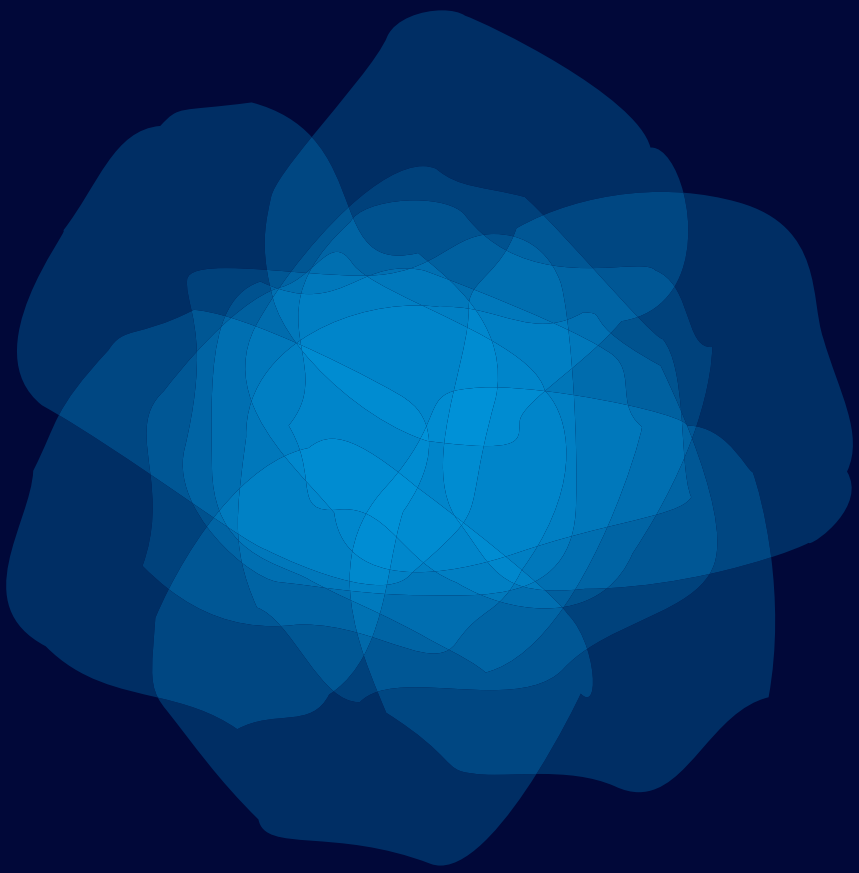

PORTUGAL 2007

Portuguese Presidency of the Council of the European Union
Conference ***'Teacher professional development for the quality and equity of lifelong learning'***
Lisboa, Parque das Nações – Pavilhão Atlântico – Sala Nónio
27 - 28 September 2007

Presentation Texts

Together we learn

Enhacing cooperation for equity and quality in lifelong learning.

DG Educação e Cultura

Ministério da Educação

DIRECÇÃO GERAL DOS RECURSOS HUMANOS DA EDUCAÇÃO

This publication brings together the presentations given at the Conference on *"Teacher Professional Development for the Quality and Equity of Lifelong Learning"*, which took place in Lisbon (27th and 28th September 2007)[1] as part of the programme of events promoted by the Portuguese Presidency of the Council of the European Union. The Conference, which was co-funded by the European Commission, was organised by:

- **Ministry of Education (Directorate-General for Human Resources in Education)**
- **European Commission (Directorate-General for Education and Culture).**

This publication hopes to give continuity to the reflection of the Conference participants and disseminate the knowledge imparted on the issues to all those interested.

The Conference Organisers would like to thank all those who worked to make this event possible.

[1] With one exception, it is only possible to publish Michael Schratz´s abstract.

Author and Publisher: Ministry of Education – Directorate-General for Human Resources in Education
Graphic Design: DMP - Viagens e Turismo, Lda
Printing: Notiforma / Touch
1st Edition - June 2008

Print run: 1000 copies
Legal depot:
ISBN

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Session VI - Teacher professional development: the policy challenges

Presentation Texts

Idalete Gonçalves
Deputy Director, Directorate-General for Human Resources in Education

Good afternoon everyone!

On behalf of the Minister for Education, Maria de Lurdes Rodrigues and the Commissioner for Education, Training, Culture and Youth, Jan Figel, I hereby declare the conference on "Teacher professional development for the quality and equity of Lifelong Learning" open. This conference was organised by the Ministry of Education within the ambit of its presidency of the Council of the European Union through the DGHRE in close collaboration with the European Commission.

The proceedings will begin with the Minister followed by the Commissioner, but before I hand over to them, as a member of the organising commission, I would like to welcome you all to this event, and to some I would like to welcome you to Lisbon and Portugal. Allow me also to express my hope that this conference will be a suitable platform for analysis, reflection and debate on the well-founded and merit worthy subject of teacher development: from initial to continuous professional development, from induction to professional practice. I also hope that this conference will lead the way to future practices in the field of teacher professional development policies in the different member states. In addition, that it leads to further European cooperation in this area in light of the content of the Communication on how to improve the quality of teacher training which the EC presented to the Council and the Parliament this August. This will be the reference document for this conference and shall be permanently on the table throughout the proceedings.

It is an ambitious objective, but given the prestige of the participants, whether they be specialists, political decision makers, experts or other interested parties, not a difficult one.

I'd like to finish by reminding you of the motto of our presidency of the Council in the sphere of education which lends itself perfectly to this situation: Together we learn.

Maria de Lurdes Rodrigues
Minister of Education

[1. A more competitive and inclusive Europe]

The Lisbon Strategy, launched in 2000 by the previous Portuguese Presidency of the European Union, sought to respond to the changes in the economy and society of the time. In terms of the globalisation of economic exchange, the increase in international competition and the affirmation of an economy of technologically advanced services, the European Union responded on two levels: first, it consolidated its development capacity and, second, it reaffirmed the 'European social model'.

Education and training are core to that State of social investment, a political instrument that is essential to the construction of a virtuous circle between innovation and competitiveness, on the one hand, and cohesion and inclusion, on the other. There will not be a 'knowledge society' that is inclusive, cohesive and dynamic without a 'knowledge economy' that is capable of responding to the current and future challenges of competitiveness and innovation. And there will be no 'knowledge economy' without education systems that are capable of endowing young people with the knowledge, know-how and competencies that enable them, as adults, to respond, collectively and individually, to the professional, political and cultural challenges of the future.

At that time, Europe stated the importance of countries organising the form and content of high quality and appropriate education and training systems in order to meet the challenge of ensuring the quality of basic learning and the widespread extension of education and training at the highest levels, offering all the possibility of lifelong learning.

Quality, effectiveness and equity: it is perhaps this triangle that organises Europe's ambition in the field of education and training within the framework of the Lisbon strategy.

[2. The role and the performance of schools in fulfilling objectives and meeting challenges]

From 2000 onwards, ambitious goals and agreed monitoring mechanisms were established that allowed stumbling blocks to the fulfilment of common objectives to be identified, and which also permitted the permanent updating of policy intervention in each country and the identification of areas of common intervention.

Under the leadership of the Commission, the educational systems of the different countries, in all their different forms, were subject to an extensive problem diagnosis and analysis, as well as the design of a global strategy and concrete policy measures, seeking paths to the definition of national policy that aims to achieve defined objectives. Due to this effort in monitoring and reflecting upon the role of schools and teachers, and from a comparative and integrative perspective, we know more about the possibilities of intervention, which in turn allows the full use of available resources in the area of education and training.

[3. Changes and new demands]

The changes caused by globalisation, particularly the ones that affect schools and teachers, have been identified as one of the main challenges for policy intervention. I would like to highlight three

demands within this context: first, the development of new competencies in pupils' education; secondly, lifelong learning; and finally, education for social and political participation.

However, I believe that the greatest challenge continues to be the diversity of pupils. Although nothing new, the scale of the issue has grown considerably, especially as a result of the ambition of giving everyone higher levels of qualification. As well as the classic social and economic inequalities, we now have, sometimes cumulatively, a diversity of pupils' culture, age, language and learning pace.

Thus, despite all the changes, the constantly renewed challenges and the permanently moveable expectations that citizens have of schools, perhaps it is important to underline that the great challenge for educational systems, in all countries of the European Union, continues to be the same: teaching children and young people, whatever their social background, their learning pace, their motivations, endowing them with the knowledge and competencies that make them the citizens and professionals of the future.

Today, in each one of our different countries, this effort has a different importance, however: the issue is teaching all children and young people a common body of knowledge and competencies, but preparing them to act on a European scale, within a more diverse and competitive global context.

[4. Real changes in schools and corresponding changes in practice, competencies and the teacher education profile]

This is something that is consensual in all reports about European countries, it is also the perception that the challenges of the change require changes in practice, in competencies and the teacher education profile, as well as how schools are organised and relate to the environment they are part of.

Firstly, **techno-pedagogic** changes, requiring the introduction of new material on the curriculum, particularly in the areas of ICT and languages, the continuation of lifelong learning and greater attention given to scientific research in initial and in-service teacher education.

Secondly, **organisational** changes, with the diversification of responsibilities and tasks in schools. Teachers need to improve teamwork competencies and increase participation in the workings of pedagogic bodies.

Thirdly, the changes are also **social** in nature, recognising the need for the school to work with other partners – local authorities, parents, companies, various associations.

[5. National and European intervention programmes/mechanisms]

The necessary changes demand concrete political answers. It is the responsibility of European and national institutions to adapt teacher education, create opportunities and make resources available to permit them to improve their performance.

There are various European instruments that contribute to this.

Firstly, the Bologna Treaty, which allows the consolidation of mobility, improves the coordination between initial and continuing education, and consolidates the scientific component of teacher training.

Secondly, instruments of teacher mobility within the European space. Although mobility is limited to a small group of teachers, the Comenius and Erasmus schemes, within the framework of the Socrates programme, and the Leonardo Da Vinci programme, have been essential in

allowing teachers to do part of their teacher education in another country. The new Lifelong Learning Programme, launched at the time of the German presidency, will increase support for teacher mobility and the cooperation projects between training institutions. Within this context, mobility should be synonymous with greater experience, quality and diversity of learning provided on the training path and throughout life.

As we know, the areas of education and training are the responsibility of Member-States or the regional States that constitute them. However, the Open Coordination Method stimulates the production of references and guiding principles of national and regional policies. It is within this context that the Common European Principles for Teacher Competencies and Qualifications may be one more important instrument for the definition of the policies of each Member-State. At this crucial moment, I believe it is worth highlighting the importance of ensuring that the profession of teacher is recognised, materially and symbolically, as a highly qualified and socially indispensable activity within the European Union. This recognition is essential if we want it to be an attractive profession and avoid a scarcity of teachers in the near future.

[6. The role of the Commission]

Of the considerable effort made by the European Commission to map and analyse the problems, the Communication on "Improving the quality of the teacher education" presented last August is particularly important; the Portuguese Presidency will submit conclusions in this area to the (Education) Council of the European Union. In the near future, the conclusions will permit the construction of a reference framework for teacher qualifications and competencies, functioning as a central mechanism in the promotion of its professional performance, contributing to the improvement of the quality, equity and efficiency of the teaching and learning processes in both general and vocational compulsory and upper-secondary education. I hope this proves to be a core work mechanism and that the conference that starts today allows the discussion of some of the implications of that proposal. The public debate about this issue is of particular interest to teachers, and their experience should enrich the discussion. However, this debate is also relevant to other players that are directly interested in education, as well as to society in general. And between the legitimate interests of the professionals and the no less legitimate public interest, a balance needs to be struck.

To conclude, let me highlight that, in the area of teacher education, the issue is the fulfilment of the 'Education and Training 2010' Programme and the Lisbon Strategy. In other words, it is the future of Europe, as the most economically competitive and socially cohesive place, that we are talking about.

Thank you very much for your attention
I hope you all have a good day's work.

Ján Figel
Commissioner for Education, Training, Culture and Youth

Madam Minister,
Ladies and Gentlemen,

It's a great pleasure for me to be here with you today.

I believe that Education and Training of the highest quality are the key to enabling all our citizens to lead fulfilling and active lives.

Education and Training are also crucial for the European Union to achieve the ambitious goals it set itself here, in Lisbon, a few years ago.

I am therefore pleased that the Portuguese Government is doing so much, during its Presidency of the Union, for education and training.

In particular I would like to thank the Portuguese Presidency for organising this conference about the Professional Development of Teachers.

Someone once said: "To be a teacher you must be a prophet—because you are trying to prepare people for a world thirty to fifty years into the future".

I think this encapsulates the challenge of teaching today, when our societies, our economies, our workplaces and even our homes are changing so rapidly.

Just one generation ago, it was still possible to predict with reasonable certainty most of the knowledge and skills that school pupils would need for the rest of their lives. But this is no longer the case.

Young people can no longer expect to spend their whole lifetime in the same job, or even in the same sector of employment.

Their career paths will change in ways that no one can predict. The jobs they will be employed in may not even exist today; and the knowledge they require may be knowledge that we currently do not teach.

This climate of change has several implications:

Firstly, it means that we need to help young people develop cross–cutting and transferable skills that they can adapt and use in changing situations.

This is why the Member States of the European Union in December adopted my proposal for a European Framework of Key Competences for lifelong learning, which describes the eight areas of knowledge and skill that we believe all citizens will need if they are to take part fully in the Knowledge Society.

Secondly, it means that we need to re-think the role of the school: to what extent can schools really face up to the challenges of the 21st century?

This is why I have launched a public consultation on the future of the school – an issue which I know will be discussed by another conference here later in the year.

And thirdly, it means that we have to find new ways to help our teaching profession provide the kind of teaching that is required by our young people, our employers and our society.

So, Professor Rodrigues, your conference could not have come at a more opportune moment. I believe that the way we educate and support our teachers is of vital importance for the future of the Union.

This is the reason why the Commission has recently published a Communication on Improving the Quality of Teacher Education.

I should like to take a few moments to explain to you how the European Commission sees the situation, and what we think are the key challenges facing us all.

***

I think that we sometimes forget the importance - and the complexity - of the role that we ask our teachers to play in our society.

We ask them to prepare our young people to be the citizens of tomorrow; to help develop their talents; to help fulfil their potential for personal growth and well-being; and to help them acquire the complex range of knowledge and skills that they will need as citizens and as workers.

That's quite a task!

We also expect our teachers to be able to make use of the latest technologies; to keep up-to-date with the latest developments in their specialist subjects and in pedagogy; to be facilitators and classroom managers.

In addition, in many Member States, classes nowadays comprise a more heterogeneous mix of young people than ever before: pupils from different social backgrounds, from different cultures, different levels of ability and disability, and sometimes pupils with different mother tongues and cultural backgrounds.

And yet, we also know that, even in these circumstances, teaching must be of the highest possible quality.

When researchers looked at all the factors that could have an influence upon student performance, they found that teacher quality is the most important of all.

I think you will agree with me that we need to make sure that our six million teachers get not only the initial education, but also the continuing training and support throughout the whole of their careers, to enable them to perform these very demanding tasks.

And yet, there is definitely room for improvement.

We know that many countries are experiencing shortfalls in teaching skills, and have difficulties in updating teachers' skills.

We know that, by comparison with other professions, teaching has a high proportion of older staff; in some countries, over 40% of teachers are in the age group 45 to 64. This means that we run the risk of losing much valuable experience when these teachers retire.

We know that teachers' skills need to be continuously updated, and yet continuing training is compulsory in only eleven of our Member States; and even where it is compulsory, it often lasts only three days per year.

And we know that teachers at the start of their careers are often discouraged by the difficulties of their tasks and sometimes move to other professions; yet, only half of our Member States offer newly qualified teachers any systematic support or training during their first years in the profession.

Now, of course, this is only a snapshot. And of course, there are some outstanding examples of very good provision for Teacher Education in some countries or regions.

However the Commission believes that, in Europe as a whole, the situation is not sustainable in the long term.

We need to put in place highly effective systems of lifelong Teacher Education.

Education and Training systems are, of course, the responsibility of Member States. However, our work with national experts over recent years has convinced us that many of them face the same kinds of challenge in trying to improve their Teacher Education systems. By working together we can find common approaches and common solutions.

Indeed, the proposals that we make in our Communication are based largely upon the advice we have received from Teacher Educators, policymakers and stakeholders from across Europe.

Ladies and Gentlemen:

Our Communication sets out a number of proposals for improving the quality of our Teacher Education.

I'd like to highlight for you what I see as fundamental.

First: initial teacher education has to be of the highest quality; it has to give new teachers a sound knowledge of pedagogy as well as of their specialist subject matter; it has to comprise practice in real classrooms, as well as theory.

You know that several Member States now require their teachers to have a degree at Masters level – and these are often the countries that perform well in international tests.

Given that teaching is now such a complex profession, and that it is facing such high demands, I am sure that many other countries are now reflecting on whether this is an approach that is worth considering.

Second: As I said earlier, the world is changing rapidly. The skills and knowledge that our young people need are evolving all the time. Developments in educational research need to be assimilated, and teachers need to keep their specialist subject skills up to date.

The logical conclusion of all this is that initial Teacher Education can never be enough to sustain a teacher for a career that will last 30 or 40 years. For teachers, and especially for teachers, the practice of lifelong learning is an absolute must.

Third: It follows from this that a piecemeal approach is not enough. The clear message we get from stakeholders is that, if we are serious about keeping the skills of our teachers up to date, provision for teacher education and continuing development needs to be coordinated as a single, coherent system at national level, and must be adequately funded.

Fourth: teaching is a profession; and as with members of every other profession, we should expect teachers to play their part in developing professional culture and values, and in extending the boundaries of professional knowledge.

There is scope for much closer collaboration between Teacher Education institutions and teachers in the classroom, so that teachers can take advantage of the latest research findings, and so that what is taught in Teacher Education institutions is based upon what really happens in real classrooms.

This also means that we need to encourage all our teachers to adopt the culture of reflection that is already practised by the most effective teachers. We need teachers who can evaluate the effectiveness of every lesson they give, and learn from their successes and failures.

Ladies and Gentlemen:

I believe that teachers' performance will be improved, teachers' satisfaction with their jobs will be greater, and teachers will be encouraged to stay in the profession for longer, if they have access to a well-resourced, coherent and attractive system of education, training and support from the beginning to the end of their careers.

I know from our discussions with experts that these issues are shared concern.

And Member States face very similar problems when trying to equip their teaching workforce to provide education of the highest quality for our young people.

That is why we feel that it is useful to have a debate about them and, in particular, to disseminate good practices from all our Member States.

I would like to finish my intervention with a reflection that comes first of all from my being a father of four: we should keep in mind that our children are our hope, the best asset we have for the future of Europe. In order to equip them with the best possible human values, skills and

competences, we need first class education; and education does not require only material means, like buildings and books, but first and foremost capable, motivated, well-trained and respected teachers.

Let's not forget it and let's work together to improve this essential aspect of education.

Thank you.

The return of teachers

António Nóvoa
Universidade de Lisboa

In recent years we have seen teachers return to the limelight, after almost forty years of near-invisibility. It is true that their importance was never really in doubt, but the focus was on other problems and concerns: the '70s was the time of teaching rationalisation, of pedagogy by objectives, of the efforts to foresee, plan and control; later, in the '80s, we saw major educational reforms, focussed on the structure of school systems and, quite particularly, on curriculum engineering; in the '90s, special attention was given to school organisations and how they functioned, were administered and managed.

Close to the end of the 20th century, important international comparative studies highlighted the issue of learning. *Learning matters*. For its dissemination and the impact it had on the world, PISA (*Programme for International Student Assessment*), which was developed by OECD from 1997 onwards, played an important role.

When we speak of learning, we inevitably have to talk about teachers. A report published by OECD in 2005 – *Teachers matter* – starts with a reference about a new social and political concern: "teacher policy is high on national agendas"[1].

Alongside these widely disseminated comparative studies were two other factors that became compulsory terms of reflection and intervention in the field of education.

On the one hand, the issues of *diversity*, in all its forms, which paved the way for a redefinition of social inclusion and school integration practice. The construction of new pedagogies and work methods definitively questioned the idea of *the one best system*, to use David Tyack's expression[2]).

On the other, the challenges set by *new technologies*, which have revolutionised daily life in society and school. However, as Olga Pombo wrote, "if it is true that the teacher's discourse, as a means of communication, does not travel at the same speed that characterises cybernetic technology, it is equally true that their voice and the instantaneousness of their audibility in the communicative space that is the classroom, the different forms of the various languages that are used, the warmth of the look, the physical posture, the gestures, the intonation, the rhythm of speech, make it a special and unavoidable means of teaching"[3].

At the beginning of the 21st century, teachers reappear as irreplaceable elements, not only in the promotion of *learning*, but also in the development of the processes of integration that respond to the challenges of *diversity* and appropriate methods for the use of *new technologies*.

This is the backdrop to my paper: the return of teachers to the focus of our concerns and policies[4].

After this introduction, I will give you the good news (part one) and later the bad news (part two). I will reflect upon the bad news, adopting a purposefully controversial, if not excessive tone, with the goal of making my views even clearer and provoking a debate that, to me, seems unavoidable.

Part One – The good news
We agree about what we have to do

First, let's look at the good news: we almost all agree about the major principles and even about the measures that need to be taken, in order to ensure the Teacher professional development for the quality and equity of lifelong learning, which is the theme of this conference.

When preparing this paper I collected a wide range of documentation: international reports, scientific articles, political speeches, documents about teacher education, books and PhD theses, etc. When reading this material over a few days one can see the recurrent use of the same concepts and languages, of the same ways of speaking and thinking about the problems of the teaching profession.

We are looking at a type of *discursive consensus*, rather redundant and verbose, which expands into references about teachers' professional development, the coordination of initial training, induction and in-service training from a lifelong learning perspective, the focus on the first years of professional practice and the placement of young teachers in schools, the idea of the reflective teacher and research-based teacher education, the new competencies for teachers in the 21st century, the importance of collaborative cultures, teamwork, monitoring, supervision and assessment of teachers… and so on.

All of this is part of a discourse that has become dominant and one that we all have contributed to. We are not just talking about words, but also about the practices and policies that they transport and suggest.

Two major groups have contributed to the dissemination and vulgarisation of this discourse, here understood in the sense of discourse-practice that Cleo Cherryholmes gave it: "the intertextuality of discourses and practices that constitutes and structures our social and educational worlds"[5].

In the first place, there is the group commonly known as the teacher education community, which includes researchers in subject areas, in education and didactics, work groups and institutions. In the last fifteen years, this community has produced a number of impressive texts, which include the concept of the *reflective teacher*, changing how teachers and teacher education are viewed[6].

The second group is made up of "international specialists" that act as consultants or are part of major international organisations (OECD, UNESCO, the European Union, etc.). Despite their heterogeneous nature, they have created and disseminated, on a global scale, discursive practices that are strongly grounded in comparative arguments. Their legitimacy is essentially based on the knowledge of international networks and comparative data and less on the theoretical expertise of a scientific or professional area[7].

These two groups, more than teachers themselves, have contributed to the renovation of studies on the teaching profession. While making this statement, I cannot help but remember David Labaree warning: teacher professionalization is an extension of the effort by teacher educators to raise their own professional status[8].

It is important to understand the paradox in the origin of important contradictions in the history of the teaching profession: the rhetoric about the mission of teachers implies giving them greater social visibility, which consolidates their prestige but provokes stricter state and scientific control, leading to a devaluing of their own competencies and their professional autonomy[9].

This situation is at the root of the bad news that I am going to share with you: the excess of discourse conceals the poverty of practice. In other words: we have coherent discourse, consensual in many aspects, we are in agreement about what needs to be done, but rarely have we been able to do what we say needs to be done.

Part Two – The bad news
Rarely have we been able to do what we say needs to be done

In part two of this communication I will ask myself about the reasons for the bad news and then I will attempt to identify certain measures that, in my opinion, need to be put in place.

What are the reasons for the bad news? It is not difficult to answer this question. In recent years, there has been an unprecedented expansion of the teacher education community, particularly in university education departments, of international specialists and also of the "education industry", with their usual products (school books, teaching material, etc.) and now a host of education technologies.

There has been an increase of discourse about teachers in these three spheres but teachers were not the main authors of this discourse and, in a sense, they have seen their territory occupied by other groups. We should be aware of this problem if we wish to comprehend the reasons why the practical implementation of the obvious and consensual ideas and discourse has been made difficult.

As peculiar as it may seem, let me talk to you about a *school diary* that was kept in the 1930s[10]. A primary school teacher, who was working in Trás-os-Montes, in the north of Portugal, Dionísio das Dores Gonçalves, left us a record of his teaching, with reflections about his classes, pupils and communities, maps and teaching material, in carefully written notebooks over the years. Looking over these pages, Miguel Torga's expression springs almost immediately to mind: "The universal is local without walls"[11].

Isolated in rural Portugal in the '30s, Dionísio das Dores Gonçalves worked with great professional autonomy, focussing his efforts on learning, concerned with the personal and social behaviour of each pupil and, above all, seeking to systematically reflect on his teaching practice. Provocative questions are bound to be asked: Are we not looking at a "reflective teacher" long before reflective teachers became so fashionable in our discourse? And are teachers nowadays considerably less reflective (due to lack of time, poor conditions, an excess of ready-to-wear material, and a loss of legitimacy in relation to universities and experts?

The reference to the past can be seen as an effect of distancing, *a la Brecht*. I do not mean to insinuate any analogy or anachronism with the present, but only suggest the need to adopt viewpoints that are not limited to reproducing non-critical discourse of the evidence. We will not be able to avoid the "poverty of practices" if we do not have policies that help teachers consolidate their knowledge and their fields of intervention, ones which improve teaching cultures and do not transform teachers into a profession dominated by university professors, experts or by the "education industry".

Let me tell you, simply, there should be a *model* for educational policy and the types of oranisation of the field within the teaching professional. What needs to be done? Perhaps it is possible to highlight three measures, which are far from exhaustive but may help overcome many of the current dilemmas.

First measure
It is necessary for teacher education to come from within the profession

The phrase I chose for the subtitle – "It is necessary for teacher education to come from within the profession" – sounds odd. By using this expression I wish to underline the need for teachers to have a predominant place in training their peers. There will be no significant change if the "teacher education community" and the "community of teachers" do not become more permeable and overlapping. The example of doctors and training hospitals and the way they are prepared in the initial stages of training, induction and in-service training can perhaps serve as inspiration.

In this area, it is worth mentioning Lee Shulman's studies, particularly a brilliant note he recently wrote, entitled *An immodest proposal*[12]:

"Recently, I participated in a site visit to the teaching hospital of a major American medical school. […] On this visit, I joined a team of students and faculty in the daily ritual of clinical rounds. […] The team I observed included a chief resident, a third-year resident, two first-year residents, two third-year medical students beginning their internal medicine rotation, and a pharmacy student on internship. Each of seven patients comprised a "lesson" within a unit of instruction. We stopped outside every room. The resident or medical student responsible for that patient gave a report that followed a strict outline. […] Next, the chief resident discussed what had occurred during the rounds with the third-year resident in a preceptor interaction, essentially like a supervising teacher with a student teacher. […] We then moved to teaching rounds, in which the chief resident presented a didactic seminar on pulmonary function tests. The day ended with M&M (Morbidity and Mortality), otherwise known as, "Where Did We Screw Up and What Can We Learn from It?" Pretty much the same group from morning rounds reconvened, joined by other faculty. Their goal was quality assurance. […] Everyone in the system was learning. In fact, an assistant professor ran the session, with full professors learning alongside third-year clerks. This kind of communal questioning and learning is compelling. Where in higher education more generally do we find an institutional pressure to come together and ask why students are not learning mathematics or economics well, and what to do institutionally about that? What I watched at this teaching hospital was an institution actively investigating the quality of its work, knowing, caring, and operating corporately to improve and learn from its collective experience".

From my point of view, I advocate a similar system for teacher education: a detailed study of each case, especially in the case of school underachievement, a collective analysis of pedagogical practice; professional stubbornness and persistence to respond to pupils' needs and concerns; social commitment and the desire to change.

In truth, it is not possible to write text after text about *praxis* and *practicum*, about *phronesis* and *prudentia* as references of teaching knowledge, about *reflective teachers*, if we do not achieve a greater presence in the training profession.

It is important to invite the richness, complexity and beauty of teaching out of the closet by making it visible and accessible, as is the case with other scholarly and creative work, as advocated by Lee Shulman[13]. Also, it is essential to consolidate the mechanisms and practice of research-based teacher education.

These proposals cannot be mere rhetorical declarations. They only make sense if they are constructed within the profession, if they are appropriated from the reflection of teachers about their own work. While they are only injunctions from the outside, the changes within the teaching profession will be rather poor.

Second measure
It is necessary to promote new organisation models in the profession

The second measure I propose looks at the need to promote new organisation models in the profession. Most of the discourse becomes unrealistic and unworkable if the profession continues to be distinguished by ingrained individualist traditions or by rigid external relations, particularly bureaucratic ones that have become more obvious in recent years. This paradox is well known among historians: the more one talks of teacher autonomy the more teachers are controlled, in various ways, leading to a reduction of the margins for freedom and independence.

Professional collegiality, sharing and collaborative cultures cannot be imposed through administrative means or decisions from above. However, examples from other professions, such as doctors, engineers or architects, can inspire teachers. The way they have built partnerships between the professional world and the university world, how they created ways of integrating young people, how they have granted major importance to their most prestigious professionals or how they have made themselves accountable for their work, are examples that are worthy of our attention.

It is not possible to bridge the gap between discourse and practice if there is no autonomous professional field that is sufficiently rich and open. Today, at a time replete with references to the cooperative work of teachers, it is surprising to see the fragility of the *pedagogic movements* that have played a major role in educational innovation over decades. These movements, so often based on informal and associative networks, are irreplaceable in the professional development of teachers.

Pat Hutchings and Mary Taylor Huber are right when they refer to the importance of consolidating the *teaching commons* – "a conceptual space in which communities of educators committed to inquiry and innovation come together to exchange ideas about teaching and learning, and use them to meet the challenges of educating students for personal, Professional, and civic life"[14].

Pedagogic movements or practitioner communities consolidate a feeling of belonging and professional identity that is essential to teachers appropriating processes of change and transforming them into concrete practice.

However, nothing will be done unless the existing conditions in schools and public policies relating to teachers are changed. It is useless to appeal for reflection if there is no organisation in school that facilitates it. It is useless to call for mutual, inter-peer, and collaborative training if the definition of teaching careers is not coherent with this aim. It is pointless to propose research-based qualification and partnerships between schools and university institutions if the legal norms continue to make this approach difficult.

Third measure
It is necessary to consolidate the personal and public presence of teachers

The OECD document quoted at the beginning of this paper, *Teachers matter*, looks at the following: "The issues raised in the report go to the heart of teachers' work and careers, and the success of any reform requires that teachers themselves are actively involved in policy development and implementation. Unless teachers are actively involved in policy formulation, and feel a sense of "ownership" of reform, is unlikely that substantial changes will be successfully implemented"[15].

The conclusion of the OECD study constitutes a good introduction to the third measure, which I will share with you, about the need to consolidate the personal and public presence of teachers.

In 1984, Ada Abraham wrote a wonderful book, *L'enseignant est une personne*, which became a symbol of the various streams of research about teachers[16]. However, despite the major advances made in this area, it is necessary to recognise that *a theory of personality* has yet to be formed within a *theory of professionalism*. This has to do with forming personal knowledge (self-knowledge) within professional knowledge and capturing the sense of a profession that does not simply fit into a technical or scientific model. This is about something indefinable that is at the heart of the identity of the teaching profession.

This conceptual effort is crucial in order to understand the specific nature of the teaching profession, but also in order to construct meaningful lifelong learning paths. I recall Bertrand Schwartz, in a text written forty years ago[17]: the Permanent Education that began as a *right*, which many generations of educators fought for, later became a *necessity* and now has turned into an *obligation*.

Lifelong learning is justified as a person's right and a professional necessity but not as an obligation or constraint. Nikolas Rose's criticism of the emergence of a new set of educational obligations is worth remembering: "The new citizen is required to engage in a ceaseless work of training and retraining, skilling and reskilling, enhancement of credentials and preparation for a life of incessant job seeking: life is to become a continuous economic capitalization of the self"[18].

The majority of continuous training programmes have shown themselves to be quite useless; serving only to complicate the teacher's already demanding daily life. Teachers should refuse to take part in this consumerism of courses, seminars and sessions that characterise the "training market" and feed this sense of teachers being "out of date". The creation of Permanent Education makes us think the opposite, building training mechanisms based on the needs of people and the profession, investing in the construction of collective networks that support training practices that are based on sharing and professional dialogue.

One last word to highlight the way training places can be essential in the consolidation of the public presence of teachers. I turn to Jürgen Habermas and his concept of "public sphere of action"[19]. In the case of education, this sphere has expanded considerably in recent years. However, paradoxically, teachers' presence here has also been reduced. There is a lot of talk about schools and teachers. Talk from journalists, columnists, university professors, specialists. Teachers don't talk. There is an absence of teachers, a kind of silence from a profession that has lost visibility in the public arena.

Today, teachers' openness to the outside world is imposed upon them. Communicating with society means also answering to society. Perhaps the profession has become vulnerable, but this is the necessary condition for an affirmation of its prestige and of its social status. In contemporary societies, the strength of a profession is greatly defined by its capacity to communicate with the public.

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I appreciate your attention. I know that I'm talking to teacher education specialists and for that reason I have avoided redundant statements of principles that, nowadays, I believe are quite consensual. I was more concerned about clearly transmitting my opinion on the difference between the excess of discourse and the poverty of practice. The acute awareness of that "gap" invites us to find new paths for a profession that, at the beginning of the 21st century, re-acquires a great importance in the definition of public policies.

As Ann Lieberman says, perhaps we are lacking a beginning agenda: "While pressure is necessary, we have to support people by providing the time and necessary human and material resources to get better. But the education work has to be close to the kids and the real problems that teachers describe. That's what we haven't done. We do millions of things that stop short of helping the teacher in his or her classroom. When teachers learn more, students will do better. There is no short cut here"[20].

In conclusion, I remember that curious reference made by John Dewey about a school in

Chicago, where swimming was taught via a number of exercises without pupils actually going into the water. One day someone asked one of these young people what happened when they went into the water. The answer was sharp: "I sank". The story deserves to be true, concludes John Dewey[21].

With regard to teacher professional development it is also not enough to practice out of water, support projects, build networks, share experiences, assess what is done and what hasn't been done. It is time to start.

Notes

1. *Teachers Matter – Attracting, developing and retaining effective teachers*, Paris, OECD, 2005, p. 7.
2. David Tyack, *The one best system – A history of urban American education*, Cambridge, Harvard University Press, 1995.
3. Olga Pombo, "Universidade: Regresso ao futuro de uma ideia", *Da ideia de universidade à Universidade de Lisboa*, Lisboa, Reitoria da Universidade de Lisboa, 1999.
4. This text is verbal in nature, as it was transcribed on 27th September, 2007, at the Conference *Professional Development of Teachers for the Quality and Equity of Lifelong Learning*, organised by the Portuguese Presidency of the Council of the European Union.
5. Cleo Cherryholmes, *Power and Criticism: Post-structural Investigations in Education*, New York, Teachers College Press, 1988, p. 8.
6. See a summary of these studies in António Nóvoa (coord.), *Os professores e a sua formação*, Lisboa, Publicações D. Quixote, 1992.
7. See António Nóvoa & Martin Lawn (eds.), *Fabricating Europe – The formation of an education space*, Dordrecht, Kluwer Academic Publishers, 2002.
8. David Labaree, "Power, knowledge, and the rationalization of teaching: a genealogy of the movement to professionalize teaching", *Harvard Educational Review*, vol. 62, nº 2, 1992, pp. 123-154.
9. See António Nóvoa, "Professionnalisation des enseignants et sciences de l'éducation", *Paedagogica Historica - International journal of the history of education*, vol. III (supplementary series), 1998, pp. 403-430.
10. The school diary of Dionísio das Dores Gonçalves was published by the Instituto Politécnico de Bragança, in 2005, via a CD-ROM organised by António Afonso Gonçalves.
11. Miguel Torga, *L'universel, c'est le local moins les murs: Trás-os-Montes*, Bordeaux, William Blake, 1986.
12. Lee Shulman, *Excellence: An immodest proposal* (at www.carnegiefoundation.org).
13. See Lee Shulman's p'reface to George Walker et al., *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*, San Francisco, Jossey-Bass Publishers, 2007.
14. Pat Hutchings & Mary Taylor Huber, *Building the teaching commons* (at www.carnegiefoundation.org).
15. Teachers Matter – *Attracting, developing and retaining effective teachers*, Paris, OECD, 2005, p. 15.
16. Ada Abraham, *L'enseignant est une personne*, Paris, Éditions ESF, 1984.
17. Bertrand Schwartz, "Réflexions sur le développement de l'éducation permanente", *Prospective*, nº 14, 1967, pp. 173-203.

18. Nikolas Rose, *Powers of Freedom: Reframing political thought*, Cambridge, Cambridge University Press, 1999, p. 161.
19. Jürgen Habermas, *The structural transformation of the public sphere*, Cambridge, Polity Press, 1989.
20. "Real-life view: An interview with Ann Lieberman", *Journal of Staff Development*, vol. 20, nº 4, 1999.
21. John Dewey, *L'école et l'enfant*, Neuchâtel-Paris, Delachaux & Niestlé, 1922, p. 140.

A new range of competencies to meet new teaching challenges

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The use of the word 'new' twice in the heading of this contribution suggests that times have changed and that today teaching (education, training etc.)[1] as well as teachers (educators, trainers etc.) find themselves in a situation that is substantially different to what went on before: namely a situation requiring special consideration. At first glance, this suggestion seems justified: important developments and demanding problems are seen in this area today and we are paying growing attention to teaching and teacher issues at the institutional, national and European levels. When considered more extensively, our heading provokes some inherent questions. *What has changed so profoundly that allows us to speak today about 'new teaching challenges'? What are these 'new teaching challenges'?*

Teaching has changed

Education, in particular *quality teaching and learning*, has become even more important in the life of an individual. Today it is not only our professional careers but also our active roles in society and personal development that depend more than ever on good schools and good teachers. Currently, teaching and learning, as formalised in modern education systems, seem to incorporate two fascinating ideas of the 18th century: enlightenment and democracy. Is this in fact true? On average, individuals enter the education system earlier and stay in it for a longer time – actually, for the duration of their lives. No one is excluded from education (in principle); everyone profits from it (in principle). It is very difficult and risky to live without education (in practice). From today's point of view, it is also unimaginable that education could be a voluntary activity (or an activity for elites only); it has become a true necessity and an obligation for all people. We live in an era of mass lifelong learning (i.e. institutionalised, but not necessarily always formal learning). The understanding of compulsory education has changed, not only when observed from the perspective of how long (must) young people 'go to school'. In the compulsory education of today, young people are not simply expected to spend time but they (must) acquire the key competencies necessary for an active and productive life as well as for lifelong learning.

Basic literacy and numeracy for all – a foundation of modern civilisation and an ambitious aim of education systems of the 19th and 20th centuries – remain the *key competencies*, yet the scope of the key competencies has expanded extremely. Today, we see it as self-evident that competence in foreign languages is almost as important as in one's mother tongue. Competence in science and technology is not limited to technicians and engineers but – at certain level – it is important for everyone; digital competence in particular. We live in a very different world to yesterday, surrounded at every instant by the artefacts of modern technology. On the other hand, social, cultural and civic competencies are also becoming ever more important in our increasingly complex and complicated societies. Last but not least, there is a strong consensus that learning to learn should be regarded as one of the key competencies. In short, there is a lot of work for teachers and schools, but not just for them.

Education is a necessity and obligation yet not every individual can realise it. In an era of mass

[1] The author is aware of the terminological complexity regarding the terms 'teacher', 'educator', 'trainer' etc. In this text, 'teacher' is used as a generic term encompassing all possible variations seen within the 'teaching profession'.

education, we strive to act against *school failure*. Dropouts from schools have started to represent a problem almost unknown before. There are other similar modern 'inventions' which aim at bringing a learner from failure to success: special education for those with learning disabilities, for learners with all kinds of special needs, for those belonging to disadvantaged and marginal social groups, minorities, immigrants and refugees etc. Success in schooling is today, together with good health and a happy family life, one of the highest individual wishes and expectations, but it can also be understood as an extreme external pressure on an individual. All in all, it is no surprise that failure in school is experienced so frequently today, that it can be experienced as a trauma at the individual level and that a complex 'industry' has grown up in order to service it (often for good money).

Unfortunately, education is not a voluntary activity any more, but – fortunately – it is also no longer restricted to just a few. It is not a hobby (or perhaps only in very rare cases) and, therefore, people who start education at various levels and in different contexts need much more assistance and help than traditionally. Again, a lot of work for teachers and schools, but not just for them.

Teaching has changed. It cannot be simplified any more to basic information written on a blackboard with a piece of chalk. In fact, this change is not from yesterday and does not only characterise our decade. Many surveys have been conducted on this phenomenon and many books have been written. Today we are challenged by it in a new way: we have to respond to the new reality with a new policy.

Teachers have changed

Yet, just as the subject of learning is a *learner*, the subject of teaching is a *teacher*. In this paper, we focus on the latter and leave the former to be considered more in details next time. It sounds like an obvious truth if we say that teachers and/or the teaching profession in general have also changed. We »must improve the ways in which teachers and trainers are supported as their role changes, and as public perceptions of them change« (Council…, 2002: 15).

In modern societies teachers (as a generic term) form an important part of the active labour force. »On average in OECD countries teachers constitute about 2.6% of the total labour force and teaching is the largest single employer of graduate labour« (OECD, 2005: 27). »At present the Union counts close to six million teachers (2003) «(Commission..., 2006: 69). However, it should not be forgotten that this strong professional group has been – and still is – very *heterogeneous*. In all our languages (and, of course, not only in languages) we encounter certain problems when we differentiate between 'teachers' (as a specific term) and 'non-teachers', i.e. 'other education and training profiles'. It is also possible to differentiate between 'teachers' and 'school staff', even though the division between the two categories can sometimes be very blurred. Sometimes, certain groups within the abstract 'teaching labour force' identify themselves more easily as 'linguists', 'mathematicians', 'chemists', 'historians', 'psychologists' etc. than as 'generic teachers' (who teach languages, maths etc.). In addition, there have been traditional rifts between e.g. teachers of elementary schools (or those in kindergartens) and teachers in general upper-secondary schools, while teachers – and trainers – in vocational schools have always been some kind of a 'third group'.

Today, these rifts are losing their sharpness (but they still exist); regardless of the different schools where teachers from different 'teaching labour force' groups work, their status is today more similar than in the past (however, it is often heard that it is 'devaluated'). Further, in many

countries they can transfer under certain conditions from one type of school to another and, finally, they are often organised within the same unions. Despite a high level of heterogeneity among teachers there are certain indicators that the perception of teaching as a single profession is growing in our societies today.

The work of teachers has changed substantially as educational and pedagogical ideas have evolved (not to mention changes in culture in general). The traditional view saw the teacher as a 'Master' behind a chair or in front of a blackboard with a textbook in one hand and a grade book in the other. The 'Master' was closed off alone with kids in a classroom without much assistance and/or co-operation from the 'outside' (there was only interference from 'above'). Today, teaching is increasingly a team activity and an *activity performed in a partnership* between a school and its environment (noting that interferences can also persist). This is an important change; it deeply affects teachers' work and makes it much more complex yet it also influences the ways their initial and continuous education and training is organised.

At the start of this decade, authors of the *Green Paper on Teacher Education in Europe* stressed that »substantial changes of the context of education and training (e.g. changed values, globalization of life and economy, organisation of labour, the new information and communication technology) have an impact on the professional tasks and roles of the teaching profession and call for more substantial reforms of education and training in general […], and teacher education in particular« (Buchberger, Campos, Kallós, Stephenson, 2000: 3). The *Green Paper* and a number of other studies have demonstrated that the preparation of teachers for their work, that is, a complex process of initial and continuous education and training (plus induction in some national systems), has substantially changed during the last two or three decades.

The main result of this change is that teaching is today predominantly a *graduate profession*. The more and more complex work in schools demands that a teacher takes professional decisions in an autonomous way; teacher is no longer a 'technician' who only cares about the transmission of facts and truths and not about the education process as such. This new position calls for an advanced level of teachers' education and training as this is the only assurance of the necessary *autonomy of teaching*.

At the same time, many countries have started to confront the phenomenon of the *ageing of teachers*. New generations gradually replace previous ones; according to statistical surveys the extent of this exchange will rise in the following years. Many countries have a difficulty retaining skilled teachers. »It is estimated that a minimum of one million new teachers will have to be recruited over the period 2005-2015 to satisfy replacement needs« (Commission..., 2006: 69). Such a process of a large-scale generational exchange brings, on one hand, the *risk* of an excessive interruption with professional traditions while, on the other, it gives an extra *opportunity* to address the issue of upgrading teachers' skills in a more straightforward way. It offers a unique chance to discuss European teacher education and training systems for the upcoming future.

Reconsidering teachers' work and teachers' competencies

Therefore, in their demanding work within modern societies, teachers are far from being mere transmitters of information, knowledge and established societal rules. After a long discussion – a discussion which will certainly continue and cannot be regarded as having finished – within the Commission's expert Working Group on Improving the Education of Teachers and Trainers (Commission…, 2004) and within a special Focus Group[2] formed at a later stage, a condensed definition was agreed and included in a background document for a European 'testing' conference

[2] For ethical and other reasons it should be noted here that the author was a member of this group and a co-author of the Common European Principles for Teacher Competencies and Qualifications (2005).

on *Common European Principles for Teacher Competencies and Qualifications* (2005). This definition can also be used here. Today – and in the foreseen future – teachers' education should equip them with three 'clusters of competencies' in order to be able to work simultaneously »in three overlapping areas:

- *work with information, technology and knowledge;*
- *work with their fellow human beings – learners, colleagues and other partners in education; and*
- *work with and in society – at local, regional, European and broader global levels«* (Commission…, 2005: 3).

The first area has traditionally been recognised as the 'core' of the teaching profession. Depending on a teaching profile teachers need to be able to work with a variety of types of knowledge. Of course, they should have a high level of *knowledge and understanding* of their subject matter. Regardless of their different teaching subject(s), they should all be able to access, analyse and synthesise, reflect on and validate and, finally, to transmit knowledge, while making use of technology in general and ICT in particular ('generic teachers' competencies'). All of them should be able to make choices about the delivery of education (the autonomy of teaching). They should be able to organise teaching and learning in effective ways, to identify various learning needs of pupils and/or students and to guide and support them in their independent work and towards lifelong learning. Last but not least, they should be able to act as 'reflective practitioners', i.e. able to analyse their own professional work – together with their achievements and failures – in order to improve their own teaching strategies and practices as well as to develop a responsibility to produce new knowledge about education and training (e.g. in action research etc.).

The competencies presented in the *second area* reconfirm that the teaching profession cannot be – and should not be – reduced to the mere transmission of information and knowledge; it is also based on *values of social inclusion* and *care for individual development*. Teachers' work requires good knowledge and understanding of pupils, students and adult learners as individuals with specific abilities, interests and needs. Teachers need to be able to support them to develop their potential. Further, quality teaching and learning is inseparable from collaborative team work with and among learners and other teachers and school staff but also with other partners outside the school; therefore, teachers should be able to fulfil these tasks and to develop the necessary communicative and co-operative skills and to demonstrate self-confidence when engaging with others.

Finally, the *third area* touches on a delicate range of issues inherent to the education process in general but which transcend the individual learner, classroom and even school. These issues *link the learner, teacher and school with society at large*. It is important to reiterate that today the teacher should be equipped with the necessary knowledge, understanding and skills that empower them to act autonomously. A teacher as a 'technician' who cares only about the mechanical transmission of societal rules could be a cynical feature of contemporary democratic societies; on the other side, the 'neutral disregard' and ignorance of this link could not be less cynical. Teachers should be able to prepare pupils, students and adult learners for their respective roles in society. For that reason, teachers should understand the role of education in terms of exclusion/inclusion social dynamics; they should understand the diversity of learners' cultures and value systems and be able to reflect on the learning process from the equity point of view; they should be aware of the sociological and ethical dimensions of the knowledge society etc. They should be able to work effectively with parents, the local community and stakeholders in general and be aware that effective teaching and learning significantly improves the employment opportunities of graduates.

However, the reconsidering of teachers' work and teachers' competencies cannot occur outside real time and a real space. As we have already seen, new teaching challenges are not an 'exclusive' or 'hermetic' issue reserved for narrow expert which professionally deal with teacher education and training. On the contrary, they are rooted in and interlinked with global societal processes; they are important for all stakeholders and – directly or indirectly – for every citizen. A broad and open discussion of a new range of teaching competencies is today relevant and needed in all our countries, *at the national level*, to support the further development of the teacher education and training system. On the other hand, this discussion should also take the broader context into consideration – not only national diversities and traditions but also the fact that today national sub-systems like education cannot develop efficiently if they do not consider practices in a neighbourhood, on the continent and in the global context. Therefore, this discussion is also relevant and needed *at the European level*.

Competencies for a 'European teacher'

One of the most important arguments that says future teacher education and training in our countries should be discussed at the European level is linked to the fact that teachers in all our national systems of education are increasingly challenged by the 'European dimension'. From the start of compulsory education more than hundred years ago, a teacher has been perceived as a teacher within the *national context* (e.g. the language of instruction, traditions, history, identity, citizenship etc.). Parallel to this, teachers' colleges were to some degree more similar to police and military academies than to universities. From the 'outside', a lack of co-operation, distrust and even strong divisions and wars between European countries petrified these characteristics for a long time. Today, in the new circumstances, a teacher is also positioned within the *European context* (e.g. mobility, languages, histories, multiculturalism, multiple identities and citizenship etc.).

This challenge is sometimes and in certain contexts understood as a dilemma and hinders the faster development of the Europeanisation and internationalisation of teacher education as well as in the teaching professionalisation. With regard to 'older' professions and more internationalised fields of academic studies (e.g. medicine, engineering, science etc.), teacher education (could) lag behind if certain changes leading towards faster opening and internationalisation are not implemented. In the area of *Erasmus* mobility, students in teacher education are still quite rare and their number should be significantly increased in the future. There is another instrument, the Comenius programme, which already importantly stimulates teacher mobility and teachers' continuous professional training across European borders.

The issue of teachers' competencies today and in the future only remains partly answered if its 'European dimension' is not addressed. The European Network on Teacher Education Policies (ENTEP) recently focused on 'European teacher' in connection with a discussion of teachers' competencies; it is synthesised in a stimulating discussion paper (Schratz, 2005). The ENTEP started from the general view that a European teacher must have the same basic skills as any good teacher. Teachers work within a national framework, which emphasises the need for a national identity, and this position can also be taken as a basis for transnational awareness within European society. A 'European teacher' should not be understood as a concept which replaces – or places over or surmounts – a 'national teacher'; as we can read in an earlier draft of the ENTEP discussion paper, we should »not aim at creating the format of a 'European super teacher', but intend to point to European issues which are potentially of particular significance in future discussions«.

The ENTEP synthesis report (Schratz, 2005) lists a number of issues which challenge the picture of a 'good teacher' today. This list starts with the *European identity*, a widely discussed concept; within this concrete context this concept raises the awareness that a teacher is always rooted in a particular country, but at the same time she/he belongs to a greater European whole. '*European knowledge*', e.g. knowledge of other education systems but also of history (histories) etc., is again very important for the teaching profession today and tomorrow but it is not (yet) a characteristic of their initial education and training. *Multiculturalism* and *language competence* necessitate further tasks: teachers need to understand the multicultural and multilingual nature of European society. They work within it and with heterogeneous cultural and linguistic groups. They should see heterogeneity as valuable, respect any differences, speak more than one European language etc. The same importance should be assigned to the issue of (European) *citizenship*, subsuming solidarity with the citizens of other European countries and shared values such as respect for human rights, democracy and freedom. These considerations are already echoed in the *European Principles for Teacher Competencies* mentioned above (Commission…, 2005: 3).

This list also includes the issue of *professionalism* and stresses that a 'European teacher' should have »an education which enables him/her to teach in any European country« and which leads »towards a new professionalism with a European perspective (e.g. it does not restrict teaching practice to national boundaries)« (Schratz, 2005). European systems of teacher education and training have made huge progress in the last two to three decades. Teacher education has become an integral part of higher education. Approximately 10% of undergraduate students in Europe are today studying in the area statistically marked as 'education and teacher education'. As is broadly known, the Bologna Process has initiated the deep transformation of the whole of higher education. This transformation is now turning from policy development to implementation at institutional and disciplinary levels – and teacher education should not be excluded from it. The achievements and developments of previous decades should not be put at risk and teaching should not lag behind other professions based on academic studies.

Finally, the document put *quality measures* on this list as well. This is a core of the Bologna Process which aims at comparable studies, the faster (if not automatic) recognition of academic and professional qualifications, increased mobility and better employability across countries. These aims cannot be achieved without strengthening *mutual trust* between higher education systems and institutions, and mutual trust depends to the highest degree on quality standards and quality provision. Common European standards and guidelines in quality assurance were agreed in Bergen two years ago (2005); now, they are in the process of implementation at national levels. A real and very concrete implementation of European quality standards is taking place at the institutional level and this final step demands that special provision is also made at the disciplinary and/or study area levels. This is again an important task for teacher education. Yet how should we approach it?

Quality teachers and quality teaching for Europe

We are building a common *European Area of Education*, even larger than the EU-27. For this purpose, educational policies at national levels should be effectively co-ordinated and supported at the European level in order to achieve ambitious goals by 2010 and to develop the common Area of Education also beyond 2010: Europe »recognized as a world-wide reference for the quality and relevance of its education and training systems«. Yet, these reformed systems of tomorrow should be »compatible enough to allow citizens to move between them« while »Europe will be open

to cooperation for mutual benefits with all other regions«. These goals call for enormous work. *The Open Method of Co-ordination* provides tools to identify »shared concerns and objectives, the spreading of good practice and the measurement of progress« (Council…, 2002, 4-5). But this is not some sort of magic and should not be understood as such: even the best tools do not help much if they are not truly 'employed' – in understanding existing and various practices, improving them, implementing necessary changes and making overall real progress.

Our knowledge of other education systems is substantially better than e.g. ten years ago, and it is totally incomparable with the state of affairs 20 years ago. This is a result of increased co-operation and newly established co-ordination but also the outcome of comprehensive surveys and studies (Eurydice, 2002, 2003, 2004). Further, these systems are more compatible; this is a result of comparative approaches in policy development and decision-taking at the national level as well as of enhanced co-operation between the providers of teacher education at the institutional level. These systems continue to be diverse – and this is not a problem. The problem is that certain incompatibilities between systems persist. Several countries have already started to reform their teacher education systems by taking into consideration the special lessons learned from good practices in teacher education, but also the general recommendations of the Bologna Process. All of these are encouraging developments; nevertheless, it could happen that – without the effective co-ordination among the partners in this process – the final outcome will contain the same incompatible elements than today or may be even more.

The many discussions that have taken place at various levels in recent years now seem to be leading to an important landmark and offer a fresh policy synthesis. The development of *Common European Principles for Teacher Competencies and Qualifications* (2005), already used in some countries, and the Commission's recent proposal on *Improving the Quality of Teacher Education* (2007) have a similar weight for a particular area of teacher education as the Bergen decisions on an overarching qualification framework and on common standards and guidelines for quality assurance have had for European higher education as a whole. Is this an exaggeration?

It is an exaggeration in that the two Bergen documents have already been approved by all European ministers of education while a proposal on teacher education is at the start of a formal procedure in the European Parliament. Of course, it should not be forgotten that the Bergen documents and the Bologna Process as such refer to a 'large' Europe (EU-46), while the Commission's proposal on teacher education is directly addressed 'only' to the EU-27, but there is a high probability that its ideas and recommendations will be considered in much broader circle. In addition, while comparing European higher education in general with a special area of teacher education it should not be disregarded that teacher education is only a (small) part of national higher education systems and that the issue of teacher education cannot be resolved in the context of higher education only; it is inseparably intertwined with systems of (pre-tertiary) education, with continuous and lifelong learning etc.

The Commission's recent proposal on *Improving the Quality of Teacher Education*, observed within contemporary discussions on teacher education, makes an important shift: it moves this discussion to a point which is crucial for the further development of European higher education: *the issue of quality*. At the last Bologna summit in London (May 2007), European ministers welcomed the establishment of a European Register of Quality Assurance Agencies by a group of higher education stakeholders (the E4 Group). This was not their only decision, far from it, but it is extraordinarily important for the further development of European higher education systems in general and for special areas or fields within them – e.g. for teacher education.

European QA Agencies will now have an opportunity to apply for entry to the Register which

will provide clear and reliable information about reliable and trustworthy quality assurance agencies operating in Europe. Several practicalities of setting up the Register are still to be made more precise, and several other points remain to be discussed and agreed, such as e.g. university autonomy in the free choice of evaluation or accreditation agency from the Register. Thus, the traditional logic of accrediting and evaluating higher education institutions and/or their programmes based on exclusive national responsibility is set to shift to the European level as well. This shift will surely have an enormous impact on quality regulations and quality higher education provision across European countries and will improve the strongly needed trust among them. The idea of a European Register is not totally new; a recommendation on this issue was adopted by EU bodies already in 2006 after two or three years of intensive expert discussion. Yet what is new is that this idea has passed a process of political confirmation and that European countries – both the EU-27 as well as the EU-46 – are today politically and morally bound to implement it.

In this light, the importance of the proposal on *Improving the Quality of Teacher Education* is, hopefully, clearer. General standards – valid for higher education area as a whole – are strategically important but, on the other hand, to be implemented, they should be applied, transferred and 'translated' into specific areas and into specific disciplinary 'languages'. Even in these specific contexts, the importance of co-ordination among those responsible for the national systems – teacher education systems in this case – remains immense. Therefore, »a vision of a European teaching profession« with the following characteristics:

- *»it is well qualified profession: all teachers are graduates from higher education institutions«;*
- *»it is a profession of lifelong learners: teachers are supported to continue their professional development throughout their careers«;*
- *»it is a mobile profession: mobility is a central component of initial and continuing teacher education programmes«;* and
- *»it is a profession based on partnerships: teacher education institutions organise their work collaboratively in partnership with schools* […] *and other stakeholders«* (Commission…, 2007: 12)

seems to be indispensable if national developments – based on »the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity« as one can read in the *Maastricht Treaty* (1991) – are expected to lead towards more compatible, efficient and quality systems of teacher education in Europe.

In line with these principles, a number of common policy steps should be addressed to improve the quality of teacher education: to develop teacher education and training as a lifelong task (at national, institutional and individual levels) in order to systematically support the necessary teacher competencies and skills, including the ability to reflect on their practice and develop new knowledge about education and training etc.

Instead of a conclusion: the key role of institutions

The quality of (future) teacher education in Europe largely depends on *national* vs. *European* co-operation and co-ordination – but not only this. At the Berlin conference of the Bologna Process (2003) it was clearly stated that »the primary responsibility for quality assurance in higher education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework«. This principle should also be applied to teacher education. In implementing the agreed principles and guidelines, important work

should always be done at the institutional level – not only within a particular national system (the co-operation of teacher education institutions and their stakeholders) but also between them.

There are many examples of *European institutional co-operation* today: e.g. the Tuning project, »the Universities' contribution to the Bologna Process«, which aims at 'tuning' or 'concerting' curricula in several study areas and in teacher education. Thus, the Tuning working group 'Education and Teacher Education' developed an »indicative« list of competencies »not intended to be either exhaustive or definitive« (Gonzales, Wagenaar, 2005, p. 82). This list was developed during the first phase of the project (2001-2003) in a consultation process with the main stakeholders – former students, employers and other academics. It contains key subject-specific as well as generic competencies. It is divided between teacher education and education sciences, two main sub-areas of higher education studies[3], and structured along all three Bologna cycles. »Not all competencies will be fully developed at the end of first cycle studies and will continue to develop over the continuum of professional life, often focused on during periods of in-service education and training, but not necessarily developed in a context of formal education« (p. 83). In implementing the Bologna Process and in modernising their curricula, several European institutions of teacher education have already started to apply the Tuning recommendations. Of course, this is not a copy-paste procedure; many details – and also dilemmas – should be clarified and answered in a further run. Some of them will be most probably addressed also within the new institutional network on *Teacher Education Policy in Europe* (TEPE).[4]

The Tuning competencies developed for individual disciplinary fields are far more detailed than the general 'European Teacher Competencies' outlined above. Of course, they were not designed as a strategic 'European tool'; they are a specific result of the concrete co-operation of a number of higher education institutions from different European countries which provide teacher education and training programmes. We cannot provide a detailed analysis of this extensive list here (altogether 30 competencies; see pp. 83-86) but it should be stressed that – at least in principle – there is no substantial difference or contradiction between them; they share the same philosophy.

To achieve the ambitious goal – i.e., to increase »the quality of teaching« understood as a »key factor in determining whether the European Union can increase its competitiveness in the globalised world« (Commission…, 2007, p. 3) – the principles of *co-operation and partnership* should be stressed over and over. On the 'macro' level, it is very important that co-operation and trust between European countries and European institutions is improved in order to agree on feasible strategies for the future. On the 'micro' level, it is no less important that national authorities, in our case mainly ministries of education, co-operate as closely as possible with teacher education institutions, schools, teachers and other stakeholders. 'Transversal' co-operation and partnerships, such as e.g. institutional co-operation and/or their various projects within the *Lifelong Learning Programme*, will make these endeavours more firm and sustainable. We should also build concrete actions on these principles in order to achieve the ambitious European goals.

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[3] »Many competences (generic and specific) are common to both teacher education and education sciences; some competences are specific to teacher education« (p. 83).

[4] See http://tepe.wordpress.com/.

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Research-based teacher education and reflective practice

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The first two principles in the summary of the "*Common Principles for Teacher Competences and Qualifications*", presented at the *Communication from the Commission to the Council and the European Parliament* - "Improving the Quality of Teacher Education" – clearly focus on the question that is the concern of this communication and what we consider to be core to the issue of the quality of teacher performance and respective education. These principles are related to (1) the higher level of teacher education and the corresponding expectation of greater knowledge levels, and (2) teachers' status as *lifelong learners*, a status that the professional nature of their work produces an imperative to constantly update and build on knowledge.

As such, certain areas of analysis that are geared towards the creation of more efficient education strategies and policies are relevant to achieve this goal – some that come from an analysis of the status quo of teacher activity and education, such as it is in the EU and the focus of this analysis which is Portugal, and others that point to the future desired improvements.

As a starting point for this analysis, and based on the considerable research available and systematised in recent revisions (Roldão, 2004; Roldão *et al.*, 2006; Estrela *et al.* 2002, Estrela *et al.* 2004), it is worth highlighting that, although there is variation from country to country, in the majority of them – and on the level of dominant professional and institutional culture - there is some way to go before the four common principles in the abovementioned document are achieved. This is particularly true in relation to the two that we have singled out for this analysis. It is important to be aware that the action that is geared towards the effective improvement of teacher performance and, consequently, the focus of teacher education investment, refers to a process that goes some way towards a break from the conceptual paradigm of teaching rather than a simple improvement in resources, training and its organisation.

The areas of analysis developed here are organised in the following way:

1- The social representation of teaching and its semi-professional status – the basis of the association of teaching with an activity of a practical, technical or moral nature, the historic importance of the civil service to teachers, the multi-referential idealisation/ideologisation of teaching;
2- The weakness of the specific professional knowledge of teachers, and how it is produced, within the teaching communities themselves, in contrast with the same group's high level of academic qualification;
3- The weakness of teacher education – initial and throughout a teacher's career – in relation to equipping a teacher with professional knowledge and the instruments to create and use it;
4- Teacher education development policy with potential for improvement.

The representation of teaching – what does being a teacher mean?

Asking this question may seem a little out of place, in so far as teaching has been the object of a number of pre-suppositions that, according to the supposed evidence, help to make its profile diffuse and emphasise common sense understandings that have become deep-rooted

throughout the historic process of the profession's affirmation and development. On the other hand, educational theorisation has brought contradictory views within the reference framework of teachers themselves that, when they are not critically deconstructed, lead to a less meaningful and more diffuse explanation of the nature of the teaching role.

Thus, on one hand, the most basic notion of the teacher as someone who teaches something to others is affected by the archaic idea of *teaching as presenting/transmitting summaries of formalised knowledge*, and on the other hand by s*ubduing the act of teaching in view of theoretical ideas that place the learning of the other at the centre of the process*. In conceptual terms, these perspectives have caused a dichotomy of interpretation in teaching culture, emphasising either the supremacy of the practice of presentation teaching or the extinction of teacher action in favour of a supposed greater emphasis upon student activity. In fact, it seems that this is fundamentally about re-thinking the notion of teaching itself, questioning the previous concepts that underly it. As we have examined elsewhere, the *distinction* (Reis Monteiro, 2000) in the teacher's role lies in teaching, but teaching perceived as a transitive activity that translates into the competence of *making others learn*[1]. However, such an idea does not mean a reduction in the role of the teacher, supposedly "obliged" to make learning the responsibility of the student, emphasising the social and cultural differences from the very beginning; on the contrary, it requires a much more solid and differentiated performance, contextual and based on a more complex knowledge – in relation to the material taught, the learner's process, the cultural meanings associated with the content of the curriculum, the context of the students, schools and teachers, the relevance and justification of the work strategies being developed and their permanent regulation.

It is in light of this clarification of the *teaching* function, a justifying and socially legitimising function of the existence of a group of players that we call teachers, which places the issue of the specificity of teacher knowledge and its relationship to the issues of research in teaching and teacher education, associated with so-called "reflective practice"[2], into context.

Teachers – what is their distinguishing professional knowledge?

As previously clarified here, the specific and distinctive knowledge required to teach is eminently complex and composite[3] and cannot be restricted to the command of the content knowledge of the various necessary subject areas, nor is it limited to the often cited and lauded "practical know-how" – although it incorporates and demands both:

> In the case of teachers, both their role and their professional knowledge have been influenced, on one hand, by a tendency for the dissemination of a wide-ranging humanistic discourse, which prevents a greater degree of specifity or knowledge; on the other hand, and to the other extreme, it has been influenced by a tendency for a functional specification associated with the reduction of teaching to practical activities, where knowledge is minimal and reflection dispensible, becoming a mere technical activity. None of these tendencies constitutes a credible generator of professional development and affirmation. For this reason we previously stated elsewhere that professional knowledge is the "weakest link" of the teaching profession (Roldão, 2005a), the one where investment is important as a lever that can reverse the discredit, the despondency and scant recognition that are repeatedly identified in research in relation to teachers and professional development (Roldão, 2005b).
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> Roldão, 2007:97

[1] Roldão, 2005; 2006.

[2] A banalisation of this expression has made it less meaningful. Its theoretical origin has almost always been diminished by common-sense interpretations, sustained in the epistemology of practice - as theorised by Schön, Zeichner, Alarcão e Sá-Chaves. It constitutes another example of the fragility of teachers' knowledge, who appropriate complex theoretical concepts in a common-sense fashion due to a lack of categories and practice of knowledge production within the act of teaching.

[3] See Roldão, 2007. The frequent reference to this author's text throughout this communication is due to the fact that it has been recently produced and published in the *Revista Brasileira de Educação* magazine, immediately after the communication at the annual meeting of *Associação Nacional de Pós-Graduação e Pesquisa em Educação* (National Association for Post-graduate study and Research in Education), which focussed on this theme.

Returning to the *Common Principles for Teacher Competences and Qualifications*, what distinguishes the *professional knowledge* that qualifies teachers to teach is based on the specificity of *teaching know-how* and consequently informs all teacher education policies and practices – more accurately designated as the processes of their professional development. That specificity comes from the support that this knowledge offers for (1) adequate teaching performance, (2) the capability to think and theorise that action in order to (3) master the instruments of its effective and permanent improvement. Thus, it is important to deconstruct the idea of the teacher as solely a "practitioner"[4] , as well as the teacher as "presenter" of formalised knowledge. The association of teaching with the idea of a practical activity, in the current interpretation of teachers and future teachers expressed in innumerable pieces of revised research (Roldão, 2004, Estrela et al, 2002) leads to a professional culture that has shown itself to be resistant to the theorisation of the act of teaching, to its critical deconstruction and consequently to the fragility of the ability to reorient it, in the sense of the achievement of the learning to be promoted in a diversity of "others" that make up the population served by school, today and in the foreseeable future.[5]

The specific knowledge required to teach implies a collection of characterisers, which we have deconstructed in a recent text (Roldão, 2007), and highlight here (1) the composite and integrative nature used in *situational use* and (2) the *analytical component*, associated with *reflective capacity* in relation to the action taken.

The *heterogeneous* nature of professional teaching knowledge comes from its complexity and the function it supports, not being synonymous with a *collection* of separate elements linked to an additive logic, as proposed in a number of teacher training curricula:

> This is not about knowledge made up of a number of valences combined by additive logic, but rather by conceptually incorporated reasoning – which also distinguishes it from the idea of simple integration. In high quality practice, we see that it is not enough to integrate various types of knowledge, but for them to be transformed, for each one of them to become a constituent part of the others. For example, didactic knowledge of content will include, by modifying it, content knowledge. For example, it is not enough for the teacher to know pedagogic or didactic theories and apply them to a given learning item for there to be the linking of two elements in a concrete teaching situation. One has to be capable of transforming scientific content and pedagogical-didactic content into a transformative action, informed by aggregate knowledge, before a teaching situation – by the mutual appropriation of the types of knowledge involved and not only by addition or mere application.
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> Roldão, 2007: 100

From the number of elements that we considered "specificity generators"[6] of professional teaching knowledge, in the abovementioned text, in this communication we would highlight analytical capacity, due to its direct ties to an analysis of current areas of weakness, and the conceptual errors that involve the clarification of the specific nature of that knowledge, associated to certain idealisations that come from spontaneist and technical views of teaching. From our perspective, analytical capacity is core to the values that should be emphasised in teacher training to guarantee quality improvement and the affirmation of more solid professionality of future and current teachers:

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[4] The idea of "practical" is very visible in revised research, associating the subjects of numerous revised studies, consistently, in the idea of teaching to the organising and sequencing of activities (presentation or work on exercises) and controlling the behaviour of class groups, connected with the idea of helping, supporting and monitoring. Teachers rarely put themselves forward as ones that analyse, conceptualise, reformulate action as a consequence of analysis, i.e. informed and questioning theorisation of practice, generator of new and well-grounded knowledge, considering that professional socialisation is largely neglectful of this aspect.

[5] The idea of *teaching as presentation of knowledge* in a largely uniform format goes back to the early days of school, where for a long time school only served select and largely homogenous social classes (except in the case of basic learning). The idea of the act of *teaching as a practical activity* induces common sense empiricism that leads teachers to a non-theorisation of their acts and to greater passivity towards the work they do.

[6] The five "specificity generator" elements of teachers' professional knowledge, analysed by Roldão (2007: 100-101), are: *composite nature, analytical capacity, mobilising and questioning nature, meta-analysis, communicability and circulation*.

> Another element in this analysis that we consider to be a "specificity generator" of professional knowledge is analytical analysis, an aspect that the act of reflective practice emphasises. The permanent use of analytical capacity is directly contrary to routine teaching, although this can be based on the technical or even artistic knowledge so often cited to legitimate day-to-day teaching knowledge. It is not the technical expertise of the classroom or pure creative inspiration that makes the specificity of professional teaching knowledge. However, professional knowledge (of teachers, doctors, among others) doubtlessly demands the thorough command of considerable technical knowledge (know-how) and command of a improvisatory and creative component in relation to the"case" and the "situation" that we can call "artistic". But this only becomes professional knowledge when, and if, the conceptualising power of a sustained analysis is applied to formalised and/or experiential knowledge, which allows sense to be given and identified, take full advantage of or increase the potential for action in the situation that the professional is found.
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> Roldão, ibidem

To this end, it is important to return to two complementary ideas regarding professional teaching knowledge: the perspective of Lee Shulman and the theorisation of Donald Schön. The first of these authors contributes to the clarification of the nature of teaching knowledge by the deconstruction of the elements and types of knowledge that it is made up of[7]. More recently the theorisation of Lee Shulman, sustained by research projects that he led, has emphasised another processual aspect of professional knowledge – its construction within the teaching community, if and when it is instituted within a community of "learning teachers"[8], based on the questioning of action and the joint construction of new knowledge by teachers coming from the subjects where they have the greatest expertise.

Donald Schön's contribution to the theorisation of professional knowledge in general – not only in the case of teachers – clarifies the impossibility of disassociating professional knowledge from the professional practice it corresponds to. Essentially Schön abandons the applicationist idea that is often associated to the expression "theory/practice relationship"– perceiving theoretical knowledge as prior and later "applicable" to practice - to highlight practice as a key element of professional knowledge production itself through reflection/construction mechanisms that are associated to the singular and unpredictable nature of professional behaviour and the issues that emerge from it.

As we have contended above, this is not about recapturing the idea of the teacher as practitioner and teaching as an activity that is practical by nature, but rather that of substituting this with the recognition of the core nature of professional practice within its real context as something that nourishes, generates and integrates professional know-how itself. This is supported by previously acquired formalised knowledge, which is constantly updated, reconstructed and expanded in view of the different situations faced ("cases" in medical terms), as well as the analytical-investigative questioning (reflective, using Schön's terminology) of the circumstances, problems, successes and failures of the action taken.

The *reflexivity* and the teacher as *reflexive practitioner* has been the object of a banalisation in the lexicon of administration and schools that often de-characterises the key idea of this approach – the theorisation and rigorous reason behind professional action coming from contextualised questioning that only practice give. Therefore, it is important to make a clear distinction between the simplifying sense that is often associated with the common sense notion of reflective practice and the theoretical basis of reflexivity within the epistemology of practice. In the common sense meaning – which the term reflection, given its common and current use, helps consolidate

[7] Note that Shulman's theorisation regarding teachers' knowledge is based on the link between various types of knowledge: curriculum knowledge, knowledge of learner and their characteristics, pedagogical content knowledge, content knowledge.

[8] We refer to the "Fostering a Community of Teachers as Learners" project that Lee Shulman coordinated with Judy Shulman. Ver Shulman & Shulman, 2004.

– reflection would be synonymous with the whole spontaneous act of commentary/description/observation/evaluation of something that was done. Such an approach, often mentioned by the subjects of research to describe teachers' informal conversations about students and classes and not irrelevant in the field of teachers' interests and concerns, in the great majority of research cases studied is limited to a non-analytical, non-questioning and descriptive approach, which does not make the production of knowledge about a certain situation viable. For reflexivity to imply the construction of sustained knowledge it will have to translate into analytical-investigative devices geared towards the formulation of the explanatory hypotheses that they are founded upon and their subsequent verification. Such reflective practice presupposes the analysis and the discussion between peers in view of pedagogical-didactic situations experienced and the production of interpretations that are likely to be re-applied and compared in practice, in line with the Recommendations that are the main concern of this Conference.

"Reflective practice" therefore requires: (1) the use of previous theoretical and practical knowledge, (2) the problematical theorisation of the practical situation in question and (3) the production of knowledge that can be communicated to others and mobilised in other situations.

Only this type of reflexivity can guarantee a break with the unproductive circularity of the countless discussions and exchanges of opinion in the day-to-day professional life of teachers, who are desperately incapable of making qualitative leaps in their practice, despite their investment, their interest, their commitment and genuine efforts. However, if the production of sustained knowledge is absent, the attempts at improvements will tend to be incidental, uncertain and probably unproductive and causes of frustration. From this perspective, we prefer the idea of "analytical and practice researcher teaching professional" to the expression of "reflective practitioner"[9].

In the 70's and 80's Lawrence Stenhouse produced an important conceptualisation for the study of teaching duties and professionality and for teacher training, focussed on the idea of the *teacher as researcher*, an idea that emphasises the analytical-theorising aspects that we have seen defended here. Isabel Alarcão, in a text written in 2001 regarding this particular training issue, also focuses on this author and follows the same form of thinking[10], underlining its current relevance in view of the teacher's growing need to make their mark as increasingly autonomous professionals and linking the analysis with the possibilities of working investigative competencies into the curriculum – and therefore reflexive and theorising – on a training level.

Stenhouse states (1975, quot. Alarcão, 2001a: 23): "The improvement of teaching is a process of development (…), with this statement I wish to express: first, that this improvement is not simply achieved by desire but by honing the competence of teaching, based on considerable reflection; and, secondly, that this improvement of the teaching competence is normally achieved by the gradual elimination of negative aspects via the systematic study of the activity of teaching itself (…). Curriculum development and research on teaching should supply the basis for this professionalism."

The discussion of the pertinence of the inclusion of research aspects in the initial education curricula and training practice that take place in schools is in open debate. In Brazil, a number of research projects (Lüdke, 2006) highlighted the need to ensure research education for all teachers and the incentive of this type of practice within teaching life in schools, with difficult areas like the differences and/or similarities between professionalised, formal research, performed by university researchers as an essential 'art of their institutional mission, and the research performed

[9] In fact, the semantic connotations of the English expression "practitioner" do not exactly coincide with the Portuguese word "prático". The "practitioner" is one who practices, one who does a particular thing, which covers a broad number of possibilities that range from concrete activities to the practice of science or research. The term "prático", in Portuguese, accentuates the aspect of a practical activity rather than one of a theoretical or intellectual nature; for example a researcher or scientistwould not normally be called a "prático".

[10] Alarcão reminds us (2001: 21) that John Dewey, pioneer of that view of the reflexive and investigative teacher, considered teachers as "students of teaching".

by teachers in their own context, more involved in action but also disadvantaged in terms of time and conditions.

How does one build professional teaching knowledge? – education at the root of the construction of teachers' vision and knowledge

The training process is therefore seen as permanently epistemic and praxiological: *epistemic* because this is essentially about the construction of a certain type of knowledge with its own characteristics, and *praxiological* because that knowledge develops upon and by the informed reflection upon practice that is subjected to constant analysis and a generator of new knowledge producing questions if, in so far as the resolution of the latter is grounded on and mobilises formal and experiential knowledge and scientific processes.

The reality and the culture *en place* of schools and teachers, as portrayed by research, as well as through personal experience and knowledge for many of us, is far from being characterised by investment in professional knowledge as analysed here or by consistent practices of professional knowledge production throughout professional life with resulting improvements in teaching practice (Roldão *et al*, 2000). It would be unwise and superficial, not to mention unfair, to imagine that such a fact can be ascribed to teachers as individuals. One has to understand that this teaching and school culture exists in the course of complex historical and social processes and is sustained by a socialisation that persistently replicates it, largely supported by the logic of training and the organisational and cultural characteristics of educational systems, naturally with the exception of specific aspects in different countries.

The first characteristic of teacher education in Portugal, one that induces this void of sustained professional knowledge production, is associated with the same organisation of the education sub-systems – initial (*inicial*) and in-service (*contínua*), as they are called in Portugal. We would like to point out some of the aspects that we consider critical in this respect of the case of Portugal:

1 - the incommunicability of these two sub-systems;
2 - the lack of effective professional induction, despite being foreseen in the relevant legislation;
3 - the predominance of the academic school model in initial education, which segments the theoretical and practical dimension and tends to undervalue the latter;
4 - the tendency to locate and attribute different responsibilities to the theoretical components (training institutions, higher education teaching staff) and the practical components (teaching practice schools and their teaching staff) of initial education, often characterised fragile integration mechanisms.[11]
5 - further training taking place off school premises[12], resulting in the school not taking responsibility for its teachers' training;
6 - the lack of regulation and accountability mechanisms for training provided – by training institutions and centres – and their contribution to the improvement of practice – by schools and teachers.

[11] We refer to the predominant trends. It is important to underline that certain teacher education institutions have been involved in integration processes that focus on very consistent and successful professional practice, of which we highlight (due to direct knowledge and research produced), *Instituto de Estudos da Criança* (Child Studies Institute) at *Universidade do Minho, Departamentos de Ciências da Educação e de Didácticas e Tecnologia Educativa* (the Education Science and the Didactics and Educational Technology Departments) at *Universidade de Aveiro* and the *Escola Superior de Educação* (Teacher Education College) at *Instituto Politécnico de Santarém*. A pertinent analysis about the processes of initial teacher education in 1st cycle compulsory education and the dynamics of change/resistance and at Universidade de Lisboa, and communications associated with it. See Hamido, 2006 and Hamido et al. 2003.

[12] Created in Portugal at the beginning of the 1990's, the *Centros de Formação de Associações de Escolas* (School Associations Training Centres) are based, on a conceptual level, on the idea of establishing themselves as the loci of the training organisation by the associated schools in view of the needs and specific projects within their contexts. However, the bureaucratic tradition and its resulting limitations, alongside a school culture that does not include responsibility for the training of its people in its history and culture, made the CFAE largely detached from the reality of schools and distribution centres for training menus (See Roldão et al. 2000)

There has been a number of working context training initiatives associated with research, including the IRA Project – *Investigação/Reflexão/Acção* (Research/Reflection/Action) – which was developed, from a research-based training methodology, under coordination of a team from the Lisbon Psychology and Education Sciences Faculty in the 90's. Also the re-examination of recent research and other current projects point to a growing interest in the area (Araújo and Sá, Canha, and Alarcão, 2002; Figueiredo and Roldão, 2006). At the level of initial education, the majority of programmes have a research component that involves one or both of the scenarios identified by Alarcão (2001a): disciplines formally dedicated to an introduction to research or the research component included in the various parts of the curriculum. The issue of the most appropriate form of curriculum organisation for this area is complex and is even more so if it remains an outside fringe to professional performance, often presented as "practice" in the narrow sense that we have criticised above.

A vision of the teacher as a fully-fledged professional, as someone in possession of specific professional knowledge that socially legitimates the fullfilment of their role (Rodrigues, 1997, Giméno Sacristán, 1995), and in particular as a *teaching professional* (as in our understanding of the act of teaching as a specialisation in *knowing how to make someone learn something from another* - Roldão, 2005), requires the re-examination of the reasoning behind initial education programmes and how they are coordinated with induction- period education and throughout a teacher's professional life. The area of continuous training in context will have to be examined and developed within schools, while learner communities and reflective organisations (Alarcão, 2001) that define and sustain their own development and the professional development of their teaching staff (supported by partnerships and the concrete action of training and educational research institutions.)

Teacher training proposals
- Pertinence of *Recommendation on Teacher Training Quality for EU Member States' policy*

Taking the notion of professional teaching knowledge based on the teaching role and competence as a reference, and in light of the *Recommendation on Teacher Education Quality for EU Member States' policy*, it seems possible to identify certain guidelines for improving the quality of teacher education and the resulting impact upon improving students' learning:

1. The assumption of teacher education as a continuous development process on the path of a teaching professional

This perspective presupposes a break from the currently dominant logic in two areas: on one hand, via the clear assumption of teaching professionality and recognition of the current deficit in this area as a result of the traditional connection of the teaching profession to the civil service, with teachers being contracted centrally by the administration, in the case of Portugal; on the other hand, via conceptualising the training process as a whole, establishing the necessary organisational mechanisms to that end, for example: the accountability of the same institutions for the collected training programme and for supporting other training projects (universities and other higher education and training institutions, with their own training projects but ones regulated by a common national/European framework); the assessment of the training provided or supported having that coordination between initial education, induction and training throughout a teacher's working life as one of the efficiency criteria.

2. The continued establishment of training partnerships between training institutions and schools

From this prospective view, periods of supervised practice in initial education will have to become a training partnership with schools and teachers that receive future teachers, creating training networks with the training institution, whose resources can constitute an important resource for those schools' training projects. For these partnerships to be effective, certain political-organisational mechanisms have to be in place, such as accounting for the training done by higher education teachers and researchers in schools, the guarantee of greater stability in terms of the teaching staff in schools, the inclusion of this support in the field of education in the mission of universities and colleges that are involved in teacher education, with this whole process being sustained by formal contractual projects and their respective funding, as well as in the regulating evaluation of results and procedures.

3. Establishing teacher education as one of the organising elements of schools and their projects

In this area, it is important to consider that the existing culture, in Portugal and in other EU countries with a traditionally more centralist administration, this is not traditionally the case. The measures that encourage it cannot focus on standardisation, nor can it do so through the uniformity of procedures but rather on regulation and encouraging diversified and justified training practices whose positive effect has beneficial consequences on the work done in schools. Making training in and by schools compulsory and a regular feature of its activities (carried out to a greater or lesser degree with support from higher education institutions and other qualified bodies) will be necessary but insufficient. It is important that the schools that provide the most relevant, constant and effective training to improve the work they do be rewarded. It seems to us that encouraging inter-school training, via funding and support, when done in conjunction with the support of institutions that produce specific formalised research and knowledge is equally important.

4. Establishing the importance of supervised practice, sustained by a consistent theorisation at all times and on all training paths

As we have seen clearly defended, the questioning and experience of professional practice and its contexts is crucial to the training of any professional. This perspective is one that has been tried out and researched with success in many situations and should be core to the organisation of any teacher training. This should not mean a reduction in the proportion of scientific content (on the contrary, it seems necessary to consolidate this aspect) nor in the pedagogical-didactic areas that are part of professional knowledge (which also need to be given permanent importance and be subject to improvement and consolidation). What this really means is that a re-thinking of training projects including levels of initial education and further-in context training as part of an overall policy in order to coordinate the appropriation of all knowledge fields with an appropriate mobilisation and utilisation in concrete, supported and supervised teaching situations.

This aspect deals with instituting *supervision* as a regular work mechanism in schools, in multiple forms, where there is a void in the Portuguese system, where at present it is only found in initial education.

5. Establishing investigative practice as an essential component of professional training and action

As previously mentioned, this issue has been controversial in the academic world of education. However it seems there is a consensus on the need and value of equipping and enabling teachers with the knowledge and command of conceptual instruments and research techniques that allow them to become effective and rigorous in their analytical reflection of their activity and the resulting knowledge production, as well as making the use of the research produced and the opportunity to produce systematic research available to the teacher.

The increase in the quality of teacher performance and the consolidation of the profession's professionality status, essential for the improvements in curriculum and social learning that one expects from school, still requires a significant qualitative leap in relation to the teachers with the know-how and its production.

In conclusion, allow me to repeat something I recently wrote elsewhere on this issue and to some degree sum up what I believe should be the quality framework that ensures the training of teachers as *teaching professionals*:

> The professional teacher – like the doctor or the engineer in their specific fields – is the one that teaches not only because they know, but because they know how to teach. And knowing how to teach is being a specialist of that complex capacity to mediate and transform curriculum content knowledge (which means, to see it acquired in its multiple variants) (…) – via the incorporation of the processes of accessing and using knowledge, via the adjustment to the knowledge of the subject and its context in order to make it correspond with the procedures, so that the alchemy of appropriation occurs within the learner – a process mediated by the teacher's solid scientific knowledge in all areas and a rigorous technical-didactic knowledge, informed by a continuous meta-analytical position, an intellectual questioning of their own action, a permanent interpretation and continuous reenergising. Learning and implementation take place via practice but via informed practice, supported by old and new formal knowledge, researched and discussed with peers and supervisors (…)
>
> How to create that mediation is not a gift, although some do have it; it is not a technique, although it requires an excellent technical-strategic operationalisation; it is not a vocation, although some may feel it as such. It is being a teaching professional, legitimated by demanding and complex specific knowledge, of which we seek to clarify certain aspects (Roldão, 2007: 102).

We believe that it is in the education of these teaching professionals, guided by the abovementioned principles and recommendations and established in the awareness of the obstacles that the current administrative, teaching and school cultures pose in view of this orientation, which holds the key – we believe – to the improvement of the quality of education, mediated by the solid professional quality of its players.

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The Bologna Process and the Teacher Education Curriculum

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1. What does the Bologna process mean in teacher education?

Teacher education has been organised in many diverse ways in European countries. The length and quality of programs vary, and institutional contexts can be very different when comparing them within and between countries. The status of teachers and teacher education can also be very different in Europe. A common problem is the fact that the attractiveness of the teaching profession is very low, and teachers are not very committed to their profession. They want to move to better and more challenging careers. Finland is an exception to this as the teaching profession is among the most popular higher education options.

The situation today is very contradictory in Europe. The value of education and teachers are recognised in all knowledge-based societies, but the realities of schools and teacher education are often very far from the ideals of official documents and speeches. Most European countries face the situation that they will need new teachers after a huge retirement boom. More than 1 million new teachers need be recruited in primary and secondary education in order to meet replacement needs during the period 2000-2015 (Commission, 2004). At the same time, education has become extremely important to individuals' well-being as well as the welfare of society. Without high quality teachers and schools, young people are in danger of being excluded. The real challenge is how to make the teaching profession a career that has a future.

The Bologna process can open new perspectives on teacher education. It can unify huge varieties of different programs by setting common quality criteria. The European commission invited a focus group to draft these principles in 2004 (Memorandum, 2005), and based on those recommendations and other teacher education working groups' work, the European commission published the Communication "Improving the Quality of Teacher Education" in August 2007 (Commission, 2007). According to this document, teaching is a **well-qualified** profession (p. 12): "All teachers are graduates from higher education institutions". The recommendations reinforce the following things (pp. 14-15):

> "To ensure that there is adequate capacity within Higher Education to provide for the quantity and quality of Teacher Education required, and to promote the professionalisation of teaching, teacher education programmes should be available in the Master and Doctorate (as well as the Bachelor) cycles of higher education."

The Bologna process can unify the very diverse field of teacher education by making it more transparent with common structures and credit systems. However, even more important than structural issues is the quality of teacher education. Teacher education is seen as a part of the European Higher Education Area, and it includes a demand that the status of teacher education should be equivalent to other sectors of higher education. This entails that it meets high-level academic standards at all higher education components: ***research, teaching and interaction with society***. New knowledge and practices should be produced in all these areas. These three components are not separate and have many overlapping elements. If teacher education has

deficiencies in some of these components, it has very difficult to fulfil the requirements that are related to the European Higher Education Area.

To fulfill the higher education mission for all three components, a necessary prerequisite is that teacher education rests on research-based foundations with the following basic conditions:

- Teachers need a profound knowledge of the most recent advances of research in the subjects they teach. In addition, they need to be familiar with the latest research on how something can be taught and learnt. Interdisciplinary research on subject content knowledge and pedagogical content knowledge provides the foundation for developing teaching methods that can be adapted to suit different learners.
- Teacher education in itself should also be an object of study and research. This research should provide knowledge about the effectiveness and quality of teacher education implemented by various means and in different cultural contexts.
- The aim is that teachers internalise a research-orientated attitude towards their work. This means that teachers learn to take an analytical and open-minded approach to their work, that they draw conclusions based on their observations and experiences, and that they develop their teaching and learning environments in a systematic way.

Why are these prerequisites important? I will reflect and elaborate on these arguments in the following analysis and give reasons for why the teacher education curriculum should have research-based as well as research-informed orientation. I use these two concepts as complementary to each other. A research-based orientation means that teacher education is grounded on continuous research-based inquiry in academic disciplines, which gives a basis for the improvement of the curriculum in teacher education. Research-informed means that research-based knowledge is used in teaching when selecting materials and methods for different learners, both in teacher education and later in schools. Teachers need critical scientific literacy. Prospective teachers learn how knowledge is constructed, and they know what different sources of evidence they need in their work.

When constructing a curriculum for teacher education, the Bologna process can provide important structural outlines and sketch the main highlights for all three degree cycles. But as important or even more important is that teacher education has philosophical and conceptual grounds on which the curriculum is based. The curriculum cannot be only a list of the aims of the Bologna process. The teacher education curriculum must be grounded on concepts of the teaching profession and knowledge creation. The demands of the teaching profession are high and set specific requirements for the quality of the teacher education curriculum.

In the following chapters, teacher education is elaborated from the viewpoints of the teaching profession's function in society, knowledge creation in knowledge-based societies and teachers' capacity to work as reflective practitioners promoting evidence-based approach in their work.

2. The core of the teaching profession is in its moral nature

Each society has identified certain important task areas that require special competence. A society gives these tasks to a qualified group of individuals, i.e. to professionals. The members of the profession are responsible for the duties of the task area and the further development of the profession. The main criteria of the profession are that its representatives have a high level, usually a tertiary level, of education, and it has a moral code that they must fulfil in exercising their profession. Because of their high responsibilities and special competences, the representatives of the profession also have the right and obligation to develop their task area in society.

While the Lisbon strategy highlights education and teachers' work, the main emphasis is on the economy and competitiveness. We have to keep in mind that these cannot be the only bases for teacher education. Economic success can be the consequence of high quality education, and very often it does have this outcome because of people's competences. However, we must recall Immanuel Kant's ideas about education (Kant, 1923). A human being is never an instrument or tool for some purposes to other human beings, he or she is an absolute value as him/herself. This means that we cannot ground our education only on economic purposes. We have to respect children's and other learners' growth and support their development even though it does not result in any direct economic success. This means that we must provide equal opportunities to all children and assure that they really can use these opportunities.

Nimrod Aloni (2002) identifies the principles of humanistic education that he sees as the most important basis of teachers' work. The aim of education is to help people to become capable of in three fundamental domains of life:

- as individuals who realise and develop their potential,
- as involved and responsible citizens, and
- as human beings who enrich and perfect themselves through active engagement with the collective achievements of human culture.

As teachers are key actors in enabling their students to reach their full human potential, they exercise a strong influence on communities and societies (e.g. Aloni, 2002, pp. 176-183). Teachers are representatives of an ethical profession and have an important role in fulfilling the promises of democracy, social justice and human rights. Therefore, according to Carr and Hartnett (1996), teacher development should be based on the following premise:

> Teacher development must be connected with more general social and political theories about such issues as democracy, social justice, equality and legitimacy. It has to demonstrate the implications of a principled view of democracy not just for educational systems but also for the way in which educational institutions should be run. It also has to relate these ideas to curricula, pedagogy and assessment.

Teachers need cultural knowledge and intercultural understanding in their profession. They also need to understand the factors that create social cohesion and exclusion in a society and how the teaching profession plays an integral part in these processes. They have to be aware of opportunities and ways to work together with other partners and stakeholders in formal and non-formal educational contexts in order to provide learning opportunities to learners at various age levels. They also need to be aware of value contradictions in society and educational institutions, and they should be prepared to deal with moral and value-based issues.

There has been much discussion on what is the real core and nature of the teaching profession. Is it an autonomous expertise profession, or is it more a craft that does not have a very independent status? The latter means that teachers are more or less political tools and tightly connected with actual societal aims. The former sets teachers' work with other professions which have high responsibility and also the freedom to develop the profession.

John Smyth (1995, p.1) has described the manifestations of a low and unprofessional status for teachers. Common to each of them is the pressure to see the teacher as an unautonomous instrument of political ends. Typical features is marginalizing teachers and treating them implicitly, as if they cannot be trusted and are in need of surveillance through the use of "performance indicators".

The other conception of the teaching profession wants to enhance the teachers' status in a

society stressing new professionalism (e.g. Hargreaves, A, 1994; Hargreaves, D.H., 1994; 2000). This approach considers teachers as change agents in society and emphasises that teachers' work is interactive cooperation with other professionals and stakeholders. Teaching is seen as a genuine profession that should have a recognised status in society. In the critical theory, teachers are seen as part of society and are encouraged to assume an emancipator role in their profession (Carr & Kemmis, 1986; Liston & Zeichner, 1987). To grow as professionals, teachers need to develop a critical and participatory culture in the profession.

If teachers are educated in a Higher Education Area, they are representatives of education, with academic competence. As public intellectuals, teachers have the right and the obligation to articulate the educational needs and challenges of the society they serve. They also have to be active in public debates and decisions affecting the development of schools and education. There must be an interaction between national and local authorities and teachers, either individually or collectively. As professionals, teachers cannot be only implementers of decisions, but also partners in their development.

The teacher education curriculum should provide teachers with studies that guide them to considering themselves as accountable professional actors, who have rights and obligations to contribute to the development of education. Their task is to facilitate different learners to learn better. Teachers have a strong societal function, and this perspective should be integrated into the TE curricula.

3. From knowledge reception to knowledge producing - promoting active and collaborative learning

The concept of knowledge has changed from earlier static, transmitted contents to more dynamic construction processes. We now understand knowledge to be ever renewable and to be construed jointly together with other learners. Teachers need a deep understanding of the academic contents they teach, but they also need the understanding of how different learners can learn to learn the knowledge of different disciplines, often also from a multidisciplinary perspective.

Teachers need metaknowledge of learning processes (e.g. Niemi, 2002; Winne, 1996) they have to know what learning is from different theoretical viewpoints and how learners can be supported to find strategies to handle their own learning and become active learners. They also need metaknowledge of collaborative learning processes. This involves knowing how knowledge can be construed in cooperation with others and knowing what the social components of learning processes are.

The latest research on learning considers learning as an active individual process, but there is increasing evidence that learning is also a process based on sharing and participation with different partners in a community (Slavin, 1997; Scardamalia & Bereiter, 2002; Nonaka & Takeuchi, 1995). Knowledge is not an individual possession, but socially shared, and emerges from participation in sociocultural activities. Learning also requires social skills.

Teachers have the important task of opening pathways to different learners into cultural achievements and richness. Teachers have to be familiar with the most recent knowledge and research about the subject matter. They also have to know how the subject matter can be transformed in relevant ways to benefit different learners and how it can help learners create foundations on which they can build lifelong learning. This means that teachers need the latest research results and pedagogical knowledge. They should have a thorough understanding of

human growth and development, and they need knowledge of the methods and strategies that can be used to teach different learners. In addition, teachers have to be familiar with the curricula and learning environments in educational institutions. They also have to know about learning in non-formal educational settings, such as in open learning and labour market contexts. Teachers should have the latest knowledge of educational technology, and they need to be able to apply ICT in their work.

4. Generic skills or focused professionalism?

As professionals, teachers need many practical skills that will enable them to mediate academic subject knowledge, values and attitudes to individuals or groups. This kind of knowledge can be described as procedural knowledge. The academic contents and practical skills must not be seen as separate or exclusive; they are always complementary in the teaching profession.

There are tensions in many countries towards how teaching practice is integrated and implemented in teacher education programs. Teachers need the confidence to work with learners in real situations, and student teachers often ask for very practical advice for their teaching practice. The recent research of expertise has revealed that there are different phases in the development into expertise (Dreyfys & Dreyfus 1986). Student teachers also need different kinds of support in different phases of their development.

Many researchers have also stressed that expertise is the integration of different kinds of knowledge. Davenport and Prusak (1998) have found that an expert needs codified knowledge that is well-organised and literally transferable. In addition, the development of expertise needs role models, observing experts, tacit knowledge, a social network and even good stories of successful practice. Davenport and Prusak (1998) point out that experts' knowledge is deep personal knowledge which has been tested in practical situations.

According to Schön (1991), experts always face problems in situations that are unique and consist of uncertainties, value conflicts and other tensions because of complexity. They work in complex situations and therefore need various kinds of evidence. This sets special requirements on their knowledge base. Experts' knowledge is rational knowledge, but this is not sufficient. They also need principles, rules and models, and to know how to apply scientific theories and techniques to complex problems.

Working as an expert means that the expert has the knowledge and practical abilities to work in complex situations. In addition, they need confidence in two complementary ways (Isopahkala-Brunet, 2004). They need the self-confidence to carry out their expertise in demanding unique situations. They also need to implement their expertise in such a way that their customers, stakeholders and colleagues trust them. In the teaching profession this means that students and parents and even society can trust teachers' expertise.

Even though teachers need many specific skills, they also need a comprehensive idea or vision of what their work as an educational expert means. Teachers need to understand the complexity of educational processes and face evidence that is coming from different sources. They need research-based and research-informed knowledge, but they also need to be open to acquiring and assessing local evidence. Scardamalia and Bereiter (2003) have examined the behaviour of experts. The feature that really distinguishes experts from others is their approach to new problems. The pattern recognition and learned procedures that lead to intuitive problem solving are only the beginning. The expert invests in what Bereiter and Scardamalia call progressive problem solving, that is, tackling problems. That increases expertise rather than reducing problems to previously learned routines.

5. Promoting research- and evidence-based practice

In knowledge-based societies, research and evidence-based policy and practice have became an urgent requirement. Decisions and development should be based on the best available knowledge. The OECD and the European Union have promoted this approach in different sectors of society, calling different disciplines to give their contribution. The European Commission (Commission, 2007; Niemi, 2007) has set an expert group to prepare a communication from the European Commission on the relationship between research, policy and practice in the field of education and training.

According to the communiqué, there are several challenges in education and training. Because of the complexity of educational phenomena, evidence is coming from different sources. Evidence can be based on research reports and studies or thematic reviews of research. We can also have evidence through national and local evaluations and other systematic data gatherings. Evidence can also grow from the observations and experiences of experts and practitioners in their own fields (e.g. Issitt & Spence, 2005). Hammersley (2004) argues that this evidence does not necessarily emerge from systematic investigation but can still be important.

Teachers' competence must include a readiness to analyse the situation like a researcher and to make conclusions and decisions to act or to change something in a given situation. This means that the teacher needs a critical mind and the ability to reflect. Reflection can be in action or on action. Because many decisions have to be done very fast, in action, teachers must have a deep internalised body of knowledge and a moral code which build the grounds for changing situations.

Niemi (2007) has analysed conditions for promoting evidence-based practice in education and training. No information source or action in itself can promote evidence-based action. The main factors can be summarised by the following components: (1) research competence and research capacity building starting at the pre-service level of teacher education, (2) working conditions which promote evidence-based practice, (3) the quality of evidence and research, (4) effective delivery of and easy access to evidence, (5) an evaluation culture, which gives space for contextual factors and practitioners' knowledge, and (6) collaborative professional networking.

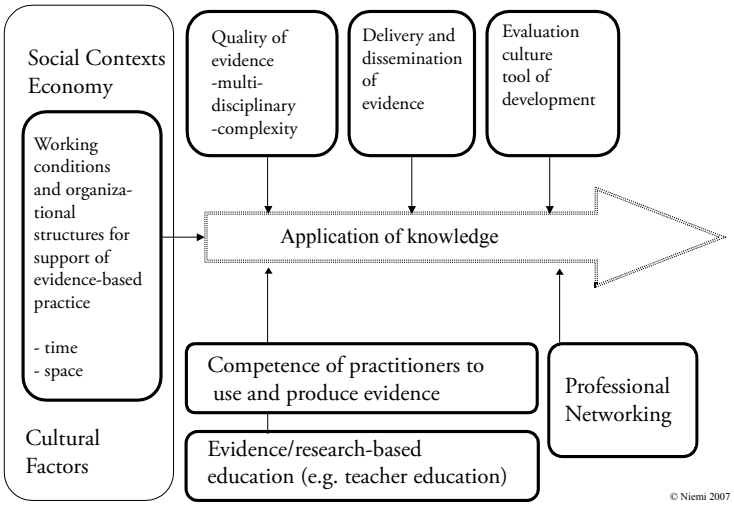

Figure 1. Conditions of the evidence-based orientation in practitioners' work

When promoting evidence-based practice, it is not enough that teachers are provided with information about research, offering it as a top-down process. They need the competence to acquire different kinds of evidence which informs their practice and decisions. It seems that without research, methodological studies and experiences of research processes, it is very difficult to internalise an evidence-based orientation.

It is not easy to form a common picture of how teacher education programs coach prospective teachers to use research and evidence-based approaches in their practice. Eurydice gives information. Eurydice has recently done a survey (2007) which gave more information about 20 national units. In several countries, the research component is established centrally as a part of the initial teacher education.

If the teaching profession aims to have a high professional status, teacher education must prepare teachers to work using an evidence-based approach in their work. This is possible only if they have the competence to use different kinds of evidence, including the evidence that research provides. They must have also the capacity to carry out action research in their classrooms and schools. The pre-service teacher education curriculum provides a foundation, but without research-oriented in-service training, teachers' potentiality to renew and develop their own profession will stagnate. There are good examples of how in-service training has supported teachers' work in local schools, and these activities are tightly connected with research projects (Bokro 2004; Husso & Korpinen & Asunta 2006).

6. Research-based teacher education – the case of Finnish teacher education

The Bologna process in Finland

Finland has reformed the degree structure according to the Bologna process. The two-cycle degree (3 + 2) system was adopted by Finnish universities in August 2005. The doctoral degrees are four years as full-time studies and in educational sciences consist of 60-80 ECTS as course work supporting and very often closely integrated with the doctoral thesis. The Bologna process has also been implemented in the field of educational sciences and teacher education (Jakku-Sihvonen & Niemi, 2006). The process was seen more as a phase of a joint national analysis and quality process of the teacher education curriculum than as a fundamental structural change. The implementation was very interactive and was a joint process with autonomous universities and the Ministry of Education. Many national networks and projects worked together since 2003 to develop and implement the new degree programmes in Finland. All teacher education curricula were analysed using academic curriculum core analysis methods. A rather good consensus has also been reached concerning the core contents of the curriculum, although each university has the autonomy to develop its own curriculum based on its current research profile. The project has its own websites at http://www.helsinki.fi/vokke/english.htm (in English).

Research-based teacher education

Finland is an example of research-based teacher education. The responsibility for providing education for prospective teachers at primary and secondary schools rests on the universities. In 1979, the basic qualification for secondary and elementary school teachers was defined as a Master's degree in the form of programmes requiring four to five years to complete. The purpose of this modification was to unify the core aspects of elementary and secondary school education, and to develop an academically high standard of education for prospective teachers. Teacher

education for the secondary school level was also reformed by expanding the scope of pedagogical studies. (Niemi & Jakku-Sihvonen, 2006.)

The Finnish education system (see Appendix 1) has received attention from all over the world because it came out on top in the first two PISA surveys. Finnish 15-year-olds have been number one in terms of skills in mathematics, scientific knowledge, the reading of literature and problem solving, and only a very few students fall within the lowest PISA categories. Likewise, differences between schools are small. A major reason for high learning outcomes can be seen as a result of a purposeful educational policy and a high standard of teachers. According to researchers (Välijärvi, 2004; Simola, 2005; Laukkanen 2006; Niemi & Jakku-Sihvonen, 2006), the educational policy has purposefully aimed at equity in education and has promoted the common comprehensive school model. In the process, many important decisions have been made. One of those has been the decision that primary school teacher education was also raised to the MA level.

Teacher education has proven to be a very attractive option for talented students. Competition for teacher education is stiff because only around 15% of applicants are accepted (Kansanen 2003, 86 – 87). Thus, it is fair to say that teaching work is popular. Lately, we have seen that a career as a teacher in Finland is the most popular choice amongst those leaving upper secondary education.

Professors and supervisors of Finnish teacher education have the responsibility to guide students in the research-oriented aspects of their education. The main object of this guidance is not the completion of the Master's thesis itself, but actually to further the process by which students come to see themselves as actively studying and working subjects. In this aspect of the degree programme, the processes of active working and thinking are integrated in various complex and sometimes unexpected ways. The aim of the guiding process is to help students discover and tap their own intellectual resources and to make them better able to utilise the resources of the study group with which the student works (Niemi and Jakku-Sihvonen 2006, p. 37).

The main elements of teacher education curriculum consist of studies in

- Academic disciplines. These can be whatever disciplines are taught in schools or educational institutions or in science of education. Academic studies can be a major or minors depending on the qualification being sought.
- Research studies consist of methodological studies, a BA thesis and a MA thesis.
- Pedagogical studies (min. 60 ECTS) are obligatory for all teachers. They also include teaching practice.
- Communication, language and ICT studies are also obligatory.
- The preparation of a personal study plan is a new element in university studies in Finland. Its main function is to guide students to develop their own effective programmes and career plans, and to tutor them in achieving their goals.
- Optional studies may cover a variety of different courses through which students seek to profile their studies and qualifications.

Pedagogical studies

The traditional distinction between class teachers and subject teachers will be retained, but the structures of the respective degree programmes will allow them to take very flexible routes to include both in the same programme or to permit a later qualification in either direction. The pedagogical studies (60 ECTS) are obligatory for qualification as a teacher and are approximately the same for both primary and secondary teachers. According to legislation, pedagogical studies must be studies in the science of education with an emphasis on didactics. Pedagogical studies

can be part of the degree studies, or they can be taken separately after completion of the Master's degree. These studies will also include courses in the psychology and sociology of education. Some modules in the history of education and philosophy of education will also be included. The goal of pedagogical studies is to create opportunities to learn pedagogical interaction, how to develop one's own teaching skills and how to learn to plan, teach and evaluate teaching in terms of the curriculum, the school community and the age and learning capacity of the pupils. Students should also learn how to cooperate with other teachers, parents and other stakeholders and representatives of the welfare society (www.helsinki.fi/vokke).

An important aim of pedagogically oriented studies is also to educate teachers who are able to study and develop their own research-based practices. For this reason, the modules on behavioural research methods are also obligatory for subject teachers. The structures of primary and secondary school teachers' education are described in Appendices 2 and 3.

The critical scientific literacy of teachers and their ability to use research methods are considered to be crucial. Accordingly, Finland's teacher education programmes require studies of both qualitative and quantitative research traditions. The aim of these studies is to train students to find and analyse problems they may expect to face in their future work. Research studies provide students with an opportunity to complete an authentic project in which students must formulate a problem in an educational field, be able to search independently for information and data related to the problem, elaborate on them in the context of recent research in the area and synthesise the results in the form of a written thesis. They learn to study actively and to internalise the attitude of researchers as they do their work.

Teaching practice

Teachers' pedagogical studies also include guided teaching practice (approx. 20 ECTS). The aim of guided practical studies is to support students in their efforts to acquire professional skills in researching, developing and evaluating teaching and learning processes. In addition, students should be able to reflect critically on their own practices and social skills in teaching and learning situations. During guided practical studies, students should meet pupils and students from various social backgrounds and psychological orientations and have opportunities to teach them according to the curriculum.

Teaching practice is integrated with all levels of teacher education time. It is supervised by university teachers, university training school teachers or local school teachers depending on the phase of practice (Jyrhämä 2006) (Figure 2).

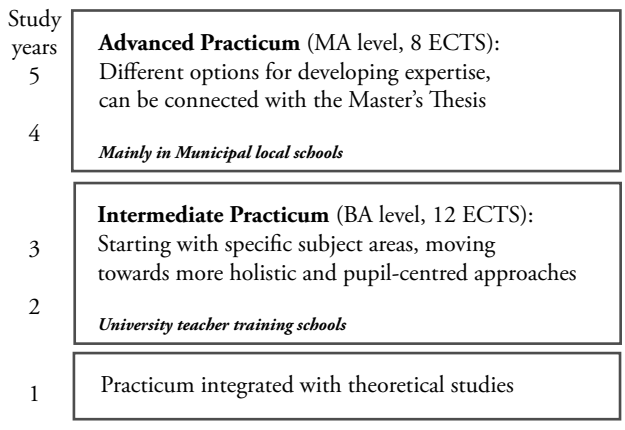

Figure 2. Teaching practice in Finnish teacher education curricula.

The main principle is that practice should start as early as possible and support student teachers' growth towards expertise. In the beginning it guides student teachers to observe school life and the pupils from an educational perspective, then it focuses on specific subject areas and pupils' learning processes. Finally it supports student teachers as they take holistic responsibility in their teaching and schools. This period can be tightly connected with their research studies and Master's thesis.

Class teacher education **(Appendix 2)**

Class teachers' educational studies include pedagogical studies (60 ECTS), plus a minimum of 60 ECTS of other studies in the science of education. An essential part of these studies is the Master's thesis (20-40 ECTS including seminars and individual guidance, in most universities 40 ECTS). Various research methodologies are studied in seminars. Thematically, the Master's thesis deals with problems linked to general didactics, psychology of education, sociology of education or subject-matter didactics. Theoretical studies consist of obligatory and optional modules. The curricula for class teachers leads to a Master's degree in the science of education and will open opportunities for doctoral studies in this field. The curriculum requires class teachers to complete a major in the science of education. Class teachers will complete obligatory general studies in subjects taught in Finnish comprehensive schools (60 ECTS).

Secondary school teacher education **(Appendix 3)**

The Master's degree programme of subject teachers includes one major subject (at least 120 ECTS) plus a Master's thesis in their own academic discipline. In addition, they must complete one or two minor subjects comprising at least 25 - 60 ECTS each depending on the school level at which they want to teach.. Subject teachers receive instruction in methodology and research in their subjects as a part of subject studies.

Finland has invested in pre-service teacher education. The Ministry of Education has launched several national and international evaluations for the continuous improvement of teacher education. Evaluations have revealed weaknesses, and these have been taken into consideration in the developmental process. One of those critical points has been in-service and induction training (Jokinen & Välijärvi 2006). Induction is practically lacking, and in-service training should be more systematic, continuous and research oriented. These are now under strategic plan and hopefully in better condition in coming years.

7. Conclusion - Teachers as representatives of a high-level profession

Teachers must be seen as representatives of a high-level profession if society wants them to be powerful actors who are able to advance important goals in Europe. These goals must be larger than only economic. They must be also cultural, social and moral. The urgent and important task of societies in Europe is to bring teacher education to such a high standard that it really can compete for highly talented young candidates, including those who want to become teachers later in life. However, the teacher education curriculum cannot be too tightly connected with national, political and economic aims. Teachers should internalise the moral nature of their profession.

The teacher education curriculum should comprise the following components: (1) the latest scientific knowledge of subject matters and studies how to transfer this knowledge into pedagogical content knowledge; (2) a research-based knowledge of pedagogy; (3) research-informed professional skills and the competences required to guide and support different learners; (4) an understanding of the social and cultural dimension of education, which allows teachers to respond to the needs of individual learners in an inclusive way; and (5) studies which open student teachers' awareness of the teachers' role as representatives of a moral profession and as public intellectuals in educational issues. Teacher education must provide teachers with solid scientifically based knowledge and help teachers to achieve the capacity to expand and deepen their professional wisdom through their own inquiring in professional practice and through critical reflection. The integration of scientific knowledge and professional practice is necessary for teachers' capacity to act and achieve confidence in their profession.

Teacher education must support teachers' career-long professional growth, and there should be a continuum of pre-, induction and in-service education. However, we must see that teacher education alone cannot solve all of the educational challenges in society. The organizational and administrative structures of schools and teachers' working conditions and salary policies play a remarkable role in advancing or preventing evidence-based practice. The challenge for Europe is how to get different educational actors and organizations, including teacher education institutions with their curricula, to cooperate in a more effective way.

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http://www.oph.fi. (National Board of Education in Finland)

APPENDIX 1. The Finnish educational system in a nutshell
Educational System Chart

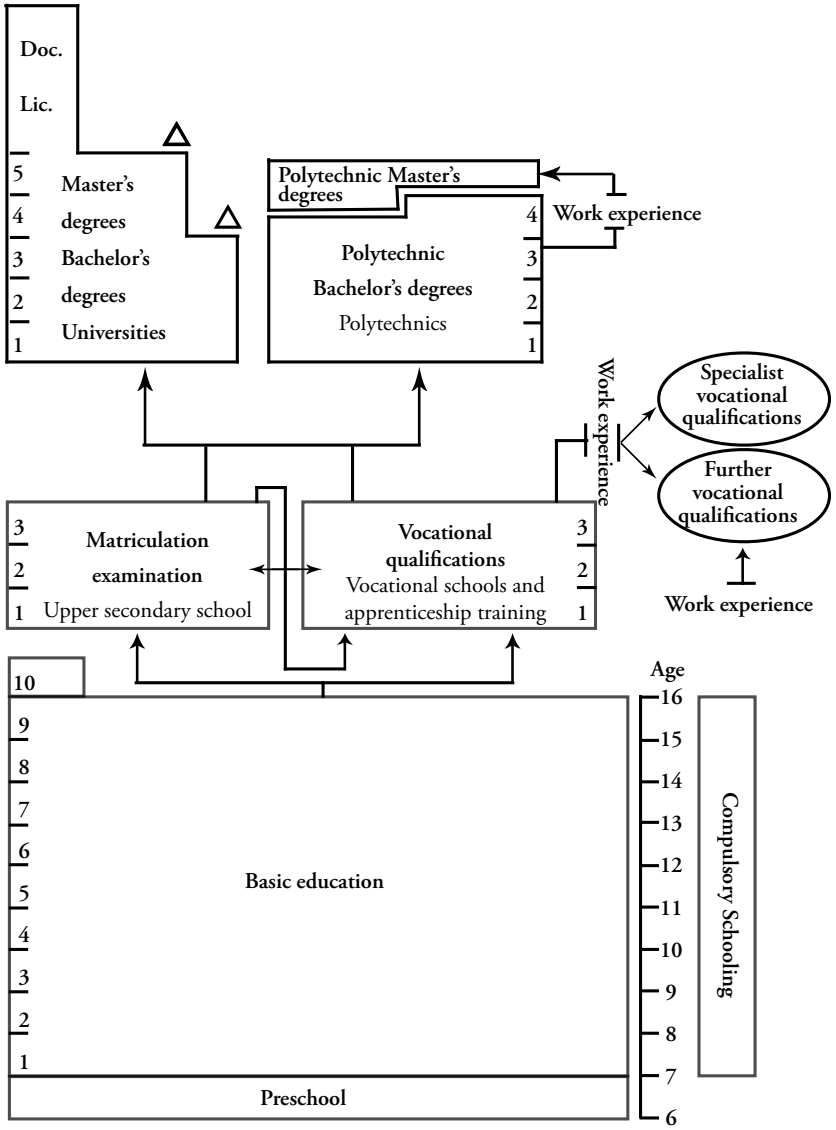

Figure 1. The Finnish Educational System (National Board of Education, 2007, www.oph.fi)

Education is a public service. General education, vocational education and higher education are free of charge. Basic education, upper secondary education and vocational education are financed by the state and local authorities. General education and vocational education are provided by local authorities. Universities are autonomous and financed by the government.

Providers of education and schools set up their own curricula on the basis of the national core curriculum. In basic education, students also receive all study material and one meal from the school. Transportation is arranged by the education provider for distances of 5 km and over. At vocational and upper secondary schools, the student has to pay for the material and school meals. For the Swedish speaking population (about 6%), there are separate schools as well as administrative services.

Appendix 2
Table 1. Main components of the teacher education programs for primary school teachers

Primary school teacher education program	Bachelor's Degree 180 ETCS	Master's Degree 120 ETCS	TOTAL 300 ETCS
Class teachers' pedagogical studies (as a part of a major in education) - basics of teaching methods and evaluation - support of different kinds of learners - latest research results and research methods of teaching and learning - cooperation with different partners and stakeholders	25 (Including supervised teaching practice)	35 (Including a minimum of 15 ETCS supervised teaching practice)	60
Other studies in a major in education - research methods - scientific writing - optional studies	35 (including BA thesis, 6-10)	45 (including MA thesis, 20-40)	80
Subject matter studies for comprehensive school teachers	60		60
Academic studies in a different discipline - a minor	25	0-35	25-60
Language and communication studies, including ICT Practice in working life Preparation and updating a personal study plan Optional studies	35	5-40	40-75

Appendix 3
Table 2. Main components of the teacher education programs for secondary school teachers

Secondary school teacher education programme	Bachelor's Degree 180 ETCS	Master's Degree 120 ETCS	TOTAL 300 ETCS
Subject teachers' pedagogical studies (minor) - basics of teaching methods and evaluation - support of different kind of learners - latest research results and research methods of teaching and learning - cooperation with different partners and stakeholders	25-30 (Including supervised teaching practice)	30-35 (Including a minimum of 15 ETCS supervised teaching practice)	60
Academic studies in different disciplines - a major	60 (including BA thesis, 6-10)	60-90 (including MA thesis, 20-40)	120-150
Academic studies in different disciplines - 1-2 minors	25-60	0-30	25-90
Language and communication studies, including ICT Practice in working life Preparation and updating a personal study plan Optional studies	35-40	0-30	35-70

Schools' and Teachers' Involvement in Teacher Learning: Towards partnerships and learning communities

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Introduction

Four stakeholders are involved in the education and professional development of teachers: the government, the school and its school leader, the teacher education institute (TEI) and the teacher him- or herself. In many European countries, the balance and relation between these four stakeholders is changing. The focus of this paper is on two elements of these changing relations, namely the changing institutional relations between schools and TEIs, which are leading to closer partnerships, and the changing relations between school leaders, TEIs and teachers in the field of in-service learning.

In the first part of this paper, I reflect on the role of institutional partnerships between schools and TEIs, conditions for effective partnerships, and the impact of such partnerships on curriculum innovation and school development. In doing so, I draw from experiences with partnerships that have developed in the Netherlands in the last seven years. The new opportunities that partnerships between schools and TEIs offer require the latter to take a proactive role and to be willing to redefine traditional boundaries, roles and responsibilities.

The focus of the second part of this paper is on the in-service professional development of teachers in schools and the role in this of professional learning communities. Again, I identify conditions for effective learning communities of teachers. Both in institutional partnerships between schools and TEIs and in professional learning communities within schools, the involvement of schools and school leaders in teacher learning is increasing.

In the third part, I reflect on the involvement of teachers themselves in teacher learning. Europe needs teachers who have a professional commitment to the learning of their pupils, and who feel responsible for the quality of their teaching and the innovation of curricula in schools. It is therefore necessary to distribute leadership to teachers and to involve them in the design of their learning and in the development and management of learning communities. This can help to increase the ownership of teachers in processes of quality control and accountability, curriculum innovation and the development of practical knowledge of teaching and learning.

To stimulate the professional commitment of teachers, school leaders and governments must be willing to increase the autonomy of teams of teachers, while teacher education curricula should stimulate the professional self-awareness of student teachers and prepare them to assume increased responsibility with respect to quality control and accountability, curriculum innovation and the development of practical knowledge of teaching and learning.

Schools' involvement in teacher learning

Over the last decade, schools have become more and more involved in teacher learning. This involvement has been stimulated by two developments. The first is the increase in the autonomy of schools. There is awareness in many European countries that schools must give a

professional response to the needs of pupils and take into account the needs of the local society. As a consequence, a one-size-fits-all approach can no longer be used: to be more responsive to the community, it is necessary to have a certain level of freedom to define a school's policy given the specific local context. This level of freedom varies between countries in Europe. Despite these variations, in all countries school leaders are confronted with the challenge of meeting increased expectations (see the EC's consultation on schools for the 21st century; EC, 2007a), developing a clear vision and of transforming that vision into a strategy that includes the development of curricula, the use of adequate resources, the professional quality of their teaching staff, etc. (see e.g. the mission statement of the European School Heads Association). As schools are complex organizations, all these elements (curricula, resources, teaching staff, etc.) are interconnected. Research shows that teacher quality is significantly and positively correlated with pupil attainment and that it is the most important within-school aspect explaining student performance (EC, 2007b; Hattie, 2007). As a result, schools must develop an active involvement in the professional development of their staff.

The second development is the shortage of teachers. A number of European countries face a severe shortage of teachers, or will soon do as a result of the retirement of a large group of 50+ teachers (EC, 2007b). To cope with this expected shortage of teachers, schools have become increasingly aware of their qualitative and quantitative needs with respect to school staff. In many schools, the awareness of these needs has led to active policies for recruiting, developing and retaining teachers. As a former Dutch minister stated: teacher education policy must be a part of a school's human resource policy (Dutch Ministry of Education, Culture and Science, 2000).

Partnerships between schools and TEIs

In many countries, the involvement of schools in teacher learning has led to the development of closer partnerships between schools and teacher education. Such partnerships can be defined as: 'working together towards shared goals with clearly defined duties and responsibilities of all partners.' Partnership cooperation involves 'shared perspective and shared commitment' (McCall, 2006).

The motivation for such partnerships comes not only from the schools, but also from the TEIs. The need to bridge the gap between theory and practice is an important motivation for TEIs to seek close cooperation with schools. This cooperation has been stimulated by views on teacher learning that emphasize the importance of the involvement of student teachers in an authentic and realistic learning environment (Korthagen, 2001). As a result, the emphasis is on teaching practice in schools, on competence-based teacher education and even on school-based teacher education in which the largest part of the curriculum takes place in the school.

In these partnerships, new roles and responsibilities are developed. The balance in roles and responsibilities depends strongly on the choices that are made in the partnership. There are many types of partnerships, ranging from TEIs being fully responsible for the education of new teachers, to schools being fully responsible for school-based teacher education (like some of the initiatives in the UK some years ago, in which no higher education institutes were involved).

Partnerships also differ in the focus of the partnerships. In many publications on partnerships between schools and TEI, the emphasis is on benefits, roles and responsibilities with respect to the initial training of student teachers. However, partnerships have a much wider potential. Collaboration between schools and TEI can also focus on processes of school development, curriculum innovation, professional development of teachers within the school and the

development of knowledge on teaching and learning. Teacher educators can use their expertise to contribute to curriculum innovation and student teachers can be seen as additional capacity for school improvement and research activities. Especially in situations where students spend a considerable amount of time in the school, their contribution can be worthwhile.

For many schools and TEIs, the concept of the professional development school (PDS) is a challenging perspective (Teitel, 2004): networks between schools and TEIs whereby innovation of the curriculum, school improvement, the professional development of both pre- and in-service teachers, and the creation of knowledge through practice-based research and action research in school are interconnected and create synergy.

Dutch partnership models

In the Netherlands, experiments are running with primary and secondary schools that are trying to make classroom and school-based action research part of their daily routine, thus bridging professional development, innovation and research.

Experiences with partnerships between schools and TEIs in the Netherlands have shown that stronger, structural partnerships covering the pre-service education of new teachers, the in-service education of school staff, innovation of the curriculum and research vitalize both schools and TEIs (van der Sanden et al., 2005). For schools, the benefits lie in the new ideas and energy that student teachers bring with them. This promotes the professional development of the teachers who are already at the school, introduces new challenges for senior teachers (e.g. in mentoring student teachers and beginning teachers) and increases the capacity for innovation and research.

TEIs are increasing their sensitivity and responsiveness to the needs of schools, leading to innovation of the teacher education curriculum (Korthagen et al., 2002). Mutual understanding and trust have increased tremendously, resulting in a stronger acknowledgement of each other's expertise.

Conditions and lessons learned

Certain conditions must be met in order to create effective partnerships that can lead to such synergy. Kirk (1996) and McCall (2006) both identify a number of conditions for effective partnerships: there need to be shared goals and clearly defined duties and responsibilities of all partners. The partnership should be based on parity, mutual understanding and a long-term commitment, whereby all partners have a clear understanding of what their benefits are. Moreover, it requires entrepreneurship from both schools and TEIs.

The conditions refer not only to systemic conditions, but also to the teachers and teacher educators involved in these partnerships. As the involvement of schools in the education of teachers increases, mentors in schools need more knowledge in the area of teacher learning. Many schools develop courses for their mentors. In the Netherlands, mentors in schools who support student teachers are considered to be 'teacher educators'. Mentors in schools can even apply for listing in the professional register of teacher educators of the Dutch Association for Teacher Educators (Snoek & van der Sanden, 2005).

Additional conditions that became clear in the Dutch partnership examples show how important it is that:

- Teacher education in schools be grounded in the whole of the human resource and professional development policies of the school.

- The partnership also focuses on quality. Quality assurance is an important issue for both schools and TEIs. Schools are keen on attracting new teachers who fit their needs. TEIs are greatly concerned about quality control for accreditation purposes: if parts of the curriculum take place outside the direct influence of a TEI, it might encounter problems with accreditation processes. Therefore, in partnerships, it is essential to have a shared understanding of and to agree on quality aspects and the minimum level of quality that needs to be maintained (Kallenberg & Rokebrand, 2006).
- The design of the partnership takes into account the needs of student teachers: student teachers must be facilitated to work in a variety of situations and contexts, and the assessment of student teachers needs to be transparent and independent.

Finally, during a meeting of representatives from representatives from 10 EU members on relationships between teacher education institutions and schools, two additional conditions were identified (PLC Teachers & Trainers, 2007):

- The partnership model and the roles and responsibilities should fit the local context of the partnership. Therefore, the concrete structure of the partnership may vary. This has its consequences for national policies supporting partnerships, as they need to allow for some degree of autonomy so that partnership models can be designed according to local conditions and needs and give room for participants to own the design of the partnership
- The partnership should be based on mutual trust. This has consequences on different levels: trust between partners within a partnership and trust between stakeholders inside and outside the partnership.

  Trust can have different manifestations and should not only be based on formal contracts, but also on the relation and intentions of the partners (Byrk & Schneider, 2002).

The Dutch experiences also reveal several pitfalls (Dietze & Snoek, 2005):

- Short-term pragmatism might prevail over long-term vision and investments. If partnerships are based only on the need to alleviate the shortage of teachers, the partnerships will be threatened after the shortage has been solved.
- If a partnership between a school and a TEI leads to teacher education curricula that focus too much on the specific needs of that school, teacher mobility might be threatened. There must be a balance between national standards that ensure the mobility and employability of new teachers, and standards that leave room for schools to be autonomous in educational and organizational policies.
- Competition for expertise and financial budgets (e.g. between schools and TEIs) might threaten the feeling of shared responsibility and the effective use of all expertise and capacity available. Schools and TEIs must find a balance between a relationship based on shared responsibility and a commercial relationship in which both schools and TEIs want to be paid for the additional activities they undertake.

Consequences for schools and teacher education

Shared awareness can develop only if the participants share the same feeling of responsibility and are willing to act according to this responsibility. This demands willingness to take new positions and to question traditions and routines.

In this process, traditional boundaries are challenged: when partnerships are strengthened and the education of student teachers is integrated in the human resource policies of a school, the strict distinction between pre- and in-service teacher education disappears. The involvement

of schools in the curricula of teacher education also challenges the boundaries between public education and in-company training.

Schools must be willing to use the partnerships to their full potential, not only focussing on the initial education of student teachers, but also on the contribution that these partnerships can give to school improvement, curriculum innovation and the development of new practical knowledge.

TEIs must respond to the challenge to traditional roles. However, different types of responses are possible (Dietze & Snoek, 2005):

- Passive: TEIs can keep a distance from the problems in the educational labour market, focusing on their responsibility to 'defend quality' and on their monopoly on the education of teachers. However, this response might lead to a situation in which teacher education is in an ivory tower, and schools and governments will look for other solutions, ignoring TEIs.
- Laissez faire: in this response, TEIs are responsive but do not take the lead. They respond in an opportunistic way to the demands of schools. This might be a commercial response: satisfying every need as long as schools are willing to pay for their services.
- Proactive: in this response, TEIs are actively involved in solving problems in education. TEIs are partners in the debate, contributing from their own field of expertise: quality of teachers and teacher learning. TEIs can also try to lead the debate by creating bridges between the various partners and by investing capacity and expertise in the network.

In the first response, TEIs run the risk of disqualifying themselves and being pushed aside. In the second response, TEIs simply drift along, without any clear perspective or aim to be reached. The third response is the one chosen by most of the TEIs in the Netherlands. This has led to exciting partnerships with schools, to new roles and responsibilities, to fascinating experiments with new models for teacher education, and to a renewed trust of schools in the contribution and quality of TEIs.

Learning communities within schools

The involvement of schools in teacher learning is not restricted to the recruitment and education of new teachers; it also affects the way in which schools are involved in the in-service education of their staff. For a long time, continuous professional development has been the responsibility of individual teachers, supported by in-service programmes provided by the government or TEIs. Attempts are now being made to better align the professional development of teachers with school development. Educational leadership models emphasize the importance of developing a professional development programme that is linked to the school's vision and development.

Making the professional development of teachers a shared responsibility within the school has led to a strong emphasis on the collaborative learning of teachers and the creation of a culture of inquiry within schools (see Senge, 2000; Hord, 1997). Hord defines a professional learning community (or a community for continuous inquiry and improvement) as a school in which the administrators and teachers continuously seek and share learning in order to increase their effectiveness for students, and act on what they learn. The concept of the learning community is attractive, but it is difficult to create effective learning communities within the complex reality of schools. Susan Moore Johnson (2004) reports a study on problems that new teachers face when starting out on their career. She identifies three types of school culture:

1. The veteran culture, in which experienced veteran teachers have the monopoly on their expertise, which is implicit and not available to novice teachers;
2. The novice culture, in which novices are actively involved in innovations and new approaches, but where veterans feel excluded.
   In both cultures, the beginners do not learn from the experienced veterans, and vice versa. Both cultures lack a shared and explicit knowledge base of practical theories that guide the teaching within a school. This limits the way in which collaborative learning can take place within the school. Therefore, Moore Johnson advocates a third culture:
3. The integrated culture, in which the beginners and veterans are engaged in mixed groups, using and sharing each other's knowledge and inspiration.

Conditions for learning communities

Moore Johnson's study show that learning communities are not easy to create. Hord (1997, p. 24) identifies a number of conditions:

- The collegial and facilitative participation of the principal who shares leadership – and thus, power and authority – by inviting staff input in decision-making.
- A shared vision that is developed from the staff's unswerving commitment to students' learning and that is consistently articulated and referenced for the staff's work.
- Collective learning among staff and application of this learning to create solutions that address students' needs.
- The visitation and review of each teacher's classroom behaviour by peers as a feedback and assistance activity to support both individual and community improvement.
- Physical conditions and human capacities that support such an operation.

Verbiest and Vandenberghe (2002) add a further condition, as they warn that strong learning communities are not necessarily innovative, as a closed group of teachers can easily strengthen each other's opinions and hinder the use of new approaches. Therefore, external input in learning communities – for example through research literature, invited speakers, external coaches, internal diversity or brainstorming with people from outside the learning community – is an important condition for creativity and innovation within such communities.

Learning communities create an interesting context for connecting the pre-service education of teachers, curriculum innovation, the in-service professional development of teachers and action-oriented research in schools. Such communities can comprise teachers, student teachers, teacher educators, educational researchers, etc. Especially the element of action-oriented research and the sharing of the outcomes of this research can help to create a shared and explicit knowledge base of practical theories that are used within the school. Making explicit the shared knowledge base (and the contribution that each teacher has made to it) can stimulate the awareness that each teacher can make a unique contribution to the shared expertise and skills within the school. This can help to acknowledge, accept and value differences between teacher profiles.

Teachers' involvement in teacher learning

In many countries, partnerships between schools and TEIs and the creation of learning communities within schools are high on the agenda of policy makers and school leaders. In leadership programmes, school leaders are made aware of the importance of their involvement in the learning and professional development of the teachers and future teachers within their

schools and the competences that they need in order to manage and stimulate partnerships and learning communities. However, less attention is paid to the qualities that teachers need in order to participate in partnerships and learning communities.

Teacher quality

Teacher quality is an ambiguous concept. It has a wide range of definitions, each of which derives from the perspectives and goals of those who established the definition. For example, in the Common European Principles drawn up by an EC expert group, teacher qualities are grouped into three main areas (EC, 2005):

1. Work with others. Teachers should nurture the potential of every learner and be able to work with learners as individuals and help them to develop into fully participating and active members of society. Teachers should cooperate and collaborate with their colleagues on order to enhance their own learning and teaching.
2. Work with knowledge, technology and information. Teachers should be able to access, analyse, validate, reflect on and transmit knowledge, making effective use of technology, in order to build and manage learning environments. They should have a good understanding of subject knowledge and view learning as a lifelong journey.
3. Work with and in society. Teachers should promote mobility and cooperation in Europe. To encourage inter-cultural respect and understanding, they should stimulate social cohesion and be able to work effectively with the local community and to contribute to systems of quality assurance.

These competences reflect the way in which the teaching profession is seen in many countries, namely as a profession that focuses on the primary process: the interaction between teacher and pupil.

Teachers as change agents

In 2001, the OECD published six scenarios for the future of schooling. The first describes a future that is not much different from today. In this scenario, education is dominated by bureaucratic, institutionalized systems that resist radical change. The sixth is a doom scenario that can be seen as a result of the first scenario: a meltdown of school systems as a result of society's lack of willingness to invest in schools that were unresponsive to changes in society, leading to a decrease in the status of the teaching profession, which resulted in an exodus of teachers.

These two scenarios are pessimistic not with respect to the teaching quality of teachers as defined in the Common European Principles, but with respect to the responsiveness of teachers to changes in society. To obviate these pessimistic scenarios and a meltdown of schools, teachers need more and other competences than those described in the Common European Principles.

Many formal descriptions of teacher standards pay no or only limited attention to the ability to adapt to changing circumstances, to be a change agent within schools, to be part of a professional learning community. While entrepreneurship is one of the eight key competences in a recommendation of the European Commission and of the European Council on key competences for lifelong learning (European Council, 2006), this competence is absent from the teacher competences as listed in the Common European Principles. Nevertheless, the definition of entrepreneurship – namely an individual's ability to turn ideas into action, including creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives and to seize opportunities – seems quite relevant to teachers.

The Common European Principles communicate a rather limited interpretation of the teaching profession, namely that it is a profession dominated by the implementation of proven teaching strategies. While the teaching profession is indicated as a profession in which cooperation, collaboration and professional development are important, this collaboration is not defined in terms of collaborative learning communities, that is, communities in which new knowledge is developed.

In general, the focus of teacher education curricula (and of the student teachers themselves) is on skills at the classroom level. Little attention is paid to the contribution of a teacher to the collective development of the school or to quality issues that transcend the level of the classroom. However, system thinking must be a part of a teacher's toolbox if he or she is to contribute to innovation processes within the school

In many educational debates, the complaint is that teachers are reluctant to change. In today's rapidly changing society, schools need to adapt themselves to changing circumstances and we need teachers that can be change agents within their schools. These change agents must be entrepreneurs, must be focused on the collaborative development of shared knowledge in learning communities, and must master system thinking in order to transform new knowledge into effective teaching strategies and to implement them in the school curriculum.

Both the need for leadership competences and competences with respect to classroom-based research and the development of knowledge are emphasized in the recent communication from the European Commission (EC, 2007b).

Distributed leadership in schools

The qualities and roles of teachers in partnerships and learning communities are not self-evident. In the Netherlands, the autonomy of schools has increased considerably in the last eight years. However, this has not led to an increase in the autonomy of teachers. As a result of the emphasis on school leadership, many teachers in the Netherlands feel that their autonomy and professional freedom has been reduced as innovation processes are often initiated by school leaders (Verbrugge, 2006). This reduction of professional freedom is partly caused by the call for strong educational leadership in schools. By regarding him- or herself as responsible for the change process in school, the school leader might hinder and frustrate the teachers and their involvement in the innovation process. This can be illustrated by comparing the relation between teacher and school leader with that between pupil and teacher.

Teachers often face the problem of how to motivate their pupils. In their experience, pupils are not always motivated, so teachers have to introduce measures that stimulate them, for example through the control of homework, tests, etc. This, however, reduces the ownership and involvement of pupils: they learn not because they are intrinsically interested or motivated, but because their teacher forces them to do so. As a consequence, their initiative is reduced, the teacher feels forced to introduce more external stimuli and control measures, and the pupils become even less motivated.

This vicious circle can also be observed in the relation between teachers and school leaders. When school leaders experience a lack of ownership of teachers in innovation processes, they tend to increase their steering measures in the change process. As a result, the ownership and involvement of teachers is further reduced, and the school leaders increase their steering activities even more.

This vicious circle is based on the assumption that the school leader is responsible for steering

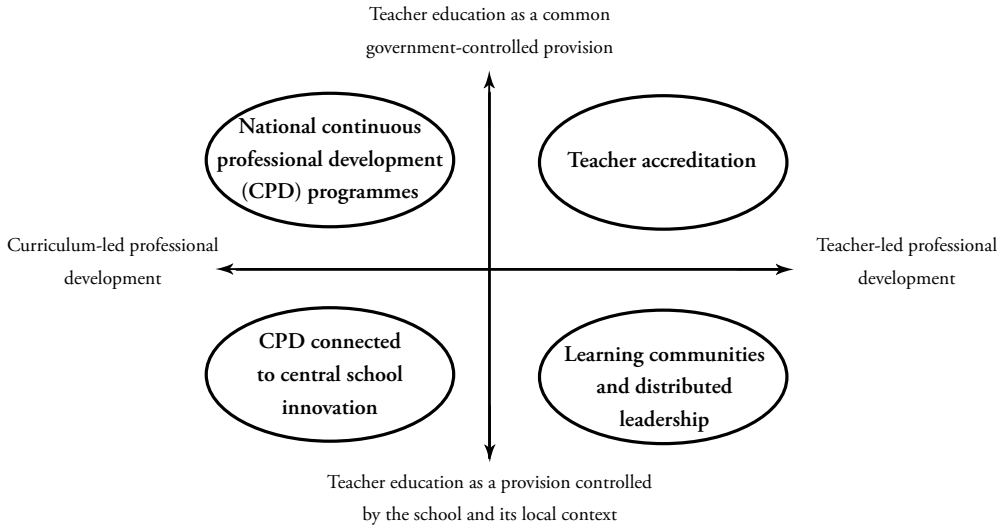
change processes within his or her school. This assumption is based on mental models regarding the role of the teacher and that of the school leader and regarding change processes (Biersteker et al., 2006) and is reflected in the limited professionalism of the teacher as presented in the Common European Principles. However, when the teaching profession is seen as a profession with an extended professionalism (Stenhouse, 1975), a different approach can be applied, namely one that uses the concept of distributed leadership (Ogawa & Boosert, 1995; Hargreaves & Fink, 2005). In this concept, the competences of teachers include those related to leadership and change. Leadership and change capacity are not restricted to the school leader. Each teacher must demonstrate leadership and capacity for change.

A change of leadership also has its consequences for teachers themselves. They need to take (collective) responsibility for their professional quality. In two recent reports to the Dutch Minister of Education (Temporary Advisory Commission Teaching Profession, 2007; Education Council, 2007), a plea was made for creating a strong professional body owned by teachers themselves, responsible for the definition of professional standards, the validation of professional development courses, a professional register for teachers and the development of a professional knowledge base. The importance of such a knowledge based defined and owned by teachers is emphasized by Korver (2007): When the knowledge base is organized outside the members of the profession themselves, it will not only have a negative influence on the quality of education. It will also be the end of pretending that the teaching profession is a real profession.

Conclusions and consequences

In this paper, we have looked at institutional partnerships between schools and TEIs, and at professional learning communities that can support innovation of the curriculum, school improvement, the pre- and the in-service professional development of teachers, and the creation of knowledge through practice-based research and action research in school. In both areas, changing positions will have consequences for each of the stakeholders. Partnerships between schools and TEIs can be developed only when both are given more autonomy to adapt their activities to the local context and needs of a school; and effective professional learning communities of teachers within schools can develop only when teachers are given more autonomy to define their collective learning needs and to arrange their learning activities accordingly.

Schools, governments, TEIs and teachers face the challenge of defining their stance with respect to their roles and positions on these issues. This stance could be identified on two axes: one identifying the freedom and autonomy of schools with respect to adaptation to local contexts and needs, the other identifying the freedom and autonomy of teachers with respect to their collective learning.



In this way, four scenarios can be identified, in which schools, governments, TEIs and teachers have to define their position. The first scenario is characterized by teacher education as a government controlled general provision whereby the in-service professional development of teachers is dominated by carefully designed curricula. In this scenario, continuous professional development (CPD) is organized through national CPD programmes, initiated by the government and delivered by TEIs.

In the second scenario, in which teacher education is a government controlled general provision but the in-service professional development of teachers is initiated by teachers or teams of teachers, the CPD model could be based on an accreditation system: teachers would be free to decide what CPD activity they want to undertake, but would have to perform a minimum amount of CPD activities in order to retain their teaching licenses.

In the third scenario, teacher education is integrated in the school policy, fitting with the school's view on teaching and learning and the local context and needs of the school, and where the in-service professional development of teachers is dominated by carefully designed curricula. In this scenario, CPD programmes are defined by the school leader in such a way that they contribute to the school development programme.

In the fourth scenario, teacher education is integrated in the school policy, fitting with the school's view on teaching and learning and the local context and needs of the school, and where the in-service professional development of teachers is initiated by teachers or teams of teachers. The CPD model is characterized by professional learning communities, in which teams of teachers share and investigate their practices, contribute to the shared knowledge base of the community, and apply this knowledge base in order to improve teaching and learning within the school.

In this paper, I have argued that both intensive partnerships between schools and TEIs and professional learning communities within schools (scenario 4) can make an important contribution to the professional development of teachers, school improvement, curriculum innovation, and the development of new knowledge on teaching and learning. However, the ambition to develop the fourth scenario has consequences for all stakeholders.

Consequences for schools

- Schools must develop their entrepreneurship, thus fostering creativity and innovation.
- School should use partnerships with teacher education institutions to their full potential, contributing not only to the initial education of student teachers but also to staff development, school improvement, curriculum innovation and knowledge development.
- Within innovation processes, schools must ensure that their teachers feel ownership towards the focus and process of the innovation.
- Schools must create the conditions for teachers to meet, both face-to-face and virtually, within learning communities.
- School leaders need to distribute part of their leadership to the teachers within their schools.

Consequences for teacher education

- Curricula in teacher education should cover qualities that teachers need in order to work in professional learning communities, take responsibility for the quality and innovation of their work and their professional development, and be willing to be held accountable for that.

Consequences for governments

- Governments must acknowledge that schools and their local contexts and needs are different. Just as teachers have to acknowledge that pupils are different and need adaptive teachers, schools are different and need adaptive governments.
- Governments must acknowledge that teachers are different. Quality indicators for teachers should reflect the collaborative nature of teaching by allowing room in professional profiles for flexibility, personal styles and variety (ATEE, 2006).
- Governments must acknowledge the need for the professional involvement of and ownership by teachers. Both national and European processes to formulate indicators to identify teacher quality should focus on teachers' involvement and ownership, as this is a necessary condition for quality indicators that will have a real impact on teaching (ATEE, 2006).

Consequences for teachers

- Teachers must develop their entrepreneurship, thus fostering creativity and innovation.
- Teachers must be willing to take the initiative in innovation processes, professional development and research.
- Teachers must be willing to share their knowledge and to be accountable for the quality and improvement of their work.

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Teacher and Student Teacher Mobility: Learning in Transnational Contexts

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Introduction

The paper is written within the framework of the theme of the conference, Teacher Professional Development for the Quality and Equity of Lifelong Learning, which, in the current paper, is expanded to Teacher and Student Teacher Mobility. In the first part of the paper various models of professional development are introduced followed by a brief discussion why professional development is important to all educators, teacher educators, teachers, and students of teaching alike, to improve education at all levels. It is claimed that a clear career ladder for teachers is needed to encourage practitioners who see working with children as their main concern to engage in professional development.

The next part of the paper focuses on professional mobility of teacher educators, teachers and students of teaching. Opportunities for mobility differ for the three groups, and the question is raised if school teachers form a professional group which is less likely to move from one teaching context to another across national and cultural borders.

In the final part of the paper the issue whether teacher education in general prepares teachers for teaching in multi- cultural classes, the reality in many European countries, is discussed.

Models of professional development

The literature offers multiple models of professional development, however, in the current paper two basic ones, Kolb's classical model of experiential learning from 1984 (Kolb, 1984) and a more recent model by Brunstad (Brunstad, 2007) are developed.

Kolb's model is rooted in experience, on which the practitioner reflects from a meta-cognitive perspective, tries to reach a personal abstract understanding of the experience, and in light of this revises future action. The model, as presented by Kolb, reflects an isolated development process which does not receive input from others, thus neglects to take a socio-cultural view of learning (Vygotsky, 1986; Wenger, 1998) into consideration. The following model agrees with development processes reflected in Kolb's model, but sees external input as essential to initiating professional growth (Smith, 2007).

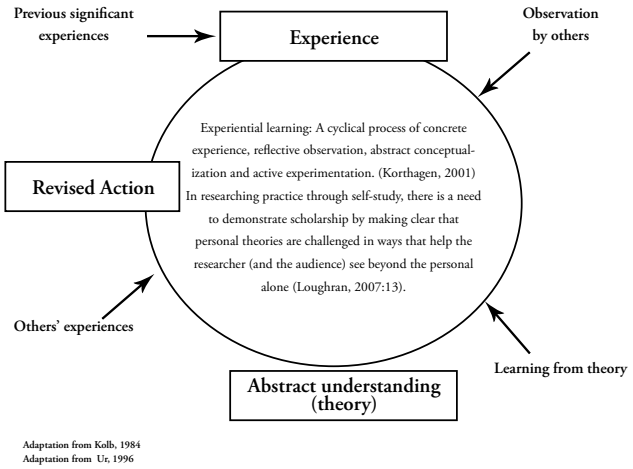


Figure 1: Socio-cultural model of professional development

Ur (1996) suggests that reflective processes are influenced by the practitioners' previous experiences feedback from significant others who observed the action, and input from relevant research and literature which enriches the personal theory at which the person arrives. Practical experiences of others are drawn into the reflective process, thus the revised action is formed in light of a dialogue with oneself and with input by external sources.

The above model is supported by Korthagen (2001) who presented a similar reflective cycle, the ALACT model, and by Loughran (2007) who emphasises the need to go beyond the personal reflection. Kolb himself started to use the term "the reflective dialogue" in an interview he gave to the journal LifeLong Learning in Europe (LLinE) in 1998 (Kolb, 1998).

A second professional development model is adapted from Brunstad, (2007) who examines professional practice in light of the relationship between practical skills (techne), abstract understanding (episteme) and practical wisdom (phronesis).

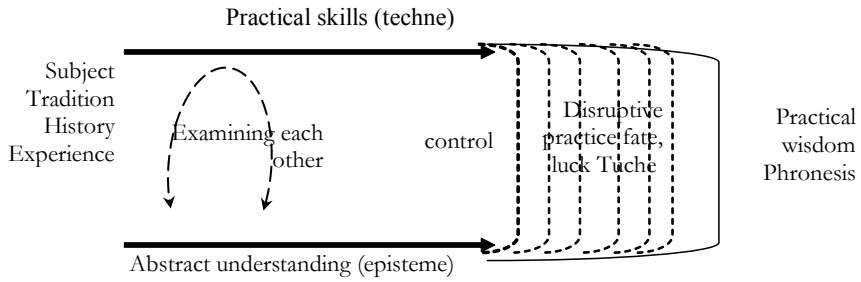
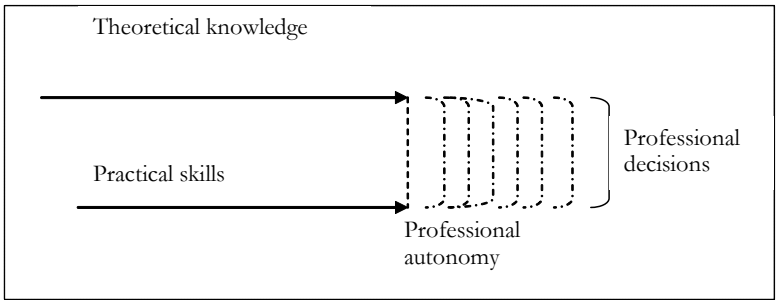


Figure 2: Brunstad's (2007) liminal model

Professions are rooted in a subject tradition built on a long history and record of experiences. Professional learning includes studying the theory of the profession (episteme) as well as practicing the technical skills (techne) of the profession. The two constantly examine each other, they monitor each other so the two lines are parallel, and the practitioner is in full control as long as this occurs. However, the reality of many professions cannot be fully controlled by carefully planning. There is a space of disruptive practice where fate and luck (tuche) play a major role, and it is within this space decisions are made and actions are taken in light of the practical wisdom (phronesis) of the professional. Practical wisdom reflects, according to Brunstad (2007), three main features: 1.memory, learning from past experiences, 2.open-mindedness, listening to advice and counsel from others, 3. imagination, the ability to foresee possible consequences of actions taken.



(Adaption of Brunstad's model from 2007)

Figure 3, Model of professional autonomy

The above model is an adaptation of Brunstad's model (2007). It discusses the space where the practitioner needs to exercise professional autonomy which goes beyond knowledge and skills acquired within a formal education program. Within this space practitioners draw upon theoretical and practical information acquired during formal education when deciding on how to act in particular situations. It is, however, the context that not only creates the situation, it is the analysis of the context that determines professional actions taken. Thus, formal education is an essential basic requirement for practitioners, but it is not sufficient when professional decisions have to be taken to handle unique situations in unique contexts. It is professional wisdom (phronesis) which determines the quality of professional actions within the autonomous space. It is within this space that most professional development takes place.

Teaching is a vocation which by nature engages practitioners in ongoing professional development as long as they remain in the profession. Moreover, teachers at all levels have a professional responsibility to engage in continuous professional development activities due to the function of modelling which is inherit in the profession. Teachers model to students how they constantly question and reflect on their own work with the purpose of learning and development, they engage in lifelong learning. Teacher educators model continuous professional development through self-study to student teachers who then will be better equipped to act likewise and serve as models for lifelong learners as teachers to their students in school.

Teachers' career development

Whereas recently teacher educators' professional development as academics is frequently documented in presentations at national and international conferences and in publications, teachers' professional development is, to a large extent, tacit and unknown to the external professional community. This might serve as a demotivating factor for teachers who want to engage in continuous professional development (OECD, 2005). What is the purpose when there is no recognition of time and effort teachers put into becoming better teachers, when there is no career ladder for teachers who want to continue teaching in school, working with children, instead of becoming principals or university based teacher educators?

Research has found that there are clear stages for teacher development (Berliner, 1992), and some countries have developed a progressive career route for teachers, e.g. USA with National Board of Professional Teaching Standards and Scotland with the Chartered Teacher certificate (Scottish Executive, 2002). In both examples teachers with experience in schools are invited to document formal and informal development processes in a professional portfolio, and hand it in for examination for an advanced diploma of teaching which guarantees a higher professional status as well as economic benefits. The American model also requires a written exam of core knowledge for teachers. Similar models are, however, missing in most countries.

Below is a model for a five stage professional career ladder for teachers, which is likely to serve as an incentive and encourages teachers to engage in professional development activities.

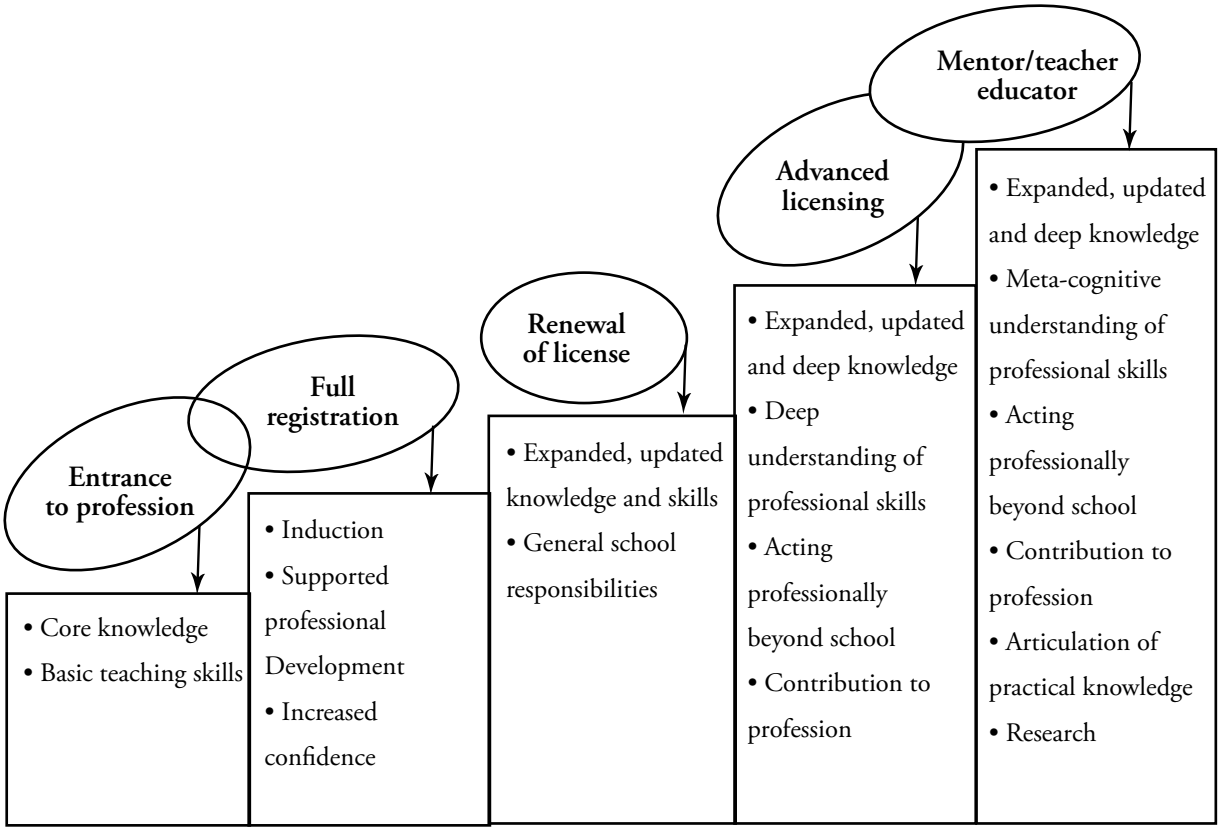


Figure 4. Model for career development of teachers (Smith, 2005)

In the above model novice teacher enters the profession with essential basic theoretical as well as practical knowledge required of a qualified teacher. They are being mentored and supported during the induction period, and upon completing this stage the novice teacher is fully registered as a member of the profession. The recommendation in the current model is that the licence needs to be renewed after a few years (e.g. 3), and for renewal the teacher is required to document expanded professional knowledge as well as taking on responsibilities in school beyond personal teaching responsibilities. A suggested fourth stage offers advanced licensing similar to certificates offered within the American and Scottish systems as described above. Updated and rich professional knowledge is required, as well as documentation of professional understanding and analysis of personal activities within the autonomous space. At this stage, the teacher is also required to undertake professional responsibilities beyond the school level, such as being active in professional associations, being involved with creating teaching materials, and engaging in other activities for which the teacher receives professional and financial acknowledgement. The final stage in the current career model suggests that school teachers act as school-based teacher educators in addition to teaching children in school. Experienced and coursed teachers become mentors for students of teaching during the Practicum as well as mentors for novice teachers in their school. The added requirements are of a high professional level in which teachers are not only expected to have a deep understanding of professional practice in general, as well as of their own, but they are required to articulate their professional wisdom (phronesis) so it becomes accessible to students of teaching and teachers at the very beginning of their careers. Teachers who act as mentors are expected to document formal (mentor training) as well as

informal professional development. Their working time is divided between teaching children and mentoring responsibilities, the latter cannot be expected to be done as a supplement to full teaching responsibilities. Also at this stage the professional and financial status needs to be enhanced.

Such a career ladder for teachers serves as milestones for professional development, there is a purpose in making the effort to engage in continuous learning, and it is likely to retain good and experienced practitioners who want to work with children in the profession because of an increased acknowledgement of the professional as well as the financial status of the teacher. Moreover, it is a cyclical process for the profession itself, in which professional knowledge is not lost when experienced teachers retire, and the older generation takes on responsibility for educating new members of the profession.

Professional mobility

The next part of the paper discusses issues related to mobility, mobility of teacher educators, teachers, as well as that of student teachers. The claim made is that there are unequal possibilities for trans-national mobility for teacher educators, teachers and students of teaching.

Teacher educators are expected to be internationally oriented in their own learning by being engaged in professional national and cross-national networks, meeting colleagues from other countries at conferences, through publishing research, and by reading professional literature published in international journals. In order to enjoy academic promotion, most teacher educators are required to be active in trans-national learning contexts, engaging in virtual and face-to-face development activities. Academic teacher educators are often offered opportunities to spend sabbaticals in foreign institutions as visiting lecturers, researchers or just as observers of different teacher education programs. Some universities encourage faculty members to take on a part-time position in a foreign institution to strengthen the professional dialogue across borders. Thus teacher educators' mobility is, to a certain extent, an integrated part of their professional responsibility.

School teachers face a different reality, as their professional learning is to a large extent local, to a lesser extent, national, and to a very little, if at all, extent, international. Effective school teaching is related to a unique context reflecting a specific pedagogic and cultural tradition, national and local educational policy which dictates what to teach, sometimes also how to teach, and very much how assessment is to be carried out. Teaching is evaluated within the contexts in which it takes place. Research points at some core-elements in teaching which are the same across national and cultural borders, mainly aspects of teaching related to the ethics of the profession (Christie & Smith, 2005), however, cultural and language differences are limitations to teachers' professional mobility and trans- national learning. Other barriers are heavy teaching loads, lack of time and opportunities for internationalisation, and the pressure caused by numerous educational reforms which dictate teachers' professional development activities. Practicing school teachers are not expected to act internationally, and mobility opportunities are limited.

Student teachers are in a different position as many countries not only encourage students to take part of their education abroad, but some programmes require that students spend a semester or more in a foreign country. The advantages of this are numerous, however, there are equity issues related to accepting foreign students into an academic program that need to be addressed.

There are various reasons why academic institutions have a multi-national and cultural student population. Beyond the vast financial aspects for the universities which are not discussed in

this paper, student mobility has become part of European academic education. Smith (2004) describes this as follows:

"Students from other countries who study for a shorter period in a foreign country participate in exchange programmes or in programmes such as the "Erasmus" and "Socrates". Gordon and Jallade (1996) call these students of *organized mobility students* (p. 4). Another group of students are students who have chosen to take all their higher education in a foreign country. The reasons vary, they may not have been accepted into the chosen field of study in their home country, such as Dutch students studying medicine in Belgium (Gordon and Jallade, 1996). The requested field of study may not exist in their home country (Israeli students of veterinary studying in Europe), or the quality of the desired field of study is not sufficiently high in their home country (the attractiveness of engineering and business studies in UK). These are students of *spontaneous mobility* (Gordon and Jallade, 1996, p.3) " (Smith, 2004, pp. 78-79).

International experiences offer students a wide range of intellectual endeavours and opportunities to develop international competencies (Stier, 2003), both of which lead to acceptance of differences (Maundeni, 2001) and enhanced understanding of own culture when seen in light of other cultures (Myburgh et al., 2002). What students gain by going international is more than what they feel they lose (Smith, 2004), however, challenges foreign students meet when undertaking studies in a foreign university cannot be minimised and deserve special attention. Research points at foreign students experiencing that language is an obstacle to achievement (Myburgh et al., 2002), and so are cultural differences reflected in values and morals as well as in educational background (Maundeni, 2001). European universities have welcomed foreign students for a long time, however, there has not been sufficient acknowledgement of difficulties these students might meet and not enough initiatives taken to support foreign students. Universities need to pay attention to the fact that studying in a foreign language is an equity issue, and assessment needs to be adapted accordingly. Moreover, foreign students often feel socially isolated, at least in the beginning, and a well- organised support net-work is necessary for any university which opens its gates to students from other countries. Universities which have formally coursed members of faculty in the cultures, norms and customs of foreign cultures to work with foreign students, take the responsibility of going international seriously, and are likely to provide international students with a rewarding experience.

Educating teachers for the multi-cultural school

It is especially important that students of teaching, future teachers, are mobile and experience foreign cultures. Numerous classrooms in a number of European countries consist of multi-cultural pupil populations representing cultures from within and beyond Europe. However, most teachers represent the main culture of the respective country as frequently documented in the international research literature(Mentor et al., 2006, Scotland; Santoro & Reid, 2006, Australia; Leeman, 2006, The Netherlands; Magos, 2006, Greece; Lesar et al., 2006, Slovenia). There is a lack of understanding of "the other" among teachers, a fact that causes difficulties for all stakeholders of education, however, mainly for pupils and teachers.

The claim put forward in the current paper is that teacher education does not adequately prepare teachers to face the many challenges of inclusive education and multicultural classrooms, in brief, teachers are not sufficiently prepared to work with heterogeneous student populations. Teachers admit to the fact that they do not feel qualified to work with multi-cultural pupil populations (Humphrey et al. 2006; Tomlinson, 2003), and the feeling of not doing enough

for all children is intensified by the requirements of teachers in educational contexts driven by an accountability policy to ensure that "no child is left behind". In such contexts teachers' professional autonomy is minimized resulting in a reductive teaching typology.

A plausible explanation for the failure of many teacher education programs to adequately prepare novice teachers to work with diverse student populations is that teacher education itself enjoys a rather homogeneous student population and student teachers are not exposed to how teacher educators model working with students of high diversity. However, if quality and equity are on the educational agenda, then this has to be prioritised in professional development activities at all levels. If not, Europe will face an increasing number of pupils who are left behind, and just raising the standards for learning and criteria for achievement does not solve the problem, on the contrary, it makes it worse. Teacher education institutions are recommended to revisit their programmes with the purpose of preparing teachers to work in the reality of European schools today, the multi-cultural school.

Summary and Conclusion

The purpose of this paper has been to highlight the importance for continuous professional development for three main groups of practitioners in education, teacher educators, teachers and students of teaching. Professional growth is dependent on creating a wider professional knowledge-base, but this, in itself, does not guarantee professional growth. Professional growth is reflected in decisions made and actions taken within an autonomous space which is inherent in the work of practitioners. The wider the autonomy practitioners are given by the educational system, the more seriously are practitioners likely to exercise professional responsibility, taken that the professional knowledge base is solid. The danger is that reforms and directives made by politicians and decision-makers effect teachers' professional space, and as a result a reductive typology of teaching takes over (Stronach et al., 2002; Cochran Smith, 2001).

To maintain teachers' enthusiasm for engaging in professional development activities, it is suggested that a career ladder for teachers is designed. An acknowledged linear professional development process is believed not only to serve as an incentive for teachers to become career long learners, but also to provide public recognition of teachers who invest in their personal professional growth to satisfy themselves and also to contribute to an increasing improvement of the teaching profession.

The last part of the paper discusses mobility of the three practitioner groups which are the focus of the current discussion. Whereas teacher educators and students of teaching enjoy extensive opportunities for mobility across borders as inherent in their professional responsibilities, the situation differs for school teachers. Quality of teaching is determined by the context in which it takes place (Smith, 2005), and it is therefore not expected of teachers that they gain experience across nations. However, such a view needs to be revisited when looking at European schools today. Numerous schools serve multi-cultural pupil populations, and teachers will benefit from getting insights into foreign educational settings and teaching experience in other contexts. It is therefore of imperative importance that students of teaching are encouraged to gain international experience by learning about other cultures and by being "different" before entering the teaching profession in their own country. Familiarity with other countries and awareness of challenges foreign pupils experience in schools need to become an integrated component of any teacher education program in Europe.

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Brief overview on initial teacher education - Germany

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In Germany, teacher education is organised by state bodies and teachers are integrated in the state administration just like any other civil servant.

As Germany is a federal state, schooling and teacher education are the responsibility of the 16 Länder. Academic supervision over schools for each Land has a legislative basis in the Basic Law.

Higher Education Institutions are subject to state supervision exercised by the Länder as well, which has its legal basis in the Framework Act for Higher Education and the Higher Education legislation in the individual Land.

Basically the statutory provisions of the Länder follow the same general idea in curricula requirements, structure, content and output standards and competences. The "Standing Conference of the Ministers of Education and Cultural Affairs of the Länder" coordinates the specific variations. **In 2002 this Conference decided to introduce educational standards which are binding for each Land as well for Teacher Education as for the Schooling Sector. In Schools such standards in the upper second level for example are referring to the subjects German, Mathematics and First Foreign Language (in most cases English or French).**

German teacher education is organised in two "phases" and universities are the institutions for Initial Teacher Education. This part of education is called the First Phase including the scientific subject matters and subject didactics as well as pedagogical studies.

In recent years in all Länder a number of initiatives have been undertaken to evaluate research and teaching in the higher education sector, especially since the amendment to the Framework Act for Higher Education in 1998.

In the context of the Bologna Process most Länder are implementing the two cycle system with the BA/MA structure, some as a pilot and others as the final structure with effects of reducing the Second Phase of teacher education accordingly (from normally two years to now one and a half or one year). There are different approaches and models of TE study programmes with different allocations of credits with a range from 180 ECTS for the BA and a total of 240 to 300 ECTS after the MA.

In a resolution of the Ministers of Education and Cultural Affairs in 2002 the future development of Quality Assurance (QA) for all the Länder and their Higher Education Institutions had been decided upon.

An increasing number of evaluations, internal and external as well, are now widely applied in Germany, and in the field of Teacher Education recently a more systematic analysis of the performance of students, teacher trainees and the regarding faculties, institutions, seminaries etc. has been initiated in several Länder with a focus on content and qualification matters.

The need to redefine the role of and obligation for CPD is a hot topic for debate at present and highly regarded in the public with great consensus on many demands. Providing in-service-teachers with such economical and organisational means to enable them to attend research-based study programmes which enforce a vision of schools as a learning environment also for teachers is one of the main challenges.

But to respond to specific needs for further education, like improving teaching and the actual

classroom situation, the learning outcomes, dealing with heterogeneity and cultural diversity etc. is in the focus of present reform efforts in teacher education as a whole.

The framework and nature of mentoring and coaching student teachers in the context of initial teacher education:

German teacher education is organised in two "phases" and universities are the institutions for Initial Teacher Education. This part of education is called the First Phase including the scientific subject matters and subject didactics as well as pedagogical studies. In that stage of education the practical studies at school in at least two parts of five weeks each (organised and accompanied by teacher educators from the universities and experienced teachers at school, **the so called mentors**) are included as well. This phase ends with the final examination, the "First State Exam".

This initial phase follows the concurrent model, which implies that academic study courses are carried out in at least two subjects and in educational theory, educational psychology, general and subject-oriented didactics and sociology at the same time. In the case of teacher education for primary schools three subjects have to be chosen and the pedagogical studies include general didactic matters when teaching younger children.

Which is the required school teachers' profile to be a mentor and a coach of student teachers in the schools context and how are they prepared to organise effective mentoring?

Mentors have to be experienced and engaged teachers who have passed a certain amount of CPD courses (now they have to acquire a certain number of CPD credits in Hesse) and should be involved in the cooperation structure and projects between the different TE institutions and certain schools.

They also should be recommended by headmasters concerning their knowledge of counselling and diagnostic competence, school development and quality assurance.

The Universities in their cooperation structures under the responsibility of the Centres for TE offer workshops and conferences for potential mentors and those with experience as mentors already. Several projects within the cooperating institutions are following such topics like 'effective mentoring' and 'coaching'. As in our Second Phase of TE this is one of the important approaches, there is a lot of experience in this field and the trainers of the Second Phase as well as the department for CPD and Further Qualification are involved in preparation courses.

The relationships between teacher education institutions

Since the end of 2004 Hesse for instance has a new law which regulates **the quality assurance of all the phases** of teacher education and gives a new legislative and policy basis for the reform efforts and the mandatory modularized structure of TE with a reference to the European Higher Education Area.

In this "Framework Act for Quality Assurance in Hessian Schools", Teacher Education in all Phases, Schools and Higher Education are related to.

The first article deals with the basic legislation of Teacher Education in Hesse and is divided into three sections; Initial TE (First Phase), Teacher Training in the Second Phase and Further Education (Fortbildung) as well as Further Qualification (Weiterbildung). Special Decrees regulate details of the requirements for graduation, which are not defined in the above mentioned law.

This step marks an important stage in the present Hessian **reform period toward a closer focus on collaboration and cooperation among the three phases in TE. Hence, "Hessen establishes "Integrated Teacher Education" by linking these phases in one institution, concentrating on teachers and their Continued Professional Development as a basis for quality in classrooms.**

Mandatory standards in this field as well as a conceptual and organisational networks will then further promote and strengthen the quality in Hessian schools"! (Minister Karin Wolff in her Press Conference January 12, 2005)

Partnership agreements between teacher education institutions and schools: the different roles played by each partner:

Teacher educators at the universities are mainly professors or academic personnel, like pedagogical and scientific collaborators. The professors for didactics and pedagogy are members in their specific institutes and at the same time members in the so-called "Centres for Teacher Education and School Research" in Hesse (other Länder have invented such an institution as well or are presently doing so). The idea is to better institutionalise teacher education at the universities, to have a more effective platform, to emphasise the basis in the academic system between scientific subjects and subject didactics and to **include schools in projects and workshops and within an institutionalised cooperation structure.**

The above mentioned Board of Teacher Education in Hesse in this context is organised in a cooperative system with all the key players of the phases including the continued professional development (CPD) and life-long-learning.

There are offers for trainers in the Second Phase of TE, who will function as multipliers to in-service teachers at schools, who are engaged in the Second Phase as well as being Mentors in their schools. The trainers of the so called Study Seminaries are teaching a certain amount of lessons at schools also.

To enhance further professional development in this field the Board of Teacher education and Training offers the so-called didactic platforms or a forum with workshops and panel discussions. They all function within the cooperation structure either regionally or within the participating institutions and among different school models for best practice.

The Board of Teacher Education also has a department, where seminars and CPD offers are designed and organised for this group of educators as well as for teachers in the field of further professional qualification.

Experts throughout the country are invited to conferences with workshops (sometimes there is a whole week for this purpose) and participants receive a certificate in the corresponding field.

Teaching Practice and Mentoring in the new Universities of Education in Austria

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On October 1, 2007, the former Colleges of Teacher Education have been replaced by the new "Pädagogische Hochschulen"/Universities of Education (Bundesgesetz, 2005). This means that the study programmes, which are based on the concurrent model, have been modularized and upgraded, that the time spent in face-to-face meetings has been reduced by about 15 percent, and that a Bachelor degree (BEd) will be awarded after successful completion of the three-year course comprising 180 ECTS. It also means that initial teacher education and continuous professional development have been – at least on paper – moved together into the same institution.

Compliance with the Bologna first cycle can be seen in the duration of the course and in the fact that this new BEd degree implies qualified teacher status and the right to teach in primary or lower secondary schools depending on their study programme. On the other hand, in the European context and contrary to the recommendations of the *Common European Principles* (2004, 4) or the more recent Communication from the Commission *Improving the Quality of Teacher Education* (European Commission 2007, 12f), teacher education in Austria is still grounded in the first cycle and the recommended qualification of a master's degree has not been met. Another problem is closely connected to this, but systemic: The new Universities of Education can design their own Master programmes as options for those teachers who want to further qualify themselves. Contrary to existing recommendations, however, Ph.D. programmes will not be available in these initial teacher education institutions.

Within this general framework, teaching practice plays a prominent part and is considered a key dimension in the education of new teachers. The framework given by law is clear, stipulating that 36 ECTS need to be allocated to this area of study. The implementation and the actual design of this part of the programme are left to the individual Universities of Teacher Education, which allows for a fair amount of variation. Whereas there is general agreement that student teachers should see real schools and do some teaching in all semesters except the first, the actual design will vary from one institution to another. Basically, there are two models. In the first, the student teachers teach or observe one lesson per week per subject (in lower secondary) and one morning in primary respectively. In the second model, they teach all classes of a practice teacher for two weeks. Usually, there is a mix of the two models over the three-year study programme. For the purpose of this brief paper, it makes sense to describe the situation at one of the fourteen institutions in Austria, the University of Education in Vorarlberg.

The framework and nature of mentoring

At the Vorarlberg University of Education teaching practice starts in the first semester with workshops on theory and subject didactics as well as observation and analysis of lessons. In the following two semesters, two students alternate giving and observing one lesson per week under regular supervision of the class teacher as well as a mentor. One student teaches the lesson on the basis of the information prepared by the class teacher, the other observes the lesson. After

the lesson, it is analysed and discussed in some detail by the students, the class teacher, and the mentor. In the last three semesters the students teach full time for periods of two weeks under the supervision of an experienced class teacher and in liaison with a mentor from the University of Education.

	Steps	Mentor (M)	Student	Class teacher at secondary school (CT)
1	**Preparation of lesson**			Give aims and content of lesson given to student one week before practice lesson
2			Prepare and write lesson plan	
3	**Practice lesson**	Observe lesson	Give and observe lesson respectively	Observe lesson
4	**Analysis and discussion**	Joint analysis and discussion of practice lesson	Joint analysis and discussion of practice lesson	Joint analysis and discussion of practice lesson

Table 1: Procedures for mainstream teaching practice (mainstream). (Cf. Gassner/Mallaun 2004, 4948)

Mentoring involves talking about lesson plans and discussing ideas before the actual teaching, observation of lessons, reflection on taught sequences, analysis and discussion, awareness raising, scaffolding, goal setting, and emotional support. The main objective is to make students think about their own teaching and that of their colleagues, to offer various approaches for this and to generally support the students in their effort to become independent, autonomous "reflective practitioners".

In a project (Gassner/Mallaun 2004) the joint analysis and discussion of the lesson was abandoned for individual reflection. The main idea here was to initiate a reflective process in all team members that is not influenced by the statements of others. Thus the ground is prepared for an independent process of reflection and a genuine exchange of authentic ideas.

All these statements and lesson plans are available in writing and become part of every student's digital portfolio on an e-learning platform. Thus the documentation of the learning history of a student in teaching practice is performed automatically, and it is to be expected that students who go through these steps every week will be more aware of various processes in class and of their own teacher behaviour than students who do not take part in this kind of intensive training and documentation.

	Steps	Mentor (M)	Student	Class teacher at secondary school (CT)
1	**Preparation of lesson in electronic form**			Send aims and content of lesson electronically to student and M
2			Send lesson plan as WORD-file or HTML to M	
3		Convert of student file to HTML and transfer it onto platform		
4		Add notes to the lesson plan	Add notes to the lesson plan	Add notes to the lesson plan
5		Suggest changes and/or give OK		Suggest changes and/or give OK
6			React to notes and, possibly, carry out changes	
7	**Practice lesson**	Observe lesson	Give and observe lesson respectively	Observe lesson
8	**Reflecting the lesson**	Write a reflective statement on the lesson	Write a reflective statement on the lesson and send it as a WORD-file to M	Write a reflective statement on the lesson and send it as a WORD-file to M
9		Transfer the reflective statements into the discussion forum of the platform		
10		Read and comment on the other contributions	Read and comment on the other contributions	Read and comment on the other contributions

Table 2: Procedures for teaching practice on e-platform (project)

Teaching practice on an e-platform is based on constructivist principles as "learning is achieved by the active construction of knowledge supported by various perspectives within meaningful contexts." (Oliver 2001, 4) Social interaction in the classroom is followed by a systematic attempt at making sense of the various processes in class through structured and scaffolded reflection and discussion.

"The analysis of the documents contained in the digital portfolios confirmed the central hypothesis of the project: Reflection was intensified in scope and depth through the project setting, and the individual data contained valuable material for analysis, which contributed to the understanding of the complex processes at work in the training situation at practice schools. Moreover, the data has shown high diagnostic potential for student teacher and mentor behaviour. The digital portfolios can tell us a lot about the reflective skills of student teachers and about

behaviour patterns in critical situations. As such these documents are important elements in the personal learning histories of the student teachers that can show development and point the way forward. While the project focus was on the student teachers, the documents also allowed us to analyse and describe different approaches and attitudes of mentors. This made it possible to give feedback to the mentors concerned as well as to discuss the mentoring culture of the institution. The diagnosis is relevant to the individuals concerned, but also to the institution as a whole and could serve as a baseline study for a close analysis of all mentors" (Gassner 2006, 2212). Studies have led the way, and the informed policy maker is aware of a number of options to improve the practical strand of teacher education, but it takes time for policy decisions to be taken on the basis of research data and on what is known as good practice.

If teaching practice is organised in two-week blocks per semester, mentoring is less dense, and the main responsibility lies with the practice teacher, who is in close daily contact with the student teacher. The mentor from the University of Education provides the background information, visits one lesson per student and conducts the final self- and group assessment phase. Direct interference with individual lesson plans or taught lessons is much more limited in this model.

Partnership agreements between teacher education institutions and schools

The organisation and administration of teaching practice is the responsibility of the Universities of Education. So it is usually the teacher education institution that invites a school in the same region to cooperate in the practical training of the student teachers. Schools that want to be practice schools need to have dedicated staff that is prepared to take on extra work and, in addition, to go through a training phase. Once this principal agreement has been reached, the University of Education allocates students to these schools. Each pair of students is linked up with a class teacher, who is responsible for the task setting a week before the lesson and all things related to the actual teaching of that lesson in his/her class, plus an after-class discussion of student performance. The direct link to the University of Education is established through the mentor, who joins these school teams every second or third week.

In the blocked form of teaching practice the direct involvement of the mentor from the University of Education in the lessons taught and the after-class discussions is less dense, and after-lesson analysis and reflection are mainly carried out by the class teacher of the regional practice school.

These partnership agreements are rather informal and can easily be changed as there are no legally binding long-term contracts. This flexibility allows for varying numbers of student intake and practice places needed. On the other hand, established partnerships have a tendency to persevere and seem difficult to be terminated even when factors of quality are involved. The practice teachers are paid a fairly small amount of money for this extra work.

Mentor profile

In Austria we distinguish between class teachers and mentors. The class teachers in this teaching practice setting take students into their class where they teach one of three units per week in one subject or a whole morning in primary school. They are experienced teachers identified for this kind of work by headmasters or the inspectorate and trained for the job by the University of Education that sends the students there.

The mentors are staff members of the University of Education and are in charge of these practice teams. As a rule, they are appointed to the job once they have a teaching position in the University of Education. No formal qualification geared to the special requirements of a mentoring activity (in contrast to general teaching) is needed. Mostly, however, these people have acquired the competences needed through self-study and their own professional development.

Procedures for quality assurance would certainly have to be introduced to guarantee certain standards in this phase of the education of students.

Teacher education institutions and teacher professional development

In Austria, the newly formed Universities of Education (launched on October 1, 2007) combine initial education and professional development under one roof. There is a minimum requirement of 15 hours of professional development per year for teachers in primary and secondary schools. However, this is not based on any needs analysis and resulting individual development plans, but left to the discretion of the teacher. So it is clearly in no way systematic, but rather follows the patchwork principle. Attendance at certain courses can be requested by school heads or the regional or national boards of education, but acquisition of competences is not checked. So, ultimately, professional development is left to the individual teacher and remains an issue of professional ethics. Incentives of regulatory procedures are not in place.

Organisational development of schools often arises from a need to change or adapt the school profile. Schools get professional support from outside or from the University of Education. As some school sectors have become rather competitive in their attempts to attract pupils, the need to develop school profiles and to offer education with a special focus (IT, sports, languages, arts) has increased sharply.

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Initial Teacher Training – the Cyprus case

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Initial teacher education is a four year undergraduate course offered at a university level (at least 240 ECTS). School experience (29 ECTS) is organised and offered by the University, in collaboration with the schools and is obligatory for all student teachers.

1. Framework and nature of mentoring and coaching student teachers in the context of initial teacher education

Aim: Field experience aims at familiarising students with what takes place in a school setting, with planning for instruction and with the various roles undertaken by teachers in school settings. Within the school experience, student teachers have the opportunity to work with experienced mentors at the school. Academic staff visits the school and supervises the students' work at school.

Field experience involves active participation f the student in the school life, lesson observation within the classroom, preparation and presentation of lessons, self evaluation of the work done and the role of the student teacher and discussions with both the mentor and the academic staff. The whole experience is evaluated by the University through questionnaires to teachers at school and student teachers.

Mentors are usually experienced teachers who volunteer, if specific criteria are met, to act as mentors. They receive certain in service training by the University concerning their role and provide support to the student teacher.

2. Partnership agreements between teacher education institutions and schools: the different roles played by each partner

The following are some examples of partnerships between Teacher Education Institutions (TEI) and schools:

2.1 The TEI (Teacher Education Institutions) send student teachers at the schools for their teaching experience, after communicating with the ministry department responsible for the schools.

2.2 Experienced teachers act as mentors for student teachers. In this case, the TEI provide training for the mentors

2.3 TEI cooperate with teachers for carrying out research activities within the school (surveys, action research, intervention programmes, etc). In this way, schools (both teachers and students) get engaged into research either actively (action research) or not.

2.4 Academic staff usually has the role of the 'expert' or the 'critical friend' and teachers and students have the role of the practitioner. In some cases, where action research projects are undertaken, teachers and students are the researchers and the academics act as 'critical friends'.

2.5 School based in service training takes place after needs assessment by the school

3. Which is the requires scholl teacher's profile to be a mentor and a coach for student teachers in the school context and how are they prepared to organise effective mentoring and coaching schemes?

Basic criteria for being a mentor at the school are the evaluation from the inspector, educational qualifications and postgraduate qualifications (in pedagogy preferably), communicative skills (as identified by the school head and/or the inspector, and years of service.

4. The relationships between teacher education institutions and schools regarding the professional development of their teachers and the organisational development of schools

Organisational development of the school is usually organised on a system level and in a central way and carried out by the ministry. There is a move towards decentralising the mechanism and giving more autonomy to schools to identify their needs and apply action plans for improvement.

Regarding teachers' professional development this is regarded as a 'personal' need and there are different ways to fulfil it:

4.1 TEI offer postgraduate studies to teachers

4.2 TEI offer in service training seminars to teachers

4.3 Schools identify their training needs and engage academic staff (and Pedagogical Institute staff) to act as facilitators for them

Initial teacher education in teaching context in Denmark

Nils-Georg Lundberg
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The national policy and how is it implemented and evaluated

The Danish Parliament in 2006 passed a new law on (initial) teacher education with the emphasis on strengthening the connexion between the theories in the colleges an the praxis in the schools.

Strengths and weaknesses in the following areas:

- The framework and nature of mentoring and coaching student teachers in the context of initial teacher education

Initial Teacher education is scheduled to 4 years (360 ECTS) of which more than ½ a year (36 ECTS) is spent in schools under the supervision/mentored of trained teachers - divided into 4 periods, one in each of the 4 years.

There is a progression during these periods so that the students are having more and more responsibility for the teaching.

The students have to pass each of these periods – or have to try once more.

During each of the periods the students are mentored or coached of trained teachers.

- Partnership agreements between teacher education institutions and schools: the different roles played by each partner

According to the law schools are obliged to give room for students having there praxis-period in the school. But the salary of the teachers are paid be the college of education for the time spent on teaching, mentoring or coaching the students.

The praxis is part of the full teacher education program and it is the responsibility of the college of education to make the evaluation of the success of the praxis period.

It is the responsibility of the school to organize the course in the praxis-period for the students.

- Which is the required school teachers' profile to be a mentor and a coach of student teachers in the schools context and how are they prepared to organise effective mentoring and coaching schemes

Ideally the mentoring teachers should pass a special education and examination for mentors. The course is a diploma of 60 ECTS. Already at the former law of teacher education there was allocated a large amount of money for the education of mentors for student teachers. The intention was a least one diploma-mentor at each school hosting student-teachers.

But the reality is far form that. Just about half the money is used as planned and half the mentors (or less) have passed the course and received a diploma.

Instead of the mentors are experienced teachers. Maybe they have passed just at short course without a diploma. This situation is satisfying.

- The relationships between teacher education institutions and schools regarding the professional development of their teachers and the organisational development of schools

To a very large extend schools are using the teachers education institutions (College of Education

or University College) for the professional development of there teachers and as a partner for the organisational development of the schools.

Many teachers have there in-service training at the institution, e.g. a diploma (60 ECTS) in a special subject (mathematics or children with special needs or …).

Many schools or local communities make a contract with the institution for the organisational development of the school or for all the schools in the local community.

We find this system very satisfying with benefits for schools, communities and the teacher education institutions.

Initial teacher education in teaching context - Slovenia

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I will try to elaborate on the questions of **teacher education in teaching context** with some results of the first phase of a large project at the **Faculty of Education, Ljubljana University**, (Devjak, T. , ed., 2005) ***Partnership Between the Faculty and Educational Institutions***, financed by the European Social Fund and Ministry of Education and Sport of the Republic of Slovenia (2004-2005, phase I and 2006-2007, phase II), which aims to develop and test models of partnership in all areas of teacher education (3 I: initial, induction and in-service), as well as joint research; it not only includes schools but also other education related institutions.

The project has the following objectives in four areas:

a) To examine and devise a model of work placement as part of an undergraduate program for teachers and other educators.

b) To devise a model of a systematic induction of newly qualified teachers to teaching practice.

c) To develop a model of continuous professional development.

d) |To examine the model of joint research projects relating to teaching practice and the application of its results upon practice.

In this paper I can present only some major conclusions reached in the first stage of the project that focused on the analysis of the current situation (the project is still continuing in the period 2006 to 2007).

• The framework and nature of mentoring and coaching student teachers in the context of initial teacher education

The partnership ***within mentoring and coaching student teachers in the context of initial teacher education*** is a working relationship, a professional co-existence and also a professional co-operation between the faculties of education (TEI) and schools. The analysis of the current situation (Juriševič, 2005) included 327 mentors and 32 lecturers from the Faculty of Education who have participated in practical teacher training. The mentors assessed the co-operation between the two partners with an average grade of 3.3, while the lecturers' grade was 3.8 on a scale of 1 to 5.

Mentors were happy with the instructions but missed more feedback, more opportunity for improvements in their work and clearer criteria for trainee teacher assessment.

They also mentioned unsatisfactory participation of school administration in their work. It has been established (Magajna, 2005) that in some areas mentors and faculty lecturers did not share the same perception of what areas of knowledge were important.

These results will serve as the basis for the future definition of the roles of individual partners and for the development of partnership relations in this area.

• Partnership agreements between teacher education institutions and schools: the different roles played by each partner

Present situation

The formal contracts between schools and the faculty do not exist (yet), neither do the formal requirements for being the mentor. The contract proposal is currently under discussion.

Even though organisational aspects are very important, setting up a network of partners should not be the sole objective: it is only the means by which work quality and learning processes improve: it should be the pupil and the trainee teacher that benefit.

The partnership of schools and teacher education institutions is in fact a natural process in which schools play the key role on both sides: on one side, they are the trainers, while on the other they are the consumers, hence it is clear that they have to (whether they want to is another question) play an important role in the process of teacher education. Schools have a better insight into "real school life" - what the key problems of classroom work are and also what the key weaknesses of the current situation are, which means they can facilitate an improvement faster and more directly. New forms of partnership should ensure the permanent exchange of ideas between partners (as opposed to sporadic projects). The participation of schools in teacher education should not only be limited to the "on site" training creating only more work for teachers yet failing to give them an opportunity for professional improvement and development. New forms of partnership should provide opportunities for professional development of teachers from practice, for upgrading their qualifications and for widening the scope of opportunities for personal development. Last but not least, teacher education institutions can also benefit indirectly from the ties local schools maintain with the local community and businesses in their environment.

• Which is the required school teachers' profile to be a mentor and a coach of student teachers in the schools context and how are they prepared to organise effective mentoring and coaching schemes

The apprenticeship pattern of education, where a mentor was represented as "an example of teaching" is supposed to be substituted by a so-called reflective pattern, where a mentor appears as "an example of thinking". The mentor-teacher should be the "reflective practitioner" in the best meaning of this expression. They should be an experienced teacher (in the future with the second Bologna degree). The results of the project are suggesting some kind of "licence" to become a mentor. Special guidelines are already at the preparation phase, as well as in-service programme, specially designed for mentors. The idea is that the licence should not be permanent.

• The relationships between teacher education institutions and schools regarding the professional development of their teachers and the organisational development of schools

The Faculty of Education is running many programmes for ***professional development of teachers and other educators (in-service)***. As a part of the previously-mentioned project, a research study was set up (Polak, Devjak and Cencič, 2005) with the goal of testing the success and efficiency of the current provision, to find out more about the users' needs in terms of content and management and to test how willing they were to participate more actively

(e.g., case studies from practice). The study included 425 respondents from different schools and institutions (kindergartens, primary schools, high schools, vocational institutions, housing communities, etc.) An analysis of replies confirmed the expectations: participants are interested in more active forms of work (workshops), they want more practical content, more materials to work with, they prefer day-long and back-to-back programs, advanced seminars, and they want them to be organised close to home: school principals are supportive of the teachers' quest to further their education, however, teachers would like to have more days off to pursue this goal. These findings will be used as a basis for organisational changes, while a partnership approach will be used as a model for more active participation.

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Initial teacher education in teaching context in Spain

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Spain is politically structured in Autonomous Communities, so that, some political competences belong to the Regional Authorities. In those cases the State sets the framework and the conditions that are compulsory for the entire country, with the Autonomous Communities developing their policies within this framework. This is the case with the Educational System.

In Spain, we are currently in the process of modifying the Educational System in two complementary and interrelated directions: incorporating the recommendations of the EU according to the Lisbon Agenda 2010 for non-university education, and restructuring the university system along with the guidelines established by the Bologna process.

General, non-university education is governed by the *Ley Organica de Educación*, which was approved by the Spanish Parliament in 2006. The general curricula for Infant, Primary and Secondary School has been launched by the Spanish Government this year. For Primary and Secondary school this curricula is stated in terms of competences.

The university system is governed by the *Ley Orgánica de Universidades*, modified by the Spanish Parliament in 2007. This is a general framework for universities in which studies are divided into three cycles: Graduate, Master's (Postgraduate) and PhD. Guidelines for the different studies have not been officially launched yet.

With this general perspective in mind we are going to focus on Initial Teacher Training.

The general guidelines for Initial Teacher Training - Infant, Primary and Secondary School Teachers - have not been officially approved.

- Initial Teacher Training will remain at university level
- The requirements will be the same for the entire country (all the Communities), as it was till now.
- Nevertheless, there are differences depending on the education level the professional is going to teach.

With regard to the mentoring, coaching and partnerships between universities and schools, we must differentiate between Infant and Primary School trainees and Secondary School trainees.

Infant and Primary school Teacher Students

Law: 3 academic years and 320 hours of Practicum in Schools. (State)

Distribution of Practicum during the academic years: According to the curricula developed by universities and approved by the Autonomous Authorities.

As an example, the Practicum for Infant and Primary teacher students in the Community of Madrid is governed by an outline agreement (partnership) between the Autonomous Education Authorities and the universities of Madrid dealing with teacher training. This agreement works as a framework that allows schools to sign specific agreements with universities to receive trainees. For teachers to become The requirement for a teacher to be a mentor they must have a minimum of three years in the profession. Mentors are given "credits" (which will later count for their promotion). The outline agreement also sets out the conditions of the evaluation, which is

carried out by a committee of representatives from the community and the university. Trainees are supported by their mentor in the school and their tutor at university.

Secondary School

Teachers applying for a post in a secondary school (subject matter teachers) need a university degree in a specific area, and then must take a pedagogical course. This course has been, until now, much less regulated than the studies for Infant or Primary Teacher. It takes place at universities and includes a practicum in a school under the guidance of a mentor, although usually there is no relationship between universities and secondary schools, and there is no tutor from the university involved. This model of secondary initial teacher training is going to change in a radical way to adjust its structure to the law (*Ley Organica de Universidades, 2007*) turning into a Master's degree, and also taking into account the new school curricula (which must be competence driven).

Initial teacher education in teaching context - Estonia

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Teacher education is provided in the form of Master degree studies at the university and regulated by the *Framework Guidelines for Teacher Education*. The framework guidelines determine general and special requirements for initial teacher education, novices' induction year, and teachers' in-service training (Framework Guidelines for Teacher Education, 2000).

Overview of initial teacher education in Estonia

Initial teacher education is only a part of the long-term and life-long process of teacher's professional development and consists of three parts: (1) general studies; (2) special studies of subjects; (3) general studies of educational science, psychological and didactical studies and practical training.

General studies focus on the development of the teacher's overall cultural, communicative, and social competences based on their presumed vocation, profession and occupation.

Special studies aim at: (1) providing subject or specialty-related knowledge and skills based on up-to-date requirements for the vocation, profession, and occupation; (2) providing a systemic understanding of the human being, the surrounding environment and society, and the skill of viewing them from the perspective of the subject or specialty.

The aim of general studies of educational science, psychological, didactic studies and practical training (pedagogical studies) is to: (1) develop didactical mastery of the subject or specialty, including the ability to respond to changing educational needs and adjust to them; (2) provide skills of applying the kind of psychology-based study methods that foster individual growth and coping in a multicultural environment, including a multicultural learning environment; (3) support teachers' coping, including providing knowledge and skills of organization, classroom, and group management, as well as team work.

There are three practice periods during the initial study time. In observatory practice (3 ECTS) student teachers have the opportunity to observe and analyze active teachers' and learners' work, as well as the school environment. Observation assignments are based on theory provided by lectures and the results are analyzed in seminars guided by supervisors at school. The main purpose of the observatory practice is to make the students see the connections between theoretical studies of educational sciences and real school practice. Experience acquired through observation makes students understand the importance of pedagogical knowledge (including subject-related studies), and facilitate profound acquisition of relevant subjects.

During the 1st phase of teaching practice (6 ECTS) student teachers can apply their professional skills in a real classroom context. Supervisors from the practice schools and the university support student teachers during this period.

During the 2nd phase of teaching practice (6 ECTS) student teachers practice their professional skills in a wider school context. They have to work in a team with other teachers and teach at least two subjects.

Partnership agreements between teacher education institutions and schools regarding the professional development of student teachers, in-service teachers and schools as organizations

For the purpose of integrating theoretical and practical studies, universities have developed a cooperation network with practice schools. The schools are in close contact with the centre of educational practice at the university. Mostly, this partnership is initiated by universities and schools are free to decide whether they wish to participate. The importance of educational practice to school development is recognized by some school leaders as a chance to develop teachers' cooperation and self- reflection skills.

Additionally, the mentoring of student teachers is an important criterion for in-service teachers' career ranking and provides a possibility for a salary increase.

Framework and nature of mentoring and coaching student teachers

The supervisors (mentors) in schools are experienced teachers. However, they have to obtain special training at the university as well, which confers 6 ECTS and is considered a part of the professional development of in-service teachers. The training consists of four modules: (1) trends in teachers' professional development and classroom practice, (2) contemporary trends in teacher education and an overview of the student teacher's training program at university, (3) supervisory skills: observation, reflection and evaluation.

Evaluation of the practice system shows that the supervisor's role is very important. The feedback from the supervising teacher should not be limited to assessing student activity only. More attention should be paid to planning the activity, as well as closely describing and analyzing the objectives of students' activity and supporting their self-evaluation. Comprehensive feedback requires time and experience from the supervisor.

More attention should be paid to personal supervision of students and designing professional development during initial training. For that purpose an e-portfolio environment is established and supervisors from schools and from university have more opportunity to support student teachers' preparation and reflection processes.

Teacher training schools - Finland

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All Finnish teachers are educated in universities and study for the higher university degree. There are 11 universities which give teacher education. One special feature of Finnish teacher education is the teacher training schools (13) attached to universities. Training schools are ordinary schools providing basic and upper secondary education. The pupils come from the municipality where the school is located. There is no special selection of pupils.

Teaching practice is guided by both the practice school teachers and by the subject didactics working in teacher education units and subject departments. In quantitative terms, the practice period is a part of teacher´s obligatory pedagogical studies (60 ECTS) and represents one fifth of the pedagogical studies. In addition, teacher trainees practise teaching in municipal schools.

Due to their nature as parts of the universities, the teacher training schools are forerunners in implementing, developing and testing new educational methods, technology and curricula. They also provide in-service training for the teachers of the municipal schools. Besides guiding teacher trainees and teaching pupils, the training school staff also carry out research relating to teacher education. Co-operation both at national and international level is of high importance for the teacher training schools.

Initial teacher education in teaching context in France

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In 2005, the French government passed a new law[1] organising education, in which chapter 5 is devoted to teacher education. It emphasizes an alternate education, combining theory and reflexion in IUFM[2], and praxis in schools. The law focuses on the university level, IUFM being integrated into universities. Each institution has to use the same framework issued in 2006.

• Framework and nature of mentoring and coaching student teachers in the context of initial teacher education

Teacher education is built as a continuum, beginning at the bachelor level and…in fact it is never ending if we think about lifelong learning.

At the bachelor level, which is required to organise one of the teaching courses - school teachers or middle/high school teachers -, each student might choose one – or more, if possible - period of observation in school to experience the school world as a whole, its reality and diversity. This may help students confirm their professional choice.

Initial teacher education begins when students have succeeded and lasted 3 years.

The 1st year is built is the main principle of alternate education.

Throughout the year, student primary school teachers are in charge of a class belonging to one of the 3 levels of primary school for one day per week. They are coached by the regular teacher of the class. Two other periods, linked with the two other levels they didn't experience, are planned for 3 weeks each and they are supported by a mentor. Each period is prepared during 2, 3 or 4 days in which the student teacher practises with a mentor in his class.

Student teachers for secondary school are in charge of classes for 6 to 8 hours per week, depending on the subjects they teach. They have the support of a mentor who teaches in the same school. Moreover, they have a period – up to 30 hours – in a different level from the one they teach for which they are coached: after a period of observation, they are in charge of the class and, afterwards, the coach discusses relevant issues with them and gives any advice necessary.

After their professional examination, student teachers become school teachers – for primary schools – or middle or high school teachers and are regularly in charge of their own classes. They are supported by a mentor who teaches in the same place.

During the two years following the professional examination, two periods of teacher education are provided for new teachers in the institutions (IUFM), 4 weeks for the first year and 2 weeks for the second year (in French, "formation initiale différée").

• Partnership agreements between teacher education institutions and schools : different roles played by each partner

The praxis-period is part of the initial teacher education and is part of the professional examination. Networks of schools hosting students exist according to the academic organisation and are linked to teacher education institutions. The basic idea is to consolidate the cooperation

[1] Loi d'orientation et de programme pour l'avenir de l'école du 23 avril 2005 (JO n°96 du 24 avril 2005)
[2] IUFM : Institut Universitaire de Formation des Maîtres – higher teacher education institution

between the teacher education institutions – director, teachers - on one hand, and schools - headmasters, educational community, school teachers – and inspectors on the other, to benefit of student teachers.

• Which is the required school teachers' profile to be a mentor and a coach of student teachers in the schools context and how are they prepared to organise effective mentoring and coaching schemes

The situations are different in primary and secondary schools.

Primary school teachers have a special examination to become a mentor, which is called CAFIPEM[3].

This examination checks the teacher's knowledge about education, teaching and their ability to mentor.

When they are appointed, the school teacher partly teaches in front of pupils, receives student teachers in his class as a mentor and is partly associated with the education given in the institution.

To be a mentor in secondary schools, a middle or high school teacher has, first of all, to be a class tutor; then, they have to be appointed by academic authorities, particularly by inspectors. They are recognised for their abilities and their capacity to share them. The collaboration with their pedagogical inspector could help the new mentor, but, basically, the idea is that: if they are recognised as a good teacher noticed by the hierarchy, they would be a good mentor.

According to the new framework, teachers trainers at the institutions are to spend part of their time in classes and part of their time in the IUFM, to ensure the contact with school reality. Because IUFM are linked with universities, they are in touch with research and they are encouraged to mix theory and praxis. In the general pattern of teacher education, institutions regularly offer education to mentors to allow them to share experience and to renew praxis.

Moreover, lifelong learning for teacher trainers appears in most institutional policy.

• The relationships between teacher education institutions and schools regarding the professional development of their teachers and the organisational development of schools

The professional development of school teachers depends on academies. Each year, academies plan according to their needs and their policies. Regarding this specific point, teacher education institutions make proposals, but have no power of decision.

Teacher education institutions play no part in the organisational development of schools: schools depend on the ministry for general guidelines, for teachers and for curricula.

[3] CAFIPEMF: certificat d'aptitude aux fonctions d'instituteur ou de professeur des écoles maître formateur – certificate which allows a school teacher to become a mentor

Initial teacher education in teaching context. The Netherlands

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• The framework and nature of mentoring and coaching student teachers in the context of initial teacher education

For mentoring and coaching student teachers in the context of initial teacher education in The Netherlands the Higher education and research Act gives the following framework:

"Study programmes geared to certain professions in particular always must incorporate practical preparation for professional practise".

For teacher education this means that students during the curriculum have periods of in service training in schools. Normally 25% of the curriculum is dedicated to these practical preparations. Every school has the obligation to offer students the opportunity to receive this practical preparations and to coach, mentor and assess students during these periods of practical preparation. The initial teacher education institute is responsible for the practical preparations: but school and teacher education institute work closely together in mentoring, instructing and coaching the student. Most of the time, teacher education institutes and schools have made agreements as partners to work together. An example of practical preparation for students you can find in the overview[i] (this is just one example of one institute, because all teacher education institutes are free to organise their own practical preparation for professional practise).

There are, however, much more intensive forms of mentoring and coaching student teachers (see below point 2).

1. Partnership agreements between teacher education institutions and schools: the different roles played by each partner

Between 2004 en 2006 267 boards of school governors, which were involved at that moment in "training at the school", have been monitored and research was carried out on their projects. They received a modest sum of supplementary funding from the government and were supervised in their projects in organising the training at the school in a proper way. The following research results were produced: 85% of the participating schools and teacher trainer colleges concluded contracts with regard to the tasks and responsibilities which both parties have in training at the school. The agreements mainly concern:

- numbers of students being trained at the school;
- who assesses the students and according to which assessment criteria;
- tuning theory and practice
- training activities.

In most cases the school will mainly train the student (in most of the cases students in their third or fourth year of their study) in didactical and pedagogical competencies. The subject matter is mostly the field of the teacher training programme.

2. Which is the required school teachers' profile to be a mentor and a coach of student teachers in the schools context and how are they prepared to organise effective mentoring and coaching schemes

The tasks of the trainer may comprise:

- Training tasks, like providing for (professional) didactical training, intervision training, developing training modules
- Supervising tasks, like supervising (future) teachers, coaching of colleague supervisors;
- Coordinating tasks, like organising meetings of supervisors, organising meetings of (future) teachers, signalize problems and bottlenecks;
- Tasks, like 'being an intermediary' and adviser, for instance between study programme and school, school management and supervising teachers.

In many cases the trainers at the school (often used terminology is mentor of coach) are trained for these tasks within the teacher-trainer programmes with which the school cooperates.

Furthermore, also VELON (the dutch organisation of teacher educators) is active in the field of training trainers at the school.

In 2005 the Education Council advised to make supplementary demands (requirements) for trainers at the school. The VELON started in 2006 with a project to develop for this position a professional qualification standard, which is connected (links up) with capability demands for teachers and with the professional qualification standard for teacher trainers.

3. The relationship between teacher education institutions and schools regarding the professional development of their teachers and the organisational development of schools

At the moment in the daily practice in 37 projects for training schools, research is carried out into the criteria on quality which a training school has to fulfil and on what conditions the training at the workplace can take place in the most optimal way. In 2008 the research will be completed. The target is to incorporate the criteria on quality in legislation in 2009.

The teacher education institutes will remain responsible for the training of teachers. They issue the degree certificate / diploma upon completion of the training. The Accreditation Organisation of the Netherlands and Flanders (in Dutch NVAO) independently ensures the quality of teacher training, and by doing so also indirectly ensures the quality of school-linked training projects (training at the school).

Because the Education Inspectorate ensures the quality of the education at schools, both monitors meet in the area of training at school.

At the moment they together carry out research into the adequate set-up of monitoring of training at school. It is expected that this research will be completed at the beginning of 2008 and that a publication will be issued. In the publication the NVAO and the Inspectorate will

[i] Overview Practical Placements (example).

Practical Placement 1 'propedeuse' (SP1) (see 'onderwijsarrangement')
Practical placement aiming at 'orientation' and first practices in teaching. The student formulates teaching questions and on the basis thereof carries out tasks with regard to general aspects of education, the place and position of your own teaching subject and your motivation for the profession of teacher. You also practice simple forms of teaching.

Small groups of first year students during one week in autumn visit a secondary school or a department of a Regional Training Centre (ROC): the 'Blokstage'.
After this, for the remainder of the course duration – during one and a halve day per week- they carry out tasks at the school on the basis of the formulated 'learning' questions: the 'Lintstage'.

write the agreements on how they will organise (and implement) the monitoring of training at schools in the future.

Study load: 10 credit points: approximately 35 days (including the 'blokstage') at the school.

Practical Placement study year 2 (SP2)
You learn the basic principles of teaching, you learn the necessary aspects of basic education and you learn how to manage (the differences between) students). The tasks are relatively simple. During the periods 3 and 4 on the Thursdays and Fridays you have no obligations at the institute. On these days you can have appointments with the school where you carry out your practical placement.

Study load: 10 credit points: approximately 40 days at the school.

Practical Placement study year 3 (SP3)

You develop further your basic teaching skills and your skills for the profession of teacher. More emphasis will be put on the supervision of students (pupils). The criteria for assessing are focussing on selection in relation to the final 'LIO' practical placement in the fourth study year. You are active in the classrooms where the teaching subject concerned is being taught. You work rather independent. You not only teach, but build up supervision contacts with students / pupils as well.

During the periods 1 and 2 on the Thursdays and Fridays you have no obligations at the institute. On these days you can have appointments with the school where you carry out your practical placement.

Study load: 14 credit points: approximately 50 days at the school.

Practical Placement study year 4 (SP4)

The 'LIO' practical placement (Teacher in Training) in the fourth study year is the final part of the training course, the crown of your work. With "supervision on a distance" you are able to carry out as independent as possible the different tasks of a teacher. You study independently on your own responsibility. During six months you work full-time at a school. During the practical placement you also write your final thesis, base on the education concerned.

Study load: 30 credit points: approximately 105 days at the school (including the work on the final thesis).

The framework and nature of mentoring and coaching student teachers in the context of initial teacher education - Czech Republic

Jiří Smrčka
ENTEP

There are 9 Faculties of Education in the Czech Republic which provide the study programmes *Primary School Teacher Education and Lower Secondary School Teacher Education*. Some of them also provide the study programme *Upper Secondary School Teacher Education* but this one is mainly provided by the Faculties of Arts and Faculties of Science.

Student teaching is a part of these study programmes (in our country, we speak about student practices). All students have to teach under a mentoring, minimally 4 weeks (but somewhere about 10 weeks – it depends on type of study programme and teacher education institution). Nevertheless, it is not compulsory defined by law (an Act), but it is a part of standards requested by Accreditation Commission. (Study programme must be accredited.)

• Partnership agreements between teacher education institutions and schools: the different roles played by each partner

There are not central requests for agreements between teacher education institutions and schools in Czech Republic. Teacher education institution usually enters into a bilateral agreement with school where students will teach. Students are there under double mentoring: 1) under senior teacher from school, 2) under teacher form teacher education institution. Both of them evaluate student teachers.

• Which is the required school teachers' profile to be a mentor and a coach of student teachers in the schools context and how are they prepared to organise effective mentoring and coaching schemes

These requests are not centralised. It depends on the concrete school and the concrete teacher education institution. These institutions set requests and coaching schemes themselves.

• The relationships between teacher education institutions and schools regarding the professional development of their teachers and the organisational development of schools

I couldn't answer this question exactly. In my mind, it depends on experience every school. The schools can exploit this cooperation for development of their teachers (for ex. participation at research projects, programmes of livelong learning etc.) or not. I think there are big differences among those schools in Czech Republic, what is mainly caused by interest (or non-interest) from teachers and head teacher and interest (or non-interest) from teacher education institution.

Initial teacher education in teaching context in Romania

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The National Strategy for Initial and Continuous Training of the Teaching Staff and Managers in Pre-University Education was created at the beginning of 2002 and the process of its implementation was successfully initiated in the second half of 2003. At the beginning of 2005 Romanian's Ministry of Education designed and proposed the specific laws for this sector for Parliamentary approval.

For the period of time envisaged, the national strategy for initial and continuous training of the teaching staff in pre-university education set out certain **objectives** that focus on professionalizing teaching in Romania and developing an educational market for continuous training programs through a loyal competitive system that helps teaching staff benefit from a wealth of choice from providers of continuous training programs.

In relation to the **nature of mentoring and coaching student teachers in the context of initial teacher education**, it is important to mention that further objectives aim at giving new dimension to the relationship between theoretical and practical elements of the teaching training curricula by extending initial training until the teacher/tutor certificate (diploma) has been acquired by obtaining the "Definitivat" teaching degree; improving the link between structures and stages of the teaching career and educational standards and ensuring professional development by using the credit transfer system.

- On an **institutional level** two other important points can be mentioned: the information concerning specific institutions such as the Departments of the Teacher Training in Universities (DPPD) and Pedagogical University Colleges has been updated and initial teacher training programs for ***"mentor" position*** as a resource person for the on-going process of practical pedagogical activities have already taken place in cooperation with the British Council, "Goethe" International Institute, the World Bank Project for Rural Education Development.

Remarkable progress can be seen in terms of the evolution of the teaching career. There have been special measures to restructure the methodology for continuous teacher training and modify the system of teaching career development and promotion by restructuring teaching degrees and introducing the ***degree of excellence in teaching***. Likewise, progression in the teaching career has now been reshaped by making use of professional transferable credits and substituting the criterion of "age" with complex psychological, social and professional criteria.

The concrete measures proposed for the implementation have focused on:

- ***Extending initial teacher training*** until the stage of undergoing and successfully passing the examination to acquire the "Definitive" degree (Diploma) in education (after one year in-service teacher training supervised by the respective mentor and methodologist);
- Linking certification and teaching career development systems (teachers' application for employment on a permanent position in schools will take place after the "definitive" degree diploma)
- Introducing a complex evaluation system to obtain the ***teacher/tutor diploma*** (after the initial teacher training stage) by means of:
  - Professional lay-out, "pedagogical notebook"

- Written examination
- Diploma essay (with psycho – pedagogical - methodological contents).

- Introducing certain qualification levels in initial teacher training:
  - ***Teacher/tutor certificate:*** This is to be obtained after having graduated from a higher-education institution and acquired the pedagogical training certificate from teacher education institutions ;
  - ***Pre-primary and primary school teacher certificate.*** This is to be obtained after having graduated from the Pedagogical High-School;
  - ***Teacher/tutor diploma.*** By attending the in-service teacher training, undergoing and successfully passing the examination to acquire the "definitive" degree diploma;
- Issuing a teacher training file alongside the teacher/tutor diploma for each student.

In relation to **the relationships between teacher education institutions and schools regarding professional development** we are working towards:

- Developing a ***permanent institution network (schools and kindergartens)*** to implement pedagogical activities by means of bilateral agreements between higher-education institutions and county school inspectorates;
- Establishing a wide variety of *partnership-relations with service provider institutions for alternative pedagogical activities* (consultation centers, clubs and extra-curricular activities for pupils in other centers, media, language deficiency centers for children, NGOs etc.).

Initial teacher education in teaching context – Sweden

Myrna Smitt
ENTEP

Initial teacher education is provided by higher education institutions. The length of the studies varies from 180 higher education credits[1] (3.5 years) to 330 higher education credits (5.5 years). The teacher degree is awarded at first or second level depending on the length and progression of the studies. The degree ordinance says that for each study field in the study programme there must be some "school placement experience". Please find an extract of the degree ordinance including the Degree of Bachelor/Master of Education attached!

Teacher education is offered by 26 HEI:s in Sweden. Teacher education institutions are linked to municipalities and schools in a cooperation for development of the school and the higher education (teacher) institution as well. The cooperation is regulated by local agreements between the municipalities and the higher education institutions, normally for five years. The higher education institution may pay a small fee for each teacher student to the municipality.

At the HEI:s with teacher education there are also Regional Centres for in service education for teachers in school.

Following the degree ordinance it is stipulated for a teacher study programme to contain 30 - 45 higher education credits for school based studies or "school placement experience". For the teacher student this means that he or she does e.g. parts of maths in terms of its pedagogy and didactics in the school placement experience. Each teacher student is enrolled in a long term relationship to a certain school or school district during all his or her study period. The student is supported and trained by a mentor and the teaching team which the mentor belongs to.

The requirements for the mentor is to be a well experienced teacher. The mentor and sometimes the whole teaching team are prepared by the HEI offering a mentor education of 8-15 higher education credits. Some municipalities also offer some extra payment to the mentor. Often the student does his or her independent project or degree thesis work (15 or 30 higher education credits) as a field study on a matter with relevance for the hosting school. This is an example on mutual benefits for the student, HEI and the school.

Studies for the professional development of the teachers in school are to a great deal offered by HEI:s. They could be included in the earlier mentioned local agreements on school placement experience or it could be commissioned education paid for by the municipality. To a great extent courses in professional development are offered via the net and organised by the Net University.

At the moment the Swedish Government is investing SEK 3.6 billions (EUR300 millions) in education for teachers in school in a four years project, "A boost for teachers". This project also includes stricter rules on qualification requirements for teachers. Briefly the project includes in service education, studies for new qualifications and doctoral studies.

The actual model for teacher education was introduced from 2001.

Due to the decentralised higher education and school system the differences in performing teacher education sometimes are too big for guaranteeing an equal school.

In 2005 the reformed teacher education from 2001 was evaluated, with a follow up in 2007. The criticism of the education convinced the new government to decide on a committee to formulate a new teacher education in more regulated fashion and stressing the subject studies

[1] 1,5 higher education credit corresponds to 1 week of studies.

and research for school purposes more than before. The report from this work will be presented 15 September 2008!

Induction and the teacher's professional development: an Estonian project

Eve Eisenschmidt
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Memories of the first year of teaching:

The second day of the school week - it was horrible. I felt I couldn't go back. It was so awful that I would never like to experience anything like that in my life again…

Luckily I got help from my mentor. But the problem is, I don't ask for help a lot. When it's a big thing, when I feel that now I have to ask…

In many countries supportive activities have been implemented to help a teacher during his/her first working year(s). In Estonia preparations for the induction year – the support programme for novice teachers – started in 2002. On the national level the programme is implemented since 2004 for all first year teachers.

There are many reasons for supporting teachers' professional development during the first year of teaching:

(1) Studying to become a teacher is not popular among young people. The number of university entrants into teacher training is decreasing and at the same time the teaching staff is ageing.

(2) During the first five working years many teachers leave school, trying to find jobs in other fields, thus the educational system loses the resources spent on their preparation.

(3) The views and beliefs about becoming a teacher have changed. Teachers' professional development is a continuous process, including initial training, induction year (incl. socialization, entering the profession) and in-service training. Teacher training and the first working years have to be connected and the transition from one role (learner) to another (teacher) should be smooth. By regarding the first working years as a professional learning period, we approach teacher training in a complex way.

(4) Supporting novice teachers during their first working year(s) has an essential place in educational reform. Different measures have been implemented: mentoring at schools and in the region, university support programmes, continuing educational programmes, etc. The role of an organization is considered essential and the formation of teachers' communities of practice is seen as a way of professional learning. The implementation of the induction year requires the cooperation of several parties: school – university, novice teacher – mentor, mentor – school leader, mentor – university teacher.

Which theoretical model to choose depends on the national educational context and the needs of development. This article gives an overview of the theoretical background of the Estonian induction year and the first results of the implementation.

Theoretical background

Arising from the theoretical standpoints and taking into consideration the trends in Estonian teacher education, we should see teacher development divided into three dimensions: professional knowledge and skills dimension, social dimension and a personal dimension (Figure 1). According to this division the processes supporting the development occur simultaneously in three areas:

(1) developing teaching competences, (2) socialization in organization and in profession and (3) developing professional identity. Development in the mentioned dimensions and the corresponding processes take place in the school context and are influenced by the processes within an organization.

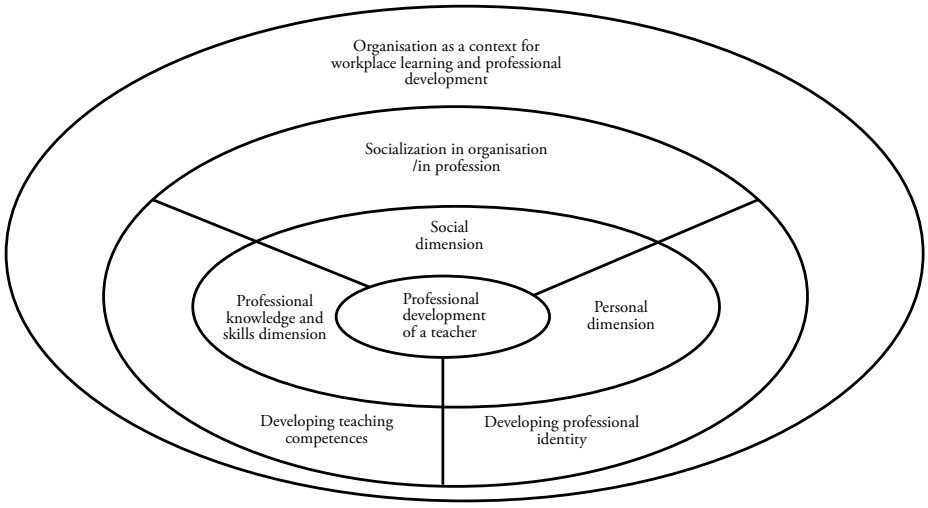

Figure 1. The theoretical foundations of the induction year (Eisenschmidt, 2006).

Thus, the theoretical foundations of the induction year in Estonia are as follows:

(1) **Schools are seen as learning organizations**, with existing teachers' learning communities; organisational learning of teachers and supporting each other's professional growth takes place within an organization (Senge 1990; Fullan 1991, 2006; Imants 2003; Cochran-Smith & Lytle, 2003; Harris & Muijs 2005; Nikkanen & Lyytinen 2005). An important role is played by a school leader as the development of the school in becoming a learning organization depends on the leader's competences (Fullan 2006). The mentor, as an experienced colleague, is a supporter of the novice teacher's professional development in the school context. The mentor provides help to adjust to the school as an organization and to the teacher's profession as well as offers assistance in solving everyday work-related problems.

(2) **Evolving into a teacher includes a socialization process**, through which the novice teacher becomes a member of the teaching community, accepting the knowledge, skills, qualities, norms and manners valued in the society and in the given school. It is a social process, where the opinions and attitudes of experienced teachers play a big role. Two socialization processes take place simultaneously – socialization within an organization and professional socialization. Professional socialization is more successful if a person adapts to an organization quickly, therefore the focus of the induction year is on adjustment to schools as organizations, on getting to know school culture, the aims of a school and one's colleagues (Lortie 1975; Lacey 1987; Lauriala 1997; Hess 2000).

(3) **The prerequisite for the continuous development of a teacher is the readiness to develop oneself, to analyse one's work.** In order to ensure the continuity of the professional development of teachers, it is essential to connect the three stages: initial training, induction year and continuous professional development (Feiman-Nemser 2001: 1050). During the first working years the basic competences are developed (among them a suitable teaching

style is adopted and a learning environment is created) and the basis for professional self-concept is formed. The ability and possibilities to self-reflect are some of the most important basic skills for professional growth (Schön 1983, Calderhead 1988, Korthagen 1999). David Kolb's (1984) model of experiential learning is the basis for the self-reflection process of a novice teacher. During the induction year it is the mentor who supports a novice teacher in the process of reflection and planning of one's development.

According to the theoretical concept the mentor has three important tasks in the Estonian school system: (1) to support the professional development of a novice teacher, (2) to support the adjustment of a novice teacher to the school as an organization and (3) to participate in the school's development.

At the same time the induction year is an opportunity to implement reforms in the educational system, and to support the implementation of the ideology of professional development of teachers and workplace learning. Supporting the development of a novice teacher also influences the development of schools as organizations; the possibility of teacher cooperation increases; and an atmosphere of a learning community is formed (Fullan 2006; Hargreaves 2003). In order to evaluate the chosen theoretical foundations, an appropriate implementation model has to be designed, which determines the activities of all the parties involved in the process as well as the principles of implementation.

The implementation model of the induction year

The focus of the model (Figure 2) is on the professional development of novice teachers and is supported by the school setting on one side and the support programme organized by the university induction centres on the other side. The aims of the induction year were determined as follows: (1) to support the adjustment of novice teachers to schools as organizations, (2) to further develop the competences acquired in initial training and (3) to provide support in solving problems caused by a lack of experience.

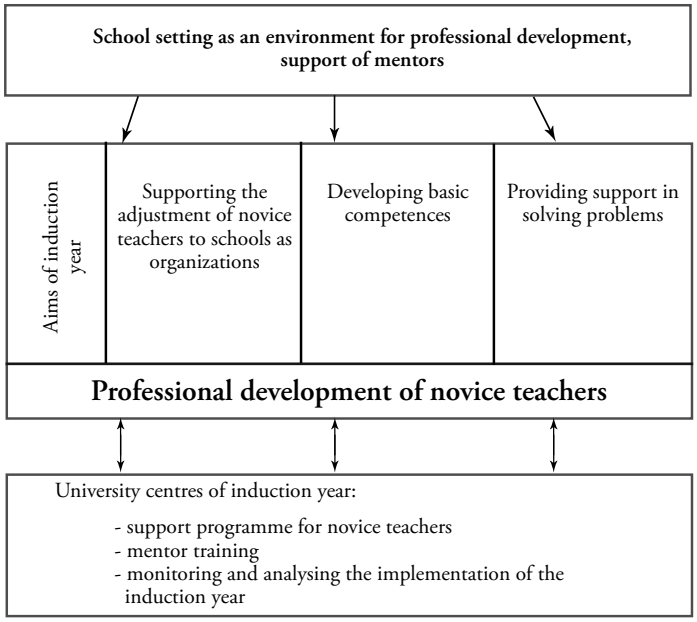

Figure 2. Implementation model of the induction year.

In the model two approaches are combined: learning and development in the school setting and the meetings of novice teachers in university centres. The principles supporting workplace learning and professional growth of novice teachers inside the school have been researched and have evidence based theoretical foundations. Less attention has been turned to the reasons why it is essential to organize the meetings of novice teachers at universities.

The following circumstances have caused the implementation of university support programmes:

1) international research shows that the teacher's eagerness to self-reflect is insufficient (Harrison et al 2005) and mentors are more oriented toward supporting adjustment to school culture (Wang & Odell 2002);
2) meeting with other novice teachers helps to understand the universality of the problems encountered by beginning teachers, which relaxes tension and supports novice teachers in their professional development;
3) while adjusting to the school setting, problems might arise, which novice teachers do not want to discuss with their mentor, or conflicts might emerge, which can be discussed during the support programme in university centres;
4) this provides a link between teachers' initial education and continuing professional development.

In the implementation of the induction year model there are four parties. In the school setting (1) a school leader, who is the creator of the environment that supports learning and professional development, and who appoints a mentor for a novice teacher; (2) a mentor, who is the closest partner for novice teachers and who supports their socialization and professional growth; (3) a novice teacher, who is responsible for his/her own professional development, (4) a university centre providing mentor training, seminars of the support programme for novice teachers and constant monitoring and development of the process (Figure 3).

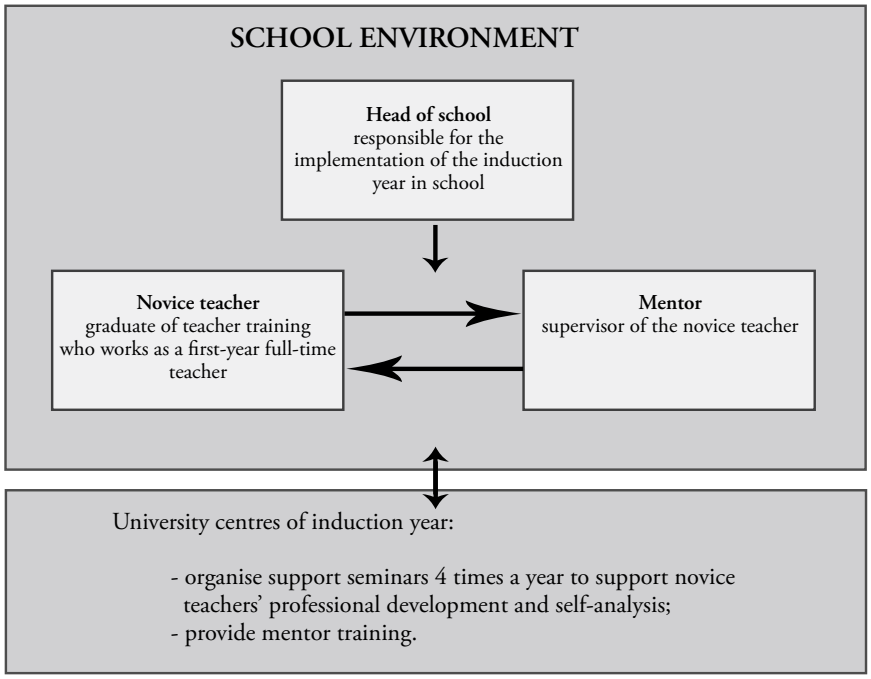

Figure 3. Parties of the induction year.

First results of implementation

It could be said that the first working year for the novice teacher is a period of adaptation to the organization, however, it could be doubted whether the organizational learning actually takes place. It became clear that school environment affects judgements on the professional skills concerning collaboration, self-analysis and professional growth.

Help in solving the risen problems was provided by a mentor. The novice teachers consider the mentor to be the "local guide". The mentor is successful in the role of supporting the novices in their adaptation to school, however, help in planning the teacher's professional development is meagre.

The school leaders of an organization with higher co-operative culture value induction year as the learning period of the novice teacher.

The novice teachers' assessments of the importance of the induction year were very divergent, which indicates that the value placed on the induction year varied greatly, probably depending on the amount of the assistance received from the mentor, the meaningfulness of the university support programme and the novice's own readiness to analyse his/her professional growth.

The eligibility of the implementation model

When assessing the eligibility of the implementation model, it can be noted that the created model is well-suited for the Estonian educational context, although it requires further development. The partnership of universities and schools in supporting the novice teacher's professional growth can be viewed as an advantage of the implementation model, since this approach creates a tense connection between initial training and the following continuous development. Co-operation with schools provides feedback on the quality of initial teacher training and creates opportunities for interconnecting theory and practice.

The drawbacks of the implementation model are the limited possibilities to directly affect school culture and the development of organizational learning. The teachers' own readiness to analyse their practice and develop professionalism should be more highlighted. University's support programmes should be more oriented towards the process of reflection both while working with novice teachers as well as in mentor training.

Training school leaders has a great impact on school development. Since the process is primarily organized by universities, one major theme of the training should be connected to fostering teachers' professional growth and organizational learning.

Assessing the concept of Estonian induction year in international context, its complexity should be once more highlighted. The partnership of university and school in supporting teachers' continuous development is rather uncommon. By now the network of Nordic universities fostering novice teacher's professional growth and planning the respective research has been created (Newly Qualified Teachers in Northern Europe- NQTNE).

The first experiences of the implementation have created the following suggestions:

- Initial teacher training should lay more emphasis on and create preconditions for the development of the future teacher's professional identity (including professional self-concept). Self-analysis and professional lifelong learning are principles, which should be followed by every professional in the contemporary world. The essential tasks in initial education are to develop readiness for continuous learning and constant professional improvement.
- In mentor training more attention should be paid to the mentors' skills and readiness to

support the professional growth of the novice teacher through the process of feedback and reflection in organizational context.

- More and more significance lies in organizational learning and learning community as a setting for fostering a teacher's professional development. The discussed topic should be more reflected in the context of school development and school leaders' prior training. The new forms of the continuing professional education are based on co-operation, more knowledge is acquired in networks and from each other. Therefore, school environment should become more supportive of teacher's learning and development and the teachers as well as the school leaders should master the skill of fostering organizational learning.

The question of changes in implementation of the induction programme is more complex. The changes on the level of understanding are more easily achieved in schools which have the characteristics of a learning organization, because these schools are oriented towards the idea of teachers' professional learning. The key person of the educational system – the teacher – becomes a guide of her/his own professional development. Support programmes reduce work-related stress and should bring the young teacher to school.

Memories of a second year teacher:

These first years have taught me to know my weak sides as a teacher. I have to develop my skills. I noticed my weak points thanks to the self-analysis. But sometimes I think that I analyze myself too much…

The tasks that life throws in front of us should not be this difficult, because at one point the question arises – how big a price should I pay for becoming a good teacher?

However, I like my job and I have always been proud of saying that I'm a teacher.

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Leadership and the Improvement of Pupils' Learning Outcome: the Austrian Leadership Academy

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The *Austrian Leadership Academy* creates a learning context which aims at influencing the pattern of how professionals in leading positions go about changing their organisations. From the concept of school as an organism (cf. Pechtl, 2001) "the heartbeat of leadership is a relationship, not a person or process" (Sergiovanni, 2005, p. 53). A learning school is a living organism where the 'heartbeat' requires enough resonance within the school to make the relationship between the levels of the people, planning, culture and structure in the system become visible.

Prof. Wilfried Schley (University of Zürich) and Prof. Michael Schratz (University of Innsbruck) designed a leadership development programme along with a new understanding of theory and practice which transforms the educational system by taking the quality of leadership as a starting point for systemic innovation. Searching for new meaning in worthy on the job-projects needs social sensitivity, empathy, self-knowledge/awareness and the ability to communicate successfully to inspire others. These are some of the necessary skills dealt with in situated learning arrangements.

Collegial team coachings (CTCs) form the heart of the change concept, which aims at influencing the pattern of how professionals in leadership positions on different levels of the school system (e.g. heads, inspectors, ministerial staff) go about improving their organisations. The CTC aims at creating resonance on two professional levels:

- the organizational level (e.g. school, local or regional administration, ministry …)
- the personal level (mental models, scripts, beliefs …)

The participants experience the mode of an anticipated pattern of leadership, the cycle of energy necessary for creative engagement and the role of "system thinkers in action" (Fullan, 2005).

Every year two new cohorts join the Leadership Academy, each consisting of 250 to 300 school leaders and other key people in managerial positions. This critical mass has proven necessary to contribute to necessary change processes on both the regional and national levels working towards a networking dissemination practice.

The presentation portrays theory and practice of the work in the Austrian Leadership Academy through the presentation of the key principles and research findings by its academic directors. One of the key principles is *leadership for learning*, which goes back to John F. Kennedy's quote "Leadership and learning are indispensable of each other". Therefore it is necessary that school leadership makes important contributions to the improvement of student learning. Leadership cannot always influence student learning directly (classroom teaching) but indirectly through shared leadership. Leadership for learning asks for directions which help to improve the results of student learning, for activities which create an effective learning environment which helps schools to learn how to improve people and the school at large.

The *Leadership Academy* serves the capacity building, qualification and empowerment of leaders in the Austrian educational system. Leaders are motivated to strategically target complex development tasks through priority setting, focussing on solutions, individual development

projects and creating organisation profiles. The participants learn to translate challenges into innovative development processes and entice and empower staff in their work environment to achieve top performances. The *Leadership Academy* aims at creating a new mentality of leadership which rather draws on trust and authenticity than on power through position. The ultimate goal of the *Leadership Academy* lies in sustainably improving the preconditions and processes of young people's learning in all educational institutions.

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Teacher education and professional development

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University of Lisbon

The staging of the conference *Teacher Professional Development for the quality and equity of Lifelong Learning* in Lisbon at the end of September 2007, at the time of the Portuguese Presidency of the Council of the European Union, demonstrates the importance given to the issue of teacher training at European Union level. We are not dealing with anything new, or even recent, as the question of teacher education has been the centre of educational policy since the mid-20th century, with the extension of school for the masses and, in particular, with the "school explosion" of the '60s.

However, after the "Lisbon Strategy" guidelines (March 2000) the issue of teacher education and teachers' professional development has garnered new aspects and added relevance within the European Union. Those guidelines emphasise the key role of the qualification of human resources within the context of "Lifelong Learning" policies and, within that context, the decisive role teachers play in terms of implementing ambitious educational goals by 2010. The role of teachers, who are presented as decisive agents of change, is related to the necessary "modernisation of school" (CEC, 2007, p.9), which is seen as a requirement for the implementation of the objectives drawn up in economic and social areas. It is from this perspective that, in a document prior to the staging of the Conference (26th October 2007), the Permanent Representatives Committee indicated a "total consensus" regarding the strategic importance of teacher education and recommends that the Member States "maintain and improve the quality of teacher education throughout their careers" as one of the "main priorities" (p. 5).

Motivating teachers professionally

The starting point for the debate at the Conference was the Commission's Communication to the Council and the European Parliament, dated August this year (European Communities Commission, 2007, hereafter identified as the Background Document). This Background Document, which was generically approved by the participants, maintains a rhetorical, recurrent discourse, which is consensual but also concomitant with an analysis that is sombre and problematic in certain aspects. If the rhetorical consensus is, as António Nóvoa stated in the opening presentation, "good news", this does not hide the discrepancy between that discourse and the persistence or worsening of problems that teachers have to face in schools on a daily basis. The analysis presented in this Background Document identifies a wide range of resulting problems, in terms of demographic factors, the context in which teachers work and the new roles and demands that are made of them.

On a demographic level, the teachers that were one of the largest professional groups in the European Union, at around 4 million people at the end of the 20th century (around 3% of the working population - Nóvoa, 1998), are now older and even more numerous (6.25 million). The mass recruitment of teachers in the '60s and '70s means we are currently experiencing the end of a cycle that will require an important renewal of teaching staff until 2010. This renewal is problematic, considering the problems various countries have had in recruiting new teachers, persuading the most experienced not to leave the profession early and motivating the younger

teachers not to change careers (Rayou and Van Zanten, 2004). On the other hand, teachers are confronted with increasingly heteregenous and "difficult" students in schools, while new competencies and roles are being demanded of them within the context of an extension of the scope of their traditional professional mission.

In more difficult and increasingly complex work environments, teachers are asked to effectively and efficiently transmit knowledge, promote student autonomy, build innovative methods that facilitate learning and put teaching methods and the individual monitoring of students into practice, in the sense of responding positively to the increasing diversity in the student population. Teachers are also asked to fully integrate ICT into their professional practice. Teachers are also increasingly being asked to assume educational and managerial responsibility outside of their classic and limited territory. This situation is partially the result of a general trend of giving greater autonomy to teaching establishments.

The Background Document that guided the debate outlines an analysis that defines the current teacher education situation as unsatisfactory, generally restating the conclusions of an OECD report, the result of the International Conference that took place in Amsterdam in November, 2004 (OECD, 2004). It shows that teachers lack the competencies for the challenges they face, while recognising the lack of continuity and coherent coordination at the different stages of their education paths. Teacher education policies also reveal a poor or non-existent coordination of teachers' professional development with the organisational development of schools. The incentives that teachers are offered to permanently keep their knowledge updated are recognised as poor, with little investment made in the field of on-going teacher education. Other weak points are the general lack of professional induction (limited to half of the countries), as well as poor levels of support for teachers who have difficulty in the classroom (this type of mechanism only exists in around a third of countries. With the objectives of the Lisbon Strategy as a reference, indicators for 2006 show us progress has been slow (as underlined in the Background Document) in terms of the reduction of early school leaving, the percentage increase of pupils finishing upper-secondary education, and the percentage reduction of 15-year-olds with low-level reading competencies.

The core objectives that emerge from this analysis are: improving the quality of teacher education, as well as teachers' professional performance; making teaching attractive as a profession, making it possible to recruit the best candidates, persuading other professionals to become teachers and dissuading experienced teachers from giving up the profession. The achievement of these objectives is only viable within the scope of one central objective: that of professionally motivating teachers, reversing a growing sense of professional malaise and crisis of identity.

In order to give greater value to teaching as a profession, the Background Document sets out the four main principles that should serve as a reference for the policies to be followed: the profession of teacher should be *highly qualified*, it should be based on a training distinguished by *lifelong learning* processes, it should be a profession characterised by mobility and based on processes of work in *partnership*.

The work of the conference made it clear that there is a broad agreement with regard to the major principles and direction that distinguish the successive European Union documents on teacher education policy. The debate was also useful, in terms of enriching, developing, modelling and emphasising certain aspects of the Background Document, in terms of critical contributions that allow the identification of important issues that will have to be debated and which correspond to poorly, insufficiently formulated or unasked questions.

Of the contributions that enrich and give greater depth to formulations already advanced (and in line with the Background Document), it is worth highlighting a number of presentations

(from Portugal, Finland, Slovenia, Holland) which are related to the internal logic of teacher education mechanisms at country level and indicate the need:

- To guarantee the continuity and coherence of the various stages of the teachers' education path; one which covers the whole of their professional career right from the beginning of initial education;
- To give strategic relevance to the practice of research as the structural methodological basis for training mechanisms and processes;
- To build professional development mechanisms based on partnership practices and dynamics that permit agreement and joint-responsibility between different players and institutions;
- To institute periods of professional induction, considering the effective moment of entrance into the profession as critical and that in some cases this is the time that teachers leave the profession, in the first five years (Estonia);
- To recognise the relevance and the core nature of permanent pedagogic mechanisms and construct practices accordingly;
- To integrate and coordinate teacher education practices with school management methods and processes, creating permanent synergies between the personal and professional developments of teachers and the organisational development of teaching establishments.

With regard to the management of schools, it was particularly clear in one of the presentations (Austria) the crucial importance of leadership (including types of "distributed leadership") as a factor capable of improving coordination between the different levels of school systems and facilitating improvements in teachers' professional performance, as well as (and more importantly) pupils' learning. From the perspective of aligning school management with teacher education policy, Portugal, Estonia and Holland defended the need to see the teachers of each school as a collective established as a professional community of learning, able to develop and produce new practices and professional knowledge. The creation of a questioning culture within schools, referred to the increase of collaborative learning, allows the development of ways of "transforming teachers' professional development into a shared responsibility" (Holland).

Finally, the importance of the internationalisation of education, which presupposes an investment in mobility (Slovenia and Norway), represents the possibility of multiplying training opportunities in different national contexts and facilitating the acquisition and exchange of new experiences and professional knowledge. If these possibilities have grown in relation to teacher trainers and future teachers (attending initial education), the same has not been happening with practising teachers, who find themselves rather left out.

Critical contributions of the debate

If the general tone of the debate was one of agreement with the general principles stated, four areas emerged where different presenters critically diverged from what is found in the Background Document. These were, obviously, highly valuable contributions which fully justified a fertile debate. These four areas are: (i) the relationship between the economy and education; (ii) the consequences of the processes of "naturalisation" of school regarding teacher education; (iii) the criticism of the idea of the teaching profession sustained by a paradigm of technical rationality; (iv) how the relationship between teacher education and the process of pupils' learning is equated in a coordinated fashion.

Promoting a "disinterested" education

Although the Lisbon Strategy recognises the value of education and work of teachers, it is imbued with a type of thinking where education and training policies are functionally subordinate to economic objectives. The fundamental orientation is explicitly reaffirmed in the Background Document: "The quality of education is a key factor that determines whether the European Union can increase its competitiveness in a globalised world". The conference presentation document, produced by the Portuguese Presidency, confirms this functional subordination and this linear vision that becomes reductive: improving teacher education is presented as the "main objective of the Education and Training Process 2010", because the quality of teachers' professional performance is considered "crucial" to "transforming the European Union into the most competitive knowledge economy". This discursive rhetoric becoming a "mantra" (establishing linear relationships between education, productivity and competitiveness) impoverishes the debate and the thinking about education, disseminating illusions and ideas that are totally contradicted by empirical data (more school does not create employment, nor does it necessarily consolidate social cohesion) and impedes a broader reflection on the way educational choices link with different ways of thinking and constructing a non-predetermined social life.

It is from this perspective that the opinion that featured in the Finnish presentation should be seen. This opinion considered that "the essence of the teaching profession lies in its moral nature", affirming that it cannot take its only or main foundations to be factors of economic rationality. Evoking the thoughts of the philosopher Immanuel Kant, we were reminded in that presentation that the human being should not be seen as an instrument to achieve certain ends, but rather as an absolute value in itself, which has the consequence of not reducing education to purely instrumental terms (e.g. economic). The conclusion drawn from the Finnish presentation is clear: "We have to respect how children and other learners grow and support their development, even there is no direct economic advantage".

Overcoming the school format

Talking of the "schooling" of teacher education means recognising the limits of training teachers using the same methods and organisational mechanisms that schools have used with their pupils, moreover, with increasing effective problems. School, as we know it, has inherited an "organisational grammar" that corresponds to a historical invention. The "naturalisation" process that it has been subjected to nullifies the necessary critical distance, which is essential to the creation of new forms of organisation and new forms of division of labour, and therefore new forms of working as a teacher. The vision of the teacher in his classroom, teaching his class, has become, in the words of Karl Popper, a kind of "mental prison" that has been established as a hindrance to innovation.

It is in this area that one of the presentations (Holland) contained the pertinent question: the principles defined and reaffirmed at European level transmit "a rather limited interpretation of the teaching profession", dominated by the "implementation of tried and tested teaching strategies", within the framework of undervalued collaborative work of teachers in professional learning communities. According to this presentation, little importance is given to teachers' contribution for the collective development of the school and the issues beyond the limited and individual terrain of the classroom in general. One of the main reasons for this lies in the fact that teacher education is focussed on classroom competencies.

This focus on classroom competencies (seen as an "invariable" of the naturalised vision of school organisation) hinders the capacity of teachers and schools to respond to the needs presented by new and broader school populations, as well as the new relationships between schools and social reality, characterised by mutations of the State, urban crisis, and crisis in terms of normative socialisation. One of the major problems identified in one of the presentations at the conference (Norway) was the fact that teachers "are not sufficiently prepared to work with heterogeneous populations". From a long-term historical perspective, it is understandable to be thus as schools were genetically prepared to produce and reproduce homogeneity. The teacher, class and classroom triad represents the key to this "organisational grammar" that is the basis of the dysfunctions of the school of the masses. This historically consolidated organisation of school is precisely what generates the dysfunctional aspects that distinguished the emergence and construction of school for the masses. As Philippe Perrenoud remarked (2002, p. 232) "schools will implode if they are not able to break with the conventional organisation of school work". The conclusion drawn is that it is not possible to disassociate reflection on teacher education (curricula, programmes, methods) from a parallel and concomitant reflection on the (re)organisation of school work (Nóvoa, 2002).

Overcoming the idea of teacher as "implementer"

The idea of teacher as a professional that "implements", both in terms of general guidelines of educational policy and what was taught in teacher education, corresponds to a process of increasing rationalisation of the management of school systems and didactic methodologies that are broadly the result from a kind of "mimicry of the dominant analysis models of the economic and business world" (Nóvoa, 1991, p. 63). The consolidation of assessment mechanisms and control of school practice over recent decades is part of this search for an impossible certainty or predictability.

The Background Document, which was subject to analysis and debate at the Conference, has an underlying model of linear coordination between the rationality of educational policies and the rationality of teacher education policies, whose effectiveness would result in a process of "transfer" and "application" appropriate to the desired professional performance. It is also the conjugation of this dual rationality that establishes these change processes in school, implemented voluntarily from "top" to "bottom" and seen as undertakings of social engineering. This is the perspective of "Major Reforms", where teaching practice corresponds to the transfer and application of what was taught to teachers to pupils themselves. This form of equating the relationship between teacher education and affecting change in schools is essentially summed up in Gaston Mialaret's formula (1981, p. 49) over a quarter of a century ago: "give me well-trained teachers and I will effect any reform".

During the conference, some contributions (Portugal, Finland, Slovenia and Holland) were explicitly opposed to this view of the teaching profession; that of a performance profession, where professional development policies and practice would be geared more towards being predominantly instrumental. This critical posture refuses to see, in epistemological terms, "practice" as "application" of theory and is based on the fact that learning in an experiential way and learning in a symbolic way are condemned to co-exist and feed off each other. The impossible disassociation of theory and practice leads to a re-equation of the relationship between teacher education and professional performance in other terms. Looking again at an idea so dear to Gramsci; in the relationship between knowledge and praxis (process), it is impossible to

disassociate a "homo faber" from a "homo sapiens", which has important consequences for the thinking regarding the teacher education process.

In contrast to the reductive idea of the teacher as implementer, during the conference there was an argument in favour of the idea of the teacher as symbolic analyst, working in complex, uncertain and unpredictable environments, where the importance of collective and contextual aspects of professional learning emerge.

It is this type of thinking that is the foundation of valuing the teacher as a "reflective practitioner", which leads directly to the idea of the teacher as researcher and the central role of professional practice, in real contexts, in the professional development processes of teachers (Portugal). Finland was presented as "an example of research-based teacher education", where the main objective of its programmnes was to prepare professionals "to identify and analyse the problems" they face in their work and whose solution was not previously "learnt". This means learning and internalising research attitudes on a training course (equating, analysing and solving problems). Learning how to act like a "reflective professional" means being able to "analyse one's professional work", "improving one's own teaching strategies and practices", taking on the responsibility of "producing new knowledge about education and training". Therefore, the research takes on the guise of action-research (Slovenia). From these pretexts it is important to reset the issue of educational innovation as a process where the school changes from the "bottom", its collective creativity potential supported accordingly. This type of analysis is particularly prominent in one of the presentations, where the capacity for creativity and innovation are seen as undervalued or ignored in terms of the list of competencies for teachers, on the list of Common European Principles: little or no attention is given to teachers' capacity "to adapt to changing environments", to act "as agents of change" and to "participate in a professional learning community" (Holland).

The "absence" of pupils

During the debates an issued was raised, albeit briefly, that is worth highlighting for its importance. This is an omission that is the result of the trend for segmenting the analysis of the situations and that, in this case, has resulted in disassociating the discussion on teacher education policy from the issues related to the nature and diversity of school populations and the way school education relates to them. Teachers' work cannot be considered separately from the indispensible work that pupils have to do. If, as was stated in one of the presentations (Portugal), one of the specific functions of teaching is a transitive activity that means the competency of making others learn, the boundaries of the job of teacher and the job of pupil have to be (re)thought of simultaneously. Little attention was given during the conference to internal action in schools that become cultures that are established, produced and reproduced from endogenous and exogenous dynamics. It is not relevant or fruitful to question the training and professional performance of teachers without also asking who are the current school population, what has changed, how do pupils construct their school experience, what is their relationship with knowledge and what sense do they give to their school experience.

Teacher education: Critical points

From the contributions of the conference, and the broad debate that took place, it is possible and useful to identify those which appear as "critical points", which teacher education policy has to respond appropriately to, even if only partially: there is a critical point regarding teacher

identity which, with its specific characteristics, is part of a broader social phenomenon of "identity crises" which affect the entire world of work (Dubar, 2000); a second critical point refers to the way the *individual and organisational aspects* of the teaching profession are coordinated in terms of professional performance and training; a third critical point corresponds to the need to give continuity and coherence to the *training paths* of trainers that coincide with their *professional career* via teacher education policies; a fourth critical point is the way *training time and place* is coordinated with *work time and place*, in an attempt to solve the chronic problem of the "transfer" of training acquisition to schools.

What does being a teacher mean?

The profession of teacher is distinguished by a plurality of dimensions that make it highly complex. With the broadening of the missions of schools, the broadening of the field where the teacher is required to act, in the type of changes in the surrounding social context, that complexity results in contradictory demands that encourage a feeling of a lack of professional definition, against a background of growing levels of stress at work. The relational aspect is essential when characterising a profession where teaching is considered as "a transitive activity, resulting in the competency to make others learn" (Portugal). The uniqueness of each human being and each educational situation makes the mere application of uniform and previously tested procedures insufficient, which points to the importance of seeing the teacher as a symbolic analyst (reflective practitioner, researcher, producer of sense) and not a mere performer. The indeterminate character of teaching situations implies that the teacher resolves problems in situations that are simultaneously uncertain and urgent (Perrenoud, 1983). A profession that does not define itself by the simple capacity to implement necessarily involves "a critical capacity and moral responsibility" (Rayou and Van Zanten, 2004, p.264). As a profession of relationships, the teaching profession is, by definition, an ethical profession, which supposes a commitment to the collective achievements of human culture, from a perspective of democracry, social justice and equality geared towards the education systems, the way teaching establishments are run and for the relationship with pupils (Finland). The teacher does not only teach what they know but also what they are. In the act of teaching, teachers need to permanently combine knowledge (content) with practical procedures, in a process of contextualisation that involves a craft and "artistic" aspect. In short, against the current of the phenomena of the deprofessionalisation of teachers, the profession cannot be limited to instrumentality, in contrast, appealing to the construction of meaning by being a part of a broad framework of ethical, cultural and political values.

The teacher between the "person" and the "organisation"

Human action has no place in any social "vacuum", occurring always within the context of social interaction systems that are relatively formalised collective action systems. Teachers are no exception to this rule and their professional identity and action are constructed and experienced within the context of schools as organisations. The personal and collective aspects of the teaching profession cannot be disassociated. The construction of professional identity and the learning of the profession superimpose an education path with a professional trajectory, where biographical and contextual dimensions meet in a dynamic and continuous process of professional socialisation. Teachers' policies have to take this dual aspect into account.

Intervening in teacher education therefore means intervening in the way teachers are professionally socialised, which also includes an intervention in the ways work is organised and divided in school as an organisation. This means overcoming one of the critical points that has been a negative influence on teacher education policies and practices; that is the existence of a dual exteriority in teacher education, both in terms of the individual teacher and school organisation (Canário, 2005). The persistence of the hegemony of a technical rationality paradigm in teacher education policies and practices leads to the construction of a professional thinking that, in the words of António Nóvoa, "does not value the subjective and experiential aspects, of the areas of teachers' reflections on their own work, of the informal moments of exchange and cooperation" (Nóvoa, 1998, p. 169). Therefore, the potential of the "person" is underestimated in terms of the constraints and resources of the organisational context.

This view of schools as organisations, where teachers learn via a process of professional socialisation and where the inter peer relationship plays a more important role (cooperation between teachers, mutual support in individual professional growth), is the theoretical basis of the Estonian presentation's emphasis of the crucial importance of a period of professional induction. On the one hand, it is considered that "initial teacher education should place greater emphasis on the development of the future professional identity of the teacher", while, on the other hand, there is increasing recognition of the "importance of organisational learning and learning community" as the main contexts for encouraging teachers' professional development (Estonia).

Constructing coordinated and coherent education paths

Teachers learn their trade in schools (Canário, 1988), not in initial teacher education schools, as is generally thought. Learning to be a teacher is an integral part of the construction of the school experience, first as children and youngsters, later as future teachers in initial teacher education schools and then playing their trade teaching children and youngsters in schools. As a researcher reported in their analysis of the situation in Portugal, due to their internal logic, teacher education schools tend to be blind to the training value of previous school experience of future teachers, which makes them incapable of a critical analysis and reconstruction of the image that students have of the teaching profession" (Formosinho, 2001, p.50). The in-service training stage (formal or non-formal, intentional or non-intentional) is the most important, decisive and strategic because it involves the possibility of inducing ecological forms of simultaneously changing and improving professional performance, the organisational development of school and the establishment of positive synergies between schools and the local context. It is from this logic that the idea of giving strategic priority to in-service training in close coordination or in actual harmony with school organisation can be understood, making it both an organisation of "qualification" and "learning".

Ultimately, one can say that the issue of teacher education is largely resolved via the direct intervention of how schools are run, where the most important trainers are, which means the most experienced teachers, as underlined in one of the presentation (Norway). In Portugal there is an absence of a coherent and continued coordination of teacher education policies and practices, but it is more general in nature and is manifested in the "incommunicability" between the sytems of initial and in-service training, in the lack of professional induction, in the predominance of an "academic" school model in initial education, in the differentiated position of the "theoretical" and "practical" components of education and in the location of in-service training in centres

outside of schools. From this perspective, there are two essential conditions for teacher education to take a continuous and coherent path of professional development: on the one hand, the "establishment of education partnerships between schools and teacher education institutions" and, on the other, making teacher education "one of the elements of school organisation and its projects" (Portugal).

In Holland, despite the clear differences between their situation and the Portuguese one, the analysis and orientation outlined are remarkably similar. One can see the positive effects of schools' increasing involvement in the process of teachers' professional learning, within the framework of cooperation with initial teacher education institutions: "In the Netherlands, the experience of partnerships between schools and teacher education institutions reveals that strong and structural partnerships that are part of the initial education (pre-practice) of new teachers, the in-service training of school staff and innovation in the curriculum and research, invigorate schools as much as teacher education institutions" (Holland).

Initial education and teaching practice

Recognising the crucial importance of the coordination and the setting up of partnerships between teacher education institutions and schools is an integral part of the attempt to resolve the "old" and constant issue of the link between theory and practice and the "transfer" of the results of teacher education to the area of professional performance. There has been a growing visibility and importance of "teaching practice" on teacher education programmes, with it being introduced earlier and earlier on the education path of future teachers. The importance given to it means recognising that more than making an alternating juxtaposition between "theory" and "practice", it is important to recognise, on the one hand, the value of experience in a real situation (one learns with and against it) and, on the other hand, recognising that theory and practice cannot be disassociated from each other, and are present on a predominantly "experiential" level (investing in previous knowledge and the results of the reflection on what has been experienced), and on a "symbolic" level (formalising the knowledge that results from experience that is not formulated consciously, essentially remaining tacit). Because it cannot be done without the close cooperation between education institutions and schools, teaching practice in initial education can become a core element in the coordinated construction of networks, partnerships and institutions. On the other hand, how it is organised presents the possibility of involving school teachers, future teachers and teacher trainers in the same education process that is distinguished with an education dynamic of role reversal.

Teacher education: policy challenges

The debate at the conference clearly demonstrated a rhetorical, redundant and consensual discourse on the value of education and the importance of the teacher, but also a clear difference and distance between, on one hand, "the ideal scenarios reflected in the official documents and discourse" and, on the other, "the reality of schools and teacher education" (Finland). In terms of policy measures, as António Nóvoa highlighted in his opening presentation, there is a stark contrast between "the exhuberance of the speeches" and the "poverty of practice". This discrepancy means putting teachers and those involved in their education in typically paradoxical situations of dual constraints: the discourse about the need to value the teaching profession conflicts with the objective and subjective decline of work conditions; the discourse regarding the role of

school and teachers in the construction of more prosperous and fairer societies conflicts with the worsening of social problems and the demonstration of anti-school behaviour; the discourse on placing greater value on the teaching profession and school autonomy conflicts with the emergence of forms of regulation that increase control and favour deprofessionalisation.

Looking at these factors we can deduce three major policy challenges for decision-making.

Teacher: a profession with a future?

Despite the different levels of status and education of teachers, it is possible to identify a tendency for a "reduced attractiveness of the teaching profession and the fact that teachers are committed in their profession, aiming to move to better and more challenging careers" (Finland). There are variations and even exceptions to this general trend (like the case of Finland, where the teaching profession is "one of the most popular options in higher education"), but the general situation is similar to the one in Estonia: "Studying to be a teacher is not a popular option amongst young people. The number of students that choose the education option at university is decreasing and at the same time teaching staff are getting older. Many teachers leave the profession in the first five years to work in other areas." (Estonia).

This is problem that was repeatedly highlighted at the conference and empirically corroborated by the available scientific literature and which is indicative of a broad phenomenon on a European and global scale. The changes that have happened in Europe since the '90s are in the way that teachers' work conditions are becoming more similar to those of other professions (Nóvoa, 1998). In the case of France, based on recent research, Lantheaume (2006) demonstrates how the development of educational demand and the imposition of educational policies combine to simultaneously create intensification of workloads and increasing difficulty in stimulating pupils' interest. In a situation where teachers are experiencing "their professional life encroaching on their personal life" (p.151) their refuge from the uncertainty that defines the present and the future of the teaching profession, which is a strategy of "defensive individualism", only aggravates the problems. In another context, Portugal is another example where empirical research allows us to identify the fundamental ambiguity throughout the teaching profession, which results in suffering at work (Correia, Matos and Canário, 2002) and in a profession that works under the yoke of stress (Mota Cardoso and others, 2002) and solitude (induced by defensive individualism), which is the result of the "deterioration of objective and subjective professional conditions" (Correia and Matos, 2001, p. 22). Nostalgia for the past, a hypothetical "golden age" and uncertainty about the future appear in the discourse of teachers as marks of an identity crisis and only goes to corroborate this feeling (Nóvoa, Alves and Canário, 2001).

The same defensive individualism, sceptism in relation to imposed policy reform, the development of strategies that range from ritualistic fatalism to resistance and rejection, are shown in equal measure in teachers from North America and Canada (including Quebec), resulting in a certain disorientation when confronted with a contemporary school distinguished "by a chronic instability of governance and leadership" (Lessard, 2007). Another aspect of the negative repercussions of educational policies regarding teaching is highlighted in the south of the continent, in Brazil, where "a process of the devaluation and instability of teaching has been aggravated by the recent changes introduced in Latin-American schools" (Oliveira, 2006, p.24). The tendential similarity of the objective work conditions of teachers and other salaried workers, as well as the feelings of professional frustration, are presented in an article that focuses on research results from Latin-America, under the aegis of IIPE-UNESCO (Tedesco and Fanfani, 2002).

As the result of the debate, the challenge is knowing how to overcome the contradiction between, on the one hand, the rhetoric regarding the key role of the teacher and placing the appropriate value upon it and, on the other hand, the reality of a profession distinguished by "escape" strategies, due to suffering at work, to a crisis of pedagogical authority and to the permanent and guilt-ridden demand for immediate results. The issue is knowing how to address problems of recruitment and renewal of teaching staff and giving the profession new appeal, which means making the current rule the exception (Estonia) and the current exception the rule (Finland).

The invasion of social problems at school

The elitist school of the past corresponded to a well delimited world, in terms of physical territory, and one that was "protected" from the outside. The democratisation of access to schooling and the construction of school for the masses meant that it became "porous" to its social environment. With their heterogenous nature, the new and numerous populations represent the presence of their social groups and the communities they belong to within school. With the simultaneous decline of the institutional power of school, the return of mass social vulnerability and the growth of social inequality, school began to be invaded by social problems. The tendential social dualism and phenomena of urban spatial segregation are reflected in school systems that also reproduce forms of dualism, in relation to results and populations between or within teaching establishments, as well as phenomena of spatial segregation, based on economic, social and ethnic factors. This situation is well documented and theorised in the work published by Agnès Van Zanten on the "periphery school" (2001). This situation points to the important consequences in the definition and performance of the teaching profession where teachers are compelled to locally reconstruct lost legitimacy and authority, in a negotiation process with the local interlocutors, mainly the pupils, developing what Van Zanten called "contextualised professional ethics" (p. 16).

The problem of the school being "invaded" by social problems that originate outside the school itself was permanently, although implicity present during the conference debates via discourse regarding the difficulties caused by new populations, through the extension and fluidity of the frontiers of the teaching profession, through the demand for immediate results from teachers, in conditions that make the mission seem "impossible". The phenomenon we are dealing with is not limited to "periphery" schools, which are indicative of an extreme situation. It is present in different countries and regions in the world to different degrees and complexions, becoming a structural feature of school systems. The social and school duality reverberates in the ways that schools and the profession are fragmented and hierarchical and can accentuate the divide between school organisations "rich" in resources and capacities to exercise the "noble" causes of the transmission of knowledge and, on the other hand, "poor" school organisations, which are relatively effective in cushioning or preventing social conflict. On the level of the profession, this tends to take the fragmented form of an archipelago "with islands with very unequal and hierarchical quality, complexity and material and symbolic rewards", in the words of Tesco and Fanfani, who clearly demonstrate the dual constraints (two contradictory demands) to which many teachers are subject: the demands of performing auxiliary functions that harm the success of the mission of developing learning: "Or the teaching profession opts for the development of professional specialisation or it develops a new pedagogic/assistential professionality" (Tedesco and Fanfani, 2002, p. 71). We are dealing with problems beyond schools and they cannot simply be resolved within school itself.

Teacher: overcoming the paradox of autnomy

The number of demands that teachers are faced with, the expectation associated with their professional activity, the pressure and the scrutiny of the immediate results of their work, are related to complex tasks of symbolic analysts and not to the performance of simple and repetitive tasks, adhering to the completion of prescribed and monitored procedures. Teachers' professional development would then point to a consolidation of the capacity for self-regulation, within the professional group, which would mean the consolidation of "learning communities" at school level. Aspects and levels of professional autonomy emerge as the core issue or challenge from this perspective. However, within the framework of current educational policies, which mostly focus on conferring centrality and autonomy on teaching establishments, the feeling of a loss of confidence on the part of teachers remains, both on the part of the authorities and on the part of public opinion. The perception of tighter control prevails within the scope of policies that devalue the teaching profession and degrade the conditions in which it is exercised.

This negative effect, which is seen both in North America, which includes the USA, English-speaking Canada and Quebec (Lessard, 2007), and in Latin America (Oliveira 2006), is clearly referenced in a recent and important European Union-funded study comparing six European educational areas and focussing on the emergence of new forms of school system regulation (Maroy, 2004). The conclusions of this study point to an intensification of control as a demonstration of a loss of confidence on the part of school authorities in teachers' capacity for self-regulation, as a professional group, their ethical concerns and their technical capacity to improve the quality of their performance autonomously. For teachers there is a serious risk of "a feeling of a loss of collective autonomy in the profession in relation to their work and their work conditions" (p. 10). In view of this risk of "deprofessionalisation" and the "loss of individual and collective autonomy of teaching staff", the same study makes the policy recommendation that the new forms of regulation to be instituted "are not constructed against the teaching profession but via negotiation with it" (p. 13). This issue was explicitly raised during the conference debates (Holland), where it was specifically mentioned that "in the Netherlands, school autonomy has increased considerably in the last eight years, but that has not led to greater autonomy for teachers", but rather a reduction of professional freedom "partially caused by the emphasis placed on stronger school leadership" (greater concentration of powers in a leader instead of processes of "distributed leadership").

Considering that the political will of rationalising teachers' work, exercising stricter control upon it, is part of the emergence of forms of regulation that have destabilised traditional points of reference in the teaching profession, the solution for the current problem lies, necessarily, with an educational policy project, as well as with its repercussions in school organisations and the different ways in which teachers work.

Consolidating teachers' professionalism

The importance of this theme, as well as its limitations, became obvious during the conference: as important as it is, "teacher education, in itself, cannot meet all the challenges placed on education in society" (Finland). What also became clear were the limitations of macro-policies, which not only are susceptible to creating perverse (undesired) effects, but are also not applicable linearly in a uniform and general fashion without the measurement of the processes of appropriation and reinterpretation by local players, mainly in relation to teachers. Perhaps it is uncomfortable

(for some), but one has to admit that, in the same way the teacher cannot learn for the student, teachers' work cannot be regulated by remote control, regardless of the personal and professional involvement of teachers. It is not possible to improve results without teachers.

So that we can put possible future action into perspective, it is worth remembering the "bad news" that António Nóvoa mentioned in his presentation: the inflated discourse and rhetorical exhuberance about the importance of teachers does not hide the fact that they have lost autonomy and prestige. The voice of teachers has been absent from the discourse about education in a dialogue where, paraphrasing the title of a celebrated book in the French-speaking world, "the deaf speak to the mute". Teachers' right to have a voice will have to be recognised and encouraged and is the necessary condition for them to take on the status of authors, according to Nóvoa.

This is about the choice of a perception of a teacher that goes beyond the narrow idea of the implementation of a number of precise procedures that give rise to immediately observable and measureable results. From a broad perspective where, in the terms of Claude Lessard (2002, p.19), the teaching profession acts *on*, *with* and *for* humans, it cannot be confined within the narrow limits of an instrumental rationality and can only find its full meaning on cultural, ethical and policy levels.

Being a teacher, nowadays, implies an effort towards a permanent process of learning and improvement that is part of in-servie training that is now seen more as a right and less as an imposition. It is in schools than one learns the profession of teacher, as this process overlaps the process of professional socialisation. This is the basis of giving strategic priority to the in-service teacher training, instead of focussing debates and policies on initial education. The fulcral problem that we face lies in how schools are run and not in the sum of partial problems, in which (initial) education is only one aspect. It is therefore important to conclude with a warning (Tedesco and Fanfani, 2002, p.78/79) for the need of future policies to be consolidated in systematic strategies that are geared towards "an integral policy that seeks to favour a new professionalisation of teaching".

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Some concluding remarks

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Introduction

- I would like to thank our hosts for such a well-organised conference and the wonderful hospitality we enjoyed last night.
- We have heard some very interesting and often passionate contributions - which have covered the topic of Teacher Education from just about every angle and also from every corner of the EU. It is clear how much key stakeholders are concerned about the state of Teacher Education in the EU.
- Commissioner Figel' (and Minister Rodrigues) referred to the importance of high quality Teacher Education systems for our economy, for our society and above all for our young people, and I think this conference has borne that out.
- We are very pleased that Portuguese Presidency took the initiative to hold this conference so soon after the Commission adopted its Communication on Teacher Education. You have really taken matters in hand when they were "hot off the press!".
- Let me take the opportunity to make clear from the outset that the Commission's message is *not* that the quality of teaching is poor but rather that teachers performance can be improved, teachers' job satisfaction will be greater and they will be encouraged to stay in their jobs longer, if they have access to a well resourced, coherent and attractive system of education, training and support from the beginning to the end of their careers.
- We place so many demands on teachers that anyone contemplating a career in the profession who was listening in on our discussions at this conference would surely be frightened off by the super-human list of qualities we expect them to have!

Points from the discussions at the conference

I was particularly struck by the following contributions:

- **António Nóvoa**'s comments about the need to put the teacher education debate inside the profession and strengthen the public voice of teachers – to let them have the "ownership" of determining the organisation of their profession.
- **Pavel Zgaga** underlined how radically different the profession is today. Teaching and Teachers have changed but teaching lags behind other professions in the Europeanisation/ internationalisation of the profession. He also underlined the need to upgrade teacher educators – we have to "teach old dogs new tricks".
- **Marco Snoek** told us of the lack of mechanisms in schools for teachers who are starting out on their careers, to learn from the experience of older colleagues and teachers. A sort of a mentoring system would be very welcome. He also underlined that teachers should create their own professional body and develop their own standards.

- The **good practices in teacher education** from a variety of countries: Finland, Netherlands, Denmar, Romania and Cyprus.
- **Maria Roldão** remarked upon the two separate worlds of initial and continuing training and the need to break down the barriers between them.
- **Kari Smith** explained that teachers identify themselves locally i.e. with their immediate classroom environment rather than the wider development of the profession. This can have a very limiting effect.

Main themes

In fact, if we look back over the last couple of days, I think we've seen that the issues raised by the European Commission in its Communication on Improving the Quality of Teacher Education were the right ones.

- **First:** the importance of having initial teacher education that is of the highest quality; in this regard, the question clearly arises as to why there are not more Member States who insist that all their teachers should have a Masters degree?
- I know there are several schools of thought on this; but I also know that this seems to be growing trends in Europe for more countries require their teachers to have a Masters degree because teaching is such a complex profession. It is very difficult to deal with every aspect of it in a Bachelors degree. So it was encouraging to learn that Portugal itself is going down that path as from the year 2007/08.
- If we look at the systems across the EU we see that many Member States require a lower level of qualification for their primary teachers than they do for secondary teachers. I wonder if this doesn't undervalue the key role that primary teachers play in helping the very youngest to develop as people. Could we not argue that all teachers, including primary teachers, should have the same level of education?
- But whatever the level of the qualification, I think we can all agree that Initial Teacher Education has to strike the right balance between knowledge of the specialist subject and knowledge of how to teach; between pedagogic theory and practice in real classrooms with real pupils.
- **Second:** it's clear from the interventions we've heard here that initial Teacher Education - even at Masters level - can never be enough to sustain a teacher for a career lasting 30 or 40 years. The skills and knowledge that our young people need are evolving all the time; and teachers need to be encouraged and enabled to carry on developing their own competence. If we expect our young people to be life long learners, we can surely also expect our teachers to set the example.
- Continuing professional development can take many shapes, as we have heard; it can involve informal as well as formal learning. And doesn't have to take place outside school; indeed, as we have heard, there is much to be gained by making the school the centre for Continuing professional Development, so that teachers can learn from the experienced teachers around them, and so that the development of the teacher is an integral part of the development of the school. I know that this was certainly the opinion of the national experts who took part in the Peer Learning Activity on 'the school as a learning community' last year.
- **Third:** Provision for Teacher Education needs to be planned and coordinated. If we want to make absolutely sure that every single teacher is getting the right training at the right

moment in their career, then we need to have systems that do this; we need to make sure that no teacher is left struggling, or discouraged, or unfulfilled because she does not have adequate opportunities to develop herself personally and professionally. This partly relies upon every teacher assessing her training needs, but it also means that there needs to be enough opportunities for further education or training in place, that really respond to the needs of teachers, and there have to be the encouragement and incentives to make them attractive.

- And, of course, Member States have to make sure that the system is adequately funded. Here I wonder whether enough has been made of the **economic case of investing in teacher education**. Marc Snoek said that teachers are the number 1 determinant of students' achievement. Teacher training may provide a much less costly means of improving pupils' attainment than reducing class size or adding school hours/other support mechanisms.
- **Fourth:** we should expect teachers to play their part in extending the boundaries of professional knowledge; from what I've heard yesterday and today, I'm sure that there is scope for much closer working between teachers in the classroom, and educational researchers; there should be a two-way flow of information and advice between them. May I be a bit provocative here – there may be a need for education academics to deliver their studies and analysis in an "understandable" way to policymakers. Not to be over-theoretical. There needs to be an active "sales" operation to convince policymakers to change policies which may be rooted in centuries of tradition.
- This also means that we need to encourage a culture of reflective practice amongst more teachers. We need teachers who can assess the effectiveness of every lesson they give, and learn from their successes and failures. And partly, of course, this requires there to be in place adequate systems of mentoring and guidance so that teachers always have someone to turn to for support

What next?

- So as some people have said to me in the margins of the conference – the Commission's Communication is all very fine and on the right track but what next?
- Before going into this, I need to explain a bit what the role of the Commission is. I think it is important to recall that the European Community has no competence in the field of education – this is a matter for the Member States exclusively. We therefore have to tread a very delicate line as to how far we can go in this area. We have broken new ground with this Communication and now the ball is mainly in the court of the Member States as to what happens next.
- The Portuguese Presidency has seized the initiative and in addition to hosting this conference is preparing Council Conclusions which will hopefully be adopted at the political level in the European Education Council in November.
- Ministers will be invited to set out what they see as the priority areas for action over the coming years.
- I would also urge you to get the debate going in your own countries and use the Commission's Communication (as well as the eventual Council Conclusions) to promote this issue further. We need to move out of the realm of the theoretical to the practical. The Commission would be happy to participate in national events to follow-up on its Communication.
- Other follow-up activities: Under the Education and Training 2010 programme, a group

of experts from Member States that are particularly interested in Teacher Education meets regularly to exchange good policy practice. Their aim is the modernisation of their national systems for Teacher Education. I hope that the Ministers will provide a clear indication of the direction that this work should take in coming years.

- In the same way, I believe that the results of this conference and the deliberations of Ministers will serve to highlight the contribution that can be made by ENTEP (European Network of Teacher Education Policies) to this process of modernising Teacher Education policy.
- But I would also like to remind you of the many opportunities that are offered by our **Lifelong Learning programme**. Mobility (as Kari Smith told us) brings great benefits to teachers: it can foster a better understanding of cultural differences and an awareness of the European dimension of teaching. The Comenius sub-programme offers exciting opportunities for individual teachers to undertake in-service training abroad; it also offers funding for institutions of Teacher Education in different Member States to collaborate on new projects to improve the quality of the Teacher Education they provide.
- Prof. Niemi – spoke about the Bologna Process and what it can contribute to teacher education. The Commission supports much of the groundwork behind Bologna and will continue to drive forward on Higher Education Reform in Europe.
- I think our discussions have shown that Member States face very similar problems when trying to equip their teaching workforce to provide education of the highest quality for our young people;
- This conference has provided us with a very good basis for future policy work in this field, and the European Commission will continue to support Member States in their endeavours.

Thank you