



EUROPEAN NETWORK ON TEACHER EDUCATION POLICIES

XVIV. ENTEPE Conference in Ljubljana

The Conference on "**Partnership and Research in Teacher Education for Innovation and Creativity**" took place under the Slovenian Presidency of the Council of the European Union on November 9, at the University Ljubljana, Faculty of Education.

This Conference was organised by Cveta Pucko, Dean of the Faculty, and her team.

I. The Contribution of the Slovenian Presidency to the Coordination Notes

Many European countries are developing models of partnerships to involve all actors in the field of teacher education in a cooperative process and some countries are already experiencing the positive effects and the innovative power of institutional partnerships. In particular, cooperation between teacher education institutions and schools at all levels can help to bridge the gap that is often experienced between 'theory' and 'practice' and share research-based knowledge and experience to enable each party to benefit from each other's work. Partnerships between teacher education institutions and schools can also contribute to the development of new knowledge and activate collective learning and research for new/ innovative teaching approaches that respond to learner needs.

The collaboration of the partners involved no longer focuses only on the education of student teachers but also on the professional development of staff within schools, on curriculum innovation and the initiation, implementation and sharing of research results.

A conference on this theme provided a challenging and inspiring opportunity to exchange existing experience, share good practice, give impulses for next practice and promote mutual learning. The ENTEPE Conference was also an opportunity to follow up the International Conference "Promoting Innovation and Creativity: the Response of Schools to the Challenges of Societies", which was organised by the Slovene Presidency of

the EU and the European Commission in April 2008 at Brdo, Slovenia.

Mr. Mirko Zorman from the Slovene Ministry of Education gave an interesting report of this conference. He stressed that it had been designed in such away as to provide a broad societal background against which education could find its position first. The next presentations showed how the promotion of creativity and innovation could be set in the context of priorities in the field of education and training, whilst the workshops defined the key factors and conditions that should be fulfilled, so that schools could meet these goals. The importance of the conference was underlined by the presence and active participation of a number of European Commission staff.

A plenary meeting with local representatives was an opportunity to share experiences and the results of some projects demonstrating partnership between teacher education institutions and schools.

The first keynote speech presented a case from Luxembourg. Michelle Brendel presented the paper "EIS SCHOUL: A Researched-based Primary School in Luxembourg - an inclusive classroom approach". She presented the concept and the mission of the project, which sees the diversity of children as a source of enrichment that allows knowledge and experiences to be shared. "Eis Schoul" is a state-run primary school where research is an integral part of the multi-professional team's task. The school will develop new ways of learning, teaching and evaluation in



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collaboration with the University of Luxembourg. It is based on establishing and developing inclusive classroom approaches.

The second keynote speech was from Slovenia. The team of researchers from the Faculty of Education - Janez Krek, Mojca Juriševič, and Janez Vogrinc - presented a report about the extensive project "Partnership between Faculties and Schools" and within this a sub-project "Research of Educational Practice and Direct Application of Results in Education: the Teacher-Researcher and Cross-Subject Connection". The object of the project was to train teachers to conduct action research within their own educational practice. The focus of the presentation was on action research as a factor in the teacher's professional development and as a part of processes to ensure quality in education.

Within the presentations of good practice in some EU countries Ursula Uzerli (ENTEP Coordinator) presented "A partnership model as an integrative approach for the three phases of teacher education in Germany". As an example she presented an intercultural project on 'The specific needs of Turkish learners in a German school context'.

Romita Iocu (Romania) gave some insights into a Romanian case study about research and innovation in teacher education. He presented some national strategies in this field, and the institutions that are involved in partnership; he also mentioned some strong aspects and weaknesses of partnership in the field of research.

Armi Mikkola (Finland) presented the well known and successful model of "research-based" teacher education in Finland, developed with the support of Teacher Researcher Net (TRN), founded at the University of Jyväskylä. Teachers in Finland are not educated as researchers, but they develop a research-based professional culture and are competent to analyse problems they may expect to face with in their future work.

II. ENTEP meeting

During the first part of the internal ENTEP meeting Cveta Pucko gave a short preview on the Conference also referring to ENTEP representatives presenting their brief contributions during this Conference. (These can be downloaded from <http://www2.pef.uni-lj.si/entep2008/>)

Members' homeworks on the topic of the conference were briefly presented. There was agreement in many member states that the level of teacher qualification is also defined by a closer link to research in teacher education. There is an increasing approach to school based research, many research questions are coming from schools themselves. In some countries school research is done by students within their theses or doctoral studies.

But there was also large consensus that teachers themselves should make it a routine to review their practice as part of their CPD. Partnerships and exchange of staff between teacher education institutions and schools are intensified within the culture of learning communities in some countries with benefits for all. Action research does seem to be a wide spread interest among teacher educators, but the involvement and the participation of a large number of teachers are often not given. There might be reasons within the environment of the schooling sector, but other reasons like a lack of awareness for the need and the benefit of such collaborative research often seem to be the case. The connection of this topic with the need for an intensive induction phase for novice teachers was stressed by some countries. Estonia will offer a Peer Learning Activity with that theme in autumn. ENTEP members who are also members of the Cluster 'Teachers and Trainers' might be able to attend this PLA and report at the next conference in France.

Marilyne Remer (France) confirmed the official invitation to an international conference in Nice in November, themes and possible contributions of ENTEP within this context were discussed. The conference is scheduled for November 12-15, 2008 in Nice, France and will have the title "Europe and international comparison indicators".



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Otmar Gassner (A) gave a brief report on the TEPE conference (Ljubljana, February 2008): that he attended as the official ENTEPE representative:

“In February 2008 TEPE (Teacher Education Policy in Europe) organized its 2nd Annual Conference “Teacher education in Europe: mapping the landscape and looking into the future” in Ljubljana. ENTEPE was represented by Dr. Otmar Gassner (Austria), whose contribution to that conference can be found on this website at “ENTEPE Papers”. ([Teacher Education Policies: More than a hobby for academics?](#)) It was a conference that covered a wide range of educational issues. While the keynotes were reworking well-known European issues like the knowledge society, mobility and the European dimension, advancing research in teacher education, and professionalism, the papers in the workshops covered a vast area of ground, but failed to show a common denominator. Nevertheless, this conference was offering to participants interesting views on a number of educational issues and ended with the proclamation of conclusions and recommendations by the TEPE organizers.”

During the second part of the meeting the coordinator presented latest news from the European Commission as Paul Holdsworth was not able to attend this conference in Ljubljana, as follows.

“Improving the Quality of Teacher Education
Following on from the Commission Communication ‘Improving the Quality of Teacher Education’, and the Conference we all attended in Lisbon last year, the Education Council (= all EU Education Ministers) agreed ‘Conclusions’ (= a declaration) on the same theme. This provides for the first time recognition at EU level of the importance of Teacher Education for the quality of education, and for other economic and social goals. Ministers agreed on the need to take action to improve the quality of teacher education and (as examples):

- that their country’s provision for teachers’ initial education, early career support

(induction) and further professional development should be coordinated, coherent, adequately resourced and quality assured;

- that teachers need to be autonomous learners, able to reflect upon their own work, and engage in research as part of career-long professional development;
- that incentives are needed to incite teachers throughout their careers to review their learning needs and to acquire new knowledge, skills and competence;
- that all teaching staff need a range of specific skills including: dealing with heterogeneous classes, teaching competences (as distinct from teaching knowledge) and providing a safe school environment.

The full text of what Ministers agreed is available at <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:EN:PDF>

TEPE conference

The Commission (Paul Holdsworth) was asked to speak at the TEPE conference in Ljubljana in March. The Commission

- stressed its willingness to work with organisations like TEPE that can provide ‘solid, research-based evidence about what works in teaching, and about what works in Teacher Education and professional development’;
- urged TEPE to consider what its role could be in helping to embed a culture of reflectivity and research in the Teaching profession; and
- asked what networks like TEPE could do to help implement Ministers’ agenda for Improving the Quality of Teacher Education.
- Paul’s speech is available at <http://www.pef.uni-lj.si/tepe2008/documents/TEPE%20proceedings.pdf>

Cluster Teachers and Trainers

The Cluster held a very useful Peer Learning Activity in Denmark. It enabled Member States to share ideas about promoting better and more productive relationships between Teacher Education Institutions and schools,



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both for the development of teachers' competences and for the development of the school as a whole.

The policy conclusions reached at all PLAs since 2005 are freely available at http://ec.europa.eu/education/policies/2010/objectives_en.html

The Cluster also recently held a Joint Seminar with the Cluster 'Key Competences' at which experts shared ideas about the implications for Teacher Education of the trend in most Member States towards defining curricula in terms of competences and measurable learning outcomes. A report will be available soon.

Forthcoming PLAs will deal with policies on: 'Curricula for initial Teacher Education' (Lithuania), and 'Induction for new teachers' (Estonia).

Communication from the Commission

In June 2008 the Commission intends to publish a Communication entitled 'Improving competences for the 21st Century: An Agenda for European Cooperation on Schools'.

It will identify the aspects of school policy on which the Commission believes that Member States can deepen their cooperation.

Study

Jyväskylä University has begun its study that will map Teacher Education Curricula in the EU; the team is grateful for all the offers of help they have received from ENTEPE members."

III. Finalizing the latest ENTEPE paper

Apostolis Dimitropoulos presented the final version of the implementation of the action lines within the Bologna Process in teacher education referring to structure and comparability. The information collected by ENTEPE members suggests these structures have been implemented in most countries, although "visibility, readability and compatibility of teacher education structures and respective qualifications" still remain problematic. For more details see the report and appendix on this website under ENTEPE papers:

[The Bologna process and teacher education structures in Europe: Creating a European Teacher Education Area \(Final Version June 2008\)](#) by ENTEPE/Apostolis Dimitropoulos (GR)

[Appendix: The Bologna process and teacher education structure in Europe](#) by ENTEPE/Apostolis Dimitropoulos (GR)

IV. Other ENTEPE business

The coordinator and ENTEPE members thanked Febe Jansen (NL) for her great commitment in her years as the Dutch representative in the network and highly appreciated her engagement, her contributions to the work of ENTEPE in the past as well as for the future and wished her all the best for her professional and private way ahead.

The same gratitude was expressed for Myrna Smitt (SV) who also left ENTEPE due to changes in her field of work and who could not be present at the conference in Ljubljana.

As Febe Jansen and Myrna Smitt had to be replaced as members of the coordination group the coordinator announced new members. Members of the coordination group are now: Cveta Pucko (SL), Eve Eisenschmidt (ES), Otmar Gassner (A), Lucien Kerger (LUX), Nils Lundberg (DK) and Marilyne Remer (FR). The coordination group had a first meeting in the new constellation and decided to meet in Frankfurt shortly before the conference in France.

V. New members

Febe Jansen was accompanied by Maaïke Seeger who is now follow-up Dutch representative. ENTEPE members warmly welcomed her and are looking forward to cooperative and constructive work in the future.

VI. ENTEPE's External Relations



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The ENTEP Coordinator has been invited to a national Conference on 'Teacher Education in Europe' to speak about 'The Cluster 'Teachers and Trainers' and the Network ENTEP as examples of European Cooperation in modernising Teacher Education' in February 2008 in Hannover, Germany. The Conference was also considered as a seminar within the German 'Bologna' activities.

At another national Conference in Kassel 'Kompetenzorientierung und Lehrerbildung - Passen die Konzepte?' (Competence orientation – are the concepts compatible?) the coordinator offered a workshop for Teacher Educators and Ministry representatives from all Länder on the topic 'European Teacher – new challenges for teachers' profile'.

Ursula Uzerli

ENTEPE Coordinator

June 2008
