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EUROPEAN COMMISSION ACTIVITIES ON TEACHERS AND TRAINERS AND THE ROLE OF ATEE

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THREE OBJECTIVES

- Reflect on discussion paper on Teacher Quality
- Update on work on teachers in Education and Training 2010
- Thoughts on role of ATEE



ATEE Discussion Paper on Standards and the quality of teachers



Context

- Growing focus on quality of teacher education nationally, at European and international levels
- Work of UNESCO, OECD, EU, ENTEP



- Qualitative context
- Coherence between ITE, induction, and CPD
- Pupils' learning experience
- Schools as learning communities
- Teacher ownership



Development of indicators

- Comparable data
- Eurydice Survey
- Work with OECD

Share Views

- Complexity of the standards and competences debate
- Differentiate between competence and standard
- Importance of shared frame of reference on teacher quality and understanding on how quality of teaching is defined



- Balance between social, cultural, economic and individual perspectives
- Teaching should be seen as a profession involving reflective thinking continuous professional development, autonomy, responsibility, creativity ,(action) research and personal judgements

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Education and Training 2010 and Teachers

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Commission as facilitator



- Shaping and defining Open Method of Coordination – OMC- responding to country needs
- Supporting necessary reforms



- Interim report 2006
- The Commission Communication
- National reports
- Emerging trends



Key message

- Importance of developing skills needed for development of knowledge economy and society in Europe

Main areas prioritised for reform:

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- Teacher training and development
- Improving standards and quality
- Expanding higher education participation and implementing Bologna reforms
- Enhancing attractiveness of VET
- Ensuring access to ICT



Work on teachers:

- Teacher/Trainer Cluster
- Common European Principles
- Proposal for Recommendation on Quality of Teacher Education



Cluster on Teachers and Trainers

- Member State choices-particular areas of interest
- Sharing of expertise
- Sharing of information



Countries' motivations

- ITE and CPD-how are they linked, how motivate teachers to undertake CPD
- Facilitating change on the ground- planning for implementation especially in context of increasing autonomy of schools
- Professional standards and competences- how increase ownership by teachers?



Partnerships

- engage appropriate actors
- Flexibility- new ways of teacher education – better access to profession for ‘career changers’



Peer Learning Activities

- Bottom-up process
- Areas of particular interest for countries



Two activities in 2005

- Continuing Professional Development of Teachers
- Partnerships in initial and continuing professional development of teachers



- Identifying policy issues from perspective of participants
- Reflecting and commenting upon how other systems compare to their own
- Evaluating own and others' current and proposed policy developments



Country lessons from Dublin PLA

Continuing Professional development of Teachers



School as “learning Community”

- Focus on “whole” school approach to supporting newly qualified teachers and on coherence between initial teacher education, induction and CPD
- Evaluation of CPD and its relation with school needs
- Ministry should promote school as learning community and development of action research in schools
- CPD should be linked to school development plans
- Teachers need to “own” the process of change within their schools



Crucial role of school leadership

- More CPD for school heads and evaluation of their work
- Formal qualifications
- More leadership training needed for school heads



Coherence between ITE and CPD

- More links between what happens in ITE and CPD
- Need to see induction as the important link between ITE and CPD



Continuity and coherence in policy making

- Teacher professional development needs to be linked with accreditation and promotion, and the idea of professional development portfolios should be promoted
- LLL for teachers needs to be linked to a national framework of qualifications
- Need for continuity in process of change and integration of school into wider societal partnership



Teacher ownership of process

- Role of peers and partnership in CPD should be promoted
- Teachers should be integrated into the policy and decision-making process



Evaluation

- Policies on CPD should be evaluated in relation to pupil outcomes
- The issue of what is examined in the school education system and therefore 'valued' within schools should be addressed when examining the link between CPD and what pupils are required to learn

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Common European Principles for teacher competences and qualifications



What the Common Principles are?

Tool to support policy development



GENERAL COMMENTS

- Competences developed over the continuum
- Common understanding of hallmarks of the teaching profession in Europe in 21st century-underpinning principles
- What teachers need to be able to do as professional in Knowledge Society



Common European Principles

- A well-qualified profession
- A profession based within context of lifelong learning
- A mobile profession
- A profession based on partnerships



Common European Principles

- Work with others
- Work with knowledge, technology and information
- Work with and in society



RECOMMENDATIONS

Recommendations to policy makers

Well qualified profession

- Higher education graduate or equivalent
- In VET –highly qualified and suitable teaching qualifications
- Teacher education at all three cycles
- Research and evidence-based



Recommendations

Lifelong Learning dimension:

- Coherent and well-resourced strategies
- Coherence between initial and continuing teacher education-importance of interdisciplinarity



RECOMMENDATIONS

Partnerships

- Schools teacher education institutions
- Stakeholders
- Enterprise and local environment



**Set of recommendations of policy makers on
“how to make it happen”**



- Preparation of a recommendation on quality of teacher education
- Common European Principles as annex to Recommendation

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Role of ATEE in European debates on policy



- Particular context of Education and Training 2010 work programme
- Partnership between stakeholders
- Good practice at national level



- Teacher education specialists
- Key stakeholders at European level
- Conferences
- Information dissemination