



ABSTRACTS OF KEYNOTES, PAPERS AND POSTERS

KEYNOTES

Keynote 1: Standards and teacher competencies

Since 1989 – the year when OECD published its report on “Schools and Quality” -, there has been a strong movement worldwide towards more decentralization and (semi-) autonomy for schools, combined with an increased use of educational standards, student assessment, and accountability procedures. This movement towards standards-based school reform has been a challenge for teachers and schools. Now, teaching and teacher education themselves are to be ruled by state-wide, or even European-wide standards. There is fear that this will – in contradiction to the rhetoric of decentralization and autonomy – result in intensified external control over teachers and teacher educators, narrowing their professional autonomy.

The pros and cons of standards-based teaching, teacher education and in-service training will be discussed in three steps:

First, the development and implementation of student (achievement/output) standards will be reviewed. There are lessons to be learned: (1) Models and methods for understanding and diagnosing student competencies, (2) cohesion among staff and clear learning goals, (3) feedback on learning outcomes and processes - they may all stimulate professional development and school improvement. Without strong efforts on the school and department level, however, and without external support, standards-based school reform will have no impact or even negative effects.

Second, the notions of teacher competencies, teacher professional knowledge, and quality of teaching are discussed. Educational research draws a rather clear picture of “teacher quality”, strengthening factors beyond personality, i.e. factors which are malleable and learnable. Present attempts at defining “standards for teaching” or “standards of teacher education” are reviewed from this point of view.

Third, it is discussed whether and how the present system of teacher education can cope with these goals. As an example, some results from an evaluation of teacher education in the state of Hesse are provided which show deficits, especially in the area of diagnostic competency.

The presentation will be summarised in a number of theses on the role of standards in teacher education and teacher training, much in line with ATEE’s discussion paper.

Keynote 2: A straitjacket or stimulus for our professional development?

This keynote will start with a statement: “Standards for teacher educators can play an important role in their professional development”. The participants of the conference will have the possibility to make clear what they think about this statement and share their thoughts with other members of the audience.

The main concepts, like standard, teacher educator, professional and professional development, will be defined. We will make explicit why and how a standard for teacher educators in Holland has been developed and what the experiences of Dutch teacher educators are who worked with this standard for their professional development.

We will explore some central issues related to function, content, use and way of developing standards for teacher educators. Are standards for example used by governments or teacher education institutes to control professionals, or used by teacher educators themselves for their professional development? Are standards simple lists telling teacher educators what to do or do they take into account the

complexity and unpredictability of teaching student teachers? Are standards used for individual or team development or for the development of the profession as a whole? Etcetera.

With these issues in mind, some conclusions will be formulated towards the function standards can have, the way standards can be developed and used, and the challenges of developing and using standards for teacher educators in Europe.

This presentation will have interactive moments, the audience will be invited at some moments to share and discuss things with others, to give their opinion, or to work out some tasks out of a working book. Warning: there will be no time during the presentation to read your conference book.

PAPERS

Session 1: The Training of Science Teachers

Using chemical demonstrations as a promotional tool at second level; The possibilities and limitations for science teachers

Not all students are born with an interest in Science, but most can be teased into trying (Knight, 1989 p.43). Faraday's first use of the demonstration lecture to promote and popularise Science established the idea of putting some unusual and spectacular chemical experiments and reactions together into a performance. The conception of the 'Chemical Magic Show' was born and has been around a long time (Hanson, 1976 p.577). A plethora of research articles detail aspects of the utilisation of chemical demonstrations. Unfortunately, there is an absence of empirical studies into their effectiveness as a pedagogical or promotional tool. In principle and in practice, every lecture demonstration is a situation in which teachers can convey their attitudes about the experimental basis of Chemistry, and can thus motivate their students.

This paper reports on The Promotion of Chemistry in Schools Project. The main component of the project was a Chemical Magic Show aimed at promoting senior cycle Chemistry among students in the junior level in Irish schools. The research strategy employed in this study was collective case study evaluative strategy. The sample consists of seventy-five teachers, and three hundred and twenty eight students in eight different schools. The pupil and teacher evaluations are taken from questionnaires containing a mix of open and closed questions. The findings from both the quantitative and qualitative data analysis are presented to illustrate the potential of using chemical demonstrations as a promotional tool in schools. The implications for practice are also discussed.

Solving problems in Irish mathematics education: an examination of two problem-based mathematics courses for preservice teachers

This paper addresses the task of enabling preservice teachers in Ireland to experience problem-solving activities in mathematics and problem-based methods of teaching the subject in schools. The issue has been highlighted by the recent revision of the Irish primary school curriculum and a forthcoming review of that at second level, and also by the rather undistinguished mathematical performance of Irish 15-year-olds in the OECD PISA 2003 international survey. The PISA mathematics framework is concerned with assessing how well students can use the mathematics they have learned in realistic situations (mathematical literacy). It reflects current trends towards emphasising the processes of problem solving and mathematisation, and consequently towards problem-based teaching and learning (situated learning), and away from mathematics as isolated sets of concepts, principles and procedures taught by exposition and practice. Mismatches between the PISA tasks and the Irish junior secondary school mathematics curriculum are generating considerable discussion.

The revision and implementation of mathematics curricula in keeping with the PISA philosophy is dependent to a great degree on changing teachers' knowledge, beliefs and attitudes to mathematics and mathematics learning and pedagogy. Irish student teachers have been exposed in their schooling to a more traditional curriculum; they therefore tend to teach mathematics in the way they themselves were taught, and they find it difficult to conceptualise, much less implement, a more PISA-like philosophy of mathematics and mathematics education. It is the responsibility of the teacher education programmes in the universities and colleges of education to provide learning environments in which student teachers can experience mathematics as problem solving and experiment with problem-based methods of teaching mathematics during their teaching practice.

The paper addresses ongoing research in this area in two Irish colleges of education preparing students to teach at primary level (grades preK-6). In particular, it focuses on two courses – one in each college – emphasising mathematical problem solving and problem-based learning. Each author

teaches one of the courses. The paper first describes the somewhat contrasting aims, structure and content of the two courses. Then, using Shulman's categorisation of teacher knowledge, it focuses on the students' content knowledge (including their knowledge of mathematics as a process and their problem-solving strategies) as revealed during the courses and on the development of their pedagogical content knowledge (PCK); it also examines their attitudes to the problem-based approach. The subjects involved are two groups of around thirty graduate teacher education students, one group in each of the two colleges. The data analysed consist of the students' solutions to a range of problems, observational notes on their workshop activities (including their cognitive strategies and solution methods and their perceived affective reactions), and the students' written reflections on their experiences in the workshops.

The courses and student outcomes are considered in relation to the PISA assessment framework for mathematics. Discussion of the findings will include reflections on what the two authors have learned from comparing their courses and suggestions on how mathematical problem-solving might be implemented in teacher education courses and hence in primary school classrooms.

Session 2: Management and Leadership Training in Education

Leading for quality: Questions about quality and leadership in Australia

This paper is situated in the context of recent policies for teacher quality in Australia. Discourses on quality have crossed many domains of public policy, including education. A feature of these discourses has been an emphasis on improving teacher quality and raising professional standards. This paper explores the implications of such policies for educational leadership. In so doing, it examines how these policies have positioned educational leaders, as both key players in leading teachers to higher levels of professional standards, and also as a group that needs to improve the quality of leadership. The paper concludes by discussing the need to rethink educational leadership in the light of these conflicting positions.

How to Facilitate Effective Transition into Head of Department Position and How to Upraise it - A Case Study of Initial Teacher Training College in Israel

This presentation is based on two projects. The first is a multiple case study research, comprising three individual cases, in Oranim, an Initial Teacher Training College (ITTC) in Israel. It concentrates on the socialisation process of beginning Heads of Departments (HoDs), and draws primarily on two areas: educational management and professional development. The main issue in this study was to find ways of improving the feeling and functioning of HoDs during their socialisation and to improve the support given to them by the organisation.

The second project focused on standards for managerial roles and ways to monitor HoDs performances.

The following steps provided us with clearer view of the themes discussed in the first project:

1. We identified the specific features of college's academic management and the demands they make on ITTC HoDs.
2. We studied the official job description and examined the gaps between the official definition and the individual perception.
3. We examined difficulties within the socialisation stemming from the entry stage and the institutional work patterns.
4. We sought for ways to facilitate the entry stage.

The research findings reinforced the premise that those experiencing the difficult entry stage paid a painful price in terms of the cultural tension within the institution, the role ambiguities deriving from it and from local management kibbutz-like culture. The lack of structured preparation and attentive support was significant during their induction period.

The first study identified specific areas to be re-considered and suggested way of facilitating a more effective transition into the position. The second pointed to ways of describing and monitoring standards for managers performance and professional development.

Performance standards for teacher educators and their leaders should be coupled with support strategies during the induction stage and ways to monitor continuing professional development. We examined two vehicles for the documenting of these components - portfolios and periodical interviews. Both emphasize and call for critical reflection and self awareness.

Monitoring managers development is a complicated task. Doing it in a structured manner within ITTCs is an innovative notion regarding the Israeli context. Suggesting a well planned appraisal is another change with a significant potential.

The discussions regarding defining and monitoring management roles, identifying organisational culture, being aware of developmental stages and suggesting standards for effective support and professional development, are assumed to be common to new entrants in educational and other institutions, thereby make the findings and suggestions of the two studies applicable to wider contexts.

Session 3: Teacher Education and Intercultural Education

Developing the Awareness of Values as a Standard in the Educational Process of Teacher Training

Educational standards range between two extremes, from the general to the specific. Ben Peretz (2001) defines the range as between social/political ideologies and overly strict obedience to external aspects of standards and achievements, adding that anybody who wishes to educate the whole human being must relate to ideological trends, values, and the holistic nature of the planning of studies. Similarly, saw Tyack and Cuban (1995) a relationship between ideology and education. They warned against being overly tied to the external aspects of standards.

In our post-modernistic era of education, there is a reaction to the over attachment to measured achievements that has reigned in the field of education. Marsh (1997) distinguished between kinds of purposes and criteria in terms of defining standards for the training of teachers, identifying three elements of purposes: aims, goals, and objectives. He also notes that "the feedback received from the particular assessments lets them know whether they are achieving the standards required."

Accordingly, March concludes that standards in education must combine the three following criteria: evidence of achievement, conditions of performance, and acceptable level of performance leading to three kinds of standards: content, performance, and learning opportunity.

Mager (1984) formulates this position in the strongest language. He points out "if you are teaching things that cannot be evaluated, you are in the awkward position of being unable to demonstrate that you are teaching anything at all." The result is that standards have become a measure that enable the planning and managing the learning and the conducting of Assessment objectively on an approved base. yet, too tightly focused objectives upon a low level of insignificant facts or processes are of limited use. For they are inappropriate for certain Content which can't be specially evaluated, such as concerning Values (Eissner 1970). The article will cast light on the two directions of development in defining standards in terms of teacher training institutions and the Israeli educational system in connection to developments in the western world. The background for the article is recent changes in curriculum and educational policy stemming from the publishing of The National Education Plan by the Dovrat Committee in January of 2005.

The main thesis proposed by The National Education Plan in Israel (2005) is that learning within Israel is typically goal directed and attains specific standards. These standards should include the internal school and external national factors in order to achieve specific goals or ends.

Research Questions:

- A. What are the values included in the standards defining educational quality of future teachers in Israel?
- B. Who participates in the process of determining value standards in the educational process?
- C. What is the role of standards in schools and teacher education in Israel?
- D. What is the connection between the level of formal statements concerning value standards and the(?) level of application in the education process in Israel?

This Essay deals with the quality of the connection between ideology and education according to the Rainbow Coalition system, which is appropriate for a multicultural society like Israel.

Representations of 'all things to all people': understanding the career experiences of indigenous teachers in the Australian teaching profession

Currently, in Australia, there are very few Indigenous teachers working within schools. Of the few Indigenous people drawn to the teaching profession, many resign shortly after taking up positions in schools. The under-representation of Indigenous teachers has an impact on the education of Indigenous students who are often alienated from a White education system and White teachers who do not adequately understand their needs. It also has an impact upon the education of non-Indigenous students who are taught mandated Indigenous Studies by non-Indigenous teachers. This paper reports on the findings of an Australian Council Research grant which seeks to understand the experiences and career pathways of Indigenous teachers. We draw on interview data from Indigenous teachers to provide a qualitative account of what lies behind demographic trends in Indigenous teacher recruitment and retention in Australia. We present data obtained from two groups

of teachers – one group currently working in the profession, and another group of teachers who have trained and worked as teachers but who have then left the teaching profession to work elsewhere. These accounts help us to understand the factors that influenced their decisions to resign, and the tensions and factors impacting on the work of Indigenous teachers who are currently working in schools, including some who have just begun their careers. The paper raises implications for teacher education for Indigenous teachers as well as for non-Indigenous teacher education students.

RITeS: a project to support refugee teachers into the teaching profession in Scotland

Hartshorn, Hextall, Howell, Menter and Smyth (2004) presented a paper to ATEE which demonstrated the relatively monocultural and monolingual makeup of the teaching profession in Scotland. This is in the context of increasing teacher shortages and of a governmental rhetoric of social inclusion. Efforts to address teacher shortages have been made by initiating recruitment programmes in those countries which are new members of the European Union.

The Carrington et al (1999) report recommended that there be more flexibility in the consideration of qualifications from without the European Union. In Scotland it is estimated that there are around 80 experienced teachers among the refugee population, yet very few of these are currently able to register to teach in Scotland, due to the lack of equivalence of their qualifications and/or to their limited proficiency in English.

As the Chief Executive and Registrar of the General Teaching Council for Scotland emphasised, when speaking at a symposium looking at the recruitment into teaching of members of the refugee communities in Scotland, held in September 2003:

The methods of the last century do not meet the needs of this century and the teaching profession needs to be as diverse as the population of the country. Multicultural awareness and social inclusion are vitally important for a new Scotland and all sectors need to work together to achieve this. (REMIT, 2004, 3)

RITeS (Refugees Into teaching in Scotland) was established to support and enable refugee teachers to meet the standards required for entry into the teaching profession in Scotland. RITeS is a collaborative project involving teacher education providers, local authorities and voluntary agencies. It is part funded by the European Refugee Fund. The project has one full time co-ordinator and includes an ongoing research strand, both to consider implications for policy makers and to contribute to an understanding of the life and experiences of refugee teachers.

This paper will present a preliminary evaluation of the first year of the RITeS project, considering its successes, the lessons it has learned and the findings related to the difficulties encountered in attempting to transfer skills from one country to another.

Session 4: Teacher Education for special educational Needs

DTMp: A Comenius 2.1 project to produce a Differentiated Teaching Module for primary school trainee teachers

As European classrooms become more heterogeneous, the movement towards inclusive education becomes more urgent as well as more challenging. This paper describes the process of developing and running a proposal for a Comenius 2.1 project aimed at developing training materials for the preparation of pre-service teachers in responding to diversity in primary classrooms. The project, started in October 2004, has collected the concerns and experiences of responding to diversity of 35 teachers (5 each from 7 different countries) through semi-structured interviews, and produced the first draft of a multilingual handbook for trainees. The handbook in hard copy and web-based format, will be piloted in 2005-06 in the seven participating countries, namely Malta (Coordinator), Czech Republic, Germany, Lithuania, Netherlands, Sweden and the UK. This paper will focus on the process of trans-European sharing of research and development of the training course.

European teachers' concerns and experiences in responding to diversity in the classroom

A major current concern all over Europe is how to teach all children in increasingly heterogeneous classrooms. This paper presents the concerns and experiences of 35 primary school teachers, 5 each from 7 different European countries. The teachers were chosen because they were trying to respond to the diversity of students in their classroom. Each responded to an audio-recorded interview of 1-2 hours on the diversities they perceived, the challenges these presented to them, and how they were able to manage or otherwise and with what support. The transcripts were first analyzed nationally and then trans-nationally. Four general areas of concern were identified: (1) teachers emphasized the need for an inclusive and caring attitude, which had to be shared by the whole school, including a

concern not to devalue students in front of their peers; (2) they also engaged in a deliberate social education of the children and their parents for a positive appreciation of difference; (3) these teachers also described a number of strategies for developing collaborative arrangements among staff and children and the use of a flexible variety of strategies for engaging a wide range of student interests and abilities; (4) finally, these teachers referred to constraints they experienced in their endeavors, particularly with children and parents who had difficulties in relating and communicating and with behaviour management difficulties.

How teachers in the region of Saxonia (Germany) and Malta are similar and different in their response to the diversity of students in primary classrooms

This paper is based on the data from the five teachers in the region of Saxonia and those in Malta that formed part of the wider study on European teachers' concerns and experiences in responding to diversity in the classroom. This paper focuses on the contextual influences on teachers' concerns and perspectives arising from the contrasting situations in Leipzig and Malta. While there were similarities of concerns and perspectives, there were also contrasting features. The paper suggests that teacher training in responding to diversity should first of all aim towards challenging teachers to develop an appreciation of diversity and inclusive education; training should also, however, be sensitive to the different school and cultural contexts in which the teachers would be placed to enable them to more easily integrate their learning into actual practice.

Session 5: Language education and bilingual and multicultural classrooms

Towards the development of standards in foreign language teacher preparation

The paper deals with the competencies that foreign language pre-service teachers are to develop during their teaching practice.

Foreign language teacher education programmes typically include a theoretical basis and a practical component. The knowledge base, drawn from linguistics, second language acquisition, discourse analysis, classroom-based research, enables student teachers to understand better the nature of language and language learning and to get insight into the theoretical background of the current practices. This knowledge and information provide the basis for the practical components of teacher education programmes. The practical component is based on language teaching methodology and opportunity to practice teaching. On methodology courses students are expected to acquire knowledge about teaching strategies and to be able to choose the appropriate teaching strategies. The teaching practice provides students with the opportunity to apply the obtained theoretical and procedural knowledge in teaching their lessons. Teaching practice is no longer understood as mere putting theory into practice but as a learning opportunity in which students raise awareness about their own and other teachers' teaching and create own teaching theories. Current practices tend to enable students to develop their observation skills, self-reflection and decision making,

This paper supports the belief that the teaching practice is to be understood as a process during which a student teacher develops core competences of a language teacher. In this context the development of standards for pre-service foreign language teachers seems appropriate. In the author's opinion, these standards are not to be used (only) as a method of assessment but they should promote critical thinking, self reflection and decision making which are of major importance for the students' further development in in-service teaching.

In this paper the competencies of a pre-service foreign language teacher are defined on the basis of information obtained from the students upon the accomplishment of the teacher education programme. The students were first asked to write an essay about the knowledge and skills that, in their opinion, a good pre-service teacher possesses. On the basis of their written assignments a list of competencies of a pre-service teacher was made. The same students were then asked to rank the competencies in terms of their importance. Finally, a list of core competencies was developed. Based on these competencies a questionnaire was developed and submitted to a group of students in order to find out to what extent the students believed they had developed the core competencies.

The contribution of this research to the development of pre-service foreign language teacher standards is discussed in the conclusive part of the paper. The implications of the obtained results for the future practices in foreign language teacher education are pointed out as well.

Communities of practice; facilitating teacher professionalization in higher education

The field of higher professional educational in the Netherlands is undergoing drastic structural changes. Organizational-wide mergers are commonplace and are often followed by development of

new curricula. Furthermore, this is often accompanied by the implementation but a completely new educational concept as well. These structural changes require that teachers adapt their current teaching practices, along with working on gaining new competences associated with working in a changing organization. This presentation shows the first impressions from an experiment in which a bottom-up style of change management has been implemented through the use of communities of practice.

A community of practice (CoP) is a powerful knowledge management tool that brings people from a similar domain together in order to solve complex problems, deal with a changing organization and build knowledge around a specific practice. In Holland decided to implement a CoP for the international faculty in order for the members to better cope with the major curricula and didactic changes currently being implemented there. Concepts such as change, organizational sense making and teacher professionalization will be discussed through the perspective of a community of practice, with Holland's InterCoP being used as a case study.

Key words; educational change, community of practice, professionalization, international faculty

Session 6: In-Service Teacher Education

Assisting teachers to implement standards; Two case studies from Melbourne

In March 1997 Australian Education Ministers agreed on a new National Goal: '...that every child leaving primary school should be numerate, and be able to read, write and spell at an appropriate level.' To support this goal a National Literacy and Numeracy Plan was endorsed. This Plan consisted of several inter-related elements including the professional development of teachers. National benchmarks in literacy and numeracy were also developed to support the National Plan. The benchmarks are a set of indicators or descriptors which represent nationally agreed minimum acceptable standards for literacy and numeracy at a particular year level.

Along with the standards for students are national standards for teachers which are subject specific. For example, the Australian Association of Mathematics Teachers (AAMT) developed Standards for Excellence in Teaching Mathematics in Australian Schools (AAMT, 2002). These standards describe what teachers should know and do. "The AAMT standards relate to the specialised professional work of teaching mathematics. They do not aim to describe the characteristics and attributes of teachers in general" (p1. AAMT 2002).

Combined with national standards for both teachers and students there are state standards. A new curriculum document, The Essential Learning Standards, has been developed through consultation and collaboration with education sectors and the broader community (VCAA, 2005) as the basis for curriculum and assessment in Victorian schools. These standards provide a whole school curriculum planning framework that sets out learning standards for schools to use to plan their teaching and learning programs, including assessment and reporting of student achievement and progress. This curriculum is currently being trialled in Victorian schools and is to be implemented in 2006. As with any new curriculum, teachers are going to need extensive professional development to assist them to interpret and implement these standards. Providing this professional development will be the responsibility of the three educational systems in Victoria: state, catholic and independent.

Teacher educators need to consider state and federal standards for both teachers and students when providing professional development for teachers.

The pedagogy employed by teachers for any subject must exist within a broad framework of educational practice. Defining pedagogy as being constituted from the combination of strategies used to teach and the organization of learners, we will use Shulman's (1987) model of pedagogical reasoning as a basis for examining issues and problems related to teacher professional development in mathematics. This model focuses on teacher knowledge, which Shulman categorises as knowledge of content, pedagogy, curriculum, pedagogical content, learner characteristics, educational contexts, and educational purposes.

In this paper we will present two case studies. In both case studies a teacher educator works very closely with both teachers and students from schools in Melbourne. One teacher educator is a university lecturer, the other works with the catholic school system but had previously worked in a university and still does some sessional work at another university. In working with a whole school staff as a 'critical friend' these teacher educators will describe the similarities and differences they have experienced in their quest to support teachers professionally in developing the standards appropriate for them as teachers and assist them implement 'best practice' to develop standards for students.

National Standards' Implications on Educators' Certification and Professional Development in Ukraine

The idea of standards came to the Ukrainian education arena at the middle of 90th as a response on the challenges of the first wave of educational change. By that time strictly regulated and unified general secondary education system was rather diversified, i.e. network of schools with original teaching and learning programs was established, renewed curricula including regional and school based component were introduced, teachers have got more freedom to use any teaching strategy, in-service teacher training system was dramatically rearranged across country.

After several rounds of public debates mainly within professional community National Standards for General secondary education were adopted by Ukrainian Government in 2003. Document is mostly focused on content aspects and promotes competence oriented approach to the curriculum development. It also defines some demands to expected learning outcomes and serves as a legal conceptual basis for further activities regarding curriculum design and related issues.

National Standards implications on teacher certification approaches promoted by public and nongovernmental agencies will be presented at the conference. Apart of "official" efforts of Ministry of Education and Science and affiliated institutions, interventions of Step by Step Foundation in certification of teachers according to the standards of relevant program as well as Ukrainian School Heads Association regarding professional standards for school principals will be analyzed in the context of current international trends.

Concepts of relevant Professional Development Programs developed under mentioned international programs offered respectively by International Step by Step Foundation and Dutch School Heads Association (VVO) supported by Matra will also be presented with an emphasis on implementing achievement and obstacles.

Setting Standards for Teacher Education in Special Educational Needs

This paper takes as its focus the recent developments in in-service provision for teachers working in the area of special educational needs in Ireland. These developments result from policy changes at an EU and national level in response to societal and legislative revisioning in the area of disability. A consequence of these policy changes has been a move towards more inclusive educational provision for students with special educational needs. While the notion of inclusion has been embraced in theory by the education system, the reality of the practice in schools is determined by the preparation and training offered to teachers and the supports available to schools.

In Ireland in-service teacher education in the area of special educational needs is offered by a number of course providers ranging from government funded, third level postgraduate degrees to commercial on-line certificates. The courses offered by third level institutions are formally accredited while other courses are subjected to varying degrees of scrutiny.

Following an outline of changes in legislation and policy in Ireland and the support structures currently available within the education system, this paper focuses on how in-service teacher courses in special educational needs are adapting to best facilitate teachers' requirements in this area. In response to the Bologna Declaration, UCD, in common with other third level institutions, is modularizing all of its undergraduate and postgraduate programmes. There follows a description of the model which we perceive as best setting appropriate standards in meeting the special educational needs of school communities and most effectively promoting inclusive models of education.

The paper then moves to contrast the situation as it exists in Ireland with that in the US where the National Council for the Accreditation of Teacher Education (NCATE) recently approved performance-based standards for the preparation and licensure of special educators developed by the Council for Exceptional Children (CEC).

Finally the paper poses the question of what lessons can be learned from the US experience and these can inform future developments in the area of setting standards in Teacher Education in Special Educational Needs in the EU.

Session 7: Gender and Diversity in Education and Teacher Education

The Learning Experiences of Mature Students in Higher Education

This paper reports on the part findings of a survey carried out on 578 students entering computing courses at seven Institutes of Technology in Ireland in 2001. The progress of this cohort of students is charted through the four years of their course using questionnaires and interviews. It is envisioned that the findings will highlight the different relationships and patterns of association between these students progression at college and their entry characteristics.

A number of publications suggest that there are many interacting variables both personal, social and academic which have an impact on student success and persistence. (Tinto, 1975; Bean, 1980; Astin, 1984; Pascarella and Terenzini, 1991; Tinto, 1993; Nora, Cabrera et al., 1996; Ozga and Sukhnandan, 1998).

This study has investigated a number of these variables i.e. gender, socio economic background, academic background and age of student and examined relationships between students' background characteristics on entry and their adaptation to the course.

The present paper looks at one of these variables, the age level of students entering the course. It has become increasingly apparent that to achieve the aspirations set out in the White Paper on Adult Education on opening up access to education to all members of the community, new and innovative ways of supporting mature learners need to be explored. This is further supported in the Green Paper on Adult Education (Department of Education and Science 1998):

On the issue of equality for mature students in higher education Kathleen Lynch voiced a similar opinion saying that in the context of life long learning in Ireland there must be changes in the mode of delivery of courses, flexibility in assessment and the use of alternative technologies in the teaching process, particular for mature students (Lynch 1997). Mc Givney (2003) has published several publications and books on the issue of mature students in higher education and has consistently called for more flexible and innovative approaches to be adopted by institution to increase retention of mature students.

Findings from this study reveal that mature students have exhibited higher retention levels and higher end of year results throughout each year of the course than their younger counterparts. These findings have major implications for teachers at third level who are providing instruction to a growing body of mature students. Through a process of quantitative and qualitative methods this paper provides insights into the experiences of these mature students and seeks to explain the reasons for their outstanding success in the courses they have undertaken. Key findings are presented and recommendations are made that will be of benefit to all educators of mature students in further education.

Standard Deviations? Interrogating the education and practice of student teachers

This paper is based on research findings from a national study of history teachers (student and incareer) undertaken throughout Ireland in 2003-4. Funded by the Department of Education and Science (Gender Equality Unit), the study examined all aspects of the delivery and assessment of history, with particular reference to gender balance. An important part of the data collected examined teachers' perceptions of what they did in the classroom and what was actually prescribed for them in the Guidelines for Teachers, as laid down by the state Department of Education and Science.

The Guidelines set specific standards for both the teachers and their pupils. These are explicit, and this paper will give a clear outline of the standards. The standards refer to both behavioural and non-behavioural objectives of lessons, and to national standards in teaching and in pupil performance. Student teachers indicated a high reliance on these explicit standards, although they indicated that they did not always agree with the stated objectives in the Guidelines for Teachers. They were particularly critical of the fact that women were sidelined in the historical narrative. In fact, many student teachers were influenced by teaching standards that they had experienced whilst they were pupils at school, and this coloured their views on gender imbalance in the curriculum. They therefore attempted to teach 'like their own teachers' when necessary.

Whilst every teacher develops his or her own teaching style, it is recognised that at the start of their teaching career most teachers 'draw on the models of teachers [they] experienced as a student' (Dean: 1996, 53.) Typically, inexperienced teachers have only a limited number of styles on which to model themselves, and they select from the styles that suit their personality. As they become more confident, their styles become more individual and personal (Dean: 1996, 55). Barnes et al (1987, see Manion & Morrison for ref.) identified the three most common teaching styles: closed (a formal, didactic style with little or no negotiation between teachers and pupils); framed (where an overall structure for a class is given by the teacher, but there is room for pupils' contributions) and negotiated (where teachers and pupils largely negotiated the content and activities between themselves) (Manion & Morrison, pp.196-97).

In this paper, we examine frameworks used to discuss teaching styles and adapt them for an analysis of teaching standards. Given that teachers in Ireland operate within the limits of a formal curriculum and stated guidelines, there is little opportunity for adopting a negotiated style or negotiated standards. However, the concept of framing is found to be useful in understanding teacher behaviour in this study. It is a notion that dates back to the work of Bernstein in the 1970s. He argued that 'framing referred to the degree of control' that teachers and pupils had over the selection, organisation and

spacing of curricular knowledge. In a similar vein, our research findings indicate that experienced teachers take control of the concept of standards, but this does not compromise the delivery of the curriculum. They deviate from formal 'standards', as they grow in experience. In turn, their pupils who become teachers often adopt some of their standards – again 'deviating' from the prescribed standards.

The paper thus develops from research on teaching styles, to a discussion of teaching standards. It brings together different analytical tools in the educational sciences, in an attempt to widen discourse on the nature of teaching and standards in the twenty-first century.

Session 8: The Development of Teacher Education at Primary Level

Stories and the Search for Meaning

In the Department of Teacher Education Windesheim Educatief we do perceive personal, social and moral development not as an extra add-on along with academic instruction, but rather as an integral condition for all students to achieve important life tasks. In schools one can find a variety of isolated social-emotional and moral approaches and interventions. But effective efforts to stimulate personal, social and moral development can be provided within the context of a comprehensive pedagogical school-concept that offers an educational arrangement of multicomponent approaches. Although there is probably no single script for a 'state of the art school-concept', some important basic principles can be found in proven learning environments. One of the inspiring examples is the school wide Child Development Project, an approach to school restructuring that seeks to revamp teaching, learning, school organisation, school climate, and teachers' work environments. An important key component of the CDP program is a literature-based reading and language arts program, centred around stories that evoke empathy, intra- and interpersonal understanding, and ethical reflection.

A good story is not just some casual entertainment, but a powerful form in which learners make sense of the world and the experience of oneself. Stories are explorations of life, the way it is, or could be (Aidan Chambers). Stories can help individuals imagine a world as well as give an idea of their present situation. Thus stories often link imagination with the "oughts" and "ought-nots" of the present living environment (Kieran Egan). In the workshop 'Stories and the Search for Meaning' we will focus on the Content - Process - Reflection Concept (John Lockwood) and explore some conceptual perspectives for narrative practices in Teacher Training and Primary Education.

Professionalism, Multi-professionalism, Inter-professionalism and Trans-professionalism; A critical examination of the impact on teachers and teacher education in the UK of the Every Child Matters Programme for change

This paper considers recent developments in social policy in the UK with the proposed development of multi-agency coordination of services following the Laming Report (2003) and subsequently 'Every Child Matters' (2003) which has had a major impact on all child care services including education. The report argues that reform will bring a national and local system offering: 'integration of key services around the needs of children, in particular, education, social care, health, youth justice and Connexions.' (Chief Secretary to the Treasury 2003 p.69). This suggests that major policy and practice modifications will lead to a coherent national system that will integrate all services involved in child care.

Against this background the paper will explore the impact of the government's programme and the challenges it represents for tutors to create learning opportunities for students from a range of courses representing diverse professional disciplines. The paper will particularly consider the likely impact on education and the Full Extended School Programme as it rolls out across the UK and what trainee teachers are likely to experience in terms of increasing demands to be made on their practice. It will link these policy and pedagogical shifts to a concept of professionalism which is rooted in practice. It will also argue that such a trans-professional concept lends itself to both the identification of universal competence standards, and yet enables authority to be retained by the emerging professionals themselves rather than politicians. The paper will therefore be concerned to discuss the ways that change may be perceived as both beneficial and also capable of creating tensions and uncertainties. With these concerns in mind the paper will explore the possibilities of developing appropriate learning resources for both staff and students through trans-national partnerships that support the sharing of different perspectives and experiences of an issue that has already crossed national boundaries

Session 9: The Professional Development of Teachers

The meaning of reflection to the learning of the student teachers and the evaluation of professional knowledge and skills in the teacher education

The goal of teacher education is to educate teachers, who are able to be in creative interaction with their environment, and assess their own actions from the perspective of developing their own work. Our overall aim is to support the professional growth of reflective teachers who are able to continuously develop new approaches to their work. In our vocational teacher education experiential learning is based on learner reflection. Reflective action is seen as the basis for forming individual and societal knowledge.

Our aim is to describe the meaning of the reflection in the learning of the student teachers. The theoretical viewpoint based on a critical theory and participatory action research. The central ideas of this discussion are empowerment, emancipation and participation. From the viewpoint of the critical theory the reality has been constructed as a social process. The action and truth have been constructed by social contexts. Personal knowledge can be developed in the processes of the participants. Our aim is to emancipate the traditional thinking and acting models. We want to develop practices in teacher education by using qualitative evaluation methods. The goal of critical self-reflection is that student teachers are able to recognize and evaluate their own action principles and preconceptions. Transformative learning is a process which will be created by the critical reflection. The observation of own action can develop consciousness of student teachers' practical theory. Our empirical data is based on the experiences of teacher education during years 2003-2005. Firstly, we study self-evaluation and secondly peer assessment of student teacher in the learning process. Our study argues the importance of the qualitative evaluation methods as standards for the teacher education.

Hard working in search for knowledge?

This paper will investigate teacher students' attitudes towards work and education. Positive attitudes towards work (hard work in particular), education and knowledge could be said to be essential to the professional ethos of teachers. This professional ethos of teachers might also be internalized among teacher students, especially among the teacher students with a high level of commitment towards the teaching profession. The teacher students' attitudes towards work and education will be investigated in relation to their professional commitment: (1.) What characterises the teacher students' attitudes towards work and education? (2.) What differences exist in attitudes towards work and education between the nursery school teacher students and the elementary school teacher students? (3.) Are teacher students with a high level of professional commitment also more positive to work and education? Data that will be analyzed in this paper has been collected among a sample of Norwegian teacher students by using a standardized questionnaire.

Teachers' perception of instructional events: differences between novices and experts

One of the possibilities to find out the level of teachers' professional development is to investigate the teachers' perception of instructional events in the classroom. This approach has been used by Berliner et al. (1988) and by Sato et al. (1993) for studying differences in novice and experienced teachers' perceptual capabilities.

In the research that was carried out in Tartu University, a methodology similar to Sato, et al (1993) was used. The subjects of the experimental study were shown a videotaped lesson of Estonian language in grade seven and while watching, they were simultaneously asked to comment on lesson events that caught their attention.

The methodology of Sato et al (1993) was initially followed, according to which the comments of the research subjects were divided into idea units and thereafter the idea units about teaching and learning were analysed separately.

The modified methodology of analysis is based on Gagné's model of instructional events. The comments, taperecorded during the lesson observation, were transcribed and the produced text was divided into segments according to speech pauses. Next the comments belonging to the specific instructional events were identified (along with events belonging to the classroom management and general approach to teaching). In order to simplify the procedure of categorisation the table of coding, with category descriptions, was used. It appeared, that one comment could sometimes reflect several instructional events. To the end of simplifying the data analysis the comments, which embraced several instructional events were divided into parts.

In all, five novice and five experienced teachers participated in the study. The analysis of teachers' comment revealed that some statistically significant differences between expert and novice teachers in perception of instructional events exist. For instance, the expert teachers have significantly higher

sensitivity towards teacher activities related to presenting new material, guiding pupils' learning and enhancing retention and transfer than novice teachers.

Session 10: Teaching Practice in Pre-Service Teacher Education

Meeting and raising standards in initial training of history teachers at the faculty of arts in Ljubljana, Slovenia (student's portfolio)

The article presents one of the possibilities for meeting and raising standards in initial teacher training that begins already at the undergraduate level of study. Student's portfolio is one of the specific characteristics of the practical part of the History Didactics Course at the Faculty of Arts in Ljubljana. As an important part of planning, performing and assessing student's work, a student's portfolio proves to be a very appropriate modern approach to learning and teaching at university level. It offers opportunity for the students to evaluate their work and activities as well as explore possibilities for students to make improvements. Consequently, it helps students to meet standards of the History Didactics Course. The student's portfolio offers possibilities for student's personal and professional development and shows his/her progress in each of the study requirements. On the other hand, it also provides the teachers with another possibility to plan and improve standards.

Firstly, the article presents the content of portfolio, which includes reports, lesson plans, teaching practice diary, pedagogical article etc., as well as various assessment forms. The main part of the file is alternative assessment, which includes self-assessment, peer-assessment, and descriptive assessment. They serve as excellent feedback, which helps students to improve their work and facilitates their success, because they also include the teacher's descriptive comment on student's progress, which usually offers some guidelines for successful fulfilment of study requirements. Moreover, alternative assessment influences student's way of thinking, as well as his/her actions, and helps to increase student's self-confidence.

Secondly, students' portfolios enable the teachers to control their work more effectively and to develop professionalism, emancipation and also autonomy. The results of questionnaires about the portfolio that have been given to 100 students are presented. The research was made with the wish to raise standards and improve initial teacher training study programme.

Finally, the article presents the new role of the initial teacher training which cannot function as a closed system. On the contrary, it has to aim at constant development and adjustments to the interests and needs of students as well as the environment. The new role of university teachers demands that they monitor student's progress systematically and train the students themselves to monitor their personal progress and reflect on their teaching practice. An authentic teacher should motivate and encourage students for future pedagogical work, help to establish a relaxed atmosphere and contribute to students' satisfaction.

Students have to be aware of the fact that teaching practice is a part of a lifelong process and that their teacher training will never come to an end. However, we can prepare them to cope with this challenge beforehand, during their undergraduate study.

Session 11: cancelled

Session 12: Professional Development of Teacher Educators

Teacher Education as a Profession with Standards in a System that Lacks Obligatory Standards

The Association of Teacher Educators (ATE) has formulated seven standards for teacher educators. These standards constitute the research framework of the present study, which aims to answer the following research question: How do teacher educators operate as professionals who maintain high standards even though no obligatory national standards exist? Maintaining the standards is reflected in the work of the teacher educators as a community of colleagues. Their commitment to a high level of work is ingrained, despite the fact that the agencies responsible for the teacher education system do not require this on an obligatory official basis. This study examines the work characteristics by analyzing the findings according to various dimensions. It utilizes the ATE standards and draws a comparison, based on characteristic criteria, between the requirements of each standard on the one hand and the creativity and resultant products of the teacher educators on the other.

The comparison focuses on five dimensions:

Professional specialization in teacher education: The study describes how teacher educators develop personally and professionally by means of an advanced professionalization program that fosters their professional development. Long-range specialization enables the teacher educator who has little experience to specialize and to enrich his work, while specialization that is characterized by a tutorial approach. permits colleagues who have extensive experience in teacher education to create ties between theories and the everyday activity of the teacher educator.

Curriculum development: With the aim of improving the curriculum and the range of learning materials available, teacher educators form curriculum development teams. The material they produce includes a theoretical component, pedagogical and didactic elements, suggestions for student activities, and implications for in-service work. The entire writing process is guided and supervised by a special team consisting of senior staff members and by external advisors.

Research: This dimension, which promotes research activity and contributes to the study of teaching and teacher education, offers methodological instruction by assisting with data analysis and with the publication of findings. Methodological consultants submit all grant proposals to the rigorous review of internal and external referees.

Keeping abreast of innovations: A teacher education portal improves the flow of the pedagogical information among users. Furthermore, it offers training and support to teacher educators who have opted to implement online teaching in their courses. Groups of teacher educators are involved in designing rich and intricate learning environments.

Lifelong learning: Intercollegiate meetings for the professional development take place in different settings and in a variety of fields. Colleagues clarify shared topics, discuss various research projects, consolidate standpoints, and so on.

The findings of the study show how, on a system-wide and national scale, it is possible to work in and contribute to teacher education as a profession that has standards, despite the fact that obligatory official standards do not exist. Consequently, the list of standards for teacher education that was devised by the ATE organization for teacher education will serve as the backbone for presenting the data. The conclusions of the study indicate the meticulous upholding of academic quality, professional peer learning, products that have undergone peer review, constant updating and innovation, and lifelong learning.

ATE – The Association of Teacher Educators

Website address (retrieved on April 7, 2005): http://www.ate1.org/pubs/Standards_for_Teac.cfm

Work and professional development of teacher educators

The last decennium, the interest for the professional development of teacher educators has increased. Although the learning-process of pre-service teachers is fully under research, research concerning this topic on the group of teacher educators is still somewhat left behind. In this study, we focus on the perspective of teacher educators on their work and professional development. The results will be used to start up a research project on teacher educator's self-study as a method for professional development.

Professional development of teacher educators can be seen in terms of learning in the workplace. Apart from being under-researched, the workplace context brings new perspectives to research on learning because it encompasses a wide range of more or less structured environments, which are only rarely structured with learning in mind. Most recent theorising about workplace learning concentrates on its social nature and seeing learning as ubiquitous in all of human activity. So, teacher educators' workplace learning is inseparable from their working practices. Learning throughout working life is an inevitable product of everyday work activities. However, the quality of learning is contingent on the kinds of activities teacher educators engage in and the guidance they can access. The workplace provides quite different activities and learning than commonly experienced in activities in training institutions. Although the contributions of activities at the workplace to the authenticity of learning and working are significant, everyday work experiences alone will not provide the kinds of learning required to transfer knowledge to other circumstances and situations (Ericsson and Lehmann, 1996). Workplace experiences need to be structured and guided to optimize and supplement the contributions provided as part of everyday work activities. This study is about how teacher educators think of effective and efficient structures and guidance in their workplace in order to develop their profession.

Data have been gathered by interviewing 11 teacher educators about their beliefs and thoughts of their work and process of professional development. The teacher educators were participants in an accreditation procedure for teacher educators and therefore considered nuanced in talking about professional development. Several metaphors of their work and professional development were used to trigger these beliefs. We asked the teacher educators to choose the most (and not) compelling

metaphor to their work and process of professional development, and to explain their choice. Analyses of the interview data yields dimensions of work and professional development and interpretation of effective and efficient methods for professional development.

One of the objectives of this study is to find justifications for our future study on teacher educators' self study as a method for professional development in the workplace. In self-study, mainly qualitative research methods are used to study the relationship between the 'self' and the context one's working in. The results show that this objective is justified.

Session 13: Perspectives on Curriculum in Teacher Education

Community – Common Education – Prudence; Are they topoi of a Nordic Dimension in Teacher Education?

The teacher education in the Scandinavian countries is under reconstruction. Also these countries are in touch with the Bologna Process. But it seems to be very difficult to implement not only new structures of teaching and learning but also different ideas on new educational standards (see Broadhead 2002 / Lindblad; Lundahl; Lindgren, et al. 2002 / Karlsen 2004). This paper will argue that reasons are based on semantically differences. To uncover these linguistically differences a discourse analysis in combination with a semantically context analysis was used.

So the ongoing research project (Tomorrow's Teacher Education in Scandinavia) shows that topoi – the common places – of Scandinavian teacher education are motivated by the pupil, ideas on community, common education (folkelighet) (see Graubard 1988 / Barrow 1995 /Cuban; Shipps (ed.) 2000), prudence and individual development. These topoi are opposed to descriptions of European generic and subject specific competencies for teacher education, defined by the Tuning-Project (see González/Wagenaar (ed.) 2003). They highlight instead the curriculum, the individual, intellectual knowledge and qualification (see *ibid.* p. 61-98, 125- 136).

In this paper I will argue – by the disclosure of different semantically mismatches, based on a comparative study of the current reform of standards for teacher education in Norway, Sweden and Denmark – for the significance and observance of cultural topoi on reform of teacher education. The paper will also raise questions on possible cultural arenas (Franco Romanic / German / Slavonic) for teacher education and how they should be taken into account. So the question appears: is there a common European core in teacher education or does teacher education in Europe has to consider cultural and semantically contexts.

Scenario Writing in Teacher Education; The evaluation of an international intensive course

Scenario Writing is a very useful method for reflection on and anticipation of developments in society and its different areas. The ATEE's RDC Curricula in Teacher Education (RDC 19) has developed and applied Scenario Writing in respect to teacher education (See the European Journal of Teacher Education Vol. 26 No, 1, 2003). A report is given on an extensive evaluation of a Comenius funded intensive course with teachers, teacher educators and education managers from a wide range of European countries. The results prove the method of Scenario Writing very effective even in such a heterogeneous context.

Evaluation of The New Teacher Education Programme in Sweden; Freedom of Choice vs Progression Creates a Difficult Situation

In the academic year 2001/2002 a new Teacher Education Programme started in all teacher training universities in Sweden. With a new national curriculum for compulsory level and upper secondary, a change in policy from governing by rules to govern by target- and result in formal school at all levels (compulsory, secondary, higher) and critique towards the earlier Teacher Education Programme a change was motivated.

The consequence of the change was that the teacher training universities were directed by targets for a programme, but their possibility to develop within the programme increased. This has led to a variety of designs but some features are the same. All programmes include a common knowledge area, subject area and specialisation area. Irrespective whether the teacher student will teach younger or older pupils, math or music they all get a teacher exam. Supplementary there is a document where the chosen subject area and specialisation is specified. There is no choice whether or not to include the three areas, but the profile of the subject area and the specialization is possible to choose. It is also to a certain extent possible to choose when to participate in the different areas. This short description shows that the colleges and universities have a possibility to choose how the areas should be designed and that the teacher student has a possibility to choose what to study and when. The

consequence is that the former situation where the teachers, the teacher student and also the employers knew rather well what the profile of the students would become is no longer existent. This is partly what is wanted on a policy level because the future employment possibilities are not easy to predict.

During 2005 an evaluation was carried out by the National Agency for Higher Education in Sweden. The evaluation had directives to focus on certain areas. These areas can be considered as standard areas. What the evaluation brought forward was that there was a problematic situation already constructed inside the new Teacher Education Programme concerning standard areas. It seemed to be a problem to combine some of the areas, an example is the freedom to choose for the teacher student and the demand for visible (in the curriculum) and perceived (by the teacher student and teachers) progression. An open question is, who, except the teacher student, has information about the "study biography" of the student? Another combination also seemed to be troublesome, the combination of freedom of choice and a common knowledge area for teachers, but not so much for the teacher students as for the colleges and universities. The evaluation describes a situation where the colleges and universities seem to have taken the opportunity to give possibility to choice for the teacher students but is showing some reluctance to make some traditional common knowledge areas like studies in literacy compulsory.

Session 14: Standards for Teachers

Solving the Issue of Standards in Teacher Profession in the Slovak Republic

This paper describes the ongoing work of expert commissions in the Slovak Republic. Teachers, standards, competences of teacher and their development in the Slovak Republic, a new law, is being prepared these months, which departs from the Millennium document. This is a document that defines basic trends of the development of the system of education in the Slovak Republic. The Millennium document performed the analysis of the system of education prior to the year 1989. It responds to the recommendations of OECD. There exists no document on the standards of teacher profession in the Slovak system of education. There exist standards of education obtained, i.e. requirements that the teacher be a university graduate in the respective subject, had a state examination in pedagogical and psychological branches, and that he or she had a certain number of hours taught.

Regretfully, the social situation in the Slovak Republic leads to violating those requirements that are stipulated by law. Teachers in many schools are "just" graduates from secondary schools with a school-leaving examination or university graduates of engineering without any pedagogical and psychological instruction.

When determining the standards of teacher profession, it appears that one has to proceed in a way similar to that contained in the initial theses of the 30th ATEE conference. We also ask the following questions at the beginning: Whose standards? What standards? What for? What experience? In determining standards and competences of teachers and in observing our points of departure, one has to depart from methodological considerations in which the following are organically interconnected: (needs of society and government), curricular documents of the system of education in the Slovak Republic. One also has to consider, maybe even change in the future the practice of teacher training at universities. These are the main objective factors. Determining and defining the standards must also pay due respect to subjective factors (personal development) biographical development of teachers, job class and capacity (primary or secondary school teacher, teacher of an academic subject, labour training subject, headmaster, formmaster, etc.). Standards of teacher education and profession should influence personnel policy of the school and the country. Our pedagogical researches (i.e. researches into the issues of teachers and students of teaching) as well as the researches from European countries which are comparable with our conditions are the aids in solving the above task.

So far we have been solving mainly terminological problems. We ask: is it necessary to employ separately the terms of "competences" and "standards"? How to define specifically teacher competences in comparison to the so-called general competences as these are defined by the science of personnel? Is it possible to strictly define the requirements for a teacher in the field of his personal and psychological preconditions, in the field of output, self education ... The question of ATEE: What for? – has been clearly answered by us. Standards should serve merely as a tool of struggle against dilettantism, against lack of qualification and competence of teachers.

Whose Standards: Their of Ours?

In the official information circulated about this conference, the following questions are posed: "What standards? Whose standards? What for?". These are critical questions when it comes to a discussion of teaching and teacher education. Invariably and quite properly, standards which are set for a profession will form the basis against which professionals are assessed in terms of their performance, their suitability and their impact. The standards which are articulated will also be reflective of a particular view of what constitutes the profession, its major purpose, and the skills, knowledge, values and attitudes which are demanded of its members. However, in an era where education becomes a consumer commodity in a competitive marketplace, the standards of the profession are not always controlled by the members of the profession. Indeed there is a growing trend for teachers to be controlled and constrained by strong though small central bureaucracies and to be directed in their practice by external stakeholders.

Teacher education students constitute the future of the profession and thus their views about the control of the profession and the challenges of the profession are of central importance to the future of the profession. In this paper the authors report on a research study conducted with pre-service teacher education students in 2 Australian universities. These students were asked to discuss 4 questions which focused upon their perceptions of the government's position on the training of teachers, public opinion of the status of teachers, challenges facing teachers in the next 5 years and steps that may be taken to address the challenges. In responding to these questions the students have given a range of answers which indicate that there is a gap between what governments and the public perceive about teaching as a profession and what those about to enter the profession and in the midst of their training, perceive. The frightening part of this is that it is more likely to be governments and people representing the public that develop standards for teaching and teacher education, than the professionals themselves. The responses of the teacher education students in this study indicate that governments and the public do not share the views of prospective professionals and thus the question of who sets the standards becomes critical. Recent government inquiries and reports, of which there has been an epidemic, indicate that there is a wealth of ignorance and misinformation being gathered, celebrated and promulgated about teaching and teacher education. There is always a particular political agenda and motivation for carrying out these inquiries and any of us who has been involved in writing reports for governments will be aware that unless the final product squares with what is expected in terms of findings, it is buried and another report is commissioned. Thus whose standards are seen as those which should direct teaching and teacher education is the key question, and this study indicates that it is not necessarily the voices of the next generation of professionals which will be privileged in this forum.

Session 15: Standards for Professional Development

Formative Assessment; pivot of masterly development

In this paper we present our research findings concerning the development of competency-based assessments that support the learning process of novice teachers and career switchers. More in detail this paper addresses the first step in the designing process: collecting and describing professional situations in such a way that it serves as valuable input for the design and delivery of assessments.

One of the main activities of the Ruud de Moor Centre (RdMC) of the Open University of the Netherlands (OUNL) consists of design and delivery of on-line assessments based on situations that are typical for the teacher profession. These on-line assessments will assist teachers to gain better insight in their own professional growth and will support teachers in selecting and performing learning activities. In other words, assessment is perceived as formative assessment.

As mentioned, these assessments are based on a list of professional situations set up by SBL, the association for the professional quality of teachers as a representative of the Dutch Teachers' Unions. For example, the situation: "parental evening" and "cooperation with colleagues".

However, this list of situations does not provide enough input for designing assessments. More detailed information is needed. That is why the RdMC developed a method for collecting, describing and presenting in-depth information.

The method consists mainly of two steps. The first step; participants are requested to give information about the situation using a format to ensure that four areas are covered; 1) output of the situation, 2) behaviour in the situation 3) factors that affect the complexity of the situation 4) descriptions of the situations. This is done individually by the participants.

The next step is; participants attend a session and discuss this information in groups and the group facilitator assures that collective agreement is reached upon output, behaviour and complexity factors of the situation.

At the moment seven groups of participants, consisting of teachers employed in primary, secondary and vocational education, are working with this method.

This research project focuses on the evaluation of this method. The project addresses the following questions 1) does the method provide useful descriptions for the design of formative on-line assessments, 2) how do participants and facilitators experience and value this method, 3) what are the recommendations to improve the method.

Written questionnaires for participants and facilitators are used to collect data (n = 70). In addition an interview with each group is scheduled.

After presenting the research findings the paper discusses some key issues in the design and delivery of formative assessments.

Professional Standards and Profiles; A Quality Development Approach in Teacher Education at University Level

The centre for teacher education at the University of Paderborn, named Paderborner Lehrerausbildungszentrum (PLAZ), has developed a model of teacher education at university level combining the introduction of standards in the curricula of all teacher education programmes with an approach that allows teacher students to obtain personal profiles in fields relevant for school. A system of institutional and personal strategies of implementation has been developed as well as an evaluation concept to get information about the outcome of the reform.

In 2004, the PLAZ has won one of three main prizes offered by two important German foundations, the "Stifterverband für die Deutsche Wissenschaft" and the "Stiftung Mercator".

At present, the model is being implemented at the University of Paderborn using a combined top-down and bottom-up-strategy allowing as many teacher educators as possible to take part in the development. General Standards for all parts of the programme (studies in subject matter, pedagogy and Fachdidaktik) have been developed and defined for a curriculum framework hence obligatory. In accordance with these, the disciplines have developed precise standards for their specific curricula within a modularized study scheme.

Meanwhile, interdisciplinary teams with experts for subject matter, pedagogy and Fachdidaktik have developed profiles in three fields: "Media and education", "Dealing with diversity in teaching" and "Healthy school" (in accordance with the WHO concept of health).

To guarantee that the defined competences are not only part of paperwork a quality development system has been implemented including

- regular meetings with the faculty deans responsible for study matters,
- a curriculum framework,
- portfolio as an innovative instrument to present ones professional competencies and profiles in view of a future position in school or in other educational fields,
- evaluation and empirical research focussing on institutional and personal standards.

Our contribution focuses on the strategies of quality development applied in the phases of development, implementation and evaluation of standards. At present, research instruments for empirical studies (concerning e. g. student beliefs, the acquisition of standards, the outcome of the organisational strategies) are constructed and will be presented at the Conference.

Session 16: Education and Training for Technical/Vocational Teachers and Trainers

Passion for learning; Continuous learning at the heart of teacher's competence

This paper describes the basis of vocational teacher education at Jyväskylä Vocational and Higher Teacher Education College. We want to discuss how teaching the profession's core skills and knowledge affect the implementation of the teacher education. The Jyväskylä Vocational and Higher Teacher Education College's interpretation of the goals defined for teacher education is based on the following concepts of teaching competence areas. The concepts are composed of the following areas of competencies: facilitating learning, development of the educational environment, cooperation and interaction and continuous learning.

The facilitating learning and development of educational environments areas form the core of the teaching profession. These areas are not separate from one another; rather issues that arise while facilitating learning gives meaning to the development of educational environments. The same holds true for cooperation and interaction and continuous development of the areas of competencies: the reasons for cooperation, interaction and continuous development stem directly from the facilitation of learning and the development of educational environments.

Since the ability for continuous learning is an essential part of the core competence areas it can be seen as a "metaqualification". In this paper we take a closer look at one relevant tool in developing the teacher students' ability to become aware of their learning process. The continuous learning competence area includes the learners' process to form the Personal Learning Plan (PLP). The PLP stresses flexibility, autonomy, meaningfulness and the importance of the learner's reflection in the learning process. One way to do this is to put the learner at the centre of the learning process and give the learner the power to identify their own needs and to find their own ways to develop. In other words, the learner has been given more responsibility for their own learning process.

In practice the personal learning plan offers a wide range of possibilities in terms of depth and scope of self-awareness. At a basic level it describes the what, why and how of your learning with a time schedule to reach the learning goals. It is also a link from the past to the future. Students must consider what events in their past made them choose what they need to learn, seeking to make the learning aims personally relevant. The PLP can also be used as an assessment tool, outlining what the evidence will be of increased competence in a particular area.

For teaching professionals, the PLP has the potential to reflect evidence of a personal approach and value basis for teaching. It can define what one's values are, what kind of relationships one strives to nurture with students and colleagues. In its most evolved form the PLP offers an alternative to the usual oppressive systems of institutional and professional control, giving professionals their own method for understanding complex problems and recommending cures.

Emerging Students' Needs and Teaching Strategies for New Areas in Third Level Education

This paper is the first report of a study of personal, professional and academic development among the students in the first year of a Telesales course for third level students accredited by the Higher Education and Training Awards Council (HETAC). This present paper seeks to provide an analytical profile of the academic, socio-economic, and demographic characteristics of this student group and to examine the relationships and patterns of association between these student characteristics and their subsequent attainment in the course. The findings of the investigation are focused on the teaching and educational needs of these students and seek to inform their teachers who are operating in a relatively uncharted area of education and training in the Irish context.

The recent increase in prosperity in Ireland accompanied by a growing economy and a labour market demanding a skilled work force has resulted in the development of courses in areas hitherto not part of third level education. These new courses require teaching staff to develop skills appropriate to the needs of the new student groups. This study seeks to investigate the background and needs of such students in one of these new courses as a means of providing teachers with an understanding of their students' and helping them to appropriately tailor both their own teaching, and the learning experiences they provide for their students.

The theoretical background of the study and a review of relevant literature are provided. The methodology, which is primarily quantitative, is detailed and an analysis of the results is presented. The varied nature of students' background, their early experiences of third level education and the demands of their future professional placements are investigated. The results are discussed with particular relevance to the educational needs and teaching strategies appropriate to this particular cohort of students.

Salient points are discussed in the conclusion to the study, proposals appropriate for teaching students in such courses are presented and recommendations for future research are presented.

Session 17: Workshop

Of glasses and steering wheels. The use of mental models in the implementation of change in education

Being involved in a process of change could be compared to driving a car, and the 'mental model' with the glasses that the driver is wearing. The perception of the world through which the driver is steering his vehicle is determined by his glasses and so the kind of glasses determine to a great extent the way in which steering (interventions) take place. Drs. George Lengkeek is, in his PhD-research project, investigating the nature of mental models that are used during interventions in processes of change. His central question is how direction could/should be given to self-directing actors (students, professionals, teams, ...). The paradoxes or problems that are related to directing self-direction appear to be strongly linked to the mental model that is used. A framework of four mental models has proven to be a useful tool in the professional development of school principals in investigating complex management problems. It has also been tried out in other contexts with educators at various level of

decision-making. In this workshop participants will be introduced to the four mental models, and they will practice the use of mental models based on own cases.

Session 18: Teacher Education and Intercultural Education

The recognition of cultural diversity in education in France: A literature review

As part of the motto of the French Republic, the principle of equality among human beings is a fundamental principle of the French society. Therefore, in France, cultural diversity has long been ignored in public policies, especially in education policy. In this traditional approach, taking into account cultural differences at school would be interpreted as a violation of equality in rights, and perceived as inequity within pupils or students.

Starting from the nineties, the European unification and the world globalisation have altered the landscape. On the one hand, building a meaningful European citizenship involves that every nation or cultural group within the European Union recognises, understands and accepts cultural diversity. On the other hand, coping with the economic and social globalisation, and taking advantage of it, needs awareness of- and preparation for pluriculturality. In that respect, more and more companies tend to hire managers multiculturally open-minded to face cultural diversity within markets, partners and clients (Poirey 1994; Dupard 1997; Davoine 1998; Pierre 2002).

These new trends influenced attitudes and provoked debate about the recognition of cultural diversity in France, especially in education. The aim of this paper is to present the key ideas and arguments developed in this debate. The paper is based on a review of the French academic literature. Three main issues emerging from the debate will be presented.

The first and most prevalent issue deals with the links between cultural diversity and citizenship. On the one hand, insofar as citizenship was traditionally based on shared ethnic identity, growing cultural diversity puts citizenship into question. On the other hand, the recognition of differences is a matter of democracy. Several authors (Metayer 1999; Avanzini 2000; Bier 2002; Vermes 2002; Lorcerie 2002) address this issue and a lot of them sustain the idea that the same sets of tools, i.e. pupils' councils and Elias's Civilizing process (Bretigniere 2002), or daily respect for equality and equity within classrooms (Ouellet & Cohen 2002), or teachers' identity representations analysis (Hedibel 2002) can be used for both reinforcing citizenship and recognising differences.

A second discussion centres on definitions. Several authors analyse and compare such concepts as "multiculturalism", "multiculturality", "interculturality" or "pluriculturality" (Camilleri 1997; Munoz-Sedano & Martin 2000; Geoffroy 2000).

Finally, the third debate focuses on the pedagogical methods to raise pupils' and students' intercultural awareness. Several authors proposed methods such as language teaching (Rovea 1998; Blin & Donohoe 2001; Clisson & Zuliani 2001; Chalabi & De Salins 2002), teaching history of religions and cultural heritage (Malbert 1998) and even analysing advertisements (Narcy-Combes 2004).

Implementing Multiculturalism and World Language Standards in Teacher Preparation Programs: Towards a Discourse of Dissonance

At the beginning of the 21st century a paradigmatic change occurred in the teaching of World Languages in the United States when the national standards for the teaching of foreign languages were developed. The Five C's- Communication, Cultures, Connections, Comparisons and Communities were incorporated in the program standards for the preparation of World Language teachers.

Two of the five national standards were designed to promote an understanding of the culture of the target language. However, the interpretation of the concept of culture within the standards stresses an approach which multiculturalism describes as the Four F's approach: Food, Fashion, Festivals, and Folklore (Banks, 2002, Sleeter & Grant, 2002) The purpose of this study is a) to determine whether or not pre-service teachers are able to understand the difference between both approaches; b) determine what type of approach is dictated by the mandatory textbook used in their teaching practice and c) modify the curriculum in order to provide a multicultural perspective of culture in their classroom.

In this study the researchers describe the results of interviews conducted with teaching participants enrolled in undergraduate courses and graduate participants of teacher preparation courses in different colleges located in the United States. The rationale for this study is based on the principles of critical pedagogy, multiculturalism, and metacognitive theory. Freire's concept of conscientization (1970;1998) and praxis lead to self-awareness and a cycle of action-reflection-new action that can transform one's reality as an agent of change in a teaching community (Diaz-Greenberg, Thousand, Cardelle-Elawar & Nevin, 2000)

The methodology for this study is grounded in critical pedagogy and metacognitive self-regulated theory. It includes a) interviews using dialogic retrospection; b) reflective essays based on the interview questions to elicit cognitive and metacognitive knowledge; c) analysis of the data for generative themes (Wolcott, 1990) d) color coding (Seidman, 1991) and clustering of themes and e) analysis and organization of themes to draw conclusions and answer the research questions. Following interview protocol, the participants engaged in dialogic retrospection through self-regulated narrative inquiry process which allowed them to analyze the concept of culture as presented through multiculturalism. Having also been exposed to the World Language National Standards, the participants were able to compare and contrast the concept of culture from both perspectives. As the participants engaged in their teaching practice as pre-service educators, they were able to analyze the approach used to teach culture in their World Language textbooks. Based on their conclusions, the participants were able to determine how to approach the teaching of culture in the World Language classroom and how to modify the curriculum in order to present a multicultural perspective. The researchers analyzed the participants' narratives for generative themes using a constant comparison process in an iterative and recursive manner. Once the generative themes were clustered the researchers correlated the themes and utilized them to answer the research questions. Conclusions were drawn and implications for teaching and research were outlined, as well as recommendations for action in the area of World Language teacher preparation.

Session 19: Teacher Education and Information Technology

The integration of ICT in the kindergarten classroom: Greek teachers' needs and dilemmas

The aim of this study is to examine the needs and the dilemmas faced by Greek kindergarten teachers towards the perspective of the integration of Information and Communication Technology (ICT) in the educational practice.

The research was based on a sample of 145 teachers of early childhood education. Data were collected through interviews and questionnaires, during the academic years 2002-03 and 2003-04.

The findings of the research show that teachers need:

- to be computer literate, but many of them experience difficulties in the process,
- to understand the impact of computers in the lives of young children,
- to make ICT relevant for kindergarten's environment, but they face an overlap between computer use and the integration of ICT,
- to understand the worth of ICT in early childhood settings but they find difficult to fit it into simple paradigms and
- to conceive how best to introduce the computer in the classroom in order to empower the children with whom they work.

Overall teachers, more or less, tend to emphasize the ICT integration as if this could not be in itself part of the educational environment. Their needs and dilemmas are particularly inclined to the view that ICT integration has little to do with educational process but depends predominantly on introducing computers, since these are seen as having an intrinsic pure logic of their own. Although they need to embrace the integration of ICT as an approach that values the emergent ideas, cultures, and creativity of young children, teachers find easier to use the technology and the software to supplement or augment educational endeavors without replacing or transforming traditional pedagogical procedures. Finally, even though this study illustrates the dilemmas and needs that experience kindergarten teachers in Greece, we could hardly argue that those may be unique to the Greek educational system. On the contrary, they are considered as issues concerning a broader context of research on the knowledge, skills, and values promoted by the current trends of teacher education in many countries. The aim of this study is to examine the needs and the dilemmas faced by Greek kindergarten teachers towards the perspective of the integration of Information and Communication Technology (ICT) in the educational practice.

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Standards or invariants for information education?

Integration of ICT into education, learning process and ICT teacher education has been running practically in most of countries over the world. But why we have not succeeded yet so much in changes of school teaching with ICT? Do teachers understand visions and aims of implementation of ICT into school education? Do we know what is necessary pupils should have to learn, master and know with ICT to do? Is it possible to manage the process of ICT integration in schools if a technological development is under way so rapidly and radically and if a commerce and market with ICT and services influence intensely an educational sphere and policy? I. Kalas (2004) points some heresies that make difficulties to a process of ICT integration in education of which success depends on an active approach of teachers to teaching and learning with ICT and that is impossible without changes of/in school and consistent informatisation of a whole society. J. Anderson and T. van Weert (2002) distinguish four stages of ICT development of school education based on a model depicting a continuum of approaches to ICT development in schools and a model of stages of teaching and learning with and through ICT.

Unfortunately in many schools a main attention is dedicated to student skills development to use a text-processing and presentation SW, to put simple sheets of data using a spreadsheet, to search information on the Internet. Very often these are only elementary routine operations without any thinking. A basic requirement to develop skills to put together algorithms, to propose procedures for data processing or to programme trails away from compulsory school curriculum. Informatics education at the same time contributes to development of logical thinking, skills to analyse problems and to search for strategies to solve problems and it offers a space to develop fundamental thinking processes (A. Blaho, 2003) and for "learning by doing in combination with analyzes, talking and thinking about what we have done" (J. Sendova, Bulgaria).

Considerations and discussions about standards for ICT education cannot be found only on a concept of information literacy, but they should head towards to inquiry a set of invariants (D. Mudrak, 2005) of information education (M. Cernochova, 2005) as fundamental competencies for learning in whichever subjects and branch and for life in a knowledge (networked) society.

Session 20: Teacher education for Special Educational Needs

Educating teachers for the inclusive school; A cross-cultural Norwegian-Russian project

When the UNESCO Salamanca Statement of 1994 was agreed upon, the national responses in Russia as well as in Norway were swift. Both countries made changes in legislature and educational governance that were to secure the rights of children with special educational needs to attend the ordinary neighborhood school. School reforms often tend to lead to teacher education reforms, but not always. The intention of this study is to describe and analyze how teacher education in two countries responded to the new inclusive goals, and how the extended concept of inclusion is interpreted. The project design is a case study of two cooperating teacher colleges in Norway and Russia. The study places the institutions in their national as well as global context. The inclusive agenda and values and goals of education are analyzed in relation to social, cultural and economic forces. The scientific approach is qualitative with a combination of actor interviews at all educational levels, document analysis and anthropological methods of participation. Through the study tensions and contradictions between national level and local level are identified both in Norway and Russia. Similarities and differences in curriculum and theoretical approach between the two teacher colleges are described and analyzed, with specific focus on how the theories of Vygotsky are interpreted in their national

context. Human rights, democracy and social justice are central concepts in the analysis. The findings confirm previous research on how such 'universal' concepts are culturally embedded.

Key words: comparative education, inclusion, Vygotsky, teacher education, globalization, Russia

Special Educators in School and Preschool Engineer Deliberative Communication

I had the opportunity to be part of a national financed project concerning in-service training of elementary school teachers on special education. Last year, at the ATEE conference in Italy, I had a workshop together with Gun-Marie Wetso and Inger von Schantz on the above mentioned topic. In Amsterdam I would like to present my doctoral study in a workshop; The question my thesis are based on deal with the emerging new role of special education teachers according to the intentions of the National Swedish School System.

The thesis is based on the theory of communicative action as developed by Jürgen Habermas (Habermas, 1981). The deliberative dialogue is the fundament of action in the relations between different actors in a school and preschool context. The aim is to uncover experiences and concepts of special education teachers as they develop their new role according to the concept of communicative action. The field work among the special education teachers is carried out through action research in 2004-2006. Their supervising role will be described and developed and the communicative dialogue monitored.

Session 21: In-Service Teacher Education

Vocational development support establishments for teachers in Poland

The objective of this presentation is to identify and analyse the major problems that have been or are to be solved by the life-long learning institutions for teachers in two regions of Poland – the Lower Silesia and the Podlasie provinces. The choice of these two regions has resulted from the fact after the 1999 reform both provinces have adopted a completely different base of operation in respect of their life-long learning systems for teachers. The analyses that we carried out were aimed at constructing a map of the most important successes and threats for every provincial long-life learning system for teachers.

The research questions we were seeking answers to in that part of the research, were the following:

1. What is the structure of the regional long-life learning systems for teachers that we picked up?
 - 1.1. What are the entities that make up this structure?
 - 1.2. What is the cooperation network among those entities like?
2. What are the local policy assumptions towards the problems of the long-life learning of teachers ?

Research method

We decided for a case study to be our major research method. Having analysed interviews with directors of provincial, county and municipal long-life learning establishments for teachers, interviews with employees of Marshal Offices from both provinces, interviews with School Superintendents and employees of local colleges, we drew up a description of two provincial long-life learning systems for teachers . In our studies, we also took into account the training offers of the centres for the school year 2003/2004.

Mentoring in supporting newly qualified teachers' professional development: individualism or organisation development

The study is a part of the project Teachership-Lifelong Learning: Supporting Teachership in a Changing Work Environment funded by the LEARN –research programme of the Academy of Finland. The necessity of responding to an environment that is not more diverse and open but also more complex is perceived by teachers as involving new demands on themselves. A particularly problematic situation faces newly qualified teachers, who are learning how to teach. Finnish schools have no formal statutory system for inducting new teachers.

The aim of this project is to study the role of the mentoring during an induction – how to recognize a mentor? The study is based on an examination of mentoring from the theoretical perspective of the teacher's continuous professional learning and on-the-job learning and the school community's professional development (Carter & Francis 2000, Poikela E 2000, Järvinen 1999, Hargreaves 2001). The main problems are aimed at helping newly qualified teachers to develop their professional growth and identity. The data will be gathered using the methods of action research in two municipalities and the process will exploit documents, questionnaires and interviews.

Mentoring meetings allowed the new teachers to describe their experiences and problems in a confidential atmosphere: they could ask "stupid questions" without being criticised. Mentoring teams

supported actors in their choices, helping them to learn to analyse and assess their own teaching activities. The mentors saw their task as being primarily about listening to and supporting new teachers. The mentoring teams talked about problem students, interaction with their parents, the actors' own work communities, and collaboration with fellow teachers. The mentoring meetings had served as a useful interaction situation that helped novices to cope with their work and made it possible for them to learn from each other and from an experienced mentor.

It is known that teachers will work more efficiently when they can collaborate with their colleagues and learn with the support of the school community (Hargreaves & Fullan 2000). Mentoring should be seen as an essential element of professional culture in schools, not merely as a separate interaction process between a mentor and a new teacher. It has been considered important to relate mentoring closely to other development work undertaken in a school, thus making it a school-specific activity. Mentoring also allows a teacher to establish close relations with their fellow teachers.

The mentoring meetings have served the novice teachers as a useful interaction situation that supported them in their work and enabled them to learn from each other and from an experienced mentor. However, do they see mentoring, too often, as an isolated interaction process between a mentor and a new teacher? It appears that the new teachers perceive mentoring as an individual process taking place outside their own school organisation rather than as a process internal to it.

Session 22: Gender and Diversity in Education and Teacher Education

Gender Differences in Tested and Self-Rated Nonverbal Sensitivity: A Project in Progress

In studies on 133 samples the Profile of Nonverbal Sensitivity, PONS-test (Rosenthal et al., 1979) was used to investigate gender differences in the accuracy of decoding nonverbal signs and signals. From these studies it was shown that females tend to be more accurate at nonverbal judging than men (M ES = 0.42). As Knapp & Hall (2002, 83) stated, these findings hold up, generally, whether the subjects are from the USA or not.

To examine this assumption this test was used in nine field studies, conducted with students of education at the University of Tuebingen and the University of Stuttgart (Germany). As reported in a paper presented at the annual conference of the ATEE (Gerada & Klinzing, 2004) no differences (M ES = -0.015) could be observed in nonverbal decoding skill, as measured by the Profile of Nonverbal Sensitivity (PONS), in nine samples of German students studying education and student teachers (secondary school) (N = 498).

The question of gender differences in Nonverbal Sensitivity was followed up in eight additional studies with students of education and teachers in Germany and Malta (N=392), again using the PONS-test. To investigate gender differences in self-ratings of own nonverbal perceptiveness, a questionnaire (Rosenthal et al., 1979) was also administered before and after administration of the PONS. The data are not fully analyzed yet. Preliminary results show again very small differences between men and women in tested nonverbal sensitivity and some interesting differences in self rating.

The findings of all studies will be presented and discussed in the final paper.

Session 23: The Professional Development of Teachers

Standards as a Subtext of Professional Development

The entrance to the world of teaching is a long and complex procedure. The process begins even before the entrance to the four years of intense training, where the practice and theory of education go hand-in-hand. Part of this progression of becoming a teacher is still a mystery holding a lot of non explicit knowledge. In this phase, new teachers start their professional self-awareness and fix their professional standards. Perhaps in this special year of induction we can find the underlying foundations of the yet unknown story of "becoming a teacher".

The researches rational derived from the attitude that sees the teaching-learning standards as tools that have a great potential for prolonged self improvement throughout the professional development. The context of the research was a virtual workshop that demanded a weekly report from every novice teacher and a weekly feedback of the expert mentor that conducted the workshop. The habit to stop once a week and write down all the reflection and thoughts about the teaching week proved itself as a fertile practice that enabled the new teachers reflect on their decision making; and brought us, teacher educators, to be more effective and tuned with their different needs.

The reference group of this research was composed of five novice teachers that were participants in a computerized (virtual) workshop during which they wrote 5X24 weekly reports. We used these 120

pieces of documentation, their weekly chronicles, to analyze and focus on two main aspects that answered two of our main questions:

1. Which standards do novice teachers point out in context with their teaching? (Teaching skills and methods, class management, curriculum etc.)
2. What are the leading criteria, visible and hidden, that surface in novice teachers reflections from the aspect of being teachers? (Relationships with colleagues, communication with parents, self criticism, managing time, etc.)

The data received was analyzed according to the inductive analysis system. Certain key words and central concepts derived from the data were examined. The data was analyzed separately by two analysts on a basis of full-agreement between the researchers (Inter-Rater Agreement). We especially noticed the metaphors that arose in the written reports, we refer to them as "patches of profession" as examples that treasure within them the power to enhance the professional self awareness.

The findings show that the proportions between the two categories represented in the two main questions above can lead us to a better understanding of the tracks of professional development of novice teachers. It represents the stage of their professional development. In addition, the metaphors point us in the direction of other insights, of their mode of becoming teachers. We, researchers, became more aware of our own professional development and of the standards that we use when directing them toward a reflective and critical way of practicing pedagogy. The examples that were explicit and non explicit during the mentoring process have the potential to lead us to reveal parts of the mystery of becoming a teacher.

Personal and social conditions of achieving professional success by teachers, preliminary findings

Paper withdrawn.

Polish teachers' needs in the field of professional support

Through our presentation we try to join the discussion of teachers' professional development. The aim of the study presented here was establishing professional needs of Polish teachers. We were trying to answer the questions of what teachers' expectations in the field of professional support looked like as well as how they were catered for. The analysis of both of the above issues was prepared on the basis of surveys and detailed interviews conducted with teachers. The study involved teachers of mathematics, Polish and foreign language as well as integrated teaching from randomly selected primary schools and gymnasiums. The professional problems most commonly mentioned by the teachers in the interviews included upbringing issues, difficulties in the teacher-parents cooperation, bureaucracy and professional promotion as well as the problems of teaching mixed-ability students resulting from overcrowded classes. The same hierarchy of the teachers' professional problems is revealed upon analyzing the outcome of the surveys. All the problems deemed in the interviews important appeared in the top ten of the list of the most frequently mentioned issues based on the survey. Additionally, further analysis of the interviews showed that teachers noticed the social problems connected with pupils' penury and their implications in teaching outcome.

Session 24: Values in Education

Citizenship, Values & Education in the faculty of Psychology and Pedagogics of the Vrije Universiteit Amsterdam

Education for citizenship is seen as an important aspect of the pedagogical mission for teachers and teacher educators. The concept 'Citizenship' in the context of education can be described as the education which aims to help people to learn how to become active, informed and responsible citizens. This holds for all teachers and students, at the primary, secondary and tertiary level, including the teacher education.

The question which content and methods are appropriate for teaching citizenship at those levels is not systematically studied. Therefore, it is not clear how to prepare teachers accordingly.

The Research and Development Center 'Values in Education' aims to find answers in this field of study through a broad international approach within and without the ATEE conferences, organizing workshops and paper sessions about research and development activities, elucidating theory and practice for teaching citizenship and its values.

This paper describes a 'good(?)' practice, at the tertiary level, in our faculty of Psychology and Pedagogics. The effects on students' value development will be discussed.

Teenage Sex in Belarus: what should schools teach children? Teachers evaluate a video movie about aids prevention-ideas of their students related to political constraints

In Belarus, teaching about a healthy way of life is part of the curriculum of all secondary schools. Recently enhanced political pressure from the international community on the regime has influenced the government to restrict even more influences from abroad. One of the new rules for schools is to omit the words 'sex' and 'condoms' in lessons and in the curriculum.

Under these circumstances we took shootings for a video movie containing ideas, spoken out by Belarussian secondary school students about relations, health, sex and HIV/AIDS. The movie composed from the shootings aims to evoke discussions about these topics in Belarussian classes. This paper describes the teaching strategy of the movie and the reactions of teachers evaluating the first version of the video during an in service course in Minsk

The application of the teaching strategy is discussed in relation with the state of physical, mental and social well-being of the local citizens, students and teachers alike.

Values and Health perceptions in multicultural classrooms

The outcomes of a research and development study on AIDS prevention in three Dutch and three Belarussian classrooms are presented. In a pre-study, students and teachers are questioned about their ideas about health and relations via paper and pencil methods and via video registered interviews. Based upon the ideas found, a lesson series is developed and tested.

The lesson series uses video fragments and student activities which challenge the ideas of the students and addresses prevention of AIDS. After the lessons the student and teacher ideas on health and relations are registered again.

The effects of the intervention are discussed in relation with the differences in national (Dutch vs. Belarus) and in multicultural aspects between the Dutch schools. The consequences for teachers and their education are discussed and related to the reactions of the teachers in the inventory.

Session 25: Development of Secondary School Teacher Education

Preparing students to teach general subjects in secondary vocational training in Flanders by means of project method and integration of subjects

For more than two decades now, secondary vocational schools have the possibility to offer their pupils an integrated version of the subjects Dutch (mother tongue), maths and social studies. The underlying reason was the belief that motivation of pupils would increase when numerical, language and social skills could be trained in real, functional contexts. To offer these, traditional boundaries between general subjects had to disappear and make way for an integrated approach. The new subject (maybe 'method' is a better word) was given the name Project General Subjects (PGS).

A PGS-teacher spends a lot of time with his pupils - up to 8 hours a week - tackling all kinds of social themes. Didactics is strongly oriented on project methods and the focus is mainly on skills and attitudes.

At first there was no specific training for PGS-teachers. Although they could rely on support from the schools advisory service it soon became clear that teacher education should play a more active part in preparing teachers not only for PGS but for vocational training in general.

Karel de Grote-Hogeschool in Antwerp was the first to offer PGS as a fully fledged subject course, some 9 years ago. Meanwhile most other institutions have followed and together have set up a working group to share experiences and help each other.

It soon became clear that PGS indeed has strong potential to deal with not only lack of motivation but a lot of other challenges which secondary vocational training schools face: learning difficulties, special needs, diversity, non-native speakers, socio-cultural differences etc.

In this paper we will initially have a closer look at these opportunities. Secondly, special attention will be given to the way in which students are prepared to teach in vocational schools. Last but not least we would want to know what the qualities and competences are for the teacher trainer ?

To my knowledge the Flemish PGS - alternative for vocational schools is quite unique in Europe. To end the session it would be interesting to find out more about similar approaches in other countries.

Teacher Students' Views on Relevance and Wholeness of Mathematics and Science Teacher Education Programme

Based on evaluation by teacher students, there are several problems that have been identified in mathematics and science teacher education programs, e.g. inadequate time for learning,

fragmentation, uninspired teaching methods and superficial curriculum of teacher education besides the discontinuity between theory and practice. To overcome these problems, it is important to understand the reasons why teacher students experience their studies in such a way. Especially in Finnish teacher education, experience of fragmentation of the studies should be carefully taken into consideration because a whole of the subject teacher education is organized by several subject departments and Department of Applied Sciences of Education. Teacher students take a master degree in their respective faculty and complete a pedagogical studies module for subject teachers (60 ETCS) organised by the Department of Applied Sciences of Education and Training Schools. In this paper, the focus is on teacher students' views on the relevance and wholeness of the subject teacher education programme. The aim of the research is to examine the views of teacher students on their pedagogical studies and understand the reasons behind the complaints concerning the teacher education programme. To understand these experiences, mathematics and science teacher students were interviewed. We asked students (N=10) who were participating in pedagogical studies to take a part in semistructured interview which took place in the autumn of 2004. There were three themes to be discussed in the interviews: how students describe their pedagogical studies, what kind of expectations the students had and how these expectations were fulfilled, and how the students have experienced the study arrangements. In the presentation, the students' views on relevance and wholeness of pedagogical studies are described. The data is analysed by analytic induction starting with the themes of the interview.

This research is a part of a research project which examines the role of mathematics and science teacher education in supporting the growth of teacher's pedagogical content knowledge during the teacher education programme from both teacher educators' and teacher students' perspective. One aim of this research project is to compare the views and experiences which teacher educators and teacher students have on pedagogical studies. The results of this paper will uncover the aspects that should be considered carefully while designing the interviews of teacher educators. In the presentation, we will discuss how this kind of research-based approach could be used for developing teacher education programmes in universities.

Teachers and parents

Teachers complain a lot about parents, especially with regard to their upbringing strategies and pedagogical qualities. On the other hand parents complain on the way they are treated by the school. Raising children is a common responsibility of parents and teachers. But it is not perceived that way by many teachers and parents.

There are a lot of discrepancies between objectives of government, school and parents. Governments think about ideal parents helping to guard educational quality. Schools and teachers see parents as delivering preconditions for their own job: teaching. So they complain about parent for not feeding their children properly, for letting them get too tired to keep awake at school, for not learning them to behave properly. They think much less about their role in helping parents in reaching pedagogical objectives. Parents mostly focus on the interests of their children. Parents have to make tough choices when deciding to be critical about school. Position and motivation of parents can rise if schools and teachers learn to listen to parents. Children don't learn only at school. Teachers must not always act as the 'expert'. Schools and teachers should have open pedagogical (and didactical) communication. At the same time they have to be open about their limitations and should be aware of the short-sightedness of blaming the parents. They rather should realise that raising a child in modern times is a difficult job, which should be done in cooperation and shared responsibility. Schools should be clear about their own educational and pedagogical role, in cooperation with parents. Parents should realize that participation and cooperation is necessary for a good development of their child. Schools and teachers can make this easier by stimulating active partnership. In teacher education the importance of good communication between school, teachers and parents should be stressed. A teacher should have knowledge and skills regarding a shared pedagogical responsibility with parents. In teacher education this is hardly a topic. Students only meet the parents only in their practical periods and in many cases even not then.

The paper gives results of the first stage of a research project of the knowledge centre Integrated Pedagogics of INHOLLAND University on improving communication between teachers and parents. In the research different visions and good practices will be inventoried, analysed and evaluated. The first stage is a literature review and elaboration of research questions and instruments (questionnaires, observation instruments). Central research question is whether schools see parents as actual partners in education. Is there a distinction between community schools and 'normal' schools. One central topic will be the way teachers deal with differences in culture, expectations and parental practices as well as ways to improve teacher education with regard to teacher-parent cooperation. How can minority

parents (which in some big city neighbourhoods are a majority) participate and communicate with school and vice versa. How can teacher training colleges educate future teachers in collaborating with parents, taking them seriously as partners in relationship to their own pedagogical responsibilities?

Session 26: Learning Together in a Global Society: Promising Directions for Moving Beyond Current Standards (Symposium, continued in session 44)

As the world shifted from an industrial society to a knowledge society, Drucker (1994) hypothesized that “education will become the center of the knowledge society” and that “increasingly, an educated person will be somebody who has learned how to learn, and who continues learning” via formal and informal education throughout his or her lifetime (pp. 66-67).

Schools and universities are crucial to the development of the knowledge society or “learning society” that demands “the power to think, learn, and innovate” (Hargreaves, 2003, pp. 18-19). In this society, teachers and administrators are expected to learn with and from colleagues, students, and parents; commit to continuous learning; create and implement new approaches to teach children; engage in formal and informal inquiry; develop their own and others’ emotional intelligence (social/moral development); share leadership; and contribute to the organization in ways that enhance learning for everyone. Additionally, globalization has necessitated or opened avenues for re-thinking and “cultivating a cosmopolitan identity that shows tolerance of race and gender differences, ...[a] willingness to learn from other cultures, ...responsibility toward excluded groups within and beyond one’s own society, ...[and] opportunities to teach (and therefore learn) in other contexts and countries” (Hargreaves, 2003, pp. 4-5).

These understandings are reflected in UNESCO’s four pillars of education which are grounded in learning:

1. learning to know (foundations for learning throughout life);
2. learning to do (competence and skills);
3. learning to live together and learning to live with others (understanding others, recognizing the growing interdependence of peoples, managing conflict intelligently and peacefully); and
4. learning to be (stronger personal responsibility to uncover individual talents and attain common goals). (Delors et al., 1996)

Since learning is currently viewed as a lifelong endeavour, these pillars of learning can apply to learners of any age and are thus appropriate for teachers as well as students.

Numerous countries have adopted standards designed to improve or assure learning for teachers and/or heads of schools although disagreements remain concerning motivations for and definitions of standards, as well as outcomes and the research underpinning them. Such standards tend to focus on the first two pillars of learning--the knowledge and skills that individuals are to attain. Despite an increasingly interdependent and global society, standards for teachers’ development rarely address the third and fourth pillars of learning: collective learning or learning that could help teachers collectively (e.g., learning to work with colleagues, learning to help colleagues learn, learning how to inquire collectively, understanding transnational perspectives, or using technology to enhance learning).

The research presented in this symposium focuses on learning that often transcends traditional boundaries of schools, emphasises new roles and responsibilities in interdependent ‘communities,’ and integrates all four pillars of education. Together, the presentations indicate that professional learning in schools has begun to move beyond traditional professional development for individuals. The presentations suggest promising future directions that point toward collective learning and responsibility requiring joint learning in areas such as human relations, communication skills, group process skills, conflict management, inquiry, political knowledge, and leadership skills.

Reflection on Life-Long Learning: Educators’ Re-Learning

(A) broad learning

Organizational Learning

Session 27: Professional Development of Teacher Educators

Teacher educators' academic and professional identities: faculty and student perspectives

Under current partnership arrangements for Initial Teacher Education (ITE, or pre-service) courses in England, teacher educators based in universities have central roles in the education of intending teachers. In the last decade, the fast pace of change in the school and sector, changing government requirements for ITE courses and increased pressures to meet the imperatives of the higher education (HE) sector have led to an intensification of work for teacher educators and to changes in their academic identities. But the exact nature of these changes and their effects on the student teacher's learning experiences have not been researched.

This study redresses this gap in existing research in the following ways: firstly, by providing an evidence-based study of how students and faculty members (academic staff) view teacher educators' academic and professional identities and knowledge bases; secondly, by identifying how these changes have impacted on the student experience and on attainment of the professional standards for teaching, set by the Teacher Training Agency in England.

No existing theoretical frameworks offer a precise 'fit' for this study. We therefore draw upon a variety of theoretical and conceptual perspectives including Wenger's (1998) concept of communities of practice and Becher and Trowler (2002) analysis of academic tribes and territories in order to theorise teacher educators' changing identities.

The empirical work was conducted in three universities to capture some of the diverse HE settings for teacher education in England. Under-graduate and post-graduate students and teacher educators working on pre-service courses at these universities were involved in the research. They were asked to complete a questionnaire, defining the academic and professional identities and knowledge bases of teacher educators, the contributions which they saw teacher educators as making to their professional development, and what effects any perceived changes in academic identities may have had on the student learning experience. Follow-up focus group interviews with a small but representative sample of students and staff were held.

The findings of the project illuminate knowledge of the changing academic and professional identities and knowledge bases of teacher educators in England. They also identify some of the complex ways in which these changes have impacted on the student experience of pre-service education courses, and on student attainment of standards for teaching. Although the empirical work was conducted in England, the findings offer an important contribution to current debates about the professional preparation of teachers and the professional identity of teacher educators in Europe and elsewhere.

From teacher to teacher educator; A pilot study about the professional development of teacher educators

The main question of this study is: How do teachers become teacher educators? We are interested in the individual development of teacher educators, as well as in the development of teacher educators as a professional group.

To answer this question we held in-depth, biographical, interviews with five teacher educators, three men and two women, who belong to five different generations: 30-40 years old, 40-50 years old, 50-60 years old, 60-70 years old and 70-80 years old. The teachers taught and teach different subjects: Dutch (2), history, pedagogy and music. These teacher educators all studied at a teacher educator college for primary education, worked as teachers and then became teacher educators at a college for primary education. In other words: they socialized strongly in the educational profession.

The interviews cover three main periods in the development of the teacher educators:

1. Becoming a teacher: the period of primary school, secondary school and the teacher education college.
2. From teacher to teacher educator: the period of working as a teacher and the studies the teacher undertook to qualify as a teacher educator.
3. Being a teacher educator: the period that the teacher educator worked and works at a college for primary teachers and develops him- or herself as a teacher educator.

We asked the teacher educators to tell the story of how they became teacher educators. We analyzed the interviews to search for individual and general experiences: what events, persons and circumstances influenced their professional development? And what did they do to become a teacher educator?

The outcomes of the study reveal that the individual development of the five teacher educators is quite different for each person and cannot easily be compared. There is one thing that all five teacher educators have in common: during their work as a teacher they all studied for a teaching degree that

gave them access to teaching in secondary education, but none of them studied for an academic degree.

The development of the teacher educators as a group is evident. The successive interviews show that teacher education changes with the changing views on the teaching profession. The view on the knowledge base of teacher educators has also changed from subject knowledge that was valid for a professional lifetime to pedagogical (subject) knowledge about what student teachers should know and do to be good teachers into meta-knowledge about what teacher educators must know to be good teachers of teachers.

To give one example: the oldest teacher educator (Peter, 70-80) never felt he was a teacher educator, but always thought about himself as being a teacher. That was never a problem, because teaching subject knowledge was regarded the best way to educate new teachers. The youngest teacher educator (Hilde 30-40) clearly identifies herself as a teacher educator and, being a teacher of teachers, she sees her work as different from that of the teachers she educates.

During the presentation we will ask the participants to reflect on their own development and to discuss the ways in which they became teacher educators.

Session 28: Panel discussion (continued in session 46)

Einführung von BA/MA in der Lehrerbildung in Deutschland, Österreich und der Schweiz

Im Rahmen des sog. „Bologna-Prozesses“ vollziehen sich seit 1999 grundlegende Veränderungen der nationalen Ausbildungssysteme, die auf eine europäische Vereinheitlichung des Hochschulraumes ausgerichtet sind. Der damit verbundene Umbau der Studienstruktur stellt für einige Mitgliedsstaaten der EU einen deutlichen Einschnitt in die bisherige Ausbildungskultur dar. Dieses gilt in besonderer Weise für die Einführung von BA/MA in der Lehramtsausbildung in Deutschland, Österreich und der Schweiz.

In dieser Sitzung soll für die drei Länder dargestellt werden,

- was die Einführung von BA/MA an grundsätzlichen Veränderungen in der Lehramtsausbildung in dem jeweiligen Lande mit sich bringt (bzw. mit sich bringen würde),
- welche Linien und Positionen sich in der Diskussion zur Einführung von BA/MA in Politik und Wissenschaft auffinden lassen,
- welche konkreten Entwicklungen eingeleitet sind und welche BA/MA-Modelle schon etabliert worden sind und
- wie diese Entwicklungen für die Lehrerbildung zu bewerten sind.

Lehrerbildner aus den drei Ländern halten zu diesen Themenkreisen Vorträge. Allgemeine Aspekte der BA/MA-Ausbildung und länderspezifische Unterschiede und Gemeinsamkeiten sollen herausgearbeitet werden.

Session 29: workshop (continued in session 47)

[Theory and practice: an everlasting struggle?; The role of theory in a practice-oriented teacher education programme

Nowadays, one of the main topics in teacher education is how teacher education can be so organised that theory and the student teachers' practical experiences become integrated? The risk of the 'theory-to-practice-approach' is that student teachers do not apply the theory to their practices. The risk of the more practice-based approach, which became popular during the previous decade, is that student teachers do not relate their practices to theory.

In our first workshop (90 minutes), we will work with participants on an approach that aims at combining practical experiences with theoretical insights. To do so, we use the pedagogy of realistic teacher education. In the workshop we will work with practical exercises, participants will get a model to work with this pedagogy, analyse the underlying theory, and will discuss the possible benefits of this approach to their own work.

In the second workshop (90 minutes), we will analyse and work with three approaches to working with student teachers' experiences:

- 1) working with previous experiences and preconceptions;
- 2) working with recent experiences and 'real life' concerns;
- 3) creating new experiences and enriching and deepening the conceptions.

In these approaches, we aim at an integration of the (practice-)experiences, the theory, and the student teachers person. A central activity is reflection on these three elements, and the connections between them.

The workshops will be highly interactive and activating. Participants will receive two articles, and ca. 10 exercises for use in working with groups of student teachers.

The workshops are based on the realistic approach (Prof. Dr. F.A.J. Korthagen, IVLOS, Utrecht University), and on our own work (i.e. of the three presenters) in the Comenius 2.1 project 'Learning from practice', which is being funded by the European Commission (project website:

<http://www2.ivlos.uu.nl/comenius/home.htm>).

Session 30: Round table

Towards European competences and standards for teachers ???

Based on the European ambition to become the most competitive economy in the world a EU-strategy on education has been started in 2002: Education & Training 2010. Part of this strategy focuses on 'improving the quality of teachers and trainers'. This programme is co-ordinated by an expert group, installed by the European Commission, with representatives from the EU countries and aims at improving both the quality of teachers and teacher education.

First activities focussed on comparing national developments and stages of development. This resulted in documents focussing on changes in competences for teachers and common principles for teacher competences and qualifications. A next step will be to identify indicators that can be used to compare the quality of teacher education in the EU-countries.

As part of the strategy on Education & Training 2010, peer learning clusters (PLC) are started on a variety of themes. One of the themes is Teachers & Trainers. Countries can apply to participate in one of the PLCs with one representative. The PLC focuses on concerns and questions of the participating countries (as formulated by the representative or government). Based on these concerns and questions of the participating countries, peer learning activities are organized (site-visits, thematic meetings, etc.), trying to create a mutual learning process where the participants can learn from each other through discussion and exchange of good practices. Underlying aim is that the results of the PLC-activities can support implementation of national policies to enhance the quality of teachers and teacher education in the participating countries.

Two ATEE-members are asked by their respective governments to participate in the PLC on Teachers and trainers: Chris Bezzina (Malta) and Marco Snoek (The Netherlands).

More information on the EU-policy activities on education and on the open co-ordination method can be found on http://europa.eu.int/comm/education/policies/2010/et_2010_en.html.

Reflection on the EU-policy raises questions about the aims, priorities and conceptual frames of reference that are used in the EU activities. Also questions can be raised about the involvement, participation and ownership of teachers and teacher educators. The EU discussions mostly take place between bureaucrats from the ministries of education and a few selected experts. In general teachers and teacher educators are hardly aware of the discussions on EU-level and on the effect that these discussions might have on national systems of (teacher) education.

The ATEE has the ambition to be involved in the EU-debates to voice the concerns and interests of teacher educators in Europe. Part of this ambition is to be involved in the Education & Training 2010 programme on Teachers and Trainers with the aim to influence the debate. In the past year several meetings with EU representatives took place.

Aim of the Roundtable is to inform participants about the EU-developments, to create awareness with respect to the EU-developments and to discuss strategies for the ATEE and for national groups of teacher educators to be involved in the debate.

Session 31: Standards for Teacher Education

The accreditation studies on teacher education and some applications in Turkey

In the societies which have a neat education system, it is noticed that the education systems tackle with the training at four stages as preschool training, primary, secondary and higher education.

Though in the training of individuals and preparing them to the adult life, the importance and necessity of each education stage is not denied, it isn't discussed the importance of higher education for societies.

That situation has brought the quality of instruction members at the every education stages including the higher education and growing qualified members to the agenda. Because, the societies of today and future –as Drucker (1993) calls them Information Society- need the individuals who knows the way to reach the information, changes the acquired information into the behaviour and to product new information by using them. For training the individuals having these features, the teachers are expected to be guide and leader showing the way of reaching the information instead of being a teacher as a transferrer of traditional information as carrier of it. For realizing that, the programs training teachers have great importance. In Turkey, has been tried to supply the education institutions, exterior the private higher education institutions and higher technology institutions till 1997-1998. In the accreditation process, beside explaining the determined and controlled by a certain authority about producing and serving a duty, the controlling defined isn't worked according to punishment, but to the aim of improvement and promoting the quality.

For this reason, the aims adapted for Education Faculties of the accreditation accepted as a system defining how it's obeyed to the determined standards, supplying self-controlling in the organizations are below;

- To fix the appropriateness to the determined education standarts and criteria.
- To supply the guidess for improving the education programs to these institutions.
- To gain the approach of improving the branches related to the education in the country.

In this study, the accreditation process realizing in the Teacher Education some European countries and Turkey will be examined.

Teacher education standards in the United States, their utility and contexts for their implementation

In this presentation I will examine various sets of standards used in teacher education in the United States. These include standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC); standards for teacher preparation established by the National Council for Accreditation of Teacher Education (NCATE) and standard for ongoing professional development set forth by the National Board of Professional Teaching Standards (NBPTS). In addition I will review standards for teacher preparation mandated by various states. I will explore the evolution of the standards and their perceived value to teacher educators as well as contexts in which these standards may be applied. Finally I will present and explore how state and national standards have been implemented in one elementary (primary) teacher education program.

Particular attention will be given to standards in place for the preparation and ongoing development of elementary (primary) school teachers. The standards set forth for these professionals will be compared for their breadth, value, and quality of practical application. Standards that appeal to the universal or global dimensions of teacher education will be highlighted. A matrix of the standards will be provided to participants in the session. Samples of standards documents and references for obtaining complete standards documents will be made available.

Standards for Developing Teachers in Alabama, Mississippi, and West Virginia

The Teacher Education Departments of colleges and universities in Alabama, Mississippi, West Virginia, and other states are held responsible for preparing qualified teachers and other professional personnel for work in elementary and secondary schools by local educational organizations, the state Departments of Education and the United States Department of Education. Part of the process of assuring that the Teacher Education Departments are thoroughly preparing future teachers involves the accreditation process. The United States Department of Education recognizes the National Council for Accreditation of Teacher Education (NCATE), a non-profit, non-governmental organization, as the accrediting body for Teacher Education Departments in colleges and universities.

Part of the mission of NCATE involves providing leadership for reforming teacher education, as well as, assuring that the teachers have the knowledge, skills, and dispositions to teach children. NCATE works with three other specialized accrediting bodies in developing the standards. These include the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Board for Professional Teaching Standards (NBPTS), and the state partnerships.

The authors will present the accrediting process involving NCATE and other accrediting agencies in their particular institution including the pre-accreditation process, the accreditation, and the post-accreditation process. Other topics of interest which will be presented will be how the process involves the college and university students, developing the evaluation tools for the process, and how the standards are applied to teacher education.

Session 32: Assessing Standards

Personal qualities as an element of masterly development

The subject of this paper is to raise awareness as to the features that have an impact on teacher's behaviour. Personal qualities, beliefs and motivation are believed to influence the behaviour of a (novice) teacher. By making these aspects subject of discussion the novice teacher becomes aware of them and is active in his professional development. The Ruud de Moor Centrum(RdMC), in association with the Faculty of Psychology of the Open University of the Netherlands (OUNL), designed and produced a digital programme for self assessments. After having received an account and a password the user can follow the programme independent of time and place. The programme consists of eighteen questionnaires with topics such as; interpersonal relations, styles of conflict, empathy, management of emotion, leadership, creativity, stress durability, Five Factor Personal Inventory (Dutch Big Five), learning styles, class management, collaborative learning, innovation, locus of control, educational beliefs, cooperation with colleagues or parents and motivation.

A short feedback is given after each questionnaire and when the whole programme is finished a report will be sent to the user by e-mail. This digital programme was tested in a try out by 232 teachers of various educational sectors. The participants were divided into three groups: student teachers, novice teachers (with three years experience maximum) and experienced teachers (four years experience or more). A comparison was made between the three groups on the questionnaire scores. The collected data was used to determine what questionnaires are useful. Because of this a few items were deleted by means of factor analysis. The internal consistency of most questionnaires was good (> .70). The data was also used to standardise the questionnaires. Forty percent of the participants returned an evaluation form about the programme on quality, user-friendliness, time spent etc. The evaluation showed that the participants were quite positive about the programme and think of it as a useful tool for professional development.

During this parallel session a short presentation will be given about the digital programme followed by an analysis of the try out. After the presentation there is room for discussion.

Session 33: Standards for Professional development

EDIPED: The development of a digital appraisal tool for the collection and presentation of portfolio evidence of an educator's competencies

A digital portfolio is a suitable instrument for self-evaluation and reflection. Since 1999 a digital, web-based portfolio has been used for students and teachers in our teacher training college: EFA, the Amsterdam Faculty of Education, part of AIOO. We have contributed our experiences with this instrument in a European context to a project entitled EDIPED: European Digital Portfolio for the Evaluation of EDucators.

In the first part of this paper we will report the process in the EDIPED-project. The EDIPED-project is a European project that has been carried out with the support of the European Commission within the framework of the Socrates Programme, action Comenius 2.1. It started in October 2002 and will be finished in September 2005. Teachers, teacher trainers and inspectors from 7 European countries participated in the project. In those three years the main activities were:

- analysing the existing appraisal systems in the countries of the project partners
- analysing the tools used for evaluation of educators, in particular Portfolios and Digital Portfolios
- creating a draft Digital Portfolio of achievements/competencies
- having a try out of the draft version of this Digital Portfolio in the countries of the project partners
- creating a final version of the Digital Portfolio of achievements/competencies
- creating an international course for educators in which they learn how to work with the Digital Portfolio.

In the second part of this paper we will present the products of the EDIPED-project, especially the Digital Portfolio as a tool and the international course that was given for the first time at Intercollege Cyprus in March 2005. We will present some examples of portfolios that were produced by participants in this course and report on the results of the course evaluation of the. The participants expressed the opinion that self-evaluation and reflection were important and stimulating for improving the quality of educators, while evaluation by headmasters, inspectors or special committees was not stimulating.

The language and interpretations of Standards for ITT and Induction in England. A focus on Standard 1 Professional Values and Practice: Opportunities or Outcomes?

The Handbook of Guidance 'Qualifying to Teach' (TTA 2003) focuses particularly on assessment, because 'Standards are outcome statements that indicate what trainee teachers need to know, understand and be able to do in order to achieve Qualified Teacher Status (QTS). The many different people involved in assessment - school -based tutors, class teachers, higher education tutors and the trainees themselves - need to develop a common understanding of what is involved in meeting the Standards. Assessment against the Standards is a matter of skilled professional judgement made a different times in contexts, and often draws on evidence from a range of sources collected over time' (ibid, p.5).

The paper focuses on the end-of-year assessments of post-graduate student teachers in one HEI. The author presents an analysis of end-of -course assessment data and the associated reporting commentary from a sample of reporting documents by secondary teacher-tutors over a three-year period (2003-5), in connection with Standard area 1, 'Professional Values and Practice' . The analysis attempts to tease out the emerging trends in the teachers' interpretations of the set of sub-categories within the Standard area and to consider these in terms of three key questions:

- How is the terminology of the Standard being defined and described?
- How is the evidence for assessment selected and evaluated?
- What are the interpretative frameworks?

The tensions that are embedded in the wording of the Standard itself are revealed as an amalgam of both aspirations and outcomes described in terms of teachers' learning, professional practice and pupils' learning.

Session 34: The Training of Science Teachers

Use of e-learning in a classic school environment

Even in a traditional classroom, e-learning environments can be used. What are the advantages and disadvantages for the students? How do you involve the teachers? Do you work top-down or bottom up? Is it not necessary to apply some pressure to ensure that even stubborn teachers come on board? How do you choose the software? Do you select Open Source or a traditional commercial software product? Once you have selected the software, how do you implement it in an traditional classroom which by its nature is in conflict with e-learning?

These questions and more will be answered after a brief introduction and the justification of the need to use e-learning environments. We will provide these possible answers by sharing a concrete example of a successful implementation.

The remainder of the time, we want to exchange ideas on this approach. We will use the following assumptions to drive the discussion :

- Older teachers do not want to change
- In order for e-learning to work, one has to change the complete school structure and culture
- Open Source is too hard for the school's IT department
- Just like language labs, e-learning will disappear
- There are no advantages to students from e-learning

Session 35: Education and Training for Technical/Vocational Teachers and Trainers

Clarifying Vocational teachers' Professional thinking in Oulu Polytechnic

The aim of this study is to clarify vocational teachers' views about their profession and professional thinking. The study concentrates on to examine vocational teachers' aspects of teaching, assessing and guiding in Oulu Polytechnics, Finland. Also teachers' ideas about research and development work as part of the vocational teachers' profession were investigated.

The development of the Polytechnic is based on the so-called dual model, according to which the Finnish higher education system comprises polytechnics and universities. Oulu polytechnic is a multi-field polytechnic. The objective of the polytechnic studies is to provide the students with higher educational qualifications and skills that are needed in working life.

The polytechnics are also expected to play a stronger role in the pursuit of research and development work. Research and development work is basic task in Oulu Polytechnics and it has an important territorial developmental aspect. This aspect might affect to teachers ideas about teaching and learning. Therefore it is important and interesting to clarify what kind of theoretical ideas and pedagogical thinking is behind vocational teachers professional behavior. This information give valuable knowledge about vocational teachers work, their professional development and their future education needs.

In addition considerably more attention needs to be paid to the teachers' views about research and development and how this work is included in their professional expertise. Therefore it is important to investigate teachers ideas about research and development and its role in they daily working. The theoretical starting points of the study are based on expert-novice paradigm and model of dimensions of teachers' professional development. The study was carried out with quantitative survey study. Teachers (n=163) were in all educational units; Culture, Natural Resources and the Environment, Natural Sciences, Social Sciences, Business and Administration, Social Services, Health and Sports and Technology, Communication and Transport. Most of the teachers were qualified to their work (80 %).

According to the preliminary results of the survey, teachers had on modern thinking about teaching. Teaching is seen in a constructivist way; knowledge is constructed by applying knowledge to solving problems in practical context. Students are seen as independent learners but who at the same time needs teachers guidance and support. As a pedagogical implication, it seems that teachers should think over and be aware what kind of teaching methods and assessment tools they choose to reach students needs to get essential quidance during their professional learning process.

According to the preliminary findings teachers ideas about education seem to combines theory, practice and individual experience. This finding strengthens the preconception that teaching in polytechnics occurs in practical context where students have possibilities to deepen and combine their theoretical and practical knowledge. However, its is worth of mentioning that teachers ideas vary a little bit between educational units. Also views about significance and role of research and development varies among teachers.

The Final Paper as a Tool to Promote Teachers' Competences in Teacher Education - Different Expectations and Concepts

This paper describes how the final paper is implemented in vocational and higher education at Jyväskylä Polytechnic. The vocational teacher education curriculum at Jyväskylä Polytechnic is connective, and is made up of a 1½ - 2 years study programme. The final paper forms part of the development of the educational institute competence area. According to the learners' own goals, s/he chooses a theme which develops either his/her own work or develops his/her own institution.

This case study describes the concepts and expectations of the final paper from the viewpoint of the teacher student, the teacher students' workplace (educational institute), vocational and higher teacher education college. The final paper is analysed from three different approaches, namely research and development, learning and writing.

This paper will focus on the main findings and outcomes. From the teacher students' viewpoint, the final paper process was an individual cognitive process. In contrast, the teacher students' workplace and teacher education college highlighted more the meaning of community and collaboration in both the writing and learning processes. The workplace and the educational institute emphasised the practical nature and benefit of the final paper. The teacher students' experience and beliefs regarding the final paper was seen as a theoretical study that facilitated his/her theoretical knowledge and understanding. The fact that the final papers are public outcomes of the learning process had a positive impact; it motivated the teacher student, it made the development of one's own professional field and knowledge visible and it enabled participation in the relevant pedagogical development discussions and in that way facilitated the development the teaching area.

The function of the final paper is to promote the student teachers' competences in reflective and developmental way of working and to promote the ability to combine theory and practice in teachers work.

Session 36: Management and Leadership Training in Education

Competence, standards and leadership education - a contradiction

In the paper will be explored a brief history of the English experience in the movement towards a 'competences' and 'standards' approach to the development of leaders, particularly headteachers of state schools.

There will appear a critique of the approach taken and the emergence of the National College for School Leaders (NCSL) as a centralist approach to ensuring the "minimum capability" quality of candidates for headship/principalship in English schools.

Evidence from empirical research will test the notion of training and "fitness for purpose".

It will be argued that preparation for practice against fixed competences and standards may be necessary but is not sufficient.

The main premiss behind this paper is that leaders need to be educated and not merely trained.

Further, in one sure sense, that there can be no preparation for headship/ principalship which only considers the role and not the person in the role.

Reference will be made to literature from a wide variety of sources (both education and other businesses) and countries to support the argument.

Session 37: Symposium New Graduates Teaching for Diversity: what standards are expected (Symposium)

This proposed symposium, which consists of four thematically - related but separate papers, [see below] explores current educational expectations and standards concerning new teachers' skills in working with 'difference'. Like many OECD countries, Australia's teaching force does not reflect the cultural, classed or gender diversity of the student population, where 25% of primary and secondary students come from language backgrounds other than English, are recent migrants or refugees and where many of their families are also economically disadvantaged.

Teacher education courses aim to prepare new teachers to engage productively with diversity.

Professional standards for new graduates often require knowledge of and skills in working with diverse 'social, cultural and religious backgrounds of the students'. How are such skills developed and supported in the transition from student teacher to graduate teacher? What theoretical frameworks around difference and diversity inform teacher education courses? What beliefs, values or 'standards' do experienced teachers espouse when working with diverse cohorts of students? What methodologies might produce richer and more useful data when researching these issues? The four papers that make up this symposium address these foci from different perspectives and together present a research project that is currently in development.

Teaching standards: Addressing diversity?

The issue of teacher professionalism and the debates on standards have been recurring issues in educational discussion since the early 1990's in Australia. Taking as a starting point the question 'What role do professional standards play in schools and teacher education?' this paper considers the current Standards of Professional Practice for new teachers in two Australian states, Victoria and Queensland, and examines how teacher education students as well as new graduates are (and are not) supported to meet these standards. Where is the 'noise' about professional standards coming from? Where are the 'silences' around the standards? In what ways are standards used to control the quality and effectiveness of teachers? How may standards be used to enhance or constrain social equity in classrooms and schools?

This paper focuses on how the standards are used, or not used, to stimulate teacher education students' learning about diversity and difference through the teacher education curriculum and through professional development for new graduates. How difference and diversity is addressed in teacher education courses and through mentoring, induction programs, and portfolio development to assist new graduates to move from probationary to full registration is considered. This paper maps the challenges and complexities of the field and sets the context for research questions to follow within a larger project entitled 'New Graduates Teaching for Diversity: What standards are expected?'

Standardising differences? Theorising 'identities' and pedagogical approaches to working with diversity

Race', socio-economic status, gender and ethnicity are theorised as fluid, dynamic and interconnected categories of identity within post-structural theories. Understanding identities as socio-culturally constructed offers opportunities to think differently about how teachers and teacher education students

position themselves and are positioned within these discourses. In Australia, where the teaching profession is overwhelmingly Anglo-Australian (Rizvi 1992; Santoro et al, 2001), mono-lingual and of middle-class background, Australian students are becoming far more linguistically and culturally diverse. Since engagement with teachers who 'know' their students, (Delpit, 1995) and the communities from which they come is a major predictor of successful educational outcomes, the growing disparity between teachers' and students' cultural and classed experiences is of concern. While teacher education programs focus on developing the attributes in new graduates to work productively with difference, the actualities of doing so are problematic.

This paper reviews some current Australian, UK and USA approaches to working with student teachers' constructs of self in terms of ethnicity, 'race' and class in order to problematise taken-for-granted ideas of 'normal'. It considers debates that surface around 'individuality' versus 'collective' differences; additionally, some of the resistances and dilemmas that emerge when 'white', middle class students are asked to rethink their own positionality are examined. Questions regarding what constitutes productive ways to teach inclusive and transformative pedagogies are raised in light of current theory and practice.

Practice, Pedagogy and Diversity: What knowledge do teachers need?

This paper reports on two qualitative case studies conducted over a two year period, both of which focussed on examining beliefs about and skills in working productively with difference. The first study explored how pre-service teacher education students construct their own identities around understandings of ethnicity and socio-economic class and how they engage during practicum with secondary students who have different cultural and socio-economic identities from themselves. Data collection methods consisted of focus group discussions, individual interviews and reflective journals. The second study focused on how a group of teachers, experienced in teaching culturally and socio-economically diverse student cohorts, represent themselves and understand their own classed and ethnic identities in relation to their students. It also sought to examine the pedagogies they used in teaching for diversity. This project collected data via focus group discussions, individual interviews and classroom observations.

This paper raises and discusses issues around the preparation of teachers for culturally and socio-economically diverse classroom contexts. In particular, it focuses on the development of practice and pedagogy in connection with knowledge of 'self' and identity. It also opens up questions for further research.

Stimulating Methodologies? Exploring discourses of practice

This paper examines video-stimulated recall technique (Keith, 1988) as a means to engage with teachers' thoughts and decisions during interactive teaching. The methodology focuses on the videotaping of classroom lessons as stimulus for interviews; the videotapes, together with the interviews, provide a means to investigate new and experienced teachers' knowledge in action. The technique of video stimulated recall (where the teachers are videotaped in a routine lesson and then view the tape and explain the thinking underlying their actions) allows professionals to "confront and be confronted by their own professional actions" and to make explicit their implicit theories/beliefs. The video-stimulated interview data will be analysed using discourse analysis. This paper considers the appropriateness of this technique as regards how teachers' represent diverse social and cultural identities—their own and those of their students.

One of the critical elements in understanding knowledge in action is identifying methodologies that engage with that action. The choice of methodologies for this proposed study was informed by the need to recognise the limitations of (i) interview techniques alone (potential "pious bias" and/or superficial self presentation of interviewees), and (ii) mere observation (potential researcher bias due to high inference data). This methodology is consistent with a conceptualisation of teacher-mediated research effects on action, whereby the actions are self-selected by the teacher, explained in detail and sourced to their respective influences. A significant element in this methodology is its reciprocal possibilities. It offers the potential to provide an innovative tool for research purposes as well as for the ongoing professional growth of participating teachers.

Session 38: Teacher education and Information Technology

Identifying Models for Merging Technology and Language Arts Standards to Address Literacy Needs of Students and Inform Teacher Education Program Development Practices

Today's students are different, and the vastly expanding capabilities of technology have impacted their learning styles. Consequently, as teachers enter the profession, they find their own learning styles are very different from those of their students. The current focus of education creates challenges for teachers, who scramble to find appropriate resources to support the unique learning styles of their students and target specific grade level standards. For students with special learning needs, who are unable to meet benchmark expectations required by the standards, present another level of complexity.

Researchers from the United States and the United Arab Emirates will discuss national and international technology and language arts standards that guide their teaching practices. They will present their collaborative research project in which they have worked together to identify ways in which the emphasis on standards has informed the use of technology in home literacy practices and public school teaching and learning.

Surveys were disseminated to parents and teachers in a region of Southern California and in an area within the United Arab Emirates. Data was collected to assess the benefits derived from the use of technology by teachers, parents, and students to support literacy development. Additionally, the researchers examined the literature for current best practices. In the paper being presented, the researchers will report their findings, and will present models of technology integration determined by participants to enhance and support language arts teaching and learning.

Findings will further inform the community of teacher educators regarding the implications of technology integration to meet the needs of learners, and the pre-service curriculum emphasis and requirements of technology standards in teacher education programs. Using models identified in the report, the researchers plan to scientifically examine through a longitudinal study the actual derived benefits of the use of specified technologies in the development of language arts skills of school-age children and youth.

Teaching About IT; Standards in Pre-service Teacher Education

As many forms of learning technology become more widely used in schools, the need for appropriate pre-service teacher education in their use has developed into a crucial issue. In most industrialised countries, schools now make use of learning technology at all levels from primary school beginners to upper secondary. Which technologies are used and how they are incorporated into classroom learning and teaching activities depends on factors such as the cognitive and age levels of the learner, heuristic and pedagogic competencies of the teacher, and the context and nature of the subject matter being taught and learned.

Every year thousands of people graduate with a qualification that permits them to seek employment as a teacher. In this paper the focus will be on a small sub-set of those who will graduate at the end of this year – prospective teachers of Information Technology (IT) in secondary schools. IT is just one among many subject areas offered in most systems of secondary education. Because the subject is relatively new and therefore has no historical context or tradition, there is little precedent or advice to guide in the preparation of new IT teachers.

Recent reports in the UK and the USA note that school age children and adolescents are making increasing use of computers and information and communication technology (ICT), for both recreational and educational purposes, at home and at school. Those who enter a pre-service secondary teacher education course in Australia do so after at least 7 years of primary schooling, 6 years of secondary schooling, and 3 years of undergraduate university education. In 2005 it would therefore seem reasonable to expect that these soon-to-be teachers would be frequent and competent users of a range of ICTs and other technologies. That this is apparently true is partly reflected in the changing nature of core (compulsory) educational technology subjects with teacher education courses. However there are still many un-answered questions that arise as each new cohort of new teachers begins their pre-service teacher education. Exactly what are the ICT related attitudes and competencies of these people, and more importantly, how will these personal attitudes and competencies influence the frequency and method of classroom ICT use when the teachers enter the educational workforce?

In developing pre-service teacher education courses there are significant issues relating to whether the emphasis should be on innovation and change in education, or on current practices of the majority of teachers. Should new teachers be expected to operate in the existing reality of school and classroom practice, or should they be prepared in order to bring about change by introducing new

ideas and different methodology? A few years ago it might have been argued that just providing new teachers with ICT skills was going to bring about changes in the processes of teaching and learning. Currently, half way through the first decade of the 21st century, the issue has become one of how much should teacher preparation courses make new teachers ready to apply software and hardware that is not yet being used in schools?

An examination of stated criteria and standards for the accreditation of secondary school IT teachers suggests here is an over-emphasis on the development, measurement and assessment of technical skills, to the detriment of knowledge and understanding of issues in the affective and cognitive domains. In this paper a cohort of students will be followed through parts of their pre-service teacher education course, focusing on those aspects most relevant to them becoming teachers about IT. Several vignettes will be interspersed with comments and discussion of standards in this subject area.

Session 39: Teacher Education for Special Educational Needs

Problematizing Standards for Including Students with Disabilities for Global/International Education Programs

Over a decade ago, UNESCO (1994) issued the Salamanca Statement which supported the practice of inclusive education for students with disabilities, with the caution that "while inclusive schools provide a favorable setting for achieving equal opportunity and full participation, their success requires a concerted effort, not only by teachers and school staff, but also by peers, parents, families and volunteers" (p.11). In our respective professional roles (one is a special education teacher educator, the other is an international educator), we pose the following questions.

1. To what extent have global/international teacher education programs embraced the practice of inclusive education?
2. To what extent are inclusive education standards for global/international teacher education deleterious or efficacious?

We believe that there are some common goals between global/international education and inclusive education that might form a basis for a shared dialogue. For example, a goal for global/international education might be framed as transforming education where the learner can self-reflect and take action to experience a freer self, a freer life, within the larger world context. A goal for inclusive education is the transformation of schooling itself to welcome, value, and support the learning of all children regardless of their special needs in shared experiences. Like Paolo Friere (1970), we believe that "Dialogue is the encounter between [people], mediated by the world, to name the world" (p. 69). We want to transform the worlds of global/international education and inclusive education. This can be accomplished, we pose, through a dialogue with each other. In this paper, we define global education, international education, and inclusive education. Currently in the USA there are several professional organizations that have generated standards for teacher education in social studies education (NCSS), special education (CEC), beginning teachers (INTASC, NCATE). A review of this literature on standards for preparing teachers in global/international education will reveal the extent to which standards currently exist for embedding the principles expressed in the Salamanca Statement. The theoretical framework for this paper emerges from Clifford Geertz's work. Nearly 30 years ago, Geertz predicted that as the global economy became solidified, there would be an increased awareness of the differences among people. He predicted this would result in hybridization and marginalization. These effects can often be seen in classrooms where children with disabilities are segregated into special classes or children from different ethnic and linguistic heritages are separated for instruction.

Implications for further research in global/international education and inclusive education is recommended. Studies of the global classroom (e.g., Demovsky & Niemuth, 1999) often fail to assess changes in behaviors and attitudes towards classmates who are different even when the focus of the study is on increasing global skills and awareness of diversity so that students could better understand others. We believe that in this way children and their teachers can experience the benefits described by Geertz (2001) who wrote, "It is the asymmetries...between what we believe or feel and what others do that make it possible for us to locate where we now are in the world, how it feels to be there, and where might or might not want to go."

Teachers' Training in an inclusive era - Where were we and where are we heading?

Education is currently in an era of inclusion. Inclusion is not only an ideology but is supported by legislation and organizational changes of various sorts. The Israeli Law of Special Education (1988) and the recent Amendment (2003) to that law made it mandatory to include children with special

educational needs in regular settings. This has an important bearing on teachers' training. This position paper addresses the issue of teacher training within a special education department in a teachers' training college. In it we offer a literature review of contemporary trends in teacher training as a result of incremental and fundamental changes in the roles of both general and special education teachers. In addition, this paper also shares the deliberations of the staff of the Special Education Department at Beit Berl College over the past ten years regarding these issues.

Session 40: In-Service Teacher Education

Theoretical approaches to teacher learning

Teachers learn for up to 60 years – from they enter school till they retire. Teacher learning or learning to teach are expressions that are often used without heavy theoretical connotations. Related expressions are teacher development and teacher socialization and variations of these. The teacher socialization literature gives an overview over actors and structures that affect the teacher over time, and to some extent includes information about the results of these effects, often with reference to goals of teacher education programs: what effects does a program have, are these lasting effects? The teacher development literature has been criticized for not explicating how development takes place, in this sense, this literature is more focused on results/products (e.g. stages) than process. After a review of five review articles on teacher socialization, and fifteen on teacher development, all from the late 1990s, I concluded most of the former, but few of the latter, related to or drew upon more general literature in their fields (Jordell 2002).

In this contribution, the focus is on teacher learning. The review literature on teacher learning from the same period was also limited in its relations to more general learning literature, only four of fourteen contributions made explicit references to theories of learning: Borko & Putnam (1996), Putnam & Borko (1997), Richardson (1999), Cochran-Smith & Lytle (1999). In addition, two other contributions had more muted references to learning theory. With regard to this literature I have, however, suggested that this may simply reflect what is (or was) out there: Literature on becoming a teacher from before the middle 90's was only to a limited extent written with learning as a major perspective. The present contribution is a review of the literature on learning to teach from the period 1995 to 2004. (No major review of teacher learning has been published since the two from 1999 listed above.) The review is limited to literature that includes reasonably clear references to learning theory, and the focus is: Which theories of learning are referred to when references to learning theory is included, and how is this theory used to enlighten the process of learning to teach?

The structure of the contribution is related to the main phases teachers go through: experiences as pupil, student, student teacher, new teacher, and experienced teacher.

The basis for the review is an ERIC search of articles (not 'documents') from the period 1995-2004 where the terms 'teacher learning' or 'learning to teach' is found in the abstract. In addition, books on teacher education, professional development, teaching, etc from the same period were manually looked through in two major US research university libraries, in search for chapters or sections on teacher learning or learning to teach.

The work is still in progress, but one tentative conclusion is that even when references to learning theory are explicit, it is often less than clear to which extent the author really employs the theory as a basis for in-depth understanding teacher learning.

Developing and Enhancing Professional Practice and Standards through Continuing Professional Development

The General Teaching Council for Scotland (GTCS) was set up under the Teaching Council (Scotland) Act 1965, the first such body for teachers in the United Kingdom. The Council is an advisory non-departmental public body (NDPB) funded from annual registration fees paid by registered teachers.

The principal aims of the GTCS are:

- to contribute to improving the quality of teaching and learning;
- to maintain and enhance professional standards;
- to be recognised as an advocate for the teaching profession;
- to contribute to the development of a world class educational system in Scotland.

It is also our belief that all programmes of professional development for teachers should help to encourage creative and dedicated teachers who are able to work and develop professionally in a world of change, diversity and accountability and who are committed to equal opportunities for all.

The publication of the report *A Teaching Profession for the 21st Century*, commonly referred to as the McCrone Report, heralded a new era in Scottish Education as it placed greater emphasis on the rights and responsibilities of teachers to undertake additional continuing professional development (CPD). The mechanisms to support teachers' CPD are changing in response to this report and the development of a national framework for CPD. The roles and responsibilities of stakeholders in the delivery of high quality CPD for teachers are being established to ensure that the appropriate level of professional recognition and accreditation are in place to meet the needs of the teaching profession. Over the last five years CPD programmes have been developed by local authorities for teachers in their first year of teaching and by local authority/higher education partnerships for teachers aspiring to become Chartered Teachers or School Leaders. However, other CPD provision for teachers has arguably been focused on the needs of local and national priorities rather than enhancing teachers' professional capabilities.

During 2004-05 GTC Scotland initiated an action research project involving teachers from across Scotland to develop practical advice and guidance for teachers at different stages of their careers, on how they engage effectively with CPD to enhance their professional practice. Quantitative and qualitative analyses were undertaken to provide detailed information about how teachers plan, undertake, monitor and evaluate the CPD activities they are involved in. In the first stage of this project, research evidence was generated via focus group discussions with a number of teacher teams based across Scotland. The rich seam of evidence gathered from the group discussions was used to develop the survey methodology used in the second phase of the project. The findings from this research will provide the basis for the advice and guidance produced by GTC Scotland.

This paper presents the initial findings from the project and identifies ways in which teachers, throughout their careers, can engage effectively with CPD to enhance their professional practice and standards.

Session 41: The Development of Teacher Education at Primary Level

Primary teacher reflections on dealing with diversity of pupils

The study is based on five interviews of primary teachers with different age, professional and institutional backgrounds all working in the region of Saxony (near to Polish border). The main objective of the study is to find out personal strategies, experiences and values in dealing with diversity in the classroom of primary education. Diversity in the meaning of this study is mainly focussed on pupils with learning problems, dyslexia and different social backgrounds. Other objectives are to look on the relation between teacher training and the effectiveness on dealing with diversity. There also findings presented concerning the needs of teacher training modules preparing for diversity management in the classroom.

The study is part of the research of the project "Differentiated Teacher Training Modules in primary Education" (DTMP), funded by Comenius 2.1. under the responsibility of the University of Malta.

Initial teacher training: clearing the hurdles

Teachers do not go into teaching for an easy life. Nor does initial teacher training provide an easy stroll into the profession. In order to qualify as teachers, all trainees in England are required to meet a range of Professional Standards, encompassing professional values and practice; knowledge and understanding; and teaching. Implicit is the expectation that they develop competence in tackling the routine demands of classroom life. It could be assumed, therefore, that in the assault course that is initial teacher training, 'meeting the standards' is the primary obstacle.

However, the challenges of becoming a teacher are much more diverse and specific, within a very compressed time frame - merely 38 weeks in the case of many postgraduate courses in England. All trainees are faced with common hurdles such as workload, meeting academic requirements and adjusting to working and learning in a rapid succession of educational communities. Additionally, individuals may have to cope with personally significant issues relating to health, relationships, family, domestic matters, relocation away from friends and family, travel, and others. Such issues are frequently cited by trainees who withdraw. Yet most tackle their personal portfolio of challenges successfully to qualify as become teachers. What is it that enables some to clear the hurdles successfully when others falter? Might successful coping strategies serve as useful preparation for the future demands of teaching?

This paper reports on a study in which approximately 130 postgraduates, training to teach children aged 5-11 years, completed a questionnaire half-way through their course and again towards the end. Their responses were analysed and compared to explore the questions:

- What do trainee teachers consider the major challenges in their training?
- Do these perceptions change as the course proceeds?
- How do they claim to deal with such challenges?

Semi-structured interviews enabled fuller exploration of the responses of a small sample of respondents.

As trainee teachers in many countries must face similar pressures, it is hoped that the findings and implications of this research will be of interest to colleagues wishing to increase retention and maximise performance amongst their students.

Session 42: Values in Education

The uses of television in teaching citizenship

Contemporary ideals for teaching rely on a set of teacher competences on the one hand and notions of strong citizenship on the other (Onstenk, 2005). Teaching today needs to build responsibility, orientation on society, norms and values in students. Active citizenship has been set as a goal for all teaching in the European Union's Lissabon agreements (2000) for learning and development of the knowledge society. Popular television, this paper will argue, can be a strong ally in teaching citizenship. As viewers, pupils need to actively engage with the social world to accord meaning to the television they watch and thus to derive pleasure from what they see. Processes of meaning making are often taken for granted but should be regarded as forms of social learning.

This paper will interrogate how television can be used as an aid in teaching citizenship values. John Hartley has argued in *Uses of television* (1999) that television itself is a 'transmodern' teacher. Its multitude of perspectives and the wide variety of cultural forms and persons portrayed, allow for unforced forms of learning that benefit the coming into being of new modes of citizenship. They are based on the sense of neighbourliness that television may offer highly disparate groups and respect for difference. Television's detractors argue that television is instrumental in breaking down standards of literacy and that it offers a uniform, undifferentiated mass product (Postman, *Amusing ourselves to death*, 1982). Such a view accords well with processes of distinction sought by cultural elites (Bourdieu, 1980) but is untenable in the face of actual broadcasting which can be shown to offer different types of content from highly different perspectives, admittedly of varying levels of quality.

This paper will focus on how a popular Dutch television series may offer a learning experience. It illustrates the possible use of popular television in class room discussion. Its case study is one of the best-watched television programmes by young people (De Bruin, 2005), a police series (Baantjer, 1995- present, RTL4). It will query how this series portrays the multicultural society. The central cast includes a non-white colleague and storylines repeatedly offer both victims and suspects from non-white groups in the Netherlands. By using stereotypical portrayal and arguments on purpose in a whodunit format, the series implicitly teaches distrust of stereotypes and everyday assumptions. It thus offers a means of reflecting on multicultural relations and stereotyping, while offering, however implicitly, a reflexive mode of citizenship.

Multicultural Perceptions about Health among Mothers of Young Children : Tools for Citizenship Education

Are mothers from ethnic minorities afraid to obtain consultancy of medical officials about their children's health by staying away from appointments?

This question of the municipal health bureau in Amsterdam induced five students of Communication studies to participate in a study to determine the perceptions of mothers of 0 – 4 year old children about health and about their local health consultancy bureaus.

Fifty mothers distributed over two different multicultural regional settings in Amsterdam have been interviewed. The outcomes generated via repertoire analyses data to determine mothers' competencies for a healthy life for mother and child and indications for mothers' locus of control of their child's 'health.

Findings are intended to assist in finding choices for appropriate intervention strategies to use in effective health- education and -communication management in multicultural settings.

Session 43: The Training of Early Years Teachers

Because it's interesting for the children

It is widely argued that the effective teaching and learning largely follow the child's interests. Within this context, one of the most commonly reported factors taken into consideration by early childhood teachers when selecting topics for projects, themes or activities is 'children's interests'. In addition, one of the first things that usually student teachers learn during their training is that taking children's interests seriously is at the heart of constructivist education. However, both the practice of organising learning around 'children's interests' and the term 'interest' itself raise some complex issues. Questions, such as, 'what does it mean to say that children are interested in a topic?', 'which of the things that interest children is worth responding to in the classroom?' and others need to be considered when discussing planning appropriate curriculum for young children. Moreover, the challenge for educators is not only knowing how to adapt teaching to pre-existing interests but also how to catch, hold and support children's interest within classes. The latter implies conceptualising interest as comprising both individual and situational components.

The paper presented here reports a study that aimed to explore the way Greek kindergarten teachers perceive the interestingness of different pedagogical situations from the field of science that children are experiencing. In addition, the study examined how children's interests are brought into their learning by teachers. The sample consisted of 32 experienced teachers attending a professional development course in the Department of Early Childhood Education at Aristotle University of Thessaloniki. Data was collected through semi-structured interviews during which teachers were asked to respond to different 'scenaria' taken from classroom life. The results show that early childhood teachers report "children's interests" as the main reason for choosing certain science activities. At the same time, however, they do not seem to recognise the dynamic, developing nature of interest and how to expose children to the interestingness of their every day life. In fact, although they seem to try to relate science activities to individual interests they do not mention aiming to make activities situationally interesting. The paper argues that teacher education needs to teach student teacher not only how to identify children's interests but also seeing interest as a phenomenon that emerges from children's interaction with their environment.

[Specialised kindergartens in Norway; Development and challenges

During the last decades we have seen a development in Norway towards more specialised kindergartens. For example we have kindergartens focusing on farming activities, music or outdoor life. From a research point of view we know very little about kindergartens with a specialised focus. What types of kindergartens exist in Norway today? How different are they? Do these kindergartens emphasise the interface between care and education in different ways? When comparing different types of kindergartens the professional role of the pre-school teacher will be essential to investigate. The revised national framework plan for pre-school teacher education in Norway (2003) allows the teacher training colleges to offer more specialised and diversified educations than before. Does a link between different types of pre-school teacher educations and different types of kindergartens exist? Focus for the paper will be to present a categorization of Norwegian kindergartens, and to discuss related challenges to the professional role of the pre-school teacher.

Session 44: Learning Together in a Global Society: Promising Directions for Moving Beyond Current Standards (Symposium, continued from session 26)

Expanding the definition of Learning: Preparing Teachers through Civic Engagement

Induction Programmes

Online, self-regulated learning

Session 45: Professional Development of Teacher Educators

Fit for the job? Exploring the concept of the 'recent relevant experience' of staff in teacher education in two Scottish universities.

This paper explores a concern, raised by a number of school practitioners during the process of enquiry into the professional conditions of service for Scottish teachers (McCrone Report, 2000), about

the 'recent relevant experience' (RRE) of teacher education staff. The teachers' contention was that insufficient numbers of initial teacher education (ITE) lecturing staff had recent relevant experience of working in schools and were therefore perceived to be out of touch with current curriculum initiatives and classroom realities. The notion that teacher educators should have recent relevant experience of the classroom is underpinned by the idea that RRE is necessary both to demonstrate their own knowledge of the 'real world' of the classroom and to ensure the appropriate practical preparation of new teachers. Despite policy initiatives in England and Wales (DES Circular 3/84; DES Circular 24/89) to direct teacher education institutions to guarantee that ITE staff have RRE (and similar embracement of this principle in Scotland) questions exploring the effectiveness of this move have been neglected in research studies. This small scale qualitative study employs focus groups and semi-structured interviews to find out what concepts, attitudes and beliefs are held by a range of ITE stakeholders on the issue of RRE, and to explore how RRE is perceived to add value to ITE programmes. At a time of unparalleled change in teacher education this study relates to questions concerning staff 'fitness for purpose,' curricular content and location of ITE courses - questions which are axiomatic to current political and resourcing debates in teacher education.

The findings indicate that the concept of RRE is problematic. There is no agreed definition of the term itself and the different stakeholders have different interpretations of RRE which appear to relate to the nature of their role within the ITE partnership and to their role expectations of others. The findings shed some light on the nature of and disquiet about RRE and would suggest that this is related to fundamental debates about ITE, such as the balance between theory and practice. This would seem to indicate that the matter of RRE masks deeper questions on how teacher education is conceptualised. The study shows agreement amongst ITE partners that valid classroom currency is essential to maintain quality in all ITE programmes, though there are different views on how this can be achieved. The study concludes that existing partnership arrangements would benefit from review to clarify and strengthen stakeholders' roles and responsibilities.

How to influence national policies on teacher education? The Dutch position

National and international policies on education will influence the work and working conditions of teacher educators. In most countries there is a renewed interest in the quality of teachers. As a result teacher education is under debate.

In The Netherlands the role of teacher education is changing as a result of these debates: schools get a stronger position in the educational systems and teacher education should be more responsive to the (regional) needs of schools. For teacher education this results in a tension between the needs of the schools, the regulations and priorities of the government and the conditions teacher education institutes have to deal with.

In policy debates the representatives of universities will defend their institutional interests. However in those debates the voice of professional teacher educators themselves is seldom heard.

The Dutch Association for Teacher Educators VELON is professional body for (individual) teacher educators representing 1000 members. The VELON tries to contribute to the professional quality of teacher educators by means of a Dutch Journal for Teacher Education, a annual conference, a professional standard for teacher educators and a professional register for teacher educators.

The ambition of the VELON is to be structurally involved in policy debates on the quality of teachers and teacher education, raising the voice of teacher educators. Starting point for VELON's contribution to the debate is the knowlegde on teachers professional development, both pre- and in-service and experiences with different approaches.

To strengthen is position in the policy arena, the VELON has developed a policy document which clarifies its position on a vraiyety of issues that are under debate in The Netherlands.

During the presentation we will present the key features of this policy document and the role we have in the national debate.

Session 46: Panel discussion (continued from session 28)

Einführung von BA/MA in der Lehrerausbildung in Deutschland, Österreich und der Schweiz

Session 47: Workshop (continued from session 29)

Theory and practice: an everlasting struggle?; The role of theory in a practice-oriented teacher education programme

Session 48: Teacher Education for Innovative Schools

The Context for Teacher Standards a Global Analysis

Many attempts at developing standards for teacher education (in Europe, North America and Australasia especially) are focussed upon the specification and mastery of curricular and pedagogical knowledge. These are important issues but such forms of knowledge are dynamic and are significantly influenced by external factors. This paper looks at emerging issues in the global context of teacher education in seven major areas: Challenges for the 21st century- environment, difference and disadvantage; Technical, Social and Political Change-complexity, differentiation and globalisation; Changes in Governance-legislated performance, inclusive policies and service integration; Changes in Schools- curricular, pedagogical and evaluative; Changes in Teaching- active professional engagement; Changes in Teacher Education-understanding teaching as cultural work and knowledge as culture; and Changes in Education Services- integration with other services in the management of place. The paper argues that teaching is 'cultural work' and very much involved in the 'management of place' and that standards for teaching and for teacher education that ignore culture and place are unlikely to enhance the relationship between teachers and their pupils.

Quality - The Key Ingredient in the National Standards Framework for Australian Teachers

Research suggests that teacher quality is an important determinant of student learning, perhaps even stronger than other factors such as the teaching environment, including classroom resources, curriculum guidelines, and assessment practices, or the wider school environment, including school organisation and culture. Central to this discussion is the concept and measurement of teacher quality, in support of the development of a common set of standards across the profession.

This paper critically examines the context, rationale, and tensions emanating from the processes involved in the development of a National Standards Framework for Australian teachers. It provides a brief account of the varying approaches adopted by Commonwealth, State and Territory jurisdictions to construct systems and policy documents to sustain the quality of teaching in Australian schools.

Further, it examines the rise in status of national professional associations as a result of the recent initiative instigated by the Australian Government Minister for Education, Science and Training in the establishment of the National Institute for Quality Teaching and School Leadership (NIQTSL), which signals the possibility of significant change across the educational landscape.

Within this context, it is argued that, to be effective, a National Framework must create a structure that provides opportunities for the revitalisation of teacher education programs, improved induction processes and operations within schools, as well as increased dialogue across systems and sectors. Most importantly, development of a National Framework must be teacher-driven if it is to be successful in building a sense of national identity and professional cohesion.

Session 49: Standards for Teachers

Identification of existing and desired teaching competencies - and what next?

In the frame of the project Partnership between faculties and schools, which is being financially supported by the European social fund, we defined a list of competencies that a teacher who teaches an age group 11-18 years should have at the end of his/her study as well as at the end of the probational period (when receiving the teaching licence). In formulating and selecting the competencies, we used different national and European documents on improving education of teachers and trainers and we also took into account the experiences from existing programs for teacher education at the Faculty of Arts in Ljubljana. We discussed the list of existing and desired teaching competencies with the teachers from schools that take part in the project as well.

As the next step, we tried to find out how do teachers evaluate teaching competencies, which they obtained during undergraduate study. We were also interested in teachers' ratings of desired teaching competencies, which they feel should be reached during their study and after a 1-year probational period. The sample consisted of 263 teachers from primary and secondary schools. The teachers answered the Teaching Competencies Scale (TSC) on a 5-point Likert scale. The TSC included five domains of teaching competencies: effective instruction, life-long learning, classroom management and communication, assessment and evaluation of individual learning progress, and professional competencies in a more general sense. The statistical analyses have been focused on finding possible differences between teachers' ratings of obtained and desired teaching competencies. We

have also been interested in existing differences between obtained and desired teaching competencies according to: (a) the number of years working as a teacher, (b) the acquisition of pedagogical education before or after B.A. diploma, and (c) the duration of practical work in the classrooms during the preservice courses. The results obtained from this study will help us to evaluate how successful the existing preservice courses are as well as to better plan the curriculum renewal in these courses according to Bologna guidelines.

The question remains that we would also like to discuss at the conference: what are other possible and sensible uses of the results obtained; can they serve also as an argument in favour of a more substantial professional module inside a prevalently academic curriculum and finally as a basis for assessment of study outcomes?

Teaching excellence awards and their relationship to teaching standards

In this paper the current status of teaching as a profession and the morale of teachers in Australian schools in the current era provide a framework for an examination of extrinsic teaching excellence awards. The introduction of teaching excellence awards into the school education sector is found to be a reflection of the economic era in which the current education system is situated with the awards process viewed as potentially politically manipulative. Teaching excellence awards are viewed as a way of publicly declaring and measuring teaching standards through the identification and reward of a small number of teachers.

A research study carried out in New South Wales (Australia) public schools between 2000 and 2002 suggests that teachers' experiences of, and attitudes towards, teaching excellence awards, range from optimism to negativism, exhilaration to cynicism, and empowerment to constraint. Teachers report concerns over the status of teaching in the community with many also identifying a slump in teacher morale over recent times. This paper provides an opportunity to reflect upon the issues of teacher morale and the status of the teaching profession in the current era in Australian schools while reviewing the teaching excellence awards process and its role in assessing teacher standards.

The standards of teachers' education in Poland and their implementation by university –level schools

The comprehensive reform of educational system which has introduced in Poland since 1999 is a challenge for the system of teachers' education and educational practice of university-level schools. The adaptation of the requirements which should be met by institutions preparing teachers - to – be, for their professional responsibilities deriving from tasks of reformed school. At the same time there was a need to create the uniformed standards aimed at comparable quality of education offered by different university – level schools. Therefore, in 2004 a new legal regulation concerning teachers' education standards at all levels and types of studies was introduced.

The aim of our presentation is description and critical analysis of teachers' education standards adopted in Poland. That's why we try to answer the following questions:

1. Are the standards of teachers' education binding at different types of studies coherent and complementary?
2. Are these standards answering the needs of Polish school under reform?
3. Have such elements as: concept of education and organizational conditions of teachers' education university- level schools been taken into consideration?
4. Was there a balance between the trends for harmonization of teachers' education and maintaining the autonomy of university – level schools as well as respect for their own approach?

In the second part of this presentation we show the results of empirical research conducted at random teachers' education schools –Master's and Bachelor's degree. We try to find the way of application of these standards in educational practice, as well as the obstacles to their implementation and the similarities and differences, in this range, in various types of schools.

Basing on theses theoretical and empirical analyses we try to draw more general, broader than only Polish educational context conclusions concerning the rules of creating and contents of teachers' education standards.

Session 50: Assessing Standards

International standards in the assessment of teacher trainees' language competencies

International standards in the assessment of language competencies have been with us for years. The Common European Framework was introduced some years ago and its scales have been used extensively, e.g. for testing overseas students' eligibility for admission to university courses in English-

speaking countries and for testing applicants' suitability for positions in the workplace. Unfortunately, these standards are not always used in the assessment of teacher trainees.

In the first part of this paper we will present our findings on the use of international standards in the assessment of teacher trainees in the Netherlands and on the use of tools for this assessment. We will show that, although many teacher-training institutes pay lip service to the Common European Framework, relatively few actually use its scales as standards against which to measure trainees' language competencies.

Even if international standards are used, their effectiveness depends on the quality of the assessors. In the second part of this paper we will describe an experiment focusing on the assessment of the oral proficiency of teacher trainees in the Netherlands. We will present research data indicating that various groups of assessors - native and non-native listeners, experienced and inexperienced listeners, female and male listeners - may differ in the strictness and the fairness of their judgements. We will discuss the implications of our findings, which have led us to advocate caution in the use of non-native assessors - and by implication peer assessment - with regard to language competencies.

Tools or weapons? Professional standards for graduating teachers.

The introduction of professional standards for teachers in Australia has caused, and continues to cause, a variety of responses. At one extreme, they do nothing more than reduce the complex art of teaching to a set of measurable attributes (Groves, Wallace & Loudon 2001), and rarely reflect considered theoretical educational perspectives (Petrosky & Delandshere 2001). At the other extreme, professional standards for teachers provide an opportunity for governments to impose structures whereby beginning teachers are subjected to levels of rigour so that school students will ultimately be educated to the best of their abilities (Nelson 2005). In between, teacher-education regulatory bodies and the deans of faculties of education in Australian universities, have developed a set of standards that guide the development of teacher-education programs, and which also acknowledge the limitations of such standards, noting that teachers' levels of knowledge, skills and understandings continue to grow throughout their professional lives (Australian Council of Deans of Education 1998). In this paper, the authors, who represent a collaboration between a teacher-education school located on a regional campus of an Australian university and the regulatory body for the teaching profession in the Australian State of Victoria, consider the range of responses to the introduction of professional standards, and pose the question: can the standards for graduating teachers be used as tools and not weapons?

The recently-introduced Standards for Graduating Teachers have been developed as standards of practice that graduating teachers are expected to meet on graduation from their pre-service teacher education courses (Victorian Institute of Teaching 2005). A consequence of the introduction of the Standards for Graduating Teachers is that, from 2006, all pre-service teacher-education courses in Victorian universities will need to demonstrate that graduating teachers have had opportunities and experiences that will enable them to meet the standards and that they can satisfactorily demonstrate the outcomes represented by the standards. In time, pre-service teacher education courses in the State of Victoria will be benchmarked against the standards.

The authors of this paper draw upon examples from a one-year, postgraduate teacher-education course to tease out many of the concerns that exist about professional standards for teachers, but which demonstrate how it is possible to work with the standards to ensure that graduating teachers are well-placed – not only to meet teacher registration requirements, but also to be theoretically informed so that they are able to continue to develop their professional profiles as teachers.

The authors of the paper conclude that although much of the disquiet about the introduction of standards may be reason to ensure a vigilant stance about their appropriateness is adopted, the standards also provide a great deal of flexibility and creative interpretation. The authors consider that professional standards for teachers create opportunities for teacher-educators to bring to their teaching a melding of their own wisdom and informed educational insights, as well as an ability to work with curriculum innovations and improvements. In this regard, the authors consider that professional standards for graduating teachers need not be weapons that control and limit teacher-education courses, but which have the capacity to be valuable tools that inspire original instructional approaches that build on sound, educational theories.

Session 51: cancelled

Session 52: Research Observatory

Educational Research Standards – Challenging Mythconceptions

In this paper the authors employ a recent study into teaching excellence awards as the vehicle to discuss standards in research, especially as they apply to research which occurs into teaching and the work of teachers. The study itself is one which focuses upon teaching awards as another form of standards imposition within education systems which operate according to particular political agendas, economic ideologies and social expectations. However, the focus of this paper is upon the methodological issues that emerged throughout the course of this study and the insights this gives, into what pass for “standards” in educational research.

Firstly it became apparent that research is something which is usually done to teachers rather than done by teachers. Part of this is due to the intensification of teachers’ work which ensures that they have no time to engage in any professional reading, writing or research, but it goes deeper than this and is part of the teacher culture that prevails. Thus where teachers are concerned it is standard practice that they are the subjects rather than the creators of most educational research about their professions. In this study the teachers became an integral part of the study. Comments were recorded of teachers feeling elated that someone cared enough about what they think and feel to want to explore it with them.

It also became evident throughout the course of this research that there are some “standard” questions that people ask about research which are the wrong questions. Invariable people will ask whether your research is qualitative or quantitative, to which any self respecting researcher would answer “Yes”. The dichotomy which many research text books and journal articles set up, and which some academics and researchers perpetuate through their own discourse and through courses in research methodology, is perceived to be between qualitative and quantitative research. This is not the dichotomy – the dichotomy is between research paradigms not methods of data collection.

In this study, an interpretative research paradigm was adopted as distinct from a positivist or emancipatory paradigm. It is the paradigm choice that sets the “standard” for the chosen methodology and data collection methods and which determines the entire purpose for carrying out the research. In this study, the researcher was at pains to make this clear and thus challenged the superficial “standard” wisdom of some research literature and practice.

In this paper, the impact of understanding and making explicit, the research standard and thus the purpose of research that is being conducted, as determined by the choice of research paradigm, is examined. It is demonstrated that when a researcher works according to the standards of a specific research paradigm, their study can empower all participants – researcher and respondents alike. This study provides an example of educational research which is done with teachers rather than to teachers and sets clear standards as to what is expected of educational research as a means to inform policy and practice.

On the contribution of qualitative research to educating teachers and teacher educators in Israel: lessons learned from 15 years of practice and experience

The present paper presents a review of the use of qualitative research to educate teachers and teacher educators from two perspectives: 1. personal - a teacher educator’s experience directing students in carrying out qualitative and action research studies in schools. 2. general - an overview of the development of this area in teacher education colleges in Israel over the past 15 years. The paper is based on various reports and papers that have been published in Israel in Hebrew as well as the author’s own experience in the last two decades in directing teacher education programs, chairing research conferences and leading interest groups in the state. This examination of teacher education processes within a state, so it is believed, may add to an international knowledge and understanding of approaches to improve teacher education.

Teacher education colleges in Israel have gone in the past fifteen years through vast reforms toward higher academic standards required in their curriculum programs, and expected from their students and their staff (Kfir, Ariav, Libeman and Feigin, 1997). Research as part of this change has become a salient factor in all teacher education institutions in the state. While in the past, like in many countries, positivistic approaches to research and practice overruled the field, in the last fifteen years qualitative research methods have been widely introduced in teacher education institutions. At the same time, also the teacher educators themselves have become involved in qualitative research. The aim of this paper is to review and raise questions regarding these processes in Israel.

First, I will describe my experience as a teacher educator working in a teacher college in both in-service and pre-service programs, with student teachers as well as with experienced teachers (e.g.: Alpert, 1991; Alpert, 1998; Alpert, 2000; Alpert and Bachar, 2004). The paper will show how

developing in student teachers and experienced teachers observation, interviewing and theorizing skills strengthen their abilities to reflect, analyze and draw lessons from their field experiences. Second, the various developments of using qualitative research in teacher colleges institutions in Israel will be described: Introducing qualitative and action research in the practical training of students, studies carried out by teacher educators (e.g.: Alpert, 2001; Alpert and Kfir, 2003; Ezer, Millet & Patkin, 2004; Gal, 2004), and the activities of qualitative research interest groups within an Institute for research and development in teacher education in Israel (Alpert, 2002; Shkolnik, 2005; Shafirri, 2005). The contributions of integrating qualitative inquiry approaches to teacher education will be presented as well as the problems involved in it, especially in light of recent trends toward emphasis on standards, criteria of quality and achievements in education and teacher education. Qualitative research has enabled to turn the practicum into a reflective, meticulous, and a thorough site for learning to teach and helped in educating teachers to explore more systematically than in the past, the teaching and learning of others and their own. On the general level, most teacher education programs in Israel have developed action research of student teachers and experienced teachers, and the teacher educators themselves are involved in studying their own teaching and learning. However, since qualitative methodology aims at exploring processes and gaining insights rather than at focusing on achievement gains, recent calls by educational policy makers for measurable outcomes and clear products raise again the difficulties facing this direction.

Session 53: The Training of Science Teachers

Facilitating student teachers thinking concerning physics education

The first time, New Finnish national curriculum for primary school describes time allocation was well as clear and ambitious goals and contents for physics for grades 5 – 6, age 10 – 12). A typical primary school student teacher has not studied physics in upper secondary school. Thus, her or his subject knowledge in physics is very low. This poses a challenge for primary school teacher education. At the same time, the pedagogical and content knowledge have to be taught. In the presentation, experiences of the new “physics didactics” course (will be held in September – October 2005) will be described. The course consists of several elements: lectures, laboratory activities and literature in the web portal. During the lectures, the think-pair-share co-operative learning method is used with the electronic remote voting system to facilitate students’ thinking of the basic models of physics. Students are presented problems that are typically used to clarify children’s pre-conceptions. In the laboratory, students get experiences concerning phenomena asked in problems. Moreover, a web portal facilitating content knowledge learning has been developed and used. The portal consists of texts, audio files, figures, and animations. A hypothesis is that discussions, laboratory activities and voting system facilitate students’ intention to conceptual change. In the beginning and end of the course students’ conceptual understanding is to be measured. Further, students are asked to evaluate with multiple choice questionnaire how useful for learning they saw the certain element of the course. In the presentation, the connection between students’ conceptions of useful learning methods and conceptual understanding will be discussed.

Learning how to use the laboratory through problem-based learning: A pilot study in an undergraduate physical sciences teacher education programme

There is some evidence that teachers tend to teach the way they were taught. Therefore, innovative science teacher education is a necessary requirement for changing science teaching in schools. Despite the fact that Portuguese curricula place the learner at the centre of the teaching process and acknowledge modern teaching methodologies, teachers often ignore the curriculum proposals and keep their traditional ways of teaching. Problem-Based Learning (PBL) is an active learning methodology that leads students to acquire new conceptual knowledge and to develop problem-solving competencies by solving problems. Despite the great educational potential of PBL, this methodology has not yet concentrated enough Portuguese teacher educators’ attention. Besides, using this methodology would be a challenge for teachers, as it requires them to play a quite different role – instead of knowledge deliverers they need to become learning guides. Thus, this paper aims at analysing prospective physical sciences teachers’ reactions towards learning about how to use the laboratory for science teaching through problem-based learning.

A group of 38 prospective Physical Sciences teachers attending the fourth year of a fifth yearlong undergraduate teacher education programme participated in the study. Despite the fact that a few experiences on active learning already exist at the University of Minho, students enrolled in this study were not used to learn through active learning methodologies. Subjects were invited to watch a video

on a discussion among four science teachers about the issue of using the laboratory for teaching. Then, they were asked to formulate questions that were raised by the video. Afterwards, in small groups prospective teachers were asked to discuss and organize those questions and to find out answers for them. The classes were videotaped in order to facilitate data collection and analysis. Data were collected by means of a questionnaire, focusing on students' opinions on PBL, students' self and hetero-evaluation and teacher classroom observation. In addition, content analysis of students' answers to the previously formulated questions was carried out.

Results indicate that both university students and their teacher needed some time to get used to their new roles. However, prospective teachers enjoyed the new way of learning and felt that they developed their collaborative competencies as well as their problem-solving abilities. Although subjects valued PBL as a learning methodology, they nevertheless mentioned that creativity and participation in discussions would require further attention. The teacher noticed that students were motivated to learn and reached a good level of content knowledge but felt very anxious about finding out right answers. The fact that prospective teachers showed positive reactions towards PBL suggests that teaching through PBL should be further used and investigated at the university level in order to find out whether, or not, using it in initial teacher education programmes leads future teachers to use it in their own school teaching.

Session 54: Management and Leadership Training in Education

The Opinions of Teachers and Headteachers about Headteacher Competencies in Turkey

Together with the effect of globalisation, the Turkish Educational System, with its mechanism has been the centre of discussions, and the developments in educational and administrative sciences have made existing applications insufficient. This situation has led to a new system search, and thus a search for educational leaders who will solve the chaos in the system and lead it towards the future. In the focus of these studies, there are head teachers and their training. Because head teachers are expected to play an important role in increasing quality in schools as they are the ones who are responsible for establishing an environment that encourages students to learn better and for giving the necessary support for better learning. This fact has led to a change in rules governing school administrator appointments, which once was done considering teaching experience only. Furthermore, an attempt is being made to eliminate the mismatch between scientific studies up to 1990's and the current applications in the system. Although some applications were made, it is observed some problems about pre-service and in-service education of headteachers because of being neglected competencies and standards. In the light of these reasons, a descriptive study was designed to determine the opinions of teachers what competencies do their headteachers have and the opinions of headteachers about having their own competencies. For this purpose, it was collecting data from the teachers and headteachers with 'Headteacher Competencies Inventory' developed by Agaoglu, Gultekin and Cubukcu (2002). The data is in the process of analysis.

Leadership at School A study of the teacher's leadership behavior at school

The purpose of this study is to describe the individual teacher's leadership behavior at school in relation to students, colleagues and the school in general. Studying possible connections between teaching leadership and the teacher's professional background, gender and the school in which he/she works is also of interest.

Studying leadership behavior among teachers in schools having status as beacon schools in Norway has been selected – a total of 220 teachers divided among 17 different schools. Additionally, teachers in 3 smaller schools have been studied – a total of 77 teachers divided among one primary school and two lower secondary schools. In order to gather sufficient data, questionnaires and interviews with a select group of participants have been utilized.

The study shows that teachers participate to a large degree in leadership at school. Teachers become primarily engaged in leadership behavior with regard to students' educational work, collaboration with colleagues, and research and development work concerning the school itself. Neither the teachers' professional backgrounds nor the type of school at which they are employed seem to contribute to significant alterations in their leadership behavior. Nonetheless, the study shows several interesting, though minor, differences in leadership behavior. The most common reason given for participating in leadership at school is that the teacher desires to create a positive teaching environment for students.

Session 55: Teacher Education and Intercultural Education

Change of teacher attitudes in developing society by reflection

This research examines the differences between the actual and declared attitudes of the Arab teachers in Israel. The research will attempt to explain the low achievement of Arab students in spite of the huge investment in teacher training, equipment, teaching hours and alternative teaching methods. Introducing an organizational culture to Arab schools will help Arab teachers become more qualified and effective in dealing with values conflicts, creating new energies and channeling those energies towards their goals.

The Hypothesis: there are significant differences between the actual and declared attitudes of the Arab teachers in Israel

The research instrument: Hidden attitude exercises and attitude questionnaire.

“Hidden attitude exercises”, which developed during my work of facilitating groups of teachers, were done with each group over the years at the beginning and last meetings, this exercise is called in the behavioral sciences a “laboratory” exercise that is similar to laboratory tests in the medical sciences. In the exercise, 7 female teachers are described. Each teacher represents a certain type of behaviour and values. Alia – accepting criticism, Fatma – importance of qualities, Zenav – importance of discipline, Sausan – accomplishment at the price of strictness, Varda – importance of privacy, Jumana – importance of rules, and Donna – conservatism. Each member of the group imagines that he/she is a member of the management team of the school that needs to recommend the firing of one teacher only. The members of the group are requested to rank the teacher that is the most likely candidate for termination as number 1 and the last candidate for termination as number 7

Research population: Arab teachers in Israel

Sample: 320 teachers

Data analysis: t-test & average and s.d of teacher decision

The findings of the research show a significant difference between the declared and the actual levels of the teachers` attitudes. These findings indicate that in the school organizational culture is weakened and wen hindered in a traditional and conservative society. This society is characterized by low exposure to modern culture and less openness to modern values together with the desire to please others (Almosaira) and unwillingness to accept criticism. Such characteristics have a strong negative impact on the development of teachers` professional attitudes. The reflection process, however, helps introduce teachers to various instruments, which minimize the influence of Arab conservative culture. Instruments like role plays, dilemmas, conflicts and portfolios, when introduced in a friendly climate, allow teachers to see themselves in the other half of the mirror and become more assertive, more exposed to other ways of life, more open towards modern values and more reflective.

Understanding cultural diversity in a regional Australian context

This paper reports on a study of teachers' intercultural understandings and confidence in working in culturally diverse classrooms. The study is situated in Logan City, a culturally diverse city in regional Australia. The paper presents the results of a survey of teachers, in both primary and secondary schools in the region. The paper summarises the initial findings of the survey. It then identifies the key factors that indicate both high levels of cultural awareness among teachers and more confident teacher responses to the challenges provided by diverse school populations. The paper outlines the implications of these findings for teacher education courses. It concludes with a discussion of how findings could contribute to the development of professional standards, both for teacher education graduates, and for teachers.

Towards research based standards for teaching in multicultural schools - classroom interaction studies as a source for defining teacher competences

Dealing with ethnic and linguistic diversity is one of the major challenges in today's education.

Therefore, formulation of standards for teachers and teacher training should take into account the specific requirements of teaching in multicultural schools.

In 2002 Utrecht University of Professional Education started a task force to strengthen teacher training through practice-oriented research, the main questions being

- a. what competences do teachers need to fully promote the learning of students in multicultural classrooms
- b. how can these competences be included in the teacher training curriculum and professional development
- c. what competences do teacher trainers need in guiding their students towards the formulated competences

This paper reports on first findings and outlines the main issues that should be dealt with in development of standards that fit multicultural realities of teaching.

Different resources of knowledge are disclosed through qualitative research projects. First, literature on teacher competences and standards in multicultural classes is studied (e.g. Craft 1996, EUNIT 1996, TESOL/NCATE 2005). Second, practical knowledge of experienced teachers in multicultural schools is gathered through a series of interviews and a written survey (see Den Brok a.o. 2004, 2005). Third, a series of 8 case studies from primary up till higher education explores the teachers' potential role in processes of inclusion and exclusion. (e.g. Van Eerde & Hajer 2005) The studies all consist of observation and video-registration to describe teachers' and students' behaviour in classroom interaction, in combination with data that provide insight in teachers' thinking and practical knowledge, by means of (stimulated recall-) interviews and concept mapping tasks. Some also include interventions.

The findings show how closely teachers thinking about diversity and the role of language in learning is connected to their interaction practices. Based on our research, we argue that frameworks of teacher competences should be refined in order to formulate standards for multicultural settings specifically on three main areas:

- pedagogical, interpersonal aspects of teaching, where teachers need a deepened understanding of their interethnic relationship with students and an extended pedagogical repertoire
- didactical and organisational aspects, where specific attention is needed for the inclusion of language development through the content areas
- establishing contacts with parents and school environment.

Session 56: Teacher Education for Special Educational Needs

If you do not share the goal, make it a competence

Competence based teaching and learning challenges training attitudes of individual trainers and institutions. However, using the concept in a trans European context is even more challenging. In a Comenius project on a Differentiated Teaching Module (for primary schools) representatives from seven educational institutes are trying to write one and the same module on differentiated teaching that will be implemented in the curriculum of universities and in service training institutes in Malta, Sweden, Germany, England, Czech Republic, Lithuania and The Netherlands. It will start as a pilot study in February 2006 and will be refined after that. In this paper some findings from the process of this project will be reported. Although at the beginning all participants of this project agreed on main purposes and definitions of the project, important misunderstandings and differences between countries showed up at several and mostly unexpected moments during the work on this project. In this presentation we will focus on the variables underlying misunderstandings and the possibilities of using the concept of competence based learning as a mediator for a fruitful discussion about these misunderstandings between the different European countries.

Session 57: Language Education and Bilingual and Multicultural Classrooms

The Dream View Project; Anglo-Dutch Cooperation of Schools and House Estate Agencies; Children design their future environment for living in England and Holland

The development of a teaching programme for upper primary schools is described into which children are introduced to the world of building and living and of their environment.

Two schools, in Sandwick (UK) and Alphen aan den Rijn (Holland) participated in the project.

Pupils made designs of their own 'dream view' of the living environment for the future.

Afterwards Dutch and English pupils exchanged their experiences.

The project is evaluated by interviews with participants (teachers, pupils, Estate managers) and the role of language, values and citizenship in the project is discussed.

Working with Learning Objects; Value education as a good practice

Nowadays educational content reflects development in a society in which globalisation, citizenship and inter/cross cultural communication play an important role. At INHOLLAND University, with over 40.000 students, the biggest University in the Netherlands, we work on a curriculum in which students obtain competencies with profession related assignments.

Each subject students take an assignment on and reflect on contributes to the upgrading of the specific competencies of the subject.

Learning Content changes from static content to dynamic content. Individual learning goals demand flexible ways to obtain them.

It is impossible to develop new content every time a profession specific issue in society demands that. Hodgins & Duval (2002) developed a model with which it is possible to develop and reuse educations content. By separating raw data from the didactical approach and the objectives.

In this presentation we focus on the working of this model, using Dilemma Orientated Learning as the working tool. We show how the internet can be used as an instrument for obtaining raw data and group work. Working within an international context is shown in a project on Aids prevention, both in the Netherlands as in Belarus.

Session 58: In-Service Teacher Education

Collegial collaboration among teachers in polytechnics

Developers of teacher education emphasise a communal approach, entailing an ability to renew oneself professionally, discuss relevant issues, and solve problems together with other people, as one of the starting points of the teacher's work. It has been suggested that multiprofessionalism, where the aim is to cross the boundaries separating traditional professional domains, should be adopted as one of the principles to underpin polytechnics' educational activities. This involves the creation of a new action culture, which generates collaboration of a new kind.

The aim of the study is firstly to describe polytechnic teachers' conceptions of collaboration and collaboration practices. The second aim is to find out what role collaboration plays in the teacher's professional socialisation. The third problem addressed in the study concerns the organisational culture of a polytechnic and how it supports collaboration. The theoretical background is derived from approaches used in research on teacher thinking and in organisational studies.

The empirical research will be conducted in two phases: In autumn 2003, data was gathered by videotaping five group interviews of 3-4 people each. The interviewees were from different polytechnics. Thematically, this first round of data-gathering covers the contents and forms of teacher collaboration. In the second stage in 2005, data will be collected from one polytechnic unit using personal interviews and official documents. In this first data-gathering situation, the interviewees are polytechnic teachers from different work communities.

The interview data have been analysed within a micropolitical framework of reference where the teacher's work is seen as taking place in three arenas: teaching, administration and interaction. Different arenas demand different forms of participation and different competencies. The teaching arena is dominated by the teacher's individual work. Autonomy is the cultural foundation of the teacher's work, serving as the basis for the emergence of different collaboration practices. The work done in the administrative arena is more distant from the core of teaching; it was discussed as a "second" level of the teacher's work, where the focus was on reacting to the initiatives and policy definitions of the administration. From the teachers' perspective, it is a peripheral action field whose effect on their everyday activities is indirect. The interactive arena functions as a buffer zone between the administration and the teachers, reflecting the loose relationship between the arenas. The interaction arena brought together, on the one hand, a spontaneous and situational need, stemming from a teacher's work orientation, for informal collaboration and the management of everyday professional life and, on the other hand, efforts, stemming from administrative objectives, to organise, evaluate and anticipate the teacher's work in a longer term. Teachers' everyday life is dominated by the teaching arena, which is only loosely linked with the shared decision-making and management activities going on in the administrative arena. Interaction between the teaching arena and the administrative arena seems to form an important factor in the development of a work community's collaboration culture.

Session 59: Workshop

Fractions: Using a measurement model to develop understanding

Several researchers have noted how children's whole number schemes can interfere with their efforts to learn fractions (see for example, Behr, Wachsmuth, Post, & Lesh, 1984; Streefland, 1984). Mack (1990) found that where students possessed knowledge of rote procedures they focused on symbolic manipulations. Success with rational number tasks appears dependent on more than just superior

whole number knowledge but also on the types of strategies used to demonstrate whole number knowledge. This success also depends on children's ability to retrieve and use prior knowledge to construct new knowledge in different contexts. An Australian study (Hunting, Davis, Pearn, 1996) found that children who were successful with the solution of the rational number tasks exhibited greater whole number knowledge and more flexible solution strategies. The least successful children used procedural thinking and strategies for the solution of both whole number and rational number tasks. Behr and Post (1988) indicated that children needed to be competent in the four operations of whole numbers, along with an understanding of measurement, to enable them to understand rational numbers. They noted that rational numbers are the first set of numbers experienced by children that are not dependent on a counting algorithm. The required shift of thinking causes difficulty for many students. This workshop will be a 'hands on' session that focuses on the use of paper folding, fraction walls and number lines to develop an understanding of fractions using a measurement model. This approach has been successfully used by teachers in many Australian schools.

Session 60: The Professional Development of Teachers

In-service training and professional development of Polish teachers in the light of the reformed requirements of professional promotion

In 1999 an overall reform of the educational system was carried out in Poland which introduced new procedures of professional promotion of teachers. The promotion was subjected to the quality of supplied documentary evidence of activities undertaken in the areas of raising one's qualifications and improvement of professional practice. These new procedures voiced great hopes in the teachers' community on the one hand, and anxiety and resistance against their implementation on the other. The research concerns an assessment of the Polish experiences of the new system of teachers' professional promotion. It illustrates the reception of the reforms of professional development by the teachers' community since the introduction of the reform to this day.

The presented text contains results of an analysis of 100 questionnaires filled in by teachers and managers of primary and lower secondary schools. The research was into their opinions about the introduced system of promotion, and especially: the assessment of the effects of its introduction (among other things in the area of teachers' own development, quality of their work, the relations between the teacher and the pupils, relations among staff at school), relationships between promotion and chances on the labour market, difficulties in the promotional apprenticeship, teachers' motivation for promotion, reliability of promotion documents, and quality of in-service training. The analysis also presents a comparison of evaluation by head teachers' and by regular teachers.

Results show ambivalent results of the introduced changes, a high level of disappointment among teachers and an unclear relationship between the manner of the conducting of promotion procedures and the true increase of the quality of teachers' work and the performance of standards of their education.

The Contribution of Laboratory Experiences to the Improvement of Nonverbal Decoding and Encoding Abilities

Research evidence suggests that nonverbal receiving accuracy, as well as effective nonverbal encoding are key competencies for effective communication and teaching (Rosenthal, Hall, DiMatteo, Rogers, & Archer, 1979; Knapp & Hall, 2002). For example, research on psychosocial correlates of the accuracy of nonverbal judgment (e.g., extraversion) as well as on correlates of nonverbal expressiveness and un-equivocalness like some outcome measures on teaching excellence, clinical excellence, student achievement, or patients' satisfaction, points to the desirability of nonverbal decoding and encoding skill among professionals (Klinzing & Gerada Aloisio, 2004; 2005).

Merely experience on-the-job-training, however, is not sufficient to improve the communicator's ability to interpret accurately or to send nonverbal cues effectively and appropriately (Jecker, Maccoby, Breitrose, & Rose, 1964; Rosenthal et al., 1979). Systematic training is needed.

Consequently, based on research, a 3.5 day program (25 hours) has been developed for the improvement of the accuracy of decoding and the expressiveness and un-equivocalness in encoding nonverbal cues in the affective, cognitive, and regulative functions of nonverbal behaviors; this program was evaluated in a number of studies and revised according to the results obtained (Klinzing & Gerada Aloisio, 2004; 2005). In two replicated studies this material was used to investigate experimental hypotheses on the contribution of laboratory experiences to nonverbal decoding and encoding skill.

These hypotheses were investigated using a posttest-only comparison group design: 61 (Study 1) and 29 (Study 2) education students were randomly assigned to two treatment conditions. The experimental group received the program consisting of theory presentations, skill acquisition exercises, three opportunities of laboratory experiences in small groups of peers (with feedback via video recordings, peer evaluation, and reflective discussions). The comparison group received the same treatment as the experimental group, except that they lacked the laboratory experiences (This group was given opportunity for practice in a similar way after the posttest).

The posttests in both studies consisted of a laboratory performance test in a highly standardized condition (a 10-minute discussion with an introductory lecture in a group of 5-6 peers). This test provided estimates of trainees' behavior from self- and alter competence ratings, measuring "Expressiveness" and "Other Orientation" (Self-Rated-Competence, Rating of Alter Competence, 27 items, five-point-scales, Cupach & Spitzberg, 1981). Data on decoding ability were collected with the Profile of Nonverbal Sensitivity (PONS, Rosenthal et al., 1979). A standardized end-course questionnaire (Aleamoni & Stephens, 1986) was used for the evaluation of the courses.

Results revealed significant differences between the experimental and the comparison group on Nonverbal Sensitivity in both studies, favoring the treatment with practical laboratory experiences. Data on encoding abilities are not analyzed yet, but seem to point in the same direction as for decoding abilities. The training was rated very favorably by the participants of both treatment conditions with some interesting differences between the treatment conditions.

The results of these studies suggest that laboratory experiences are an essential feature in the training of nonverbal skill, supporting findings of similar studies on the training of verbal behavior (Klinzing, Klinzing-Eurich, & Floden, 1990).

The Induction Needs of Newly Qualified Teachers in Irish Schools: Mentor Teachers' Views

This paper reports an investigation of mentors' views of the induction needs of newly qualified teachers in post-primary schools in Ireland Sponsored by the Irish Department of Education and Science, this research was conducted at University College Dublin and St Patrick's College, Drumcondra as part of a National Teacher Induction Pilot Project. The study reported here involved a year long study of mentors' perceptions and experiences working with beginning teachers during the school year 2004 – 2005. The participants were thirty four mentors working with eighty teachers during the first year of their teaching career both in Dublin and in towns and rural areas throughout Ireland. The context of the study is outlined and the theoretical framework explored. The various initiatives which took place in Ireland prior to the setting up of the National Teacher Induction Pilot Programme are outlined and a review of relevant research is presented.

Methodology

A triangulation methodology was selected to explore mentors' perceptions and experiences using questionnaire, group discussion, individual interviews and participant observation. Standard procedures were followed in the construction and piloting of questionnaires and interviews..

Questionnaire and interviewed data were analyzed using Statistical Package for the Social Sciences (SPSS) and content analysis as appropriate and the experiences and needs were documented.

Results and Conclusions

The findings of the study were wide-ranging and it is only possible to provide a summary in abstract format. The results of the mentor questionnaire are outlined and frequencies and distribution statistics are presented in tabular form with interpretative commentary. The strongest finding of the study was the extent to which the mentors surveyed were unanimous in their view of the necessity for an induction programme with mentoring support, planned observation of experienced teachers, adequate time for discussion and planning, and, seminars on areas of special interest.

Mentors reported that the most common area of difficulty for the newly qualified teacher participants centred on the area of special educational needs.

Classroom management was reported to be the second most serious problem of the group, particularly when linked with the difficulties associated with dealing with pupils from deprived background.

The other major areas of difficulty involved the newly qualified teachers' relationships with parents. These young teachers believed that the neglect of this area was due to a lack of induction provision. Newly qualified teachers experience of teaching as rewarding was found to be associated with having had a professionally and personally helpful principal or mentor.

One of the most interesting findings from the group discussions and interviews with mentors was in reopation to their own experience of mentoring. Most reported this as the most valuable professional development that they had every experienced

Session 61: Teaching Practice in Pre-Service Teacher Education

Studying differences in teachers' ways of thinking on the basis of commenting videotaped lessons

The team of researchers at University of Tartu started studies of teachers' professional development in 2002. These studies focused on revealing differences in teachers' thinking about pedagogical phenomena depending on their professional expertise. In the course of these studies different approaches were tried out. The most appropriate of these approaches appeared a methodology used by Manabu Sato and his colleagues (1993). According to this approach subjects of research, i.e. teachers were asked to watch videotaped of classroom lessons and to comment on what they saw and felt.

A preliminary comparison of research data showed that there are differences as well as similarities in Japanese and Estonian teachers' practical thinking styles. Relying on these preliminary findings our research group updated the methodology used. The first correction concerned identification of teachers' professional expertise. The amount of work experience and pedagogical capabilities, based on the colleagues' judgements, were taken as new selection criteria of expert teachers. Unlike to the pilot study, in which only sections of a lesson were exposed for commenting, in the main study teachers were asked to comment on the whole school lesson. The subjects were asked to think aloud what they saw and felt. The methodology of data analysis was elaborated and finalised, also. All comments given by the subjects of research were identified in terms of instructional events (of the R. M. Gagne's model of teaching unit) these comments were made on. The statistical and content analyses were used as methods. The findings of the study show essential differences between of novice and expert teachers' practical thinking. The most significant differences were found in the nature of teachers' interpretations of different lesson events. Relevant interpretations were given mostly by expert teachers.

The content analysis brought out the categories of comments, in which the difference between novice and expert teachers was the greatest. The results of this analysis showed, also, that there were insignificant differences between novice and expert teachers in the amounts of information that they produced.

The paper introduces the main findings of the study proving that there are essential differences in the nature of practical thinking of novice and experienced teachers. Reliable information about differences between novice and expert teachers' professional thinking helps teacher educators to adjust teacher education programmes to the real needs of teachers' professional development.

The influence of supervisor teachers in practice teaching schools on student teachers: a case study from Turkey

Pre-service education is to be one of the most significant periods in a teacher's professional life. Knowledge s/he gains during this period supports them throughout their teaching career. While they gain theory along with the courses they take at the faculty they have some experience in the practice schools as well. These schools may be chosen by the faculty members or the deanship however none could guarantee a sound quality training for the student teachers there. A very interesting phase of their lives await student teachers there. The supervisor teachers might be the best models in their lives that they could follow their paths in their teaching lives forever or on the contrary, they could feel that they do not want to be such teachers and they could decide to quit teaching career at once before having a further step. A positive or negative effect seems to be inevitable. Besides, the supervisor teacher might be one of the teachers who has lost their spirit of teaching and might remind the young student teacher that the theory remains at the faculty and there is no "joy" of being academic or scientific in practical life by applying the most modern and the trendiest methods and techniques in practical life. Practice teaching sessions are full of such instances and they have been affecting pre-service teaching students. This study aims to examine the influence of supervisor teachers in practice schools on student teachers education and a case study from Turkey will be examined to share international experiences.

Session 62: Professional Development of Teacher Educators

The Infusion and Confusion of Standards: Visual and Performing Arts in the Core Curriculum Education in the United States is fully involved in a standards-based reform movement. Presently, teachers and teacher educators are responsible for instruction that is focused on specific standards in

several areas of the core curriculum: Language Arts, History/Social Science, Mathematics, Science, Visual and Performing Arts, Technology, Physical Education, and Health. Although there are standards in each of these curricular areas, they are not all formally assessed by the states. Consequently, some subject matters are de-emphasized, and in many cases, eliminated, from the curriculum. Unfortunately, this has been the case with the Visual and Performing Arts Standards. In a typical classroom today, one might actually see a content area standard posted, and view a lesson in which the teacher is attempting to teach the standard to the students. If the visit is long enough, one might see students being assessed to determine if the standard has been met. Before long, a norm-referenced, state standardized test will be administered. Rarely does one see a standard posted for which no standardized assessment is expected. The emphasis is on test scores, rather than on understanding of the standards. Lessons tend to be less dynamic, and standards of other content areas are not integrated. Schools are evaluated annually based on the students' performance on these high-stakes tests. As an outcome of these test scores, the future of the school—its funding, its personnel, and its autonomy—is literally on-the-line. A further, and more critical outcome, is that students are not getting the kind of experiences in their instruction that lead to deeper understanding and love of learning.

As advocates for the integration of the visual and performing arts standards in teaching practice, the authors will discuss the role of authentic integration of standards within other areas of the core curriculum. The authors believe teaching through the arts is a viable practice, and one way active learning may occur in content areas, which have been traditionally taught in isolation. The standards-based reform movement was never intended to focus solely on the what of education, but rather on the how. Our professional practice—how we teach—must change to reach the 21st century student. In this paper, the authors will focus on a different facet of standards-based practice: the practice of integrating the Visual and Performing Arts within the core curriculum. The authors will offer solutions to remediate the current practice. They will demonstrate, through the use of well-selected works of children's literature, how to effectively infuse multiple layers of standards to increase student understanding. They will also suggest professional development strategies for teachers and discuss models of preservice teacher education that embed the arts.

Teacher educators working on their own professional development

The Dutch project 'Professional Quality of Teacher Educators' is an interesting example of an approach which aims at promoting the professional development of teacher educators. Participants go through a procedure of (self)assessment which is based on the Dutch standard for teacher educators. After having successfully completed the procedure, they will be registered by the Association of Dutch Teacher Educators as certified teacher educators.

This project offers a unique opportunity to get insight into the goals, activities and outcomes of the process of the professional development of teacher educators in a situation in which this development is promoted by the context. This was the central aim of our study.

Regarding the teacher educators participating in the Dutch project 'Professional Quality of Teacher Educators' in our study we answer three questions:

1. What goals do they formulate for their professional development?

Are these teacher educators for example more directed towards the development of attitudes than skills or do they combine both?

2. What kind of professional development activities do they undertake?

Does the professional development of the participants' takes place through experimenting, reading, doing, reflecting or cooperation, or by combining these?

3. What are the outcomes of their professional development?

Are the outcomes of the professional development related to their own personal development or the development of the institution or to the profession in general?

We studied the professional development of 25 teacher educators who participated successfully between April 2001 and December 2003 in the Dutch project 'Professional Quality of Teacher Educators'. For our research we used three elements of the procedure for (self)assessment as instruments for our data collection:

I. As part of the procedure the participants had to "formulate one or more specific goals for their professional development directed towards the improvement of certain elements of the standard for teacher educators". We used their formulations to analyze which goals the participants wanted to realize with their professional development.

II. In their portfolio the participants described how they had worked on their professional development. We used these descriptions to analyze the professional development activities. III. The participants were also asked to describe in their portfolio what the effects of their professional development

activities were. These descriptions we used for our study on the outcomes of professional development.

We conclude for example that the participants are more directed towards the improvement of their skills than towards the improvement of their attitudes. We also conclude that participants develop by experimenting in their daily work and by working together with colleagues.

In our workshop we will present the results of our research in depth and participants in the workshop will get the opportunity to discuss dilemmas and draw conclusions for their own professional development and the policy towards professional development for teacher educators in their own institute or countries.

Session 63: Perspectives on Curriculum in Teacher Education

South African Teachers Exploring Teacher Authority in a Narrative Self-study Project

Most teachers who are currently working in South Africa attended school and underwent their initial teaching training in the context of the unjust and authoritarian policies of the apartheid education system (1948-1994). Under this system, teachers were expected to act simply as technicians whose task it was to deliver the official curriculum that had been developed by 'experts' and teacher authority was understood in terms of efficient delivery of prescribed content and rigorous enforcement of obedience, usually through corporal punishment (see Kallaway, 2002).

Despite major education policy changes since 1994, the destructive legacies of apartheid education continue to affect the professional experiences of many South African teachers (see Chisholm, 2004). A challenge for teacher educators in post-apartheid South Africa is to work with practising teachers to recollect and re-examine their own learning and teaching experiences in order to inform engagement with current challenges in schools.

In this presentation, I report on a 'narrative self-study project' that I facilitated (as a pilot study for my doctoral research in the field of curriculum and teachers' professional development) with a group of teachers at the University of KwaZulu-Natal, South Africa. In designing the project, I drew on two areas of work in the education field: narrative inquiry (see Clandinin & Connelly, 2000) and self-study (see Mitchell et al., 2005). My intention was to offer the teacher participants the opportunity to read and author their 'teaching selves' in relation to their lived experiences of learning and teaching in South African schools.

My presentation highlights how, through an iterative process of discussion, writing, and reading, the teacher participants came up against a rigid and repressive (often abusive) conception of teacher authority that continues to pervade South African education. I describe how, as they re-examined their past and current school-based experiences, the teacher participants started to build alternative conceptions of teacher authority that could inform the teaching stories that they wished to author: teacher authority as power gained from informed, reflective practice and as power to take action against injustice.

Session 64: Teacher Education for Innovative Schools

Competence development for Community Schools

The number of community schools (or in literal translation of the Dutch term: 'Broad Schools') in the Netherlands is rising. The same name covers very different kinds of schools. Some focus on social equality, others on educational enrichment, and still others on delivering day care facilities for working parents. Until quite recently, educational policy was not taking an explicit stand with regard to this development. This is changing as a consequence of worries about social cohesion in poor multicultural neighbourhoods. Community schools are now seen as priority area in youth policies. Community schools make new demands on teachers and other staff. Curiously, community schools seem to attract more attention in welfare and social work education than in teacher education. This could be a barrier to the development of curricula in which learning inside and outside of school is connected. The paper presents results from a literature study, which is the first stage of a research project on challenges of community schools for teacher education and professional development. The paper focuses on the consequences of community schools for competence standards of teachers. Several fields of competence will be analysed: pedagogical and interpersonal, didactical, organisational, collaborative and learning and development competences. They get new meaning in community school settings.

Interpersonal and pedagogical competence is more than creating a safe and pleasant living and learning climate in class and school. Teachers (and students) should learn how to deal with pedagogical 'gaps' in modern society, with individualism and the need to work on social cohesion. They need to contribute to pedagogical dialogue and alignment between parents, teacher, professional educators and other partners in the community school. Three worlds (school, neighbourhood and home) should communicate and work together. A pedagogical dialogue has to take into account communalities as well as differences in pedagogical vision and practices. For teacher training it becomes important to learn students to know and respect those visions and mission statements and to see parents and other partners as allies for his own job.

Didactical and content related competence has to connect learning inside and outside school and contribute to powerful learning environments. By using methods like experiential learning or the storyline approach the teacher has to bring the world into the classroom and the pupils into the world. He has to stimulate continuous reflection on changing society.

Organisational competence in community schools includes class management, but also management of learning outside the class room. The teacher has to integrate or coordinate work of a team of professionals responsible for learning. Cooperation competences become very important. Teachers have to work both with colleagues in school and outside school. Teachers can no longer see themselves as king of the class room but will be expected to be participative, explorative and cooperative learners.

The second stage of the research project will investigate empirically actual developments in schools and teacher education and will result in design criteria for teacher education and development for community schools.

The changing role of the teacher educator

In the Netherlands, most universities for professional studies are gradually moving towards competence-based curricula with roots in social constructivism. As these curricula focus on the student developing professional competencies and the student being responsible for her own learning process the role of the educator will consequently have to change. Amongst others his or her role changes from conveying (professional) knowledge to facilitating the student's learning process. But this change alone does not describe the new role of the teacher educator in the new teacher education program. In our presentation, we will report about the experiences of a teacher educator investigating her changing role in supporting and coaching one teacher and we will report about the experiences of a teacher educator investigating her changing role facilitating a group of students in a constructivist based learning situation. We will focus on what they have to do in order to improve and stimulate students' knowledge construction. Not only do we focus on the role of facilitator, we also focus on the role of subject expert. Furthermore, what do they have to bring about in themselves in order to realize this? What will be the reaction of the students?

Session 65: Standards for Teachers

Art teacher qualification model

The quality of the renewed models of art education could be understood as a result of phenomenal changes undergone in education in general and art education as part of it during the last two decades. The shifting of standards and the problem of educational assessment established in turn a demand for new models of teacher training. The main goal of the proposed renewed model is an attempt to find an optimal combination of separate competences as a ground for art education teacher qualification in order to pursue excellence in education.

Following the anticipation that demands for art teachers will increase in the future, new conceptions of art teacher education (along with new standards of certification as well as preparation of new curricula) were raised. Moreover, such forms as theatre, dance and design education along with visual art and music education occupy increasingly stronger positions in the curriculum today. So now there are crucial the following questions: in what direction art teacher qualification should be developed, what competences should contain the essence of their qualification, and what kind of licensure standards should be set.

The enlarged model of art teacher education through a harmonised set of the most relevant competences is discussed in the paper. The main pedagogical idea of the model is to establish the role of such educational activities, which could include the essence of art educator qualification. So to traditional competences, which should testify mastership in the fields of studio art, media art and art didactics, such competences are added as research in arts education, education of cultural

awareness, and art education management. Such orchestration of competencies is oriented to the highest qualificational level and applicable first of all for masters in arts educational programmes. Taking into consideration the fact that members of the arts family are in an unequal situation, ontological and semiotic criteria were used to form the taxonomical structure of both artistic areas and systems of artistic languages and the received structure was linked with the competences of art teachers. The investigation is particularly focused on several points: on the peculiarities of presentational and non-presentational arts, on the ways of artistic embodiment, on limits of art, on art-like and non-art phenomena as well as their correlations. A possible model for teacher vocational competencies, which could encompass the main artistic areas (visual arts of two- and three-dimensional medium, literature and music, theatre and dance) was designed. In addition, digital technologies (audio, video, and hypermedia), as correlative element of artistic activity, were included into model. Systematic presentment of artistic activities should help both art education theorists and practitioners to gain artistic confidence. It also inspires them for better understanding of art teacher roles in education of students as well as encourage their intention to seek the knowledge we need for educating ourselves. Lastly, the proposed renewed model of art educator competencies allows them to develop both curricula and their own visions.

Contemporary Approaches to Teacher Training Standards in Ukraine

Ukraine has clearly identified the direction on entering the European education and scientific space. European orientation of Teacher Training represents/reflects in recent documents concerning the development of this important sphere of higher education which is transforming and changing rapidly in the country.

Department of Comparative Education of the Institute of Pedagogy and Psychology of Professional Sciences at the Academy of Pedagogical Sciences of Ukraine has been developing the problem of European dimension in Teacher Training for almost five years, investigating common and distinctive features of national systems of professional education development in Europe.

According to Ukrainian Laws "On Education" (1996), "On Higher Education" (2002) the structure of Teacher Training standards can be considered as a three-leveled hierarchical set of interconnected standards: state standards, standards for each field of education (teacher training, engineering, medical, technical etc.) and standards of higher education institutions.

In Ukraine as well as in the majority of Post-Soviet countries a future teacher gains the academic and professional qualifications simultaneously, i.e. the obtaining of professional qualification by a teacher is a result of his higher education completeness.

Recently the following field standards were developed:

- Education and qualification characteristics of teacher;
- Training programmes;
- Assessment means of quality in teacher training.

So they set out the interdependent requirements to the content, volume and level of quality in teacher education. These Teacher Training Standards require further unfolding in the light of Continue Professional Development of pedagogical personnel.

The mentioned above standards are characterized by operational (functional) approach to teacher training: they settle/state both the structure of teacher professional activity (functional and those concerning subject matter) and typical roles/objectives which are obligatory for all institutions providing training of teachers by the certain specialty. Unlike the previous over-prescriptive standards current ones suppose the existence of invariant (normative) (65%) and variant – at institution's discretion (35%) components.

In Ukraine there is one more actual problem: rising of teachers' professional and social status, providing opportunities for professional and personal improvement of all 560000 teachers who teach 6044000 pupils. Standards of professional teacher activity should become the means of such transformations.

Tough Intelligent Accountability!

This paper will explore the key questions: What standards? Whose standards? What for? and will use these questions to highlight links between national developments in Scotland and European benchmarking approaches that seek to assure the quality of education.

The recent initiative in Scotland, 'Ambitious, Excellent Schools: our agenda for action' (SEED, 2004) stresses that delivering excellence in education requires both professional freedom and public accountability. It also points out that we need systems that are proportionate, that focus on outcomes, that promote self-evaluation, and that provide targeted support for those who are struggling. The paper will discuss the tensions that arise from the need to meet local and community priorities and at

the same time to achieve prescribed national and international outcomes. The paper will draw on a number of local education authority initiatives in Scotland that are attempting to expand curriculum flexibility and to improve standards for all students to illustrate how it is possible 'to build, at each level, systems of tough, intelligent accountability that foster ambition and allow proper, informed public scrutiny.'

Session 66: Standards for Teacher Education

Internationalisation in Education

This paper is based upon an investigation on what makes schools change towards internationalisation. The internationalisation processes have been analysed in eleven "best cases" in Denmark.

The original scope for the study was to collect experience to write a manual on internationalisation. The target has failed, however. Evidence has proved that the eleven schools had not changed because of a strategic plan. The schools changed because a strong group of teachers supported by the head teacher began to act in a new way. They took the opportunities wherever they found them to create projects with schools in other countries, to go abroad with their students for exchange visits or to invite guest teachers into their classes.

They focussed on something concrete; they started by changing practice (Fullan).

The crucial factor was the prevailing organisation culture of the school. (Schein)

A theory was generated saying that the general assumptions among the leading members of the staff decide whether internationalisation is possible.

Fertile assumptions are "New initiatives are exciting", "Differences are welcomed", "Students learn through challenges", "Individual commitment is a source for school development".

The question is whether this kind of value based, organic, unsystematic development also goes for faculties or colleges for teacher education.

This question will become explored in the presentation which is based upon the experience from the internationalisation proces at CVU Sønderjylland/Centre for Higher Education in Southern Jutland.

Autonomy versus accountability

This discussion paper is concerned with the setting of standards for learning and teaching within higher education institutions. Universities in Australia are nominally autonomous institutions, but like their forebears – the universities of the United Kingdom, they are increasingly held accountable for their use of state resources and for their performance. This accountability includes measures of teaching performance. This paper explores the tension between university autonomy and government direction of university operations, particularly those relating to learning and teaching. The means used to direct university operations in Australia is eligibility for government funding. Government funding as a percentage of university income has fallen dramatically in the past decade but accountability measures have moved in the opposite direction. Universities competing in the educational market place cannot afford to turn their backs on public funding and for the most part seek to comply with conditions set for public funding. In England these measures include establishment of a framework of national professional standards for supporting learning in higher education, registration of higher education teachers and programs in learning and teaching in higher education. In Australia the government has recently introduced a 'learning and teaching performance fund' to 'promote the overall quality of the sector, enabling excellence in learning and teaching to be placed alongside delivery of research excellence'. To be eligible to attract funds from this source universities must: have a current learning and teaching strategic plan publicly available on the University's website; provide systematic support for professional development of staff in learning and teaching; have probation and promotion practices and policies that include effectiveness as a teacher; .inform probation and promotion decisions for academic positions with student evaluation of teaching and subjects; and make student evaluations of subjects publicly available on the University's website. The issues identified an discussed in the paper include: the nature of the measures employed to influence the quality of university teaching; the political motivation to influence learning and teaching standards in universities; the nature of university responses – in particular whether responses merely involve conspicuous compliance or have a substantive impact on learning and teaching; effects on collegial decision making in universities; and expert versus bureaucratic decision making. A further question raised is whether the learning and teaching measures imposed by governments impact on the teacher education components of universities or whether these areas, whose professional expertise is in learning and teaching, already comply with expectations.

Practical and organisational issues in the launch of a community of practice for international programmes taught in the English language

Against a backdrop of radical changes to the Dutch Higher Education system teachers are finding that, at a time when information and expertise are most important, it can be difficult to gain access to them. Factors in this situation include mergers between institutions, the change to a Major/Minor system and a changing student body as traditional markets for students dry up and new ones open.

This situation is perhaps more acute for teachers on international programmes taught in the English language. These programmes involve a heterogeneous student body drawn from countries worldwide, and this leads to a special set of issues. The relatively high level of uncertainty that accompanies this situation is a factor in the decision by InHolland's decision to fund an initiative to launch a community of practice (CoP) for teachers on international programmes taught in the English language at InHolland. InterCoP was launched at InHolland in June as a knowledge management tool designed to bring such teachers together in order to aid each other in solving some of the complex problems with which they are faced.

This paper describes the launch of InterCoP. It discusses some of the issues that arose from the organization of the launch, and makes suggestions for setting up a successful launch for such an initiative.

Session 67: Standards for Professional Development

Standards for professional development; Student teacher perspective

How do student teachers understand their own professional development? How do they define the criteria for a good teacher and how do they understand their own training in relation to the goal of becoming a good teacher? How do they define a good learning environment for themselves and how do they assess the teacher education programme as a learning environment?

The paper examines these issues in the light of data collected through interviews with a number of student teachers enrolled in the reformed teacher education programme at the Stockholm Institute of Education.

This study confirms the earlier findings about student teachers' being focused on performance i.e. how to act as a teacher in the classroom. They see the opportunities for practice in school environment as the central and the most valuable part of their studies.

The student teachers are pronouncedly pupil centred in their attitude which may partly relate to their own (negative/positive) experiences at school and partly reflect the general ideological discourse within the discipline of pedagogy.

Many of the student teachers have come to understand their professional development as a life long enterprise. They also understand becoming a professional teacher as a individualistic project in the sense that within a relatively loose frame work of the idea of a good, professional teacher there exists possibilities for individuals to create their own model of being a professional teacher.

The paper also discusses how the standards for good learning environment understood by the student teachers relate to the standards defined in the national Higher Education Ordinance and in the Degree Ordinance, and how we can best support the student teachers in their professional development.

Teachers' standards and human development policy in schools: an examination of challenges to the value of standards

In this paper the authors examine teachers' views of how standards of good teaching are set, developed, and viewed from both inside and 'outside' the school. The paper is based on three major studies of teachers (student and in-career), principals and parents undertaken in Ireland. Some of this research was published in 2004, and the remaining analysis is due for publication in a forthcoming book (2005). From a total of 600 data sets, the research allows us to examine many aspects of the teaching career. Of particular interest here is the fact that the research allowed teachers to evaluate their own professional development and the standards they have set for themselves. This paper will focus specifically on responses from teachers and pupils. It will indicate different conceptions of standards that were identified by experienced teachers and by student/ newly-beginning teachers. Finally, it will contrast their understanding of good standards with those of parent respondents.

This paper firstly offers a brief overview of studies that have examined the concept of the 'good' teacher and the 'good' school. Some of these studies typically have examined the views of pupils, responding to the question 'what is a good teacher', and identifying characteristics of good teaching. However, the paper notes that as early as pre-service stage, student teachers recognise that they will

have to compromise their own standards in order to comply with the demands of the curriculum and the demands of parents and other stake-holders in education. Experienced teachers also responded that their own standards were explicitly challenged by influences 'outside' the school, such as parental pressures, competition between schools, and the publishing of league tables that purport to identify successful schools on the basis of the performance of pupils in public examinations.

The paper notes, however, that experienced teachers (those teaching more than ten years) were more resistant to external pressures, and more assured about the intrinsic value of the standards they set for themselves. Their reflections on standards contrasted significantly with those of student teachers. For example (i) student teachers expected standards to be set for them, and considered that standards were imposed in order to be able to measure their performance and success; but (ii) experienced teachers had strong ideas about the value of standards, they expected to be able to define standards, and (iii) they did not consider that such standards were simply used as a measurement of their success. Most importantly, they believed (iv) that their standards impacted on stimulating learning, and they believed that (v) such standards played a key role in the human development policy of the schools.

The paper will also expand on another significant finding in the research: that teachers and parents often do not value the same standards in the human development policy of schools, or in the development of academic standards. For example, a comparison of the rank-ordering of standards completed by both parents and teachers shows that parents have fixed ideas of standards of good schooling and good teaching, and that these ideas contrast with those of experienced teachers. Whilst the research for this study was undertaken on a national sample in Ireland, it will be compared to similar research in the UK. The research gives crucial and timely insight into the role that standards have in teachers' lives and in teacher development in the first decade of the twenty-first century.

The Development of the Professional Values and Practice Standard in a Secondary Graduate Initial Teacher Training Route in England

The standards for initial teacher training were introduced in a Government paper DfES circular 4/98 and subsequently modified in 2002 (DfES, 2002) as part of a reform to improve the quality and consistency in training throughout England. Professional Values and Practice is one of four standards that must be achieved before a trainee can gain qualified teacher status in England. The view of the Teacher Training Agency (TTA) is that the development of this standard takes place through taught sessions at the University, school placements, and through written tasks. While a minority start the course with experience of working in an educational setting and have made a start on the development of the standard our experience suggests that most trainees have a phased development of the standard during the 1 year training. When standards were introduced in 1998 there was some concern about whether or not they would reduce or enhance the professionalism of teachers (Bottery, 1996; Davies and Ferguson 1997) and the research reported in this paper revisits issues that link standards and teacher professionalism. A three longitudinal year study (Holland, 2002) into the attitudes of secondary trainees towards professionalism in teaching at this University found differences between the main subject groups and these are explored further in this paper.

Our paper reports upon research on the centres of influence on the development of Professional Values and Practice within four groups of trainees specialising in the secondary subjects English, Mathematics, Religious Education and Science. The research questions that are addressed in the paper are :

- Are trainees in some subjects more professionally aware than others on entry?
- Are there differences in the gradings of the standard between subjects?
- How do those with a common subject background perceive the standard - tutors, mentors, trainees, department staff in schools?
- How are standards(all) developed within the four subject areas - critically or otherwise?
- Are some elements of the eight sub standards in Professional Values and Practice more important than others?
- Are there any significant differences in the mentors' assessments for the standard in the end of school placement reports?

The methodology has included interviews with subject tutors (2 each per subject), data gathered from approximately 20 trainees in each subject during a 1 hour interactive session that focussed on the development of the standard, an interactive data gathering session with 15 school mentors in each subject and a documentary analysis of grades and written judgements from mentors' assessment reports.

Our findings are discussed with reference to current international research into standards, teacher professionalism, and subject departments as professional communities (Visscher and Witziers, 2004).

We expect the paper to enhance the understanding of how multiple influences on trainees can lead to the development of the Professional Practice and Values Standard in England and for similar standards for trainees teachers in other countries.

Session 68: Assessing Standards

Evaluation of Teacher Education Institutions/Programmes

In the context of the Lisbon process and the common objectives to be reached by 2010, the Commission set up an expert group in 2002 dealing with teacher education. The work undertaken within the context of this group has revealed the complexity of identifying the availability of comparable national data in the countries participating in the Education and Training 2010 process. The group is therefore addressing the question of the extent to which new indicators for measuring improvement in the field of teacher education could be developed.

The European Commission Staff Working Paper proposed a plan to respond to this lack of comparable data in November 2004. In the short term, Eurydice, the information network on education in Europe, is to undertake a quick survey on the evaluation of teacher education institutions in Europe on the basis of official policy documents. More particularly, Eurydice is asked to analyse the extent to which quality assurance and internal and external evaluation practices exist for institutions/programmes providing initial and in-service teacher education in European countries.

A number of recent national initiatives reflect that quality control is an important issue on the political agenda in many European countries and an explicit concern of the follow-up of the Bologna process. The analysis will present existing measures of quality control and characteristic features of external and internal evaluation of initial and in-service teacher education institutions including

- the different approaches to evaluation,
- the relations between external and internal evaluation,
- the bodies and different players involved,
- the profile of evaluators,
- evaluation criteria and procedures,
- the use made of its results.

Teacher education institutions for primary and general secondary levels will be considered.

An intermediate report with initial findings on the evaluation of initial education will be submitted to the Commission end of September.

POSTERS

Poster 1: Becoming a Teacher Educator

Discussion about this poster starts at 11.15 in room B2.05

The chairs of RDC 'Professional development of teacher educators', Anja Swennen and Marcel van der Klink, would like to invite you for a meeting about a book for novice teacher educators, with the title 'Becoming a teacher educator'. We think it would be an attractive idea to publish a book that covers the various aspects and themes of becoming a teacher educator.

This invitation is for everyone who wants to be informed about the book, but especially for :

- ATEE members who want to write a chapter in the book and
- ATEE members who want to join the editorial board

We will play the role of editors and do all the necessary work editors usually do. It is worthwhile to mention that we both have substantial experience with the process of editing books and journals.

We want to make this book a truly ATEE-initiative. That means that we would like to invite RDC members to formulate proposals for contributions of chapters for this book.

We would also like to invite ATEE-members, because of their expertise, to join the editorial board of the book. The role of this board is to review chapters and advice the authors and editors about particular chapters.

The book 'Becoming a Teacher Educator' is an introduction into teacher education for novice teacher educators. It is not an academic book based on research. The various chapters give an overview of the theory and practice in the field of teacher education and will inform those who are new in the profession, many of whom are former teachers in primary and secondary education.

The book reflects the various thoughts, traditions and experiences of the European regions. Each chapter will be written by a minimum of two and a maximum of four authors who represent (at least

two) the various European regions (north and south; east and west). This process may help to guarantee that this book becomes attractive for a large audience through Europe and maybe beyond.

Poster 2: Correlation Among Intellectual Giftedness Criteria and Indicators in the Context of Teachers' Conceptual Understanding of Intellectual Giftedness

The research on intellectual giftedness is a serious problem both in science and practice. Most often research question is focused on traditional approach towards evaluating giftedness, but mistakes made by teachers in defining and evaluating giftedness cost a lot.

The analysis of different conceptions of giftedness (Wechsler D., 1974; Renzulli J.S., Reis S.M. & Smith L.H., 1981; Ester W.K., 1982; Renzulli J.S., 1986; Raven J.C., 1991; Sternberg R.J., 1993; Armstrong T., 1994; Kholodnaya M.A., 1997; Babayeva J., 1999; Gardner H., 1999; Sternberg R.J., 2003 et. al.) indicates that there is a wide variety of opinions about the essence of giftedness. It is evident that there are more that one hundred definitions of giftedness. There is no single view on criteria and indicators of intellectual giftedness.

A lot of researchers (Fredriksen N., 1986; Gruber H.E., 1986; Schneider W., 1993 et. al.) point that for describing intellectual maturity there are other psychological mechanisms, which can not be measured by psychodiagnostical tests. Therefore we conclude that high intellectual indicators are not the basis to establish that an individual possesses extraordinary intellectual achievements.

Aim of the research: to explore the significance and correlation among intellectual giftedness criteria and indicators according to the following parametrs:

- Age
- Gender
- Social background.

In the research we used method "Intellectual Portrait of Gifted Children", which explores the following criteria:

- Educational potential
- Motivation
- Creativity
- Potential of the leader

Poster 3: Selecting, educating and advanced teacher training in the function of elementary school reform in Serbia

There have been significant changes in the process of school reform in Serbia so far, which is especially evident in: the goals, i.e. the results of education, which are also highly valued in the education systems of the member countries in the European Union; the manner of tracking, evaluating and grading pupils (introducing the system of descriptive grades); gaining independence on the part of the teacher in creating and making of curricula; different treatment of pupils in the entire process of education with a special emphasis on respecting pupils` personalities and their subject position; creating the process of teaching and other educational processes which aim to develop special competence of pupils in order for them to be more independent in acquiring knowledge and solving their personal problems as well as those connected with school; including the children with special needs into regular primary education (inclusive education), etc.

All these changes require a different approach to the system of selecting, educating and advanced teacher training. They should take into consideration the development of the professional competences required by the directions of changes, i.e. primary school reforms, especially those competences connected with the increased efficiency of teaching, achieving different goals of education, humanization and individualization of teaching, etc.

In order to gain a better insight into possible directions of changes in the system of selection, education and advanced teacher training, this paper aims to:

- make a comparison between the state of the existing kind and the level of competence of teacher in Serbia with professional competences which are required by the changes introduced into the system of primary school education;
- perceive what transformations should be introduced into the existing system of basic teacher training;
- offer a projection of a progressive system of advanced teacher training that would, on one hand, suit both the expected and executed changes in the elementary school, and, on the other, be in accordance with positive experiences in the field worldwide.

Poster 4: Teacher Education for Natural Science and Didactic of Natural Science in Serbia

Modern methodic of teaching natural science are based on modern methodical approaches which are grounded as synthesis of contemporary theoretical learning about development thoughtful processes scholar and serious tentatively research of efficiency of this learning. There are just a few tentatively research in the didactic of natural science in Serbia, in the past, and the reason is poor knowledge of the basic determinants in teaching natural science. Authors of this abstract would like to explain some basic determinants in teaching natural science (1. - 4. grade primary school) today, in the process of transition, when Serbia is close to Europe: vocation dignity, levels of demands, artifice of teaching modelling and quality of evaluation phase, and what rolls do this determinants play in the new philosophy of natural and experimental science. Authors would like to present some courses for pre-service training of teachers at the Teacher Education Faculty in Sombor, in Serbia. Those courses give prospective teachers good knowledge and standards in natural science in school and in the didactic of natural science, too.

Poster 5: Authentic course – History Didactics

The poster presents the History Didactics Course, which is organised by the Department of History at Faculty of Arts in Ljubljana (Slovenia) and is one of the educational courses that train undergraduate students to become teachers of History in lower and upper secondary schools in Slovenia.

The poster presents several reforms, which were introduced in the academic year 2002/2003, in different ways (graphic presentation, graphs, photos, pictures...). In the following years the reforms were implemented in accordance with the wishes of students and the current trends in the modern European development of the initial teacher training.

Firstly, it outlines the aims, standards and study requirements of the course. The course trains the students to monitor their own personal progress and reflect on their teaching practice. Besides this, it offers possibilities for the development of process skills and lifelong competences in various teaching/learning situations.

Secondly, a short description of different practical assignments of the course is given. The practical course includes: a seminar paper in the form of a pedagogical article on different didactic issues; a group assignment; lesson observations in lower and upper secondary schools with follow-up group discussions; observations of lessons taught by fellow students; lesson planning; formally assessed individually taught lessons in lower and upper secondary schools; obligatory two-week teaching practice in lower or upper secondary schools; oral exam (with questions based on Bloom's taxonomy) and designing student's portfolio.

Thirdly, the poster describes alternative assessment of student's work. Alternative assessment, self-assessment and peer-assessment serve as excellent feedback information, which helps students to improve their work and facilitates their success. The new role of university teachers also demands that they monitor, evaluate and assess student's progress, skills and knowledge systematically.

Moreover, special reference booklets of the study requirements are presented, as well as the content of the web site and students' internal publication (Contributions to History Didactics).

Finally, it shows the vision of quality training of future History teachers and the new role of a university teacher. A modern university teacher should reflect on his/her teaching practice and explore possibilities for improvements and modernisation.

To sum up, a university teacher is presented as an action researcher, who improves the quality of learning and teaching by offering possibilities for the students themselves to introduce changes.

The above example illustrates one of numerous possibilities for organisation of the initial teacher training that begins already at the undergraduate level of study.

Poster 6: Standards for music teachers against the background of changes in the education system in Poland

Music education is one of many subjects taught in Polish primary and secondary schools and music education teachers acquire their knowledge at universities, higher pedagogical schools and music academies.

The aim of the current changes in the Polish education system is to adjust the standards of teacher training to the standards of teaching children and teenagers in a way in which the competence of the teacher will guarantee that the required level of student development in the field of music education will be achieved. At the same time, the discussion concerning the place of music education in the curriculum and the modification of the contents of this subject as a result of the national education reform have given rise to an animated and very often critical debate.

The changes in teacher training curricula, introduced by particular educational institutions, are accompanied by a shift from hitherto five-year courses to two-level courses: three-year BA studies (vocational) and two-year MA studies ("The Bologna Declaration"). The analysis of standards in

teacher training contained in this presentation will focus first and foremost on the first level of studies i.e. vocational courses.

The comparisons made will relate to the education of students for the purpose of the comprehensive school system in higher non-artistic and artistic schools.

The following will be considered:

- curricula for teachers' education,
- graduate profiles,
- minimum curricular requirements,
- teaching practice.

Considered in these respects, the problem relates to the new trend in the future vocational preparation of teachers and at the same time it constitutes a partial assessment of the hitherto comprehensive music education in Poland from the point of view of the effectiveness of this type of education.

Poster 7: iNet

'The mission of International Networking for Education Transformation (iNet) is to create powerful and innovative networks of schools that have achieved or have committed themselves to achieving systematic, significant and sustained change that ensures outstanding outcomes for all students in all settings.'

The main features of this network are commitment to the raising of achievement through:

- The sharing of effective practice
- Innovation and abandonment of old practice
- Development of leadership capacity
- Leadership of the network by schools and headteachers

The Development of iNet has four core purposes for the Specialist Schools Trust:

- To identify, develop, validate and disseminate effective practice
- To enable the Trust and its affiliated schools to contribute to the worldwide movement to transform education
- To establish an international leadership qualification for school leaders
- To support and develop an identified ethos of cooperation and development within an international context

iNet is the transformation of schools through networking. The heart of this concept is 'sharing.'

Poster 8: Meeting NCATE, INTASC, and WVCOS Standards: Successful Accreditation of Teacher Education Programs

The National Council for Accreditation of Teacher Education (NCATE) is recognized by the United States Department of Education as the accrediting body for colleges and universities that prepare teachers and other professional personnel for work in elementary and secondary schools. Through its voluntary, peer review process, NCATE ensures that accredited institutions produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn. Accountability and improvement in teacher preparation are central to NCATE's mission. The NCATE accreditation process determines whether schools, colleges, and departments of education meet demanding standards for the preparation of teachers and other professional school personnel. Through this process, NCATE provides assurance to the public that the graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn. NCATE revises its unit accreditation standards every five years to ensure that the standards reflect current research and state-of-the-art practice in the teaching profession.

The standards measure an institution's effectiveness according to the profession's expectations for high quality teacher preparation as America enters the 21st century. To seek accreditation, an institution must meet specific preconditions. Once the preconditions are met, NCATE schedules an accreditation visit. The institution then prepares a report, describing how it meets each of the six standards.

This paper will focus on the strategies utilized by our institution, West Liberty State College, in the state of West Virginia, to successfully meet each of the NCATE Standards. All material was forwarded to NCATE's Unit Accreditation Board, which reviewed the data and made the final decision to grant full accreditation status to WLSC.

Probably the most significant aspect of the NCATE standards is the conceptual framework. WLSC's conceptual framework is Teacher as a Catalyst. This framework is the underlying structure of our Professional Education Unit that sets forth a vision of the unit and provides a theoretical and empirical foundation for the direction of programs, courses, teaching, candidate performance, faculty

scholarship, faculty service, and unit accountability. WLSC met each NTASC standard - Candidate Knowledge, Skills, Dispositions; Assessment and Evaluation, Field Clinical Experience; Diversity; Faculty Qualifications, Performance and Development; and Unit Governance and Resources. WLSC's meeting of the NCATE standards is consistent with meeting the West Virginia Content Standards and Objectives (WVCSOs), applied in all pedagogical venues by our students and faculty. This paper will demonstrate that relationship, as well as that among NCATE Standards, WVCSOs, and INTASC (Interstate New Teachers Support Consortium) Standards.

Poster 9: Portuguese science teachers' use of laboratory activities before and after the school curriculum reorganization

Since the integration of science in the school curricula laboratory activities have concentrated decision makers' and teachers' attention. On one hand they were taken as building blocks of arguments for science teaching. On the other hand they were conceptualized as a mean for developing students' cognitive abilities as well as a powerful teaching resource. Nevertheless, a mismatch still exists between the theoretical contribution of laboratory activities to the teaching and learning processes and the profit that is taken from them in diary classroom practice.

The last two curriculum reforms carried out in Portugal have concentrated a great deal of attention in laboratory activities as a teaching and learning resource. However, while the 1991 reform introduced a few laboratory techniques courses in the curriculum together with the former physical sciences and natural sciences courses, the 2001 curriculum reorganization kept only the usual physical sciences and natural sciences courses. Furthermore, the latter curriculum reorganization increased the time of a class from 50 to 90 minutes. The idea was to create better conditions for students to become actively involved in the learning process and to carry out laboratory activities within the traditional science courses.

There is some empirical evidence that teachers' practice is resistant to change and hardly influenced by curriculum innovations. In addition, research has shown that teachers seldom use laboratory activities in their classes and when they do so they tend to choose closed and teacher centred laboratory activities.

Thus, the objective of this paper is to analyse whether or not science teachers are aware of relevant changes in their practice concerning the use of laboratory activities due to curriculum reorganization. Data from a national survey indicate that junior high school science teachers' practices may not have suffered such changes. Therefore, it seems that teacher education is needed in order to overcome the mismatch between curriculum policies and teachers' practice concerning the use of laboratory activities.

Poster 10: Intercultural Aspects of Teacher Mobility in Teacher Training

This poster will present an experience planned in the Socrates Comenius 2.1 Project 'CON-SCIENCE. Science as a tool for life: Conceptual Change'. The project has been financed by the European Community. Student teachers of Science in Initial Training will have a mobility programme staying in Secondary Schools in several European countries (Spain, Germany, Ireland, Italy and Romania). They will attend lessons at school and participate in these lessons being supervised by a mentor. Student teachers will have preparatory seminars in their own countries before visiting the other European countries in order to offer the best possible view of their own country life. Moreover, the student teachers will participate in school life: meetings of teachers, assessment sessions, cultural activities, etc. Furthermore, the European student teachers will enrich the receiving school with their culture, many intercultural activities can take place at the school, such as cooking sessions of typical dishes, singing typical songs, video sessions showing the geography, art, history of the respective European country, etc. Then, the aim of this mobility programme is that both student teachers and the receiving school community will benefit from an intercultural approach, and at the same time student teachers can observe other systems of education and improve their teaching of Science.

In our opinion, the key to a successful mobility consists of its preparation and the coordination of the Universities, members of the CON-SCIENCE project with the receiving schools.

Poster 11: Teacher Training: A Case Study, 'Reflections on the Opening and Closing of a Lesson'

A consideration of beginnings and endings of lessons is an essential topic for initial teacher training (ITT); student teachers need to be aware that the successful development of a lesson greatly depends on how a lesson starts. It is quite well known that some teachers begin their lessons without any introduction to help pupils to engage with the topic being dealt with, linking, for example, with their previous knowledge related to this topic. Consequently, it seems useful to introduce some reflections

on the presentation of a lesson at its beginning, and on its closing. Ending a lesson requires a summary of the main points which can facilitate links with the next lesson.

This paper tries to show a CD with a real case study where observation of the opening and closing of the lesson has been analysed. This CD has been elaborated with the finance of the Socrates Comenius 2.1 Project 'TICEC: Las TIC para el estudio de casos en la formación del profesorado' (TICEC: The use of ICT in Case Study in Teacher Training).

Poster 12: DTMp: A Comenius 2.1 project to produce a Differentiated Teaching Module for primary school trainee teachers

As European classrooms become more heterogeneous, it is being understood that an essential set of competencies that teachers must acquire are those related to inclusive education and differentiated teaching. This poster sets out a framework for these competences as well as a training module for enabling teachers to acquire them that have been developed as part of a Comenius 2.1 project (2004-07) consisting of seven Eu partners, namely Malta (Coordinator), Czech Republic, Germany, Lithuania, Netherlands, Sweden and the UK. Building on the results of a qualitative investigation of teachers' concerns in this area of professional development, the framework puts a lot of stress on the development of relevant teacher attitudes. Attitude competencies are addressed together with Knowledge competencies. However, the framework also includes a section on Teaching competencies such as those for creating an inclusive climate and organizing differentiated teaching and learning. It is proposed that these competencies be regarded as an essential part of the teacher-training curriculum.

Poster 13: Trends in research on teacher standards: A general survey of papers' abstracts sent to the 30th ATEE annual conference in 2005

The theme of the 30th ATEE annual conference in Amsterdam has attracted contributions from educational researchers, practitioners and policy makers who are directly or indirectly involved with the education of teachers. A total of 150 abstracts were sent to the conference organizers and made available through ATEE home page in the internet. These abstracts provide a very rich source of information about current research on standards for teachers within Europe, as well as outside this context, such as in countries like Australia, USA, Israel, and others.

This paper presents a meta-analysis of the abstracts of papers sent by educators to this conference and provides an overview of their research focuses and concerns. The concern for carrying out this analysis springs from needs related to globalisation and the increased internationalisation of educational institutions across the world. A good understanding about standards for teaching, their implementation, and their effects has, thus, become an international concern. This analysis is the first step toward further investigation of the papers' content after their delivery at this conference.

Poster 14: Integration of minority students in higher education and work life

This Leonardo da Vinci pilot project within LdV-programmes is coordinated by Akershus University College, Norway. Partners of the project are; two from Germany, one from Greece, one from Austria and one from Portugal, representing Universities and training centres. The project is a 2-years project, finishing this autumn.

The aim of the project is better integration of immigrants in higher education and in work life. Access to the labour market depends on skilled and competent workers. Many immigrants hesitate to start higher education, and for some training programmes, over fifty percent do not complete their studies and become drop outs, or have a very slow progression in studies. This is due to various reasons, and most likely to linguistic and cultural issues.

The present project develops two main products that might reduce barriers to start training programmes and also might help minority students to fulfil their studies, being support for giving them access to the labour market. And above all, support programmes to students and teachers might stimulate to tolerance and acceptance among cultures, also native/majority students, and thereby foster a better integration and inclusion. Teaching multicultural student groups might demand another pedagogical perspective from teachers and tutors.

The two products are:

1. A Studybook to students in academic writing and multicultural issues. The Studybook has an ICT version, with interactive exercises. Attending and fulfilling this course, will give credit points.
2. A Manual to teachers followed up by a course or by a day-seminar within the same issues that seem to constitute challenges to minority students. Organise teaching and counselling in multicultural classes, might demand some other qualifications than mono-ethnics/monocultural student groups do. This Manual has an ICT version.

Poster 15: Education programmes at GROEP T

This poster presents the teacher education programmes at GROEP T University of Professional Education in Leuven, Belgium. It contains an overview of our teacher training courses, the structure of the curriculum, the evaluation and assessment methods, the projects, the professional competences of the teacher, the teaching practices and work placements abroad, the metawork (coaching and reflection) and portfolio and Leuven, Flanders' most famous university and students town.

Poster 16: TOM: Adaptive Education and Team Teaching

This video presentation will highlight this Dutch project, that was initiated by the Ministry of Education, Culture and Science,

CLOSING KEYNOTE

European Commission activities on teachers and trainers and the role of ATEE

This presentation will focus on the outcomes of the work undertaken on teachers in general and initial vocational education within the framework of the Education and Training 2010 work programme. It will address some of the concepts raised in the ATEE discussion paper on Teacher Quality, present an update on the results of the work of the EU Cluster Group on Teachers and Trainers and conclude by making some observations on the contribution of ATEE to work at the European level.

Part I of the presentation will share some reflections concerning the issues raised in the ATEE discussion paper 'Standards and the Quality of Teachers' in particular by situating the debate within the wider European and international context and using this as a basis for addressing some of the issues raised by the work currently underway at a European level.

Part II of the presentation will explore the results of the work undertaken by Expert Group A (Improving the Education of Teachers and Trainers) and the Cluster Group on Teachers and Trainers and reflect on the implications of this work for policy-makers and those involved in teacher education. It will also refer to work underway on the preparation of a Commission proposal for a Council and Parliament Recommendation on the quality of teacher education.

In part III the presentation will raise some issues relating to the role of ATEE within the context of the work on teachers and trainers currently underway at European level.