



# ENTEP MEETING AND CONFERENCE

## BRUSSELS, BELGIUM

### 19. – 21. 4. 2018

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#### Coordination Note

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The ENTEP spring 2018 meeting and conference took place in Brussels, Belgium, from April 19 – 21. The event was hosted by Michèle Mombeek, ENTEP representative of the French Community of Belgium with the support of the Ministry of the French Community of Belgium.

## ENTEP INTERNAL MEETING

### 1. INTRODUCTION

The ENTEP meeting started with some words of welcome by the ENTEP coordinator, Mojca Peček Čuk, and the host, Michèle Mombeek. Mojca Peček Čuk offered special thanks to Michèle Mombeek and her colleagues for all their effort in preparing the ENTEP meeting and the conference. They then provided general information about the schedule of the meeting and the one-day conference. Some technical information were also discussed.

A special welcome was given to the new Lithuanian representative Egidija Nausėdienė, the new Latvian representative Baiba Baškere, and the new Portuguese representative Lilia Maria Vicente.

### 2. REPORTS ON ENTEP'S RECENT ACTIVITIES

- In December 2017 a meeting of directors-general and experts of the CECE (Central European Cooperation in Education and Training) was hosted in Ljubljana. Mojca Peček Čuk was invited to present the work of ENTEP.
- Karmen Mlinar wrote a review of the ENTEP monography Teacher Education for Multilingual and Multicultural Settings (ed. by Elgrid Messner, Daniela Worek, Mojca Peček Čuk). The review was published in the CEPS Journal (Volume 8, number 1, 2018).
- The new ENTEP web page, prepared by Karmen Mlinar, was launched.

#### ENTEP logo

Prior to the meeting new versions of the ENTEP logo were designed by Daniela Worek and her team. After discussion, it was agreed that the new ENTEP logo will be 'the bridge with four arches'. It will be professionally designed by the next ENTEP meeting. The copyright confirmation will be taken care of.

#### ENTEP Vision and Mission Statement

At the ENTEP meeting in Lisbon 2017 it was agreed to conduct a survey among ENTEP representatives on the ENTEP vision and mission. One part of the questionnaire on ENTEP internal procedures and possible new areas of interest (prepared and designed by Liesbeth Hens prior to the



Ljubljana 2015 ENTEP meeting – see C-notes from Ljubljana 2015 meeting) was used for this occasion. Liesbeth Hens analysed the results of the survey and prepared on its basis a draft version of the mission and vision statement.

After a fruitful discussion, it was decided that the new **mission statement** of ENTEP is as follows:

*“ENTEP contributes to teacher education policy development in Europe, bringing forward ideas and recommendations based upon the exchange of experiences and views among its members”.*

The new **vision statement** is:

*“ENTEP is an informal think tank open to all European countries. The main goal is to inspire policymakers, policy actors and teacher education stakeholders, to help them realise or contribute to a high quality professional continuum of teacher education in their countries.*

*ENTEP organises a conference/seminar twice a year where members can exchange and discuss information, ideas and experiences.*

*ENTEP focusses on the attractiveness of the teaching profession, on the continuum of teacher education as well as on ongoing and emerging challenges in the field of teacher professionalism. “*

For the next ENTEP meeting a template for power point presentations that will be used by all ENTEP representatives when presenting ENTEP will be prepared. The template will include the new ENTEP logo and will be filled with content by Liesbeth Hens. In line with the decisions above, the documents on the ENTEP web page (for example The role of ENTEP, Framework, Vision Statement) will be amended by Liesbeth Hens.

#### ENTEP statute, action plan

During the meeting, the questions of the ENTEP’s role and the need for a written ENTEP statute arose. During the discussion it was emphasised that the statute had to define the role of the coordination group, the roles of the representatives and their profile (what they are expected to do, what their commitments, responsibilities are), the procedure for the election of ENTEP coordinator, etc.

Additionally, questions related to the ENTEP’s working action plan for the future and how the work could be done more effectively and efficiently, arose: what could be ENTEP’s future topics/areas of interest, what kind of working conditions we need, what the technical requirements for the meetings are, which working methods could be used for our meetings, how to disseminate ENTEP products, etc.

A discussion on these questions will be held at the next ENTEP meeting.

### **3. 20 YEARS AFTER BOLOGNA**

The new version of the draft discussion paper ‘20 Years On – And (Not) Much Wiser – Has Bologna Made European Teacher Education a Living Reality?’ was prepared by Daniela Worek and sent to representatives prior to the meeting.

The representatives agreed that the discussion paper has almost reached its final version, nevertheless, minor revisions were discussed. All suggested changes will be included in the final version of the discussion paper.

The three guideline questions (see Coordination notes from Lisbon 2017) were discussed in smaller groups. More precise and clarified versions of the questions were proposed. After the discussion it was agreed that the following actions need to be clarified.

#### 4. TEACHER ASSESSMENT AND EVALUATION

The position paper, call for papers and guidelines for authors for the ENTEPE book on teacher assessment and evaluation were prepared and sent to representatives prior to the meeting. The action plan on how to go on with this topic will be discussed at the next ENTEPE meeting.

#### 5. UPCOMING ENTEPE MEETINGS AND CONFERENCES

The next ENTEPE meeting and conference will be held in Romania in the first week of October. It will be organized by Romita Iucu, ENTEPE representative from Romania.

ENTEPE meetings and conferences in 2019 might be organised in France and/or Czech Republic. The possibility of holding the meeting and conference in spring 2020 in Loulé (Portugal) will be looked into.

### ENTEPE INTERNATIONAL CONFERENCE: “DEVELOPMENTS IN TEACHER EDUCATION – CASE STUDIES”

The conference was opened by Laurence Weerts, Head of Delivery Unit - "Pact for excellence in education", Ministry of the French Community of Belgium; and Mojca Peček Čuk, ENTEPE Coordinator, University of Ljubljana, Slovenia.

The conference was divided into two parts. The chair of the first one, “Reforms in Education in the French Community of Belgium”, was Antoine Mioche (Ministry of National Education, Higher Education and Research General Inspectorate; ENTEPE representative for France). The chair of the second part, “Current Developments in Teacher Education”, was Christian Lamy (Ministry of Education, Children and Youth, Grand Duchy of Luxembourg; ENTEPE representative for Luxembourg).

The first part of the conference was on large-scale reforms in The French Community of Belgium. It began with the presentation of **Pascale Genot** (Ministry of Higher Education, Research and Media) *Initial Teacher Education*. It was followed by **Claire Kagan** (Ministry of Compulsory Education) who presented the *Pact for Excellence in Education ("Teaching Excellence Pact")*. The third presentation was delivered by **Stéphanie Seret** (Training Institute Jonfosse, Liège, Social advancement education). The title of her presentation was *Teaching certificate in adult education (CAP)*.

The French Community of Belgium is developing a large-scale reform to improve their school system: a reform called "*Pact for excellence in education*". Studies show that reforms affecting school systems, only have limited effects if they are not accompanied by a work on initial teacher education. The French Community has decided to work in parallel and in collaboration in order to obtain a high-performance and coherent system that meets the needs of students, teachers and today's society. Many factors have deeply changed our relationship to knowledge, time, space and cultures and the teaching profession has become much more complex for several reasons, a.o. the digital revolution; the obligation of education added to knowledge acquisition: society requirement towards school; the change in relationship towards authority. Initial teacher training has become increasingly inadequate and too heavy by having added content. Presentations develop the context of the reforms, the changes made and the expected results.



The second part of the conference began with the presentation of **Thomas Pritzkow** (European Commission, Directorate-General for Education, Youth, Sport and Culture), entitled *Current developments in teacher education in EC*. Thomas gave an update on relevant policy developments from the European Commission. This included a closer look at the Commission's [Communication on school development and excellent teaching](#) in May 2017, and subsequent [Council conclusions](#) on this issue (November 2017). Both documents are broad agendas for co-operation in school education at European level. They have a strong focus on policies to support teachers (and school leaders) as one of the areas that matter most for the quality and equity of school education.<sup>1</sup>

Thomas also presented recent work by the European Commission's [ET2020 Working Group on Schools](#). Under its current mandate (2016-2018) the Working Group's thematic focus is the governance of school education. One of the more detailed strands of work in this context has been on 'Teachers and school leaders in schools as learning organisations'. A Peer Learning Activity on this topic took place in Leuven in May 2017. Results of this work are summarised in a [thematic report with guiding principles and 60 policy examples](#).

Thomas also gave the group a brief update on preparatory work for a future focus on the careers and professional development of teachers and school leaders. He referred to other EU initiatives with a relevance for teacher education, and teacher policy in a broader sense (e.g. Key competence framework; European Education Area). He concluded with an overview of current and upcoming calls for proposals, studies and reports of interest for ENTEP (see presentation slides for details).

In the subsequent ENTEP meeting Thomas talked about the Commission's work with its expert groups on school policy under Education and Training 2020. Based on discussions on the mission statement and purpose of the network on the first meeting day, he specifically focused on the Commission's working methods and processes (work programmes, representation, mandates, political steer and agenda-setting), in order to support reflections within ENTEP on how the two parallel work processes can seek complementarity and synergies. For instance, Thomas invited ENTEP members to open channels of communication with their counterpart representatives on the ET2020 Working Group on Schools. He also shared the Commission working group's conclusions on similar reflections to those of ENTEP on how to establish relevance for and impact on policy-making (defining target audiences, choosing specific output formats, considering timeliness of outputs, link with Presidency agendas etc.).

The second speaker, **Peter Birch** (Eurydice), presented the Eurydice report *Teaching Careers in Europe. Access, Progression and Support*. The publication covers areas such as forward planning and main challenges in teachers supply and demand, entry in the profession, continuing professional development, career structures, existence and use of teacher competence frameworks and teacher appraisal. The comparative analysis deals with 43 education systems across Europe. The presentation gave an overview of the most interesting aspects of the report in terms of data analysed and main findings.

**Bezděková Klára** (Ministry of Education, Youth and Sports, Czech Republic) presented the *Current developments in teacher education in Czech Republic*. The presentation described the background of teachers' development policy and provided the overall picture of teachers' profession in the Czech Republic today. The presentation looked back at development that has been reached during the last 30 years which helps to understand where we are now. It mainly provided information about current situation including the weak points and also offered desirable future steps aiming at qualitative development of teacher policy.

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<sup>1</sup> See also the accompanying Staff Working Paper for references to evidence, including results from peer learning: <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496303586570&uri=SWD:2017:165:FIN>



The last speaker, **Malgorzata Sekulowicz** (University School of Physical Education, Wroclaw, Poland) presented the *Current developments in teacher education in Poland*. She presented the current activities of implementation of new standard of education of teachers in higher education in Poland. In 2017, Polish government introduced a new law changing the schooling system and is currently working on a next one dedicated to higher education. These new laws made them rethink the way students are being prepared to their duties as teachers. By the decision of two Ministers: Minister of National Education and Minister of Science and Higher Education, Malgorzata Sekulowicz has been appointed as a member and leader of a team working on a new education standard for teachers. They have proposed three routes of education of teachers. First, for pre-school and primary school teachers, second for special school teachers, and the third one for teachers of specific „subjects”. In her speech she presented all three routes and the conditions that universities and schools need to meet, in order to educate teachers. She also described the fields of knowledge and competence required from the teachers when ending their course of education.

ENTE P Coordinator  
Mojca Peček Čuk