



## **ENTEP MEETING AND EXPERTS MEETING BUCHAREST, 4. – 6. 10. 2018**

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### **Coordination note**

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#### **ENTEP INTERNAL MEETING**

### **1. INTRODUCTION**

The ENTEP meeting and experts meeting took place in Bucharest, Romania, from October 4-6, 2018. The event was hosted by the Romanian representative, Romita Iucu, with support of the University of Bucharest.

The meeting started with words of welcome by the ENTEP coordinator, Mojca Peček Čuk, and the Romanian host, Romita Iucu. Mojca Peček Čuk offered special thanks to Romita Iucu and his colleagues for all their effort in preparing the ENTEP meeting and the experts meeting entitled 'Teacher's education and students wellbeing'. They then provided general information about the schedule of the internal and experts meeting. Some technical information was also discussed.

A special welcome was given to the new Polish representative, Joanna Madalińska-Michalak, and to Georg Krammer who attended the meeting on behalf of Elgrid Messner.

Following the introduction, ENTEP representatives present at the meeting were invited to introduce themselves.

### **2. REPORT ON ENTEP LATEST ACTIVITIES**

#### Report on ENTEP latest activities

At the end of her mandate as the ENTEP coordinator, Mojca Peček Čuk presented the work and results achieved in the last four years under her coordination.

In those four years eight ENTEP meetings were organized (each year two). In addition to internal meetings, a conference or an experts meeting was organised in cooperation with Ministries of Education or teacher education institutions (Graz, Bucharest) at each ENTEP event. Some conferences or experts meetings took half a day and some a whole day. Some were directly connected to ENTEP topics (Ljubljana, Malta, Lisbon), others explored countries case studies (Luxembourg, Bratislava, Brussels). The biggest international conference was organised in Graz. In addition to experts from countries where the conference or the experts meeting took place, experts from OECD and Eurydice were also invited. In most conferences and experts meetings ENTEP



representatives participated not only as participants but also as keynote speakers and chairs. Information on experts meetings and conferences (programme, abstracts, ppt) are uploaded on the ENTEP web page.

In order to get an overview of representatives' opinions on ENTEP's internal procedures and find out more on their specific areas of interest in teacher education, a questionnaire on ENTEP internal procedures and possible new areas of interest was designed prior to the Ljubljana ENTEP meeting in February 2015. At the Ljubljana meeting the results of the questionnaire were presented and discussed and different ideas for new ENTEP topics were proposed. In Luxembourg (November 2015) the discussion continued and 4 topics were identified to work on in the future:

- 20 years after Bologna: does it work; what is relevant for/in teacher education;
- Teacher assessment and evaluation;
- Teacher competence development;
- Policy to link pupil learning, teacher/teacher educator learning and institutional learning (in schools, ITE institutions and CPD providers).

It was decided that for each topic a discussion paper will be written. To date discussion papers for the first two topics have been finished. Additionally, homework (case studies from different countries on the topic) has been written on both topics. On the topic of teacher assessment and evaluation two conferences (Malta, Lisbon) were organised.

About ENTEP publications during those four years the draft discussion paper on 'Preparing teachers to enhance learning in multilingual, multicultural and Migrant Contexts' (by Ursula Uzerli, 2015) was prepared prior to the Ljubljana ENTEP meeting. In Ljubljana it was confirmed and the decision to launch a new editorial project on the topic was made. The book was published in Graz. It was titled 'Teacher Education for Multilingual and Multicultural Settings' (2016, edited by Elgrid Messner, Daniela Worek and Mojca Peček). In addition to these publications discussion paper 'Teacher assessment and evaluation' (Vlatka Domović, 2016) and '20 years on – and (not) much wiser – has Bologna made European teacher education a living Reality?' (Daniela Worek, 2018) were written and uploaded to ENTEP web page.

In relation to ENTEP activities in progress, it has already been decided in ENTEP group to organise a conference on the topic '20 years on – and (not) much wiser – has Bologna made European teacher education a living Reality?'. It is desired that the conference is organised in Loulé in 2020 to celebrate the 20th anniversary of ENTEP. On the topic of teacher assessment and evaluation a position paper has been drafted. Comments will be considered and implemented.

In this period, a lot has been done to expand the network (snail and e-mail correspondence, phone talks, etc.). In this regard Mojca Peček Čuk thanked the Slovenian Ministry of Education, Science and Sport, Department for International Cooperation and EU, especially Ms. Sabina Melavc, Ms. Tea Glažar and Mr. Tit Neubauer. They (Mojca Peček Čuk and Head of the Department for International Cooperation and EU) jointly invited Ministries of Education in all EU countries who did not have a representative to



nominate their national representative to ENTEP. To some Ministries the invitation letter was sent only once; to those, who did not respond the first time the letter was sent the second time. Some responded, some not. The Slovenian Department for International Cooperation and EU invited Mojca Peček Čuk to present ENTEP at CECE (Central European Cooperation in Education and Training). She used the opportunity to invite those who did not have a representative yet to nominate one. In order to get nominations she also used her own professional network. Sometimes a representative for whatever reason ceased to be a representative. In some countries the position was refilled immediately, in others the struggle to nominate a new representative started all over again. Mojca Peček Čuk stressed that nomination of new representatives will be a big challenge for the next ENTEP coordinator.

## EXPANSION OF THE NETWORK

- Ljubljana, February 2015 – 12 representatives participated, new representatives: Michèle Mombeek - French Community of Belgium, Vlatka Domović - Croatia, Estonia - Klemen Slabina (substitute), Daniela Gronold – Austria (sub.)
- Luxembourg, November 2015 – 22 representatives, new representatives: Šmēla Aiva - Latvia, Lamy Christian – Luxembourg, Yordanova-Buzova Elka and A. Georgieva Veronika – Bulgaria, Hlavatá Mária - Slovak Republic, Hicks Clare – Scotland, UK, Oliveira Maria Luisa and Maria Helena Pires – Portugal, Brumfitt Keith- England, UK.
- Graz, March 2016, 16 representatives, new representatives: Vilma Bačkiūtė – Lithuania, Antoine Mioche – France, Joseph Giordmaina – Malta
- Bratislava, November 2016, 16 representatives,
- Malta, April 2017, 21 representatives, new representatives: Pavlos Charamis – Greece, Lelde Zemberga, Andis Geižāns – Latvia, Bruno Lee Lai - Portugal
- Lisbon, October 2017, 16 representatives, new representatives: Christian Kraler - Austria, Klára Bezděková - Czech republic
- Brussels, April 2018, 18 representatives, new representatives: Egidija Nausėdienė - Lithuania, Baiba Baškere - Latvia, Lilia Maria Vicente (sub)- Portugal
- Bucharest, October 2018, 12 representatives, new representatives: Joanna Madalińska-Michalak – Poland, Georg Krammer (sub) - Austria



Other challenges and actions undertaken in those four years were the new ENTEP logo, the web page, the vision and mission statement and the template for power point presentations. As an important tool designed during that time and used twice (Liesbeth Hens, 2015 and 2018) was a questionnaire on the ENTEP vision, mission and the potential new areas of interest.

At the end of her report Mojca Peček Čuk thanked all for entrusting her with the coordinatorship. She said it was a big challenge and responsibility, but she learnt a lot, had a good time and enjoyed the work and the company of ENTEP representatives. She thanked all for their cooperation and help. Without their discussions, papers, answered e-mails as well as many other things it would not be possible to conduct her job.

Although cooperation and work contributed by each one of representatives was invaluable, Mojca Peček Čuk singled out a few people who helped her a lot, especially when she first started working as the coordinator: Romita Iucu, Ursula Uzerli and Michael Schratz, who were willing to answer her never-ending questions about ENTEP and thus



provided valuable support; Liesbeth Hens who helped her develop her approach to the job and Anja Smolič and Karmen Mlinar whose assistance in administration made her coordination work more manageable and more transparent.

At the end of Mojca Peček Čuk's presentation, the representatives expressed thanks to her for her hard work and her efforts to build a strong network with committed representatives. Her mandate started in a difficult period when changes and challenges were taking place in the EU and also influenced ENTEP. In relation to that, it was agreed that the future efforts of ENTEP would continue to be focused in the direction of building a strong and committed network.

### ENTEP logo and webpage

Daniela Worek presented the last version of the logo. The logo is unique and ENTEP has all rights to it. It will be used in all official documents, presentations, etc. Karmen Mlinar then presented some esthetical changes that were made on the ENTEP webpage in relation to the new logo.

### ENTEP template for PowerPoint presentations and amendments of ENTEP documents

Liesbeth Hens made the template but she could not come to the meeting therefore Mojca Peček Čuk presented her work. The template had already been sent to all representatives and will be used for all presentations on ENTEP.

### Working plan, conditions, role and statute of ENTEP

Liesbeth Hens, Christian Lamy, Christian Kraler and Daniela Worek prepared some ideas related to the organization of work during the ENTEP meetings. The topic was discussed in small groups, following three guidelines:

- We are pragmatic and focused on solutions (looking forward), but we don't neglect the importance of the process;
- We love innovative, free, creative ideas;
- We know that everybody has something to say (there is no difference between new and old members, everyone's word counts).

The groups discussed about what they do (not) wish for ENTEP and what their concrete proposals for changes are. After the initial work in small groups the debate continued in the broader group including all representatives. During the debate, the representatives pointed out: the question of cooperation of ENTEP with other networks; the need to prepare a formal document (e.g. guidelines, goals, expectations) to briefly present what ENTEP is and does and what is its purpose; the need to be clear what is expected from each member; the time has to be used effectively; ENTEP is a work in progress and it is important to be open to changes; ENTEP has to maintain its autonomy and continue to build on commitment by representatives; the framework of ENTEP has to be updated; ENTEP has to be focused on its goals and develop a clear identity; the period of time dedicated to discussions should be short and the deadlines should be clear and respected; the need to combine large group work with small group work; the question of



language: there is a need to prepare a document to clarify the main concepts so that every representative should be clear about everything in it in their mother tongue; it has to be taken in consideration that the academic language is sometimes different from a ministry language; the new ENTEP topic should be related to the EU program and the role of ENTEP in it.

### **3. ELECTIONS OF THE NEW ENTEP COORDINATOR**

Daniela Worek was suggested and elected as the new ENTEP coordinator. She accepted the position. As in the past, up until the next ENTEP meeting the previous and the new coordinator will attend to the coordinatorship together.

### **4. TEACHER'S ASSESSMENT AND EVALUATION**

The position paper was started by Antoine Mioche, however, he is no longer an ENTEP representative and cannot proceed with the work, therefore the decision was made that Vlatka Domović, Lilia Maria Vicente and her colleagues, and Mojca Peček Čuk will continue the work. Initially, the representatives will be asked to give their comments on the paper. The possibility of publishing a book on the topic will be discussed at the next ENTEP meeting.

### **5. SORBONNE SPEECH**

Romita Iucu presented the speech by Emmanuel Macron delivered at Sorbonne on the 26th of September 2017, by pointing out its implications for the EU education. The Sorbonne process will bring changes in the education. The main question concerning ENTEP is the position of teacher education within the process.

The representatives agreed that ENTEP should be involved and write a position paper about the Sorbonne process. The draft paper will be written by Romita Iucu and other representatives would then add their comments. The main goal would be to interpret the effects of the process on teacher education.

The representatives agreed to continue the discussion on this topic at the next ENTEP meeting. Romita Iucu will update the representatives with new information related to this topic.

### **6. UPCOMING ENTEP MEETINGS AND CONFERENCES**

The spring 2019 ENTEP meeting and conference will take place in Germany, Frankfurt, in the week between the 18<sup>th</sup> to the 23<sup>rd</sup> of March. The exact date will be announced soon. The autumn ENTEP meeting in 2019 might be in Greece or in the Czech Republic. The spring meeting in 2020 will probably take place in Portugal, Loulè.

## THE LATEST DEVELOPMENTS IN TEACHER EDUCATION

### Current developments in teacher education in Austria

#### Georg Krammer

In Austria, one of the biggest reforms in teacher education (“PädagogInnenbildung NEU”) is still ongoing. Within this reform teacher education for secondary schools was established as a joint study major between university colleges and universities. Furthermore, all teacher education study majors were aligned to bachelor and master programs. The thereby newly established master for teacher education will begin with the next academic year (2019/20).

Besides ongoing reforms, longitudinal studies (up to 30 years) along teacher education and the teaching profession were continued in 2018. TEDCA - Teachers’ Education, Development and Career in Austria – started in 1985 under Johannes Mayr (cf. <https://ius.aau.at/de/forschung-entwicklung/projekte/tedca/>). Overall, TEDCA assesses students in teacher educations and follows up in the teaching profession. More specifically, four different TEDCA studies are ongoing, with varying samples and time frames. Nationwide, TEDCA-95 assessed teacher education students of *all* Austrian university colleges at the beginning of their teacher education. Including academic achievement, TEDCA-11 assessed four cohorts of teacher education students at the University College of Teacher Education Styria. All TEDCA studies share the measurement point of 2018 for assessing former teacher education students on their job years later. Results will be used to scrutinize the professional development of teachers and for practical recommendations along the continuum of teacher education. (refer ppt on ENTEPE web pages).

### Current developments in teacher education in Czech Republik

#### Klara Bezdekova

There were two main information mentioned about the latest development in the Czech Republic:

There is a strong effort in improving the level of wages in the teaching profession. In 2016, the average income in the country was almost equal to average income of the teachers. There is the aim to reach the 130% in teachers wages compared to the country average income. The steps are taken every year; the goal should be reachable within 2021.

There is the amendment of the law on pedagogical employees in the process of approving. One of the most important suggestion is enabling experts with no proper pedagogical education to teach the professional subjects in case that the experts have relevant professional education and 5 years long practice. In such case, the experts are obliged to gain the pedagogical education within 3 years (250 hours long studying programme).

The reason for opening the teaching profession to experts with no proper pedagogical education is the situation, that the Czech Republik has not enough teachers for some subjects, such as English language, physics, mathematics, ICT.



Sharing information about the situation of having not enough teachers would be welcome to be shared in the ENTEP platform, esp. sharing the solutions that countries come up with.

### **Current developments in teacher education in Germany**

**Daniela Worek**

- The Standing Conference of the Ministers of Education and Cultural Affairs (KMK) was founded on the 19<sup>th</sup> and 20<sup>th</sup> February 1948, 70 years ago, in Stuttgart-Hohenheim, in order to be responsible for and coordinate all essential areas of school, university and cultural policy. In no other policy area do the countries act so independently.
- In an OECD study, Germany convinces with its flexible education system and future-oriented qualification. Germany stands well in international comparison with its two-track education system of vocational and academic education: it allows equal opportunity and the integration of young immigrants. In addition, there is a high participation of women and men above-average in STEM subjects, which creates good conditions for the digital future.
- The Standing Conference of the Ministers of Education and Cultural Affairs (KMK) is continuously working on implementing its strategy for "Education in the Digital World".
- Kick-off for the expansion of all-day care for primary school children: Bund-Länder-AG opens dialogue and discusses legal rights.
- Since 2015 we have a national conference on the "Recognition of International Teaching Diplomas" with two responsible people per Land, initiated by Hessen. There we discuss the procedures and foster the communication between the Länder in this context and have created a very successful exchange.
- Lots of other initiatives and conferences have the aim to improve the continuum and the cooperation of stakeholders of the three different phases in Teacher Education, i.e. BAK 2018 on "Make Teacher Education more Sustainable".
- Germany suffers from lack of teachers in various areas. Therefore the 16 Länder have several concepts to occupy vacant positions at school, especially in primary and vocational schools. One way is to integrate career changers in the school system.

### **Current developments in teacher education in Greece**

**Pavlos Charamis**

In Greece a large-scale education reform is in progress the last two years, with special focus in upper secondary level of education (general and technical lyceum), special education, new curricula and school text books and evaluation of students. In this context a training program is designed, the National System of Continuous Teacher Education. Training will be conducted through blended learning procedures, which combine: live



meetings, synchronous distance learning and asynchronous distance learning by e-learning methods, proportionally distributed according to the nature of the unit and the training circumstances.

The training Courses implemented during the school year 2017-2018 by the I.E.P. included, i.a., an Introductory Training in Special Education for newly recruited teachers, a Pilot Model of creation of personalized educational programs for pupils of special education (primary and secondary school educators) and also a Training action for the personnel of the Institute of Educational Policy and of “Diofantos\*” regarding the book adjustment for partially sighted students (primary and secondary school educators). An overall planning and development of digital educational material (Teachers, School Advisors) has taken place and also Training interventions for the reinforcement of educational school structures such as descriptive evaluation.

Training Courses to be implemented during school year 2018-2019 include, i.a., Training interventions for the reinforcement of educational school structures (school advisors-teachers) and Teachers’ training in the new Curricula of General Lyceum. Training actions for the support of the refugees’ children education have already been planned (Primary and Secondary School Leaders, Teachers who are involved in Refugees’ Education). Training Courses to be implemented during school year 2018-2019 include Interventions for teachers’ training and the upgrading of Curricula in Primary and Secondary School Education (including Music and Art Schools) and Differentiating teaching methods (all teachers) and finally Teachers’ and Instructors’ Training in matters of Vocational Apprentice Upgrading of the Curricula in Vocational Education.

\*Computer Technology Institute and Press “Diofantos” is a research and technology organization, focusing on research and development in ICTs. (refer ppt on ENTEP web pages).

### **Current developments in teacher education in Malta**

#### **Joseph Giordmaina**

(refer ppt on ENTEP web pages).

### **Current developments in teacher education in Poland**

#### **Joanna Madalińska-Michalak**

Since October 1, 2018 new law on higher education and science has been introduced into practice, and it is called Constitution for Science or Law 2.0. Important changes in the law include linking university's possibilities (including the possibility of offering studies with a general academic profile and awarding academic degrees) to the scientific category that the university obtains in the given discipline. Universities (public and non-public) will be divided into academic and professional schools. According to the new regulations, university authorities include a new body in addition to the rector and senate - a university board, the majority of members of which are persons from outside the institution. Rectors gains a greater power to shape the university's policy at the expense of collegial bodies,



such as the faculty boards. Major changes concern PhD students. Universities are required to establish doctoral colleges and scholarships is guaranteed for all PhD students.

However, doctoral candidates are required to meet higher standards with regard to the quality of their research and publications. The reform of higher education and science in Poland will lead to the division of universities. After the reform, much will depend on the scientific category obtained as a result of evaluation (there will be five categories: A+, A, B+, B, C). Individual scientific disciplines at universities will be subject to evaluation, and not - as previously - organizational units of universities. The classification of fields and disciplines will be based on the OECD model used in Europe. The teacher education can be offered only by the Faculties, units that will receive at least the category B+. It means that in the nearest future, only the best units will be allowed to offer teacher education for the future teachers. And it is a huge change proposed in order to make the quality of teacher education higher in Poland.

There are discussions to offer five-year united studies for the prospective early childhood education teachers: teacher who will work at the kindergartens and at first level of education at primary schools – grade 1 to 3.

## **Current developments in teacher education in Slovenia**

**Karmen Mlinar**

**Mojca Peček Čuk**

In Slovenia, we are currently conducting discussions whether to change teacher education programs. All Faculties of education in the country deliver their curriculum in two cycles, that is, 4 (BA) + 1 (MA). Some other faculties, also educating future teachers, have the system 3 + 2 (for example Faculty of Arts), and only few have one cycle system, that is 5 (MA). The discussion at the Faculties of education in the country is about whether the system 4 + 1 is efficient enough or would it be better to change it to one cycle system, that is 5 years (MA).

The preschool teacher education program (3 years) is a professional study program. At the moment there is a discussion about its advantages and disadvantages and whether to turn it into an academic study program.

The UPS conference ('Učecha se profesionalna skupnost' - Learning Professional Community) took place in October 2018. Teachers from all over the country participated and contributed their views on current system of professional development for teachers in Slovenia. The main goal of the conference was to obtain information about the strengths and deficiencies of the current system and the priorities for change. The outcomes of the conference will be analysed by the Ministry of Education, Science and Sport. On this basis the Ministry will consider modifications to the system of professional development for teachers in Slovenia.

**ENTE P EXPERTS MEETING: TEACHERS EDUCATION AND STUDENTS WELLBEING**



The experts meeting was opened by Romita Iucu, Vice-Chancellor of the University of Bucharest, Romania, and ENTEP representative of Romania; and Mojca Peček Čuk, ENTEP Coordinator, University of Ljubljana, Slovenia.

The experts meeting began with the presentation of **Anca Nedelcu**, Vice Dean of the Faculty of Psychology and Educational Sciences, Romania, entitled All different, all digital. How to teach them? Pushing “wellbeing” up the educational agenda.

She began her presentation with the statement that classrooms continue to grow in diversity and that there are no ‘typical’ learners. That is why some significant questions arise: how to properly train educators in order to address all students’ educational needs? How to provide all children with appropriate support and opportunities for them to best achieve their potential? How training programs can help teachers to examine their practices so that they may properly handle technology rich challenges? These were, in fact, the main goals guiding the presentation about “all different, all digital”. It started by depicting the today’s classrooms rich tapestry of cultures, socio-economic backgrounds, skills and needs. The typology of differences described was the one identified within an intervention project developed in partnership by University of Bucharest, Faculty of Psychology and Educational Sciences and VIA University College, Denmark (RODAWELL/Romanian-Danish Centre for Children Well-being). Classrooms included within the project hosted different type of learners: students living in poverty, from mono-parental families, with parents working abroad, gifted children or with learning difficulties or emotionally disturbed ones. There were also children with different minds, introvert or invisible children. And, on top of all of these, significantly challenging teaching practices, nowadays students are first generation to grow up with the new technology, they are digital natives with different learning style and cognitive capacity.

It is clear that the more thoroughly teachers understand such diversity, the better chance school has to design instruction that is a good fit for each student.

The next presentation was delivered by **Cătălina Ulrich Hygyum**, Director of Educational Sciences Department, Romania. She presented Child perspective, “teacher” perspective and emergent Wellbeing/ Visual materials and videography in teacher training.

According to her wellbeing in educational setting is an emergent reality, generated by interlinked experiences of children (students) and adults (teachers and other professionals). The presentation focused on the way visual materials genuinely reflect children and adults’ experiences in schools, kindergartens and nurseries. Different examples of interactions and teaching illustrate how drawings, photos and videos can be used both as rich research data and effective tools for teacher training.

The study on crèches (RODACIE 2013-2015), use of tele-presence in teaching (IRIS 2015-2017) and wellbeing (RODAWELL 2016-2018) provided evidence supporting the use of visual materials in enhancing professional development. Interactions, critical incidents, teaching and learning can be interpreted and re-interpreted in a multi-layered way, starting from the photographs and video-recorded materials. The use of visual



research methods is supported by recent developments within the social sciences field, where is increasingly widespread throughout.

Teachers need psychological comfort and empowerment to critically address issues related to own practice. At the same time, researchers and trainers need non-intrusive and inspiring opportunities to develop effective teachers' professional development.

Video-recorded materials can be used as common platform to observe, analyze, interpret and (on a longer term) change behavior and expectations about a teaching and learning experience. Trainers (acting as part of the action research process) made analytical frame narrow, taking an educational perspective on social interaction. Based on data analysis, trainers/ action researchers developed a framework that will represent the axis for future teacher training programs, using the triple A model (Awareness, Acknowledgement and Achievement).

The last presentation, entitled Practical and reflexive research experiences on wellbeing, was given by **Mihaela Stangu**, University of Bucharest, Romania, and **Elena Marin**, University of Bucharest, Romania. The purpose of the presentation was to present some of the findings of the research from the project Rodawell – Romanian-Danish Center for Children's Wellbeing and to discuss and debate the wellbeing of students and teachers.

The general objective of the research was to study the effects of RODAWELL's intervention on the socio-emotional and behavioral wellbeing of children in Romanian pre- and primary school. The Rodawell model of intervention focused on three components: autonomy, interactions, inclusion and learning environment. The main actions of the Rodawell intervention focused on: teacher training, bimonthly school reflection meetings with teachers (post-training intervention), development of action plans, workshops developed by schools/kindergartens to share good practices and train if trainers sessions in order for teachers to transfer the model to other institutions.

The Rodawell reseearch study was a quasi-experimental longitudinal intervention study that targeted two groups of subjects ( Intervention group and Control group) and had three phases: pre-intervention initial assessment (baseline) and two post-intervention assessment (after 6 months and 1 year).

In what kindergarten children are concerned, we could notice that normative gains were noted across measurements in all developmental areas. We also noted significant intervention effects in gains from baseline to post-intervention in Global Development, Communication and Gross Motor skills. However, gains from post-intervention to follow-up were no longer present.

For children in primary school in the baseline, the mean scores of social skills reported by teachers were higher in the *control group* compared to the intervention group, *except for self-control in social contexts*, which had similar mean scores in the 2 groups. *Children in the intervention group* had significant gains across the social skills compared to the control children, *especially in the second half of the year of intervention*; the intervention proved particularly useful for the self-control skills, which boosted significantly.



Some reflections arose regarding how to push up the policy agenda children wellbeing in schools, what do teachers need to foster children wellbeing and how can we foster also teachers' wellbeing.

After each presentation a debate took place, related in particular to the new role of teachers who are to teach children to transform a large amount of information provided by technology into knowledge. Since the technology cannot be stopped, we have to think about the ways teachers are resisting it. Many of them have problems with accepting the new world. The question of digital textbooks and the ability of teachers to use them arose. It is very important to think about the wellbeing of teachers, not only students.

One of the issues discussed was related to the formation of teachers' identity and beliefs. During initial teachers education we should facilitate a transformation of pre-professional to professional attitudes. The importance of reflection about reflection was also underlined. During the debate the need for a stronger voice of teachers was emphasised. The teachers education programs should equip teachers to build their resilience, not only knowledge and skills. The debate was also focused on the inclusion of diverse children, which should be considered an opportunity for everyone. School has to give everybody the opportunity to be successful. All children need a context and guidance that is often not given. It is also important to think about how to make the benefits of inclusion last longer.

All the participants agreed that teachers' wellbeing is connected with being aware and in charge of their own competences.

ENTE P Coordinator  
Prof. dr. Mojca Peček Čuk