



## EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

*Entep Coordination Note 2/March /2002*

### 1. ENTEPE EVENTS HELD AT THE FIRST TRIMESTER OF 2002

In this year's first trimester the ENTEPE held its VI meeting and seminar on 17, 18 and 19 January, in Feldkirch (Austria); the first meeting of the ENTEPE Coordination Group in 3 March, in Madrid (Spain); and the VII ENTEPE meeting in 4 March, in Zaragoza (Spain).

The first meeting of the ENTEPE Coordination Group in Madrid, as well as the Zaragoza ENTEPE meeting, both took place by occasion of a *Congress on teacher education* organised under the Spanish Presidency of the Council of the European Union to which the ENTEPE representatives have been invited.

### 2. ENTEPE SEMINAR IN FELDKIRCH

The ENTEPE seminar was held in Feldkirch (Austria), on 18 and 19 January, concerning *Strategies of change in teacher education - European views*. The teacher education institutions preparing teachers for primary and lower secondary education in Austria are in a transition process for higher education. The heads of these institutions invited the ENTEPE representatives to this seminar to share the experience of Member States that have already transferred their teacher education programmes to higher education.

The themes debated in the seminar were the following:

*i) The Austrian road of change* (Otmar Gassner, Ivo Brunner, Helga Kohler-Spiegel and Manfred Treiner, Austria)

*ii) A comparative view of systems of teacher education in Europe* (Bernadette Forsthuber, Eurydice)

*iii) Teacher education and the Bologna process* (Sean Feerick, European Commission)

*iv) Connecting and integrating IT and ICD* (In this panel participated the following ENTEPE representatives: Otmar Gassner (A), Eamonn Murtagh (IRL), Febe Jansen (NL), Otmar Gassner (A) and Ursula Uzerli (D), as well as an invited speaker, João Formosinho (P).

*v) Bachelor-Masters structure in an open educational setting* (Nelleke Maan, The Netherlands) (\*)

*vi) From universities to schools-a story of radical change* (Kate Jacques, England) (\*)

*vii) Teacher education colleges linked with universities* (Peadar Cremin, Ireland) (\*)

*viii) Teacher education into the universities* (João Formosinho, Portugal) (\*)

The keynote speeches marked with (\*) could be followed live stream on the internet.

### 3. ENTEPE COORDINATION GROUP

In the referred Feldkirch ENTEPE meeting was constituted the ENTEPE Coordination Group to which, in the occasion, were designated the following representatives: Bártoło Campos (P), Sean Feerick (EC), Giunio Luzzatto (I), Sarantos Psycharis (EL), Michael Schratz (A) and Myrna Smitt (S).

The group has a strategic role, as well as a planning and organisational role. It elaborates proposals to be submitted to the ENTEPE ministers' representatives at their general meetings.

ENTEPE COORDINATION

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#### 4. ENTEP AND PRE-ACCESSION COUNTRIES

The ENTEP representatives approved in Zaragoza a proposal related to the pre-accession countries that will be presented by each one of these representatives to their respective Ministers of Education to be ratified. This proposal is to invite the pre-accession countries that participate in the SOCRATES Programme to join the network as full members with equal status.

The ENTEP is planning a meeting with the pre-accession countries, sponsored by Austria and to take place in January or early February of next year.

The EFTA countries are not included as they are not part of the pre-accession strategy. However, they can be invited to some network conferences or seminars.

#### 5. TEACHER EDUCATION IN COMMUNITY DOCUMENTS

##### a) Teacher education in the detailed work programme on the objectives of education for 2010

The conclusions of the Barcelona European Council of 15 and 16 March refer to the detailed work programme as follows:

*“The European Council welcomes the agreement on the detailed “Work Programme for 2010” for education and training systems. The European Council sets the objective of making its educative and training systems a world quality reference by 2010. It agrees that the three basic principles to inspire this Programme shall be: improved quality, facilitation of universal access, and opening-up to the wider world.*

*It invites the Council and the Commission to report to the Spring European Council in 2004 on its effective implementation.” (In Part I, paragraph 43)*

The work programme includes teacher education in its first strategic objective to improve the quality and effectiveness of education and training systems in the European Union.

The key issues identified by the Council and the Commission in this work programme to contribute to improving education and training for teachers and trainers were:

*“1. Identifying the skills that teachers and trainers should have, give their changing roles in knowledge society;*

*2. Providing the conditions which adequately support teachers and trainers as they respond to the challenges of the knowledge society, including through initial and in-service training in the perspective of lifelong learning;*

*3. Securing a sufficient level of entry to the teaching profession, across all subjects and levels, as well as providing for the long-term needs of the profession by making teaching and training even more attractive;*

*4. Attracting recruits to teaching and training who have professional experience in other fields”.*

The Barcelona European Council invited the Council and the Commission to report to the Spring European Council in 2004 on the effective implementation of this work programme for 2010 for education and training systems.

##### b) The European dimension of teacher education

The Barcelona European Council at Part I, paragraph 44, calls for further action “to promote the European dimension in education and its integration into pupil’s basic skills by 2004”. A key issue to contribute to achieve this goal is necessarily the European dimension of teacher education.

At the Zaragoza Congress on teacher education the ENTEP Coordinator was invited to present a keynote speech on *The European dimension of teacher education* that is available at the ENTEP web site:

B. Campos (2002). *The European dimension of teacher education*

[http://www.inafop.pt/site\\_i/d\\_entep\\_docs.html](http://www.inafop.pt/site_i/d_entep_docs.html)

##### c) The Bologna process and teacher education

The Barcelona European Council aiming to contribute to the information and knowledge economy calls for further action:

*“To introduce instruments to ensure the transparency of diplomas and qualifications (ECTS, diploma and certificate supplements, European CV) and closer cooperation with regard to university degrees in the context of the Sorbonne-Bologna-Prague process prior to the Berlin meeting in 2003; similar action should be promoted in the area of vocational training”*  
(In Part I, paragraph 44)

This is relevant for teacher education programmes because these are included in the vocational training area and, in most of the European Union Member States, they are also of higher education.

#### **d) Teacher education and lifelong learning**

The Barcelona European Council welcomed the Communication from the Commission COM(2001) 678 final on *Making a European area of lifelong learning a reality* and invited to adopt a resolution on this issue before the European Council in Seville, taking into account the European employment strategy.

The Commission’s communication recognises teachers’ important role to contribute to the impact of lifelong learning as *learning facilitators*, as well as considers that *“New tasks and roles, recruitment and retention in the teaching and training professions at all levels must be addressed, particularly given projected recruitment needs”*.

The concern with teacher education is particularly developed related to *New teaching and learning methods and the new role of teachers, trainers and other learning facilitators*:

*“The Commission will support, through the Socrates and Leonardo da Vinci programmes, the development of a network for the training of teachers and trainers. Based on existing networks, e.g. in Cedefop, this will aim to analyse and exchange innovative experience in formal and non-formal contexts, while creating the conditions for transfer within the Community. It will also contribute to the construction of a common framework of reference for the competences and qualifications of teachers and trainers and respond to the challenges of ICT based learning.”* (In point 3.6, page 24)

#### **e) Promoting skills and mobility in the European Union**

Another relevant issue for teacher education policies present in the agenda of the Barcelona European Council was promoting skills and

mobility in the European Union. According to its conclusions:

*“The European Council welcomes the Commission Plan to remove the barriers within European labour markets by 2005, and calls on the Council to take the necessary steps to put into practice the proposed measures. Priority should be given to:*

- *in accordance with the Action Plan adopted at Nice, putting into place the legal conditions required to ensure genuine mobility for all those involved in education, research and innovation;*
- *lowering regulatory and administrative barriers to professional recognition as well as other barriers resulting from failure to recognise formal qualifications and non-formal learning taking into account the paragraph on education below.”*  
(In Part I, paragraph 33)

## **6. THE 2010 PROCESS AND THE ENTEP AGENDA FOR THE FUTURE**

The principal defining factor in the drawing up of the ENTEP agenda for the future will be the implementation of the objectives process of education systems (and other related processes) regarding teacher education issues. In the origin of this decision was a document containing several proposals related to the *strategic development of ENTEP*, elaborated by the ENTEP Coordination Group during its first meeting in Madrid, and approved by all network members in the plenary meeting of Zaragoza.

## **7. MEMBER STATES’ NEWS ON TEACHER EDUCATION POLICIES**

### **a) England**

England revised the professional standards for qualified teacher status and the requirements for initial teacher training that will take effect from September 2002.

Department for Education and Skills and Teacher Training Agency (2002). *Qualifying to teach-Professional standards for qualified teacher status and requirements for initial teacher training*  
<http://www.canteach.gov.uk/itt/requirements/index.htm>

**b) Portugal**

Portugal defined the pre-school and primary school teachers specific teaching profiles that are an instrument related to the system of accreditation of initial teacher education programmes. The referred document and the URL where it is available in English is as follows:

Council of Ministers (2001). *Pre-school and primary school teachers specific teaching profiles*  
[http://www.inafop.pt/site\\_i/d\\_inafop\\_docs.html](http://www.inafop.pt/site_i/d_inafop_docs.html)

**8. NEXT ENTEP EVENTS**

**a) Seminar and meeting in Amsterdam**

The forthcoming ENTEP seminar and meeting will take place in Amsterdam (The Netherlands) in October 2002. The seminar will be held on 4 October on *Collaboration between teacher education institutes and schools and other institutions within the educational infrastructure as an instrument for improving quality and attractiveness of the teacher profession* and the VIII ENTEP meeting will take place on 5 October (9.00-17.00 hrs).

**b) Meeting in Austria**

According to the approved ENTEP's action plan it is being planned for next year an ENTEP meeting with the pre-accession countries sponsored by Austria, probably in January or early February.

**c) Meeting and seminar in Greece**

The ENTEP's action plan also includes for next year an ENTEP meeting and seminar in Greece, eventually in May, during the Greek Presidency of the Council of the European Union.

**9. THE ROLE OF GRADUATE AND POSTGRADUATE STUDIES AND RESEARCH IN TEACHER EDUCATION REFORM POLICIES IN THE EUROPEAN UNION**

The proceedings of the *Umeå* ENTEP seminar are published and will be distributed in the coming weeks:

Per-Olof Erixon, Gun-Marie Frånberg, Daniel Kallós (eds). *The role of graduate and postgraduate studies and research in teacher education reform policies in the European Union*, Umeå: The Faculty Board for Teacher Education (2001).

The publications of the following ENTEP seminars' proceedings are in preparation: Naples, Brussels and Feldkirch.

**10. UPDATED LIST OF THE ENTEP REPRESENTATIVES**

The updated list of the ENTEP representatives with their respective names and contacts is available in the ENTEP Homepage at the following URL:

[http://www.inafop.pt/site\\_i/d\\_entep\\_min\\_rep.html](http://www.inafop.pt/site_i/d_entep_min_rep.html)

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