

ISSUES PAPER

# TEACHER EDUCATION AND TEACHER EDUCATION POLICIES IN THE EUROPEAN UNION

## BUDAPEST

Final conference  
and seminar  
*3<sup>rd</sup>-4<sup>th</sup> July 2014*

University of Innsbruck (coord.)

University of Bucharest

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University of Lisbon

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EÖTVÖS LORÁND UNIVERSITY | BUDAPEST

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The final conference of the EDiTE project on 3<sup>rd</sup> and 4<sup>th</sup> July 2014 in Budapest has two parallel goals. One the one hand this is an opportunity to present publicly the results of the two-year long development process realised in the framework of the EDiTE project and, on the other hand, it offers an opportunity for those who will take part actively in the planned new doctoral program to exchange ideas about the context in which this program is to be implemented or more specifically: about the development of teacher education and teacher education policies in Europe.

The aim of this paper<sup>1</sup> is (1) to encourage substantial discussions during the preparation of the EDiTE final conference in Budapest within the EDiTE community, (2) to provide orientation to those who will make presentations, will lead discussions and will report on the outcomes of the discussions during the conference<sup>2</sup> and (3) to provide thematic orientation to all those who will participate in the conference.

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<sup>1</sup> This paper has been produced by the Eötvös Loránd University EDiTE team.

<sup>2</sup> For this specific function see particularly Annex 1.

## Background

During the last 10-15 years we could observe an increasing attention towards teachers and the competences of teachers both in Europe and in the wider global educational community as illustrated - among others - by the emergence of global summits on the teaching profession.<sup>3</sup> There are several causes behind this growing interest, but at least three of them are worth being underlined here. The first is related with the increasing amount of evidence proving that the most important single factor determining the quality and effectiveness of education is the quality of the teacher labour force. This has been spectacularly highlighted by the often quoted “McKinsey study”, referring to a research effectuated in the nineties in the state of Tennessee, USA: *“if two average eight-year-old students were given different teachers – one of them a high performer, the other a low performer – their performance diverge by more than 50 percentile points within three years”* (Mourshed - Barber, 2007). Another similarly spectacular highlighting of the same fact has been done by the well-known American educational economist Eric A. Hanushek, who argued that replacing 8-12% of the least effective American teachers by average teachers the US could reach the achievement level of the Finnish education system (Hanushek, 2011)

Most countries, under serious budgetary pressures, are seeking to identify those areas where investment seems to produce benefits in the most efficient way and the available evidence shows that this is investing in the development of the skills of teachers. But this investment can be done in different ways. The questions policy makers have been faced to are such as how to distribute scarce resources between initial training, induction and continuous professional development; what respective roles universities and other training providers should play in developing teacher competences; and what is the role of formal training and work based or networking forms of informal learning in the development of these competences. A parallel key question is: what forms of learning contribute the best to the effective development of teaching skills?

The second cause is related with demographic changes and with the ongoing transformation of education systems. A significant number of teachers recruited four or five decades ago during the great expansion of education systems have left or are leaving the systems, which has raised major challenges and opened exceptional opportunities for policy makers (OECD, 2005a). With many new teachers coming into the teaching profession a unique opportunity has been opened to improve the quality of the profession. But this has also raised the question of how to use limited resources. For example, the choice between the options of either employing less but higher skilled or better paid teachers or more teachers but with lower levels of skills and remuneration. The question of how to share resources between educating young children and supporting the learning of adults has also far-reaching implications on the future of the teaching profession. The changing demographic composition of the learner population is logically raising the question of what competences teachers need for working effectively in the 21<sup>st</sup> century.

The third cause that deserves special attention is connected with our increasing knowledge about human learning and the nature of professional knowledge. We know much more about how adult

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<sup>3</sup> The first and the second such summits were hosted by the US Department of Education in 2011 and 2012 (<http://www2.ed.gov/about/inits/ed/internationaled/teaching-summit.html>) and the third one by the Dutch Ministry of Education in March 2013 (<http://www.teachersummit2013.org>) and the fourth one is to be hosted by New Zealand (<http://www.istp2014.org>).

professionals learn the skills they need for effective work both formally through training and informally through working and participating in knowledge sharing communities. When thinking about the knowledge teachers need for the creation of effective learning environments and the relationship between their knowledge and their practice we increasingly think of them as “reflective practitioners” (Schön, 1983) and we see teachers as learners. This has been leading to questioning the effectiveness of traditional forms of learning and knowledge transfer through specialised knowledge producing and transferring institutions (such as universities) and to an increasing attention towards learning and knowledge sharing (including tacit knowledge) through not conventional forms (such as communities of practice, circles involved in innovation or quality improvement, various networking activities and many forms of informal learning embedded into daily working activities) (OECD, 2000; 2005b; Bullock, 2011).

As a consequence of the changing context in which teachers work and the new demands presented by societies, as well as policies related to the teaching profession and to the development of teacher competences have been significantly changing. New patterns have been emerging regarding the profession and the way its members are recruited, developed and recognised.

## **Key issues**

The authors of this paper have identified four key areas where the analysis of current trends and the formulation of relevant questions for discussion seem to be particularly important for those involved in the education of researchers and developers who will do research and development work focussing on the teaching profession and on the education and professional development of teachers in the European context. These are (1) the emerging new national and European policies regarding teachers, (2) the development of our knowledge basis about teaching, the teaching profession and teacher education (3) the challenges and new trends characterising the initial education and the professional development of teachers and finally (4) the changing knowledge-practice nexus and its implications for the education and professional development of teachers.

### **2.1 Europe and the teaching profession**

#### **Key trends**

European cooperation in the field of teacher education goes back to the early nineties when, with the support of the European Commission using the new financial opportunities opened by the Erasmus program, the first inter-university cooperative networks bringing together teacher educators from different European countries were created (Hudson-Zgaga, 2008). During the last decade the intensity of common European action in this field increased spectacularly and the teaching profession has been becoming increasingly a “European profession” (Schratz, 2010). Today we can speak about a European „teacher education policy community” (Hudson-Zgaga, 2008) and we are witnessing an accelerating process of Europeanization of national policies related to the teaching profession and teacher education. On the list of the thirteen strategic goals and activity areas of the “Education and training 2010” strategy, launched in 2002 with the aim of supporting policy coordination in the education sector, the goal of “*Improving education and training for teachers and trainers*” was the first (The Council..., 2002). To implement this goal a European working group was created (consisting of the representatives of the member states) whose main task was, according to the first action line under the new strategic goal, “*identifying the skills that teachers and trainers*

*should have, given their changing roles in knowledge society*". This was the first attempt to define teacher competence standards at European level in order to orientate similar efforts at the level of member states.

By the middle of the last decade European level initiatives in the policy field related to teachers and teacher education became systematic (Holdsworth, 2010). At the beginning of the decade the information unit of the education directorate of the European Commission, Eurydice published a ground-breaking series of publications on the teaching profession in Europe, creating a sound knowledge and information base for policy development (see for example: Eurydice, 2002a; 2002b, 2002c). The European Commission has published a number of key policy documents and the Council of education ministers has adopted several decisions providing guidance to the member states.<sup>4</sup> New European networks covering this area have been created, several related surveys<sup>5</sup> have been launched and a number of important presidency conferences focussing on this area have been organised.<sup>6</sup>

One of the most important outcomes of European cooperation in the field of teacher policies and particularly policies related to teacher education has been the *definition of teacher competences*. On the basis of the proposals by the working group that supported the implementation of "Education and training 2010" strategy, the European Commission presented in 2005 a document entitled "*European Principles for Teacher and Trainer Competences and Qualifications*" (European Commission, 2005).<sup>7</sup> This reflected an emerging European consensus on the knowledge and skills teachers need for effective work and demonstrated that in spite of the huge diversity of the ways the work of teachers is regulated and the role of teachers is conceived in the member states, it was possible to find important common elements.

The emergence of a European level consensus on the definition of teacher competences might have a major impact on teacher policies in the member countries. This provides a model for those countries which have the intention of using competence standards to orientate the education, the recruitment and the evaluation of teachers, and may press those countries which have not yet recognised the importance of this policy tool to use it in the future. An increasing number of European countries seem to have understood that national competence standards represent a powerful instrument that they can use in many areas of teacher policies, including not only national provisions of training and professional development but also school level human resource management, including the continuous professional development of teachers. According to an analysis by the European Commission published in 2012 "the following countries have defined the competences that teachers require, in greater or lesser detail: Austria, Belgium (Flemish Community), Estonia, Germany, Hungary, Ireland, Luxembourg, the Netherlands, Poland, Slovenia and the United Kingdom", in Estonia, Germany and the UK (Scotland) these competences being linked to professional standards (European Commission, 2012b).

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<sup>4</sup> See particularly European Commission (2007, 2008, 2010, 2012) and The Council...(2007, 2009)

<sup>5</sup> See for example European Commission (2009, 2013a)

<sup>6</sup> See for example the Irish presidency conference on „Integration, Innovation and Improvement - the Professional Identity of Teacher Educators" in February 2013 (<http://www.teachingcouncil.ie/promoting-teaching/eu-presidency-conference-2013.1587.html>)

<sup>7</sup> This was discussed at the "Testing conference on the common European principles for teacher competences and qualifications" (20<sup>th</sup> – 21<sup>st</sup> June 2005).

The growing number of countries that have decided to create and to use teacher competence standards might reflect the impact of European level efforts. The European Commission in 2012, in its communication entitled “Rethinking Education: Investing in skills for better socio-economic outcomes” proposed that “*Member States need to establish a competence framework or professional profile for teachers, including trainers in initial and continuing VET*” (European Commission, 2012a), and this proposal has been endorsed by the Council of the ministers of the member states.<sup>8</sup> By that time on the basis of the earlier work mentioned above, the European Commission could already make very specific recommendations on how teacher competences should be defined, reflecting the emerging consensus on the major elements of knowledge and understanding, skills and dispositions (beliefs, attitudes, values, commitment) needed for effective teaching (see the section on “*Teacher competences*” in Annex 2).

European cooperation related to teachers has been increasingly covering also those who educate teachers. It has been recognised that while the work of teacher educators has a crucial impact on the development of teacher competences and, through this, on the quality of teaching and learning in schools they are often neglected when teacher policies are designed and implemented. This is why significant efforts have been made recently to define the profession of teacher educators and to identify policy measures that could support this professional group including the definition of their competence needs (European Commission, 2013b).

Within the teaching profession growing attention is given to those who assume leadership positions. The emerging new research evidence that proves the strong impact of the quality of school leadership on pupils outcomes (Day et al., 2009) has turned the attention of policy makers in several member countries and also at European level to school leaders. Besides the policy network for teacher education created earlier<sup>9</sup> the European Commission initiated the creation of another similar network focusing on policies for the development of school leadership.<sup>10</sup>

In several European countries the professionalisation of teaching appears as one of the key factors in improving the quality of teaching. It is assumed that the quality of education can be improved the most effectively through making teaching more professional, that is, by recognising that teachers are professionals who need high level specialised expertise and trust in their professional judgments. This is an alternative to improve the quality of education through introducing standards, better technologies or through higher level accountability. This is however a challenging policy approach since it requires a more precise definition of teacher professionalism. For example it makes it necessary to answer questions like how far effective teaching is an individual or collective action or how much internal (e.g. pedagogical technologies) and external factors (e.g. social recognition) should be taken into account (Education Council, 2013).

During the last decade the European Union became a key player in shaping our way of thinking about the teaching profession as well as our thinking about the competence needs of this profession and about the ways these competences can be developed. Within the framework of the education sector

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<sup>8</sup> The Council invited the member countries to „...revising and strengthening the professional profile of the teaching profession (including teachers, school leaders and teacher educators” (Council Conclusions on investing in education and training — a response to ‘Rethinking Education: Investing in skills for better socio-economic outcomes’ and the ‘2013 Annual Growth Survey’ - Official Journal of the European Union, 5.3.2013).

<sup>9</sup> Network on Teacher Education Policies (ENTEP) (see: <http://entep.unibuc.eu>)

<sup>10</sup> European Policy Network on School Leadership (EPNoSL) (see <http://www.schoolleadership.eu>)

strategy of the Union (“Education and Training 2010”) a number of specialists, delegated by national authorities, have been working intensively to explore existing trends in the members states, to enhance mutual learning, to accumulate common knowledge and on the basis of this to make recommendations for new policies.<sup>11</sup> Supported by community education programs various professional networks and cooperative programs emerged which have brought together those engaged in research and development related to the teaching profession and the professional development of teachers. The EDiTE program initiated by one of these networks (ENTEP) is one of the relevant European initiatives in this area.

### Questions for discussion

- What are the key features of the emerging “European thinking” in the field of teacher policies and teacher education policies?
- What is the role of supranational (EU level) programs and policy initiatives in the development of the teaching profession?
- What is the role of competence standards in the development of the teaching profession and what role the European Union could play in their definition and implementation?
- What is the role of the EDiTE doctoral program in enhancing European cooperation in the field of teacher and teacher education policies?
- What is the scientific quality of the knowledge generated by European cooperation in the field of teacher and teacher education policies? How this knowledge could be effectively channelled into the EDiTE doctoral program?

## 2.2. The knowledge base of effective teaching and teacher education

### Key trends

Effective teaching requires appropriate knowledge and one of the most important tasks of teacher education or teacher professional development is to help teachers and student teachers to acquire this knowledge. This makes it necessary to define what kind of knowledge teachers need for effective teaching. If the teaching profession becomes more European and if European efforts to make the preparation for this profession more effective are becoming more intensive there will be an increasing need for a European level reflection on this.

The debate on the nature of the knowledge that is needed for effective teaching and for preparing teachers for effective teaching will probably never end. During the past two decades remarkable amount of theoretical knowledge and research evidence was accumulated on the nature of what we call the “professional knowledge of teachers” (for an overview see for example: Bullock, 2011), and there seems to be an increasing consensus on the diversity of forms of this knowledge. According to Hannele Niemi (2008) there are at least two basic forms of knowledge needed for effective teaching: the “*know what*” (content knowledge) and the “*know how*” (procedural knowledge), these forms of knowledge being complementary and inseparable.

During the last two decades we witnessed an explosion of good quality research on effective teaching and teacher education. A number of research initiatives have been launched - especially in the US - to identify the key components of effective teaching, to elaborate instruments for the

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<sup>11</sup> See the website entitled „Professional development of teachers” of the European Commission ([http://ec.europa.eu/education/school-education/teacher-cluster\\_en.htm](http://ec.europa.eu/education/school-education/teacher-cluster_en.htm)).



measurement of teaching effectiveness and, on the basis of this, to assess the impact of effective teaching on student outcomes.<sup>12</sup> The TALIS study of the OECD, supported by the European Commission, has also provided valuable comparative empirical information on teaching practices and has fed an advanced scientific reflection in Europe on the characteristics of effective teaching. In a research commissioned by the European Commission, for example, Scheerens et al. (2010) – making a secondary analysis of TALIS data and referring to earlier literature – identified a number of key variables that seem to have a major impact on the quality of teaching (see box below).

Variables that have a major impact on the quality of teaching

- Clarity: clear presentation adapted to suit the cognitive level of pupils
- Flexibility: varying teaching behaviour and teaching aids, organising different activities, etc.
- Enthusiasm: expressed in verbal and nonverbal behaviour of the teacher
- Task-related and/or businesslike behaviour: directing the pupils to complete tasks, duties, exercises, etc. in a businesslike manner
- Criticism: much negative criticism has a negative effect on pupil achievement
- Indirect activity: taking up ideas, accepting pupils' feelings and stimulating self-activity
- Providing the pupils with an opportunity to learn criterion material, that is, a clear correspondence between what is taught in class and what is tested in examinations and assessments
- Making use of stimulating comments: directing the thinking of pupils to the question, summarising a discussion, indicating the beginning or end of a lesson, emphasising certain features of the course material
- Varying the level of cognitive questions and cognitive interaction

Source: Scheerens et al. (2010)

The knowledge base of effective teaching and the knowledge base of effective teacher education are certainly overlapping each other but they are not entirely identical. In the case of the first the key question is “what do we have to know to teach effectively” and in the case of the second the question is “what do we have to know to help people to learn to teach effectively”. Since the sixties or seventies, there has been an amazing development in the knowledge base of teacher education and teacher professional development first in the US and later in Europe. Our knowledge about how teachers learn and how they acquire the knowledge and skills the need for effective work is much more advanced than one or two decades ago.

In an article trying to synthesize earlier research in the USA Marilyn Cochran-Smith (2005) stated that „during the past 10 years, there have been scores of new reports, surveys, research syntheses, policy reviews, and empirical studies about teacher preparation” and several studies attempted to analyse the impact of various forms of teacher education and teacher professional development on the quality of teaching. This has been particularly relevant in those countries where new, alternative forms have emerged such university-school partnerships, work-based or school-based learning, various forms of coaching and mentoring or professional development embedded in daily classroom practice. Now we have strong research evidence comparing various forms of preparation for

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<sup>12</sup> One of the most recent initiative has been the „Measures of Effective Teaching” project based on the observation of the classroom level practice of more than 3000 teachers in different states in the US (see the website of the project here: <http://www.metproject.org>).



teaching (e.g. Hobson et. al., 2009) and we have well-grounded conclusions, such as: “research reviews suggest that continuing professional development is most effective when it is site-based, fits with school culture and ethos, addresses particular needs of teachers, is peer-led, collaborative and sustained” (Menter et al., 2010). Research on teacher learning has produced convincing evidence on professional learning activities that are the most effective forms of teacher learning. A literature review of continuing professional development of teachers (Caena, 2011b) has identified, for example, seven forms of “job-embedded” forms of professional learning which are worth being quoted here as they seriously challenge our thinking about the ways teacher learn how to teach effectively:

1. the analysis of the school’s culture;
2. peer observations of practice;
3. small-scale classroom studies about students’ written work;
4. analysis of student data;
5. study groups;
6. involvement in a development or improvement process (designing or choosing new curricula or textbooks; assisting with the school improvement plan);
7. case studies about patterns in students’ classroom behaviour.

Research related to effective teaching and teacher development has often taken the form of *action research* which allows the immediate testing of hypotheses in practice and enhances the practical use of knowledge for development. The knowledge base of effective teaching and teacher education has been improved not only by academic research but also through the knowledge building and sharing activities of various professional networks, many of them supported by the European Commission. A valuable knowledge source in this area has been created for example by the peer learning activities of the Working Group “Professional Development of Teachers” launched by the European Commission in the framework of the strategies “Education and Training 2010” and “Education and Training 2020”. These peer learning activities have produced substantial reports and a look at the thematic areas covered by them shows well the areas where new knowledge is the most needed.

The themes of the peer learning activities (PLA) of the Working Group  
“Professional Development of Teachers” (2005-2011)

- Continuous Professional Development for Teachers and Trainers
- Schools as Learning Communities for their Teachers
- Partnership between Schools for Vocational Education and Training (VET) and Companies
- Preparing Teachers to Teach Effectively in Culturally Diverse Settings
- Relationships between Teacher Education Institutes and Schools
- Practical classroom training within Initial Teacher Education
- School Leadership for learning
- Policy approaches to defining and describing teacher competences
- Policy approaches supporting the acquisition and continuous development of teacher competences

Integrating research with teaching and teacher education has become a major endeavour globally and also in Europe. A major observable trend is the move towards “research-based teacher education” although there are divergent views about the meaning of “research” in this context. One approach is to build capacities in teachers to conduct and to use scientific research in their own daily

practice similarly to doctors which requires a certain level of “scientific literacy” (Toom et al., 2008; Niemi, 2008; Niemi - Jakku-Sihvonen, 2011) Another view stresses the importance of practical and tacit knowledge and the need to develop reflective practitioners who - typically in professional learning communities - build up practical knowledge for solving professional problems (Darling-Hammond - Richardson, 2009).

As an implication of the move towards research-intensive or research-based teacher education and the integration of scientific knowledge about teaching into teacher training there is an increasing need for training researchers in this area and also for training high level professionals who are not necessarily researchers but possess the same high level competences as researchers do. There is a growing demand both for research about teaching and teacher education and research “consumed” by teachers and teacher educators (Erixon et al., 2001). This has led in the past decade to an emerging need to create doctoral programs focussing on teaching and teacher education. In Europe one of the first initiatives in this field was launched in the framework of an Erasmus curriculum development project called EUDORA (“European Doctorate of Teaching and Teacher Education”) by ten 10 European Teacher Education faculties cooperating with each other within the Thematic Network on Teacher Education in Europe (Hudson - Zgaga, 2008; Erixon et al., 2001). Another significant initiative in this field has been launched by ENTEP (European Network on Teacher Education Policy) in 2009. Within this network, the idea of developing a new approach in the area of teacher education policies related to advanced doctoral studies in the member states was formulated under the working title “Connections between teacher education, teacher career evolution and doctoral programs”, during a regular meeting in Uppsala, in November 2009.<sup>13</sup> The EDiTE program is a follow up of these initiatives (Ligus, 2013).

### **Questions for discussion**

- What kind of knowledge is needed to support the improvement of teaching and the effectiveness of teacher education?
- What kind of research is needed for improving the quality of the teaching profession and for creating a sound knowledge base for teacher education?
- What is the role of academic research and other forms of knowledge creation in building the knowledge base of teacher education?
- What is the role of doctoral training in creating the knowledge base for the development of the teaching profession?
- What is the potential of the EDiTE doctoral program in the creation and the promotion of a common European knowledge base for the development of teacher work and teacher education?

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<sup>13</sup> The promoters of this idea were Michael Schratz, Per Klingberg, Csilla Steger, Ana-Paula Curado, Malgorzata Sekulowicz and Romita Lucu.

## 2.3 The initial education and the professional development of teachers

### Key trends

Regarding the education and professional development of teachers a number of major challenges can be identified in most European countries. One of these challenges is related to the increasing role of national competence standards, already mentioned in the section entitled “2.1 Europe and the teaching profession” above. When competences defined in these standards are translated into learning outcomes they give a strong orientation to teacher education programs (Caena, 2011a). Competence-based or outcome-based learning is increasingly characterizing study programs in higher education, including those that aim at educating future teachers. In those countries where national competence standards for the teaching jobs have been adopted there is an increasing demand on the providers of teacher education programs to formulate learning outcomes for their programs in accordance with the job-related competence standards.

The European Union, as mentioned, has played a key role in identifying the relevant competences (for the outcomes of European level efforts see the section on “Teacher competences” in Annex 2). This process is strongly linked with the European qualification reform triggered by the recommendation on the European Qualifications Framework adopted by the Council and the Parliament of the European Union and also by the development of the European Area of Higher Education. These processes are both encouraging the definition of learning outcomes as the basis of qualifications and that of study program designs in all levels of education. As a consequence of these reforms teacher education in Europe has been increasingly become competence-based and guided by learning outcomes derived from the competences teachers need for effective work in schools.

A second challenge is related to the increasing conviction that initial teacher education, induction and continuous professional development have to form a coherent continuum and have to be conceived in a lifelong learning perspective. This is now the dominant European approach shared by most relevant stakeholders and stressed in many European documents (see box below). Providers of teacher education programs are therefore invited to rethink their activities and to play a significant role of accompanying teachers through their whole career. Universities focussing only on initial education and neglecting the role of supporting teachers through their whole career, especially during the first few years of their professional practice are seen increasingly as not fulfilling their mission appropriately as teacher educators.

#### The initial education and the professional development of teachers in a lifelong learning perspective

“The professional development of teachers is a lifelong process that starts at initial teacher education and ends at retirement. Generally this lifelong process is divided in specific stages. The first stage concerns the preparation of teachers during initial teacher education, where those who want to become a teacher master the basic knowledge and skills. The second stage is the first independent steps as teachers, the first years of confrontation with the reality to be a teacher in school. This phase is generally called the induction phase. The third phase is the phase of the continuing professional development of those teachers that have overcome the initial challenges of becoming a teacher.”

Source: European Commission (2010)

A further challenge is related to our changing concept of teachers as learners and our changing views about the best forms of professional learning for teachers. One of the implications of the better understanding of the nature of the knowledge that is needed for effective teaching and for preparing teachers for effective teaching – in accordance with what was said about this in the previous section entitled “*The knowledge base of effective teaching and teacher education*” – is the growing consensus on the value of the diversity of forms of learning of teachers. Besides the classical ways of learning (in formal courses provided by higher education institutions or other training providers) new forms of learning are seen as indispensable for the acquisition of professional knowledge including its practical or tacit forms. Networks enhancing horizontal learning, professional learning communities, virtual knowledge sharing communities, challenging professional tasks, innovative learning environments requiring the activation of new professional competences, schools operating as stimulating learning organisations, participation in various development programs and many other non-traditional opportunities for learning are increasingly seen as necessary for the development of the professional capacities of teachers.

The quality of education and professional development of teachers is fundamentally determined by the quality of those people who are responsible for their learning, that is, *teacher educators*. Teacher educators are increasingly seen as a special professional group with specific competence needs. As expressed in a recent expert study prepared by teacher education specialists for the European Commission “*member states increasingly acknowledge the need to define clearly what those who teach teachers should be expected to know, and be able to do; they acknowledge that great care needs to be taken in recruiting and selecting teacher educators and in facilitating their career-long professional development*” (European Commission, 2013b)<sup>14</sup>. In some countries the teacher educator community has developed specific professional standards overcoming the barriers raised by the difficulties of determining who is member of this community or by the complexity of the tasks the members of this community have to assume. We show here one example from the Netherlands (see box below).

<p>The six competence fields of the Dutch competence standard for teacher educators</p> <ul style="list-style-type: none"> <li>➤ <i>interpersonal</i>: creates a safe (working) atmosphere;</li> <li>➤ <i>pedagogical</i>: creates for student teachers an inspiring and stimulating learning environment;</li> <li>➤ <i>organisational</i>: improvises if necessary;</li> <li>➤ <i>working with colleagues in the organisation</i>: actively contributes towards the development and implementation of the organisation’s outlook and policy;</li> <li>➤ <i>working in a wider context</i>: has a relevant network and keeps it up-to-date;</li> <li>➤ <i>working on your own development</i>: reflects systematically on their own pedagogical approach and (teaching) behaviour towards students, colleagues and others.</li> </ul> <p>Source: Koster – Dengerink (2008)</p>
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The development of competence standards for teacher educators has become a policy priority for the European Union as demonstrated by the conference organised by the Irish Presidency in February 2013 with the title of “*Integration, Innovation and Improvement – The Professional Identity*”

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<sup>14</sup> For the related policy proposal see Annex 3.

of *Teacher Educators*".<sup>15</sup> As one of the leaders of the education directorate of the European Commission expressed at this conference: „...policies to support the education of teachers are rarely systematic, and policies and outcomes vary enormously. In many Member States, systematic evidence or monitoring about the profiles - the competences and qualifications – of teacher educators is lacking. (...) Very few EU Member States have standards regarding the competences required to be a teacher educator.”<sup>16</sup> In this perspective it is worth mentioning that the European expert study mentioned above made some very specific proposals for the definition of a competence profile for teacher educators, making a distinction between first-order and second-order knowledge, skills and attitudes and defining key competence areas (see the box below).

#### Professional knowledge and competences for teacher educators

- *First-order competences* concern the knowledge base about schooling and teaching which teacher educators convey to student teachers - as related to subjects or disciplines.
- *Second-order competences* regard the knowledge base on how teachers learn and how they become competent teachers. They focus on teachers as adult learners, the associated pedagogy, as well as organisational knowledge about the workplaces of students and teachers.
- *Key competence areas*
  - knowledge development, research and critical thinking competences;
  - system competences (i.e. managing the complexity of teacher education activities, roles and relationships);
  - transversal competences;
  - leadership competences (inspiring teachers and colleagues; coping with ambiguity and uncertainty); and
  - competences in collaborating, communicating and making connections with other areas.

Source: European Commission (2013b)

The increasing Europeanization of teacher education and teacher professional development is reflected not only in the increased attention paid to this field by the institutions of the European Union but also by the richness of professional cooperation of key actors in this field through various associations (such as the *Association for Teacher Education in Europe - ATEE*) and networks (such as the *Thematic Network on Teacher Education – TNTEE*; *Teacher Education Policy in Europe – TEPE* or the *European Network on Teacher Education Policies - ENTEP*). These associations and networks have produced a remarkable amount of common and comparative knowledge about teacher education in Europe and they contributed enormously to build up the knowledge background of a common European policy for the development of teacher education and professional development. These organisations made it possible for interested researchers and experts to find each other, to launch cooperative programs, to share their knowledge and experiences, to develop a common European language. The publications and the websites of these organisations have become indispensable resources for any European action in the fields of teacher education and professional development.

<sup>15</sup> See the website of this conference here: <http://www.eu2013.ie/events/event-items/conference-the-professional-identity-of-teacher-educators-20121201/>

<sup>16</sup> Opening remarks by Xavier Prats Monné (European Commission) at the Irish Presidency Conference: the Professional Identity of Teacher Educators. Dublin, 18-19 February 2013

## Questions for discussion

- How to assure the optimal alignment between initial training, induction and continuous professional development?
- What is the role of teacher education institutions in supporting the induction of beginning teachers?
- What is the role of horizontal learning and professional learning communities in the development of knowledge and skills relevant for effective teaching?
- What kind of institutional contexts are optimal for the effective learning of teachers?
- What are the implications of the European Area of Higher Education on the development of teacher education in Europe?
- What are the implications of the shift to learning outcomes on teacher education in Europe?
- How can we define the profession of teacher educators and what are their competence needs?
- What is the role of doctorate programs in the professionalization of teacher educators and in the development of their competences?
- What is the potential of the EDiTE project to enhance the development of teacher education and professional development in Europe?

## 2.4 Linking professional learning and the work of teachers

### Key trends

Given the fact that the different forms of knowledge based on scientific research and practical experiences or embedded in practice (tacit knowledge) are equally important for effective teaching – and these different types of knowledge are equally necessary to prepare teachers for effective teaching – one of the most significant challenges teacher educators face is how to assure the appropriate combination of all these forms of knowledge. A related question is what kind of *institutional context* is the optimal for these different forms of knowledge being effectively provided both in initial teacher education and in continuous professional development.

Historically the development of teacher education has produced, in the modern world, a model where higher education institutions, most typically universities and university colleges provide initial teacher education mainly through coursework and in a much smaller degree through practical experiences or “practicum” organised in schools cooperating with the teacher training higher education institutions. Some of these schools are well prepared for offering a learning environment – with the assistance of experienced teachers who are capable to share their professional knowledge with student teachers in a kind of “apprenticeship model” – similarly to “teaching hospitals” where medical doctors learn. But many of them are not well prepared to this function. The cooperation between professional teacher educators typically in academic positions and “knowledge sharing teachers” working in schools is often poor. Effective education of teachers is possible only if these two worlds – the university and the workplace – can work together, sharing the responsibilities for the development of teaching skills.

In 2000 a Cambridge University professor, *David Hargreaves*, who has exercised a major influence on teacher education reforms in England and elsewhere, delivered an often quoted provocative speech

at a conference on teacher education policies in the European Union with the title "*How to design and implement a revolution in teacher education and training*" (Hargreaves, 2000). In this lecture he listed twenty lessons based on the experience of England. Several of these lessons radically questioned the dominant way of organising teacher education and involving practitioners in teacher education in Europe. Hargreaves suggested, for example, that those engaged in teacher education and training in higher education should not have a leading role in designing and implementing teacher education reforms, initial training of teachers should be embedded in effective schools and practising teachers should have the principal responsibility for trainees (see box below).

Twenty lessons on how to reform teacher education by David Hargreaves

- Do not let those who are engaged in teacher education and training in higher education lead the reforms
- Devise a national curriculum for initial teacher training, specify the expected outcomes and establish standards
- Rethink the structure of the teaching profession so that trained teachers do what only trained teachers should do
- Accredite and inspect all institutions providing teacher education and training
- Embed the initial training of teachers in effective schools and provide flexible and employment-based routes into the profession
- Give practising teachers the principal responsibility for trainees
- Pay trainee teachers a training salary
- Establish 'training schools' as centres of excellence in teacher training
- Avoid a 'theory-practice' division of labour between higher education and schools
- Record the standards achieved by trainees as the first step to their induction and continuing professional development
- Link the initial training of teachers to schools involved in research and development activities
- Focus educational research on supporting teachers and policy makers in pursuit of evidence-informed policy and practice
- Provide education and training for school leaders
- Provide sabbaticals and research fellowships for teachers
- Devise a coherent and cost-effective system of continuing professional development
- Staff the training institutions with practising teachers seconded from schools
- Create networks of schools to transfer of professional knowledge of 'what works'
- Ensure that principals and teachers model 'learning how to learn' for their students
- Create a professional culture of coaching and mentoring
- Transform schools into learning communities

Source: Hargreaves 2000

If what the earlier sections above said about the nature of the professional knowledge of teachers is valid the need to rethink the relationship between teacher training universities and schools as places of teaching practice seems to become indispensable. According to the report of a „*peer learning activity*” (PLA) held in Copenhagen/Malmö in 2007 on the relationship between teacher education institutions and schools: „in the different European countries new models of partnership between Teacher Education Institutions (TEIs) and schools are being developed. In these new models responsibility for Initial Teacher Education ranges from TEIs being fully responsible for the education of new teachers at one extreme, to schools being fully responsible for school-based teacher education at the other” (European Commission 2007b). In Europe there are many existing forms of



partnerships between higher education institutions providing teacher education and schools that can foster cooperation and enhance the acquisition of teaching competences and practice-based knowledge (see box below). National teacher education policies can create favourable conditions for university-school partnership if the importance of this is recognised.

Partnership models between higher education institutions providing teacher education and schools

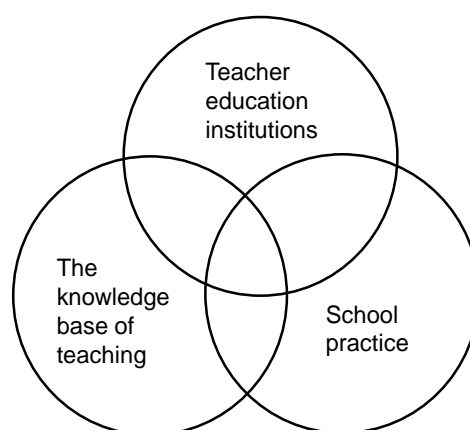
- Partnership models between schools and TEIs in Denmark, focusing on strengthening the mentoring role of the schools. The models were designed locally, based on the local situation.
- Partnership models between schools and TEIs in the Netherlands, focusing on strengthening the involvement of schools in the teacher education curriculum and strengthening the contribution of the TEIs and student teachers to school development. In these models, schools take a very proactive role.
- Partnership models between local authorities and TEIs in Sweden (Malmö), focusing on using student teachers to support educational developments in schools. In these models local authorities play a crucial initiating role.
- The Think Tank project in Sweden, in which research groups of teachers, teacher educators and other experts are created to analyse and solve specific problems faced by teachers and schools.
- The Finnish model, in which special teacher training schools are connected to (and part of) universities. In these schools, student teachers have room to experiment and to do research and are supported by specially trained supervisors.

Source: European Commission 2007b

The application of the *knowledge triangle* concept to teacher education could perhaps contribute to the recognition of the importance of university-school partnerships in teacher education. If the concept is applied to teacher education the three poles (education, research and innovation) can be interpreted as the three key components of effective teacher education where universities as teacher education institutions and institutions doing research on teaching, on the one hand, and schools as workplaces where the practice of teaching is realised, on the other, appear both as indispensable sources of the relevant knowledge base of teaching and the dynamic partnership of the three poles determine the effectiveness of teacher education (see Figure 1).

**Figure 1**

**The “knowledge triangle of teacher education”**



The cooperation between academics and practitioners has never been easy and - as it is shown by the concrete experiences of those countries which have made serious efforts to implement partnership policies - making universities and schools work together effectively for the effective education of teachers is a particularly challenging task, often resulting only in superficial and bureaucratic arrangements (Edwards - Mutton, 2007). One important implication of this for European policies encouraging the rethinking of the knowledge/practice nexus in teacher education and in the work of teachers is that serious efforts are to be made not only to understand better the nature of the professional knowledge of teachers but also to build solid institutional bridges between two worlds of academic teacher training institutions and schools as workplaces where teaching is practiced.

### **Questions for discussion**

- What is the nature of knowledge that is relevant for effective teaching?
- What are the implications of the “reflective practitioner” approach for university level teacher education?
- How to assure relevant and good quality knowledge for effective teaching practice?
- What is the role of practicum in the development of teaching skills?
- How to improve the quality of cooperation between teacher education institutions (universities) and the institutions where teachers work (schools)?
- What is the role of schools in developing teaching competences?
- What are the implications of rethinking the knowledge/practice nexus for teacher education?
- What are the implications of rethinking the knowledge/practice nexus for doctoral programs focussing on teachers and teacher education?

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## **Annexes**

### **Orientation for the presenters of the Budapest EDiTE seminar (Annex 1)**

This document aims at orientating those who will make plenary and workshop presentations, will lead discussions and will report on the outcomes of the discussions during the Budapest EDiTE conference.

#### **PLENARY PRESENTATIONS**

##### *Doctoral education for teacher education: the achievements and the perspectives of the EDiTE project*

The aim of this presentation is to summarize the major outcomes of the two-year long curriculum development process in the framework of the EDiTE curriculum development program. The presentation will show the key features of the EDiTE curriculum (curriculum structure, curriculum principles, target groups, intended learning outcomes, relevant learning environments and assessment approaches etc.). It is expected that this presentation will expose not only the outcomes of the project but also the specificities of the development process itself. It is also expected that the main components of the implementation plan will be presented with an analysis of the challenges to be faced.

##### *The policy of the European Union related to teachers and teacher education*

This presentation aims at presenting a panoramic picture about the policies and activities of the European Union in connection with teachers, with a special focus on teacher education and teacher professional development. The relevance of this program element is connected with the fact that one of the explicit goals of the EDiTE doctoral program is to support Europeanization processes in the field of teacher education. This makes it necessary that those involved in the development and the implementation of the EDiTE program understand well the role of the European Union in the development of the teaching profession and in the promotion of relevant and high quality teacher education. An important function of this presentation is to feed the discussion in the thematic workshops on the second day of the seminar.

##### *The perspectives of teacher education and the teaching profession (European Teacher Education: boundary crossings)*

Since the EDiTE doctoral program intends to train researchers and high level professionals with researcher skills for doing research and high level expert work in the field of teacher education and teacher policies there is a need to have a shared knowledge about key trends regarding teacher education and the teacher profession in the world and in Europe. While the previous presentation focuses on what the European Union is doing, this presentation is expected to make reference to research evidence on the work of teachers and on the way teachers learn and acquire the knowledge and skills they need for effective teaching. This presentation is encouraged to provide a global perspective, going beyond Europe. It should refer to major international initiatives and programs initiated by various international organisations (such as for example the annual *International Summits on the Teaching*

*Profession*). Similarly to the previous one the function of this presentation is, among others, to provide food for discussion for the thematic workshops on the second day of the seminar.

#### *Recent trends in teacher education and teacher policy in Hungary*

The Budapest seminar offers an opportunity for the hosting country to present its specific national approach regarding the teaching profession and the preparation of teachers for their work.

### **PANEL DISCUSSION**

The aim of the panel discussion is to incite an expert reflection by different stakeholders on the achievements of the EDiTE project in the context of global and European trends evoked by the plenary presentations. Panel members will be invited to give evaluative feedback on the EDiTE project and to give orientation for the future, regarding the implementation of the EDiTE curriculum. Panel members are also invited to reflect on the possible functions of doctoral education related to teacher work and to teacher education in the context presented by the plenary presentations. The facilitator of the panel discussion will be invited to formulate a limited number of relevant questions and to lead the panel so that alternative approaches and considerations could be confronted in a lively debate.

### **WORKSHOPS**

It is expected that the discussion in the four workshops will rely on three key inputs: (1) this “issues paper”, (2) the plenary presentations, including the panel discussion and (3) the opening presentations and the discussant’s reflection delivered at the beginning of the workshop meeting. The presenters, the facilitators (chairpersons) and the rapporteurs are invited to use the “issues paper” as a guiding document.

#### **Workshop I: *Europe and the teaching profession***

The aim of this workshop is to enhance the better understanding of current trends in thinking about the teaching profession and the current trends in European teacher policies. It is expected that this workshop will contribute to a better understanding by the EDiTE community of what the EU has achieved and what it intends to do in this area. A special focus is to be given, therefore, to the role of the European Union in shaping teacher policies and to its role of developing common approaches. The opening presentation should therefore give a particular attention to community policies and actions/programs related to teachers and it should provoke a rich discussion on policies and actions/programs. The discussion could focus on questions like these: “How far can we speak about ‘Europeanization’ in the field of teacher policies and teacher education?”; “Can we speak about an emerging common European approach related to the teaching profession?”; “What is the role of relevant European networks such as, for example, ENTEP?”, “What is the meaning of the notion of “European teacher’?”; “What could and should the European Union do in this area?”, “How do we assess the outcomes of relevant common European policies and actions/programs?”



**Workshop II: *The knowledge base of effective teaching and teacher education***

This workshop aims at enhancing the understanding of the nature of the knowledge that can effectively contribute to the improvement of teaching and teacher education. The central questions of the discussion here should be such as: “What kind of knowledge is needed for effective teaching and for effective teacher education?”; “What is the origin of this knowledge?”, “What is the role of research in producing this knowledge and what kind of research is needed?”, “Which are those areas where knowledge is lacking and what should we do to bridge the possible knowledge gaps?”; “What is the role of doctoral schools in producing relevant knowledge and in educating of researchers capable to produce this knowledge?” This last question should receive a particular attention in this workshop. It is expected that the opening presentations will raise these questions, they will provide some possible answers to them and they will provoke a lively discussion around these questions.

**Workshop III: *The initial education and the professional development of teachers***

This workshop aims at the better understanding of our current thinking about the education of teachers in a lifelong learning and continuity perspective, linking initial education, induction and continuous professional development. The opening presentations should present the specificities of these three phases and explore the specific needs of them with a special focus on recent developments and innovative solutions. They also should explore the notion of “teachers as learners” and the ways of how teachers learn. A special attention should be given in this workshop to work-based and informal learning, to the acquisition of tacit knowledge and forms of learning through professional learning communities, networking or through school based knowledge sharing or knowledge management and through participation in innovative projects. A special theme in this workshop to be discussed could be “research-based teacher education”. It is expected that the discussion in this workshop will also touch upon the role of doctoral programs in enhancing the quality of teacher education.

**Workshop IV: *Linking professional learning and the work of teachers***

This aim of this workshop is to explore the possibilities to link theoretical and practical knowledge in teacher education, with a special focus on the respective roles of higher education and schools. The opening presentations should provoke a discussion about how of higher education and schools can work together effectively for improving the quality and effectiveness of teacher education in a lifelong learning and continuity perspective. It is expected that both the opening presentations and the subsequent discussion will make references to existing good practices and to effective institutional solutions. The knowledge/practice nexus could also be explored at the level of doctoral education. The themes discussed in workshops II and III could appear also in this workshop in the specific perspective of the knowledge/practice nexus. The participants of this workshop could be invited to apply the notion of “knowledge triangle” to the area of teacher education, teacher related research and innovations in teaching. An important focus of the discussion could be a reflection on the potential of the EDiTE doctorate program in the creation of effective linkages between knowledge and practice.

## **Teacher competences (Annex 2)**

(A competence list proposed by the European Commission as part of the „Rethinking education” communication.)

### ***Knowledge and understanding***

- Subject matter knowledge
- Pedagogical Content Knowledge (PCK), implying deep knowledge about content and structure of subject matter:
  - knowledge of tasks, learning contexts and objectives
  - knowledge of students' prior knowledge and recurrent, subject-specific learning difficulties
  - strategic knowledge of instructional methods and curricular materials
- Pedagogical knowledge (knowledge of teaching and learning processes)
- Curricular knowledge (knowledge of subject curricula – e.g. the planned and guided learning of subject-specific contents)
- Educational sciences foundations (intercultural, historical, philosophical, psychological, sociological knowledge)
- Contextual, institutional, organizational aspects of educational policies
- Issues of inclusion and diversity
- Effective use of technologies in learning
- Developmental psychology
- Group processes and dynamics, learning theories, motivational issues
- Evaluation and assessment processes and methods

### ***Skills***

- Planning, managing and coordinating teaching
- Using teaching materials and technologies
- Managing students and groups
- Monitoring, adapting and assessing teaching/learning objectives and processes
- Collecting, analysing, interpreting evidence and data (school learning outcomes, external assessments results) for professional decisions and teaching/learning improvement
- Using, developing and creating research knowledge to inform practices
- Collaborating with colleagues, parents and social services
- Negotiation skills (social and political interactions with multiple educational stakeholders, actors and contexts)
- Reflective, metacognitive, interpersonal skills for learning individually and in professional communities

### ***Dispositions: beliefs, attitudes, values, commitment***

- Adapting to educational contexts characterised by multi-level dynamics with cross-influences (from the macro level of government policies to the meso level of school contexts, and the micro level of classroom and student dynamics)
- Epistemological awareness (issues concerning features and historical development of subject area and its status, as related to other subject areas)
- Dispositions to change, flexibility, ongoing learning and professional improvement, including study and research
- Commitment to promoting the learning of all students
- Dispositions to promote students' democratic attitudes and practices, as European citizens (including appreciation of diversity and multiculturalism)
- Critical attitudes to one's own teaching (examining, discussing, questioning practices)
- Dispositions to team-working, collaboration and networking

Source: European Commission (2012b)

### **Teacher educators and their competences (Annex 3)**

(As proposed in the conclusions of the Peer Learning Conference „Education Policy Support for Teacher Educators“. Brussels, March 2012.)

#### **A key profession**

Teacher educators, whether they work in schools, in Higher Education or elsewhere, play key roles in every education system.

There is a need to raise educational authorities' and stakeholders' awareness of these roles and to encourage them to develop policies that support the teacher educator profession.

#### **Professional Competence**

To strengthen the professional awareness and identity of teacher educators, it is necessary to identify and acknowledge the areas of competence (knowledge, skills and attitudes) that underpin teacher educators' diverse, multifaceted roles.

#### **Professional Profile**

There is a need in each education system for a collaborative effort to develop a profile or framework of these core areas of competence.

For this to be effective, the profession should have a sense of ownership of the process and the outcome.

The profile or framework should support and enhance teacher educators' lifelong professional learning (initial education, induction into the profession, and career-long professional development) and thereby stimulate improvements in quality.

#### **Professional Development**

In each education system there should be a diverse offer of professional development opportunities conceived specifically to meet the needs of teacher educators.

This could include, for example, research projects, job rotation, mobility and collaborative learning in networks and professional communities.

Employers of teacher educators should allow them sufficient practical support (including time and finance) to take part in these opportunities.

#### **Professional Knowledge Base**

In order to underpin future policy developments, it is necessary to build and further develop the knowledge base about Teacher Education and about Teacher Educators.

To this end, educational authorities should facilitate and support research in and on the profession and work of teacher educators.

#### **Professional communities**

Education policies should encourage the establishment and further development of organised professional groupings and networks of teacher educators both to strengthen professional identity and ensure that the profession is fully represented in social and professional dialogues.

#### **Professional dialogue**

Education authorities should promote professional dialogue between the relevant stakeholders, in order to achieve a shared vision and agreement about such matters as roles, responsibilities, quality assurance etc.

Source: European Commission (2013b)