

***THE TEACHING PROFESSION***  
***Changes, challenges and***  
***perspectives***

***Report of the conference of the European Network of Education Councils,***

***Vilnius, 13 – 15 October 2008***

***with the support of the European Commission***

***DG Education and Culture***

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EUNEC conference

Vilnius Pedagogical University

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## **I. Introduction**

EUNEC is the European Network of Education Councils. Its members advise the governments of their countries on education and training. EUNEC aims to discuss the findings and recommendations of all European projects in education and training, to determine standpoints and to formulate statements on these issues. EUNEC wants to disseminate these statements pro-actively towards the European Commission, relevant DG's and other actors at European level, and to promote action by EUNEC's members and participants at national level. EUNEC also has the objective that the councils should put internationalization, mobility and Europeanization high on the national agenda, that they should recommend and support a European policy in education and training towards all relevant stakeholders: ministry of education (and employment), sectoral and branch organisations, providers and other actors.

EUNEC is **subsidized** as **European Association acting at European level in the field of education** (Jean Monnet programme, key activity 3). This conference is organised with the support of this grant.

## **II. Theme of the conference**

There are different tendencies in education policy that urge to put the teaching profession as a priority on the policy agenda.

In the first place, a lot of societal demands and educational reforms redefine the role of the teacher (dealing with diversity and social exclusion, focusing on learning outcomes, responsiveness to societal and economic changes, inclusion of special needs in mainstream education, participation of learners, active learning, ....) in a new way. Therefore a debate on needed competences of teachers is certainly necessary.

In many countries there is also the urge to replace a huge amount of teachers retiring in the years to come. In some countries there is a problem on the attractiveness of the teaching profession. The concern for good qualified and competent teachers is a main issue in many education councils.

We also see a very turbulent policy environment for teacher training and professionalisation. This concern for well qualified teachers is endorsed and stimulated by international fora such as the European Commission and the OECD.

The Bologna reform has an impact on the organisation of teacher training. A lot of countries have reformed the teacher training during the past years.

On 3 August 2007 the European Commission has set out proposals to improve the quality of teacher training in the EU. High-quality teaching is a prerequisite for high-quality education and training. The Commission Communication outlines a common framework for policies to improve the quality of teacher education. It sets forward common European principles to improve the competences and qualifications of teachers and trainers in member states. These broad orientations include:

- ensuring that all teachers have access to the knowledge, attitudes and pedagogic skills that they require to be effective;

- ensuring that provision for teachers' education and professional development is coordinated, coherent, and adequately resourced;
- promoting a culture of reflective practice and research among teachers;
- promoting the status and recognition of the teaching profession;
- supporting the professionalisation of teaching.

A central idea is definitely the need for all member states to develop provisions for lifelong learning for teachers. A seamless continuum of provision embracing initial teacher education, induction into the profession, and career-long continuing professional development that includes formal, informal and non-formal learning opportunities is a necessity. Initial education cannot provide teachers with the knowledge and skills necessary for a life-time of teaching. Therefore member states need to reconsider structures and funding.

The OECD started with a new survey on teaching and learning (TALIS). The survey focuses on the learning environment and the working conditions of teachers and principals in schools. The survey is currently being conducted in 24 countries across four continents. The survey is closely linked to previous work on school leadership (2008) and on attracting, developing and retaining effective teachers (2006). The survey is questioning the following issues:

The leadership and management of schools, accountability and devolution of educational authority and the impact on the learning environment in schools and the work of teachers.

The appraisal of teachers' work in schools and the form and nature of the feedback they receive, as well as the use of outcomes from these processes to reward and develop teachers.

Teaching practices, activities, beliefs and attitudes in different countries and how these vary according to teacher background characteristics.

Conclusion: The conference will deal with three central issues:

The competences and challenges to enhance an innovative and responsive practice of teachers;

The features for teacher training;

The needed prerequisites to shape a continuum of provision for lifelong learning for teachers.

### Objectives of the conference

- to discuss societal and educational challenges with impact on the recruitment, competences and work conditions for teachers;
- to discuss European and OECD policies on teacher professionalisation (seen as the needed competences, the initial training and the LLL-perspective, the enrolment in the profession);
- to reflect on national contexts to react on the international impulses towards the teaching profession and to use it in the advisory work of an education council;
- to learn from each other about the issues and achievements in enhancing the responsiveness of teacher training and in-service training, the attractiveness of the profession.

The conclusions presented by the different rapporteurs will be the basis for statements to be sent to European officials and OECD.

### III. Programme

#### Monday 13 October 2008

##### Societal and educational challenges for teachers

**9.30 h**            **Opening session**

*Simone Barthel*, President of EUNEC, chair of the day

*Algirdas Monkevičius*, Minister of Education of Lithuania

*Marija Barkauskaitė*, President of Lithuanian Education Council

*Algirdas Gaižutis*, Rector of Vilnius Pedagogical University

**10.30 h**            **Societal and educational challenges and the changing role of teachers**

*Emilija Sakadolskis*, vice-president of the Lithuanian Education Council

**11.15 h**            **Coffee break**

**11.30 h**            **Round table with stakeholders**

**Chair:** *Mia Douterlungne*, general secretary EUNEC

**EESC:** *Mario Soares*, rapporteur of the advice on the teacher education

**Students:** *Maarten Mommaerts* (Vlor)

**ETUCE:** *Odile Cordelier*, vice-president

**Lithuanian representatives of parents or schools**

**European Parents Associations:** *Brigitte Haider*, vice-president

**13.00 h**            **Lunch**

**14.30 h**            **The OECD Talis project (Teaching And Learning International Survey)**

*Michael Davidson*, senior analyst

**15.30 h**            **Coffee break**

**15.45 h      Working groups (4) on the new role of teachers and the needed competences.**

Priorities and projects in education councils on the enhancement of teacher competences

- Responsive teachers and diversity / difficult groups / inclusion
- Responsive teachers / trainers and economic demands
- Answers to the need for more qualified teachers
- Teachers as agents of educational change

**17.00 h      Conclusions of the working groups**

**17.30 h      End of the first day and cultural activity (guided tour in Vilnius)**

**19.00 h      Free evening in Vilnius**

## Tuesday 14 October 2008

**Making lifelong learning for teachers a reality**

**Enhancing competences through a continuum of provisions**

**Chair: Manuel Miguens, general secretary CNE (Portugal)**

**9.30 h      EU perspectives on Teacher Education**

***Paul Holdsworth, EC***

**The Commission's policies on Teacher Education including the Communication on Competences for the 21st Century**

**10.30 h      Coffee break**

**10.45 h      Reforming and rethinking initial teacher training (within or outside the Bologna Process) - Round table**

**Introduction : *Prof. Rimantas Zelvys, vice-rector of Vilnius Pedagogical University***

***Chair: Egle Pranskuniene, Lithuanian Education Council***

***Apostolis Dimitropoulos, University of Athens***

***Gary Brace, General Teaching Council – Wales***

***Bártolo Paiva Campos, National Education Council Portugal***

***Prof. Rimantas Zelvys, vice-rector of Vilnius Pedagogical University***

**12.30 h**      **Lunch**

**14.30 h**      **In-service teacher training and education.**

*Gary Brace, General Teaching Council Wales*

**15.30 h**      **Coffee Break**

**15.45 h**      **Working groups (4) on in- service teacher education**

Priorities and projects in education councils on in-service teacher training education

- How to help teachers to deal with problems they did not learn to deal with during initial teacher education?
- Alternative learning provisions and coaching for unqualified teachers. Valorising informal and non formal learning
- Coaching models/Workplace based learning for teachers
- The Bologna process and teacher education

**17.00 h**      **Conclusions of the working groups**

**17.30 h**      **End of the second day**

**20.00 h**      **Conference diner**

## **Wednesday 15 October 2008**

*Chair: Simone Barthel, EUNEC president*

**9.30 h**      **Proposal of statements based on the conclusions of the working groups**

**10.00 h**      **Debate and formal adoption of the statements**

**10.45 h**      **Presentation of the EUNEC study on education councils in the EU (2008-2010)**

*Public Management Institute, Catholic University of Louvain (Belgium)*

*Jan Van Damme and Jonathan Gaskell*

**12.00 h**      **Lunch**

## IV. MONDAY, 13 OCTOBER 2008

### Opening Session

**MR ALGIRDAS GAIZUTIS**, rector of the Vilnius Pedagogical University

Word of welcome to the conference

In the opening session we heard the Vilnius Pedagogical University's string quartet, led by dr. Remigijus Vitkauskas

**MRS SIMONE BARTHEL**, president of EUNEC

Mrs Barthel thanks the Vilnius Pedagogical University and the Lithuanian Education Council for hosting the conference. The live music performance is a great way to open the conference and to prepare the audience to what will follow.

For those who don't know EUNEC yet, Mrs Barthel gives a short explanation. EUNEC is a network of education councils throughout Europe. Although education is not the competence of Europe, it can be very useful, within the open method of coordination, to share experiences and ideas that might help education and training to make progress. European education councils can learn from each other, make progress thanks to each other. Sometimes EUNEC focuses on one particular point of interest, in this case the teaching profession, to share the points of view of the different participating countries.

The world is changing, this subject will come back to us in several interventions during the conference. Societies and economies are in perpetual transformation. In this context, all stakeholders expect a lot from schools. Every new problem should be taken care of by schools. Society has big and various expectations from teachers. So the question is : how far can society count on schools and teachers? What exactly is the role they have to play?

Mrs Barthel wishes every participant a very interesting seminar.

**MRS VIRGINIJA BUDIENE**, on behalf of Mr Algirdas Mondevicius, the Lithuanian Minister of Education and Science

Mrs Budiene brings us a very warm welcome from Mr Algirdas Mondevicius, the Lithuanian Minister of Education and Science, who could not attend the conference.

The context of teachers is quite complicated at the moment. Mrs Budiene calls this context : M & M's in education :

- Multi-membership : we are members of multiple organisations, such as EU, NATO
- Multicultural
- Multidimensional
- Multitasking

We live in multi-aging societies.

Societies deal with multiple loyalties.

We live in multiple residences.

Society faces a lot of other challenges: globalisation, demographic issues, rapid change, ICT revolution, food crisis, climate change, energy challenge. And the people with low qualifications are in an increasing risk of unemployment and social exclusion, moreover because we are in the middle of a financial crisis.

The European Commission has identified a number of shared challenges. In Lithuania, there is one additional challenge: the challenge of freedom. On one hand it is a difficult task for a young country such as Lithuania, but on the other hand it is a great challenge to try to develop its own way and also to connect to the rest of the world.

The work in the field of education is complicated, as we never work in the present. Education has to translate the past into the future. Education has to make the bridges for the future generation.

Mrs Budiene introduces the notion of 'glocalisation' which is the combination of globalisation on the one hand, and localisation on the other hand.. Glocalisation is a notion that might mean good things or bad things, progress or regress. Individuals may think globally, and have to act locally. In schools also, local and global forces meet.

Is glocalisation reflected somehow in our schools? We should have schools that are places where local and global forces meet. Schools need to keep their own identity, but they have to try, at the same time, not to be too provincial, tribal, local. This aspect is important in several fields: curriculum, assessment, governance,..

To bridge this gap, the knowledge and information society will not be sufficient. The importance of creativity, of innovation and ingenuity within the knowledge society has to be stressed.

Human creativity is the competence that can allow teachers to reach to their students the bridge from yesterday to tomorrow.

**MRS MARIJA BARKAUSKAITE**, President of the Lithuanian Education Council

Mrs Barkauskaitė welcomes the conference. If the walls could talk, they could tell us that they have witnessed great moments of happiness, and also moments of pain.

So Lithuania is happy that EUNEC has chosen this country as the venue for the conference on teacher training. They are glad that the elite of education in Europe gathered in Lithuania to exchange ideas and to try to make education and training progress.

The process of rethinking education is influenced by many factors on a micro and macro level. A lot of stakeholders are involved: parents, students, analysts, different educational institutions. The composition of the Lithuanian council is such that they can give advices, launch initiatives.

But the implementation of all those changes depends on the teachers. They are the key factors. So the question how to train them is primordial. Which competences are most needed for teachers and trainers?

That is what this conference is about; we also like to place this subject in the broader perspective: our national identity within the frame of globalisation. And we should always keep in mind that in the centre of education is the child, with its individual opportunities.



## Societal and educational challenges and the changing role of teachers

**EMILIJA SAKADOLSKIENE**, Lithuanian Educational Council, Vilnius Pedagogical University

Emilija Sakadolskiene's contribution offers a good introduction to the work done by the participants of the conference in the working groups in the afternoon.

Full text of Mrs Sakadolskiene's contribution:

Today we often talk about paradigms in education. When I use that word, I am always mindful of the counsel I found in a manual intended for engineers. It advised that no word says "phoney intellect" as well as when you use the word paradigm. Nevertheless, I do not have much choice because the term is so established.

The word paradigm originally comes from linguistics, but the philosopher Thomas Kuhn introduced it to the world of science in 1962 in his landmark book *The Structure of Scientific Revolutions*. According to Kuhn, a paradigm is the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed. In the business world, it is an inter-related set of assumptions, values and practices that defines an organisation's view of itself and the environment in which it operates. Various other terms are possible, such as worldview, zeitgeist, metanarrative or Immanuel Kant's schema. Kuhn himself later used the term disciplinary matrix. However, each of these terms has its own flavour and they are not all synonymous.

When we use the word paradigm, we immediately encounter the concept of paradigm shift. It is important to note that paradigm shifts are not a gradual, natural progression from one state to another. This is usually a radical and painful process. A radical change in thinking from an accepted point of view to a new belief, necessitated when new scientific discoveries produce anomalies in the current paradigm. It is not a new method of doing something, but a new worldview, which usually takes place in several phases:

**Phase I:** New discoveries produce anomalies that the current paradigm is unable to explain or fix

**Phase II:** A sufficiently large quantity of anomalies accumulates and the system experiences crisis

**Phase III:** If a sufficient number of people oppose the anomalies, a new paradigm is created to battle the remnants of the old paradigm.

Today we could talk about a number of paradigm battles in education, but I will limit myself to two. One of them is in relation to how we learn, and the second is in relation to what we learn.

### The instructional and learning paradigms

In 1995, (November/December) Change magazine published "A New Paradigm for Undergraduate Education" by Robert Barr and John Tagg, which created considerable discussion and which is still widely cited to this day. The authors compare two paradigms. Although they were discussing higher education, the observations apply equally well to primary, secondary, or professional education. The first or the traditional paradigm is the Instruction or the Teaching paradigm. The paradigm shift moves us to the new view: the Learning paradigm. Under the old paradigm, an educational institution exists for the purpose of providing instruction—for teaching. The authors say that this is like saying that General Motors' business is to operate assembly lines or that the purpose of medical care is to fill hospital beds. This paradigm is a self-replicating malady. "If students are not learning to solve problems or think critically, the old logic says we must teach a class in thinking and make it a general education requirement. The logic is all too circular: What students are learning in the classroom doesn't address their needs or ours; therefore, we must

bring them back into another classroom and instruct them some more.” This is because the established function of the institution is to provide instruction, not to foster critical thinking in students. Practicums or other innovative means of stimulating critical thinking are hard to calculate financially when we determine a professor’s teaching load, so critical thinking is doomed to failure. In this system, learning is atomistic. Critical thinking inevitably winds up being taught in one department, in one course, because teaching critical thinking across the curriculum would be entirely too problematic.

In institutions that are driven by the Instructional paradigm, the instructor determines the criteria for assessment in each subject area. In many cases, we are not entirely sure whether the student has attained the advertised skills, knowledge, competencies or attitudinal values.

The second paradigm - the learning paradigm - pays much more attention to the learner. Pupils and students become constructors and discoverers of knowledge and multiple learning environments are possible. Any method or structure that assures success is acceptable, and success is not determined by an examination at the end of a course. In the Learning paradigm, greater attention is paid to previously determined and clearly stated learning outcomes. This forces people to leave the boundaries of traditional classrooms where lectures and seminars take place. In universities that are ruled by this paradigm, less attention is paid to the accumulation of credits. More attention is given to providing proof that students can show what they have learned and that they have the ability to apply what they have learned. (Of course then we should also allocate finances based on the successful achievement of learning outcomes rather than to the amount of credit hours that have been taught, but knowing the traditions of higher education, this would require a revolution.)

In this new paradigm, the instructor is no longer an actor on a stage, but a team coach. The instructor does not determine assessment alone, but makes use of external mechanisms. According to Barr and Tagg, the metaphor for the first paradigm could be an information warehouse, whereas the metaphor for the second paradigm could be riding a bicycle. In the first, there is an emphasis on input, in the second the emphasis is on the result or the output. In the first, there is great emphasis on the quality of the entering student, and the prevailing attitude is that talent and ability are a rare phenomenon. In the second, there is greater attention to the quality of the exiting student, and the prevailing attitude is that talent and ability are abundant. In the instructional paradigm, any expert can be a teacher, because teaching is perceived as nothing more than the transfer and accumulation of knowledge. The teacher hands over her information to the student, filling up his head like a vessel. However, at the end of the semester, when the context of the course is no longer in operation, the students cannot recall what they had crammed for the examination a week earlier. In the second paradigm, the role of the teacher might seem less intense and direct to the casual outside observer, but in reality, it is much more complicated.

Why is it important to think about these things? Not because I would like to convince you that the first paradigm is worthless, or that the second paradigm is the answer to all of our educational woes. It is because the creators of our European educational documents have completely embraced the second paradigm, at least in terms of jargon, and this affects the educational policies of our individual countries. If we examine the Bologna and Copenhagen process documents, we will only see the vocabulary of the second paradigm.

However, herein is the problem. We now have one foot in the old paradigm, and the other foot in the new paradigm. In Lithuania (but I am sure that I would find this in any country), instruction and the assessment of individual courses still widely operate under the rules of the old paradigm: lessons, lectures, fulfilment of requirements, all of which take place in the confines of an individual

classroom. The teacher is the master of ceremonies for the entire show. (The exception might be elementary school, and maybe some forms above that.) Meanwhile Brussels, and consequently our individual Ministries of Education are requiring us to speak the new language of competencies, independent learning, standards, results, external assessment and lifelong learning.

When these two paradigms clash, we have rather undesirable results. Not only that: we see what can happen when a very interesting idea winds up in the hands of bureaucrats, and is replicated without reflection. Those of us who were in Madrid in June at the conference dedicated to learning outcomes experienced some of that frustration. We were told with great enthusiasm and authority that competencies are now outdated, to be replaced by learning outcomes. We were also told that we no longer want to be “a republic of scholars,” but we need to become a stakeholder organization. Attention to input is considered bad, while attention to output is good. Of course, I am oversimplifying and overstating, but it does reflect the lively discussions we had in Madrid. Very properly, many representatives were wary of these “outputs” that might possibly turn into a new horsewhip. We wind up with quite a paradox. The new paradigm that is built on progressive ideas of pragmatism and constructivism creates its own new vocabulary and jargon, its own structures, and suddenly this new structure becomes a purely behavioural matrix into which everyone must fit. It was clear that many of the architects of this process have come from professional education. That which cannot be measured or checked becomes worthless and meaningless. In Lithuania, we have seen some of these notions incorporated into our documents and policies without a great deal of reflection, thereby allowing the bureaucratic matrix, rather than the paradigm to be the leading force. It would be quite interesting to learn how other countries have dealt with these issues. More specifically, how are pre-service and in-service teacher programmes responding to these questions?

An issue related to this paradigm dichotomy is that of alternative certification of teachers. In this era of emphasis on life-long learning and giving credit for life experiences outside the classroom, (also keeping in mind the problem of teacher shortages), a variety of alternative programmes for preparing teachers have emerged. There is still not sufficient research on the difference between traditional and alternative, fast-track programs, but the first danger signs are emerging. Many alternative, distance-learning, self-directed training programs follow the assumption that teachers can be “produced” if they are provided with a knowledge base. Experience will come on the job. Yet we are finding that graduates of fast-track programs that do not include intensive internships are showing poorer results in the classroom and leave the profession in greater numbers than traditionally trained teachers. More and more studies are supporting the conclusion that four-year teacher training programs are not sufficient to train competent teachers. Many are going to five or six-year programs. Without a doubt, the missing element in all mediocre teacher training has been integrated clinical experiences with expert mentoring which need to take place from the very first year of baccalaureate studies. Those countries that take teacher training seriously may require 200 full days of internship experiences before licensing, while there are programs in some of our countries that do not go past 200 hours of such experiences, often without proper mentoring or without strong school-university partnerships. Student teaching and other clinical experience should be a time of intense socialisation into the culture of schools. This has often been compared to a medical residency, without which we would not even think of allowing our physicians to practice on us. This is another area that merits the attention of educational councils.

#### Paradigms and what we teach

In the first paradigm dichotomy, I talked about different views of how we teach and learn. Next, I would like to discuss what we teach and learn, and why.

Many of our decisions on what should be our base of knowledge come from how we perceive our function is society. In the last hundred and fifty years, these functions have changed dramatically, and we have progressed through several periods:

- The agricultural paradigm (although we still retain schedules that conform to agricultural harvest seasons)
- The industrial paradigm (although the “assembly line mentality” persists in much of our educational institutions)
- The information society (although many still view students as a vessel for information)
- Knowledge-based society (knowledge presupposes a wider meaning than information, but many still assume the primacy of information)
- The creative economy (a paradigm that we seem to be entering)

We are now experiencing the characteristics of a paradigm shift. We are still more or less in the knowledge-based society paradigm, but there are enough anomalies for us to start looking at a possible shift. Many social scientists are now saying that the knowledge society is a concept that is starting to wane. In today’s world, those who want to compete must shift from the knowledge society to the concept of the creative economy in which the liberal arts, the humanities, and the arts regain some of their lost positions. When the European Commission’s General Director for Education and Culture Odile Quintin came to Vilnius, she stated Jose Manuel Barroso’s position, that culture is now more important than economics. (That was in April of 2008. In view of current events, I’m not sure what they would say.)

Those dealing with definitions of knowledge society are feeling the need to expand the boundaries of what knowledge is. I found a rather interesting definition of knowledge in a New Zealand knowledge society document: knowledge is the social product of human intelligence and creativity.

Richard Florida in his book *The Rise of the Creative Class* (2002) states that those American cities or regions that attempted to maintain their economic pre-eminence by building technology centres and silicon valleys, shopping centres, housing complexes of uniform appearance and mega sports stadiums were doomed to failure, since they were operating according to an outdated economic paradigm. Through such actions, they often lost their creative class, which appeared to Florida to be a better guarantor of success.

The creative class, according to Florida, are scientists, engineers, university professors, writers, artists, entertainers, actors, designers, architects, editors, composers, cultural figures, think tank analysts and opinion makers. These are the people that create new forms, new designs and new products, new theories and strategies that can be applied, reproduced, sold and used. The creative class generally does not include the working class or the service sector, although there is no doubt that these sectors should also do their jobs creatively. According to the author, the percentage of the job market that is made up of the creative class is rising very steadily.

Florida’s ideas are interesting, but rather bohemian, and not universally accepted. However, he is not a lone voice. Respected educational philosopher Eliot Eisner says much the same thing. He talks about three curricula in all schools: The Explicit Curriculum, the Implicit Curriculum, and the Null Curriculum. I will not discuss the first two, but I draw your attention to the third one. The Null curriculum is the curriculum that does not exist in our schools. Eisner lists law, anthropology, the arts, communication and economics as a few examples of fields that constitute the null curriculum. With our emphasis on the cognitive domain, we have neglected the affective and the psychomotor. Eisner reminds us that not all thinking is mediated by words or numbers, nor is all thinking rule-abiding. When certain domains are neglected, they atrophy. That which we have been calling the affective domain is really the “part of the brain that governs visualization

processes. It is the seat of metaphoric and poetic thought, and it is where structure-seeking forms of intellectual activity have their home.” (p. 99)

Similar thoughts come from Daniel H. Pink and his book *A Whole New Mind: Why Right Brainers Will Rule the Future*. He speaks of the neuro-scientific fact that the right brain is more associated with creative processes than logical thinking. According to Pink, in the conceptual era workplace, the people with the following six “feelings” will have the advantage: design, narrative, symphony, empathy, play and meaning. Those who do not cultivate these right brain abilities will fall behind and suffer losses.

Yet too often, we look at educational documents where individuals are referred to as stakeholders and human capital in the context of sustainable development and the world of work. We are losing sight of the individual who has the right to unfold and develop his or her own potential regardless of the needs of the European workforce. Those parts of the European community that have just recently emerged from the rigid constraints of planned economies are possibly more acutely aware of this.

This summer I picked up a book by Mary Kennedy, titled *Inside Teaching: How Classroom Life Undermines Reform*. (Not a very positive title, I thought, but that is how most of us teachers think. What went wrong and how should I go about fixing it?)

She starts by looking at what are the goals of educational reformers. Those of us who are members and administrators of educational councils are in the business of perpetual reform, so this is a very appropriate lens. Obviously, reformers do not all agree on what is needed to bring about desired changes, but their proposals generally fall into these three categories:

- More rigorous, important and relevant content
- More intellectual engagement
- Universal access to knowledge

I have already talked about the first two—not exhaustively, but touching on some issues that I think are important—that is what we teach, and how we teach. Which leaves the last category of concern for reformers: who we teach.

The Organisation for Economic Co-operation and Development (OECD) Centre for Educational Research and Innovation has just published its 2008 edition of “Trends Shaping Education.” Not all of the countries represented here at this EUNEC conference belong to the OECD, and I will not analyze or discuss these trends. However, they may be useful reminders of what issues we will be facing when we want to assure universal access to education for all of our citizens, regardless of age, colour, economic or social background. Also, keep in mind the teacher who may not be trained for this challenge. As research shows, such teachers tend to trivialize knowledge and opt for more controlled intellectual and social environments when faced with such a variety of student needs.

Averaged across the 1990-2004 period, more now enter than leave all the OECD countries (except Poland). OECD countries are now primary destinations for migrants from other countries. The speed with which change can happen is illustrated by the cases of Spain and Greece.

Increasing competition in global markets has underpinned the idea that countries need constant innovation to maintain position. Does education nurture the creativity necessary to be innovative? Education and training systems have traditionally been strong bastions of national decision-making. Are they sufficiently sensitive to the culturally diverse requirements of immigrants? Are teachers aware?

What role do schools play, through implicit messages and explicit guidance, in shaping the career and professional (as well as educational) choices of girls and boys? How are schools experiencing the impact of ever-greater numbers of mothers with full careers? Has it changed the balance of responsibilities between schools and families in raising children – for better or worse? And has it altered relations between fathers and schools? How is greater feminisation of the teaching force being experienced by schools and teachers? Should policy seek to modify the trend and if so, in what way?

It is common now to maintain that social capital is declining as we live more individualistic, unconnected lives with falling levels of trust. Family structures continue to change: marriage is less prevalent; couples are increasingly living together without being married; separations and divorces are common; and one-parent families are increasing.

We seem to live in a more individualistic world, with a declining sense of belonging to the traditional reference points of community, church or workplace. Is there more or less trust and co-operation than before? If people are more individualistic, this will promote consumer behaviour in education at the expense of social goals; if social ties are decreasing, this places still more pressure on schools to provide a source of connection.

The OECD report highlights issues that we need to address when we speak of universal access to education. These are in addition to the needs of special needs populations, a variety of mental and physical health issues that I have not discussed. These are possibly the newer trends of which we should be more aware as we seek to confront the challenges facing our school boards.

<p>In the opinion of fools it is a humble task, but in fact it is the noblest of occupations (Erasmus)</p>
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EUNEC president **Simone Barthel** thanks Emilija Sakadolskiene for her intense introduction to the debate.

In reaction to remarks and questions of the audience, Mrs Sakadolskiene stresses the fact that she thinks teachers should have time to reflect on what they are doing. Very often, teachers don't have time to concentrate on what went wrong in a lesson. Nothing in the education system allows reflection; it certainly is not paid for. Teachers need time for peace and quiet to think about their work, time for self assessment. There is a true need for a system with mentors. Once teachers are given time and mentors to encourage reflection, they will be more willing to change.

Talking about the paradigm shift from the teaching to the learning paradigm, we have to conclude for the moment, that neither paradigm is good or bad. One paradigm should not be diabolised in comparison to the other one. It is important to progress systematically, and to maintain what is working. We do not have to change everything and throw away all traditional methods of instruction.

Mrs Barthel concludes that clearly evaluation is necessary as we lean towards the new paradigm, and many new competences are expected from teachers. Consequently, a lifelong learning career for teachers is necessary. EUNEC, as a network of education councils, can think about these changes; the European Commission could formalise them, but Europe can not impose anything.

## Round table with stakeholders on societal and educational challenges for teachers

Chaired by **MRS MIA DOUTERLUNGNE**, EUNEC General Secretary

### **MR MARIO SOARES**, rapporteur of the opinion of the European Economic and Social Committee on **Improving the Quality of Teacher Education**

Mr Soares shortly presents the EESC, the European and Economic Social Committee, founded in 1957 under the Treaty of Rome. It is a consultative body of the European Union, gathering representatives of the various economic and social components of organised civil society; the assembly is divided into three groups: employers, employees and diverse interests (such as NGO's, consumer and environmental organisations, crafts and professions,..). EESC wants to be a bridge between Europe and civil society, looking for consensus.

He presents the opinion of EESC on the Commission's Communication on 'Improving the Quality of Teacher Education'. This opinion has been adopted unanimously at the plenary session of 16<sup>th</sup> January 2008. It is not the opinion of academics, but of the organised civil society.

According to the EESC, education's main purpose is to train people to be free, critical and independent. Education should provide the tools to make people able to contribute to improving the society in which they live, to develop society. People should acquire the skills to face new challenges. Education should give people the ability to understand that they are part of a cultural legacy and share the same values and that the world in which they live does not revolve around them alone and should be preserved for future generations. Education also has a duty to help set people free.

Teachers have to teach in an environment of global change. As already mentioned by Mrs Sakadolskiene, today schools have become the product of a society which has also become more diverse, more demanding and more complex. The phenomena of immigration, social discrimination, extreme poverty, youth violence, especially in urban areas, and greater job instability and long-term unemployment have infiltrated schools and have made teaching more complex and difficult, more unstable and insecure.

Similarly, new family structures reflecting the increase in the number of working women and of one-parent families and other forms of home life require teachers to demonstrate new skills.

In this background, the profession of the teacher is a key element. Therefore teacher education has to be improved.

But we don't only have to think about improving teacher education; we first have to find young people who want to be teachers! We know that, already, the lack of teachers is a problem. Young people are more attracted to a career in communication, in informatics. We have to think about why young people don't want to become a teacher.

The most able people have to be attracted into teaching. The conditions for entering the profession and for career development, pay that reflects the profession's social importance and social recognition for the work that is done are some of the factors that can help, in addition to teacher training.

### Initial teacher training

Before, scientific training was very important, pedagogical training was less important. In recent times, there has been a tendency to inverse these terms. We think that initial teacher training should be a balanced combination of scientific and educational knowledge because this balance is precisely what defines the teaching profession. This training should also, however, include a psycho-sociological and even anthropological component that helps trainee teachers to acquire the knowledge and techniques needed to be able to teach in multicultural settings, making use of an intercultural approach, in which they will have to manage and solve situations of conflict and similar problems.

This initial training should also teach future teachers how to listen to young people in order to involve them in finding the best solutions.

The fact is that the longer and more in-depth the initial training is, the more willing teachers will be to make use of ongoing training.

Initial teacher training should convey the idea that teachers are professionals who give thought to what they are doing and are able to assess the contexts in which their work takes place. Training should also get across the idea that education can and should be a tool for social cohesion; teachers can really create social cohesion.

### Ongoing teacher training

It should be based not only on the individual needs of teachers as professionals; it should also address the collective needs of schools as communities that form part of a broader community involving other players and stakeholders.

Ongoing training is one of teachers' professional duties and rights and is acknowledged to be crucial to their work. It should therefore be given the time, space and resources it requires to become a permanent aspect of the job.

Ongoing teacher training in vocational and technological subjects should keep pace with technological developments. It should involve partnerships with business.

Training cannot be standardised within a given subject area; whilst this aspect should not be discounted, it is worth pointing out that such training must match the needs of the community in which the school is located and must reflect the school's own educational aims.

Mr Soares concludes resuming two final recommendations from EESC.

Initial training should be of high quality, in terms of academic content and of the educational/teaching content and also of new skills such as the abilities to work as part of a team, to interact with other social stakeholders, in particular families, and the ability to instil the desire to learn in other people.

Ongoing training should be considered to be an integral part of a teacher's career progression, and so Member States should design programmes to implement a system that meets the needs of both teachers and schools.

**MRS ODILE CORDELIER**, vice president of ETUCE, the European Trade Union Committee for Education (CSEE, Comité Syndical Européen), representing Martin Römer, General Secretary of ETUCE.

Mrs Cordelier thanks EUNEC for organising this conference on a very important issue. Teacher education is a very political, very sensitive subject, as all stakeholders have different, sometimes even contradictory, approaches. This diversity can be considered as an advantage; it is important



an interesting to find common ways of thinking, common ways of improving teacher education, both initial and continuous.

ETUCE is an important partner on a European and a national level: it represents 118 teachers' unions in 28 EU and EFTA countries; in fact, more than 5 000 000 teachers are represented, from pre school education to universities.

ETUCE formulates statements on documents of the European Commission. In November 2007, ETUCE made a statement on the European Commission Communication 'Improving the Quality of Teacher Education' (3 August 2007).

Mrs Cordelier talks about three different points.

#### Why is ETUCE interested in teacher education?

There is no doubt that the quality of teacher education needs to be strengthened.

Most challenges that schools are facing now are related to the status of teachers.

When we talk about the status of teachers, we have to take into consideration three aspects:

- the dimension of teacher education
- the dimension of the teachers' working and employment conditions
- the dimension of the salary level

ETUCE stresses that it is crucial that priority is given to the issue of raising the status of teachers, of raising the attractiveness of the teaching profession. Working and employment conditions and salary level will have to be reviewed.

ETUCE is convinced that the quality of teacher education and the quality of the relations teachers establish with their students have decisive impact on the success of students.

#### The social and political context of European countries has to be taken into account.

Without this context it is not possible to talk about initial and continuous teacher training.

In European countries, teacher education is being reformed for several years now, within the Bologna process.

In France, for instance, the Ministry wants to recruit all teachers from a Master's level. The same project runs in Spain and in Island, also for teachers at primary schools.

Mr Soares already mentioned the issue of the length of initial teacher education. In some countries, it takes four years, in others five or six. There is a consensus that teacher education should have a length that makes it possible to provide in-depth qualifications. We clearly distinguish two tendencies:

An education that is fully integrated into Higher Education and Research

An education that is based on a profound reflection on professional methods. They are analysed and can be adapted. Mentors have a key role to play in this process.

Conclusion: there is progress in different countries.

#### Why should all teachers be educated at Masters' level?

This is the most important message Mrs Cordelier wants to pass to the audience of the conference: education at Masters' level has to allow future teachers to rely upon research in education; teachers should also be able to conduct research themselves into their own practice in order to assess and improve their teaching, during their continuous education.

Mrs Cordelier, at the same time, has some words of warning: The debate on what a good teacher should be is not new. A good teacher is someone teaching knowledge, teaching competences and skills; it is someone with abilities and capacities that are very complementary. There is no need focussing too much on one particular aspect of being a good teacher, at the detriment of the other aspects.

A solid scientific education in the subject is necessary, to be able to pass from the university knowledge to the school knowledge.

Education programmes change, and that's a good thing, under the prescription of educational authorities on national, regional and local level. But teachers don't have the time, within their continuous education, to reflect on the sense of those changes.

Mrs Cordelier wants to share with the audience these preoccupations of ETUCE, preoccupations from a syndicate in the most noble sense of the word, not in the corporatist sense, but a syndicate proposing alternative solutions to projects of reform.

**MR MAARTEN MOMMAERTS**, VSK (Vlaamse Scholieren Koepel), the Flemish School Student Organisation.

### **School students about teachers**

Mr Mommaerts works for the Flemish School Student Organisation in Brussels. VSK is an organisation for and by secondary school students from 12 until 18 years; it is the association of students' councils. They try to work on the involvement and participation of students at school. School students are given a voice on education at governmental level.

Mr Mommaert will not, of course, give the opinion of all European school students, but of some Flemish.

When the Flemish Education Council asked about students' opinion on the teaching profession, Mr Mommaerts looked at some research results from his own organisation.

The starting point is the concept of the 'well-being' of pupils: how do they feel at school, and why?

We can also look back to the profile of the teacher, developed by the Flemish Government.

How does the 'well-being' deal with the 'teachers' profile'?

#### Factors that determine the well-being

The question that was asked: 'What makes you feel good at school?'

In order of importance the factors are:

- Friends
- Classroom atmosphere
- Guidance and support in the school
- Atmosphere at school
- Study
- School accommodation

We can see that the teacher shows up, plays a role in four out of the six points (from number 2 until number 5). Mr Mommaerts will pick up three of them.

### Classroom atmosphere

It is logical that school students attach much importance to things in their immediate surrounding.

The attitude of the teacher plays a central role: the teacher has to be more than someone who can explain things, he should motivate and inspire his pupils. We all now that sometimes students decide to go study history, for example, because of the inspiring and motivating example of one of their teachers.

The teacher should treat each student in an equivalent way; pupils are 'all equal, all different'. Research shows that participation in the classroom increases the well-being: the more school students can participate, the more their well-being increases. Students ask for more attention for the class as a group of youngsters; they ask, for example, for more discussion moments during the lessons because these are a good way to get to know each other better. These moments of participation are especially important when new classes are composed, for instance at the beginning of a new school year.

### Guidance and support

What do pupils expect from teachers?

#### *In class:*

The teacher should be the teacher for all the students: same rules for everybody. He should be an expert in repeating and in explaining clearly.

He also should be a guardian of atmosphere.

A good teacher is willing to receive feedback. Teachers shouldn't act as if they were perfect. Students want to be involved in the process of assessment of the teacher, they think that a good teacher involves students in his reflection on his own practice.

#### *Outside the class:*

The teacher shows interest in students' lifetime.

He is a 'listener' of personal problems.

### Study

Students want support in the choice of their study. They need objective information, and they need someone with a clear view on their talents and interests. And who could be a better help than the teacher?

### **Profile of the teacher**

We conclude that the profile of a good teacher, is the teacher as a(n)

- educator
- (knowledge) expert
- organiser
- innovator

### **Conclusion – call for action**

This research results in a call to action for the teacher.

He has to work on the involvement and the participation of pupils in the classroom.

He has to work on the participation of pupils at school.

There has to be an open communication about students' lifetime and study.

The research also results in a call to action for the school board.

They should take the well-being at school as a starting point, and develop a vision on the 'guidance of students'.

**DR BRIGITTE HAIDER**, vice president of EPA, European Parents Association

### **Expectations of parents towards the changing role of teachers**

Dr Haider thanks for the invitation to the conference. As she had the pleasure to assist to a EUNEC conference in 2007, she's glad to be with us once more.

Presenting the European Parents Association, Dr Haider refers to the website, [www.epa-parents.eu](http://www.epa-parents.eu). EPA is the voice of the parents, representing millions of parents all over Europe.

#### The paradigm shift

The contribution starts with an idea that also has been developed by Emilija Sakadolskiene: in education we are in the middle of a paradigm shift:

The old system was teacher centred, the new one will be learner centred.

We evaluate from an input orientation towards an outcome orientation.

The focus goes towards the individual learning process; curricula more and more become individual learning programmes.

We work with new media: more learning materials in stead of teaching materials.

The assessment was mostly based on the counting of faults; we tend to a more positive feedback on achievement.

The teacher, who was mostly an instructor before, becomes facilitator, supporter, guide, coach, mentor, tutor of the learning process of the student.

#### The main goals

Pupils should find fun and joy in the learning process. Pupils must say 'Yes, I really long for going to school tomorrow!'. They should reach high motivation from curiosity.

Schools must support creativity, problem solving and critical thinking, abilities that are not always rewarded in today's classrooms.

We need good general education, with attention for all key competences, not reduced to employability. There is a certain danger in educating children only to be employed. Dr Haider refers in this context to the 2009 European Year of Creativity and Innovation.

We need standards for outcome regulation; we also need sustainability of learning outcomes and quality assurance.

#### The basic parameters

To reach these goals we can identify a number of parameters.

We need a framework with political specifications.

We need awareness of the sensibility of civil society for these matters.

The involvement of ALL school partners is required, not only from the teachers and the school heads.

We should give high autonomy to schools.

Schools responsibility and accountability are important.

We need permanent evaluation and monitoring of the performances of schools.

We need quality assurance, sustainability and transparency: what schools do should be clear to the public.

We need a holistic approach, on different levels. The level of the pupil (his surroundings, his family,..), the level of the classroom, the level of the school.

And last but not least: we need sufficient resources. If we want to implement those changes, costs will arise. So we ask our governments, please give us money to realise these new aims.

#### Requirements for teachers

First of all, there should be a partnership in education; parents and teachers should cooperate.

School itself must become a learning organisation.

There must be a new role model for teachers.

In some countries, there is a need for specific selection criteria.

Other requirements:

- new initial and in-service training (that fits into the Bologna process)
- new teaching methods and media
- new training for trainers
- increase of the decision making power at the school level
- professionalisation of school heads
- and, with a big question mark: what is the role of school inspection?

#### Benefits for pupils

What are the benefits for pupils in this new approach?

There will be more equity.

The learning process should be based more on individuality.

Doubts, trial and error must be accepted as learning improvement. It is important in science, but nowadays it is sometimes punished.

There should be

- less stress and fear
- less social exclusion and violence
- more independency and self-consciousness

There should be no more learning to the test, more participation and democracy and a better learning environment.

#### Vision

Schools should be places of education for the whole community, in the sense of lifelong learning. School doors should be open, not only to pupils but also to parents and grand-parents.

Schools should play an active role in creating knowledge, not only in repeating knowledge.

We need international networks of all partners and stakeholders.

We need new teachers for a new learning process with new media, other educational institutions than schools, learning in different environments. Schools won't be the only places where the learning process takes place.

The overall motivation is that we want our children to be happy and motivated learners.

**MR SARUNAS BAGDONAS**, representative of Lithuanian parents

Mr Bagdonas speaks based on his Lithuanian experience.

His main statement is that, for the moment, there is a big inefficiency. We are expecting a lot from education systems, but we are losing efficiency.

The focus is not put on the relations between the student, the teacher and the parent in the first place, but rather switched to analysts, managers, politicians, educators, bureaucrats and experts. This is a wrong approach. The opinion of teachers and pupils now comes at the end of the process. This order should be inversed; teachers should be treated as leaders, not as staff to be educated.

At the moment, the system becomes demotivating for both students and teachers.

New systems are being developed, but teachers and students are left out of this process. In the end, it would be perfect for bureaucrats and politicians if teachers and students could disappear completely from the system.

What should happen?

Now, a lot of energy is spent to other things than to make the learning environment more productive for the teacher and for the student. Mr Bagdonas sees that children are more training individual competences, rather than social competences.

Changes should not be imposed by bureaucrats or politicians.

It would be good to involve more stakeholders (as we are doing at this conference) and to discuss what we expect from the education system, to see what should be improved.

So we assist to another paradigm shift: the shift from the paradigm of the teaching teacher towards the paradigm of the teacher who is empowered to feel as a leader, and to establish his horizontal communication, to be able to exchange ideas. Older teachers, for instance, could return into schools and really give something to beginning teachers.

Nowadays, there is such a waste of energy..

### Questions and remarks

After the round table, there was time for questions and comments from the audience.

All remarks had to do with the fact that there is an overwhelming amount of demands of teachers. Teachers have to cope with a lot of different tasks, as a consequence of societal trends that affect education.

For teachers it is difficult to cope with all the innovation, mostly when innovation is coming down from Brussels, from the European Union. Innovation is more likely to succeed if it is coming up from the teachers themselves.

Teachers should have time to learn within their curriculum: teacher training should be organised within schools.

In this situation, with so many demands from teachers, it will be very important to enhance the attractiveness of the teaching profession, in order to motivate the most able young people to become a teacher.

## Challenges facing teachers, and what TALIS will tell us

**MR MICHAEL DAVIDSON**

Organisation for Economic Cooperation and Development

Senior Analyst, Indicators and Analysis Division, Directorate for Education

The presentation begins by highlighting some of the challenges facing teachers in modern schooling environments and examines some of the factors influencing this, such as trends towards greater levels of school autonomy and more diverse student populations. Evidence is presented of how successfully countries are coping with these and others challenges to help create successful education systems.

The presentation goes on describing the new OECD Teaching and Learning International Survey (TALIS) and shows how it will add to our understanding of the changing role of teachers and the policies and practices that can help teachers meet these challenges.

Nowadays, teachers' roles are changing. Factors influencing this include the fact that there is more autonomy for schools and that teachers have to deal with a more diverse student population.

We can ask ourselves: How well are teachers coping with these new factors shaping their profile? We need to learn more about that issue. That's the reason for the TALIS survey (TALIS = Teaching and Learning International Survey).

Mr Davidson refers to the OECD study: 'Trends Shaping Education'. In this book, 9 trends that affect education are identified.

1. Ageing OECD societies
2. Global Challenges
3. Towards a New Economic Landscape
4. The Changing World of Work and Jobs
5. The Learning Society
6. ICT : the Next Generation
7. Citizenship and the State
8. Social Connections and Values
9. Sustainable Affluence

There is the risk that differences between the richer and the poorer tend to increase. The challenge for teachers is not to make these differences worse.

Teachers are now expected to have much broader roles

- at the individual student level: the teachers have to deal with students with special needs; learning becomes more individualised
- at the classroom level: a great diversity of students, among others a linguistic diversity
- at the school level: teachers are involved in the planning and the management of schools
- at the level of the parents and the wider community: teachers have to build up a dialogue with the parents and other stakeholders in the community



Mr Davidson focuses on two trends, that are, among many others, particularly affecting these changing roles of the teacher :

1. There is more school autonomy
2. Student population is more diverse

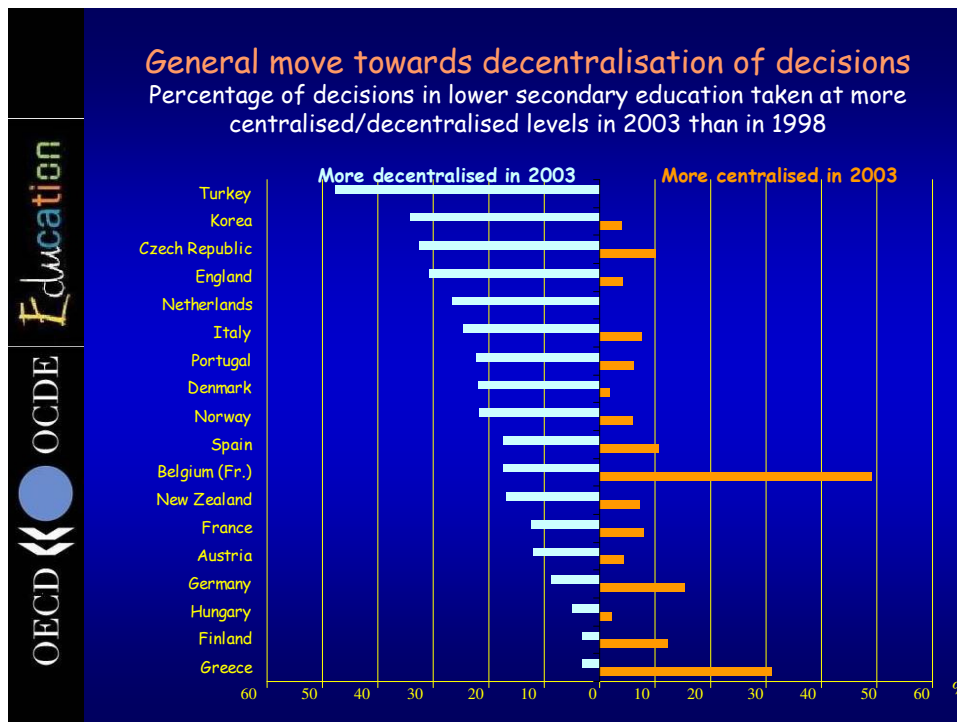
OECD tries to find some evidence how some school systems are dealing better with these new challenges. Most evidence comes from the PISA survey.

1. There is more school autonomy

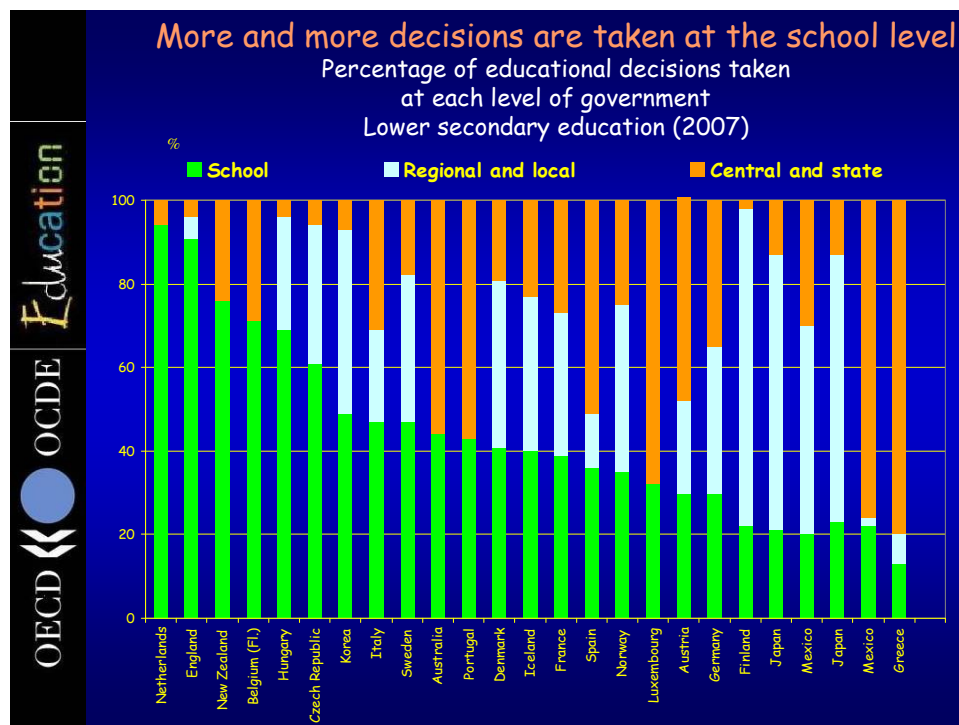
**The decentralisation of decision**

This trend towards decentralisation of decision making affects a broad range of decisions: budget, distribution of the budget, curriculum, recruitment of teachers, recruitment of head teachers....

We can read that there is a clear trend towards decentralisation from 1998 until 2003; exceptions are Belgium (French Community), Greece, Germany and Finland.



Educational decisions are taken at three different levels: school level, regional and local level, or central and state level. In 2007, higher percentages of educational decisions are taken at school level, with the highest percentage in the Netherlands.



The question we have to ask ourselves is: Does this trend improve student learning?

We can conclude that the most performing countries are those with a trend towards decentralized system where decision making is combined with devices that ensure equity. The provision of standards and curricula at national/sub-national levels is combined with advanced evaluation systems; process-oriented assessments and/or centralised final examinations are complimented with individual reports and feed-back mechanisms on student learning progress.

In countries that only provide decentralisation, there is no gain; there is a clear need for other factors.

If schools have greater autonomy, what are the implications for teachers?

A greater accountability is required of schools.

Perhaps there is an emphasis on high stakes student examinations, sometimes neglecting other competences.

There is greater emphasis on strong and shared school leadership.

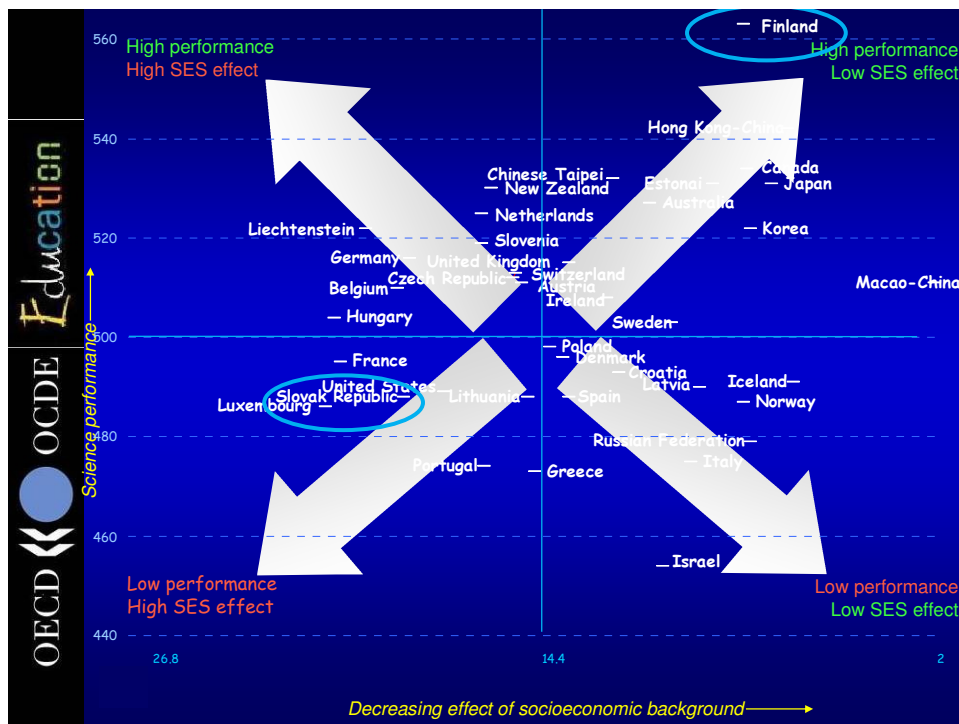
There is more need for clear school goals.

Teachers will have a broader role, and this clearly has implications for the professional development needs.

### More diverse student populations

#### The socio-economic background.

The socio-economic background is a very important factor in school performance; there are students with very diverse socio-economic backgrounds. How can teachers cope with this diversity, and not make the social differences worse?



In the chart above we find countries with a high (science) performance on the top; those with a low performance are on the bottom. The effect of socio-economic background decreases from left to right. Countries with high performance and low effect of socio-economic background are the good example.

The simple message is that the socio-economic background is an important factor, but we see that some countries cope with it, others don't.

### Immigrant students

Concerning the results of the immigrant students, again some conclusions can be made based on evidence from PISA (Programme for International Student Assessment).

In the chart below we distinguish three types of countries in relation to immigration.

- a *The European countries with post-war labour recruitment* (Austria, Denmark, Germany, Luxembourg, Norway, Sweden, Switzerland)

In those countries there is

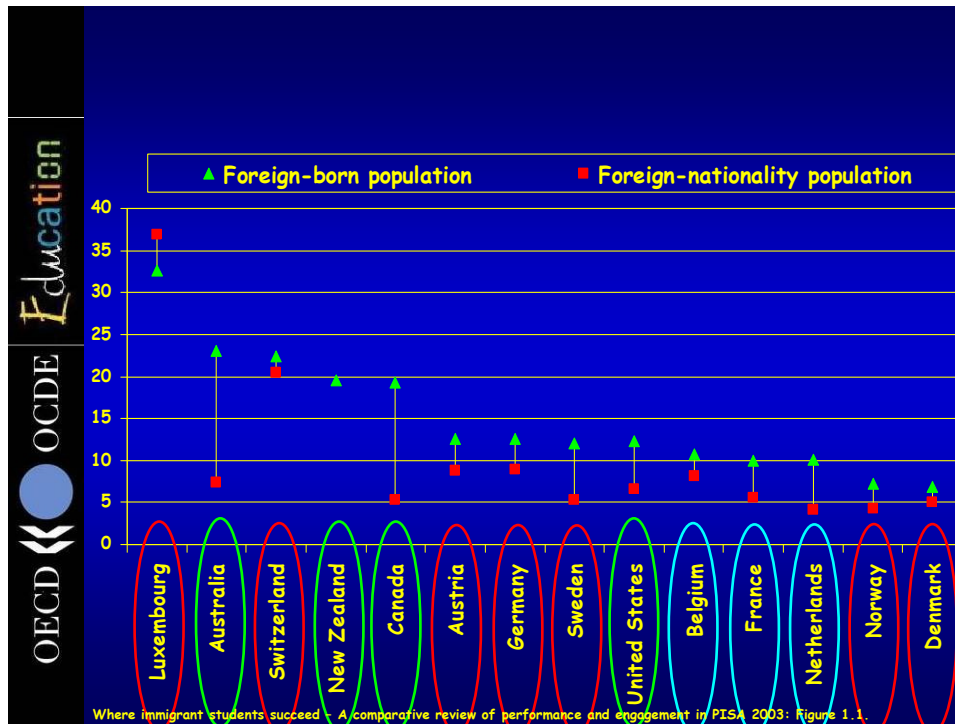
- mass immigration after World War II as a result of active recruitment
- expectation of temporary residence

The Nordic countries place stronger emphasis on humanitarian immigration since the 1970s.

- b *The European countries with colonial history* (Belgium, France, the Netherlands, United Kingdom)

They show similar patterns as in other countries but with less linguistic diversity.

- c *The traditional settlement countries* (Australia, Canada, New Zealand, United States)  
 They are founded on the basis of immigration and continuing to admit significant numbers of newcomers for permanent residence. They have extensive experience with immigration and its social consequences.

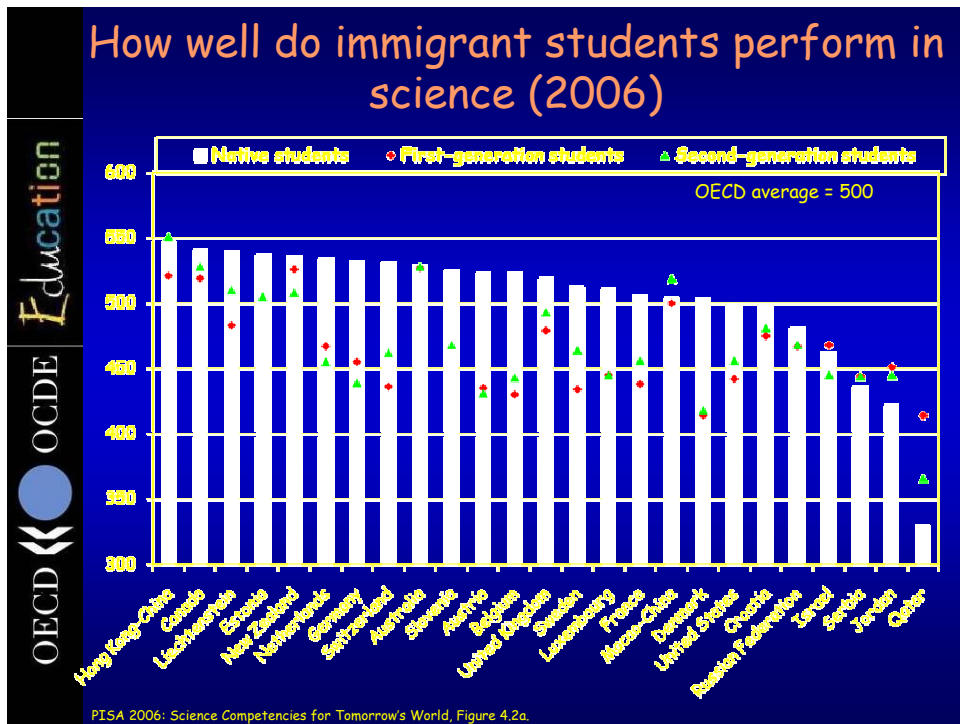


How well do immigrant students perform?

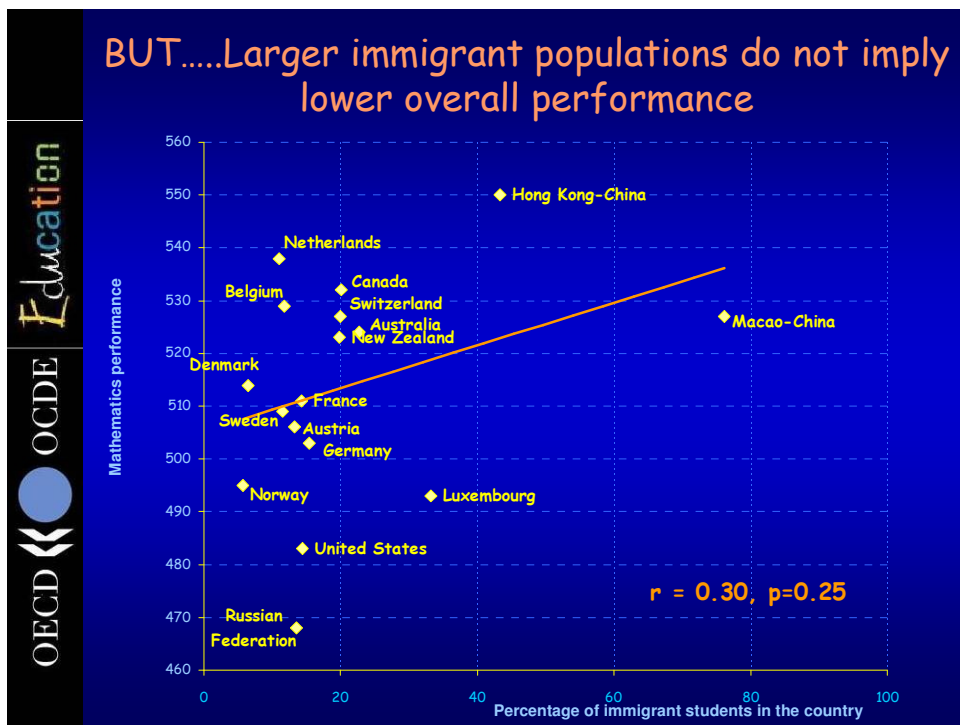
In the chart below (500 points is the average; 30 points correspond with one year of schooling) we can see that, in most of cases, second generation students perform better than first generation students. However, in some countries such as Austria and Germany, the second generation perform actually worse. Something must have gone wrong in the mechanism for integration in society.

In Canada, Australia en New Zealand we remark hardly no difference between native and immigrant students; in those countries, immigrant students come from better socio-economic background.

Again, we see that some countries cope better with this diversity than others.



As we can read below, larger immigrant populations do not imply lower overall performance.



Immigrant students are motivated learners; they are better motivated than the native students. There are indicators that first generation students are better motivated, but somehow the motivation is going down by the second generation..

AND..Immigrant students are motivated learners					
Education	OCDE		Native students	Second-generation immigrant students	First-generation immigrant students
		Making an effort in mathematics is worth it because it will help me in work I want to do later.	74	76	79
Learning mathematics is worthwhile because it will improve my career prospects.	76	80	81		
Mathematics is an important subject because I need it for what I want to study later on.	62	67	71		
I will learn many things in mathematics that will help me get a job.	69	73	76		

What are the lessons schools can learn with regard to immigrant students, and thus the implications for teachers?

- Schools can do more in building on the emotive capital of immigrant students as a driving source for enhancing their learning; although much of this motivational potential dissipates as students stay longer in the country.
- Institutional barriers (selection/tracking especially at early age) tend to reinforce socio-economic disparities
- Language is a key foundation; immersion combined with support can work.

Features of successful education systems and challenges for teachers. Insights from earlier PISA analysis.

### Aspiration and support

In many of the best performing countries national research teams report a strong 'culture of performance'; PISA shows that students perceived a high degree of teacher support.

### Organisation of instruction

In many of the best-performing countries

- schools and teachers have explicit strategies and approaches for teaching heterogeneous groups of learners
- students are offered a variety of extra-curricular activities
- schools offer differentiated support structures for students, with easy access

- institutional differentiation is introduced, if at all, at later stages

### Support systems and professional teacher development

In the best performing countries

- there are effective support systems for teachers
- teacher training schemes are selective
- continuing professional development is a constitutive part of the system
- special attention is paid to the professional development of school management personnel

### TALIS

BUT, there is still a lot we don't know. The OECD Survey of teachers, teaching and learning is an opportunity to learn more about how these trends and challenges are affecting teaching and learning in schools.

#### Survey design

Separate questionnaires for teachers and principals have been developed by an international expert group and have been discussed throughout their development with teacher representative bodies, in particular the Trades Union Advisory Council (TUAC) at the OECD. Each questionnaire takes about 45 minutes to complete. The TALIS survey can also be completed on line and the structure of the questionnaires has been adapted for computer use.

The survey responses are entirely confidential and at no time will the names of individual teachers, principals or schools be identified.

Within participating countries, schools as well as teachers within schools, are randomly selected to take part in TALIS. For each country – except for smaller countries – some 200 schools and 20 teachers within each of these schools are sampled.

The target population are lower secondary teachers and school principals.

The survey addressed to 200 schools, 20 teachers; each time with a high response rate of 75%; teachers clearly take the opportunity to say something if they get the chance.

A teacher and principal questionnaire was used; it took about 45 minutes to fill it in, with paper and pen or on-line.

24 countries have been participating, so there is a very rich mixture of education systems around the world:



### Aims and focus of TALIS

The survey focuses on

- Appraisal of teachers and feedback to teachers
- Teaching practices, attitudes and beliefs
- School leadership

The connexion between these three focuses is the professional development of teachers (PD).

### Professional development of teachers

The survey uses a very broad definition of PD, it talks about a very large definition of PD, including workshops, conversations with colleagues, academic journals....

Key indicators for Professional Development are

- the amount of PD undertaken
- the type of PD
- the impact of PD
- PD needs

### Appraisal of teachers and feedback to teachers

Appraisal and feedback does not necessarily have to be something formal.

Key indicators are

- the source of appraisal (internal, external)
- the criteria used in appraisal (focused on outcomes, focused on collaboration,..)
- the outcomes of appraisal : has there been any benefice?

What is analysed is the relationship between the appraisal system and teacher cooperation, school climate, teacher job satisfaction, teaching practices and school leadership.

The question to be answered is: How does the appraisal system support professional development of teachers?

### School leadership

Key indicators are

- roles and responsibilities of school leaders
- teachers' perceptions of the school leadership
- teachers' involvement in management and leadership

Scales for leadership

- framing and communication school's goals
- supervision and evaluation of instruction
- curricular coordination
- monitoring student progress
- promoting instructional improvements and professional development
- negotiator role
- coordinator and controller role

The survey analyses prevailing styles of leadership within and between schools and analyses how these differ between countries and between different types of schools within countries.



An association is made between school leadership styles and practices and, for instance,

- evaluation and accountability frameworks
- school climate
- teacher cooperation and collaboration
- teaching approaches in schools
- the development of and support for teachers.

Teaching practices, beliefs and attitudes

Key indicators

- beliefs about the nature of teaching and learning
- beliefs about self-efficacy
- teacher classroom practices
- cooperation among staff
- classroom environment
- school climate

Scales for teaching practices

- teacher controlled instruction
- student centred instruction
- structuring and scaffolding
- advanced verbal reflection

The survey analyses e.g. how teachers' practices, beliefs and attitudes differ with regard to the leadership model in the school, school and classroom climate, self-efficacy and job satisfactions. Do school level factors have impact on classroom practices? And are teacher beliefs and attitudes correlated with professional activities?

TALIS Products

The initial report will be ready by mid June 2009. The thematic report on professional development in the second half of 2009; the technical report also in the second half of 2009.

The website is [www.oecd.org/edu/TALIS](http://www.oecd.org/edu/TALIS).

The first international report from TALIS will be published in mid-2009, after which a number of thematic reports will be published.

Mr Davidson adds some final remarks:

Education reforms rarely does not affect teachers' work.. Teachers have to be involved in the reform process.

Sharing good practice is essential. Good practice can be shared between teachers, schools, policy makers and shapers; international comparisons can play a vital role.

In this context, TALIS will show how reforms play out in practice and will provide pointers to where further improvements are needed.

## Working groups

### ***Teachers as agents of change towards new societal demands***

#### Questions for the debate

What do you / does your council consider as the main societal demands schools and teachers should deal with?

How do these demands affect the role of teachers in schools?

What does this mean for

- initial teacher training
- LLL for teachers
- working conditions (payment, evaluation and assessment, career development)
- organisation of the school ?

#### For the rapporteurs

At the end of the working group we want an

- overview of changes in the roles of teachers
- overview of consequences in the field of initial teacher training, LLL for teachers, working conditions (payment, evaluation and assessment, career development), organisation of the school

### ***Teachers as agents of change in new educational paradigms (including the perspective of learners and parents)***

#### Questions for the debate

What do you / does your council consider as the main educational paradigms schools and teachers should deal with?

How does these paradigms affect the role of teachers in schools?

What does this mean for

- initial teacher training
- LLL for teachers
- working conditions (payment, evaluation and assessment, career development)
- organisation of the school

#### For the rapporteurs

At the end of the working group we want an

- overview of changes in the roles of teachers
- overview of consequences in the field of initial teacher training, LLL for teachers, working conditions (payment, evaluation and assessment, career development), organisation of the school

## ***Teachers as corner stones for solid school development***

### *Questions for the debate*

What do you / does your council consider as the challenges for a solid human resources policy at school level (school as a learning organisation, organization chart, conscription policy, evaluation and assessment, standards ... )

How do these paradigms affect the role of teachers in schools?

What does this mean for

- initial teacher training
- LLL for teachers
- working conditions (payment, evaluation and assessment, career development)
- organisation of the school

### *For the rapporteurs*

At the end of the working group we want an

- overview of changes in the roles of teachers
- overview of consequences in the field of initial teacher training, LLL for teachers, working conditions (payment, evaluation and assessment, career development), organisation of the school

## V. TUESDAY 14 OCTOBER 2008

### EU perspectives on teacher education

**MR MANUEL MIGUENS**, Portuguese Education Council, introduces Mr Holdsworth and stresses the fact that, sometimes, in education programmes, policy makers forget that the human factor is the most important : teachers matter.

**Mr Paul Holdsworth**, European Commission

Mr Holdsworth focuses on policies of the European Commission on teacher education, including on the communication on improving competences for the 21st century, and stressing the fact that the European Commission is reflecting back the ideas of the Member States.

What's the outline?

On schools policy, the communication 'Improving competences for the 21<sup>st</sup> century' sets the context.

On teacher education policy, there are 'Common European Principles' for teacher competences and qualifications; the communication 'Improving the Quality of Teacher Education' sets the context and proposes an agenda for action.

Improving Competences for the 21<sup>st</sup> Century: An Agenda for European Cooperation on Schools.  
European Commission Communication, 2008

In fact, this communication is historical; some years ago, there was no policy at all at European level; we are right at the beginning of developing a common approach to teacher education.

#### **Why this Communication?**

There is only slow progress towards EU benchmarks:

Reading literacy	24.1% low achievers	Target : 17%
Early School Leavers	14.8 %	Target : 10%
Upper Secondary Completion	78.1%	Target : 85%

Reading literacy is getting worse and worse: 1/3 of 15 year old boys does not read his own mother tongue.

We have to worry about this failing school system; schooling needs to adapt. We have to get away from the 19<sup>th</sup> century school model to make sure that our pupils get all the competences they need for life.

We have to provide the key competences for lifelong learning and for

- creativity
- adaptability
- ability to learn
- entrepreneurship...

We should try to raise attainment levels and to improve individuals' chances of participation in society, in further education and training; we have to provide fair access to high quality school education; education systems often compound socio-economic inequalities.

**The purpose of this Communication is to**

- strengthen the reform of school systems in the Member States
- support Member States by facilitating exchange of information and good practice and through Lifelong Learning Programmes (Erasmus, Comenius,...)
- focus on common challenges, best tackled by cooperation

**Parts of the Communication**

- Focus on Competences
- High quality education for every student
- Teachers and school staff

*Focus on Competences.*

Mr Holdsworth refers to the European Framework of 8 Key Competences (2006):

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competences and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Everyone, in every education system in Europe, agrees on those key competences; now it's time for practice. Information and knowledge is not enough, we need the skills and attitudes to apply it in real life.

This implies curricular reform: schools will have to organise learning across subjects, will have to teach some competences more explicitly; there will be a need for new didactics. 'Learning to learn', for instance, will have to be present in every course; that means teachers will actually have to talk to each other more than ever.

A big challenge is the literacy: the aim is that there should be less than 17% low achievers in reading literacy; currently there are 24.1 % (17.6% girls and 30.4 % boys).

Personalised learning will be necessary: we will have to identify individual differences early and try to improve competences by more personalised teaching. A teacher can no longer teach for about 35 pupils in the same way; he will have to adapt to the special needs of each of those 35 pupils.

One of the best ways to improve quality education is formative assessment, as a complement on summative assessment.

Key Proposals for Cooperation

- implement Recommendation on Key Competences
- action plans on reading literacy and numeracy
- reinforce transversal competences, especially learning to learn
- comprehensive approach to competences : we will have to adopt
  - ° curricula and materials
  - ° teacher training
  - ° personalised learning
  - ° assessment techniques

*High quality learning for every student*

Even in the best performing countries, there are gaps between the best schools and the worst schools. How can we assure that every student gets the same quality education and how can we reach a more equal quality of education? How can we narrow the gap between student results?

**Better early learning** reduces the educational disadvantage, improves attainment, attention and participation in class and reinforces language learning. It requires good social and emotional care as well as teaching; a specialist trained staff is required, as well as an early, intensive and multi-systemic approach.

The aim is childcare for 90% of the children between three years and school age and for 33% of the under three years. Currently the access varies from under 50% until over 99%.

We should try to reach **system equity**. Early tracking can exacerbate differences in attainment due to the social background. We should never say to an eleven year old boy: you'll never go to university, you will be a mechanic. Year repetition is not only expensive, but also ineffective. It's a waste to have to do over a whole year of education, because you failed on one or two subjects.

There should be high expectations for all pupils; no 'failure' should be considered to be definitive. There is a need for flexible learning pathways.

**Early school leaving** has to be tackled. We can not avoid to waste potential: it represents costs for the individual, for society, for the economy. To combat early school leaving we can

- reinforce newcomers' competences
- identify those 'at risk' early
- collaborate with parents and teachers
- organise after-school learning activities
- provide continuity of support in transition
- make schools more attractive

**Students with special needs** favour inclusive education and inclusive approaches benefit all; we should avoid the transfer to segregated settings:

- rethink policies for organising learning support
- improve the collaboration between schools and other services
- implement personalised learning

UNESCO: every child (unless some rare exceptions) should be in mainstream education, in 'normal' schools amongst 'normal' pupils.

**School development** has to consider that schools need to adapt continuously to the changing environment. Schools should be real 'learning communities'; there is need for systemic and cyclical self-evaluation and school networking. School inspection can support and incite improvement.

Schools are not agents of the Ministry, simply doing what the Ministry says. They have responsibilities to the local community.

Key proposals for Cooperation

- Implement Council Conclusions on efficiency and equity
- Generalise access to quality pre-school education
- Measure and improve system equity; reduce quality differences between schools
- Facilitate successful transitions
- Reduce early school leaving
- Support students with special needs in mainstream schooling

### Teachers and school staff

Mr Davidson explains more about this item in the second part of his contribution.

### **Summary of the Communication**

#### **The Communication aims to**

- **strengthen cooperation on school education policy**
- **make school systems more relevant for future needs**
  - higher quality schooling**
  - more equitable systems**
- **give all pupils competences for life**
  - key competences**
  - increase levels of literacy and numeracy**
  - reinforce learning-to-learn skills**
- **provide high quality learning for every student**

**generalise pre-school education**

**reduce early school leaving**

**support in mainstream schools for students with special needs**

**- improve the quality of teachers and other staff**

The next steps will be the Education Committee and the Council Conclusions.

Common European principles for teacher competences and qualifications, 2005
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Mr Holdsworth comes back to the topic of teacher education which is, as already mentioned, a quite new topic. In 2002, a group of experts were brought together, with experts from member states, to work for three or four years, with intensive discussions, on what we want from our teachers.

The text, based on national expertise and practice, is validated at a conference in Brussels in 2005. It's an expert text, in which everyone agrees on common principles for teacher competences and qualifications. It's not a Commission's text, but it had very much influence.

Summary of the text :

The teaching profession should be

1. A well qualified profession
2. A profession based on lifelong learning
3. A mobile profession
4. A profession based on partnerships

The first item will be accepted by everyone; not everyone will agree with the second one; even less people will consider points 3 and 4 as evident.

### *A well qualified profession*

The teacher should be graduated at higher education level or equivalent; in fact, there is a trend in most member states towards requiring that all teachers must have master degree. Teacher education can be organised within all three cycles of higher education: bachelor, master, PhD if one wants. Teacher education must be research- and evidence-based. The teacher has to acquire knowledge of the subject and pedagogy. He needs skills to support and guide learners and to understand the social and cultural dimension of education.

### *A lifelong learning profession*

Many still consider teacher education to end at the age of about 22, once a young person has got his degree. That's bizarre.. How could we teach to teachers now the skills they will need in 2018 or 2028 for instance, in a rapidly changing world?

So there is a need for a continuum of teacher education with coherent and adequately resourced lifelong learning strategies. There has to be support for continued professional development and interdisciplinary and collaborative approaches to learning. Teacher education has to be evidence-based, with attention for innovation and research.



### A mobile profession

Teacher mobility should be encouraged; teachers should have the opportunity to spend time working and/or studying in other European countries, to contrast the way they teach with other teachers' ways. They must have the opportunity to study languages. There should also be mobility between different levels of education, primary and secondary for instance. Teacher qualifications have to be transparent.

### A profession based upon partnership

Teachers teach in communities, so there is a need for partnerships with schools, local workplaces and training providers. Teacher education partnership can combine practical skills and academic and scientific basis. Teacher education must be based on knowledge of current practice and research.

Improving the Quality of Teacher Education. A European Commission Communication, 2007

As a starting point, we can confirm some **hard facts**.

'Teacher quality is the most important within-school factor affecting student performance'

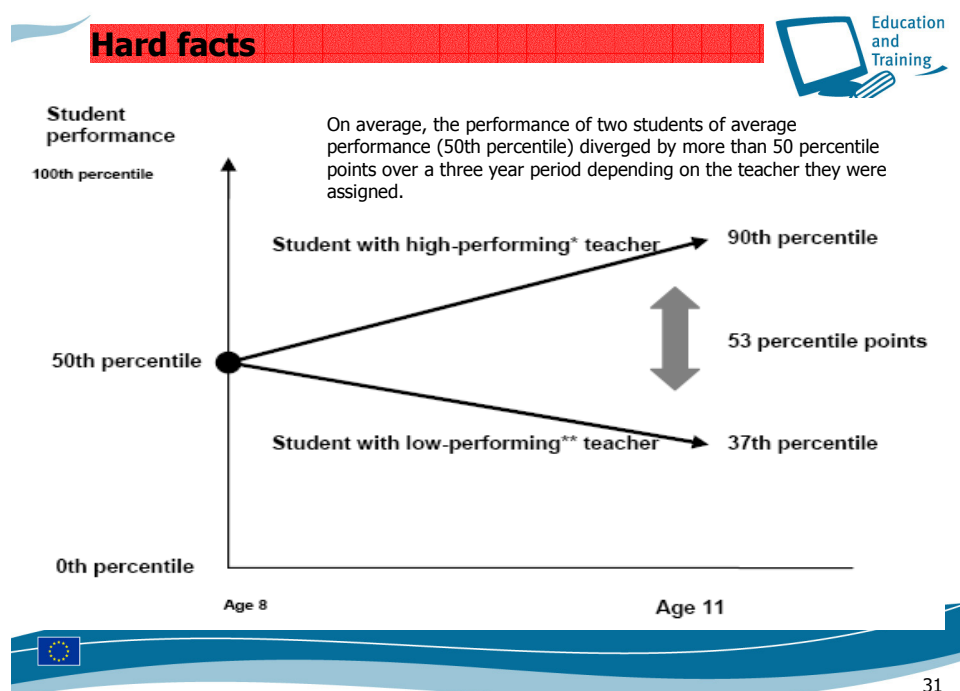
(Rivkin, Hanusek, Kain)

'There is a positive relationship between in-service training and student achievement'

(Angrist, Lavy)

The quality of the training of working teachers is actually visible in the results of the students.

The chart below demonstrates that, in fact, teachers can do harm to students.



'The quality of an education system cannot exceed the quality of its teachers' (Barber, Moursched)

'The only way to improve outcomes is to improve instruction' (Barber, Moursched)

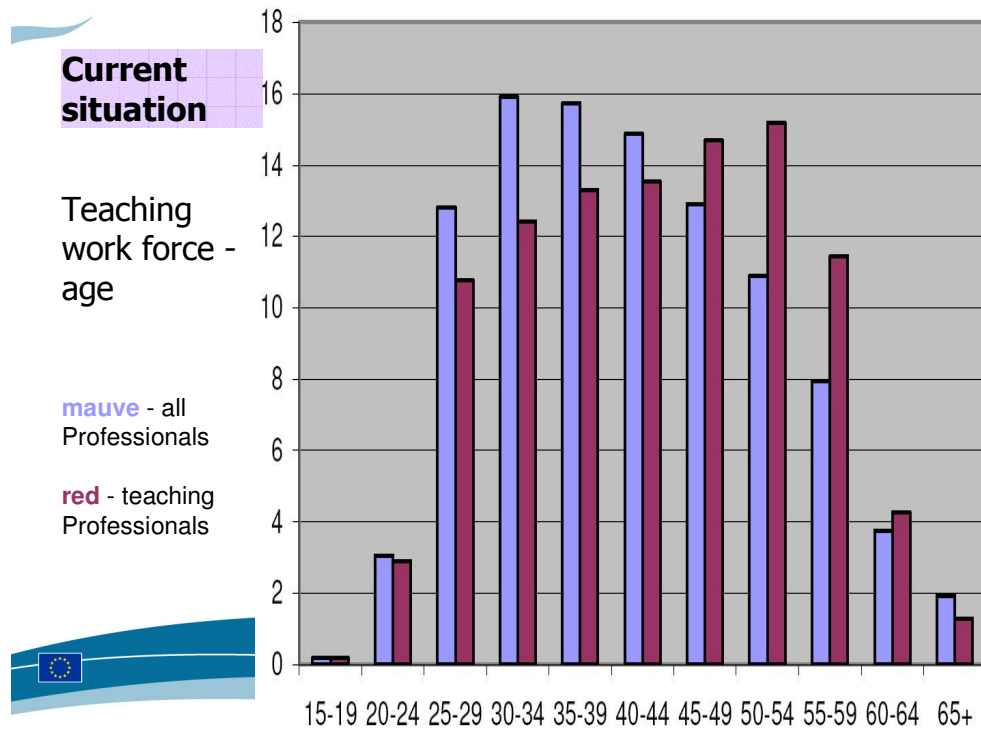
### The current situation

There are currently 6 250 000 teachers in the EU. Our teachers are too old, and too female.

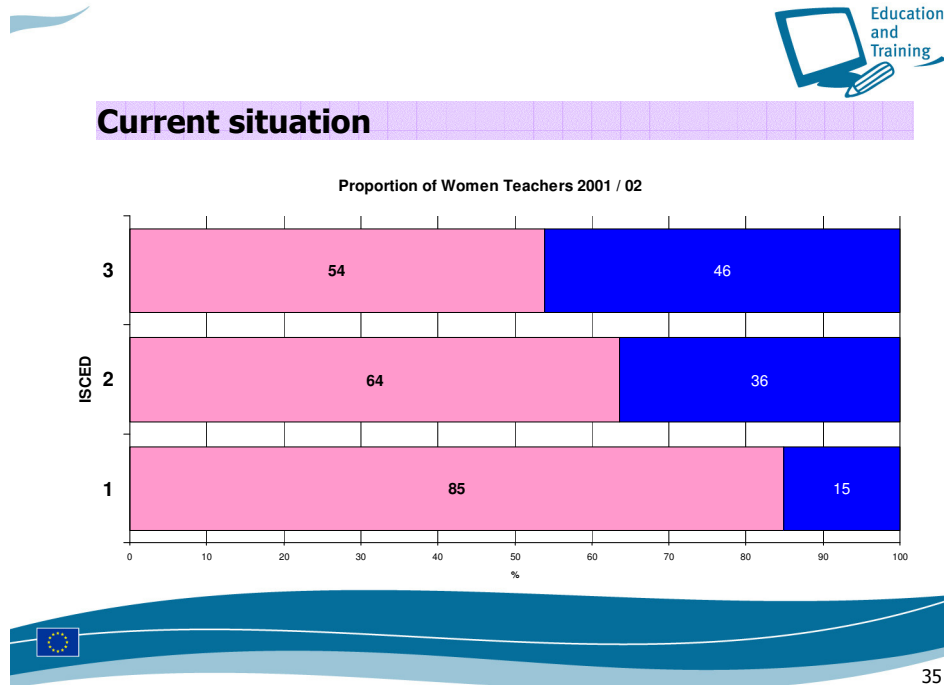
There is a high percentage of older workers :

- age 45-60 : 40% of the teachers, in many countries
- age 50-64 : 30 % of the teachers in some countries

This fact has implications for training.



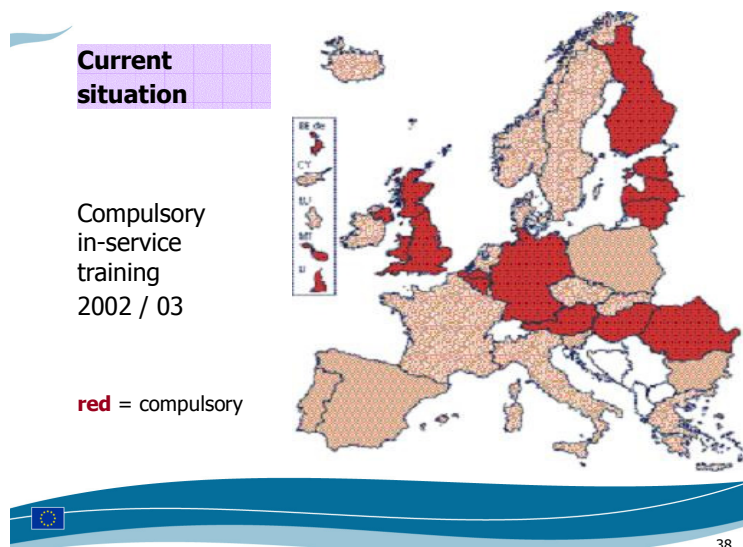
There is a high percentage of women, especially in primary education:



What about the systematic support in the induction phase? What can be done for our new teachers right after they have their degree in teaching?

In half of Europe new teachers receive systematic support; in the other half there is nothing in the first two or three years.. So many teachers stop teaching after some years.

In-service training is only compulsory in 11 Member States, and generally we talk about less than 20 hours, maximum 5 days per year. In the figure below, we don't consider the content and the participation rates of the training.



How can we leave our vulnerable children in the hands of teachers that sometimes don't have any in-service training at all? Could we simply imagine to trust a surgeon who does not participate in any professional development?

Many countries report important shortfalls in teaching skills. It is difficult to update teachers' skills as often there is no overall coordination of provision, no link to the school development and improvement, no link to educational research.

### **An EU agenda for action**

So, in August 2008, the EU put in place an agenda for action. 90% of the ministries of education agreed on the need for a coordinated, coherent continuum of provision, including

- initial teacher education
- induction
- career-long professional development

This provision has to be adequately resourced and quality assured. How do we insure the quality of teacher education? That is something Member States have got on their agenda.

#### Improve initial teacher education

Teachers need a qualification from a higher education institute (and in vocational education and training: highly qualified in a professional area plus a pedagogical qualification).

We should move to a higher level qualification policy. We have to consider raising the level of qualifications and the degree of practical experience required for employment as a teacher.

Initial teacher education has to find a good balance between pedagogical skills and subject knowledge, between theory and practical experience in real classrooms.

#### Improve the support for professional development

There is need for an effective induction programme as a start of the career; for mentoring support throughout the career; and to review the learning needs throughout the career.

#### Encourage lifelong learning

Professional development is a lifelong task. Teachers have to be encouraged and supported to acquire new knowledge, skills and competences where needed through formal, informal and non-formal learning, and including exchanges and placements. It should become easier for teachers to keep on learning.

There should be opportunities and time for higher education study and research.

#### Promote reflective practice

Teachers are autonomous learners who are engaging in reflective practice, who are assessing their own development needs, who are evaluating their own effectiveness, who are engaging in research, who are developing new knowledge and who are innovating.

#### Ensure teachers have necessary skills

Teachers should be able to:

- identify the specific needs of each learner
- deploy a wide range of teaching strategies
- support autonomous lifelong learners, instead of make the pupils rely on the teacher
- help acquire Key Competences

- work in multicultural settings
- collaborate with colleagues, parents ...
- participate in school development
- use ICT

#### The teaching profession

We should ensure that the workforce reflects the diversity of society (culture, mother tongue, (dis)ability, religion...)

We should remove obstacle to culture and gender balance and get more men into teaching.

Mobility has to be supported for professional development and cultural understanding.

Teaching should be made a more attractive career choice.

#### Build capacity in Higher Education

There should be more PhDs in education. There is a need for Teacher Education that is evidence-based (research and classroom practice), responsive to the teachers' real needs, innovative and responding to the new demands, and provided by highly trained teacher educators.

Partnerships have to be established between Higher Education institutes and schools.

### **Summary of the Communication**

#### **Aims:**

- **Provision is coordinated, coherent, adequately resourced, responsive and quality assured**
- **The level of qualification for entry has to be increased**
- **Attention for knowledge and pedagogic skills**
- **Teachers as lifelong learners**
- **Culture of reflective practice and research**
- **Professionalisation, status and recognition of the profession**

Improving Competences for the 21<sup>st</sup> Century : An Agenda for European Cooperation on Schools.

European Commission Communication, 2008

As a conclusion, Mr Holdsworth talks about the third pillar of the communication, teachers and school staff

#### *Teachers and school staff*

Teachers and school staff are the most important school factor affecting student performance. We know 30% is aged over 50 years, more than two million teachers will retire in the next 15 years.

There are shortfalls in teaching skills, and yet we see weak incentives, low investment in training and development; a minimal time is spent on in-service training and often there is no systematic support for new teachers.

We see that the best systems attract the most able people into the teaching profession; they select the right applicants and tackle poor performance through career-long teacher education; teachers learn from each other at school.

This cannot happen without good school leadership. Schools are in fact very complex and need effective leadership, by a qualified person (or a team of persons) with a vision. Schools have to be living and breathing organisms, not just buildings where people come to learn and return home. It's only in that type of school you can find teachers talking to each other and learning from each other.

Well distributed leadership improves school effectiveness. Leaders have to focus on improving student and teacher learning, more than on administration. School leaders need training throughout their careers; there is a need for professional recruitment and retention strategies.

Key proposals for Cooperation

- implement the Council Conclusions on the quality of teacher education
- make teacher education coherent, adequately resourced and quality assured
- improve supply, quality and take-up of in-service teacher education
- attract the most able candidates, select the best applicants, place good teachers in the most challenging schools
- improve school leader recruitment, let them focus on improving learning

Moving forward

The European Union, Brussels, can not tell education what to do. Experts produce proposals from the Member States, there is a wide range of peer learning activities from 2005 until 2008.

To formulate perspectives on teacher education, the EU relies on more and better data (for instance TALIS), on the study of teacher education curricula, on Lifelong Learning Programmes, on Stakeholders and Associations, on Member State reforms.

## QUESTIONS AND REMARKS

After Mr Holdsworths' contribution, the participants of the conference had the possibility to advance some questions or remarks.

Mr **Manuel Miguéns** picks up some interesting issues, as a start for a discussion:

- The idea of a common approach for school education and for teacher education
- The idea that school will need to adapt and even anticipate to change
- The idea that teachers have to work in teams
- The idea that repetition is an ineffective and expensive way of organising education
- The need for partnerships for schools and for teachers
- The importance of evidence-based teaching
- The importance of coaching and mentoring
- The importance of good school leadership

Different participants express their concern: more and more is being asked from teachers: how can a teacher find time for research if he already has plenty of work preparing lessons and teaching?

Mr Holdsworth comments that doing research, for instance, does not necessarily take more time. He gives the example of Norwegian teachers doing research in the classroom, with their pupils. Sometimes, a teacher can combine research with teaching work.

Mrs **Mia Douterlungne** is glad to hear about the Commission's clear ideas, but has doubts about the implementation: how can we move teachers and schools, how can the European Commission create ownership?

Mr Holdsworth agrees that, in fact, it is easy for ministers to agree, and then forget about the promises. All stakeholders in education should remind them of what they have promised, should encourage them to execute the plans they made.

Europe tries to promote ownership by enhancing the process of dialogue between stakeholders, a process in which education councils have an important role to play.

Mrs **Simone Barthel** puts that an important difficulty in the implementation of European ideas is the fact that European documents exist only in English.

Mr Holdsworth replies that the European Commission does all the possible to tackle this inconvenient. For instance, in the case of the communication on 'Improving Competences for the 21<sup>st</sup> Century', the final text is the result of a consultation, through stakeholder groups, in all European languages. Moreover, all definite texts are translated in all the European languages.

## Round table with stakeholders on reforming and rethinking initial teacher training

Chaired by **EMILIJA SAKADOLSKIENE**.

**PROF RIMANTAS ZELVYS**, vice-rector of the Vilnius Pedagogical University

Professor Zelvys makes a few statements on rethinking initial teacher training in Lithuania.

In Lithuania, the political decision was taken to follow the Bologna process. As a consequence, when Lithuania is rethinking initial teacher training, they do so within the Bologna process; there is no other option than to follow the Bologna ideas and directives. In all the steps in reforming initial teacher training, the initiatives are based on the Bologna Process.

Professor Zelvys concentrates on three challenges that are faced in Lithuania:

- the challenge of the cycles
- the quality challenge
- the challenge of competence based training

### The challenge of the cycles

Bologna introduces three cycles: bachelor, master and doctor. This was quite easy to implement in Lithuania, as the bachelor/master was already introduced about 15 years ago. The main challenge is to decide on which level qualified teachers have to be trained.

The actual situation is that some teachers are being trained in college, some others at a bachelor or at a master level. There is a wide range of options, and yet all those teachers work in schools.

A few years ago, the government decided that teachers in preschool and primary education should be trained at college level. On the other hand, very recently, the government suggested to train all teachers at bachelor or master level. The decision whether the level has to be raised up is not yet taken in Lithuania.

### The quality challenge

The quality of initial teacher training raises very specific problems.

- d The input level. Very often, those who do not manage to obtain a degree in law or economics for instance (more prestigious), go for a career as a teacher, as a second choice. In Lithuania almost everyone can join higher education. There is less and less competition, which affects the quality of the students that enter in initial teacher education.
- e The process level. Professor Zelvys gets the impression that the government thinks teachers can still teach with just a blackboard. How can we train our students to teach with interactive boards, when there is no funding to get those interactive boards?
- f The output level. Young people, and our best graduates, prefer other career options.

### The challenge of competence based training

Training has to be competence based, that's an evidence. But this means that all teachers will have to reform their teacher training courses. Rewriting all this is an enormous job. It means an increase of standardisation; programmes might become less flexible, there might be less space for a creative approach. So competence based training has its own specific challenges.



**DR APOSTOLIS DIMITROPOULOS**, University of Athens, the ENTEP Network.

**The Bologna process and initial teacher education structures in Europe : 10 years on.**

ENTEPE is the European Network on Teacher Education Policies. The European Network on Teacher Education Policies was formally launched at an international conference under the Portuguese Presidency, on May 22-23, 2000, with Professor Bártolo Paiva Campos in the chair; Professor Campos will present his own contribution on initial teacher training in the same round table.

As the topic is the Bologna process and teacher education in Europe, it's good to recall the main goals of the Bologna process by 2010 :

- improve the quality of European higher education systems
- make higher education degree structure more comparable and readable with the introduction of a two-cycle system with a first cycle of at least three years
- facilitate mobility and recognition of qualifications in the EU
- construct a European Higher Education Area
- increase the international competitiveness of the European Higher Education system

Those goals have of course expanded later on:

- introduction of the ECTS (Credit transfer and accumulation device)
- quality assurance
- lifelong learning
- the third cycle doctoral training
- learning outcomes
- European Qualifications Framework

The main characteristics of the Bologna process :

- It is an intergovernmental, not a European process (so Brussels is never to be blamed..)
- Implementation at national level
- A holistic approach, not a sectoral approach
- There is no particular reference to teacher education structures
- There is no reference to teacher education of different levels (pre-primary, primary, secondary)
- There is a large variation in initial teacher education structures in the European Union countries.

So what has happened in teacher education ten years after the initiation of the Bologna process?

Dr Dimitropoulos gives some explanation about the findings of the ENTEPE survey.

The main questions:

- Have teacher education structures become more comparable and readable?
- Is the Bologna process a success story for initial teacher education structures?
- What trends are identified in teacher education structures in the EU?

The focus is on initial teacher education structures, the introduction of the ECTS, and the fact that there are three levels of teachers: the pre-primary teacher, the primary teacher and the subject school teacher.

The findings of the ENTEPE survey of 18 EU countries can be found at <http://entep.bildung.hessen.de/papers.php>. Dr Dimitropoulos highlights some key findings of the survey.

The pre-primary school teacher education (this level is not present in all European countries)

- Over half of the countries have introduced reforms after 1999.
- In most cases reforms were connected to the implementation of the Bologna process.
- In over 2/3 of the countries a higher education level degree is required; mostly this is a bachelor, a few countries introduce a master.
- In over 2/3 of the countries there are no alternative pathways to the pre-primary teacher status.
- About ¾ of the countries apply the concurrent model; a few countries apply both models or combine with consecutive models.
- The duration of the study is from three to four years.
- In over half of the countries teacher education is organised at a university type of institutions.
- Only a few countries have implemented the ECTS.

The primary school teacher education

- Almost all countries introduced reforms after 1999.
- In most cases reforms were connected to the implementation of the Bologna process
- All countries require a higher education degree; in most cases this is a bachelor; the master is rather rare as a requirement.
- Alternative pathways are rare (mainly for holders of other higher education degrees).
- Most countries apply the concurrent model; a few offer both or combine with consecutive models.
- The duration of the study is from three to five years.
- In over ¾ of the countries primary school teacher education is in universities; in only a few countries in non-university higher education institutions.
- About half of the countries have introduced the ECTS; in many cases the implementation of the ECTS is unclear.

The subject school teacher education

- Most countries introduced reforms after 1999.
- Reforms were connected to the implementation of the Bologna process.
- All countries require a higher education degree; in most cases this is a bachelor; a few countries introduce the master.
- A few countries offer alternative pathways.
- In most cases, subject school teacher education in universities; a few countries in non-university higher education institutes.
- Most countries apply consecutive models; a few the concurrent or both, if for different subjects.
- Duration of the study: from four to six and a half year.
- Most countries have introduced the ECTS; in many cases the implementation of the ECTS is unclear.

The ENTEP survey makes it possible to identify some trends in initial teacher education in Europe.

There is a clear and longer-term trend for countries to move initial education of pre-primary, primary and subject school teachers **into universities**.

- There is a clear trend **to increase the years of study** to qualify as a teacher.
- There is a somewhat weaker trend to introduce a **master level** degree as requirement to qualify as a teacher in Europe.

As a conclusion, Dr Dimitropoulos formulates the following statements:

- Teacher education structures have changed and continue to change in the EU.
- The Bologna process appears to have triggered reforms in teacher education structures in the EU countries and has facilitated these reform processes.
- The Bologna process also appears to have facilitated the implementation of longer term trends in teacher education (university subject and increased length) in some countries.
- Professionalisation of teacher education is enhanced in Europe.
- Comparability and readability of teacher education qualifications is questionable!!

Regarding the Bologna process beyond 2010, Dr Dimitropoulos formulates some issues for shared reflection:

- Is a sectoral, instead of a holistic, approach in the Bologna process needed?
- Would a special reference to teacher education in the Bologna process be helpful in increasing Europe-wide awareness?
- Would more and better information availability on teacher education structures and reforms be of help?
- Would such information, accessible by all actors involved in the design of teacher education programmes (policy-makers, higher education institutes) facilitate the exchange of best practices in teacher education policy and enhance comparability and readability of teacher education structures?

**MR GARY BRACE**, General Teaching Council Wales

### **Reforming and rethinking Initial Teacher Education**

As Mr Brace's name is on the conference programme on Tuesday afternoon, for a key note speech on in-service teacher education, his contribution on initial teacher education will be rather brief.

Mr Brace wants to raise some thoughts, some questions, that might perhaps lead to fruitful discussion during the working groups.

Mr Brace starts with three big questions.

The first question: 'Initial and in-service education' OR a continuum of professional learning?

During the conference, the participants are dividing their attention between 'initial education' and 'in-service education'. Mr Brace believes that we are assisting a paradigm shift in the way we perceive the professional education of teachers. We are moving to an approach where we have to see things as a continuum of professional learning from the time when the future teacher starts as a student on an initial teacher training course, beyond that qualification into induction and into lifelong career development.

Linked to this idea, here's the second question: 'Is the initial teaching qualification what matters?'

We have to think carefully about how important the initial teaching qualification is by comparison with other milestones and standards. Certainly in Wales and in the UK, for so long, achieving the initial teaching qualification was the end of the story. But now, with the compulsory induction standard, everything changes. Without that induction standard, one cannot teach; initial teaching qualification is of no use. Doing the job in practice is as important as getting the qualification (as it is the case in other professions as well, for instance for solicitors).

And a third question: Do we call this initial teacher training or initial teacher education? Do we regard teachers as technicians or as professionals? You can train a person to drive a car, to dribble a ball... Teaching is not like that, teaching requires high levels of qualification, commitment, and deployment of high levels of professional judgement in very complex situations with a range of children; for Mr. Brace education is the word that we should use.

Some programme design issues:

- The length. It does not end with the gaining of the initial qualification. There is already, in the UK, a seven year programme (including the induction phase) of support and entry into the profession. We have to take into account the continuum of teacher education.
- The coverage (theory and practice). What is important to be done by the initial teacher education institution, what has to be done by the school? It is essential to understand how pupils learn, getting the conceptual framework, so that we can equip teachers with toolkits they can use. Then it's time for the practice: those tools have to be deployed in the real situation, in the classroom.
- Institution-based versus school-based training? What's the right proportion? In Wales, 80% of the time is spent in schools. Is that the correct balance?
- Assessment. Have we got the right balance in terms of examination and observation and feedback, and linked to that, who is most appropriate to do that?
- Reform of accreditation to reflect career-long development.

Some implementation issues:

- Do all newly qualified teachers meet the required standards? Are initial teacher trainers too lenient with some students? They have to make a professional judgement, as having competent teachers is a key element of success for pupils.
- How can we help new teachers to make the step into the real world? What's the value of a professional development portfolio? In Wales, a 'career entry development profile' document has been introduced, a kind of embryonic portfolio that all newly qualified teachers take with them from their teacher training course into their job. It's a good instrument, but it mostly works for the first 5-6 weeks, after that it's covered by reality. Perhaps we should think about a portfolio that starts in initial teacher education and that goes with the teacher through his lifelong career.

We need to think about consistency across teacher education institutions, within countries, but clearly within Europe. Not all countries have a national curriculum for initial teacher education nor standards that all teachers must meet; academic autonomy can be guaranteed by not having such things, but, considering that education and the quality of teacher education is of such national interest (in terms of funding), is it something that can be left to the institutions? In Wales, to keep their accreditation, institutions are inspected.

What about the partnership between the institution and the school? Quite often, it's a partnership with the profession. It is as much a responsibility and a challenge to the teaching profession to think about what role they must play, as it is the responsibility of the college or the university. It is the profession's responsibility to bring on the next generation of teachers. It is not good enough to say 'It's somebody else's job', it is a question of long term responsibility of the sector.

What about the roles of the initial teacher education tutor and the school based tutor? Who does what? It's also a question of funding.

And the final two questions:

There are differences in attitude between those who train primary teachers and those who train secondary teachers. A primary school teacher is more likely to say: 'I teach because I want to educate the whole child', and a secondary school teacher is perhaps more likely to say 'I teach because I like my subject'. The challenge is to make secondary teachers take the wider perspective.

What about people who, later on in life, decide to start a purposeful career of teaching? How do we help them? How do we enable teachers to train them? Although small in number in Wales, some graduates can be trained at the job.

**PROFESSOR BARTOLO CAMPOS**, university of Porto

### **Reform of initial teacher education in Portugal**

The recent reform (February 2007) of initial teacher education policy in Portugal is here presented. This reform was developed in the context of the implementation of the Bologna Process and of the broader work programme of European Union 'Education and Training 2010'. The improvement of teacher education is one of the objectives of this programme developed in the European Union in the framework of the Lisbon Strategy and which also integrates higher education and the Bologna Process. The most recent documents related to this objective are a Communication from the European Commission of August 2007 (European Commission, 2007) and Conclusions of the Council of the European Union of November 2007 (Council of European Union, 2007); these Conclusions were reached following that Communication and define the policy priorities on teacher education agreed by the education ministers as guidelines for national policies and for European Union Cooperation.

Therefore, in this description of the Portuguese reform, its links with the policy guidelines of these European processes are highlighted. We could say that the Bologna guidelines apply to teacher education programmes as they are provided at higher education level; the 'Education and Training 2010' guidelines refer in particular to the content of these programmes.

This reform is integrated in (1.) a career-long teacher professional development and particularly emphasises (2.) a research-based level of qualification; (3.) a professional qualification where the learning outcomes are those required by the renewed role of the teacher; (4.) a teaching qualification acquired in the teaching context with supervised practice, internship and early career support (induction) periods demanding mutual-benefit partnerships between higher education institutions and schools and (5.) teaching qualification quality development and assurance measures. However, the transformation of this written reform into innovative practices of policy makers, of teacher education institutions and of teacher educators and mentors as well as of main stakeholders constitutes great (6.) implementation challenges which gain in being supported by (7.) European cooperation.

Here's professor Campos' full text.

#### 1. Career-long teacher professional development

The Portuguese teacher education system had already been designed in a career-long perspective by the 1986 Education Act, in the same year when Portugal joined the European Union. From the early 70s initial subject-teacher education programmes have been higher education degrees following either the concurrent or the consecutive model; class-teacher education programmes,

organised according to the concurrent model, have also been provided by higher education institutions and have awarded a degree since the middle of the 80s. In-service teacher education, including specialized teacher education (curriculum development, teaching supervision, etc.), became widespread from the early 90s onwards, thanks to the contribution of the European Social Fund. However, the foreseen induction period was never implemented. We only deal here with the initial segment of the system, taking into account, however, that even this should be designed in a lifelong learning perspective.

## 2. Teaching qualification at high and research-based level

*Master's-level professional qualification.* From 2007/2008 onward, to be allowed to teach one has to acquire a Master's professional qualification from the 2nd cycle of higher education, within the context of the Bologna Process, that is, at level 7 of the EQF (European Qualifications Framework). The total higher education ECTS demanded vary between 240 and 300 (180+60 to 120), depending on the school education level.

In the *class teacher* case, the 1st cycle is already aimed at teacher education, as well as at qualifying the students for a broader range of professional tasks in the training, socio-cultural and communication sectors; this common first cycle gives access to a specific class teacher qualification at master level:

- pre-school or first four grades of primary school (60 ECTS);
- pre-school and first four grades of primary school (90 ECTS);
- primary school (six grades) (90 to 120 ECTS).

In the *subject teacher* case, only the 2nd cycle, with 90 to 120 ECTS workload, is specifically aimed at the teaching qualification; access to this cycle presupposes that candidates have already completed a minimum number of ECTS in respective subjects, during the preceding 1st cycle of higher education. One could say that class teacher education follows the concurrent model, while the education of subject teachers is organised to a certain extent in a consecutive way.

*The same qualification level for all teachers.* It is worth pointing out that since 1997 the level of professional qualification for teaching (as well as salary) has been the same for all teachers, putting an end to the differences between class teachers and subject teachers; however, until now this qualification used to be obtained in the 1st cycle of higher education (level 6 of the EQF).

*Raising qualification level.* It should be underlined that the recent change does not mean longer courses (they were already 4 to 5 years long), but rather changes in the level of expected learning outcomes. As is well known, the EQF characterises qualification levels by the nature of specific learning outcomes and not in relation to aspects of input or training processes leading to such outcomes; there are also level descriptors within the framework of the Bologna Process. This level raising has clear implications for curriculum organisation: it is not enough to change the names (Master instead of Bachelor).

*Research-based qualification.* In fact, this higher level of teacher qualification is characterised by a closer relationship to research. The construction of particular solutions for the diversity of teaching situations requires that teachers make links, through reflective practice, between the knowledge acquired in their professional experience and research results and theoretical developments. For this reason, greater emphasis is given to methodologies and the results of educational research as a component of initial teacher education in order to develop an investigative attitude in their professional performance in a specific context. This is one of the distinguishing aspects of the teacher education reform in Portugal and one that creates the most challenges for higher education institutions.

*Qualification for teaching in general, vocational and adult education.* This research-based professional qualification is required in order to be authorised to teach in pre-school education and in all programmes awarding compulsory (9 years long) and upper-secondary education certificates; it therefore covers teaching:

- in public and private sectors;
- not only when students are children and youngsters but also when they are adults;
- in general education and also in vocational training programmes as long as they award certified academic qualifications.

### 3. Learning outcome-based curriculum: outcomes required by teaching role

*Level and field of learning outcomes.* In terms of the Bologna Process, higher education programmes are characterised and compared not only in terms of the credits or hours that students need to complete them but also in terms of the kind of learning outcomes (level and field) that those hours are dedicated to. The desired learning outcomes, or those that the courses guarantee, are the organising principle of the teacher education curriculum and the fundamental criterion for its accreditation. After having made reference to the level of learning outcomes, we now turn to the specific characteristics of the field of teaching qualification.

*Learning outcomes required by the teaching role.* In terms of the recent policy definition in Portugal, teacher education programmes should ensure the acquisition of learning outcomes required by the teaching role and by career-long professional development. The main sources for choosing these learning outcomes come from the teaching profile and from the curriculum to be taught; other factors to be considered for choosing learning outcomes are emergent changes in society and schools and, as a consequence, in the role of the teacher; as well as scientific and technological developments and any relevant research in the area of education. That means that higher education institutions, whenever they are preparing future teachers, should also take into account and contribute to the permanent renewal of school education curriculum.

*Teaching profile.* The teaching profile, which was already designed in 2001, is organised according to the role of teachers not only in the classroom, but also in the school, in the relationship between the school and the community and in their own professional development. In this context, the Council highlighted the preparation for some more demanding “new” tasks of the teacher role. In fact, the Council agreed to “Promote, during initial teacher education, early career support and through continuous professional development the acquisition of competences which will enable teachers to:

- Teach transversal competences such as those outlined in the Recommendation on key competences,
- Create a safe and attractive school environment which is based on mutual respect and cooperation
- Teach effectively in heterogeneous classes of pupils from diverse social and cultural backgrounds and a wide range of abilities and needs, including special education needs,
- Work in close collaboration with colleagues, parents and the wider community,
- Participate in the development of the school or training centre in which they are employed,
- Develop new knowledge and be innovative through engagement in reflective practice and research,
- Make use of ICT in their various tasks, as well as in their continuing professional development,

- Become autonomous learners in their own career-long professional development". (Council of European Union, 2007, p. C300/9).

In this profile, teaching is clearly defined as a professional activity rather than as a technical one.

*Learning outcome areas.* The specific content of learning outcomes (knowledge, competences and attitudes) needed to fulfil teacher tasks is to be defined by higher education institutions in the framework of their scientific and pedagogical autonomy. Nevertheless, some broad learning outcome areas were defined by the policy reform; however, it is assumed that these learning areas should not be worked separately but as components of a whole in the construction of professional knowledge. Thus the main learning outcome areas that characterise the teaching qualifications are identified as follows:

- *Specific subjects of each teaching area:* learning outcomes in the areas of knowledge that learners have to acquire, according to the demands of the school education curriculum; it should be stressed that the 2007 reform pays special attention to the reinforcement of preparation of class-teachers in the teaching subjects: the workload only dedicated to specific teaching subjects is now greater (120 to 150 ECTS) than before and it is distributed between the first and the second cycle;
- *Education:* learning outcomes relevant to all teachers' performance in classroom, in school, in the relationship with the community and in the participation in the development of education policy;
- *Specific didactics:* learning outcomes related to the learning process and to the teaching of curriculum areas or subjects that individual teachers are responsible for, taking into account the suitability of this process to the specific nature of the areas or subjects, to the objectives of the learners' school education level and to the age of the learners; this area has acquired identity, being isolated from that of Education with the same workload (22 to 30 ECTS) in order to value the specificity of the teaching subject;
- *Teaching practice:* learning outcomes related to the capacity to use knowledge in concrete professional teaching situations and to analyse and evaluate them in order to make them suitable to a specific context;
- *Cultural, social and ethical:* learning outcomes related to the major problems of the world today, cross-curricular areas and the ethical and civic aspects of teaching;
- *Education research methods:* learning outcomes related to the principles and methods that allow teachers to adopt a research-based attitude in teaching in specific contexts.

#### 4. Qualification acquired in a teaching context

*Learning within a work context.* The emphasis placed in the Portuguese reform upon teaching practice, and in particular that supervised by qualified teachers, is the recognition of the importance of this unique and irreplaceable learning environment in acquiring teaching competence. Thus, teaching practice increases gradually from the beginning of the teacher education course, not as an isolated component but as an opportunity to mobilise and integrate a broad range of knowledge, competences and attitudes in order to solve real issues in classroom, in school and in its relationship with the community. This component, which includes observation and collaboration in teaching situations and supervised planning, as well as teaching and assessment inside and outside the classroom in a variety of contexts, involves between 50 to 70 ECTS in the case of class teachers and between 35 and 50 in the case of subject teachers.



*Teaching practice assessment, an essential element in awarding a professional qualification.* The relevance given to this component is so great that its final assessment has to take into account how well prepared the future teacher is to satisfy, in an integrated way, all teaching requirements. Success in the teaching practice component, thus assessed, is needed to be awarded a teaching qualification and cannot be compensated by success in the more theoretical components.

*Early career support (induction period).* In the recent reform of access to work in state schools (Portugal, 2007 a), it was decided that during the probationary year the teacher is given didactic, pedagogic and scientific support by a qualified teacher who has preferably had specialised training in curriculum organisation and development or pedagogic supervision and trainer training. Thus, it can be said that this reform establishes the provision of an early career support period (induction) for the professional development of new teachers.

However, as it is linked to the probationary year, the induction period does not involve all new teachers, as in various situations some of them are exempt from the probationary year.

*Partnerships with schools and community institutions.* Teaching practice and educational research activities in a school context implies that higher education institutions cannot provide teacher education programmes without establishing sustained collaboration protocols with schools. Within the context of such partnerships, it is expected that higher education institutions will also play an active role in improving teaching quality in these schools, responding to the in-service (including the early career support) and specialised training needs of schools and teachers. The quality criteria of such partnerships were also defined by the policy reform and compliance with them is required for higher education institutions to be able to obtain the State's authorisation to provide teacher education programmes.

*Mobility in transnational teaching contexts for professional development.* This teacher education reform foresees a programme of incentives for quality, innovation and mobility. Regarding practice in transnational teaching contexts, the incentives aim at promoting the mobility of student teachers and teachers whenever relevant to the development of teaching competences in the area of the European dimension of education and training. These incentives can be seen as a complement of the Erasmus and Comenius EU programmes.

## 5. Quality development and quality assurance

In this recent reform of the Portuguese initial teacher education system, there are a number of mechanisms aimed at promoting and ensuring the quality of teacher qualification.

*At education system level.* A biennial follow-up report should be prepared with recommendations for promoting the quality of the teacher education system. Furthermore, the government has committed itself to create a specific programme aimed at stimulating and funding projects promoting quality, innovation and mobility in the development of teacher education programmes.

*At programme level.* In relation to teacher education programmes, such mechanisms consist of the following :

- The teacher education curriculum has to be suitable to professional performance profiles and to school education curriculum, contextualised and up-dated through consultation with all those interested in the quality of teaching qualifications: schools, professional and scientific associations, previous graduates, etc.;
- Student numbers are being limited according to the number and qualifications of teacher educators and mentors available in higher education institutions and partner schools, as well as to the capacity and quality of these institutions;

- Teacher education programmes have to be accredited as a Master's degree and as teaching qualification by the National Accreditation Agency, which has to articulate with the Ministry of Education regarding professional accreditation.

*Quality assurance of future teacher competence.* Some of the most important requirements for quality assurance of future teacher competence are the following:

- Verification, before entering Master's course, of qualitative suitability of ECTS completed in subject-teaching areas to the requirements of school education curriculum;
- Assessment, before entering Master's course, of mother tongue oral and written skills;
- Success in the teaching practice component, indispensable for the awarding of a teaching qualification, is dependent on trainees fully demonstrating competence in satisfying the requirements of the teaching profession;
- Passing national written exams (with a mark of at least 14 out of 20) before applying for employment in state schools, in order to check the future teacher's competence in the field of teaching subjects;
- Successfully completing a probationary year when starting a state school job in order to prove overall teaching competence.

The verification of the first three of the above requirements is the responsibility of teacher education institutions; the implementation of national examinations and of the probationary year is the responsibility of the ministry of education.

#### 6. The challenges of implementation

Public administration and teacher education institutions face some major challenges in the appropriate implementation of these policy guidelines of initial teacher education. Successfully moving from an outlined system to innovations in the practices of policy makers, of teacher education institutions and partner schools, as well as of teacher educators and mentors, depends on how far such challenges are met.

*Challenges at policy level.* Among the main challenges faced at policy level the following can be highlighted:

- Creation of a governmental programme for stimulating and funding quality, innovation and mobility;
- Rigour in defining the student teacher numbers according to the number of qualified teacher educators and mentors;
- Development of an effective professional accreditation system;
- Development of a true early career support period and of a demanding probationary year.

*Challenges at institutional level:* at institutional level the following challenges can be pinpointed:

- Raising teaching qualification from level 6 to research-based level 7 of European Qualifications Framework;
- Development of a teacher education curriculum;
- Social demand-driven more than only supply-driven and with main stakeholders' participation;
- Focused on the role of the teachers and learning outcomes rather than on a collection of individual academic subjects;
- Research-based and practice oriented at the same time;
- In a lifelong life-wide perspective;

- Development of mutual-benefit partnerships between HE institutions and schools;
- Certification of professional teaching qualification based on teaching competence demonstrated.

### 7. European Union cooperation

The European Union cooperation can be of great support to effectively face all these challenges. In the "Education and Training 2010" work programme, in each member state, the responsibility for achieving the shared goals agreed at European Union level belongs to the national authorities. However, the Council also agreed to promote some forms of cooperation at European level in order to support these authorities in the national implementation efforts.

*A transversal objective of "Education and Training 2010".* Thus, according to the recent (November 2007) agreement among the education ministers of the European Union member states, teacher education has to become a transversal policy objective of "Education and Training 2010" work programme and of its successor. That is, the European Union cooperation in this field may cover school education, vocational education and training and higher education as well as all teaching opportunities in lifelong learning.

*Forms of European Union cooperation.* Furthermore, in order to promote implementation of the policy priorities in teacher education outlined in the November Conclusions, the Council has invited the MS, with the support of the Commission, to "work together ...within the framework of the open method of coordination...", promoting, in an integrated approach, (i) evidence-based knowledge relevant to teacher education policies, (ii) further initiatives on mutual learning, (iii) innovative teacher education projects and (iv) the mobility of teachers, teacher educators and student teachers".

*Instruments of European Union cooperation.* Finally, the Council has also made reference to the main instruments for fulfilling these European Union cooperation initiatives, namely: (i) those forming part of the open method of coordination; (ii) the Lifelong Learning Programme; and (iii) the 7th Framework Programme for Research Development; and (iv) the European Social Fund.

What next? Promoting such European Union cooperation in the field of teacher education demands the development and implementation of an integrated action plan which the European Commission, in collaboration with the member states representatives, is surely doing.

## In-service teacher training and education

**MR GARY BRACE**, Chief Executive, General Teaching Council for Wales (in Welsh : Cyngor Addysgu Cyffredinol Cymru).

Set in the context of the role of the General Teaching Council for Wales (GTCW), the professional body for teaching in Wales, the presentation deals with four main areas which GTCW believes will result in higher standards of teaching and pupil learning. These areas are:

- coherent and progressive **professional milestones and standards** after the initial teaching qualification;
- giving **professional recognition and accreditation** to teachers at various stages of accomplishment and responsibility;
- emphasising the importance of **professional reflection** by teachers throughout their careers;
- ensuring that provision of continuing professional development and training for teachers is of the highest **quality**.

### What is the General Teaching Council for Wales?

EUNEC, the European Network of Education Councils, invited the GTCW: this body, although a EUNEC associate member, is not an education council, but a teaching council. The General Teaching Council for Wales is a professional self-regulating body, established in 1998 by an Act of the British Parliament. Its aims are

- to contribute to improving the standards of teaching and the quality of learning
- to maintain and improve standards of professional conduct amongst teachers

in the interest of the public. The last part of the phrase is important: GTCW is not a trade union, but a body representing the teaching profession, not the individual teachers.

There are many self regulating bodies for other professions, for instance in the field of medicine, law, engineering, accountancy, but for teachers the phenomenon is rather rare. Self regulating bodies for the teaching profession exist in the UK, in Australia, in Canada.

The main functions of GTCW are:

**Regulatory:** Every teacher must be registered in order to teach in a state school. GTCW has a professional code: a standard of conduct and competence that is expected. In a small number of cases, GTCW is also dealing with professional misconduct and incompetence.

**Advisory** to the Welsh government: in the field of training and professional development; standards of teaching and conduct; recruitment, retention and supply of teachers; status and role of teachers. Not all professional self regulating bodies have this advisory function.

**Operational:** At the request of the government, GTCW is undertaking professional development and teacher recruitment activities. At this moment, there is a surplus of teachers in Wales, so recruitment is not so relevant.

Professional bodies can articulate many ideas about teachers' identity, and give teachers a voice; at least one of the recommendations of the conference to the European Commission should be the need for a professional teaching body, a body that can speak on behalf of the teaching profession.

### Terminology

In this presentation, the phrases “professional development”, “**continuing professional development (CPD)**” are used rather than ‘in-service training’. This helps emphasise that the process of professional learning begins with an initial course of teacher education and carries on throughout a career in teaching.

#### ‘CPD: an entitlement for all’ (Wales, 2002)

David Blunkett, Secretary of State for Education and Skills from 1997 until 2001, said:

“Nobody expects a doctor, accountant or lawyer to rely for decades solely on the knowledge, understanding and approach which was available at the time when they began their career. Good professionals are engaged in a journey of self-improvement, always ready to reflect on their own practice in the light of other approaches and to contribute to the development of others by sharing their best practice and insights...This is certainly true of our very best teachers and my aim is that it will be true of all teachers.”

This leads Mr Brace to the obvious question: Can an initial teacher qualification ever be enough to equip a teacher to carry out his profession throughout his career? The answer is a clear and emphatic NO. Leaving aside the fact that teachers are in the business of promoting learning and should, therefore, be the first among ‘life long learners’ themselves, a comparison with every other profession shows that professional learning never stands still. We would have little confidence in our doctors if they based their practice on what they initially learned in medical school. Medical techniques and medications are constantly evolving and practitioners need to keep at the forefront of developments in medicine. So it should be in teaching.

However, CPD for teachers is still not an evidence: we are still prepared to leave our vulnerable children in the hands of teachers who are not supported as they might be in all circumstances.

The GTCW, in 2002, set out the principles that they believe should underpin the CPD of teachers. This was a new policy area, for a new council.

Those principles are:

- CPD should be defined broadly to include all formal and informal learning. It’s not just about going on a training course given by some external provider. It involves all the formal and informal learning that takes place in the workplace, through teacher reflection as well as in the school-based and the higher education-based training courses.
- Teachers have both an entitlement to and responsibilities for their own CPD. CPD is a right but equally a duty. Teachers have the duty to keep their knowledge, their understanding and their skills up to date. GTCW, a professional body, can ask that kind of things, because it comes from inside the profession, it is not a top-down instruction.
- All teachers should be entitled to high quality CPD throughout their careers, irrespective of geographic location in Wales. In 2002, geographically, there were many differences; the ‘accident’ of geography has to be removed.
- A CPD framework must reflect individual teachers’ own needs as well as those of the school and the local/central governments. We often neglect the needs of the individual teacher. Often, in schools, there is no money for the development of the individual teachers’ particular skills, for instance ICT support or class management skills, if it doesn’t match with the school priorities. It is an important principle that individual teachers have professional needs, as well as schools and governments.
- There is a close relationship between CPD and the performance management process; the way in which CPD can be made a reality is when an individual teacher discusses with a team of teachers and the head teacher about priorities and professional needs.

GTCW was asked by the government in Wales to continue this work, together with a range of partners (teachers, head teachers, trade unions, inspectorate, ...). During a three years period (2005-2007) GTCW developed four major strands of advices.

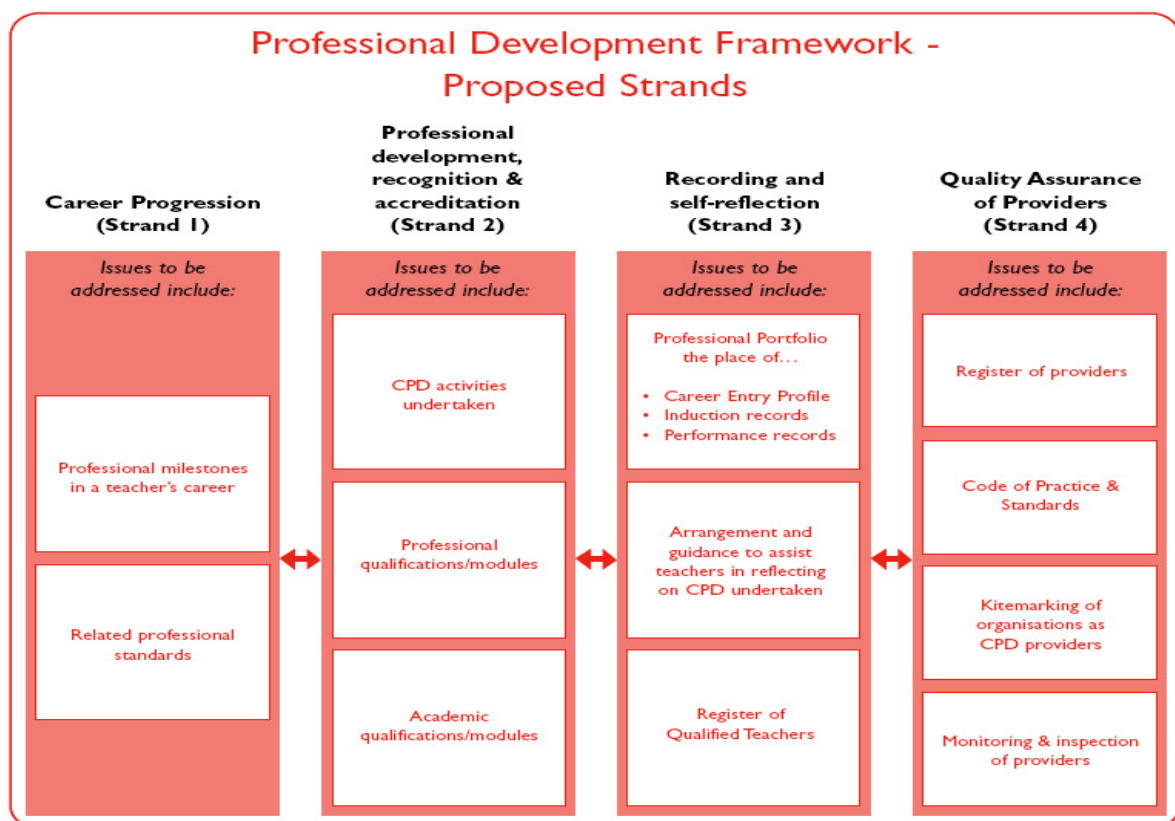
Strand 1: Career progression: professional milestones and standards

Strand 2: Recognition and accreditation

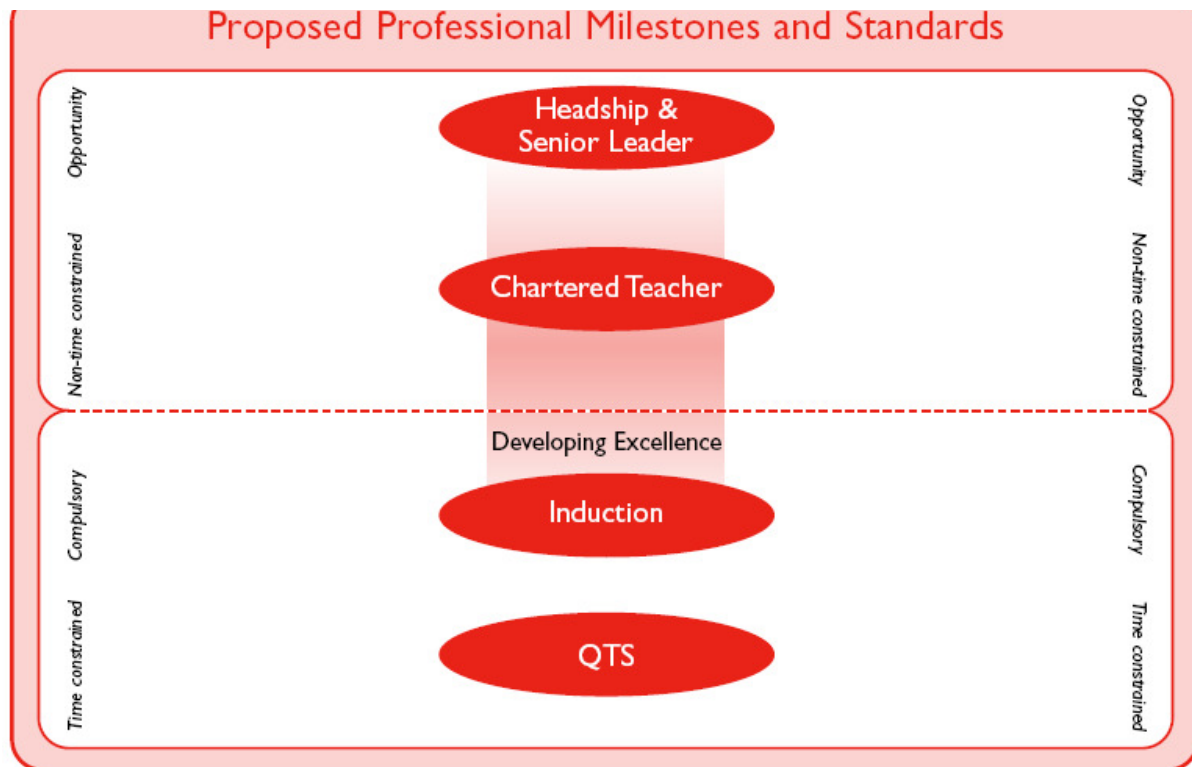
Strand 3: Self-reflection

Strand 4: Quality insurance of providers

The structure of Mr Brace’s contribution is based on those four strands.



STRAND 1: PROFESSIONAL MILESTONES AND STANDARDS



This diagram sets out the four main steps that can be identified in a teaching career. Three of them, as we will see, are put in place already but need further adjustment.

The first milestone is on the bottom of the diagram: QTS, **Qualified Teacher Status**, what is also called initial teacher education.

The second milestone is **Induction**. In 2003, in Wales was put in place a statutory induction standard: every new teacher, from 2003, has a period of supported induction development, but at the end of one year of teaching he has to pass an induction standard. So the goalposts have moved: QTS means nothing if one fails the induction standard. Until now, only a handful of teachers have failed the induction standard; the standard only filtered out those who really were not appropriate for the job.

Although it is not in the diagram, in Wales there is the very unique system beyond induction: a two year period of early professional development (EPD). So every new teacher has three years of support, with a reduced timetable and a mentor, to make sure his early years in teaching are smooth.

We go to the top of the diagram: the fourth milestone, **Headship and senior leader**.

In 2005, the government in Wales made a compulsory set of standards: the National Head Teacher Standard for all new head teachers before they can take up their posts. According to the GTCW this was an important move, saying that, just being a good teacher does not make you a good head teacher. You need particular skills, competences, knowledge.

It is obvious and clear where the gap is situated in the diagram: there is nothing in the middle that recognises the highly skilled classroom practitioner or the highly skilled middle leader. It's that milestone, the **Chartered Teacher** milestone, that GTCW is developing now.

Mr Brace believes that giving a structure to the teaching career is one of the ways to make that career more attractive. Teachers can expect that. If you come into teaching, it is clear which key steps have to be taken, and what support will allow you do take them. This structure has an important recruitment and status raising role.

### **Milestone : Qualified Teacher Status**

The standards for QTS deal with

- knowledge and understanding
- planning, teaching and class management
- monitoring, assessment, recording, reporting and accountability
- other professional requirements.

Those are delivered mainly by teacher training and education institutions.

### **Milestone : Induction**

The induction milestone is set out under the headings of

- professional characteristics
- knowledge and understanding
- planning, teaching and learning and class management
- monitoring, assessment, recording, reporting

Those induction programmes are delivered mainly by school and local authority based programmes.

### **Milestone : Headship**

The headings which the headship standards are set out under:

- Creating strategic direction
- Leading learning and teaching. The head teacher is the lead practitioner. Mr Brace thinks that the phrase 'head teacher' is a nice phrase, as it includes 'teacher'. It's better that 'headmaster'; it shows that teaching is at the very core of the head teacher's job.
- Developing and working with others; being a head teacher is about distributed leadership.
- Managing the school
- Securing accountability
- Strengthening the community focus

This is a national set of standards, delivered through the National Professional Qualification for Headship (NPQH).

### **Milestone : Chartered Teacher**

This is for highly skilled classroom teachers and middle leaders with at least 5 years' experience. It recognises the crucial role of leading from the middle.



The benefits are quite important:

- a national CPD structure and standards
- a focus for CPD providers
- helping teachers identify and plan next professional steps
- recognition of high standards of professional practice
- enhanced standing for classroom teachers within the profession; and hopefully raised status and public recognition outside
- recognition of the crucial role of leadership and the middle leader.

GTCW set out these standards under the headings of

- Professional knowledge and understanding
- Professional skills in practice
- Professional commitment

Those standards are to be delivered by GTCW accredited providers (mainly partnerships between higher education institutions and local authorities).

Chartered Teacher is being piloted by GTCW at the moment. Subject to evaluation, it is hoped to be mainstreamed from September 2010.

Scotland has a Chartered Teacher standard; they are actually in advance of Wales. But there is an important difference: in Scotland the scheme is payment related; in Wales it is purely quality assured professional development.

GTCW tried to make the programme of the milestone of Chartered Teacher as flexible as possible: the standards are set out in such way that they are common to both classroom practice and middle leadership. Specific standards relevant to classroom practice, and specific standards relevant to middle leadership can be developed.

This sounds great, BUT, as all the standards have been developed separately at different stages, at a different time, there is a lack of coherence and progression in standards across the professional milestones and standards. There is a need to review them together to ensure that the standards are coherent.

<b>STRAND 2: PROFESSIONAL RECOGNITION AND ACCREDITATION</b>
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The question is: How do we recognise teachers' expertise and experience?

**A higher education system for accreditation?**

The obvious answer to this question might appear to be in the existence of a post-graduate higher education system of masters' degrees and doctorates. Whilst many post-graduate courses have practical elements and can be based in practice they are essentially a system of accreditation for academic achievement. Yet it is known that academic ability alone is not enough to make a good teacher. Hence, the GTCW concluded that a system of professional recognition was needed to recognise professional knowledge, skills and commitment but having a relationship with the academic framework in higher education. In this way, it is possible to recognise professional practice rooted in educational theory.

**Pay?**

Should we recognise the teachers’ expertise through the reward system? Yes, but GTCW bears no responsibility for this area. The reward system can complement the professional development, but it should not drive it. Teachers should want to develop because they are professionals, not because of the pay. Suffice for it to be said, that a comprehensive system of pay grades and pay standards exist in the four countries of the UK.

**Professionally?**

How could we give some professional recognition to teachers?

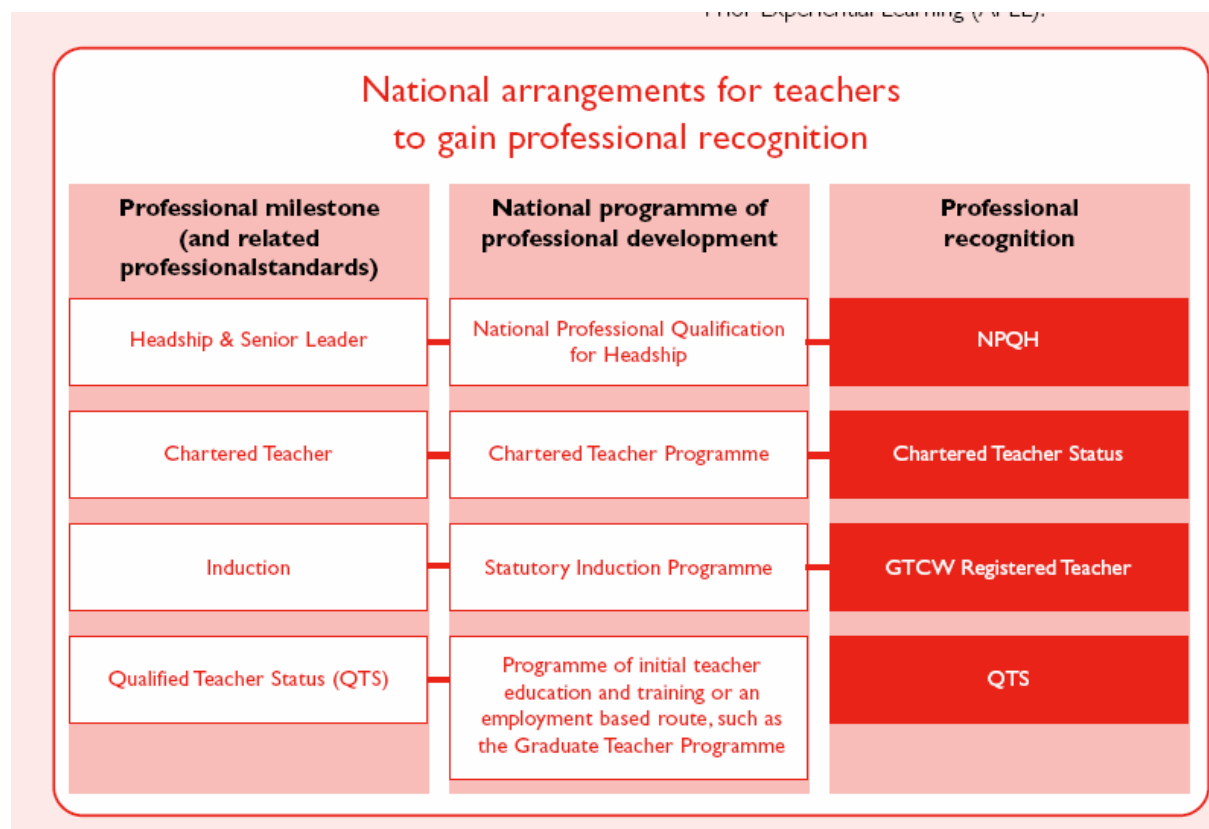
At the level of the qualified teacher, he gets a degree, so he gets some accreditation; and he will also get QTS, Qualified Teacher Status, that’s where the professional recognition comes in.

At the second level, when a teacher passes the induction standards, he should become fully registered. There should be an adjustment here; the structures have not caught up with the changed paradigm yet; there is still some work to do.

At the following level, the level of the Chartered Teacher, if the pilot is successful, the candidates who complete the programme will be offered a ‘chartered teacher’ status. It is probable that this qualification will also be pitched at Masters’ Level. The pilot of the Chartered Teacher Qualification is a mixture of

- taught practice-based modules of professional learning
- accredited prior learning experience

At the highest level, for those prospective head teachers who successfully pass the headship standards in 2005, they can use the post-nominal NPQH.



What’s the relationship between the professional framework and accreditation within the higher education framework?

Relationship between the professional framework and accreditation within the HE Framework							
Professional milestone	Professional development programmes or arrangements		Professional recognition	Accreditation within the HE Framework			
	Programme	Further professional development on completion		Level	Credits	Award	
Headship & Senior Leader	National Professional Qualification for Headship	Professional Headship induction Programme (PHIP)  Leadership Programme for Serving Heads (LPSH)	NPQH	7	60	Towards a Masters	
Chartered Teacher	Chartered Teacher Programme		Chartered Teacher Status	Possible accreditation	8	540	Doctorate
Induction	Statutory Induction programme	Early Professional Development (EPD)	Induction		7	180	Masters
						120	Postgraduate Diploma
						60	Postgraduate certificate
					6	120	Graduate Diploma
					60	Graduate certificate	
Qualified Teacher Status (QTS)	Programme of initial teacher education and training or an Employment based route, such as the Graduate Teacher Programme		QTS		6	360	Degree
					5	240	DipHE
					4	120	CertHE

How does the professional recognition (fourth column above) tie in to the higher education framework (right column)?

Qualified Teacher Status is already tied in; Headship qualification, since 2005, has also been given a nominal credit value of 60 credits towards a Masters’ degree.

What we don’t have is any coherence yet in the middle; yet we think there could be a coherence. We are seeing now a move to a Masters’ level profession.

This is consistent with what happens in other parts of the UK:

- proposed development of a Masters in Teaching and Learning (MTL) in England
- chartered teacher in Scotland at Masters level.

Again, it looks as if we are ‘on the road’, BUT the current read-across from professional milestones to higher education accreditation is not coherent.

**STRAND 3: RECORDING AND SELF-REFLECTION**

The question is what is needed.

There has been a successful shift by most teachers away from a view that all CPD consists of courses which they must attend, towards an understanding that, as professionals, teachers constantly need to reflect on their practice in order to improve. Building in opportunities for teachers to reflect, try out new teaching methods and techniques and analyse their effectiveness, is often better CPD than the training event with inputs from external providers.

Essentially, this is about giving enough 'non-contact' time to teachers to enable them to reflect as well as the commitment that teachers will make as professionals to keep their knowledge, understanding and skills up to date.

In Wales, one of the ways to do that, is the fact that all teachers can apply to the GTCW for CPD government-funded projects focused on their individual needs. Often, teachers will use these grants for action-based research to improve their teaching.

At the moment, the programme is running at 3 million pounds/year, influencing 5000 teachers/year, which is a significant number in Wales (on a total number of 34000 teachers). This money gives time for reflection, for ideas for innovation and for professional development. Above all, it gives professional autonomy: it allows the teachers to say: These are my priorities and I'm in control of the way I develop them. It is an important step in giving professional self-confidence to teachers.

A second area that is to be developed in Wales is the development of a professional portfolio, throughout the teachers' career, from the beginning, in initial teacher education. It can be a very efficient way of reflection and a good means of recording their progress, experience and professional thinking. This portfolio should have following characteristics:

- it should be web-based
- it should be owned by the teacher, which is necessary to have a honest reflection.

**STRAND 4: QUALITY ASSURANCE OF CPD PROVISION**

Here, we are turning our attention away from the recipient, the teacher, towards the provider.

In the morning, at the conference, we heard the question from Mr Paul Holdsworth that the European Union is very much interested in quality assurance, but that they don't know it might be developed. Mr Brace can give some suggestions.

**The current arrangements for the four milestones are a mixture of**

- Accreditation of training

To be a provider of initial teacher education you have to be accredited; it should be accredited by the General Teaching Council for Wales, as it is a professional body, but it isn't. They will certainly be accrediting the providers of Chartered Teacher.

- Quality assurance by inspection systems

QTS is inspected by the inspectorate and the induction and early professional development are also surveyed by the inspectorate.

- Contract awards and renewal

In some cases, for example for National Professional Qualification for Headship, that is quality assured through contract awards.

**BUT, for other Continuous Professional Development?**

It's easy to imagine that, outside those four national milestones and key steps in the teaching career, there is other CPD going on : training and development run by local authorities, agencies and others. How can we know that that is of good quality?

GTCW suggested two things:

**A Code of Practice for providers**

In this code, providers have to sign that, if they provide training and development for teachers, it will have to follow certain characteristics.

**An approved Register for providers and a list of training and development courses offered**

As a result of signing up to that code, those who do would be on an approved register for providers, and it would list the training and development courses and opportunities available.

An added advantage is that it would bring knowledge of CPD to the teachers, knowledge of courses that are organised outside their local area; very often, teachers only know what is available in their school, their city, their county.

Unfortunately, the Code and Register are yet to be realised in Wales.

**In summary, there are three key themes if we want to make CPD effective:**

**Coherence**

**Continuity**

**Progression**

After the contribution, Mr Brace answered questions from the audience, impressed by the General Teaching Council for Wales and its achievements.

Detailed information on the GTCW can be found, in English and in Welsh, on [www.gtcw.org.uk](http://www.gtcw.org.uk) or through the EUNEC website [www.eunec.eu](http://www.eunec.eu) (link : 'Members of EUNEC').

At the end of this second conference day, the participants had the pleasure to listen to a life music performance of the **Chamber Chorus Ave Vita**, led by Dr **Kastytis Barisas**.

## Working groups

### ***Teachers and their induction in a school as an organisation***

#### Questions for the debate

What good policy practices can be identified to smoothen the shock of junior teachers confronting the practice of daily school life?

What are consequences for the

- school
- training institutes
- the policy on a macro level

#### For the rapporteurs

At the end of the working group we want an

- overview of possible measures for the induction of new teachers
- overview of consequences and pitfalls

### ***Teachers in the perspective of lifelong learning***

#### Questions for the debate

What good policy practices can be identified to stimulate teachers to lifelong learning and to be responsive to new challenges (both societal and pedagogic/didactic/learning paradigms)?

What are consequences for the

- school
- training institutes
- the policy on a macro level

#### For the rapporteurs

At the end of the working group we want an

- overview of possible measures for the stimulating LLL
- overview of consequences and pitfalls

## ***Alternative learning provisions***

### Questions for the debate

What good policy practices can be identified to attract new target groups (intake from other sectors, migrant groups, ...) to engage themselves in a teaching career?

What are consequences for the

- school;
- training institutes;
- the policy on a macro level;

### For the rapporteurs

At the end of the working group we want an

- overview of possible measures for the alternative recruitment of new teachers coming from target groups
- overview of consequences and pitfalls

## VI. WEDNESDAY 15 OCTOBER 2008

### Education councils in the European Union

JAN VAN DAMME

JONATHAN GASKELL

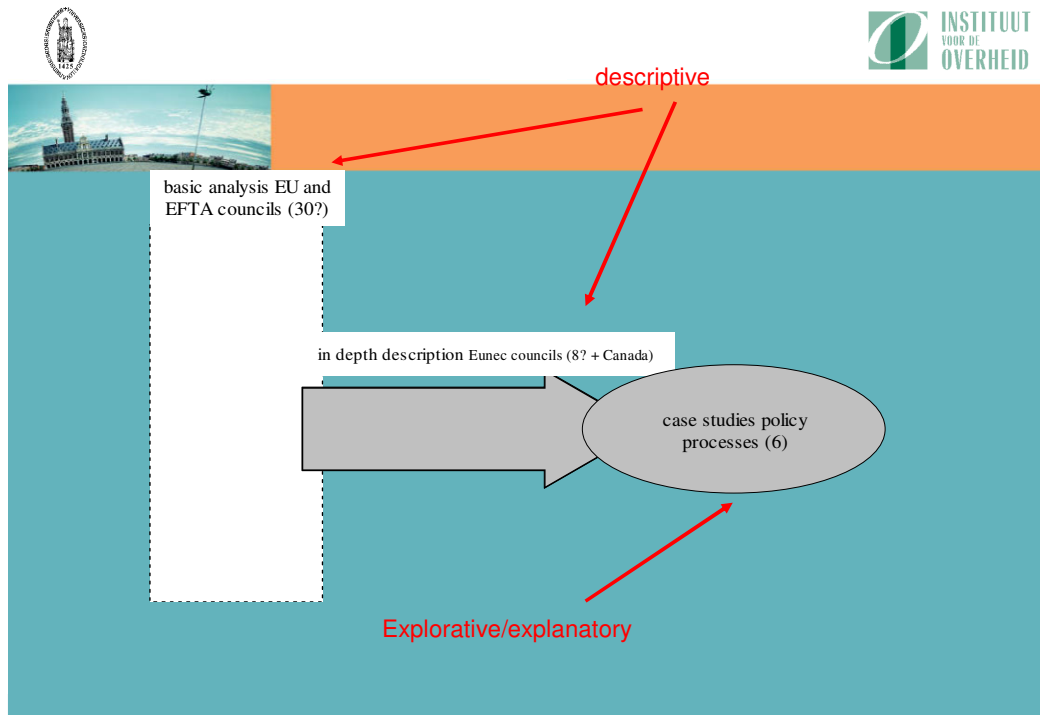
Public Management Institute, Catholic University of Louvain, Faculty of Social Sciences

The project, under the supervision of Professor Marleen Brans, is presented:

As a specific mechanism of public participation, advisory bodies operate at a crossroads of two trends in policy making: professionalisation and interactiveness. On the one hand they are supposed to contribute to evidenced-based policy development, on the other hand they also need to play a role in building policy support. Even exclusive scientific advisory bodies often feel the need to consult with stakeholders in order to increase the legitimacy of their advice (Van Damme & Brans, 2008). Thus, the goals and activities of advisory bodies are often a mix of offering scientific policy advice, introducing public values in the debate, ensuring a certain degree of policy support, decreasing tensions and conflict stimulating participant learning, etc. At the same time, they operate in a competitive policy environment where advice is coming from multiple sources and with different claims. Therefore, they have to be able to gain and sustain access to the policy making process. While they are trying to do this, they have to walk a thin line between a number of tensions: Act as a countervailing force or as an expert committee? Deliver short term instrumental or long term conceptual advice? Should that advice be on demand or pro-active? Should the advisory body be closely linked to the 'mother' department or a critical distance? Whatever the answers to these questions be, research indicates that a constructive interaction between the constituent and the advisory body is crucial for a successful 'landing' of policy advice.

In this research project empirical knowledge will be built up about national and regional advisory bodies in the field of education policy. We will analyse their membership, internal organisation, status, level of autonomy, institutionalisation, their contribution to the policy making process, the way in which they deal with current societal developments such as policy advice competition, etc. (descriptive component). We will develop a typology of education councils (models) on the basis of this analysis and literature review. The explanatory component will deal with the influence of the type of institutional arrangement on the outcome. In order to do this, we will have to define the different components of the outcome, such as policy enrichment, impact, participant learning, conflict resolution, etc. Next, we will look at the influence of specific contextual and process aspects on the outcome, such as institutional embedding, and process design and management. Critical success factors will subsequently be identified. The normative component will offer guidance and recommendations on how to improve the impact of policy advice by education councils.





The answers to the research questions can contribute to the government's quest for legitimacy, both in terms of the efficient and effective solution of complex societal problems (output legitimacy), and in terms of the transparency, openness and quality of decision-making (input and throughput legitimacy). The answers to these questions can also lead to specific and concrete areas of improvement in the organisation of policy advice by education councils.

## VII. STATEMENTS ON 'The teaching profession; changes, challenges and perspectives'.

**The great amount of expectations towards teachers<sup>1</sup> and schools** is a constant issue in all presentations and discussions. On one hand, this is a sign of trust of society in the added value of the education system, but on the other hand it means an overwhelming amount of expectations from:

- the society (economy, labour market, equity, pupils with special needs, migration,..)
- the international/European and national/regional policy makers
- new educational paradigms (learner oriented teaching, learn to learn, learning outcomes,...)
- stakeholders at a school level (pupils, parents, social partners, welfare system)

Teachers are expected to find a coherent balance between these diverging and often contradictory perspectives. Therefore **we need negotiation platforms** involving decision makers, public stakeholders, the teaching profession (professional teacher organisations, education councils, advisory bodies,...). Anyhow, society and decision makers should rely on **the professional autonomy** of teachers to decide on the concrete pedagogical consequences of the choices made.

In this context, all teachers should be **drivers of change**, innovation and creativity, not just an object of change defined by others:

- the teacher should be an expert in learning
- the teacher should be an active member of the school team and of the learning community
- the teacher should be an active partner in the communication with parents, pupils and the environment of the school.

As a consequence, it is necessary to consider the teacher **as a professional with a high status** in society. All professionalisation efforts should stimulate teachers to become **reflective practitioners**.

### **A continuum of teacher professionalisation**

These two critical conditions oblige to consider teacher professionalisation as a continuum, a coherent process in which we can distinguish three phases, with consequences on the level of structures, tools and resources:

- the initial teacher education
- the induction
- the continuous professional development

EUNEC considers that these three phases have to become a structural part of national policies on teacher professionalisation.

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<sup>1</sup> Using the term “teacher” we refer to the whole teaching profession in compulsory education, VET, LLL and higher education. We also include trainers in VET.

A. The initial teacher education.

- The teacher has to be a scientific expert, capable to manage the subject within the curriculum.
- The teacher must be capable of a critical reflection on his/her own practice.
- The teacher should be educated in a broad humanistic perspective, with attention to language proficiency, social and emotional competences, an ethical reference, commitment and capability of teamwork.

As a consequence, the initial teacher education should be strongly research based, in combination with relevant school based experiences. Initial teacher education has to be highly qualified on a life long learning perspective. There is a tendency for longer studies at higher education level, possibly within a master but also within a structured continuous professional development approach.

B. Induction.

This necessary phase of induction, school and practice based, is an obligation for the school, for the teacher and for the system. There is a need for recognition of this separate phase in the continuum of professional development.

Coaching and mentorship within the school have to be developed.

This will have financial and structural consequences, for the induction needs to be integrated within the assignment of the new teacher.

The quality of the induction phase and of initial teacher education will be enhanced by the creation of partnerships between the mentorship at school level and the initial teacher training institutes.

C. Continuous Professional Development.

Continuous Professional Development is a right and a duty for every teacher.

It has to be a structured, not a linear process.

Teachers need to have access to a structured offer of high quality specialised training, fully recognised and answering to their demands.

In this process informal and non-formal trajectories have to be taken into account.

The right balance between the personal development and school development is important.

The most important features of continuous professional development are:

- personal coaching, school team based work and peer learning
- time for self evaluation, self assessment, reflection
- networking between schools, and between schools and higher education institutions and pedagogical centres
- mobility of different kinds: international mobility, mobility between school levels, exchange programmes
- involvement in research

To make this continuous professional development effective, the assignment of the teacher has to be defined, benchmarking with other sectors has to be taken into account, the teacher needs time and facilities, so there is a need for financial incentives.

## **Impact for the school as an organisation**

If we want schools to become real learning communities, they have to be autonomous organisations with a real human resources management policy to deal with recruitment, school development and financial responsibilities. The notion of school leadership becomes extremely important. Schools have to be part of a networking between schools and higher education institutions and pedagogical centres.

Therefore, schools should be entitled to integrate other professionals as staff members. Nevertheless the task of teaching itself should remain exclusive for the teacher.

To be able to provide a positive climate and incentives for teachers, schools need the commitment of all stakeholders, especially trade unions, parents and pupils.

## **Implications for the national / regional policy making**

Governments have to give priority to financial investments in teacher professional development, both at school and at policy level. If we want good teachers, teacher status and salaries have to be revalued.

After three days of listening to experts and discussing, a lot of questions remain unanswered:

How to deal with shortages of teachers? How to deal with unqualified teachers? How to attract talented candidates?

And finally, what support and what instruments coming from the European Union could help us to face these common difficulties?

## List of the participants

### Speakers

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Cousins Sharon	Southern Education Board, Ireland
Szebedy Tas	National Council of Public Education, Hungary

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