

ENTEPE MEETING

Lisbon, September 27, 28, 29, 2007

ENTEPE MEMBERS HOMEWORK

The case of Denmark

Initial teacher education in teaching context in Denmark.

? The national policy and how is it implemented and evaluated?

The Danish Parliament in 2006 passed a new law on (initial) teacher education with the emphasis on strengthening the connexion between the theories in the colleges and the praxis in the schools.

Strengths and weaknesses in the following areas:

- The framework and nature of mentoring and coaching student teachers in the context of initial teacher education;

Initial Teacher education is scheduled to 4 years (360 ECTS) of which more than 1/2 a year (36 ECTS) is spent in schools under the supervision/mentored of trained teachers - divided into 4 periods, one in each of the 4 years.

There is a progression during these periods so that the students are having more and more responsibility for the teaching.

The students have to pass each of these periods – or have to try once more.

During each of the periods the students are mentored or coached of trained teachers.

- Partnership agreements between teacher education institutions and schools: the different roles played by each partner;

According to the law schools are obliged to give room for students having there praxis-period in the school. But the salary of the teachers are paid be the college of education for the time spent on teaching, mentoring or coaching the students.

The praxis is part of the full teacher education program and it is the responsibility of the college of education to make the evaluation of the success of the praxis period.

It is the responsibility of the school to organize the course in the praxis-period for the students.

- Which is the required school teachers' profile to be a mentor and a coach of student teachers in the schools context and how are they prepared to organise effective mentoring and coaching schemes;

Ideally the mentoring teachers should pass a special education and examination for mentors. The course is a diploma of 60 ECTS. Already at the former law of teacher education there was allocated a large amount of money for the education of mentors for student teachers. The intention was a least one diploma-mentor at each school hosting student-teachers.

But the reality is far from that. Just about half the money is used as planned and half the mentors (or less) have passed the course and received a diploma.

Instead of the mentors are experienced teachers. Maybe they have passed just at short course without a diploma. This situation is satisfying.

- The relationships between teacher education institutions and schools regarding the professional development of their teachers and the organisational development of schools.

To a very large extend schools are using the teachers education institutions (College of Education or University College) for the professional development of there teachers and as a partner for the organisational development of the schools.

Many teachers have there in-service training at the institution, e.g. a diploma (60 ECTS) in a special subject (mathematics or children with special needs or ...).

Many schools or local communities make a contract with the institution for the organisational development of the school or for all the schools in the local community.

Wee find this system very satisfying with benefits for schools, communities and the teacher education institutions.

Nils-Georg Lundberg

Rector, College of Education, Hjørring, University College of Northern Denmark.