the continuous professional development sector have received adequate education and training how to work and learn with adults or on systemic and active learning.

Certain problems of an effective and efficient teacher education may be brought into close relationships to a missing education for teacher educators. Measures have been taken in a number of Member States to involve more practising teachers as lecturers into programmes of teacher education or to transfer main parts of the professional education component to schools with teachers holding main responsibility. While under certain circumstances these measures may have contributed to some improvements, these have not been able to tackle more fundamental problems. In every case a missing coherent education of staff working in teacher education has to be seen in close relationship to a certain waste of both human and material resources.

A profile of qualifications necessary to be fulfilled for having permission to work in teacher education has to be missed in most countries. We think that establishing structures and programmes for the qualification of prospective teacher educators and the continuous professional development of staff working in institutions of teacher education might have highest relevance, and should be addressed as another key issue for future teacher education policies (cf. the European Commission supported Socrates/Erasmus project “EDIL” – a pan-European research and development school for (prospective) teacher educators which is co-ordinated by Umea University/Sweden).

3.15A European dimension in teacher education – a vision?

Dealing with the realisation of a European dimension in the education sector in general and teacher education in particular might result on side in a number of success stories, on another in rather disappointing outcomes:

- One could mention the many European Commission supported projects and action schemes (e.g. Socrates, Leonardo), and their success. One could mention a number of activities at the level of Member States or regions. Both areas of activities have brought about, without doubt, a number of impressive results.
- However, the number of persons (expressed as percentage) – teachers, students, teacher educators, education policy makers and administrators – which have been able to benefit have so far been rather low. Although increasing steadily, the participation rates of student teachers or teachers in European co-operation programmes give a clear indication.

Both curricula at school level and in teacher education do consider a European dimension to a limited extent only. European studies or in-service based masters programmes for teachers dealing with a European dimension are quite exceptional. Double certificates for teachers or a European certificate for teaching have remained more programmes than become reality. Teacher mobility between Member States has not developed as some have optimistically

expected at the beginning of the nineties (cf. G. NEAVE 1992). In a limited number of countries only progress may be observed in interpreting and applying the recommendations for the recognition of higher education diploma as regards the teaching profession.

However, I think that this relatively new phenomenon will need some time to develop. More coherent efforts of teacher education policies both at the level of Member States and the European Commission will be necessary.

B) Suggestions for an agenda for the activity of the European Network of Teacher Education Policies (Final report).

As Rapporteur General to the conference I have been asked by its organisers “to make the final report taking into consideration the four case studies presented, the brief reports of the Network representatives, and the discussions that emerged during the discussions opened to all participants after the presentations of each case study, emphasising those issues that can constitute the agenda for the activity of the European Network of Teacher Education Policies” (B. CAMPOS). Following this request I will address in this final report ten issues. Considering the discussions after the presentations of the key-note lectures some modifications of those fifteen issues presented in the introductory lecture (part A) have become necessary. Therefore, these issues have been restructured in this final report. Main arguments presented in part A of this report will not be repeated in the following part B in detail. However, without being complete and read in combination with the arguments presented in part A, the subsequent ten issues may form important components of an agenda of the European Network of Teacher Education Policies.

Before dealing with these ten issues I want to introduce three preliminary remarks:

- While I have presented in my introductory lecture with some irony one “cardinal sin” of teacher education, I will add now a second one. Adopting ideas presented by D. SCHOEN (1983) a number of different models of professional education may provide very well standardised solutions (routines) for their students to tackle well defined professional tasks. Becoming able to define problem-spaces or to ask (unusual) questions do not necessarily form priorities of a number of models of professional education in general and teacher education in particular. However, well defined professional tasks seem to be quite exceptional in education and teaching especially in rapidly changing contexts (cf. the implications of new information and communication technologies for teaching/studying/learning – processes). Therefore, teacher education is running the risk that its graduates will acquire a rich repertoire of (teaching) routines and standardised practices, but might not be able to apply these appropriately to (ill-defined) education problems (cf. learning in open learning environments).

As regards teacher education policies we have received during this conference much and sometimes rather controversial input both for problem-definitions and problem-solutions. I think that it will become necessary to define problem-spaces for future teacher education policies in European countries more carefully to avoid the situation outlined (“appropriate” solutions applied to the “wrong” problems). And I may add, that the contributions presented during this conference have helped a lot to avoid this problem. It has become visible that a simple transfer of standardised solutions adopted in context X cannot simply be transferred into contexts Y or Z especially when considering the self-organising nature of complex social systems.

- The second preliminary remark relates to the quality of the discussions during the conference:
 - The contributions of the key-note speakers, national representatives and the many discussants have been both challenging and inspiring. Some general issues and new perspectives for future teacher education policies have become more visible. At the same time the solutions adopted or suggested to tackle these issues differ widely and are sometimes rather controversial (cf. the focus of a number of (European) teacher education policies on principles of active learning and key-qualifications on one side or on another side on an apprenticeship model of teacher training and rather narrowly conceived competencies). Despite such differing conceptions the culture and quality of the dialogue has helped to enrich the problem-definitions and to define problem-spaces more adequately.
 - Work submitted by EURYDICE, the Council of Europe (cf. Education Thesaurus) or TNTEE (Thematic Network on Teacher Education in Europe) the past years and its adoption by persons involved in teacher education discourses did allow to have high quality discussions in a (European) comparative perspective. However, the predominance of one European language in teacher education discourses may not be seen without problems (e.g. framing of problems and problem-spaces bound to one linguistic and social context).
- Very particular issues of teacher education policies of the different Member States of the European Union will not be addressed in this final report, although a number of such issues have been raised. I will focus on issues at a more general level. Without harmonising sometimes widely differing perspectives between different (national) teacher education policies, I will point to different options for problem-definitions and problem-solutions. By adopting this approach I do hope that some important issues for the future work of the European Network of Teacher Education Policies may be addressed which might then contribute to the development of best solutions possible at local, regional, “national”, and cross-European level.

1. The key role of teachers and high quality teacher education.

Over the past few decades European societies have been confronted with substantial social, cultural, political, economic and technological changes. There seems to be widespread agreement that education will have to play a key role in order to meet these changes adequately and the challenges pro-actively.

Education has again become a policy priority in the European Union since the early nineties. By focusing on human capital theories, which stress the relevance of comprehensive and coherent human resource development for the economic and social prosperity of post-industrial information societies, education (policy) has increasingly become an integral part of economic and social policy. “High quality education and training for all” has become a powerful leitmotif and is regarded as indispensable in

- establishing “A Europe of Knowledge”,
- transforming European societies into dynamic learning societies and
- assisting the process of European integration for economic prosperity and social cohesion.

High quality teachers and teacher education are perceived to be central components, within a heterogeneous pool of measures necessary to make high quality education and training a reality (e.g. reform of organisational structures of the education sector, reform of curricula,

changes of learning cultures). Due to the many rapidly changing tasks and roles teachers are expected to fulfil, substantial reforms of teacher education are seen as imperative. High quality teacher education for high quality education and training must be seen as another leitmotif of (teacher) education policies (cf. F. BUCHBERGER, B. CAMPOS, D. KALLOS, J. STEPHENSON 2000).

This renewed (cf. that education policy has been a political priority in the sixties and seventies in most European countries) and strong interest in education and training in general and teacher education in particular as well as the integration of education policies into broader social and economic policies have to be seen as big challenges to teacher education policies in European countries (cf. for the situation in the USA: M. COCHRAN-SMITH 2000, L. DARLING-HAMMOND 1999). Against this background the efforts of the Portuguese Government and the European Commission to organise a cross-European conference on teacher education policies and the quality of lifelong learning under the Portuguese Presidency of the Council of the European Union may be seen as a wise decision. The foundation of a permanent “European Network of Teacher Education Policies” during this conference seems to be another important step.

Respecting the regulations of the Treaty of Maastricht and the Treaty of Amsterdam this network will have to define an agenda for the development of teacher education in European countries. Important questions will be, how this network comprised of key-actors of (European) teacher education policy might be able to

- develop in close collaboration with all the other actors involved in (teacher) education policy pro-actively suggestions for future problem-solutions in the different Member States and at a cross-European level considering that education (policy) has become an integral part of more general social and economic policies (cf. S. LINDBLAD, T. POPKEWITZ 2000), and
- establish the network as a “voice” for the permanent improvement of teacher education and teacher education policies.

2. Systemic reform of teacher education.

A number of arguments have been put forward, why a systemic reform of teacher education seems to be indispensable:

Teacher education has to be conceived as a continuous and lifelong process supporting the professional development of teachers. Until recently the focus of reform activities has been put mainly on a relatively short period of initial teacher education while neglecting all the other important components in the process of professional development (e.g. induction, in-service education). Ironically, one could speak of so-called hidden “intermezzo – theories” of teacher education assuming that after twelve years of schooling measures of initial teacher education lasting usually three to four years might be able to qualify (student) teachers for a career in the teaching profession lasting some thirty years. A systemic reform of teacher education as well as systemic teacher education policies will have to take into consideration all components of the professional development and to integrate these into a coherent (learning and developing) teacher education system. Such changes may be seen as an enormous challenge to recently predominant static conceptions and traditional models of teacher education. However, solutions will have to be developed, if the challenge of change in dynamic, knowledge-driven societies should be met adequately.

Although of highest relevance teacher education reform can not be restricted to a reform of programmes of initial teacher education. While substantial reforms of the curricula and learning environments of initial teacher education seem to be indispensable (c.f. H. NIEMI 2000), the reform of teacher education has to be closely connected in parallel to reforms at school level and the teachers working there. Various partnerships and networks comprised of all actors involved will have to be established (cf. D. HARGREAVES 2000).

Systemic reform of teacher education calls for close relationships of educational research and development, (initial) teacher education, and the concrete work done by teachers at school level. As in all other – not only academic - professions more coherent (educational) research and development and its integration into the systems of professional education has become indispensable (cf. recent developments in Nordic countries or England and Wales).

In addition, systemic reform of teacher education has to consider the work of teachers and the working conditions of the teaching force as integral components (e.g. conditions of service or the structures of the work places, career structures). Other components of teacher education systems, such as the accreditation of teacher education programmes or problems of certification, would need more careful consideration.

In a number of European countries teacher education in general and programmes of initial teacher education in particular did not always develop in close co-operation or in parallel with the teaching profession. This situation might have produced certain discrepancies and gaps. More collaborative problem-solving seems to be necessary at which all partners involved will have to redefine their roles in a systemic perspective.

The proposals of the National Commission for Teaching and America's Future or recent developments in England and Wales stress the necessity of systemic reform and present sometimes coherent programmes how to make it happen. In every case it will become necessary for teacher education policies to contribute to clarifications on

- the relationships between initial teacher education (curricula and learning environments) and all the other components of the professional developments of teachers, and
- the relationships between teacher education, educational research and development, school development and improvement, and the concrete work of teachers in schools (“partnerships” and “networks”).
- As a basic requirement it seems to be necessary to develop solutions that the entire system of teacher education will become able to develop itself into a permanently learning and developing system (“learning communities”).

3. Networks as “places” for teacher education?

Discussions on the “best place” possible for initial teacher education have been a predominant theme of teacher education (policies) for long in all European countries. Against a rather heterogeneous background and oriented on the leitmotif professionalisation a transfer of all forms of initial teacher education (including kindergarten teacher education) and their universitisation have been perceived as adequate solutions in most Member States. While these transformations have been successful in a number of Member States and have brought about substantial improvements of teacher education (cf. H. NIEMI 2000), other observers have discussed a number of problems with this solution. Higher education or university

education for all teachers is perceived as a necessary condition for successful (initial) teacher education, but in no case would it be a sufficient one. Observers frequently stress the important role of revisions of the curricula of initial teacher education, research-oriented cultures of teaching and learning, measures of staff development, or a coherent and integrated teaching practice component as additional conditions (cf. J. FORMOSINHO 2000, E. TERHART 2000).

In sharp contrast to this general development towards universitisation, a few European countries only have made attempts to (re-) orient teacher training on a minimum - competency model, to de-professionalise initial teacher education (again) and to re-introduce apprenticeship-models (e.g. “school-centred teacher training”). While some academic education and training in different scientific disciplines related to certain subjects taught at school level is perceived to be necessary for the preparation of teachers and the importance of educational theory is devaluated in parallel, schools should take main responsibility for the training of teachers. Very recent changes in English teacher education policy may reflect the many problems connected to this approach outlined very well. Only under certain (cost expensive) conditions may schools be developed into appropriate “places” for initial teacher education. This statement should not be misunderstood as an argument against the important role of schools in (initial) teacher education.

In many Member States discussions on the problem of “place” can be characterised by rather narrowly conceived problem-definitions and a focus on three issues:

- While searching for rather traditional institutional and organisational solutions for initial teacher education, curricular issues (e.g. aims, contents and learning environments of the different fields of study and their relevance for the teaching profession), issues of institutional development or staff development have been neglected frequently.
- Much emphasis has been put on the relationships between “academic/theoretical” studies and teaching practice/”practical studies”.
- Discussions have focussed primarily on initial teacher education neglecting the relevance of the other components of teacher education (e.g. induction, in-service education, school development, educational research and development) and the appropriate “places” of these in the entire system of teacher education.

One of the basic problems seems to be that in many European teacher education systems the responsibilities for it are split up into frequently unrelated institutions holding unclear responsibilities for the education of teachers. Effects of synergy cannot be made. This situation applies to initial teacher education at higher education level as well as to induction or the other components of the continuous professional development at which a rather heterogeneous number of providers may be observed (e.g. school administration, state-run in-service establishments, institutions of higher education, teacher centres, teacher associations and trade unions, private providers).

More coherent structures, such as faculties and departments for both the initial and in-service education of teachers as adopted in Finland since more than twenty years (cf. H. NIEMI 2000) or coherent centres for teacher education at university level with responsibility for all forms of teacher education (cf. E. TERHART 2000b for reform proposals in German teacher education) might have high potential to tackle this problem.

As regards the relationships between “academic/theoretical studies” and teaching practice a number of promising solutions have been developed. One could mention the highly developed

integrative system adopted in the Austrian system of teacher education at Colleges of Education (a system comprised of model/training schools, networks of co-operating schools, specially educated co-operating teachers rewarded for their participation in teacher education, university supervisors and a coherent curriculum, cf. H. BRENN et al. 1997) or the concept of Professional Development Schools (cf. HOLMES COMMISSION 1990). On another side systems which

- separate these components (cf. the separation into a first “theoretical” phase under the responsibility of universities and a second “practical” phase under the responsibility of the school administration as adopted in German teacher education) or
- focus on “school centred teacher training” with schools holding main responsibilities for initial teacher training (cf. D. HARGREAVES 2000) would need closer elaboration.

While the problem of “place” of initial teacher education has been subject to heated discussions, it has been neglected in many ways as regards the continuous professional development of teachers.

The main problem seems to be how conditions can be provided that teacher education and schools can develop themselves into permanently learning and developing systems making optimal use of most recent knowledge on prosperous education available and to be developed in collaborative problem-solving processes of all actors involved. Partnerships - as a certain minimum - and - as a maximum - an integration of

- university-based centres or departments
- with clear responsibilities (and resources) for all components of teacher education (including school development and educational research and development) and
- schools and the continuous professional development of teachers
- into flexible teacher education networks might have enormous potential to improve the entire system and quality of teacher education.

Partnerships among all actors involved and networks imply a departure from traditional rationales. However, attempts in this direction seem to be promising (cf. the concept of “inter-school networks” as suggested in England and Wales). In addition, cross-European curriculum development projects supported by the European Commission action scheme Socrates (Erasmus, Comenius, Lingua, Open and Distance Learning) have brought about a number of insights on successful networking combining teacher education, educational research and development, and school development. Attempts to establish a “Virtual Teacher College” may be seen as another example of the relevance of partnerships and cross-European networking in teacher education.

4. Focus on the “state of the art”.

Let me introduce this fourth issue by a fascinating court case from the 1930s in the United States involving the T.J. Hooper, a tugboat, and described in the preface to the AACTE publication „Knowledge Base for the Beginning Teacher“ (cf. W. GARDNER 1989): „The T.J. Hooper and the ship it was guiding got into trouble in the Atlantic Ocean when a sudden storm blew up. The storm damaged the ship and caused injury and property loss to its clients, who promptly sued. At the time common practice (“state of practice”) among tugs was to get weather information via hand signals from shore. Although radio (“state of the art”) had been introduced it was not common in use. The T.J. Hooper did not use radio, but if it had, the tug master would have known of the danger and been able to take its client ship to shelter, thus

avoiding damage to life, limb and property. The case turned on the question of T.J. Hooper's responsibility: was adherence to common practice (e.g. hand signals) enough or did the situation demand „state of the art“ (radio)? The courts ruled that, when important matters are at stake, the legal obligation is to use the “state of the art” instead of the “state of practice”. The T.J. Hooper case has been effectively used by educational authorities to demonstrate that in the United States, where schooling of the young is involved, schools must use the state of the art techniques and materials“.

In principle, the situations in the United States and the European Union can be compared. The importance attached to education and training in a rapidly changing society („knowledge-driven learning society“) calls for „state of the art“ - based solutions.

Much research-based knowledge still exists on teaching and to a smaller extent on teacher education (e.g. Handbook of Research on Teaching edited by M. WITTRICK 1986, International Encyclopedia of Teaching and Teacher Education edited by L. ANDERSON 1995, Handbook of Research on Teacher Education edited by W. HOUSTON in 1989 and J. SIKULA in 1996) and educational innovation (cf. A. HARGREAVES, A. LIEBERMAN, M. FULLAN, D. HOPKINS 1998). Transforming - not “applying” or “transferring” - this “state of the art – knowledge” into teacher education might lead to substantial improvements and help to reduce sometimes severe shortcomings. At the level of political decision making as well as at the level of institutional development this “state of the art – knowledge” might contribute to more appropriate decisions and outcomes. The adoption of “state of the art – knowledge” has to be seen as one - but central - component in improving teacher education.

Three questions may be raised as regards the adoption of “state of the art – knowledge” in teacher education (policies):

- Which resources have been/are invested into the development of “state of the art – knowledge” on teacher education (cf. the sharp criticism of U. LUNDGREN 1987, on the mismatch between costs for running school systems on one side and investments into school improvement activities as well as on educational research and development on another)?
- Why have a certain number of teacher education institutions all over Europe been rather reluctant in adopting “state of the art – knowledge” to improve their programmes (cf. developments in highly developed university-based models of teacher education in Nordic countries which may be seen as counter-examples)?
- Why have a number of teacher education policies in some European countries taken measures the past decade which are in sometimes sharp contrast to “state of the art – knowledge” on successful teacher education?

5. Educational research and development in teacher education.

The prosperity of dynamic learning societies seems to depend very much on the competence of its participants for managing (knowledge management) and producing knowledge to tackle (professional) tasks and problems. In most European countries school education and teachers have been obliged to provide learning environments for their students in which they may acquire these competencies. Research indicates that active learning methodologies as well as problem-, project- and research-oriented cultures of learning have high potential to support the development of these competencies. In addition, these competencies are seen as basic pre-requisites both for the capacity and readiness for lifelong learning processes.

Against this background the question may be raised how teacher education does support the development of these competencies of teachers. Do the curricula, learning cultures, and assessment procedures adopted in teacher education provide ample opportunity for their development or do these focus more on static conceptions promoting the acquisition of knowledge in a small number of academic disciplines and some standardised practices?

Two main issues may be raised:

- The first issue relates to the research and development cultures of teacher education. Most systems of teacher education did not have opportunity yet to develop a clear commitment to educational research and development. Both human (cf. the qualifications of staff working in teacher education) and material resources have not been provided to an extent necessary. As a consequence institutions of teacher education have not been able to develop coherent (educational) research profiles. It is worth mentioning that integrative theories dealing with teaching/studying/learning – processes – key theories of all forms of teacher education - have not been developed satisfactorily yet. Research and development done within the Thematic Network on Teacher Education in Europe (TNTEE) has highlighted the necessity to make more coherent efforts to develop integrative theories dealing with teaching/studying/learning – processes (cf. B. HUDSON, F. BUCHBERGER, P. KANSANEN, H. SEEL 1999).
- A second issue relates to the incorporation of a research and development components into programmes of teacher education. Most European models of teacher education do not include a coherent education research and development component in their curricula. This implies that (prospective) teachers do not find opportunity for an active participation in research and development processes, and that (pedagogical) problem-solving capacity perceived to be indispensable can not be developed.

The potential of Professional Development Schools for teacher education to tackle this problem has been described above. The Finnish model of teacher education, in which prospective teachers have opportunity for an active acquisition of research methodologies and have to submit an education masters thesis, seems to be exceptional. As a consequence a large number of Finnish teachers in service continues (on a part-time basis) their professional education after graduation (as masters) working on research and development projects with high relevance for school development. In addition, the absorption- and innovation capacity of the Finnish education system seems to be exceptional compared to other systems of teacher education.

A number of institutions of teacher education all over Europe focusing on models of a reflective teacher education have begun to incorporate an action research or teacher research component into their curricula. Special efforts have been made in these institutions to promote teacher research of practising teachers and support structures have been established (cf. recent developments in England). In addition, practising teachers have established action research networks in which they collaborate and exchange outcomes of their development work (e.g. innovative methodologies or teaching material).

Educational research and development as well as inquiry-oriented cultures of teaching and learning in teacher education may be seen as key components of dynamic learning and developing systems. Teacher education policies are challenged to provide conditions for their development.

6. Accreditation of teacher education programmes.

As already outlined in paragraph 3.12 systems of accreditation of initial as well as in-service teacher education programmes, and systems of certification aim at giving public assurance of the adequacy of these programmes and their suitability to qualify for the professional tasks and roles of the teaching profession. In addition these systems should act as encouraging factor for the improvement of teacher education programmes that might contribute to build a new teacher professionalism, and should help to facilitate the professional mobility of teachers within the European Union. Different accreditation procedures have been outlined and some advantages/disadvantages of these have been discussed.

As regards an agenda of the European Network of Teacher Education Policies four issues seem to be of high relevance:

- Different models adopted for the accreditation of teacher education programmes in the Member States would need more precise description and subsequently an in-depth comparative analysis of their effects.
- Such descriptions and analyses become increasingly important especially when considering an increasing need for teacher mobility within the Member States of the European Union. They might provide information on the (minimal) standards for the accreditation of programmes of teacher education and the certification of teachers. Such descriptions might be provided on a “national”, regional or institutional level. Considering a growing number of mobile student teachers (Erasmus, Lingua) as well as teachers taking part in in-service programmes (Comenius) in different European countries such descriptions of accreditation and certification procedures seem to be of highest relevance.
- The role of the teaching profession in the accreditation of programmes of teacher education as well as certification of teachers might be reconsidered. Establishing teaching councils (cf. Scotland) and giving important roles to these in the accreditation and certification process may be seen as one option (cf. the proposals of the National Commission on Teaching and America’s Future).

7. Recruitment of competent teachers.

The recruitment of competent, caring and committed teachers for all students has been an aim of (teacher) education policies for long. However, this aim could not be met satisfactorily in a number of Member States of the European Union and the problem seems to be a complex one.

Countries confronted with a surplus of teachers have introduced entrance examinations into programmes of teacher education and/or numerus clausus – regulations. These systems aim at finding the most appropriate students for teacher education. More empirical research would be required to test the validity of these systems. At the same time these countries are confronted with a “greying” teaching force. Coherent measures have not always been taken in in-service education to keep the qualifications of teachers at the highest level possible to meet the changing tasks of the teaching profession. As an implication these countries seem to be confronted with a “double problem”.

The problem of shortages can be structured into at least two dimensions. At a first dimension shortages may exist in general or in specific sectors only. At a second dimension shortages may exist in initial teacher education (too small number of student teachers), while a large pool of qualified teachers might be available in principle that has left for various reasons the

teaching profession. Dependent on these dimensions different policies have been adopted in the Member States.

A few countries have made attempts to reduce the shortage of teachers by increasing the number of students per class and/or increasing the teaching load of teachers. More research would be needed to clarify the effects of such teacher education policies. Other countries have made attempts to improve the conditions of service of teachers (e.g. better career opportunities, part-time employment) to attract qualified teachers for a permanent career in the teaching profession or to avoid early retirement. Comparable measures have been adopted to attract qualified teachers again for a career in teaching who have once left the teaching profession.

Different incentives (e.g. better salaries or career opportunities) have been introduced to solve problems of shortages in different subjects (e.g. information technology, math education, language learning) or sectors of the education system (e.g. technical and commercial schools). Attracting qualified staff of other organisations for the teaching profession has been another measure adopted in a number of European countries.

However, coherent efforts to tackle the problem of shortage (as well as surplus) by an increased mobility of teachers between Member States seem to be quite exceptional yet.

As outlined in paragraph 3.5 the proposals submitted by the National Commission on Teaching and America's Future seem to have high potential to solve the problem. These would be worth to be considered in European teacher education policies.

8. Induction into professional cultures of schools.

A number of arguments on the relevance of a coherent induction of beginning teachers into professional cultures of schools have been presented in paragraph 3.9 and will not be repeated at this place. The recognition of its relevance in a number of Member States may be seen in close relationship with concrete measures adopted.

A coherent induction into professional cultures of schools may be seen as an opportunity for collaborative problem-solving processes of institutions of initial teacher education and schools and their teachers. It may be seen as example of networking and partnerships perceived to be necessary to improve teacher education.

Teacher education policies are challenged to provide appropriate conditions for coherent induction programmes.

9. Continuous professional development and advanced certification.

The necessity of a systemic reform of teacher education and the role of the continuous professional development of teachers within systemic reform has been described several times both in part A and in part B of this contribution. In addition, the potential of an advanced certification of teachers has been discussed. These arguments have not to be repeated here. While some European countries have already begun with attempts to reform their teacher

education systems in a systemic perspective, the situation in most other Member States may be characterised by some mechanisms of problem-suppression and avoidance behaviour.

The future development of teacher education in the European countries will depend very much on the recognition of the importance of the continuous professional development of teachers, the provision of appropriate measures for it, and how problems with an advanced certification may find solutions. While recognising the relevance of all the other issues raised, I am convinced that developing solutions in this area has to be seen as an absolute priority.

10. A European dimension in teacher education – more than a vision?

Both a number of the country reports submitted by the representatives of the Ministries of Education of the Member States and the presentation given by the representative of the European Commission (Mr. M. Romano) clearly indicate many new efforts and programmes in realising a European dimension in teacher education. Initiatives of the European Commission will focus on providing more adequate conditions for the mobility both of student teachers and teachers, establishing partnerships and networks among the different actors in teacher education, cross-European curriculum development projects and virtual mobility. A number of Member States will provide better conditions for its (student) teachers.

At an institutional level it will become necessary to promote the foundation of cross-European networks of institutions of teacher education. More explicit procedures for the accreditation of teacher education programmes and the certification of teachers might be seen as support in this process. As a consequence the curricula of teacher education incorporating a European dimension and the opportunities for more frequent and coherent (student) teacher mobility could be improved.

Final remarks

At the end of this report I want to add three final remarks:

- As outlined in the paragraph on “recruitment” teacher education (policies) may sometimes be characterised by a discrepancy between aims and intentions expressed and subsequent concrete actions of (teacher) education policies. Against this background we have to thank the Government of the Republic of Portugal that it has taken action to organise this cross-European conference on teacher education policies during its Presidency of the Council of the European Union, and the other Member States of the European Union which have supported this initiative. In addition, special thanks have to be submitted to the Portuguese president of the conference, Prof. B. P. Campos (Lisbon), and his team for the excellent preparation of this cross-European conference.
- We are convinced that the foundation of the European Network of Teacher Education Policies (ENTEP) is a both important and necessary step to help to improve teacher education (policies) in the Member States of the European Union. Its foundation during this conference may be seen as a first and necessary step which has helped to enrich problem-definitions and to define problem-spaces more adequately. We can only hope that the fruitful dialogue begun during this conference will continue, and that collaborative problem-solving processes of all actors involved in teacher education (policies) will become a special feature of the network and its work.

- Let me finish this general report with two statements. The first one has been written by a German upper secondary student into his desk in his classroom: “I do not know, whether it will become better, when things will change. But I know very well, if it should become better, things will have to be changed”. The second statement has been made by the Austrian poet E. FRIED, and I have modified it for teacher education and teacher education policies: “Those, who want that teacher education remains as it is, do not want that it will remain.”

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Annex 1:

General guidelines for the presentations of the key-note speakers and the case studies based on teacher education policies in their countries

The subsequent paragraphs will describe (in a shortened version) some general guidelines for the papers and presentations of the key-note speakers submitted to them as an e-mail message:

1. Information will be given on the general background to the conference as described in a paper submitted by Prof. B. P. Campos (president of the conference);
2. the position of the key-note lectures within the conference and the aims of the key-note lectures;
3. suggestions on issues to be addressed in the papers and key-note lectures.

These general guidelines

- consider basic requirements addressed by the organisers of the conference, and
- aim at the same time at an opening up of a joint discussion among the Rapporteur General and the key-note speakers.

While the four key-note lectures

- should primarily deal with a description and critical analysis of teacher education policies in the countries of the lecturers (England and Wales, Finland, Germany, and Portugal),
- key-note speakers are invited to address at the same time particular issues of (country-specific) teacher education policies with a perceived all-European relevance.

In no case may the guidelines misunderstood as a fixed set of “recommendations”. Feel free to comment and give feedback to me so that we can develop a coherent sequence of papers and presentations/lectures (no later than 31st January 2000).

ad 1) General background to the conference

The general background to the conference has been described by the organisers as follows, and should be considered in your lectures and papers focusing on descriptions and critical analyses of teacher education policies in your countries:

The quality of teacher education plays a strategic role for the quality of education and training in the European framework. The development of lifelong learning in the framework of a learning and knowledge society as well as the access and success of different social groups in ever higher grades of education and training raise new demands on the achievements and performance of teachers. These issues are perceived of high relevance to assure European citizenship, economic competitiveness, employability and social cohesion. Teacher education in all its phases– initial, in-service and further education – had to provide learning opportunities that teachers may meet these demands and tasks.

Challenges for teacher education outlined appear at a moment in which almost all Member States of the European Union have transferred initial teacher education into institutions in the sector of higher education which may be characterised by a relatively high degree of

autonomy. If the trend towards “universitisation” of teacher education means an important step, it is also certain that it demands of higher education institutions to develop a professional culture of teacher education. It may be hypothesised that until recently consolidated traditions and cultures of professional teacher education have been developed to a limited extent only.

The conference aims at an analysis of the challenges faced by teacher education (public) policies and by European co-operation in this field due to the new demands on the quality and performance of teachers. Special attention should be deserved to

- *measures appropriate to assure the adequacy of teacher education programs in relation to the demands outlined, as well as to*
- *issues concerning the professional certification of teachers including the certification through the validation of previously obtained competencies, namely to play specialised roles in schools;*
- *both measures are perceived to be an essential condition to the recognition of diploma and periods of professional teacher education as well as to all-European teacher mobility.*

ad 2) Position of the “country reports” and key-note lectures

As regards the position of the “country-reports” and the four key-note lectures within the conference, and the aims of these the following information may be given:

- The Rapporteur General has been asked to give an initial presentation of a general critical analysis of teacher education policies in the Member States of the European Union as well as to identify the main issues that have to be addressed by these policies the near future. In addition, he will have to submit a final report taking into consideration the four case studies (key-note lectures) presented, the brief reports submitted by representatives selected by the Ministries of Education of the 15 Member States of the European Union, and the discussions that emerged during the discussions at the conference.
- The reports and key-note lectures on teacher education policies in England and Wales, Finland, Germany and Portugal should primarily describe and critically analyse teacher education policies in these countries.
- At the same time key-note speakers might focus on teacher education policies in their countries which are perceived as “hot issues” and/or seem to be of all-European relevance.
- I kindly ask you to make proposals on this issue, and to submit titles/focus/outlines of your possible contribution. Based on your proposals and after some e-mail discussion I think it might then be possible that we will be able to develop a coherent series of key-note lectures presenting on one side country studies and focussing on different “hot issues” of teacher education policies of all-European relevance on another.
- Consider that the conference organisers have invited all Ministries of Education of the Member States of the European Union to select representatives who will submit short written reports on teacher education policies in these countries to the conference. These written reports will not be presented orally, but will be made available in written form to the participants before the conference. These short written reports will have a length of some five pages only, and should give an overview of teacher education policies in these countries. I will submit the guidelines for these short written reports to you soon.
- The key-note lectures may last 45 minutes each followed by a short general discussion. Space limits for the written report/paper will not be given.
- Papers should be made available to participants before the conference.

ad 3) Suggestions for issues to be addressed in the key-note lectures

Complementary to the issues raised by the conference organisers (see paragraph 1) key-note speakers may consider in their descriptions and analyses of the “national” cases of teacher education policies the following issues. These are suggestions only, and you may feel free to select and/or to suggest additional issues for your reports and presentations. However, in every case your papers and presentations should provide participants with comprehensive and in-depth descriptions and analyses of teacher education policies in your country:

- Main rationales for teacher education and the teaching force (e.g. orientation on a concept of a new professionalism or a minimum competency model) and their repercussions on teacher education policies.
- Steering and governance of initial teacher education, induction, in-service education and further education - “who has responsibility for which issues?” and “how/with which measures are these materialised?” (e.g. as regards programs and curricula and their approval, quality assurance and quality management, financial issues).
- The role of higher education institutions in initial teacher education, induction, in-service education and further education, and their relationships to political bodies, employers (of higher education graduates), schools and professional organisations (e.g. make explicit which body has responsibility to award the status of a fully-fledged teacher and how the status of a fully-fledged teacher may be obtained).
- Short description of the structure(-s) and programs of initial teacher education for different stages of the education system (pre-primary, primary, lower secondary, upper secondary level) and/or types of school (general education, vocational, economic, technical education and training). Special attention might be given to the relationships between professional studies, academic studies in different subjects and teaching practice/practice in schools.
- Conceptions of in-service education, continuous professional development and further education (e.g. programs and their rationale, responsibilities for governance, structures and resources) Whenever possible, the relations between in-service, continuous professional development and further education on one side and career opportunities for and career structures of teachers should be addressed.
- Policies for recruiting and/or retaining a competent and committed teaching force (e.g. in general, for deficit areas such as information technology, maths, foreign language learning, technical education and training).
- Particular strengths of the system of teacher education and teacher education policies in your country.
- Main problems of and challenges for teacher education perceived by different actors in the “social arena” of teacher education in your country and their repercussions on teacher education policies.
- Short description and analysis of policies on the incorporation of a European Dimension into teacher education (e.g. fostering mobility, recognition of diploma) – whenever possible, this issue should be addressed.
- (New) strategic targets for teacher education and teacher education policies at a “national” level.

May I kindly ask you to submit no later than 31st January 2000 an outline describing which issues you intend to deal with in your lecture. I will then make these outlines available to all of us immediately for further discussion.

In addition, it might be very helpful, if we could exchange our recent publications on teacher education (policies). I will submit to you the Green Paper on Teacher Education in Europe “High Quality Teacher Education for High Quality Education and Training” edited by the Thematic Network on Teacher Education in Europe (TNTEE) and prepared by myself, B. Campos (Portugal), D. Kallos (Sweden) and J. Stephenson (United Kingdom) as well as the second edition of “Teacher Education in Europe: Evaluation and Perspectives” edited by T. Sander (Germany), myself, A. Greaves (United Kingdom) and D. Kallos (Sweden).

Annex 2:

Suggestion of a set of issues to be addressed in short written reports produced by national representatives

Annex 2 will present a shortened version of the guidelines submitted by the Rapporteur General to the national representatives.

Having taken responsibility to act as Rapporteur General for the conference „Teacher Education Policies in the European Union“ held under the Portuguese presidency of the Council of the European Union it is a privilege to me to be able to co-operate with you.

As requested by the organisers of the conference (Ministerio da Educacao – Instituto Nacional de Acreditacao da Formacao de Professores – inafop) the Rapporteur General has responsibility to suggest a set of issues to be addressed in a brief written report to be produced by national representatives appointed by the Ministers of Education of the Member States of European Union to the European Network of Teacher Education Policies. These brief reports of a maximum length of 8 pages will be included in a document to be available for all participants during the conference, but will not orally be presented.

The subsequent paragraphs will describe some issues of high relevance for teacher education policies in the European Union:

- The issues suggested may be considered in your written reports describing “national” teacher education policies.
- In no case may the description of issues be misunderstood as being complete. Feel free to add issues whenever perceived to be necessary.
- On another side not all issues raised in this paper may be applicable to teacher education policies in your country.
- However, we kindly ask to submit information on those issues marked as minimal in paragraph 2.

In case certain issues suggested in this paper would lack clarity, feel free to contact me. Additionally, I kindly ask for comments and feedback on the issues suggested so that we can develop in close co-operation challenging and inspiring written reports as substantial input to the conference and further activities in improving teacher education policies.

The general background to the conference has been described by the organisers as follows and should be considered in your short descriptions of “national” teacher education policies (see text in annex 1 for key-note speakers).

Materialising the issues raised by the conference organisers national representatives submitting country-specific descriptions may consider in their descriptions of the “national” cases the following issues. Whenever possible your written report should provide participants with a comprehensive description of teacher education policies in your country. Note that some issues marked with minimal should be addressed whenever possible.

- Short description of the structure(-s) and programs of initial teacher education for different stages of the education system (pre-primary, primary, lower secondary, upper secondary level) and/or types of school (general education, vocational, economic, technical education and training). special attention might be given to the relationships between professional studies, academic studies in different subjects and teaching practice/practice in schools (e.g. responsibilities for teaching practice).
- Steering and governance of initial teacher education - “who has responsibility for which issues?” and “how/with which measures are these materialised?” (e.g. as regards programs and curricula and their approval, quality assurance and quality management, financial issues) – minimal.
- Steering and governance of induction.
- Steering and governance of in-service education of teachers/continuous professional development.
- Steering and governance of the further education of teachers (in which they may acquire certificates and diploma in addition to a basic certificate for teaching).
- As regards in-service education, continuous professional development and further education the relationships of these to career opportunities and career structures for teachers may be described – minimal.
- The role of higher education institutions in initial teacher education, induction, in-service education and further education, and their relationships to political bodies, employers (of higher education graduates), schools and professional organisations – make explicit which body has responsibility to award the status of a fully-fledged teacher and how the status of a fully-fledged teacher may be obtained - minimal;
- Policies for recruiting and/or retaining a competent and committed teaching force (e.g. in general, for deficit areas such as information technology, maths, foreign language learning, European studies, technical education and training) – minimal.
- Particular strengths of the system of teacher education in your country.
- Main problems of and challenges for teacher education perceived by different actors in the “social arena” of teacher education in your country and their repercussions on teacher education policies.
- Short description of policies on the incorporation of a European Dimension into teacher education (e.g. fostering mobility, recognition of diploma, learning of Community languages) – minimal.
- (New) strategic targets for teacher education and teacher education policies at a “national” level - minimal.

Feel free to select and/or to suggest additional issues for your written reports. May I kindly ask you for comments on the issues raised in this paper and your decisions on issues to be selected in your brief written report.

Friedrich Buchberger

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IDENTIFICATION OF MAIN ISSUES**

General Report

on the Conference

**“Teacher Education Policies in the European Union
and Quality of Lifelong Learning”**

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**Friedrich Buchberger, Prof., Dr.
Institute of Comparative Education,
Paedagogische Akademie des Bundes in Upper Austria
A – 4020 Linz, Kaplanhofstrasse 40
buchbergerf@pa-linz.ac.at**