



EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

XXI. ENTEP Conference in Bucharest

I.

The ENTEP Meeting in Bucharest, May 27 - 31, took place during the Romanian Presidency of the European Union and the conference on “QUALITY ASSURANCE IN TEACHERS CONTINUING PROFESSIONAL DEVELOPMENT – PRIORITIES AND PERSPECTIVES” at the University of Bucharest.

The Conference was offered in partnership with the National Center for Teachers' Professional Development (NCTPD) by Prof. Romita Iucu, Vice Rector of the University of Bucharest and by Doina Eufrosina Carp, Director of the NCTPD and their team.



The report on the conference follows the agenda of the event and is partly based on general conclusions of discussion. A conference on the above theme provided

a challenging and inspiring opportunity to exchange existing experience, share good practice, give impulses for next practice and promote mutual learning. The main ideas were to insure the attractiveness and status necessary to promote the professionalization of didactics, as well as proposing a set of principles, that recognize the role of teachers as agents of European, individual and social values' development. In order to sustain such principles, the professionalization of a didactic and pedagogical career and its orientation towards an ongoing development and self-reflexivity at the level of educational skills, as well as a corresponding remuneration at the level of social support is needed.

In the Plenary Session there have been representatives of the Ministry of Education, State Secretary, Mihnea Costoiu, a representative of the European Commission, Paul Holdsworth, Ph D Ioan Pânzaru – Rector of the University of Bucharest, Ursula Uzerli – ENTEP Coordinator, Ph D Nicolae Mitrofan – Dean of Faculty of Psychology and Educational Sciences, Prof. Dr. Michael Schratz – President of the Scientific Committee and Ph D Doina Carp – Director CNFP. In accordance with the



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main ideas presented by the speakers, the strategic principles that must ground the orientation of the initial and ongoing education system ought to be derived from Joint European Principles and might be the following: the orientation towards quality standards in the domain of initial teacher education through higher education institutions; placing the ongoing professional development / lifelong learning and education in the European context; promoting mobility in initial teacher education, as well as in ongoing education at a local, regional, or European level; developing partnerships at the level of interschool and trans-school relations (industry, commercial agents, and suppliers of ongoing/further education).



In the section dedicated to Quality Assurance in Teachers' Continuing Professional Development analyzes offered by the keynote speakers, Lucien Kerger, Ursula Uzerli, Doina Carp and Michael Schratz, were concentrating on various strategic guidelines:

- generalizing the education system for teachers at the level of higher education institutions or their institutional equivalent;

- developing programs of initial education for didactic personnel in all three cycles of study (according to the terms of the Bologna Declaration) in order to insure their place in the European area of higher education;
- revising the balance between the theoretical and practical components of the curriculum for student teachers through the extension of the initial education route, up until receiving the teacher diploma by passing the tenure exam;
- having in mind a curriculum for initial and ongoing education that reflects the importance and value of interdisciplinary and cooperative learning;
- redefining the debut period in the didactic career by introducing the mentor-based method, as an assistance and counseling system in the early stage of the teaching profession for novice teachers
- developing and consolidating "the educational market of ongoing education programs" based on a loyally competitive system through which teachers benefit from a diversified and permanently updated offer from various educational suppliers in the field of continuous development;
- correlating the development structures and stages in the didactic career with educational standards, and insuring a professional dynamic by using the system of transferable professional



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credit points, thus encouraging partnerships between the institutions that contribute to the professional development of teachers, in order to sustain programs of efficient, good quality theoretical and practical education;

- constituting innovation networks at a local and regional level, by linking all educational and social factors involved in this field;
- setting off and maintaining mobility and professional development programs, to insure a type of education for teachers, especially designed for European cooperation, for respecting cultural diversity and for teaching students in accordance with European citizenship;
- also strengthening teachers' involvement in research and the implementation projects for educational practice;
- including professional development for unqualified teachers in the educational field, with emphasis on the professionalization of teachers in rural education;
- developing a national program for educating teachers in the VET system (professional – technical education).



The working groups were splitting into three sections: the first one focused on European policies in the field of teachers continuing professional development with the main points centered on European approaches of teachers' continuing development and the European framework of qualifications

The second working group focused on continuity and change within teacher's continuing professional development, with the main focus on:

- development of the need analysis, methodology, normativity and creativity in continuing professional development;- implications for professional development programs.

The third focused on the impact of teachers' professional development on schools' quality, with the guidelines:

- teachers' professional development and the educational quality in schools;
- positive experiences in continuing professional development contributed to clarifying the context



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of the Romanian Teacher Education System.

continuous training activities for the teaching staff.

The Romanian National Teacher Education System has certain objectives which focus on professionalizing the teaching career in Romania and developing an educational market for continuing training programs through a loyal competitive system that would help the teaching staff benefit from a rich offer made by providers of continuing training programs.

Strategic Objectives are:

- Giving new dimension to the relation between theoretical and practical elements of the curriculum for the teaching staff training by extending the initial training directive until the final teacher / tutor certificate (diploma) by obtaining the “definitive” (‘Definitivare’) teaching degree;
- widening the educational market for continuous training programs through a loyal competitive system that would lead to a rich offer made by the continuous training providers for the teaching staff;
- improving the link between structures and the different stages of the teaching career and educational standards;
- ensuring professional development by using the credit transfer system;
- developing modern institutional structures in order to improve the

At the end of the conference a panel discussion was moderated by Prof. Dr. Otmar Gassner and was dedicated to the analysis of main findings from the three parallel sessions - Quality Assurance in Teachers Continuing Professional Development –Perspectives and Foresights.

In this context the just mentioned strategical objectives were identified as necessary strategical actions to giving a new dimension to the relation between theoretical and practical elements of the teaching staff; enlarging and improving specific information and communication technology competencies of the teaching staff as well as professional development of the unqualified teaching staff were regarded as another priority of continuous professional development.

In the closing keynote address Co-President Prof. Dr. Michael Schratz, underlined the main challenges for ‘The New Teacher Education Area’ in the context of Quality Assurance in CPD in general and for the Romanian Educational system specifically.

Responding to the need of such a favorable background for the enlargement of the “educational market for continuing training programs” through a loyal competitive system the National Center for Teacher Training in Pre-University Education (CNFP) has been invented in Romania which is an important achievement in terms of measures taken on institutional level. The institution newly set up is specialized in the monitoring and accreditation processes of in-service



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teacher training programs that are supplied by various teacher training providers such as institutions of education and NGO's.

II. The ENTEPE meeting

The internal ENTEPE conference was organized at the University of Bucharest in the Senate Hall and it was mainly devoted to the report of the editing group, the current status of incoming text productions and the discussion on the ENTEPE publication – The “ENTEPE Bucharest Book”.

The main focus in this part of the internal conference that was chaired and coordinated by Otmar Gassner was on specific editing and text organization issues for the coming up publication.

The two editors present in Bucharest, Otmar Gassner and Lucien Kerger then chaired group work and concentrated on four texts each. Feedback was gathered for the authors, who were then expected to include these comments into the final edition of their texts.

These final versions were to be sent to Michael Day for final language editing, back to the editors and after another check to Romita Iucu for printing.

In the second part of the internal conference Paul Holdsworth from the European Commission informed about the planned handbook on induction in the context of the work of the Cluster “Teachers and Trainers”, which several ENTEPE members are also engaged in.

As ENTEPE had picked up this issue before when Eve Eisenschmidt had shortly presented the outcomes of the Tallinn Peer Learning Activity with this topic in the last conference, members expressed their high interest in the anticipated handbook.

The theme ‘induction’ often before had been decided to be further included in future ENTEPE work as it is high on the agenda of several European working groups in the field of lifelong learning and teacher education issues.

It has also been referred to in the latest Communications by the EU Commission.

Paul Holdsworth then mentioned the OECD Survey TALIS, which half of the EU member states took part in. He pointed out that there would be a lot of data about Continuous Professional Development, about School Leadership, also Induction to be closely looked at. Comparative data with a more detailed report on CPD should be expected in winter.

Looking at the future work in the European Commission Paul referred to the new programme “Education and Training 2020” which will have a new streamlined approach to ‘Quality of Education’.

Concerning the work of the Cluster ‘Teachers and Trainers’ Paul reported that the Peer Learning work will be carried on and the next PLA in Lithuania will focus on the practical part of Initial Teacher Education. Another Joint Cluster Meeting is planned for June.

Assessment will also be an issue in various Clusters this year with different



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approaches and a joint conference planned for September.



Differences in Educational Achievement” in Uppsala, Sweden, November 17th -18th 2009 to be organized by the Swedish Ministry of Education and Research.

Recent changes of ENTEP ministers' representatives

Maryline Remer, left the network as a promotion implied a change in her field of work. ENTEP would like to thank her for her valuable contributions to the work of the network and her personal engagement in organizing the ENTEP meeting in Paris – see Coordination Notes November 2008.

Other ENTEP business

In October, the members of the coordination group will have their regular meeting before the second ENTEP conference where the representative from the country hosting it will be a temporary member of the coordination group (Per Lundberg from Sweden).

The following points are to be discussed:

- The date for the final draft of the ENTEP Book possibly before the Uppsala conference, i.e. around the middle of November;
- New topics for ENTEP to focus upon in the next conferences: doctoral studies within the Bologna structure with a special focus on TE and consequences for teachers professional development as a new strategic guideline within the European Teacher Education Area;
- The possible function of ENTEP within the Swedish Conference on “Gender

At the moment Poland and Slovakia are not represented in the network, and the memberships of Malta, Italy, the Check Republic and Latvia are inactive.

A special welcome was addressed to the new representative of Hungary, Csilla Steger who was present at the Bucharest meeting.



Ursula Uzerli
ENTEP Coordinator