



# **ENTEPE MEETING AND CONFERENCE LISBON, PORTUGAL 19. – 21. 10. 2017**

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## **Coordination Note**

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The ENTEPE meeting and conference took place in Lisbon, Portugal, from October 19-21. The event was hosted by the ENTEPE Portuguese representative, Maria Luisa Oliveira, with the support of the Directorate-General for School Administration of the Ministry for Education of Portugal.

## **ENTEPE INTERNAL MEETING**

### **1. INTRODUCTION**

The ENTEPE meeting started with some words of welcome by the ENTEPE coordinator, Mojca Peček Čuk, and the Portuguese hosts, Maria Luisa Oliveira and Lilia Maria Vicente. Mojca Peček Čuk offered special thanks to Maria Luisa Oliveira and her colleagues for all their effort in preparing the ENTEPE meeting and the international conference on the evaluation frameworks for schools and teachers. They then provided general information about the schedule of the meeting and the one-day international conference. Some technical information were discussed, too.

A special welcome was given to the new Austrian representative, Christian Kraler; the new Czech representative, Klára Bezděková; and to the guest from Luxembourg, Elizabeth Houtmann.

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

### **2. REPORTS ON ENTEPE'S RECENT ACTIVITIES**

#### ENTEPE logo

Daniela Worek designed 21 logo proposals, taking in consideration especially the European dimension and the teacher education. After a discussion it was decided that the logo will include the bridge theme. Until the next ENTEPE meeting Daniela Worek will prepare different versions of it (with different colours, writings etc.) and then the final decision about the logo will be made.



### ENTEPE website

Karmen Mlinar presented a proposal for the new ENTEPE website. Representatives offered ideas on how to improve its design and content (e.g. the logo-related colours, the picture sizes, etc.).

Since the website is connected to the University of Bucharest where it is hosted, the idea about an independent website arose. Different options were discussed, such as financial issues, domain name, etc. Michael Kraler offered to find out how an independent ENTEPE website could be set up. The findings will be presented at the next meeting in Belgium.

### ENTEPE Vision and Mission Statement

Liesbeth Hens prepared a draft version of the mission and achievements for the template presentation of ENTEPE. After a fruitful discussion related to the mission statement, in particular to the questions of the common vision of all ENTEPE countries; the role and identity of ENTEPE, and influencing the policies on European and regional level, it became clear that the whole vision and mission statement had to be rewritten.

So far it was decided that

- the mission of ENTEPE would be redefined as follows: “ENTEPE contributes to teacher education policy development in Europe, bringing forward ideas and recommendations based upon the exchange of experiences and views among its members”.
- Liesbeth Hens will send a questionnaire to representatives in order to get proposals for the new vision statement. For the next meeting in Belgium she will prepare a new draft of the mission statement which will be discussed at the meeting.

## **3. TEACHER ASSESSMENT AND EVALUATION**

ENTEPE international conference ‘Evaluation Frameworks for Teachers and Schools’ was evaluated. After the discussion it was decided to:

- close this topic with a book on teacher assessment and evaluation which could include the discussion paper, the keynote papers presented at Malta and Lisbon conferences, some case studies and a conclusion with policy recommendations;
- information about how and where to publish the book will be investigated and presented at the next meeting;
- write the position paper which might include general ideas from Malta and Lisbon ENTEPE conferences (for example, that evaluation paradigm is related to the social context and to the question of professionalism). Until the next meeting in Belgium the position paper draft will be prepared by Antoine Mioche and Vlatka Domović. Representatives were asked to kindly provide their ideas for the position paper. The deadline is 24 December 2017.



#### 4. 20 YEARS AFTER BOLOGNA – DISCUSSION PAPER

The discussion paper draft '20 Years On – And (Not) Much Wiser – Has Bologna Made European Teacher Education a Living Reality?' was contributed by Daniela Worek and Francesca Caena prior to the representatives meeting. During the meeting the paper was discussed (the line of argument, the question of Europeaness (e.g. what it is, how we understand it, how it can be translated into different languages, etc.)). Additionally, questions that might be explored within this topic were discussed (e. g. how we use the Bologna framework for development in initial teacher education; is Bologna only an administrative reform or is it also about what is going on inside the curricula (question of content rather than structure only); what everything related to the learning outcomes and competences means for teacher education (whether uniformization really means better teachers with better competences); what the Bologna contribution to the initial teacher education is and how it is socially embedded in different countries in a way to promote Europeaness, comparability, communality; the relation between evaluation/assessment and Bologna (danger of uniformity of teacher education curricula around Europe?); who is the European teacher, is this related to the European culture, travelling or something else; how each country is building its citizenship, did Bologna helped in that work).

After a productive debate, it was decided that the paper will be shortened and clarified in relation to the three main questions:

1. How do we use the Bologna framework for developing teacher education (initial, CPD)? (Developments and challenges in teacher education (initial, CPD) in Bologna framework?)
2. (How) did Bologna foster the discussion about common elements in teacher education curricula (initial, CPD) across Europe?
3. What is the contribution of the Bologna process to teacher education (initial, CPD); how is it socially embedded in different countries in order to promote Europeaness, comparability, commonalities?

Additionally it was decided that for the next meeting in Belgium:

1. 'Homework' on this topic will be done, namely, each representative will answer the three questions above from her/his country's point of view. The deadline is 15 March.
2. Everyone who has comments related to the discussion paper will send them to Mojca Peček Čuk and Daniela Worek. The deadline is 15 March.



## 5. UPCOMING ENTEP MEETINGS AND CONFERENCES

The next ENTEP meeting and conference will be held in Belgium between 19<sup>th</sup> and 21<sup>st</sup> of April 2018. It will be organized by Michèle Mombeek, ENTEP representative from Belgium – French Community.

The possibility of holding the meeting and the conference in France in autumn 2018 will be looked into.

### Acknowledgement

A small farewell party was organised in honour of Michael Schratz due to his retirement.

Michael Schratz has represented Austria in ENTEP since its beginning in 2000. He was one of its most active, esteemed and quoted members, his work and discussions were distinguished by consistency, originality and vision. Among other things, Michael authored an ENTEP discussion paper which has become one of the most important synthetic policy reports in the field of teacher education across Europe: *What is a 'European Teacher'? A discussion paper*. Michael led one of the most important projects of its kind at the European level, the project EDiTE, which aims to develop an international doctoral programme in the field of teacher education. The representatives thanked him for all his work and effort in improving ENTEP and for his dedication to the ENTEP mission.

He was conferred the ENTEP Emeritus Member Diploma.

## THE LATEST DEVELOPMENTS IN TEACHER EDUCATION

### PORTUGAL

Maria Luisa Oliveira

This presentation gives a panoramic view of the essential recent developments regarding teacher education in Portugal. Beginning by a broad overview and characterization of the Portuguese educational system, it focus in the main dimensions of teacher education: initial teacher training (ITE) and continuous professional development (CPD).

With respect to the ITE, it is highlighted that this type of teacher training is made in a context of “universitisation”. In this context, the components of initial teacher education are outlined and a brief description and analysis of the training model is made.

In complex and changing times, CPD is a key issue and teaching profession must be understood in the context of a continuum of professional development, breaking the



traditional isolation of the teacher inside the classroom and building collaboration at all levels of school organization. In Portugal, alongside other relevant entities, the network of Schools' Associations Training Centers (CFAE) are pivotal as they are crucial agents in diagnosing schools and teachers training short and medium term priorities, as well as to design and implement, in partnership with schools, the training considered adequate to serve and improve both schools as organisations and teachers as professionals.

The final point is the analysis of the most recent teacher training policies developed by the Portuguese Directorate-General for School Administration, as well as a detailed presentation of an important teacher training program inserted in the National Programme of Promotion of Students School Achievement. (refer ptt on ENTEP web pages).

## **GREECE**

Pavlos Charamis

The professional development of General and Professional education teachers in Greece constitutes a basic parameter and a crucial issue at stake for the Greek education. In order to understand the problem as far as its basic dimensions are concerned, it is important that the following factors are taken into account:

1. The financial crisis, which exploded from the end of the last decade in Greece, revealed and accentuated the problems that the distorted development created after the country joined the EMU. The drastic reduction of available resources for public education was the result of this crisis, and hence the resources for teachers' training and/or professional development were also reduced. European funding could slightly contribute to the satisfaction of these needs.
2. The age average of Greek educators is significantly old. Simultaneously, Greece's obligation towards its "loaners" to substantially stop the appointment of permanent public educators since 2009 had as consequences: (a) permanent educational personnel became even older and (b) the number of permanent educators is reduced due to retirements. Under these circumstances training programs have become more and more important.
3. The initial (undergraduate) training of secondary education teachers presents important deficiencies for most teacher internships, concerning the psychological and pedagogical approach of their training.
4. Greece has accepted the last two years (2015-2016) a massive flow of refugees from the eastern coast (Syria, Afghanistan etc). More specifically, almost one million of refugees have entered the Greek territory with the intention of proceeding to Western and Northern Europe, but a big part of them has been caught up in the Greek borders and a smaller one has finally remained in Greece according to an E.U. official agreement. Greece ought –among others- to provide for the education of refugees' children by posting teachers, who were insufficiently prepared for this action, in emergency circumstances.



Under these circumstances, a minimum number of large scale training programs has taken place.

Previously and as the Greek economy is on the path of financial recovery, some positive elements are observed, which show a gradual reversal of the situation in Greek education. In particular, the reduction of education costs has stopped. In addition, the focus shift towards the reinforcement of the welfare state, which emphasizes in healthcare and education, constitutes an opportunity for a total reform program that will complete the specific educational reforms of the last years.

In this context, a large scale training program, aiming at all educators, is designed to be implemented, namely the National System of Continuous Teacher Education, which will take place along with designed educational reforms, it will form sustainable training structures and it will strengthen teachers' learning and practice communities. (refer ppt on ENTEP web pages).

## **ENTEPE INTERNATIONAL CONFERENCE: “EVALUATION FRAMEWORKS FOR TEACHERS AND SCHOOLS”**

The conference was opened by Maria Alexandra Leitão, State Secretary for Education in Lisbon; Maria Luisa Oliveira, Director-General for School Administration, Ministry of Education of Portugal, and ENTEPE representative of Portugal; Guilherme d'Oliveira Martins, former Minister of Education of Portugal; and Mojca Peček Čuk, ENTEPE Coordinator, University of Ljubljana, Slovenia. Mojca Peček Čuk emphasised it was a great honour that the conference was opened by Guilherme d'Oliveira Martins, the former Portuguese Minister of Education, who made the proposal to his colleagues from other EU Member states to launch ENTEPE in 1999.

In the first part of the conference some theoretical issues were discussed. This part was chaired by Estela Costa, Institute of Education, Lisbon.

The first speaker, **Carlos Barreira**, from the Faculty of Psychology and Education Sciences, University of Coimbra, Portugal, held a presentation entitled *Challenges of a coherent and integrated evaluation approach for improving schools and teaching*. As he pointed out, at present, most OECD countries consider evaluation as a factor that plays a strategic role in education quality, adopting a broader approach that focuses not only on student assessment but also includes school evaluation and teacher appraisal. Firstly he presented the conceptual framework of the evaluation and its characteristics, following closely the OECD's Report on Evaluation and Assessment in Education - *Synergies for Better*



*Learning: An International Perspective on Evaluation and Assessment* (2013), which has guided the development of educational policies. Next he presented the trends and challenges of the key components of the evaluation framework (students, teachers and schools), making a comparative approach between different countries. Third, the key issues that allow for the development of a coherent and integrated evaluation system, as well as evidence of some improvement actions guided by the external evaluation of schools aimed at organizational development, namely in the scope of self-evaluation and capacity building to improve teaching.

**Ilídia Cabral**, from the Catholic University, Oporto, Portugal, held a presentation entitled *Teacher evaluation models: an opportunity for professional development?* Her lecture addressed different concepts, conceptions and approaches on teacher evaluation. The conditions for the emergence of teacher evaluation were presented, as well as a brief historical overview on teacher evaluation in Portugal. Different teacher evaluation models were discussed in relation to different conceptions of teaching, enhancing their potentialities and constraints.

The lecture ended with a reflection on some elements that must be considered in teacher evaluation practices, so that these can effectively trigger professional and organizational development in schools.

The third presentation was held by **Vlatka Domović**, from the Faculty of Teacher Education, University of Zagreb, Croatia, ENTEP representative of Croatia. In her lecture entitled *Teacher qualification framework as a step forward to teacher professionalization? The case of Croatia* she explained that the main stimulus for change in Croatian teacher education was joining to the Bologna process in 2001. At that time the emphasis was on reforming higher education in terms of three cycles and adapting curricula in more formal way to the requirements of Bologna declaration. The major change occurred in the initial teacher education where the dualism between the education of primary and secondary teachers had been abolished as all teacher studies were raised to university master level. However, the comparative analyses of initial teacher education curricula revealed different approaches to the defining of teacher competences and desirable learning outcomes.

Since induction and CPD of teachers were not adjusted to the developments in initial teacher education, they remained in the old ways of service provision meaning the orientation toward discipline content without the clear learning outcomes definition. Therefore, various stakeholders in the field of teacher development became aware of the need for developing basis for common understanding of teacher competences, which would lead to a greater coherence between all teacher development subsystems.

In her presentation she emphasised that the idea of developing teacher competence framework was introduced and elaborated in the National strategy of education, science and technology which was formally adopted by Croatian parliament in 2014. In the Strategy the task of framework development was assigned to the National Council for Education (NCE). The first competence framework was developed by the NCE expert group in which representatives of all key stakeholders in the teacher professional development participated.



The framework has been publicly presented on NCE web pages meaning that it is accessible not only to educational experts but also to the general audience.

The last speaker in the first part of the conference, **Maria Leonor Duarte**, from the General Inspectorate for Education, Portugal, gave a presentation entitled *External Evaluation of Schools*. As she pointed out, in 2007, the General Inspectorate of Education and Science started the activity of external evaluation of schools. The second cycle of evaluation was undertaken between 2011 and May 2017, and 824 public schools and school clusters were evaluated.

She presented an overview of the reasoning and the grounds that underpin the evaluation for the quality of schools, the aims of the external evaluation, the framework and the methodology.

She also presented some results of the satisfaction questionnaires, answered by pupils, parents and staff, and the main strengths and areas for improvement identified and reported by the teams of evaluators.

At last, she shared some outcomes of the chapter on the evaluation of schools, resulting from the OECD review of evaluation and assessment in Education, which was undertaken in Portugal in 2012, namely the Strengths, Challenges and Policy recommendations for the school external evaluation pointed out.

After the presentations, the Chair Estela Costa resumed the main points presented in the keynote speeches emphasizing in particular the importance of empowerment of all the pedagogues; the importance of evaluation as not only a result, but also an instrument, a process which influences the school life and development and the definition of a good school/teacher; the purpose of the evaluation which is not to judge but to value; the importance of collecting information to make better decisions; the importance of developing frameworks and not standards; the fact that evaluation helps to build a culture of reflection.

For the second part of the conference, the expert meeting was organised. It was chaired by Michael Schratz, from the School of Education, Innsbruck University, Austria. At the expert meeting three case studies of evaluation frameworks for teachers and schools were presented and discussed.

At first **Ana Cláudia Cohen**, from the Alcanena School Cluster, Portugal, held a presentation entitled *School Internal Evaluation*. Schools self-evaluation or internal evaluation process, based on effective communication models, is, as she pointed out, a key device available to schools in order to develop autonomy and quality procedures. Its systematic application facilitates the development of an evaluation-centered culture.

Self-evaluation is a collaborative, inclusive and reflexive process that enables schools to create and implement improvement plans, measure their progress, and identify their achievements.

Whilst making use of evidence gathered within the school's unique context, internal and external stakeholders identify meaningful targets and actions for improvement that will be



focused on teaching and learning practices and outcomes, as well as on organization and management processes.

She explained that the Agrupamento de Escolas de Alcanena has been improving its self-evaluation procedures, focused on the CAF & Education model. This has enabled the co-construction of a holistic knowledge of the school organization, leading to the design of action plans with great impact on the implementation of the school educational project, enhancing change and innovation.

In the discussion that followed, Ana Cláudia Cohen explained some elements of the process of self-evaluation in more detail, e.g., whether activities of self-evaluation are obligatory for pedagogical staff and how non pedagogical staff is involved in the process. She also explained that they were holding regular reunions where they talked about problems. According to her, the process they went through was not easy, since schools had to rebuild their own cultures, they had to change.

The next speaker, **Antoine Mioche**, from the Ministry of National Education, Higher Education and Research General Inspectorate, France, gave a speech entitled *From inspection to support: the evolution and ambitions of France's teacher evaluation system*. As he explained France has a tradition of in-class observation going back more than two hundred years. Over the past two or three decades, however, it has been moving incrementally away from inspection as a form of control towards a greater concern for teacher support and a system-wide perspective on evaluation. This change has raised opportunities -- not least to bank on the information and expertise to be gathered from direct observation of pedagogical practices -- as well as new challenges, especially that of placing pedagogy, and not just cost or structure, at the centre of evaluation. In his presentation he firstly reviewed the main phases in the history of inspection, and then described the ambitions of the latest reform of the country's teacher evaluation system (coming into force in the 2017-2018 school year) before drawing a number of conclusions on individual visits and the conditions for maximizing their benefits.

After the presentation it was emphasised that pedagogy was at the centre of evaluation in the case study the speaker presented. The debate focused on the teacher's online curriculum vitae, access of inspectors to the database and the support for inspectors, since they should be able to change their paradigm, professional routine in a very short time. The speaker explained that there were many meetings, seminars for inspectors, and also conditions to fulfil to become an inspector. In addition, the question about the connection between the different evaluation systems and ideology was raised.

The last presentation, *Assessment and self-evaluation of teachers and schools in Luxembourg*, was held by **Christian Lamy**, from the Department of Coordination of Educational and Technological Research and Innovations, Ministry of Education, Children and Youth, Grand Duchy of Luxembourg, and **Elisabeth Houtmann**, from the National Institute for Teacher Training, Ministry of Education, Children and Youth, Grand Duchy of Luxembourg. The two speakers pointed out that teacher and school evaluation in Luxembourg aims at fostering the professional development of teachers and enhancing school development as well as improving the quality of the national educational system.



Luxembourg as a small and multicultural nation is faced with specific challenges, and it supports its teachers and schools by investing in their capacity for self-evaluation as well as providing guidance in the establishment of thorough school development plans.

The ongoing nationwide discussion and analysis of quality education in Luxembourgian national context is also based on national data of student performance.

Heads of schools are responsible for the inspection of teachers. External evaluations of in-service teachers and of individual schools play a subordinate role, except for the induction period of the teachers.

The discussion that followed went in the direction of the need for a framework and its use for evaluation purposes – it is safer for training purposes, but is it useful for evaluation as well? Also, the question of the framework as soft policy tool arose.

ENTEPE Coordinator  
Mojca Peček Čuk