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Education and Training 2010:

Three studies to support School Policy Development

Lot 2: Teacher Education Curricula in the EU

FINAL REPORT

ANNEXES

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ANNEX 1. The questionnaire

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TEACHER EDUCATION CURRICULA IN THE EU

Autumn 2008

This is a questionnaire for national experts concerning teacher education (TE) and teacher education curricula in different EU countries.

Country _____

Organisation _____

Name _____

Title
Position _____

Ministry level **University level**

TE institution level **Other, please describe**

Please, describe briefly the relation of your organisation to national teacher education policy making

Do you want to be mentioned in the final report? Yes No

If yes → Only your name **Both your name and organisation**

TEACHERS' SKILLS AND KEY COMPETENCIES

The first part of the questionnaire concerning TE in your country deals with skills and key competencies referred to in the Commission Communication 'Improving the Quality of TE' and in the related Council Conclusions. Skills and key competencies are grouped into larger clusters and described briefly to help you form a common understanding of the concepts in different countries.

Clusters and their descriptions are:

1. **Subject competence** (e.g. managing, structuring and restructuring subject knowledge, integrating subject knowledge and pedagogic skills, applying constructive strategies in subject knowledge processing)
2. **Pedagogic competencies** (e.g. employing a range of teaching and learning strategies, supporting students' autonomous learning, using diverse teaching methods, stimulating students' socio-emotional and moral development, encouraging multicultural respect and understanding, teaching heterogeneous classes, guiding and supporting learners)
3. **Integrating theory and practice** (e.g. integrating study and practicum, using research-based learning, using guided teaching practice, learning the acquisition of information and development of knowledge, supporting research orientation, carrying out research)
4. **Co-operation and collaboration** (e.g. between students, colleagues, parents and schools, working effectively with the local community, with work-based training providers and stakeholders, supporting communication skills, using collaborative learning methods, promoting safe, respectful school environment)
5. **Quality assurance** (e.g. understanding and applying the principles of assessment, contributing to systems of quality assurance, using the results of assessment to evaluate and improve teaching and to improve standards of attainment)

6. **Mobility** (e.g. supporting students' and teachers' European and international contacts, encouraging student exchange, learning and using European languages, learning and understanding different (European) cultures)

7. **Leadership** (e.g. supporting leadership competencies so as to develop the institution and the learning environment, collaboration between institutions and communities, regional collaboration, staff development, strategic, pedagogic and economic leadership, encouraging teachers to career development)

8. **Continuing and Lifelong Learning** (e.g. supporting and preparing students for lifelong learning, understanding the importance of self development to continue their professional development throughout their careers)

In the following questions, you will be asked to review these competence clusters in relation to different aspects.

**QUESTIONS CONCERNING SKILLS AND COMPETENCIES
IN TE IN YOUR COUNTRY**

Descriptions of the school levels used in the questions:

- Primary school teacher
~ Teacher at the first level of basic education, ISCED 1 (pupils aged ~ 6 – 12 years)
- Secondary (lower) and upper secondary school teacher
~ Teacher at the second stage of basic education and at upper secondary education, ISCED 2 & ISCED 3 (students aged ~ 13 – 19 years)

For each item, please mark the alternative you consider the most appropriate:

**1a. How important are the following competence clusters in the
PRIMARY SCHOOL TE curricula in your country?**

(See descriptions of the school levels above)

	Not at all	Not very	Quite	Highly
Subject competence				
Pedagogic competence				
Integrating theory and practice				
Co-operation and collaboration				
Quality assurance				
Mobility				
Leadership				
Continuing and lifelong learning				

1b. How important are the following competence clusters in the SECONDARY and UPPER SECONDARY SCHOOL TE curricula in your country?

	Not at all	Not very	Quite	Highly
Subject competence				
Pedagogic competence				
Integrating theory and practice				
Co-operation and collaboration				
Quality assurance				
Mobility				
Leadership				
Continuing and lifelong learning				

2. To what extent have the skills and key competencies for teachers' degree / qualification been determined at different levels?

	Not at all	To a small extent	To some extent	To a great extent
Ministry level (country)				
Regional level (state, community)				
University level				
TE institution level				
Other (describe):				

3. When planning TE in your country, at what level have the following competence clusters mainly been taken into consideration?

a) National level (ministry's orders) b) Ministry's recommendations c) State (regional) orders or recommendations d) TE institutions' collective decisions e) Individual TE institutions f) Not included in teacher education						
Subject competence	a	b	c	d	e	f
Pedagogic competence	a	b	c	d	e	f
Integrating theory and practice	a	b	c	d	e	f
Co-operation and collaboration	a	b	c	d	e	f
Quality assurance	a	b	c	d	e	f
Mobility	a	b	c	d	e	f
Leadership	a	b	c	d	e	f
Continuing and lifelong learning	a	b	c	d	e	f

4a. Have the following competence clusters been taken into consideration when planning the PRIMARY SCHOOL TE curricula?

	Yes	No	Don't know
Subject competence			
Pedagogic competence			
Integrating theory and practice			
Co-operation and collaboration			
Quality assurance			
Mobility			
Leadership			
Continuing and lifelong learning			

4b. Have the following competence clusters been taken into consideration when planning the SECONDARY and UPPER SECONDARY SCHOOL TE curricula in your country?

	Yes	No	Don't know
Subject competence			
Pedagogic competence			
Integrating theory and practice			
Co-operation and collaboration			
Quality assurance			
Mobility			
Leadership			
Continuing and lifelong learning			

5. Please, estimate the proportion between theoretical studies and classroom practice in TE curricula in your country. Use percentages adding up to 100%.

Primary TE: Secondary and upper secondary TE:

Theoretical studies _____% Theoretical studies _____%

Classroom practice _____% Classroom practice _____%

In total 100 % In total 100 %

THE ORGANISATION OF THE INITIAL / PRE-SERVICE TE SYSTEM

Please, choose the alternatives that best fit your country's TE system.

1. To what extent are the following levels involved in determining the system of initial TE in your country?

	Not at all	To a small extent	To some extent	To a great extent
Ministry level (country)				
Regional level (state, community)				
University level				
TE institution level				
Other (describe):				

2. What kind of qualifications/degree must PRIMARY SCHOOL TEACHERS have in your country?

- a) BA (including pedagogical studies)
- b) MA (including pedagogical studies)
- c) BA + pedagogical studies (e.g. diploma)
- d) MA + pedagogical studies (e.g. diploma)
- e) Diploma
- f) License given by educational institute at the TE college level
- g) License given by educational institute at the vocational level
- h) No teachers' licences at all
- i) Other (describe) _____

3. What kind of qualifications/degree must SECONDARY and UPPER SECONDARY SCHOOL TEACHERS have in your country?

- a) BA (including pedagogical studies)
- b) MA (including pedagogical studies)
- c) BA + pedagogical studies (e.g. diploma)
- d) MA + pedagogical studies (e.g. diploma)
- e) Diploma
- f) License given by educational institute at the TE college level
- g) License given by educational institute at the vocational level
- h) No teachers' licences at all
- i) Other (describe) _____

In some countries there is a probation period for beginning teachers, during which they are supported and supervised and their suitability for the profession is evaluated.

4. Which of the following alternatives best describes the officially recognised situation in your country?

- There is a obligatory probation period for teacher students / NQTs, which is a compulsory part of their teacher qualification; Length _____
- Teacher students / NQTs are evaluated during and after this period.
- Beginning teachers are already fully qualified.

Initial TE in respect of the Bologna Process

The Bologna Process (BP) is an intergovernmental reform process, aiming at the creation of an integrated European Higher Education Area (EHEA) by 2010. This reform should concern all universities and higher education institutions as well as all university degrees, including teacher education and training.

The European Credit Transfer System (ECTS) is based on the principle that 60 credits measure the workload of a full-time student during one academic year. The student workload of a full-time study programme in Europe amounts in most cases to around 1500-1800 hours per year and in those cases one credit stands for around 25 to 30 working hours.

The BP defines 3 levels of degree:

1st level = Bachelor (~ 180 ECTS)

2nd level = Master (~ 90 ECTS)

3rd level = Doctor (~ 360 ECTS).

1. Is your country applying the Bologna Process reform in TE?

- a) Yes, in all institutions/departments/study programmes.
- b) Yes, in some departments/study programmes.
- c) Not yet, but we will do so in the near future.
- d) No, we do not see the need for this at our country.

2. How many of the three cycles (Bachelor, Master, Doctor) of the Bologna Process do you provide in TE (for each type of TE)?

- | | Primary TE | Secondary and upper secondary TE |
|---------------------------------------------------|--------------------------|----------------------------------|
| a) None of these | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Bachelor level | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Bachelor & Master level | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Bachelor, Master & Doctor level | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Other combination of these
(describe) _____ | | |

3. What are the main elements of your country's agenda concerning the implementation of the BP reform for TE?

- Primarily harmonisation of existing study programmes to fit into the two-cycle degree system (3+2 or 4+1 scheme) without profound changes in approaches to teaching, learning, and assessment.
- Primarily implementation of new structures and tools (two-level system, ECTS, Diploma Supplement etc.) without profound changes in approaches to teaching, learning, and assessment.
- Implementation of new learning structures and tools (two-level system, ECTS, Diploma Supplement, recognition of previous learning etc.) accompanied with a comprehensive modernisation of approaches to teaching, learning, and assessment at our institution.
- There is no such agenda in our country yet.

4. What kind of model of the first two-cycle degree structure do you follow or plan to follow in your country?

- 3 years for the first cycle (Bachelor) followed by 2 years for the second cycle (Master).
- 4 years for the first cycle (Bachelor) followed by 1 year for the second cycle (Master).
- Both options (a and b), depending on the profile of the teacher's degree.
- Only the first cycle (Bachelor) degree (or equivalent) but graduates can continue in the second cycle (Master) at other institutions.
- Primary TE is not following the BP
- Secondary TE is not following the BP
- Can't answer this question (yet).

5. What are your main aims for the FIRST CYCLE (Bachelor/Diploma) degrees?

- We aim to provide the same teacher qualifications like in our former system.
- We aim to provide new basic teacher qualifications (first degree).
- We aim to provide broad qualifications which lead to a job and/or further study.
- No other aims but academic degrees.
- Can't answer this question (yet).

6. What are the main aims of your country for the SECOND CYCLE (Master) degrees?

- An advanced qualification for all teachers who so desire.
- A research qualification for teachers
- To provide education/training through in-service TE
- To attract first-cycle graduates from other adequate study fields to TE
- Can't answer this question (yet).

7. Does teacher education in your country use a credit system?

- Yes, we use ECTS.
- Yes, but not ECTS.
- Not yet, but we plan to adopt it in the near future.
- We do not intend to implement it.

8. In comparison with other fields of higher education (HE) in your country, how do you consider the Bologna Process has been followed in TE?

- Clearly above average
- Slightly above average
- Equal to the situation in other fields of HE.
- Slightly below average.
- Clearly below average

MOBILITY

1. Has the international mobility of teacher students and teachers (e.g. national programmes, or Erasmus, Comenius programmes) been utilised in your country?

A. Teacher students

- a) Yes, significantly.
- b) Yes, but only slightly.
- c) Not at all.
- d) No information available.

B. Teachers

- a) Yes, significantly.
- b) Yes, but only slightly.
- c) Not at all.
- d) No information available.

2. Do you consider the international mobility of teacher students and teachers important for enhancing TE in your country?

A. Teacher students

- a) Yes, it is very important.
- b) It is important but not a decisive factor.
- c) No, it is important only individually.
- d) No, it is not important at all.

B. Teachers

- a) Yes, it is very important.
- b) It is important but not a decisive factor.
- c) No, it is important only individually.
- d) No, it is not important at all.

3. Do you accept professional teacher qualifications that are acquired abroad?

a) We accept formal teacher qualifications (Bachelor, Master or Doctor) that are completed in HE institutions in other EU countries as they are.

Yes No

b) We accept parts of formal teacher qualifications (Bachelor, Master or Doctor) that are completed in HE institutions in other EU countries.

Yes No

c) We recognise parts of previous formal learning (e.g. programmes, courses) as well as non-formal learning (e.g. practical work in school, knowledge of a foreign language, ICT skills) if they are proved with sufficient documents.

Yes No

d) We recognise lower TE degrees (e.g. diplomas) which are completed in TE institutions in other EU countries.

Yes No

d) We don't recognise teacher qualifications acquired abroad.

4. Do your TE curricula include any mandatory / obligatory / compulsory foreign languages?

Primary school TE

Secondary and Upper secondary School TE

No

No

Yes

Yes

Which languages?

Which languages?

CONTINUING TE AND LIFELONG LEARNING

A. Induction phase

In many countries newly qualified teachers (NQT) receive extra support at schools during the first years of their teaching career (= induction phase).

1. Is there any induction phase for new teachers in your country?

Yes No

If you answered “Yes”, please answer the following questions (2-8). If not, you may move on to part B.

2. Which alternative does best describe the situation of the NQT in your country?

- There is an induction period which is regulated by the law or regulations.
- There is an induction period without any official regulations.
- Other (describe)

3. To what extent are the following bodies responsible for organising the induction phase for NQT?

	Not at all	To a small extent	To some extent	To a great extent
Ministry of Education or similar				
Universities				
TE institutions				
State /community where the school is located				
Local school district authorities				
School				
Somebody else, who?				

4. What kind of role do the following people have in supporting and counselling the beginning teachers at schools?

	Not at all important	Not very important	Important	Most important
Experienced teachers				
Teachers of the same subject				
Head teacher / master teacher				
Principal of the school				
Staff from the TE institute				
Specially qualified mentors				
Other, who?				

5. Please describe in few sentences how the induction phase for NQTs is organised in your country. Include the following points in your description: Is there any evaluation involved, who does the possible evaluation, what is the role of mentors, and do the mentees (NQT) have less teaching hours, do the NQTs get full salary?

6. What kind of education or courses do mentors or other persons providing support and counselling for beginning teachers have?

7. Please describe briefly what kind of contents the induction phase in your country involves?

B. In-service TE / Continuing TE

1. Do the primary and secondary school teachers have in-service education in your country?

Primary school teachers

Secondary and upper secondary school teachers

Yes

No

Yes

No

2. Is the in-service education obligatory, included in the duties, for

Primary school teachers

Secondary or upper secondary school teachers

Yes

No

Yes

No

If the in-service education is obligatory, how long per year or per some other period should it last?

Primary school teachers

Secondary or upper secondary school teachers

3. To what extent are the following levels usually involved in organising teachers' in-service education/training?

	Not at all	To a small extent	To some extent	To a great extent
Ministry level (country)				
Regional level (state, community)				
University level				
TE institution level				
Other (describe):				

4. By whom have the contents of teachers' in-service education/training usually been planned?

- | | | | | |
|-----------------------------|-----|--------------------------|----|--------------------------|
| The ministry | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Universities | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| TE institutions | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Private institutions | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Teachers' union | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Other organisations, which? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
-

5. By whom has teachers' in-service education/training usually been implemented?

- | | | | | |
|-----------------------------|-----|--------------------------|----|--------------------------|
| The ministry | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Universities | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| TE institutions | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Private institutions | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Teachers' union | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Other organisations, which? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
-

6. Do you use some standard methods to determine teachers' needs for in-service TE in your country?

Yes No

What kind of methods?

7. Who usually pays for the teachers' in-service education/training?

- a. Teachers themselves
- b. Mostly teachers themselves but subsidised by the employer
- c. Mostly the employer but partly the teachers themselves
- d. The employer
- e. Other arrangements, describe:

8. Does teachers' in-service education/training have any increasing effect on their salaries?

Yes, always Sometimes No

9. Do you have any evaluation system for teachers' in-service education/training (efficiency or effectiveness on teachers' further work, teaching conditions etc.)?

Yes No

If yes, what kind of evaluation system do you have?

If you have any other comments or opinions concerning TE and TE curricula in your country, please write them here:

THANK YOU VERY MUCH FOR YOUR CONTRIBUTION!

ANNEX 2. The main themes of the interviews in the case countries

TEACHER EDUCATION CURRICULA IN THE EU

The themes of the interview

Autumn 2008

Country

Organisation

Name

Title / Position

Ministry level University level

TE institution level Other, please describe

Do you want to be mentioned in the final report? Yes No

If yes → Only your name Both your name and organisation

BACKGROUNDS

- 1. Please, describe briefly your organisation and it's operation model / activities / function.**
- 2. Please, describe briefly your / your organisation's relation to your national teacher education policy making and/or teacher education system.**

PLEASE, ASSESS FROM YOUR POINT OF VIEW THE FOLLOWING THEMES

I TEACHER EDUCATION SYSTEM IN YOUR COUNTRY, e.g.

- Initial teacher education (primary, secondary, upper secondary TE; probation period)
- Induction (by whom, contents, forms)
- In-service TE (by whom, contents, forms, length, assessment, obligatory or not)
- Determination of the TE curricula
- Teacher education in respect of the Bologna Process
- Mobility of teacher students and teachers

II TEACHERS' SKILLS AND KEY COMPETENCES MENTIONED IN THE EU DOCUMENTS¹, e.g.

- Generally, how well the EU documents are known in your organisation / in TE?
- To what extent the skills and key competences mentioned in the documents have taken into consideration when planning the TE curricula (existence, importance, etc.)?
- At what level the skills and key competences have been determined?
- Do you have any assessment system concerning the implementation of the skills and key competences in TE? If you have, how successful has it carried off?

Please, assess the skills and key competences on the grounds of these clusters (see the descriptions on the following page):

- Subject competence
- Pedagogic competence
- Integrating theory and practice

¹ *The Commission Communication 'Improving the Quality of TE (Brussels, 3rd Aug. 2007)*
(http://ec.europa.eu/education/com392_en.pdf)

The related Council Conclusions (Brussels, 26th Oct. 2007)
(<http://register.consilium.europa.eu/pdf/en/07/st14/st14413.en07.pdf>)

- Co-operation and collaboration
- Quality assurance
- Mobility
- Leadership

III FUTURE TRENDS OF TEACHERS' PROFESSION IN YOUR COUNTRY, e.g.

- Future needs and challenges
- Attractiveness of the teachers' profession (respect on teachers' profession, salaries, working conditions, vacations, possibilities to influence to their own work, other ways of keeping teaching attractive?)

IV OTHER ISSUES

Skills and competence clusters:

1. **Subject competence** (e.g. managing, structuring and restructuring subject knowledge, integrating subject knowledge and pedagogic skills, applying constructive strategies in subject knowledge processing)
2. **Pedagogic competencies** (e.g. employing a range of teaching and learning strategies, supporting students' autonomous learning, using diverse teaching methods, stimulating students' socio-emotional and moral development, encouraging multicultural respect and understanding, teaching heterogeneous classes, guiding and supporting learners)
3. **Integrating theory and practice** (e.g. integrating study and practicum, using research-based learning, using guided teaching practice, learning the acquisition of information and development of knowledge, supporting research orientation, carrying out research)
4. **Co-operation and collaboration** (e.g. between students, colleagues, parents and schools, working effectively with the local community, with work-based training providers and stakeholders, supporting communication skills, using collaborative learning methods, promoting safe, respectful school environment)
5. **Quality assurance** (e.g. understanding and applying the principles of assessment, contributing to systems of quality assurance, using the results of assessment to evaluate and improve teaching and to improve standards of attainment)

6. **Mobility** (e.g. supporting students' and teachers' European and international contacts, encouraging student exchange, learning and using European languages, learning and understanding different (European) cultures)
7. **Leadership** (e.g. supporting leadership competencies so as to develop the institution and the learning environment, collaboration between institutions and communities, regional collaboration, staff development, strategic, pedagogic and economic leadership, encouraging teachers to career development)
8. **Continuing and Lifelong Learning** (e.g. supporting and preparing students for lifelong learning, understanding the importance of self development to continue their professional development throughout their careers)

ANNEX 3 a. Document analyses by countries²

AUSTRIA

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW) Teacher Education in Austria is divided into two major ways of TE (Teacher Education for secondary lower level school (Hauptschule) and Teacher Education for secondary higher level schools (Gymnasium)).</p> <p>Students who would become teachers in elementary- secondary-, or special school are since 2008 trained at the Pädagogische Hochschulen which is similar to the former Pädagogische Akademie. They are trained separately in a one „phase model“ for at least 3 years. It ends with the academic graduation of Bachelor.</p> <p>Students who would become teachers at a „secondary higher level school“ that can be divided into level of education 5-8 (where pupils are 10-14 years old) and level of education 9-12 (where pupils are 15-19 years old) are trained in a two phase model . The first phase is a study at a University for at least 4,5 years which is similar to 9 semesters. This phase ends with the academically graduation of Magister that is similar to the Master of Science. The second phase is then a one-year teaching practical that is under the responsibility of the school and ends with the authority of teaching.</p> <p>(NW) University Colleges of Teacher Education offer graduates from higher secondary schools an education that qualifies them to teach at compulsory schools of general education. In addition to courses in theory of education special emphasis is put on gaining practical experience in schools. The degree awarded will be “Bachelor of Education”.</p> <p>There are nine University Colleges of Teacher Education at the moment (Vienna (2), Lower Austria, Upper Austria, Salzburg, Tyrol, Vorarlberg, Styria and Carinthia) and five private University Colleges of Teacher Education (four of these are maintained by the dioceses of Graz, Innsbruck, Linz, Vienna and one by a foundation in Burgenland).</p> <p>(EB/Summary sheet, Jan 2007)</p>

² References: NW (Network); EB, EURYDICE, EURYBASE, EURYBASE Summary sheet, Eurydice Structures of Education, INCA, OECD, CR2=European Curricular Reform Project, Part Two: Summaries of national reports on curriculum reform in 32 European Countries.

Primary and lower secondary school teachers must have completed a three-years course at a teacher training college (as of October 2007 *Pädagogische Hochschulen*, Universities of Education). Teachers at an *Allgemein bildende höhere Schule* must complete a university study programme of at least 4.5 years leading to a degree. Primary school teachers do not specialise, whereas lower and upper secondary school teachers specialize in two subjects. Teachers are employed by the federation or the *Länder* (civil servants). Teachers at colleges for higher-level medico-technical professions and midwifery colleges are trained in specialist courses (following general training).

(CR2) The implementation of the BP degree structure is still ongoing. The Academy Studies Act of 1999 provided the basis for turning teacher training colleges (*Pädagogische Akademien*) into universities for teacher training (*Pädagogische Hochschulen*, PH), with Bachelor programmes for teachers in primary and lower secondary education.

This law was followed by the *Hochschulgesetz* 2005 (Federal Law on the Organisation of the PH and their degree programmes).

Currently these new HEIs are established. Teachers for secondary School AHS, BHS) graduate at universities in their respective subjects. Students at PHs graduate with a “Bachelor of Education” (180 ECTS) to qualify for primary and lower secondary teaching. Teachers for secondary schools (AHS, BHS) do their studies in their respective subjects at the universities. These are at the moment still exempted from the two-cycle structure and are offered as “Diplom” programmes.

(CR2)

Mobility will be enhanced through the Bachelor degree for teachers in compulsory schools, allowing the students to continue a Masters programme abroad. The Bachelor degree allows international comparability in the

training of teachers and enables the students to be international mobile also when continuing their studies in a Masters programme.

Quality of education be increased by the PHs, not least through a

stronger focus on research by means of a practice-oriented approach.

For secondary school teachers at the universities: Each university has to develop a quality management for the whole spectrum of its activities (including teaching evaluation).

PROBATION (OECD July 2003) A one-year traineeship period at a school and participation in specific courses are a prerequisite for employment at a school. Participation in this traineeship practice is only possible after graduation from university with a teaching diploma. The universities are not responsible for the traineeship and the accompanying courses, but rather the school authorities and/or teacher training colleges.

(CR2) Teachers in secondary education who do a “Diplome” programme at the university in different subjects (in most cases two subjects have to be studied in combination) need to do a teaching internship after their graduation (*Unterrichtspraktikum*) and a training for teaching practitioners (*Lehrgang für UnterrichtspraktikantInnen*) in respective institutions.

IN-SERVICE EDUCATION (EB 2006/07) Continuing teacher training is covering in the university colleges of teacher education. Pädagogischen Institute (further training institutes for teachers) exist in all nine Austrian provinces. Most of them are federal institutions, some are organised on a private-law basis (province or church) but have the status of public institutions.

Teachers in Austria have the legal obligation of keeping their knowledge at an up-to-date level. While further training is thus compulsory, the laws do not stipulate its nature or frequency.

Teachers do not have to attend further training (INSET) activities if they prefer to study on their own. As a rule, seminar participation is voluntary.

If vital school-related innovations occur, further training courses may be compulsory. Since 2001, all teachers subject to the Province Teacher Service Code are obliged to attend 15 hours of INSET activities. The programmes are usually designed for specific target groups (teachers of one school type or of one specific subject), but sometimes interdisciplinary seminars are offered that are open to all teachers.

Skills and Competences

(CR2) Competence-based learning. For the new curricula in the PHs as for the universities, a **qualification profile** has to be provided, as well as an analysis of the comparability of the programme with equivalent studies.

Furthermore, **competences have to be defined (Hochschulgesetz 2005, §42).**

BELGIUM FLAMISH

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(EB)TE is mainly organized as a professionally oriented bachelor degree, (180 credits, divided over 3 years)</p> <p>There are 2 types of teacher education:</p> <ul style="list-style-type: none">• Integrated [i.e. subject(s) + pedagogy] as a 'bachelor of education' (180 ECTS), respectively for:<ol style="list-style-type: none">i. nursery educationii. primary educationiii. secondary education (1st and 2nd stage)• Specific teacher training: 60 credits<ol style="list-style-type: none">i. after a 'master' program; this diploma of 'teacher' allows to teach 'general subjects' in the 2nd and 3rd stage of secondary educationii. with experience with respect to a profession (e.g. welder, baker, mechanic, ...); this diploma of 'teacher' allows to teach vocational subjects in the 1st, 2nd and 3rd stage of secondary education <p>Teacher education is organised at 3 levels:</p> <ul style="list-style-type: none">• colleges of higher education: integrated teacher education (nursery ed., primary ed. and secondary ed. 1st & 2nd stage)• universities: specific teacher training• centre for adult education: specific teacher training. (NW)
INDUCTION	<p>From 1 January 2006 the initial guidance for professional bachelors, training practice and grow into jobs for masters is under guidance of mentors. These are experienced teachers who, to this purpose, are exempted from part of their teaching guidance '(EB).</p>
IN-SERVICE EDUCATION	<p>There are no fixed rules for the structural organization of in-service programmes. A school is obliged to draw up an in-service training plan each year. In this plan the needs for in-service training are determined. The definition of the needs can result in a short and long term priority plan. Schools can pay back transportation costs and enrolment fees of teachers. (EB).</p> <p>There is also in-service training at the initiative of Community education and of the representative groups of competent authorities in subsidized education (Initial and In-Service Teacher Training Decree, 16 April 1996). Government of Flanders provides as well in-service training necessary to support the implementation of education reforms and to cover the requirements which arise as a</p>

Skills and Competences

The TE-programmes have to be derived from the list of Basic Competences of the (starting) teacher, which are approved by the Flemish **Government**. There are basic competences which relate to different level of teachers: The Basic Competences are derived from the Job Profile of the teacher, which is approved by the members of **Flemish Parliament**. There is one common job profile for all types (nursery, primary, secondary) of teachers.

The TE **institutes are autonomous** with respect to the organisation of the curriculum and the way the Basic competences are integrated into the TE programme. (NW)

Organisation of Job profile (and basic competences)

The job profile of an experienced teacher and consequently also the basic competences of (starting) teachers are organised according to 10 'functional units':

1. The teacher as a guide of learning and development processes
2. The teacher as an educator
3. The teacher as an expert of content(s)
4. The teacher as an organiser
5. The teacher as an innovator/researcher
6. The teacher as a partner of parents
7. The teacher as a member of a school team
8. The teacher as a partner of the external community
9. The teacher as a partner of the education community
- 10 The teacher as a participant of the cultural community

(EB, NW)

A number of key preconditions have to be met for the implementation of the ICT-related final objectives. These preconditions refer to the policy-making capacity and the support of educational establishments, staff training for teachers, the infrastructure and teaching aids. (NW)

Both in the training programme for primary teachers and in the training programme for "qualified lower secondary school teachers – group 1", the apprenticeship is important. In addition to observing experienced teachers they must also take classes and teach themselves. The share of the apprenticeship gradually increases (during the three years of the training), and in the third year takes up about half of the course. (OECD Country reports)

Every institution defines autonomously how these competencies are developed into a curriculum and how they will be evaluated at the end of the program. Program and curriculum are evaluated every 5 to 7 years by an independent commission, in order to receive accreditation, a sign of

quality for the institution. However, there are no national criteria for assessing teachers' basic competences. (EB, NW)

The following advanced teacher training in-service courses are organised at the moment:

- Additional cluster for in-depth German or chemistry;
- Special education;
- Intercultural education;
- Extension of special needs provision and remedial teaching.(OECD Country reports)

Flemish HEIs have been very active since the eighties in improving and supporting mobility. Nevertheless there is now a certain stagnation of outgoing students.

Since ministries are increasingly introducing output criteria in their funding systems and a focus on research in their allocation models, increasing mobility of teaching staff is getting a lower priority.

ECTS is obligatory since the 1991 decree (not mentioned as ECTS, but as a credit system recognisable in Europe). Programme modularisation is obligatory in some HEIs, but in most cases departments can decide. (EIHE2)

The possibilities for career differentiation within schools seem to be very limited and are largely confined to the position of principal. Other possible management posts include deputy principal and vocational training co-ordinator, both in secondary education. (McKenzie et al. 2004)

To change the flat career to some extent, a discussion is currently held concerning the implementation of task differentiation in the teaching profession (mentorship for beginning teachers, stage coordinator (EB).

Compared to most OECD countries, Flanders puts a heavy emphasis on length of teaching

experience in determining individual teachers' salaries (OECD). Teachers with the same levels of qualifications and teaching experience receive essentially the same salary. There are no extra allowances for difficult working conditions, specific subjects or responsibilities, isolated areas, or indeed for exceptional performance. (McKenzie et al. 2004)

BELGIUM FRENCH

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>The teacher training can be, in some case, organised during the 120 credits master but can also be followed after a 60 or 120 credits master.</p> <p>The 120 Credits master is organised in three different branches. One of them concerns the teaching training. It includes 30 credits only for the teacher training. If the teaching training is followed after a 60 or 120 credits master, the program will also include 30 credits. (EIHE2)</p> <p>The initial training of pre-primary teachers, primary school teachers, and AESI (agrégés de l'enseignement secondaire inférieur) to the pedagogical sections of Hautes Écoles (The decree passed on 12 December 2000). The diplomas issued provide direct access to the teaching profession. (OECD country reports)</p>
INDUCTION	<p>The decree also makes provisions for specific monitoring of young graduates at the beginning of their career, from September 1, 2004 (OECD country reports)</p>
IN-SERVICE EDUCATION	<p>Continuing training is obligatory for all active teaching staff (as well as for staff designated or hired on a temporary basis if it is included in their schedule) on the basis of 6 half-days a year. Voluntary continuing training (i.e. in addition to these obligatory 6 half-days) is limited to 10 half-days a year in enseignement fondamental if it takes place during the service hours of the teacher, unless there is an exemption. Outside the service hours, the duration of voluntary training is unlimited.</p> <p>The Inspectorate finances 2 of the 6 half-days of obligatory continuing training, while the 4 other halfdays are taken care of at the level of the réseau, or at the level of the institution.</p> <p>The participation in training is free of charge.</p> <p>Continuing training is organised by the Inspectorate, or by a specially created Institute for in-service training, or at the level of the réseau, or at the level of the institution. The Steering Committee (see 9.5.) is responsible for evaluating and regulating the system. This training is given on a voluntary basis (OECD Country reports)</p>

Skills and Competences

The training programme for all students enrolled in studies for the upper secondary education studies includes 300 hours, of which 70% are common and 30% are dedicated to activities that the institutions decide completely autonomously. (OECD Country reports)

In-service training: For the year 2003-2004, 5 themes were proposed for ordinary enseignement fondamental: 1.the development of skills, 2.the evaluation of the mastery of skills, 3.new information and communication technologies, 4.texts relative to the organisation of teaching, 5. responsible citizenship in a democratic and pluralist society.

Mobilise knowledge of the humanities to enable a correct interpretation of situations encountered inside and outside class and for better adaptation to schoolgoing publics;

Maintain effective partnership relations with institutes, colleagues, and students' parents; Be informed of their role within the school and function in the profession as defined by the applicable statute laws; Internalise the disciplinary and interdisciplinary knowledge that justifies teaching action. Master the disciplines' didactics, which guide the teaching action;

Demonstrate broad general culture to awaken pupils' interest in the cultural world;

Develop the relational skills commensurate with the profession's requirements;

Work in a team in the school; Develop teaching aids, test them, evaluate them, and refine them;

Maintain a critical and autonomous relationship with past and present scientific knowledge;

Plan, control, and evaluate learning situations; Have a reflective view of one's own practice and organise one's own continuing education. (OECD Country reports)

All students receive:

discipline-specific training (including didactics, information and communication technologies, and French proficiency); practical training (vocational training workshops and internships);

interdisciplinary activities to build a professional identity (the teacher's identity, individual learning paths, openness of the school to the outside world, education in cultural diversity, professional conduct and ethics, and a career project).

They must also write an end of study paper.

The critical use of both the media and information and communication technologies.

Internalising socio-affective and relational knowledge (at least 120 hours: relationship and communication psychology, techniques used when leading groups, etc.).

Internalising pedagogical knowledge (at least 160 hours: learning assessment, critical review of mainstream didactics, etc.) (OECD Country reports)

An essential principle underpinning training courses and reinforced by the decree of 12 December 2000 is the "linking of theory and practice". Various aspects of organisation, content, and teaching activities are instrumental in enabling students not only to acquire the reflexes of teaching professionals, but also more importantly to enable them to become theoreticians of their

practices. The share of practical training and internship work. Skills (at least 600 hours: vocational training workshops and real life practical internships). (OECD Country reports)

The real-life internships are organised during each of the three years of study: in the first year, this consists in participative observation in the presence of an internship advisor; in the 2nd and 3rd years, the student takes charge of a class.

Organised at the rate of two per school year, they are geared to develop teacher identity and prepare the teacher's dossier (1st year); openness of the school to the outside world, awareness of cultural diversity (2nd year); and professional conduct, ethics, and outline of a coherent career project (3rd year). Varying the places where the teaching practice is performed allows students to experience as many professional situations as possible. (OECD Country reports)

Mobility: A lot of efforts have been made to increase international student mobility. There are more international aspects in the curricula. The study language in the French Community is usually French but it will be possible to teach some courses or programmes in another language (mostly at the second cycle). Many contacts have been taken with international partners to promote graduate and teaching staff mobility. It is probably too early to envisage the impact on student mobility. (EIHE2)

Career development (e.g. leadership training, further education) are organised and taken in consideration in the curricula and other documents?

There are three steps in the teaching career: 1. applicants receive the status of 'temporary' teacher as soon as they are hired. 2. "priority temporary" teacher, which means that they are in expectation of the third step for an undefined duration. The third step is appointment on a permanent basis.

BULGARIA

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW) Initial teacher education in Bulgaria occurs at university level (ISCED 5A), most commonly via university Bachelor or Master's course, but also via certificate, diploma and postgraduate routes. University applicants must hold a high-school diploma. Higher education course providers may additionally set their own entry requirements.</p> <p>The TE curriculum is regulated by so called Regulation No 162 according to which the theoretical components of the programmes include pedagogy (minimum 60 hours), psychology (45 hours), audio-visual and information technology in education (15 hours), methodology of teaching (60 hours). Students must observe a minimum of 30 hours of teaching and must themselves undertake a minimum of 45 hours of supervised practical teaching. The diploma pathway requires a minimum of 75 contact hours.</p> <p>For diploma students, the practical examination is based upon the presentation and defence of a teaching exercise/lesson developed by the student before a state examination commission.</p> <p>At present activities are in progress for implementation of a project funded by the World bank aimed at improvement of the legislative basis and development of the basic documents for teacher training quality improvement.</p> <p>(EB/Summary, Feb. 2008) Teachers who work in pre-primary and primary education (general teachers) are trained in non-university higher education (3-4 years) or at university level (4-5 years). Teachers (subject specialists) in lower and upper secondary schools acquire their qualifications through university courses lasting four or five years. Teachers work under labour contract and are employed by the head teachers.</p> <p>(EB 2005/06) With the latest amendments of the Higher Education Act from 2004 and 2005 there will be changes in the training of teachers, directed mainly to enhancing the quality and unifying the standards with those of other European countries. The need for further actions for updating teachers' training and boosting its practical orientation is recognized. It is necessary to introduce on wider scale teachers' training for acquiring skills to use effectively information and communication technologies which are being introduced on a large scale to the school and the management system of education. As far the teaching profession is concerned, a number of questions related to the qualification, improving teachers' social status, evaluation of teaching etc. are currently under discussion.</p> <p>(CR2) The curricula for bachelor approved in 2005 have 2800 - 2850 teaching hours. Teachers are educated at universities that have pedagogy (education) faculties. Some universities offer special post-graduation programs for teacher training.</p>

Three cycle structure: Bachelor: 4 years of study, Master: not shorter than 1 year, Doctor: 3 years. Discussion: to reduce bachelor study to 3 or 3.5 years and prolong the duration of masters study, so that the total period of bachelor and master study is 5 years.

Mobility

The ECTS has been implemented. Foreign diplomas are recognized.

The number of students and academics involved in the Socrates/Erasmus mobility program is growing. There is data indicating a growing mobility with Russia and other countries of the former Soviet Union.

Access to HE is limited and fully controlled by the state.

Admission procedure: compulsory admittance examinations are organised by universities to enter bachelor study programs.

Ministry of Education imposed limitations to admit master students on the basis of semester fees and high grades in the bachelor's degree.

INDUCTION

Not mentioned.

IN-SERVICE EDUCATION

(NW) The practice of in-service teacher qualification:

The picture here is even more diverse, due to an increase of the number of the actors involved. This leads to the co-existence of a broad variety of programmes and courses offered by Higher Education Institutions, individual academics and professionals, NGOs etc, whose content and quality are not always monitored and controlled and are not always in pace with the National policy and priorities. The following factors contribute to a higher diversity of practices and their quality:

- The autonomy and freedom given to school directors through delegated budgets and the opportunity for them to organise the qualifications of their staff based on their personal knowledge and competences in training needs analysis and their links with the training delivering agents;
- The same applies to the Regional Teacher Training Centers, whose main functions are to select and offer to schools a variety of programmes and courses, again based on the Canters' staff knowledge and competences in training needs' analysis and staff's links with the training delivering agents;
- The increase of the number of the Higher education institutions that are eligible and capable of delivery of such courses and

programmes;

- The variety of the training courses and programmes based on different National and regional projects.

(See the law, below)

Skills and Competences

(NW)

The existing picture of the teachers' education and qualification in Bulgaria and its key characteristics and issues are illustrated at different levels: **the level of National policy, the level of Universities' policy and practice, the level of educational practice.**

The National policy.

Important regulatory documents framing the teachers training and qualification at a national policy level at present are:

- **The National law of education** where the article 39, paragraph 2 focuses on the professional preparation of teachers and states that: 1) A teacher can be a citizen, acquired a teachers' certificate"; 2) Teachers' preparations take place at the institutions for higher education; and 3) Teachers and directors are provided with opportunities for the development of their qualifications.
- **The Government Regulations №162 from 17 April 1997 for the acquisition of teacher's qualification.**

The terms 'pre-service' and 'in-service' qualifications do not exist as such in the above-quoted documents. The concept used and defined there is '**qualification**'. An issue is the fact that different key terms used, such as 'the professional qualification teacher', 'teacher's qualification', 'teacher's certification', and 'pedagogical qualification' are not well defined and distinguished, or not defined at all. A **national report on 'teachers' preliminary preparation on students' diversity'**, published on the **Ministry of Education and Science** website, pays special attention to this issue and the consequences of it.

Another issue mentioned there is "***the lack of differentiation between the teachers' certification (pre-serving training) and teachers' further qualification (in-service training)***". In reality the higher education institutions perform pre-service and in-service qualification **at the same time**. But as a whole the **pre-service qualification is entirely a function of the Universities**, which certify the teachers' qualification by **diploma** or a **certificate for professional qualification**. In the further qualification (in-service training) however, a **variety of providers** such as government organizations, regional, institutional level and sometimes NGO are involved.

Institutional level.

This is the level of the HE Institutions eligible for teachers' education and qualification. **Typical for Bulgarian Universities is that they are autonomous**. In terms of teachers' education and qualification this means that the institutions are autonomous **in the development of courses and curriculum** as well as **in the selection of the optional disciplines**. This leads to a **great variety of the teachers' preparation in terms of knowledge, skills and competences and the level of their quality**. These will depend on the University **staff** involved, the **quality of teaching**, the specifics of the optional disciplines, available facilities etc.

From the above follows that the **teachers' qualification has a dual determination: state (Government) and institutional**. **The state determines the core curriculum, which is compulsory for the Universities to follow, but the content and the quality of the**

preparation is in the Institutions' hands. The lack of National standards and a quality assurance and control system for teachers' qualification (similar to the UK Qualified Teachers' Status) leads to a situation where new teachers with very different levels of preparation, in terms of its content and quality, get into the secondary school system. As it was explained **above the TE curricula is not competences based. Such a system is one of the first steps of the Ministry of Education plan.**

(CR2) *Competence-based learning*

In teachers' courses, much attention is paid to learning skills for working with children, field work in schools is part of the education, building competences beyond the particular study plans is encouraged.

CYPRUS

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>Teachers are all university degree holders. Teachers who work in pre-primary and primary education are University graduates who attended four year studies. Teachers who work in secondary education are also University graduates who have completed their studies either abroad or at the University of Cyprus (four years) (University of Cyprus, which is only university).. (National summary sheets on education systems in Europe and ongoing reforms. CYPRUS, FEBRUARY 2007)</p> <p>Elementary school/Kindergarten: bachelor degree of 240 ECTS</p> <p><i>Flexible learning paths:</i> Elementary school: 164 ECTS compulsory, Kindergarten: 176 ECTS compulsory. (EIHE2)</p>
INDUCTION	<p>Secondary school teachers have to attend a pre-service training programme. Teachers are in a school, cooperating with a Mentor teacher two afternoons a week. The new teacher observes the mentors classes, has time set aside for discussion between the two, shares ideas and materials and generally get as much guidance as possible. The mentor teacher is able to guide, assist, supplement the new teacher. (National summary sheets 2007)</p> <p>A newly appointed teacher in the primary, secondary or tertiary non-university education sectors is on probation for the first two years after appointment to a permanent post and are assigned a more experienced teacher to whom a new teacher can turn for guidance and advice in a mentoring role.</p> <p>Support is also offered to new teachers by the deputy headteacher and the Inspector of the teacher's specialisation. Inspectors also offer pre-service seminars specific to the subject or specialisation as a form of support for newly appointed teachers. Newly appointed teachers do not have a lighter teaching workload than their colleagues.(EB)</p>
IN-SERVICE EDUCATION	<p>Professional development courses run by the Pedagogical Institute of Cyprus. The attendance at in-service seminars is compulsory whilst attendance at local seminars is encouraged. The Ministry of Education and Culture will sponsor the attendance of teachers on courses abroad or give leave of absence to teachers wishing to sponsor themselves. Attendance at courses of continuing professional development is considered in the determining of a teachers performance during teacher evaluation.(The European Agency for Development in Special Needs Education)</p>

The Pedagogical Institute has become the official provider of in-service teacher training and provides training at either its own premises or in schools. The training is conducted either by experienced teachers who have been seconded to the Pedagogical Institute, members of the permanent staff of the Institute, highly qualified individuals from the private sector, and academics from the University of Cyprus or experts from abroad. .(EB)

The Pedagogical Institute Consulting Committee (SEPI) makes recommendations to the Minister of Education and Culture on matters of in-service training policy, educational research, educational technology and educational documentation.

The Pedagogical Institute Interdepartmental Committee (DEPI) deals with the implementation, coordination and supervision of the programmes and activities of the Pedagogical Institute.

In-service training may also be provided by the following bodies and organisations: Professional organisations (such as the Association of Teachers of English/French or the Mathematical Association etc.) and Inspectors who organise in-service training to teachers of their subjects, in order to inform them of policies, reforms in curricula and new didactic approaches. (EB)

There are two types of in-service training offered, namely compulsory and optional programmes. The compulsory programmes address the needs of particular groups of teachers and newly appointed primary and secondary headteachers. Optional Programmes are open to all teachers and are usually held in the afternoon, from 3 to 6pm, in the regional centres of the Pedagogical Institute all over Cyprus. .(EB)

Skills and Competences

Curricula are planned nationally and they include general goals and aims as well as basic content, for each lesson. The same curriculum is used nationally and there is freedom only as to the methods of delivering this but not the aims, goals or content (since we have nationally the same textbooks per grade). (NW)

Optional In-service seminars cover a wide range of topics, including for example Information Technology.(EB)

Cyprus has operated phase to prepare standards (content, curriculum standards) at major topics of the curriculum four years ago, but this was an unfinished effort due to the teachers' union and political decisions.(NW))

The only documents which exist are the curriculum texts themselves, written in Greek (the mother tongue). Educational reform efforts have put the reform of the curricula at all levels at the centre of the decisions. (NW)

A student must complete 240 ECTS in order to complete a bachelor's degree in Pre-primary or Primary Education.

Students must also complete 10 ECTS of Foreign Language courses.

The main areas of study are as follows:

Pedagogical Science and Psychology. Primary school teachers must complete twelve courses (65 ECTS) of which five are compulsory and seven elective, making up 27% of the programme of studies..

Teaching Methodology and School Experience. In the primary sector this area makes up 23% of the programme of study (56 ECTS). Content Area Studies. For primary teachers, fourteen courses (67 ECTS, 28% of the whole course) of which ten are compulsory and four electives.

Students are required to complete 24 ECTS in the specialisation of their choice in the fourth year of their studies. Areas of specialisation for Primary Education are as follows:

Language; Mathematics; Natural Sciences; Special Education; Psychology.

In general education four courses (20 ECTS) must be chosen from at least two different faculties and are completed within the first two years of studies.

Foreign Language. Students are required to complete 10 ECTS in a foreign language.

Pedagogical Sciences and Psychology

Introduction to Pedagogical Sciences 6, Methodology of Educational Research 5, Developmental Psychology I 5, Theory and Practice of Teaching 6, Introduction to Inclusive Education 6, Total 28

Teaching Methodology and School Experience

Educational Technology 4, Design and Technology 3, Learning to Read 2, Language Instruction 6, Mathematics Education 6, Teaching of Natural Sciences 6, Total 27.

School Experience I 5, School Experience II 24, Total 29

Content Area Studies

Introduction to Computer Science 6, Statistical Methods 5, Greek Language I 5, Basic Concepts in Mathematics I 6, Natural Sciences in Primary Education 6, Christian Education 4, Geography Education 4, Art Education 3, Music Education 3, Physical Education 4

The following special skills are covered in some of the compulsory courses:

The use of ICT – Educational Technology, School management and administration – School Experience I and II.,The ability to manage mixed groups of pupils – Introduction to Inclusive Education and the Theory and Practice of Teaching..

There is at present no specific course covering the attitudes expected of teachers as regards contact with pupils in their classes or with parents, and their ability to attend to the personal growth of pupils, although these issues are covered in a number of the courses listed above. Graduates of these courses are trained specifically to work in the pre-primary and primary sectors and are not qualified to teach at other levels. The Department of Education at the University is responsible for determining the curricula for these courses

The objective of TE methods is for the graduate teachers to become an independent learner, exercising critical thinking skills (rather than memorizing the subject matter), and efficient in successfully transferring these and other similar skills and qualities to students.

The training of primary teachers follows the concurrent model, therefore school experience is an integral part of their studies. The school experience comprises two courses, the first of 5 ECTS and the second of 24 ECTS. As for all public servants, teachers in the pre-primary and primary sectors serve a two-year probationary period (see section 8.2.5.1.).

- *Level of responsibility:* at ministry level, at university level or locally at institutional level
- *Role of the orientation to exercise:* theory oriented or practice oriented

The teaching practice element of the course, when the participants follow the secondary school timetable – see section 5.12.2.1. The course provides for a combination of theory and practice and is made up of two elements – common core subjects and subject specialisations (see section 8.1.6.2.). The balance of the content of the course is as follows:

Teaching practice – 40%. General educational psychology – 20%. Teaching methodology for the subject specialisation – 20%. Individual projects – 20%.(Eurydice)

Cyprus joined Erasmus/Socrates in 1998, increased mobility since then. Six-month sabbatical for every three year of teaching for every academic staff member is a good motive for staff mobility. Mobility in general increased (also through European programmes). Graduation rates of university are generally high (EIHE2).

ECTS and Diploma Supplement regulation on its way, University of Cyprus has already implemented ECTS (2005) and DS (2004). Cyprus Council for recognition of degrees (KYSATS) in charge of recognition issues.

CZECH

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW): Nowadays the proposals of university study programmes ought to respect to Bologna convention about a system of two degree study programmes: Bachelor and Master Degree. Each faculty must submit a proposal with a detail description of study programme for TE that would like to provide. Documents with a proposal of study programmes must be subscribed by the academic council of the faculty, after it by the academic council of the university and then a rector delivers all these documents to the State's Accreditation Commission to endorse the study programme. The study programmes can be accepted for in a maximum of 10 years. Therefore study programmes for TE for the same teaching subject or specialization are not identical in faculties of education.</p> <p>TE curricula accepted by the Accreditation Commission have a form of a list of subjects with a time-table, credits, study control system, etc. Details about the content of each subject are developed later by responsible departments at faculties and published on their web and also in electronic information systems.</p> <p>(NW): TE curricula are projected and realized on the institutional level – for pre-primary, primary and secondary education. There is a significant liberalism in the teacher education policy. On the national level more than 20 university institutions (Faculties) with diversified models from the point of view of conception, structure of study, curriculum and requirements for results and the like co-exist. (The only exception is teacher education for primary school teachers – the curricula in the 9 Faculties of Education are similar. It is result of a long term and intensive cooperation between them).</p> <p>On the state level there is (since 2005) a regulation which defines a standard as criterion for the accreditation of study programmes (used by the Accreditation Commission established by the Ministry of Education). The standard includes a framework structure of study components, define key elements of pre-service teacher education as qualification requirements and their proportions (subject study including subject didactics – 63 %, pedagogical – psychological studies – 20%, general university education – 7%, teaching practice involved in pedagogical – psychological and subject didactics studies should represent 10 %).</p> <p>There are two other important documents (legislation) else. First one is the new 2004 Educational Staff Act defined the state requirements for qualification of teachers. There is stated here that Master degree is a necessary condition for the qualification of primary and secondary school teachers. The second important document on the national level is National curriculum (Framework programme for pre-school, primary, lower and upper secondary education).</p>

The emphasis is on selected teacher competences as a key condition for the success in the curriculum reform. There are explicitly stated for ex. interpersonal competences towards pupils, parents, colleagues etc. (based on partnership and cooperation), competence for self-reflection and permanent professional development.

(EB/Summary, May 2008) Four-year teacher training for pre-primary education is organized in general at the upper secondary level;

there are also university courses at a Bachelor or Master levels (three or four years). Would-be teachers at other levels of education must obtain a university qualification, generally Master level (for which study lasts usually four or five years). Teachers (except of generalists on the first stage of basic school) are specialised usually in two fields. The preparation of teachers of general subjects is mostly concurrent, for technical/vocational subject is consecutive. Teachers do not have civil servant status. The 2004 Act on Educational Staff regulates the prerequisites for the performance of the profession, their further education and the career scheme.

(NW) The demands for qualification of teacher (and another pedagogical professions) are defined in the "Act on the Pedagogical Staff" which was approved by the Parliament of the Czech Republic in the autumn 2004 (Act No. 564/2004). This act for example set that teacher of primary school and secondary school shall acquire professional qualifications through higher education by completing an accredited master's study programme.

Creation of study programmes belongs to competencies of higher education institutions (a part of academic freedoms). Nevertheless, all programmes must be accredited by Ministry of Education, Youths and Sports. Prerequisite is the approval of Accreditation Commission, which is the competent body to evaluate study programmes and quality of higher education institutions. Higher Education Act (Act No. 111/1998) says that it is forbidden to provide non-accredited study programme.

In case of TE study programmes, there is dual responsibility at the national level:

- 1) Accreditation Commission takes care off their quality in term of demands on higher education,
- 2) Ministry of Education, Youths and Sports takes care off their quality in term of professional demands.

The biggest part of responsibility is at the institutional level (it means at the higher education institutions and their faculties which provide TE study programmes).

There are 9 Faculties of Education in the Czech Republic. All provide the study programmes *Primary School Teacher Education* and *Lower Secondary School Teacher Education*. Some of them also provide study programme *Upper Secondary School Teacher Education*, but we can find this study programme at more than 20 another faculties (mainly at the Faculties of Arts, the Faculties of Science etc.)

a) Study programme: *Primary School Teacher Education*

This TE study programme continues for the time being as traditional master study programme with length of study 5 years as well as several programmes from other areas (General Medicine, Veterinary Medicine, Dentistry, Pharmacy and Law).

b) Study programmes: *Lower Secondary Teacher Education, Upper Secondary Teacher Education*

These TE study programmes have been restructured in accordance with “Bologna process”. Higher education institutions have accepted a framework: bachelor (3 years) + consecutive master (2 years).

The unresolved problem remains the career of the graduates of the bachelor study programme because the Act on the Pedagogical Staff states that the teacher of primary school and secondary school shall acquire professional qualifications through higher education by completing an accredited master’s study programme. It means that students of the bachelor study programme isn’t prepared for a particular profession and most of them must carry on with the master’s degree study programme anyway.

In year 2005, Ministry of Education, Youths and Sports in cooperation with Accreditation Commission prepared minimal standards of TE study programmes for lower and upper Secondary Schools. These standards describe a proportion of components of study:

Part of study	Proportion of total demandingness (in %)	Proportion of total demandir
the first branch of teaching qualification + didactics of the branch	60 %	180 credits
the second branch of teaching qualification + didactics of the branch		
the part of pedagogical and psychological training	at least 15 – 20 %	45 - 60 credits
the general ground (it may be for example: biology,	7 %	20 credits

philosophy, computers etc)		
the practices	4 weeks, i.e. about 3 % (we suppose a semester lasts 14 weeks)	10 credits
subtotal	85 - 90 %	255 - 270 credits
the free part (for the needs and the dispositions of concrete faculties)	10 - 15 %	30 - 45 credits
total	100 %	300 credits

Stronger emphasis on the curriculum of TE study programme from the part of Ministry of Education, Youths and Sports relates to simultaneous “curriculum reform”. This reform concerns many aspects of education process (motivation, strategies, contents, learning outcomes, teaching competencies act.). Ministry makes an effort to involve the important aspects of curriculum reform to TE study programmes. Therefore, it is possible that Ministry will want to define in more detail of curricula of TE study programmes.

Act on the Pedagogical Staff in English:
<http://www.msmt.cz/uploads/soubory/zakony/zakon563upraveno.doc>

Curriculum reform: Framework Education Programme for Basic Education (in English):

<http://www.msmt.cz/modules/marwel/index.php?rewrite=vzdelavani%2Fframework-education-programme-for-basic-education&lred=1>

(CR2)

Master qualification is required by the Education Act for Primary

teacher training. Study programmes are provided by the faculties of pedagogy. Teacher training for secondary education is provided by both faculties of pedagogy and other faculties (philosophy, natural science etc.).

The new structure of programmes leading to qualification of teachers for primary education has been a topic of heated debates. The main issue is whether to structure these programmes along the lines of Bologna. Studies leading to qualification of teacher for secondary education are mostly

structured in two cycles: the first cycle (bachelor) is frequently oriented towards various fields of study while the second cycle is mostly focused on pedagogical subjects.

Employability

Very good, but graduates mostly enter their job somewhere else than in education.

Quality of education

All study programmes are accredited.

INDUCTION

(EURYBASE 2006/07) Higher education of teachers can be either concurrent or consecutive. There is no in-service qualifying phase or transitional period between training and employment prescribed for beginning teachers at any level of education. Teacher training is usually a part of study.

IN-SERVICE EDUCATION

(EB): The obligation of in-service training is mentioned in the Act on Educational Staff, which also lists the forms that such education may take. The Ministry of Education determines the types and conditions for in-service training of educational staff and the ways it may be completed in a decree.

Skills and Competences

(NW): In Czech Republic there are no criteria for teacher's key competencies at national level.

In Czech Republic **TE curricula are planned and defined institutionally**. A certain degree of freedom exists in this case, for example **in content** etc., but institutions that plan and design curricula for TE must **respect to some formal and administrative demands given by Czech laws** about universities, to **the Czech Ministry of Education** promulgations for the procedure and authorisation of university study programmes, to **internal rules** of each university, **standards, demands of the Accreditation Commission**, etc. The members of the Accreditation Commission are nominated by the **Czech Government**.

(NW): In year 2005, **Ministry of Education, Youths and Sports in cooperation with Accreditation Commission prepared minimal standards of TE study programmes for lower and upper Secondary Schools**. These standards describe a proportion of components of study (see the NW feedback). **Stronger emphasis relates to simultaneous "curriculum reform"**. This reform concerns many aspects of education process (motivation, strategies, contents, learning outcomes, teaching competencies act.). Ministry makes an effort to

involve the important aspects of curriculum reform to TE study programmes. **Therefore, it is possible that Ministry want to define in more detail of curricula of TE study programmes.**

There are two other important documents (legislation) else. First one is the new 2004 **Educational Staff Act** defined the **state requirements for qualification** of teachers. There is stated here that **Master degree** is a necessary condition for the qualification of primary and secondary school teachers.] The second important document on the national level is **National curriculum** (Framework programme for pre-school, primary, lower and upper secondary education). We can derive the teacher quality and requirements for teacher education from a new conception of education (new goals, contents, teaching and learning strategies, new expected outcomes of education – pupil/student competences). There is put the **emphasis on selected teacher competences** as a key condition for the success in the **curriculum reform**. There are explicitly stated for ex. interpersonal competences towards pupils, parents, colleagues etc. (based on partnership and cooperation), competence for self-reflection and permanent professional development.

(NW): On the **institutional level (universities)** the professional standard is specified more **detailed for individual categories of teachers** in the form of a **list of competences and knowledge** and of the corresponding curricula items of the teacher education. This institutional professional standard is called "**Profile of the graduate of the study**". **A concrete example** of the professional standard projected into the profile of the graduate of the study of the teaching profession for the first level of the elementary school at the **Faculty of Education, Charles University in Prague** (see the NW feedback.) (NW/V.S.): **Another concrete example** of the **profile of graduate** is a structure of eight key teachers' competences, grouping together whole clusters of skills from **Faculty of Education of Ostravska University** (See the NW feedback where listed).

(CR2) **Competence based learning:**

The curriculum has not yet been redefined along the The European Qualifications Framework(EQF). The obligatory part of the application for accreditation of each study programme is the prescription of graduate's profile, i.e. determination of is/her knowledge, skills and competencies. The Accreditation Commission Requires that the profile is in harmony with study programme goals and with its content even if it is not explicitly specified in the regulations. **At present, here are not enough reliable data available to judge whether the transparency of skills and knowledge acquired have been increased.**

(EB): There is no general directive requiring that teacher training should also include **developing the ability of future teachers to deal with pupils or their parents**, although this is in fact generally included in the curriculum of individual schools in some way.

DENMARK

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>Teacher training is the education of teachers working within primary and lower secondary education. 4 year entitles pupils to a professional bachelor's degree giving direct access to the labour market. (EIHE2)</p> <p>(NW) The objective of the Bachelor of Education programme for primary and lower secondary school teachers is to train teachers for the primary and lower secondary school and to provide a basis for further training. With a view to their professionally oriented function as primary and lower secondary school teachers, the training programme is to</p> <ul style="list-style-type: none">- provide the students with the necessary academic and educational insight and practical training,- contribute to furthering the students' personal development, and- contribute to developing the students' interest in and ability to participate actively in a democratic society. <p>Graduates of the teacher training programme have the right to use the title of Bachelor of Education. The programme provides a general qualification for teaching in the primary and lower secondary school. The long-term goal is, to an increasing extent, for qualified teachers to teach their main subjects.</p> <p>Approximately two-thirds of qualified teachers work in the primary and lower secondary school. The final third are mainly involved in other teaching such as at private schools, vocational colleges, folk high schools, adult education and social institutions. Some teachers are employed at private enterprises.</p> <p><u>Regulation of the programme</u></p> <p>Key requirements concerning the teacher training programme are mainly to be found in the following:</p> <ul style="list-style-type: none">- Act on the professional bachelor training programme for primary and lower secondary school teachers: https://www.retsinformation.dk/Forms/R0710.aspx?id=25113- Executive Order on the professional bachelor training programme for primary and lower secondary school teachers: https://www.retsinformation.dk/Forms/R0710.aspx?id=253

- [02](#)
Executive Order on the marking scale and other assessment:
<https://www.retsinformation.dk/Forms/R0710.aspx?id=25308>
- Executive Order on tests and examinations in professionally oriented education programmes (the Examination Order):
<https://www.retsinformation.dk/Forms/R0710.aspx?id=25395>
- Act on University Colleges:
<https://www.retsinformation.dk/Forms/R0710.aspx?id=25353>

Each educational institution draws up a curriculum formulating the key requirements of the programme's content and structure.

The Ministry of Education is obliged to supervise the educational institutions with respect to both the education and training programmes and the institutions' finances.

Some of the new/strengthened initiatives:

- A greater focus on children from a non-Danish background in the mandatory pedagogical subjects
 - Through these subjects all teacher students will acquire a general knowledge of teaching non-Danish ethnic pupils.
- The new teacher training programme introduces the requirement that teaching of children for whom Danish is a second language must enter into the all of the large main subjects (72 ECTS) one of which is mandatory
- With the reform of the Bachelor of Education the voluntary main subject Danish as a second language is now a regular part of the curriculum (36 ECTS)
- The reform introduces a specific element of citizenship education in the new subject "Religious Studies/Philosophy/Citizenship" (17 ECTS)
 - The citizenship element comprises inter alia
 - being a citizen in the Danish democracy and in the international society,
 - the difference between politics, culture and religion and
 - the understanding of various perceptions of citizenship and political participation

- A greater focus on the co-operation between the schools and the pupils' families.
- The teacher students are offered an additional course in educational, vocational and labour market orientation.

Amongst the central contents of this course are equality and inequality in the labour market in relation to education, gender and cultural differences

Bachelor of Education (Teacher training) (240 ECTS – 4 years): The teacher training programme is regulated by an act of Parliament and takes place at University colleges. More specific requirements for the teacher training are stipulated in a ministerial order. The main contents of the various subjects in the education of teachers are laid down in the ministerial order in order to ensure a national standard.

The implementation of the central requirements is carried out in the various curricula laid down by each individual educational institution (University College).

The Bachelor of Education qualifies for teaching at primary and lower secondary levels.

The new Bachelor of Education (from August 2007): In June 2006 the Danish Parliament passed an act (No. 579, 9 June 2006) that changed the previous Bachelor of Education. In March 2007 the minister of education issued a ministerial order (No. 219, 12 March 2007) regulating the contents of the teacher training programme. The new regulations have come into effect for students who have begun teacher training in August 2007.

The basic structure:

- The Bachelor of Education comprises for all students (240 ECTS)
 - training in various pedagogical subjects (33 ECTS)
 - religious studies/philosophy/citizenship (17 ECTS)
 - two or three main subjects according to the choice of the student (144 ECTS)
 - a professional bachelor project (10 ECTS)
 - practical education (36 ECTS)
- All students must as their first main subject (72 ECTS) choose either
 - Danish (age specialised),
 - Mathematics (age specialised) or
 - Science (age specialised)
- The students choose the other one or two main subjects

from the line of subjects taught in the primary and lower secondary school. It's also possible to choose the subjects Danish as a second language and Special education (each 36 ECTS).

- The new teacher training programme introduces an inter-professional element (8 ECTS).

The purpose is to ensure an improved co-operation between teachers and other professionals, e.g. social educators. Similar elements are introduced in the other relevant training programmes.

During the autumn and winter of 06/07 the curriculum will be redefined according to the European Qualification framework.

Core subjects are taken by all students, but each student specializes in two or three main subjects of her/his choice. Mature students with a professional background or with a degree from another field may complete the programme in two years or less. (EIHE2)

INDUCTION

There are in general no supporting measures for new teachers in the Danish educational system. However, in most institutions it is endeavored that the management and other teaching staff, help the new teachers getting into the daily life at the school, such as rules, norms and social life. (EB)

IN-SERVICE EDUCATION

Danish teachers are free to participate in in-service training activities. And unlike many other EU-countries, promotion is not conditional upon having taken part in in-service training activities. As the in-service training provision for Folkeskole teachers is more pronounced than for the other categories of teachers.

Generally speaking, there is no legislation regulating teacher in-service training in Denmark. The various in-service training provisions may, however, be mentioned in other legislation. The decision-making body in this area is the municipal in-service training committee which has an equal number of representatives from the professional organisations and the employers.

In-service training for teachers in the Folkeskole is primarily organised by the Danish University of Education and by the colleges of education. These institutions are dependent on the State. Specialised State training institutions, county resource centres, teachers' associations and the Ministry of Education also offer in-service training activities. In-service training activities are provided both at regional and at national level.

The different institutions are coordinated informally. In-service training for Folkeskole teachers is provided for the most part by the Danish University of Education and by Centres for Higher Education, specialised colleges, teacher's associations, other professional associations as well as the Ministry of Education. In-service courses have been offered on a part-time basis. Most of the courses involve between 60 and 175 teaching hours over approximately 30 weeks. The course schedule is organised to allow teachers to continue their professional activities. Participation in in-service training has no direct effect on the salary or the careers of the teachers.

Sills and Competences

In January 2003 Denmark published a **national qualifications framework** for higher education with the intention to make it possible to compare Danish programmes with those of other countries, and to make the degree structure for higher education programmes more.

The level of implementation differs from university to university and that the description of the Danish degree structure (related to the Bologna Declaration) has been followed differently because of the extension and various interpretations of the competence concept.

In recent years, differentiated teaching, the integration of ICT, presentation techniques, and the teaching of bilingual children have been common issues addressed by in-service training.

The folkeskole programme includes compulsory subjects in didactics, psychology and pedagogic and compulsory practical training for 24 weeks of duration. The teacher training programme is of 4 years' duration. The programmes comprise the following subjects etc., which form part of the programme with the indicated proportion of a student's full-time workload of a year:

Subject	Rate of full-time equivalents
Christian Studies/philosophies of life	0.20
The main subject of Danish or Mathematics	0.70
3 main subjects of 0.55 FTE, each	1.65
A major independent assignment in connection with one of the main subjects	0.15
The educational subjects: General didactics, psychology, theory of education and the school in society	0.70
Teaching practice	0.60

The subject of teaching practice is for a minimum of 3 weeks.

Mobility

The future curriculum guidelines will increase both student and staff mobility.(EIHE2)

mobility increased, but this is also due to entering the EU (Erasmus/Socrates grants). At the same time, there is limited time for going abroad given the shortened programmes.

- *Career development* (e.g. leadership training, further education) are organised and taken in consideration in the curricula and other documents?

Danish teachers work within a non-hierarchical collegiate organisation. There are very few opportunities for promotion: administrative jobs in the school (deputy heads, guidance counsellors etc.) are for example not primarily seen as "careers" - more as a preference on the part of the person for that kind of work. Furthermore, the new wage system allows for various supplements triggered by for instance special qualifications, functions etc.

All programmes and the individual components of the programmes (courses and modules) are according to Danish law denoted in ECTS points.

Internationalisation and increased mobility of students and staff are on the top of the agenda in Danish HEIs.

ESTONIA

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW): Teacher education is organized nationally as all pre-service and in-service teacher education curricula and induction programs of beginning teachers should comply with the National Framework Guidelines for Teacher Education (=National Development Plan for Teachers' Training). However, the universities and other institutions of higher education providing teacher education programs have a relatively high degree of freedom in choosing the content and methods of instruction in their curricula.</p> <p>(EB Summary sheet, Sept. 2007) Initial teacher training is provided by universities and higher education institutions. The diploma and certificate awarded provide evidence of teaching qualifications. Since 2004, graduates from the initial teacher training have to pass the final 'on-the-job' qualifying phase (<i>kutseaasta</i>) lasting one school year. During this time the prospective teachers receive support from their tutors and universities (university colleges). At the end of the period they are awarded a qualification of a teacher. After working as a teacher for a minimum of three years, the person concerned can apply for a higher-level occupational grade. There are four occupational grades. A special share (around 3 % of the amount earmarked for teacher salaries) of the state budget is allocated for in-service teacher training.</p> <p>(EB 2007/08) For improving teachers' training, in 2003 the National Development Plan for Teachers' Training was developed. The plan treats the professional development of a teacher integrally and systematically:</p> <ul style="list-style-type: none">• initial teachers' training – formal education at a university;• 'on-the-job' qualifying phase <i>kutseaasta</i>• a year of practice of a young teacher carried out in co-operation with a mentor and the university, which follows the initial teachers' training and• ends with taking a qualification examination and the acquisition of a teacher's qualification;• in-service training – for both improving the acquired qualification and acquiring an additional one. <p>The objective of the completed reform plan for teachers' training was to contribute to the purposeful and research-based development of teachers' training; to suggest paths for development and specific actions, which would as an integrated system create opportunities for professional development according to the new changing role of a teacher.</p> <p>(CR2)Teacher training</p>

Pre-school:	<p>Bachelor; primary education class-teachers: integrated 5Year programme; primary education subject teachers: 3+2 structure (but division between Bachelor and Master is not logical);</p> <p>Secondary education: Master level after subject studies at Bachelor level: <i>Flexible learning paths</i>. Flexible modes because of need for retraining of current teachers and many adults taking up teacher training.</p> <p><i>Recognition:</i> More than average number of applications for recognition of prior experience.</p> <p><i>Mobility:</i> Very low</p>
INDUCTION	<p>(NW) Since 2004 a induction year for beginning teachers was implemented</p>
IN-SERVICE EDUCATION	<p>See above, ITE.</p> <p>(EB) Since 2000, professional in-service training is again compulsory for teachers. The framework requirements of teacher's training established the obligation for teachers to pass a minimum of 160 hours of professional training every five year. The registration commission of curricula formed on the basis of a decree of the Minister of Education and Research reviews and registers teacher's in-service training curricula in case the course is financed from the training resources of the state budget and the length of the training determined by its curriculum is more than 40 study hours.</p>

Skills and Competences

(NW): **The Estonian National Framework Guidelines/Requirements for Teacher Education regulate preparation, induction and in-service training** of preschool, primary, secondary, and vocational education teachers but, also, university teachers, cheer leaders and special educators. The pre-service teacher education programs should also comply with Estonian Standard of Higher Education for being accredited by Estonian Higher Education Quality Assessment Council (as since 2004 teacher education is provided only at the tertiary education level. **The requirements to qualifications of Estonian school teachers are established by the Teacher Professional Standard V and by the Certification Guidelines of School Personnel.**

(NW) Estonia has a **draft version of national teacher education strategy** and at the moment we **up-grade** it and the new version should be ready in **June 2008**. But Estonia implemented **Teachers' professional Standard** based on strategy. **The Expectations of teachers** is basis for that. **Estonian Higher Education Standard** gives some guidelines for teacher education. We have started to analyze our TE **according EU document** already.

From Estonian National Plan of Teacher Education 2004- 2010. Expectations of teachers:

1. Changes in teacher's role. An open and changing society needs teachers with a substantially changed role and new competences. New expectations of teachers include the following characteristic features:

1. Ethical and active citizen.
2. Learner-centred teacher.
3. Specialist able to integrate different fields.
4. Instructor and former of learning skills.
5. Member and leader of a team.
6. Learner and researcher.

2. Teacher competences. The following description includes activities employed by teachers according to set goals, practicality and possibilities through which teachers' **professional attitudes, values, knowledge and skills** are expressed.

A. Attitudes and values. The teacher:

- 1) follows universal ethical principles;
- 2) follows democratic principles;
- 3) respects learner's dignity;
- 4) values sustainable development;
- 5) values national culture and respects other cultures;
- 6) is ready to act in a changing educational environment, including to promote educational life inside and outside the school;
- 7) accepts responsibility as an educator, guide and supporter of learners' development;
- 8) has a critical, investigative and creative attitude towards own work;
- 9) values cooperation;
- 10) values self-improvement and professional growth.

B. Knowledge

General knowledge

Knowledge of pedagogy and psychology

Knowledge of subject and didactics

Knowledge of educational organisation

C. Professional skills

- Planning and management
- Formation of the learning environment

Provision of information on learning

Motivation

Cooperation

Communication

Analysis and assessment of learners' development and the learning process

Self-analysis and professional development.

The teacher:

- 1) consistently analyses own work (lessons, activities, achievement of set goals, results of inside and outside assessment);
- 2) uses different methods of receiving feedback on own work;
- 3) on the basis of the results of the analysis, sets goals for own personal and professional development, plans and carries out activities necessary for achieving the set goals;
- 4) determines own training needs and improves own professional knowledge and skills;
- 5) participates in the work of learning groups in school, in-service training courses and seminars and of research and project groups in order to be familiar with changes in education, to update one's skills and knowledge and apply them in school practice;

The above-described competences include attitudes, knowledge and skills that the teachers completing their induction year acquire on primary level being ready to apply and improve them as their professional experience increases. Curricula of teachers' primary training must be aimed at the development of all the above-defined competences. **The professional standard and competence-based qualification requirements being prepared do not presuppose equal acquisition of all competences.** The list of teacher competences provides a sufficient basis for the assessment of teachers' primary professional preparation (effectiveness of primary training and the induction year) and for teachers' self-assessment and planning of in-service training.

Outline requirements for teacher training (1. Jan. 2003) shall specify general and special requirements for teacher training, internship of a junior teacher (hereinafter *internship*) and for professional in-service training of a teacher.

(NW) **Estonian Higher Education Strategy, 2006-2015** indicate in study program development following:

- Transition to competence based study programs. → On the legislation level this task is done. **We upgraded Standard of Higher Education last year. The study results for all educational levels are described in Annexe of attached document.** Higher education institutions shall bring their curricula into conformity with legislation not later than **1 September 2009.**

- To take account in study program development (incl. in-service training), the professional standards developed on the higher education level. → For the second task we are planned following: **Standard of Higher Education describes overall study results of higher education stages. We will upgrade the Teacher Education Strategy. According strategy and Higher Education Standard the Outline requirements for teacher training will be renewed and professional standard for teachers will be taken into account in teacher education study programs. Description of teacher competencies in old Teacher Training Strategy is very closed to description of competencies in standard (only in Estonian).**

(EB) **In case of teachers' training curricula, the main problem is how to develop them into competency based curricula – i.e. to achieve the conformity of the curricula with the roles and skills expected from a teacher by a knowledge-based society.** At present, such **logical interrelation between the contents of studies and the acquired competencies is often non-existent;** the relations between general pedagogical studies, studies related to specific

subject(s), professional studies and practical training are weak. The following topics have not been paid enough attention to in the curricula:

- civic studies,
- application of information and communication technology,
- the multicultural world,
- the principles of inclusive education,
- early detection and strategies of intervention,
- behavioural problems and their anticipation,
- teamwork at school,
- the differentiation and individualisation of teaching,
- special needs of mentally or physically challenged children,
- classroom discipline,
- research-based study,
- curriculum development,
- the organisation and legislation of education.

The development and contents of similar curricula vary and thus complicate transfers from one curriculum to another. Upon the graduation from a university, the level of acquisition of skills necessary for the teaching profession are not assessed, studies usually terminate with the defence of a graduation thesis. The teachers' professional standard developed in 2004 **will become the conceptual bases according to which universities must rearrange their teachers' training curricula.** After that, complex accreditation of teachers' training curricula is envisaged.

(CR2) Competence based learning; **Very general description of competences**

FINLAND

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>Nursery school teachers, class teachers and subject teachers are all educated in universities. The curricula were revised based on national evaluations. Five years (300 ECTS) of master study is necessary to be qualified as a teacher.</p> <p>The curricula contain now more features towards transferable skills. Finland had already a two-cycle degree structure and implemented ECTS credits. In the last decade before the reform, however, the two-tier system has been “sleeping”. Study programmes were mainly designed as 5-years programmes, and with a few exceptions, the bachelor degree from universities was not recognised as final preparation for the labour market. (EIHE2).</p> <p>Class teacher studies include basic studies in several subjects, specialisation in one or two teaching subjects, subsidiary subject studies and a period of practical teacher training (1 year). Subject teachers must have an academic degree from the faculty to which his subject belongs and they are Masters of the actual topic they teach.</p> <p>A subject teacher's degree is a higher academic degree comprised of 300 credits (ECTS) and it can be taken in 5 years. It includes studies in pedagogics and a period of practical teacher training (EB)</p> <p>There are four kinds of teachers in comprehensive schools: class teachers, who teach most or all subjects in the grades 1–6; subject teachers, who teach one or two subjects in the grades 7–9 and, in some cases, in the grades 1–6, too; special needs teachers, who teach children suffering from speaking, reading or writing disorders or other problems in normal comprehensive schools, in special classes in normal comprehensive schools or in special schools for severely disabled pupils; counsellors, who provide educational and vocational guidance.(EB)</p>
INDUCTION	<p>There is no official policy about induction phase. One important reform need is the introduction of induction training for teachers (OECD country reports).</p> <p>Research projects concerning mentoring during the induction phase for NQTs. (NW)</p>
IN-SERVICE EDUCATION	<p>Initial and continuing teacher education and training have relatively few contacts with each other. As continuing education and training do not function methodically, it follows that providers endeavour to include everything that they believe that teachers will need during their careers in initial education and training. (OECD country reports)</p>

There is no specific legislation governing continuing teacher education and training. In Finland, continuing education and training for teaching staff are considered as being the responsibility of education providers and of individual teachers themselves. The obligation to participate in in-service training is partly defined in various statutes and partly in collective agreements.

Teachers are obligated to participate in in-service training for three days a year with full salary benefits according to the relevant statutes and collective agreements. On the other hand, employers have the right to assign all full-time teachers to training. Employers also decide which training programmes and forms of education can be accepted as in-service training conforming to the collective agreement (EB)

Each employer may organise training itself or may order it from some education provider (universities, polytechnics, organisations, private continuing education and training providers). Participation in continuing education and training does not have a direct bearing on teachers' salary and career development. (OECD).

Skills and Competences

Finland does not have any nationally stated guideline for a curriculum for TE. The only documents we have to refer to are the university legislation and a voluntary project called VOKKE organized in order to enhance the Bologna process within TE. The TE is regulated by field-specific decrees. These lay down the objectives of teacher education and the minimum scopes of different educational modules in very general terms. There are neither statutes governing the contents of teacher education, nor any administrative guidelines or regulations issued on them. The Ministry of Education may issue recommendations for educational contents or may aim to steer them through information provided by means of different projects and campaigns, but such procedures are not binding on universities. Universities draw up their curricula within the framework of their internal autonomy for both teacher education and all other fields of study.

The Ministry of Education has defined education policy priorities of the state-funded in-service training for the year 2007. They are eLearning pedagogy and media competence; developing methodology and subject-specific skills; promoting education in entrepreneurship; well-being of students; guidance and counselling; on-the-job learning and skills demonstrations; special needs education; multicultural and multilingual education; and training for school management and developing work environment.

The amount of research focusing on adult education and training and on the evaluation of education and training has increased in recent years, introducing new diversifying perspectives to teacher education. The different learning processes of learners, prevention of social exclusion and issues of multiculturalism have emerged as new interests among researchers. In addition, educational research is also clearly turning towards development of new learning environments and on issues relating to the pedagogical applications of information and communications technologies (ICTs). (Suomen akatemia 1997 [Academy of Finland 1997]; Suomen akatemia 2000 [Academy of Finland 2000]). (OECD).

In-service training, and participation in training in the areas, namely studies related to the subject and field, ICT, special needs education, multicultural issues, development of educational institutions, stressed in the development programme has been on the increase.

One of the key objectives of teacher education is to support students to develop an approach of investigating and developing their own work. Thesis work plays a significant role in this respect. (OECD).

Current topics in in-service training have included the contents of different teaching subjects, pedagogical use of ICTs, evaluation and assessment, working life contacts of education and training, on-the-job learning, competence-based qualifications, social issues in education and training, the strategy of lifelong learning, and education and training for heads of educational institutions. Curricular reform will be a key topic in continuing education over the next few years(OECD).

The Finnish Higher Education Evaluation Council (FINHEEC) has developed an audit procedure focusing on the quality assurance systems of Finnish HEIs in order to show the international community that Finland has a valid and competent quality assurance practice. FINHEEC started quality audits in 2005. The aim is to audit all higher education institutions by the year 2011.

Special needs of the national linguistic minorities are taken into consideration in student selection and educational provision.

Finland has not made any plans or taken any action to recruit foreign teachers to the country. Above all, recruitment of foreign teachers is complicated by the fact that teachers in basic education are required to have a perfect command of the language of instruction.

FRANCE

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW) The system is now as follows :</p> <ul style="list-style-type: none">- The official level for recruitment is "licence" (3 years at university - "bachelor") (which means that the student must have a "licence" when you inscribe for the competition - inscription is usually in october - november for the competition taking place in may-june). So the student must pass such a licence in a university, in any subject she/he wants (but "education" is not a subject in France). It takes 3 years at university- After that the student will spend a first year in an IUFM (there are 31 in France), mainly focussed on the preparation of the competition for teachers recruitment. Admission in a IUFM is done with some numerus clausus.- Then, if the student is successful at the competition, she/he stays one more year at IUFM. This second year is more professional, and one third of the time is spent in schools. <p>(NW) So all together it takes 5 years to become a teacher (but the highest diploma is the "licence", which corresponds to 3 years at university).</p> <ul style="list-style-type: none">- 2 years ago, it was decided that IUFMs (that were created outside universities - they function as small universities) would be progressively integrated and included in universities. The process is going on, and around 2/3 of IUFMs are now a departmemnt of a university (they keep their staff, their buildings, etc..). <p>Future:</p> <p>The President of France announced on June 2nd 2008, strong future changes in Teacher Training. It is just a political announcement up to now, with very few details, but this will certainly take place quite soon. He announced :</p> <ul style="list-style-type: none">- that in 2010, all teachers (primary and secondary) will be recruited at the Master level. This means one more year for all students who want to become a teacher.- and that the salary of beginners will be increased consequently.- The master degree will be a "professional" one, to be taken in a university.- Teachers will still be recruited through national competitions. One can pass such competition the same year where they prepare the Master 2 degree (i.e. 5th year at university).

- The content of the competitions will be reformed (but nobody knows how - the question is : will it include a strong professional component ?).
- After the competition (i.e. after 5 years), new teachers will get a post in a school with a full time duty, but will be guided by "experienced teachers".
- Universities are invited to prepare contents for such Master degrees.

Almost everybody agrees in the country with the recruitment at the Master degree. But difficult debates are starting again about the balance between subject and pedagogy in teachers' education.

Pre-service teacher education in France corresponds to a consecutive model: first, future teachers acquire academic knowledge in one or more of disciplines at the university (the three-year university education; and then, they are prepared at the IUFMs (University institutes of teacher training) for the national concours (the first year at the IUFM) and for professional practice (the second year at the IUFM): formula 3+2. This scheme will be modified in 2009.

Till recently, the IUFMs have functioned as autonomous institutions depending on regional educational authorities (*academies*). In 2005, the French government passed a new law stressing the importance of the university level of teacher education. Therefore, it was decided to integrate the IUFMs in the universities and to adapt the teacher education system to the challenges of the Bologna process. Pre-service teacher education will be constructed according to the two-cycle model and all future teachers will be employed only if they have a Master degree.

(EB/Summary sheet Jan. 2007) Teacher training is provided at *Instituts universitaires de formation des maîtres* (IUFM) after 3 years of *postbaccalauréat* studies. Access to the profession for all levels of education takes place by means of a competitive examination, followed by a practical placement which must be validated by a certificate of competency (CERPE, CAPES, CAPEPS, CAPLP, CAPET, CRCPE or *agrégation*) or successful performance in a professional qualification examination. Those who are successful in competitive examinations for permanent posts are offered teaching positions in an *académie*.

(INCA, May 2007) The State assumes overall responsibility for education policy. The Ministry of Education lays down guidelines for teaching, draws up the school curriculum and administers staff recruitment, training and management. External administrative departments known as *académies*, with jurisdiction over a particular geographical area of the country, implement the Ministry's policies. They are responsible for providing initial teacher training institutions and for organising entry examinations.

IUFMs are state-run higher education institutions, which provide postgraduate initial teacher training for nursery and primary school teachers in France. There are 31 *IUFMs*, 26 in mainland France (one for each *académie*) and five in the overseas territories. Each *IUFM* is attached to the universities in its *académie* with close teaching ties, but

INDUCTION

remains an independent establishment. *IUFMs* provide two years of training. The first year of study is spent in preparation for the state teacher recruitment examination (*concours*). The second year is spent acquiring the practical knowledge necessary for teaching.

(NW) Recently (2007), an induction period has been introduced. It gives possibility for new teachers to follow some training and to benefit some professional support from the experienced teachers during the first two years of their independent teaching.

The induction period of teacher training was introduced in France in 2005. The Ministry of education suggests organisation of young teacher support activities during the two years of independent practice. These activities include training sessions: four weeks for the first year and two weeks for the second year. In addition, academies are invited to develop other forms of teacher support like nomination of teacher tutors, individual and group consultancies (including its virtual form), short seminars, etc. The success of this initiative heavily depends on the desire and professional competences of the heads of schools to organise these work in their teams. On the other hand, these activities can influence the professional development of teacher teams or individual teachers.

IN-SERVICE EDUCATION

(NW) In France, in-service teacher training was introduced in 1972 for the teachers of primary schools and only in 1982 for the teachers of secondary schools. It is non obligatory. The ministry describes a national framework for the in-service training and defines the policy priorities. The forms and content of in-service training are decided on the regional level (*Académie*) and presented in annual plans of trainings called PAFs (*Plan Académique de Formation*). That is why, the policy of in-service training depends on the decisions of educational authorities (academy's inspectors), even if the *IUFMs* have an official mandate for it. The majority of modules' offers have "disciplinary" nature and they are executed by the experienced teachers chosen by inspectors, by teacher trainers of the *IUFMs* and by very little number of external partners. This complex and highly bureaucratic system of teacher education and training does not permit to take into account personal and professional needs of teachers and school teams.

(NW) The weak point in France is in-service training, which was strong and efficient 15 years ago, but which has decreased and is now very tiny.

(EB 2006/07) In-service education: Article L. 912-1-2 of Chapter VI of the guidance law and programme for the future of schools of 23-04-2005 states that when a teacher seeks training for the purpose of personal advancement and receives approval from the recteur, the training takes place, in priority, outside of the required teaching hours and may qualify for an indemnity. The training is taken into account in the context of the teacher's career management.

Skills and Competences

(NW) In France, the framework for TE curricula is decided on the national level. The last national specifications have introduced the notion of **teacher competences** “ *un socle commun de connaissances et de competences*” in teacher education training. **Therefore, the curriculum and programmes developed at local/institutional level must take them into consideration.**

Ten key competences for future teachers are:

- To act as a civil servant, be responsible and to respect ethic principles;
- To have a good master of a French language for teaching and communication;
- To have a good knowledge of the subject(s) of teaching and to have a good general culture;

- To plan and organise his/her teaching;
- To organise a class work;
- To take into account pupils' diversity;
- To evaluate the pupils;
- To use the new information and communication technologies;
- To work together with his/her teacher team, parents and school partners;
- To innovate and to be responsible for his/her own training.

Before the integration of the IUFMs in the universities (2005), the IUFMs were supposed to elaborate a four-year plan (*plan quadriennal*) where they described their strategies for development and training. That plan was negotiated and approved by the Direction of Higher Education (*La DES*). This procedure is called “contract policy” (*politique contractuelle*) of governance. Now, the IUFMs have the status of the internal university schools, and their plans or projects for development (including curricular design) must be integrated to a university project (contract). The new national evaluation agency for education and research - AERES (*L'Agence d'évaluation de la recherche et de l'enseignement supérieur*) will take in charge the evaluation of the university projects/contracts including a part which concerns teacher education.

(NW) The content of the competitions, **the curriculum of the training is decided at the national level:** there is a "cahier des charges" (specifications) which describes quite precisely the content, and then each IUFM design its own curriculum that must fit with the national "cahier des charges".

The "cahier des charges" is available (in French) at
<http://www.education.gouv.fr/bo/2007/1/MENS0603181A.htm>

(INCA) **Primary:** The professional skills expected of trainee schoolteachers at the end of their initial training are detailed in a "**skills reference book**". This is a set of specifications which the **Minister for Education**, as the employer, **requires IUFMs to put into practice**. The specifications are based on **primary school teachers being generalists, capable of teaching all the disciplines taught in primary level education in France**. They cover the **main professional skills, including the subjects taught at primary school, learning situations, class discipline, an appreciation of class diversity, and professional ethics**.

Lower secondary: There is **no national curriculum for teaching at this level of education**. There is, however, a **ministerial circular** which defines **broad guidelines/a broad national framework** for teacher training at this level. This circular (1991) states that subject training should

be designed to ensure that teachers receive **comprehensive training which promotes possible interaction between the teaching of different subjects.**

Each individual IUFM training plan, that is the content of first and second year training courses and methods of validation at the end of the second year, **must receive ministerial approval.** Approval is given to each institution **after verification** that the plan **complies with established rules and meets national objectives.** The training plan is valid for four years.

Awarding of the *CAPES*, *CAPET*, *CAPEPS* and *CAPLP* certificates follows the **successful completion of a two-year course in an IUFM.** Evaluation is based on **continuous assessment during the course** and takes the following three points into account: the ability to maintain discipline and manage pupil behaviour; the ability to analyse and reflect on a topic related to practical teaching; and the teaching modules.

The student **must pass all three of these elements.** Once these evaluations have been carried out, a student's file is sent to the *recteur* of the *académie* who sets up boards to review the decisions made by the *IUFM* staff. If considered necessary, the *recteur* has the power to verify the trainee teacher's ability by viewing his/her teaching practice and by interview

(EB) On 19 December 2006 the order setting out the "**specifications**" ("**cahier des charges**") of **teachers' training** was published, defining the initial training course that IUFM students must pursue. Its application, effective from the beginning of the 2007/2008 academic year, is based on the decree of 11 July 2006 **defining the common foundation of knowledge and skills**, the **orders defining education programmes as well as the circulars, memorandums and other statutory texts** specifying the educational commitments of the education institution.

The "specifications" ("**cahier des charges**") set out the **10 professional skills which must be mastered by the future teachers:**

- As a civil servant, act in an ethical and responsible manner;
- Master the French language in order to teach and communicate;
- Master educational subjects and have good general education;
- Design and implement the teaching of their subject(s);
- Organise work in the classroom;
- Take into account pupil diversity;
- Evaluate pupils;
- Master information and communication technologies;
- Work as part of a team and co-operate with parents and school partners;
- Be informed and innovative.

GERMANY

	Description
<p data-bbox="230 478 433 573">INITIAL TEACHER EDUCATION /</p> <p data-bbox="230 611 358 674">Bologna Process</p>	<p data-bbox="496 411 1370 722">Teacher training has traditionally ended with a <i>Staatsexamen</i> degree in Germany and is the responsibility of the individual <i>Länder</i>, leading to diversity within Germany. The majority of the <i>Länder</i> (13 out of 16) have decided to adapt teacher training to the two-cycle structure on an experimental basis (until September 2006), the remaining are planning to introduce modules and ECTS within the traditional <i>Staatsexamen</i> programmes. The regulations for the Bachelor-Masters-structure vary (significantly) between different <i>Länder</i>. Guidelines for the recognition of teacher studies of the 16 <i>Länder</i> have been adopted by the KMK (EIHE2)</p> <p data-bbox="496 758 1370 968">The <i>Länder</i> define more or less strict frameworks for curricula in teacher training, in some cases concomitantly with representatives of the respective academic discipline. The KMK has defined a framework of competencies in education. A comparable set regarding the school subjects and didactics is to be developed. Universities started redefining curricula and are supposed to base them on competencies.</p> <p data-bbox="496 1003 1370 1150">Generally, a debate on skills and knowledge in curricula development has come up but needs to be deepened and wider spread into practice. A comprehensive view cannot yet be offered. This coincides with a debate in Germany on competencies required for the teaching profession in general.</p> <p data-bbox="496 1186 1198 1213">A common set of competencies is still missing. (EIHE2)</p> <p data-bbox="496 1249 792 1276"><i>Flexible learning paths</i></p> <p data-bbox="496 1312 1370 1493">As to flexibility of courses chosen, a wide range from strict curricula with mostly obligatory modules to flexible structures allowing for specialisation can be observed. Generally, Bachelor programmes in German teacher training must be polyvalent, i.e. allowing for several professional objectives, also other than the teaching profession. However, this proves difficult to implement. (EIHE2)</p> <p data-bbox="496 1528 1370 1682">Possibilities for the recognition of prior learning, including professional education and/or professional experiences already existed before the introduction of the two-cycle structure. However, the respective procedures are being criticised for their restrictive practise.</p> <p data-bbox="496 1717 1370 1864">Curricula in German teacher training are traditionally differentiated by school type and type of teacher. Some <i>Länder</i> provide curricula that differ little in this context and thus allow for flexibility in choosing the school type a student wants to qualify for at a later stage. (EIHE2)</p>

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The general remarks apply. In the Bachelor -Masters programmes, DS and ECTS are used.

(EB) For all teaching careers studies at a university or equivalent institution of higher education are followed by the preparatory service as the second stage of teacher training.

Generally lasting two years and with the particular emphasis depending on the Land and the type of teaching career.

The organisation of the induction period for newly qualified teachers has been a central topic of the *Gemischte Kommission Lehrerbildung*. The provisions for the deployment of young teaching staff are to aim at a gradual development of professional competence. Furthermore, a system of support for the induction period for newly qualified teachers is to be established, including measures of in-service training particularly adjusted to the needs of newly qualified teachers. In the majority of Länder, concepts are currently being developed or have been put into practice for the organisation of the induction period. In the case of didactical and methodical problems, especially newly qualified teachers have the option to ask training staff from teacher training institutes or institutions for in-service teacher training for advice. (The Education System in the Federal Republic of Germany 2005. A description of the responsibilities, structures and developments in education policy for the exchange of information in Europe)

IN-SERVICE EDUCATION

Institutionalised in-service teacher training is regarded as only one part of a general and continuous “learning on the job”. The intensification of in-service training should not lead to the cancellation of more lessons. It can be demanded of teaching staff to participate in in-service training courses when they have no teaching commitments.

Attendance of courses for in-service training for teachers has no impact on the appraisal or pay of teachers. However, it can have an indirect effect in that regular attendance of in-service training courses is viewed positively in applications for senior posts (such as head teacher).

(The Education System in the Federal Republic of Germany 2005. A description of the responsibilities, structures and developments in education policy for the exchange of information in Europe)

It is the responsibility of the teacher to impart basic skills and knowledge of methods which enable the individual to master the process of lifelong learning on his own. Teachers are to continually develop their competences by participating in in-service and further training courses. (EB)

Skills and Competences

(NW)

Basically the statutory provisions of the Länder follow the same general idea in curricula requirements, structure, content and output standards and competences. 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. (NW)

Although the individual *Länder* are initially responsible for the implementation of reforms in their education systems, they cooperate with each other within the framework of the *Kultusministerkonferenz* (Conference of Ministers for Education and Cultural Affairs) on matters of importance for all *Länder* in order to prepare educational reforms by means of joint recommendations. The discussion forum responsible for all educational issues jointly affecting the Federal Government and the *Länder* is the *Bund-Länder* Commission for Educational Planning and Research Promotion, in which the Federation and the *Länder* cooperate under the provisions of Article 91b of the German Constitution. Decisions by the national ministry for education and research (BMBF) and by the standing conference of the ministries of education and science of the *Länder* (KMK) are referred to whenever “national” decisions are mentioned.

(National summary sheets on education systems in Europe and ongoing reforms GERMANY, APRIL 2007) In all Länder efforts are being made to reform teacher training for all types of schools.

(NW) It is widely agreed upon among policy makers in the field of teacher education in Germany **that universities and other institutions in the effort of Lifelong learning should enable future teachers and those in service already to develop new competences like:**

Subject competences:

- * the structuring and restructuring of knowledge
- * constructivist strategies in subject knowledge processing
- * learner orientation and diagnostic competence

Didactic competences:

- * active learning strategies
- * responding to students' learning processes and learning progression
- * preparing appropriate material for specific learning opportunities
- * promoting differentiated learning opportunities

Pedagogical and social competences:

- * managing diversity
- * promoting cultural awareness
- * learning awareness
- * promoting social learning
- * promoting respect, tolerance and collaboration in classes and school communities

In many countries the role of competences and standards is restricted to the area of initial teacher education, clarifying what a beginning teacher should be able to do, but in Hesse for example the importance of competences and standards that play a role during the whole continuum of teacher education and the teaching career is focussed upon.

Teacher training is basically divided into two stages, a course of higher education and

practical pedagogic training. Teacher training courses are offered at universities, *Technische Hochschulen / Technische Universitäten*, *Pädagogische Hochschulen* (colleges of education) and colleges of art and music. Practical pedagogic training in the form of a preparatory service takes place in teacher training institutes (*Studienseminare*) and training schools.

Graduate mobility in teacher training is likely to be small as the *Länder* requirements for their future teachers are rather specific to Germany and, in some regards, even to the curricula of their own *Land*. International mobility is not discussed so far (except perhaps for language teachers. (EIHE2)

Germany has signed the Lisbon Recognition Convention. At present a bill ratifying the Convention is pending. Decisions on recognition of study periods abroad and foreign degrees are largely a responsibility of HEIs.

Time to degree has increased in some *Länder* since a Masters degree is usually the prerequisite to enter the teaching profession and Masters degrees have a minimum duration of 5 years in Germany, whereas some of the old *Staatsexamen* degrees for teachers have only been 3.5 -4 years (!).

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In all *Länder* training is divided into studies at a university or equivalent institution of higher education and practical pedagogic training (preparatory service). The first period of training includes:

- a specialist component (including subject-related didactics) with the study of at least two subjects or subject areas;

an educational science component with compulsory study of educational theory and psychology; plus a choice of additional study areas (e.g. philosophy, social sciences/politics and theology);

teaching practice, sometimes of several weeks' duration, accompanying courses of study.

In addition, teacher training is also to cover issues concerning special education.

There is a minimum standards for the first two components mentioned in the form of standard periods of study and hours of attendance per week during a semester.

The standards for teacher training in the educational sciences have been adopted by the Länder as of the beginning of the school year 2005/2006 as a basis for the specific teacher training requirements, including any practical training sections and the so-called Preparatory Service

First stage of teacher training: Studies at a higher education institution

The characteristic elements of the courses for the six types of teaching career are described below in generalised form. The details are laid down by the Länder in study regulations, training regulations and examination regulations.

Teaching career type 1: Teaching careers at the *Grundschule* or primary level

Training for this type of teaching career consists of a seven-semester course of study with a total of 120 aggregate hours of weekly attendance during a semester, which devotes particular attention to educational science and practical teaching components. The training incorporates study of an elective or specialised subject as well as primary school didactics. Subject options and specialisations vary from Land to Land.

The basic educational science course incorporates general and school pedagogy as well as

psychology; possible options are philosophy and sociology/political science or theology. The course of study usually includes at least one practical training period of several weeks, and should also incorporate at least one guided didactics/subject-related didactics placement. Placements completed outside the school sector can also be used to complement the training.

Teaching career type 2: General teaching careers at primary level and all or individual lower secondary level school types

Training for a teaching career within this category corresponds largely to that for a type 1 teaching career. Depending on the Land, a teaching qualification can be acquired both for the primary level and for certain lower secondary school types or for the entire lower secondary level. Study of selected subjects at an academic level is geared partly to the relevant type of school or school level.

Teaching career type 3: Teaching careers at all or individual lower secondary level school types

The courses for teaching careers included in this group lead to teaching qualifications for all or for specific lower secondary level school types. As a rule a 7-9 semester course of study with a total of between 120 and 160 aggregate hours of weekly attendance during a semester of at least two subjects together with appropriate incorporation of subject-related didactics and an accompanying course in educational science. Students should also complete at least one guided didactics/ subject related didactics placement. Placements completed outside the school sector can also be used to complement the training.

GREECE

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW) In Greece, teachers of preprimary and primary education are all educated in the 18 Pre-primary (9) and Primary (9) University Education Departments. These departments are organised in 9 universities (out of a total of 22 universities) and work separately on different curricula as autonomous but relevant departments. In many cases there are close collaborations among them in teaching and research. Teacher education in Greece came into the university sector at the early of 80s with the law 1268/1982.</p> <p>Their educational <u>activity</u> is organized institutionally in each department according mainly to the scientific and research profile of the staff, but also due to other conditions of the regional and institutional policy/context. Their curricula are formed in each department by the academic staff. They have same important similarities/common points, but also some differences. In general, we could say that the content of the curricula is mainly structured on scientific sectors of disciplines (pedagogy, sociology of education, psychology, and education policy, arts act), which are <u>comprised</u> by separate obligatory and optional courses. Recently, it seems that there is an increased <u>tendency</u> for interdisciplinary, regionalization and modularization in the curricula of Education Departments, but unfortunately we don't have enough mass scientific evidence so as to give you an <u>accurate</u> description. Last but not least, a common element of Greek Education Departments' curricula is the "Practice" (Practici Askisi) in schools of pre-primary and primary education. It takes an important part of all senior students workload and it is a compulsory <u>obligation</u> for everyone to graduate. Graduates mainly staff the public pre-primary and primary schools of the country.</p> <p>The organization and the content of the curricula are described for the students in the yearly duplicated handbooks of the Departments (in Greek).</p> <p>The teachers of secondary education in Greece (kathigites) are a discrete work group in the educational professions. They are educated according to each speciality in the relevant Universities Departments (Mathematics, Physics, chemistry, literature, foreign languages ect). The curricula are not oriented in education but they mainly concern the special scientific field with few references to education and pedagogy. Work in the secondary public schools (gymnasiums and lyceums) is one of a variety of professional carriers, that graduates can choose. Although, in same fields, such as history, literature ect, working in Education of public and private sector is the most popular professional choice. Nowadays, teachers of foreign languages (English, French, and German) and physical education instructors of secondary education teach also in primary schools.</p> <p>Currently, PTDEs operate on a system of three cycles. The first cycle contains programs of 4 years of studies. Since 1992 Postgraduate</p>

Programmes of Study (leading to the equivalent of a Masters degree) were introduced in PTDEs. Presently the second cycle consists of master level postgraduate studies (2 academic years). The third cycle corresponds to doctoral studies of at least 3 years. PTDEs currently follow a system of three cycles seen as compatible to the Bologna requirements. However, PTDEs could face some problems in the future, if a three year first cycle is generalised.

(CR2)

Today Pedagogical Departments function in the universities of Athens, Thessaloniki, Western Macedonia (located in Florina), Patras, Ioannina, Thessaly, Aegean, and Crete. The under-graduate study programmes last 8 semesters (4 years-240 ECTS credits). The post-graduate studies last 1-2 years and the doctorate studies last minimum three years.

The high level of employability of the teachers of primary schools is the main reason for the increasing demand for teacher training which classified the Pedagogical Departments among the most popular Departments of the universities in 2006.

INDUCTION

(EB 2005/06) At the end of the 19th century that special preparatory training had to be provided to those who were going into the teaching profession.

(OECD Feb. 2004) There is no final 'on-the-job' qualifying phase for teachers in Greece. Fully qualified teachers are selected for admission to the profession on completion of initial education. In the public sector, they are appointed to a post and acquire 'probationary' or temporary status (for 2 years) prior to securing permanent tenure. In practice all teachers acquire tenure after this probationary period.

Teachers appointed to their first post in the public sector have to go through a series of theoretical and practical training sessions. This induction teacher training is undertaken by the Regional In-Service Training Centres (PEK). It consists of three stages which consist of the following: Didactical methodologies, educational administration and organization, teaching practices, evaluation methods (60 h) to be completed in the first month of the academic year); Practical exercises - Model teaching (30 h); Evaluation of processes - Re-planning - Effectiveness (10 h).

IN-SERVICE EDUCATION

(EB) Within the current policy agenda concerning teachers' retraining and upskilling, there is a renewed commitment towards more intensive, in-service (within the school context) training.

The training of teachers is distinguished into introductory for the newly appointed persons and periodic for those already working and takes place at the Regional Further Education Centres. The conditions for the provision of training to teachers are specified in Laws 1566/85,

1824/88, 2009/92, 2327/95, 2986/02 and in Presidential Decrees resulting from the foregoing.

According to Law 2986/2002, a legal entity under public law, under the name "Organisation for the Further Education of Teachers" was established, supervised by the Minister of National Education and Religious Affairs.

Forms of obligatory further education are:

Periodic further education for permanent teaching staff.

Special short-term further education programmes for all teachers and for those serving in Special Education units.

Primary school teachers who are graduates of Pedagogical Academies and Kindergarten Teachers' Academies, in addition to further education, receive extra training at the "Marasleio" Primary School Teachers' Institution (which offers a two-year programme of studies.

Teaching staff are chosen for periodical further education from lists drawn up by the Regional Directorates. In determining the order of listing, the following are taken into account: the teachers' need for further education, the operating needs of the schools, the teacher's length of service, and other possible needs.

The teaching and practice programmes and the total number of teaching hours are laid down by Presidential Decrees or Ministerial Decisions.

A certificate is granted to all those who complete further education programmes. Those who attend periodic further education courses return to the schools to which they belong.

(OECD) There are different categories of programmes for the professional development of teachers. Some of them have a fixed structure and are provided by institutions, which are related to PDPEs of universities. They provide two-year programmes for teachers of primary education who have a two-year degree from the (non-university) Pedagogic Academies and have at least 5 years teaching experience. These programmes are fulltime – so teachers who follow them do not work at schools the period of their training – and often prepare the teachers to take leading posts as principals, etc.. Another in-service programme up-grades the two-year (non-university) degrees of older primary teachers to university diplomas thus enabling them to continue in full-time teaching. The courses on this programme are taken mainly at weekends and focus on: pedagogics, contemporary teaching approaches, psychology, social sciences, international and European studies in education, Greek language, history and civilization, mathematics, science and informatics (Antoniou, 2002). Short term in-service education for both primary and secondary teachers is provided by the 'Regional In-Service Training Centres' (PEK). These programmes are addressed to all types of teachers or can be specialized for certain level of education or specialization. Each PEK provides programmes in the area of their responsibility (NW).

There are also many other possibilities for in-service teacher training through seminars and activities organised by the school advisors and the people at prefecture level responsible for environmental education, health education, cultural activities, etc. Moreover, there are many

more

possibilities through a great number of various programmes for professional development based on national initiatives, on the Community Support Framework for education as well as on other European programmes (Comenius, Leonardo, etc.) (NW).

Many different in-service education programmes had not been satisfactorily co-ordinated. These concerns led to the recent establishment of a new organization “The Organization of In-Service Training of Teachers (OEPEK), to co-ordinate and upgrade in-service education.

Skills and Competences

(OECD) **Institutions (universities) are entirely free to decide** how the training they provide will be organized in terms of both curricular content and/or time to be allocated to both general and professional training (total autonomy) = **Institutional autonomy**.

(CR2) Competence-based learning

All the curricula of the Pedagogical Department include lectures, practice in the laboratories, teaching in Schools, seminar attendance etc. They also aim at providing teaching at **pedagogical competences** to the future teachers. After primary and secondary teachers' are appointed to public schools they have to follow initial training in three phases.

HUNGARY

	Description
INITIAL TEACHER EDUCATIO N /	<p>Traditionally the Hungarian public education and teacher training was structured as follows, Kindergarten (3-6 years old) used to require 3 years of teacher training; Elementary school lower grades (6-10 years old) and Elementary school upper grades (10-14 years old) 4 years of training,) and Secondary school (14-18 years old) 5 years of teacher training. Colleges were responsible for the first three programmes; universities for secondary school teacher training.</p>
Bologna Process	<p>The newly introduced 11th semester devoted specifically to in-field 6 months practice for teacher students will make a major improvement to the programme. The main problem is the value of the bachelor degree in these fields for the labour market. Teaching right is provided with Master degree, only. (EIHE2)</p> <p>(NW) The Hungarian teacher education core curriculum is given in an order of the Ministry of Education and Culture (http://www.okm.gov.hu/main.php?folderID=137); – Government decree on the procedure of launching degree programs, including the specification of possible teacher degrees http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A0500289.KOR; – 15/2006 Ministry decree on degree requirements for bachelor and master programs: http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A0600015.OM;). This framework is rather detailed (Appendix 4: http://www.okm.gov.hu/doc/upload/200707/tanar_szak_kkk_070720.pdf) and partly relies on discussions in and documents of the Association of Teacher Trainers http://human.kando.hu/tszl/. Hungary is in the process of transforming higher education, and, thus, teacher education to conform to European structural trends. Thus new teacher education programs are currently being developed institutionally and accredited by a national board (Magyar Akkreditációs Bizottság, Hungarian Accreditation Committee: http://www.mab.hu/english/index.html). Programs are expected to satisfy all requirements of order 15/2006 in order to be accredited. Curricula of accredited teacher education programs are available from each individual training institution.</p> <p>A requirement of order 15/2006 is that TE curricula correspond to the Hungarian National Core Curriculum (in Hungarian: http://www.okm.gov.hu/main.php?folderID=391 ; an earlier, slightly different version is available in English: http://www.okm.gov.hu/main.php?folderID=137&articleID=6994&ctag=articlelist&iid=1) requirements in preparing teacher trainees for their future tasks.</p>
INDUCTION	<p>There is no formal regulation to ensure support to newly recruited, adequately qualified teachers. The professional, and human assistance secured depends practically on the head of the teaching staff and</p>

management, and the head of the professional circle of the school. (EB)

Teachers must participate in further training at least once every seven years in accordance with conditions provided by the law. In addition to attending 120 lessons of course time in seven years, they may pass the teacher's professional examination, obtain a new degree, achieve a scientific grade, or participating in further training courses abroad with the terms laid down in the same piece of legislation. Teacher further training courses are launched in two steps. (EB)

Skills and Competences

The law regulates teacher training. The As part of the educational programme the higher education institution shall develop the curriculum of the courses pursuant to the programme completion and exit requirements issued by the Minister of Education. These issues are described generally (main aims) and subject based (Hungarian teacher, English teacher etc).(NW)

In teacher training the qualification requirements are determined in government decrees (government decrees on qualification requirements). The pedagogical, psychological, and methodological, and school practice related requirements of teacher training, otherwise identical at university and college are given in the regulation. (EB)

(NW) **To enroll in a program to train as a teacher of X and Y one needs** (where X is a „teacher's MA/MSc first subject", Y is „teacher's MA/MSc second subject"): a Bachelor' degree of X with a minor in Y, consisting of 120 credits as follows:

- 116 credits in X
- 4 credits for a Bachelor's thesis in X
- 50 credits (a minor) in Y
- 10 credits of teacher orientation courses

The lists of possible X and Y subjects are defined in the 289/2005 government decree. The decree defines a small number of specific Y subjects which have no equivalents at the bachelor level and thus no minor can be required. In such cases, the prospective teacher trainee may have a 50 credit specialisation module within the field of X.

The structure of teacher education programs

Based on the decree on degree requirements (KKK numbers refer to the Education Minister's decree 15/2006, app. 4.)

The teacher's master's programs consist of 120 credits of study within the teacher training institution and 30 credits as residents at a school. These programs train teachers for lower and higher secondary education. Training for kindergarten and elementary education takes place at the bachelor level.

Enrollment criteria (institutionally defined)

BA/BSc orientation module	Master level Education and Psychology module	Master level subject disciplinary modules (1st and 2nd teacher's MA or MSc)	Practicum
KKK 8.1.	KKK 8.2.	KKK 8.3	KKK 8.4.
10 credits	40 credits	40 credits/discipline (1st teacher's MA or MSc: min. 30 credits; 2nd teacher's MA or MSc: max. 50 credits)	30 credits 1 whole semester
	Includes 5 credits for thesis (1 for the whole program): a portfolio of the practicum and a study KKK 8.5. 3 credits, min. 30 hours field work in schools and/or developmental trainings	Includes 7 credits teaching methodology/discipline 3 credits, 60 hours short practicum/discipline (observations and 15 hours teaching under the supervision of an experienced teacher)	Includes classroom observation 2-5 hours/week/subject (max 10) teaching under the supervision of a mentor extracurricular and extramural activities regular methodology seminar (teaching clinic)
	Disciplinary knowledge in Education and Psychology (knowledge, abilities and values enabling effective teaching behaviour)	Disciplinary knowledge in the subjects to be taught and related pedagogical content knowledge	Pedagogical content knowledge and pedagogical practical knowledge
portfolio		Comprehensive exam (1/discipline)	portfolio to be submitted as part of the thesis



Teacher certification exam

(institutionally defined, subject to accreditation)

Ethnic minorities' primary school (single structure) teacher training is also available. It in in-service training

Primary school teachers: 15-20% of total teaching time is practical training. The unbroken period is 8-10 weeks. The 2005 Act on Higher education provides for the multi-cycle structure and within it the qualification level of teacher training along with the training time and the uninterrupted half year long teaching practice (150 credit points).

In teacher training the theoretical and practical parts are done concurrently. There is no final on-the-job phase, but a 1-2 months long teaching practice on school grounds is an integrated part of the training.

The Hungarian Accreditation Committee accredits the programmes. (NW)

Efforts to increase international student mobility (based mainly on EU sources) have been made; Hungarian students are allowed to use their State support to study abroad.

- The Hungarian tradition in Higher Education to support the mobility of teaching staff has helped the internationalization of the teaching experience.

A Wage matrix system takes account of the qualification, and the time spent in the profession. The wage matrix is divided into 10 salary classes and 14 salary grades. The other feature of the salary promotion system is that it is guaranteed. Teachers must be promoted one level each three years. For those performing excellent work, waiting time may be reduced between two promotions, and in the event of disciplinary penalty, the same waiting time may be increased.- ECTS has been introduced but modularisation has only been implemented in some cases, very far from in all programmes.

- Efforts to increase international student mobility (based mainly on EU sources) have been made; Hungarian students are allowed to use their State support to study abroad.

IRELAND

	Description
INITIAL TEACHER EDUCATION /	<p>(EB/Summary sheet 2005) Teachers within the primary system obtain a <i>Bachelor of Education</i> degree after a three- or four-year course in a college of education. Teachers at secondary level usually hold a <i>Bachelor degree</i> in their specialist subject and complete a one-year <i>Higher Diploma in Education</i>. Primary-level teachers are generalists and secondary-level teachers are subject specialists.</p>
Bologna Process	<p>(WEB) In Ireland typically second level teachers complete a primary degree at university and then follow up with the Postgraduate Diploma in Education / Higher Diploma in Education (secondary) / again at university. Primary school teachers complete a three year programme, leading to a Bachelor of Education (B.Ed.) degree, at one of the five teacher training colleges. There are five Colleges of Education for primary teachers which offer three year full-time courses leading to a B.Ed. degree which is the recognised qualification for primary teaching.</p> <p>Post Primary Teacher Training. The Postgraduate Diploma in Education / Graduate Diploma in Education / Higher Diploma in Education (Secondary) is a required qualification for all teaching posts in secondary, community and comprehensive schools. The Postgraduate Diploma in Education is offered by the Education Departments of 4 national universities: Cork, Dublin, Galway and aynooth. The Graduate Diploma in Education is offered by Dublin City University. The Higher Diploma in Education (Secondary) is offered by The University of Dublin / Trinity College. The Postgraduate Diploma in Education through Irish (Diplóma Iarchéime san Oideachas) is available in The National University of Ireland, Galway.</p> <p>(CR2)</p> <p>Implementation of the “Teaching Council Act 2000” ongoing. When fully established, the Teaching Council will take over the function of the registration of teachers. There have been two major reviews of initial teacher education programmes over the past five years - one on primary teacher education (Working Group on Primary Preservice Teacher Education, 2002) and the other on second level teacher education (Advisory Group on Post-primary Teacher Education, 2002).</p> <p>(CR2) The two or three cycle structure:</p> <p>For primary education: Concurrent education courses of three years duration (180 ECTS), with a minority undertaking a four-year programme or consecutive courses (but move to four-year programmes and consecutive model recommended by review).</p>

INDUCTION

For secondary level: Bachelors degree level for a period of three or four years in the chosen area of study (programmes of 180-240 ECTS), followed by a one-year, post-graduate teacher education programme (60 ECTS, the "Higher Diploma in Education").

(OECD, Apr. 2003) Government policy has accepted the importance of an induction programme for the early years of the teaching career, but, to date, no national scheme has been put in place, although a pilot scheme was initiated in the autumn of 2002.

Both primary and post-primary teachers are required to fulfil a year's satisfactory probation service on graduation to achieve state recognition for incremental salary purposes. Primary teachers are assisted in that process by the inspectorate, but this does not happen at post-primary level. The purposes of induction are different from those of probation. On appointment to a school, they are expected to fulfil the ordinary teaching contract requirements, and undertake the full responsibilities of an experienced teacher.

(CR2) Graduation:

For primary teachers, the extension of the concurrent programmes from three years to four has been recommended by the recent review.

For post primary education, both the consecutive and concurrent models will be retained. There will be structured induction for all newly qualified teachers.

IN-SERVICE EDUCATION

(NW) In Ireland there is no official, stated list of professional standards for continuing professional development, i.e., the continuum of teacher education. Teacher Educators, i.e., Colleges of Education and University Departments of Education set standards within their courses and programmes but these are not necessarily standardised on a national basis.

Inspectors of the Department of Education and Science (DES) evaluate the standards of teaching and learning in schools but the specific criteria to which they work are not published.

The Teaching Council's Codes of Professional Conduct for Teachers incorporate statements on the values underpinning teaching, the practice of teaching and professional conduct but these are not set out as a list of standards.

(Emer Egan in the article 'Continuing professional development of Teachers', 2004, 11-18): During the past decade the continuing professional development of teachers in Ireland has received sustained attention. An expanded and strengthened in-career development programme was made possible through the assistance of the Human Resources Operational Programme (HROP) of the European Union under

the National Development Plan.

At the level of the Department of Education and Science (DES), responsibility for the continuing professional development of teachers was managed by the In-Career Development Unit (ICDU). Established in 1994 with a brief to develop, manage and evaluate the national programme of in-career development, the ICDU team included both administrative and professional staff, and engaged with the education partners through a variety of implementation, consultative or advisory groups. In May 2004 the ICDU, through a major restructuring process, was given significantly increased responsibilities and was renamed the *Teacher Education Section (TES)* to reflect these developments. The Teacher Education Section is now responsible for three inter-related aspects of teacher education and development: (1) initial teacher education; (2) induction and (3) in-career development. This responsibility embraces policy formulation, co-ordination, general direction and management, quality control and financial control in relation to in-career development activities. One of the strategic aims is to empower appropriate groups, bodies and institutions to design, develop and deliver in-career development programmes effectively and efficiently.

This work focuses on four key areas:

- (1) National in-career development for new/amended curriculum areas
- (2) National support services for subjects, Junior Cycle and Senior Cycle programmes (e.g. transition year) and particular areas such as school development and special needs.
- (3) Pilot induction programme for newly qualified teachers
- (4) Education Centre Network.

The programme of in-career development activities under the responsibility of the TES involves national programmes, local initiatives and activities organised by interest groups such as management bodies, parents' councils, subject associations and trade unions. In determining the allocation of resources, priority is currently given to curriculum and programme reform initiatives, special educational needs and the activities of Education Centres. The management of discrete elements of the national programme of activities, particularly those with a curriculum or programme remit, is generally devolved to a dedicated support service which is hosted by an Education Centre. The range of activities supported by the TES is reviewed on an annual basis. (See more in the report – a good description of the system.)

Significant progress has been made in recent years in the range and quality of continuing professional development activities available to qualified teachers, although the focus has been almost exclusively on national programmes associated with curriculum reform. In the longer term the development of a policy on the teacher education continuum will facilitate the development of lifelong learning opportunities for teachers, as individuals and as members of a school staff.

(OECD Apr. 2003) There is a vast range of curriculum variation in the continuing professional development courses provided, in line with the needs of a fast changing education system. It may be best to categorise these under a few broad headings. School curriculum reform has been a major, on-going issue in Irish education and, accordingly, a great deal of state-supported continuing professional development is directed towards this. Significant investment has been made in equipping schools for ICT purposes, and a range of short, medium and long-term continuing professional development courses have been made available to teachers by a variety of providers.

Skills and Competences

(Codes of Professional Conduct for Teachers): **The Teaching Council** is obliged under the Teaching Council Act, 2001 “**to establish, publish, review and maintain codes of professional conduct for teachers which shall include standards of teaching, knowledge, skill and competence**”. The purpose of the Codes is to assist the Council in achieving its objects as set out in the Teaching Council Act, 2001 and in particular the objects referred to at:

Section 6(b)(ii) i.e. to establish and promote the maintenance and improvement of standards of teaching, knowledge, skills and competence of teachers.

Section 6(b)(iii) i.e. to establish and promote the maintenance and improvement of standards of professional conduct of teachers.

To fulfill its requirements under the Act, the Council has drawn up **the Codes of Professional Conduct in two parts. The first part relates to professional practice and includes “standards of teaching, knowledge, skill and competence”. The second part deals specifically with professional conduct.** These Codes apply to all teachers registered with the Teaching Council. (See the publication.)

(EB 2003/04) Traditionally, the **universities have exercised academic autonomy on the nature of the teacher education courses provided for secondary teachers.** However, the courses do need to incorporate certain stipulations of the Secondary Teachers’ Registration Council.

The Ministry, with the advice of the National Council for Curriculum and Assessment (NCCA) decides on curricular policy for primary and secondary education. From time to time, curricular changes will require changes in teacher training courses. The institutions tend to be very pro-active in ensuring that teacher training courses are responsive to such changes.

(CR2) Competence based learning. **Teaching Council will review the standards of knowledge, skill and competences required for the practice of teaching.**

ITALY

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>Initial training of all teachers is carried out at the university. Since the reform, all courses are 3+2 except the course of primary education which is only one single course of four years of study.</p> <p>ECTS has been introduced in Italian universities as a facilitator for recognition.(EIHE2)</p> <p>The criteria for the teaching organisation of the degree course have been stated through a Decree of the Ministry of University and Scientific and Technological Research of 26 May 1998 in agreement with the Ministry of public education.</p>
INDUCTION	<p>The qualifications related to study courses started within school year 1997-1998, or obtained within school year 2001-2002, have legal value also to participate in competitive examinations for posts of pre-primary or primary school teachers (Eurydice)</p> <p>It is required one year of specific apprenticeship carried out at school. During the apprenticeship year, the teacher is followed by a tutor who will help and guide the teacher during his/her teaching activities. At the conclusion of the apprenticeship year, the qualified teacher will be assessed and evaluated. Teachers getting through the apprenticeship year, will be able to take part in the competition for teaching posts in state schools. (Eurydice)</p>
IN-SERVICE EDUCATION	<p>Teachers are not required to follow in-service training, but in-service refresher courses are considered to be their right and their duty.(Source: Structures of education, vocational training and adult education systems in Europe, Italy, 2006/06)</p> <p>Furthermore, teachers have the right to have five days with exemption from service during the school year to participate in training initiatives. (Eurydice)</p> <p>LIFE-Long learning raises in the basic compensation occur every 6 years of service provided that the teaching function has been carried out without demerit; The position of inspector involves a competition with three written examinations and an interview on educational topics and on the administrative competence relative to the inspector's functions.</p>

Skills and Competences

The training has various aims: initial training, in service training, mobility, re-qualification and professional reorganisation, specific requirements.

The Decree n.781/1999 determined the “minimum requirements” (i.e. a minimum number of teachers and facilities) for courses offered by universities. Otherwise, each university is autonomous in defining the content of the degree courses by making their own curricula, according to national guidelines approved by ministerial decrees offer courses without minimum standards. Before making their own courses, Italian universities must consult representative organisations, services and professions. Italian curricula have been generally redefined in terms of competencies in line with national qualification frameworks.(Material from partners)

Miur and the social forces largely agree on the fact that teachers must be in a position to:

- Prepare various and efficient learning opportunities, through the continuous stimulation of their students, and monitor the results.
- Help students "learn to learn", that is learning to know, learning to do, learning to live together, learning to be.
- Help students trace their learning paths as a guidance for training and familiarise them with the “civic sense” that is with the respect of rules as the basic element of a democratic citizenship;
- Manage the school evaluation not only in the form of selection but mainly as a monitoring tool of teacher didactic efficiency;
- Develop a form of individualised teaching and stimulate students desire to know and to actively take part in the school work;
- Use modern technology, multimedia, the Internet and the PC;
- Perform team work and cooperate to improve school conditions, by elaborating POF or possibly perform system functions, assisting the school manager in organising the current activities or the planning of didactic activities in the parent-teacher-student council, helping coordinate the disciplinary department, participation in various working groups;
- Involve families in the school activity;
- Communicate and liaise in a sensitive way with students and the whole school community;
- acclimatize, that is place their own professionalism in the new school centrality, being aware of the importance and limits of their own social role;
- look after their own continuous training, focusing on the considerations about one’s own didactic practice, drawing some conclusions over their own skills in a virtual conversation between the continuous professional self updating and the institutionalised moments of training in service.

In school year 2006-2007, defined ‘bridge year’ by a ministerial note of 2006, the debate focused above all on the following topics: development of the new Guidelines for the curriculum and the possible implications in the teaching practice; the condition of teachers in the society, as a consequence of the bullying outbreak and the new transgressive behaviours of pupils; improvement and promotion of professionalism.(Eurydice)

The following list of attitudes and skills characterising the teaching profession is a formative objective of the degree course:

- To have an adequate knowledge of one's subject areas with reference to historical and epistemological aspects;
- To listen, observe, understand students during their formative activities, becoming aware also collectively of their formative and psycho-social requirements in order to promote the building up of students' personal identity, both for females and males, together with self-guidance;
- To work in close collaboration with colleagues, families, school authorities, formative, productive and representative agencies of the territory; To set one's subject competencies in the various educational contexts with an open mind towards critics and cultural interaction;
- To keep developing and deepening one's subject-related knowledge and skills in the various educational contexts;
- To make teaching activities meaningful, systematic and complex through a flexible curricular planning which includes decisions on objectives, knowledge areas, teaching methods;
- To make students participate in a specific domain of knowledge and experience, adequately with their school progression, specificity of contents, contents-methods interrelation, as well as with other formative areas;
- To organise time, space, materials (also multimedial materials), teaching technologies to make school a learning place for everybody;
- To manage communication with students and their interaction as essential means to build up attitudes, skills, experiences, knowledge, to increase the pleasure of learning and expressing themselves and the confidence to be able to acquire new knowledge;
- To promote school innovation also in collaboration with other schools and the labour market;
- To verify and assess teaching-learning activities and the overall school activity, also through the most advanced didactics;
- To carry out one's social role in the framework of school autonomy, being conscious of teachers' rights and duties and the related organisational problems, paying attention to the civic and cultural (Italian and European) reality, to the required intercultural opening as well as to the specific problems of teaching to students of non Italian culture, language and nationality. (Eurydice)

As for the laurea course in education science, the teaching regulation of each university establishes the qualifying minimum contents required to achieve the formative objective, teaching activities and related formative credits for the following areas and the related scientific subject-related sectors:

Area 1: teacher function training It includes teaching activities aimed at acquiring the required attitudes and skills in the pedagogical, teaching-methodological, psychological, socialanthropological, hygienic-medical and fields as well as skills related to school integration for disabled students;

Area 2: primary teaching contents it refers to curricula and teaching orientations of primary school and scuola dell'infanzia; furthermore, it includes teaching activities aimed at acquiring attitudes and skills related to subject foundations and operative abilities in the following fields: languages and literature; mathematics and informatics; physical, natural and environmental sciences; music

and sound communication; motory sciences; modern languages; historicalgeographical-social field; drawing and other figurative arts;

Area 3: laboratory which includes analysis, planning and simulation of teaching activities;

Area 4: apprenticeship, which includes experiences carried out in schools to integrate theoretical skills with operative skills.

As far as the scuola di specializzazione is concerned, the teaching order of each university sets the minimum qualifying contents required to achieve the established formative objective, teaching activities and credits related to the following areas as well as scientific subject-related sectors:

A specific test to check the knowledge of a foreign language is also foreseen.

The time reserved to personal study or other individual training activity amounts at least 60% of the total effort. Teaching regulation is based on the following criteria: Minimum 20% of total credits achieved in the primary school branch and minimum 25% of credits achieved in scuola dell'infanzia branch refer to teaching activities of area no. 1 (teacher function training 8.1.6.);

Minimum 35% of total credits achieved in the primary school branch and minimum 25% of credits achieved in scuola dell'infanzia branch relate to teaching activities of area no. 2 (primary teaching contents 8.1.6.); Minimum 5% of total credits is reserved to teachings chosen by the student, also offered by other university courses. Individual options are also granted within the areas referred to at the previous points); Each student's study programme includes one teaching activity at least for each field referred to areas 1 and 2.

Teaching activities include laboratory and apprenticeship. Not less than 10% of the crediti formative universitari related to the laurea course and not less than 20% of credits related to school are destined to laboratory activities. Not less than 20% of the crediti formativi universitari related to the laurea course and not less than 25% of credits related to school are destined to apprenticeship activities.

The Law n. 370/99 forced each university to set up an Internal Evaluation Committees (NUV), making teaching evaluation mandatory for universities. At the same time, the National Committee for the Assessment of the University System (CNVSU) has been established

Efforts are being made to increase international student mobility, graduate mobility and teaching staff mobility. There is also the opportunity to perform traineeships abroad at a foreign university (for example with EU programmes).

LATVIA

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW) The professional competence of teachers is important question in society of Latvia. The Ministry of Education and Science Republic of Latvia (www.izm.gov.lv) , higher education establishments (www.lu.lv; www.rpiva.lv ; www.du.lv; www.lpa.lv; www.ra.lv; www.llu.lv) , different other organizations and institutions are involved in this process.</p> <p>The Ministry of Education and Science Republic of Latvia determines laws and regulations (www.likumi.lv), coordinates programmes, researches and methodology and organizes quality assessment of teachers education programmes in different higher educational establishments (www.izm.gov.lv; www.aiknc.lv).</p> <p>The Ministry is responsible for implementing and supporting government policy for the promotion of teachers' education and the development of professional skills. Teacher's education is an integral component of the educational system in society. It is connected with development of the society, depends from cultural environment etc.</p> <p>Teacher education curriculum is interdisciplinary. Teacher education curriculum include philosophy, psychology, sociology, anthropology, economics, history and culture, pedagogics, languages, ICT etc.</p> <p>The <i>teachers' curriculum</i> and the content are coherent. The Curriculum systematized, up to personality, society and time codified human socially economical and technological experience concretized to educational needs. The Curriculum is determined by goals and tasks of teachers' education, by concretization of kind and degree of teachers' education. The knowledge, skills and attitudes acquired are determined by the curriculum.</p> <p>The <i>Education content</i>– student development, society and time concretized human experience divided insudy courses etc. based on thematic constituent parts. Education content includes concrete knowledge, skills, experience, cultural and social experience, mental notice, conviction and attitude creation experience, emotional culture and personality development experience achieved by student during stying process.</p> <p><i>Course syllabi</i> is a component of teachers educational programme that includes the goals and objectives of the course of study, its contents, a plan for acquiring the contents, criteria and procedures for evaluating the acquired education, as well as a list of methods and resources necessary for the implementation of the programme (Education Law). Academic staff have rights to organize educational process self – dependently, to use self – made course syllabus. Academic staff are responsible for students' possibilities to acquire education appropriate to the state <i>teachers standard</i>.(www.aiknc.lv)</p> <p>The Law on Higher Education Institutions determines types of programmes. Teachers curriculum demands second level of professional higher education leading to qualification level 5 Having mastered a programme of professional higher education, students are</p>

awarded a professional qualification or a professional Bachelor's degree that can be followed by a further 1-2 years of professional Master's studies. The Master's degree of higher professional education is awarded if the total duration of studies is at least five years. (www.likumi.lv; www.aiknc.lv)

(NW) In Latvia teacher education is quite complex. Qualification requirements are: bachelor in education or in subject + teacher qualification. One way is to finish bachelor in subject (for example, physics or math) in 3 or 4 years, and then obtain teacher qualification in 1 or 2 years. Second way is study in professional bachelor program "... subject teacher" - 4 or 5 years. Pre-school teacher need the first level higher professional teacher qualification (no bachelor) - 2 or 3 years.

(EB/Summary sheet Oct. 2007) All general education teachers have to complete initial teacher training, i.e. higher pedagogical education resulting in an academic degree or professional diploma in pedagogy and obtain teacher's qualification in the respective level of education. This requirement has become compulsory in September 1, 2004.

Various possibilities are provided for those teachers who are not entitled to teach in accordance with the new provisions, to acquire the necessary qualification through in-service training, e.g. general secondary school teachers may work also if they have obtained academic education in the respective field of science and a teacher's qualification, or have started its acquisition within two years after they started to work as teachers. The latter option was introduced in order to enlarge competition as well as to fill vacancies in the teaching of certain subjects due to the ageing of teaching staff. Taking into account the lack of preprimary school teachers, the amendments also prescribe primary school teachers as eligible to teach in pre-primary institutions. Teachers working in basic and secondary education should also hold a teacher's qualification corresponding to the subject or course they teach. All teachers working with children with special needs must have higher professional education in pedagogy and the teacher qualification corresponding to the respective branch of special education.

(CR2) There are 6 HE institutions that provide teacher training study. Programs were reformed in 2000. Two teacher education models are used:

1.The program is realized in higher education establishment department that only prepare teachers (ex. Faculty of Pedagogy);

2.Program is realized in higher education establishment department that realize study programs in certain science field and it is one of several study programs there. In this case teacher education program is based on bachelor program, supplemented with teacher professional module that satisfies all the specific requirements of the professional program.

Teacher training is only on the first cycle level, but there is also Education sciences programmes on Master and PhD level.

3-cycle structure. Year 2000 Cabinet of Ministers Regulations on

requirements for pedagogue education and profession qualification establishes that prospective teachers have to acquire professional bachelor study programme with study length 4 years. The programme has to comply with bachelor standard and teacher professional standard requirements.

Master study length is 1.5 - 2 years. Entry requirement - bachelor degree in teacher training. Programs ensure graduates to integrate in the labour market as teachers and also as other positions.

INDUCTION

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IN-SERVICE EDUCATION

(NW) General aim is improve the system of lifelong learning of teachers (not only the methodology of subjects, but also psychology, foreign languages, computer skills etc.)

- Every 3 years after studies (A1 or A2- 36 hours)
- New qualification (B1 and B2- 72 hours)
- Courses and seminars in special areas (12-24 hours- work with pupils with special needs, work in combine(unit) classrooms, career education, upbringing and teaching as integrate process, development of critical thinking etc.)
- Projects, experimenting

Organizers- universities, The Ministry of Education and Science Republic of Latvia Ministry, different education centres, publish houses, private persons etc.

The State Agency for Quality Assessment in General Education is implementing the project “Development of In-service Teacher Training Network” of the National Program “Development of Teacher In-service Network” of the European Social funds on the basis of the trilateral agreement concluded on July 28, 2006 among the Ministry of Education and Science (1st level mediator institution of ESF), PIAA (2nd level mediator institution of ESF) and VIKNVA. The project implementation will be completed by August 20, 2008.

(EB 2007/08) In-service training is compulsory in Latvia for teachers (including school heads and their deputies) at all education levels, but the results do not reflect in teacher salaries. The aims of in-service training are to ensure the necessary teacher qualification, to conform to the necessities of society and to promote the growth of pedagogues as creative personalities. Curriculum includes development of specific subjects and subject teaching, cooperation with pupils and parents, and creative processes in education work. In general, teachers themselves are responsible for acquiring the necessary in-service training. A general education teacher has a duty of further education of at least 36 programme hours in three years, and at least 12 programme hours a year, depending on his education necessities. Besides, teacher has the

right to use 30 calendar days during a 3-year period for professional development, including improvement of competences, his basic salary being retained. Training may be provided by education institutions, institutions or enterprises belonging to the state or municipalities, non-governmental institutions or private providers. In-service training is usually organized during the working time. (EB 2007/08) In Oct. 2007 the development of a differentiated career structure model was started as a pilot project, which is scheduled to complete in August 2008. According to the model teachers are divided into 5 qualification levels: junior teacher, teacher, senior teacher, teacher expert at local level, teacher expert at state level. 19 qualification criteria and 4 competence areas have been developed.

Skills and Competences

(NW) The knowledge, skills and attitudes acquired are determined by the curriculum, coordinated by the Ministry.

(NW) TE curricula must cover teacher profession standard (Approved by the order No.116 of the Ministry of Education and Science on February 27, 2004

Responsibilities	Tasks
During the planning process	
1. To prepare for the pedagogic process	1.1 Get acquainted with the peculiarities of development and learning of the pupils of corresponding age 1.2 Set a pedagogic aim in the work with pupils of particular age and level of development, according to the educational programmes 1.3 Take part in the elaboration of the educational programme of the educational institution and/or have a good knowledge of it 1.4 Choose or elaborate the programmes for the study subjects 1.5 Plan the work of lessons/classes and extracurricular activities
2. To know the contents of teaching and education	2.1. Get acquainted with the recent verities in the contents and methodology of teaching and education 2.2. Get acquainted with the best examples in pedagogic work 2.3. Evaluate the role and tasks of the study subjects according to the educational standards and programmes
3. To organise safe and supporting educational environment	3.1. Observe the rights and responsibilities of the pupils 3.2. Care for the safety and health of the pupils 3.3. Create a positive and supporting communication 3.4. Observe the professional ethics 3.5. Observe the standards of hygiene, sanitary norms and the safety of work
During the work process	
4. To ensure the development of	4.1. Ensure the cohesion of intellectual, emotional and social

the pupil's personality	<p>development</p> <p>4.2. Stimulate the development of moral norms in the personalities of pupils, necessary in the further life</p> <p>4.3. Foster the participation, cooperation and responsibility in the pedagogical process</p> <p>4.4. Develop the education of values of the pupils</p> <p>4.5. Form and understanding on work and career planning</p> <p>4.6. Form the culture of speech and behaviour</p>
5. To stimulate the inquisitiveness and cognition interests, to form the skills of learning	<p>5.1. Motivate the learning of pupils</p> <p>5.2. Foster the formation of social and learning skills</p> <p>5.3. Diversify teaching methods, forms and technologies according to the capabilities and learning styles of the pupils</p> <p>5.4. Choose teaching activities that intensify the cognition interests and understanding</p>
6. To ensure the process of teaching and education	<p>6.1. Conduct lesson/class/extracurricular activity</p> <p>6.2. Explain clearly the content of studies</p> <p>6.3. Carry out the adequacy among the aims of a lesson/class, means of teaching and the achieved results</p> <p>6.4. Observe tolerance in differentiation and individualisation of the pedagogic process according to the abilities, needs and interests of pupils</p> <p>6.5. Promote the self-education activities of the pupils</p> <p>6.6. Organise and conduct the self-dependent work of the pupils</p>
7. To organise the cooperation with parents, teachers, other specialists and the society	<p>7.1. Inform and consult parents/guardians on the teaching and educational questions</p> <p>7.2. Involve parents/guardians, specialists and the society in the pedagogical process</p>
During the evaluation process	
8. To evaluate the achievements of the pupils	<p>8.1. Evaluate the study achievements of the pupils, the dynamism of the achievements</p> <p>8.2. Form and develop the self-esteem skills of the pupils</p> <p>8.3. Evaluate the development of the personalities of the pupils</p>
9. To evaluate his/her own professional activity	<p>9.1. Analyse the adequacy of the teaching means set against the abilities of the pupils and educational aims</p> <p>9.2. Analyse his/her cooperation with the pupils and the results of it</p> <p>9.3. Evaluate and improve on one's professional skills</p>

Special factors, creating the working environment:

- Interrelation with the pupils;
- Interrelation with other teachers;
- Interrelation with other pedagogical workers and specialists;
- Interrelation with parents/guardians and the society;
- Creative activities necessary;
- Working schedule depends on the planning of teaching and educational work;
- Working process takes place in the contact lessons and outside the lessons (during the intervals, preparing for the lessons, correcting and evaluating the written works of the pupils, visiting pupils at their homes, going on the hikes and other extracurricular and outdoor activities).

(CR2) Competence-based learning

Regulated by Law on Regulated Professions and Latvian Cabinet of Ministers regulations “Minimum requirements of study programs for acquisition of teacher professional qualification”.

Regulations on requirements for pedagogue education and professional qualifications define 4 years study length.

LITHUANIA

	Description
<p>INITIAL TEACHER EDUCATION / Bologna Process</p>	<p>The teacher training process includes initial training, in-service training and retraining of teachers (Eurydice)</p> <p>(NW) Teacher education system in Lithuania is now under the changes according to Bologna recommendations</p> <p>(Eurydice) Pre-school teachers may be trained at either university-level higher education institutions or teacher training colleges. Colleges prepare teachers for pre-school, primary or lower secondary work only. College courses may last three years or four (if an additional specialisation is involved), whereas those in higher education institutions entail courses for a Bachelor’s degree lasting four years or five years (if more than one subject of specialisation is studied), with a further one-and-a-half to two years for a Master’s qualification. (Eurydice)</p>
<p>INDUCTION</p>	<p>In the university teachers can be trained according parallel or consecutive models of study programme. The parallel model of teacher training describes studies in the subject field and after the studies in pedagogy and psychology according minimal requirements for teachers training. The consecutive model of teacher training includes studies in the subject field plus studies in pedagogy and psychology. (EIHE2)</p> <p>The one year internship in the school is obligatory. The final examination for teacher qualification is needed. (EIHE2)</p>
<p>IN-SERVICE EDUCATION</p>	<p>(NW) There are no time limits and teachers can choose the from of their in-service training: studies at the II-III level degree programme, in-service training courses, consultation activity, textbook/task-book writing, taking part in international events (projects, conferences etc., presentations at the conference, preparation of in-service training programmes and so on.</p> <p>Every 5 years teacher must present the evidences to the certification board. The whole material is evaluated and added to other teachers work evidences (effectiveness and expedience of teachers activity; communication, collaboration and activity within</p>

the community).

Teachers wishing to participate in certification-related events and in-service training seminars can approach the officials responsible for certification and in-service training in their institutions or go straight to education centres. The in-service training of teachers may be obligatory (in-service training in the specialist subject) and optional. In-service training events may be short-term and long-term. Short-term events usually last from 1 to 3 days, 10 days at the longest. Most often the sessions are timed with the pupils' holidays or evenings.

The greater part of the costs relating to in-service training events is covered from the state or municipality budgets and some costs are covered by individual teachers themselves. With the general education funding reform underway, funds for in-service training are provided in the school budget and depend on the number of pupils at school (the pupil's basket).

Upon completion of a one-day-long course (of at least six hours) or otherwise a programme or event of a longer duration approved by the Ministry, teachers are awarded qualification certificates of a standard format confirmed and registered at the Ministry. Those certificates are taken into consideration during the appraisal of the teacher's performance as five days of in-service training per year is a necessary pre-condition for a teacher to be certified and acquire a higher or retain the same qualification category. (Eurydice)

Skills and competences

(Eurydice)The Initial and In-service Teacher Training Division of the Department of Vocational Training and Continuing Education of the Ministry of Education and Science is responsible for the development and implementation of the strategy on organisation of initial training, retraining, in-service training and evaluation of teachers; participates in provision of expert opinion about the pedagogical study programmes of higher schools; coordinates the process of evaluation and certification of teachers and heads of educational institutions under the subordination of the Ministry and municipalities and also the activities of relating commissions. The Ministry of Education and Science approves the in-service training procedures and the requirements for qualification categories.

County governors and municipalities create teacher education centres. The founder of the school organises the in-service training and certification of the head of school (heads of higher education institutions excluding), teachers and other persons participating in the educational process.

University basic study programmes must comply with the regulations establishing the content of the corresponding study field approved by the Ministry of Education and Science.

In 2004, subject to the Provisions of the National Education Strategy 2003–2012, the Teacher Training Conception that outlined the **main guidelines** for improving the training of teachers was developed.

The Teacher Training Conception specifies that teacher training must provide conditions for the would be pedagogue to acquire the kind of competence that is necessary to fulfil his/her new role of **an education organiser, creative educator, developer of opportunities, coach, adviser, partner and mediator between the pupil and various modern information sources. Requirements for teachers' competence are set out in the regulations on teacher training** and those on discrete areas of studies and also in the Specifications of Teachers' Professional Competence.

New teacher in-service training goals and objectives include:

- Creation of favourable conditions for teachers enabling them to achieve the kind of professional competence that would meet the requirements of the education reform
- Proceeding with the decentralisation of the in-service training system by encouraging a change of in-service training and professional development forms and methods inside education institutions and by developing the network of various types of institutions providing in-service training
- Development of a new way of funding the system of in-service training
- Working out and implementing an accreditation system for in-service training programmes and institutions
- Creation of the necessary conditions for dissemination of experience accumulated
- **Taking into consideration, in developing the in-training system, the relevant recommendations of the European Union.**

The school practice is recommended to comprise at least 20 credits and, in the event that teacher training follows the concurrent model, begin from the first year of studies.

The pedagogical traineeship, or the final 'on-the-job' qualifying phase, is an essential component of teacher training that creates conditions for trainees to acquire the skills and experience necessary for the teacher's practical work. The school management appoints a supervisor in charge of the trainee's final 'on-the-job' qualifying phase. At the end of the pedagogical traineeship, the supervisor gives the school management a written evaluation of the trainee's work. Following completion of the final 'on the-job' qualifying phase, the trainee's professional competence is assessed through a qualification examination that is administered, in the manner established by the Minister of Education and Science, by a special examining board set up for the qualification examination by the Ministry of Education and Science.

Mobility matches general character of Lithuanian universities: we accept more than we send abroad.

National credit system has been implemented. The Law on HE (March 2000) states that the average amount of one academic year full-time studies corresponds to 40 credits. One national credit is equal to 1.5 ECTS. The national credits serve for accumulation and ECTS for transfer purpose. Two of the Lithuanian universities have been granted the ECTS label in 2005.

Low mobility rate. (EIHE2)

- *Career development* (e.g. leadership training, further education) are organised and taken in consideration in the curricula and other documents?

A new teacher can be employed under the terms of a temporary employment contract (e.g. for one year). In this case, if the management of the school are not satisfied with the teacher's (or another employee's) work, they may refrain from extending the employment contract for the next year

1. Teacher (class master/mistress, pre-school teacher, teacher of extra-curricular education, speech therapist, special teacher).
2. Senior teacher (senior educator, senior pre-school teacher, senior teacher of extra-curricular education, senior speech therapist, senior special teacher).
3. Methodologist teacher (methodologist class master/mistress, methodologist teacher of extracurricular education, methodologist speech therapist, methodologist special teacher).
4. Expert teacher (expert class master/mistress, expert pre-school teacher, expert teacher of extracurricular education, expert special teacher). (EURYDICE)

LUXEMBOURG

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW) Due to the small size of the country there are only two teacher education programmes in Luxembourg, one for the pre-primary /primary level, and one for the secondary level. The pre-primary/primary teacher education programme has recently been completely reshuffled.</p> <p>Traditionally, there has been a teacher education institute running a three year programme, until the creation of the University of Luxembourg in 2003. Since then the responsibility for teacher education is part of the mission of the university. Together with the creation of the university (the only one in the country) the Ministry of Education asked for a reform of the pre-primary/primary education.</p> <p>A reform group has been created, suggesting a new profile of teacher competences in 2003 (in French only). The Ministry of Education issued its own version of the desired teacher competence profile, partly based on the suggestions of the reform group, in 2005 (“référentiel de compétences MENFP”).</p> <p>A pilot project for reforming the curriculum and the pedagogical approach concerning the second year of study has been conducted in 2003 and 2004 (“Decotec Final Report”). Eventually, the reform has been generalized, and a completely new 4-year bachelor programme was started in September 2005 from the first year onwards (see attachment “Flyer BPSE” and “Programme description”). Until this year the old and the new programme have been run at the same time. In September 2008 the first students of the new programme will be in the 4th year of study, which is currently built up (there are no official documents on the final year curriculum available for the moment being).</p> <p>There has been relative autonomy on the level of the newly formed university department to reform, rebuild and restart the pre-primary/primary teacher education programme.</p> <p>External evaluation of the new programme is currently under way, and in the framework of a self-assessment report delivered to the external evaluation committee (see attachment “Self-assessment report 2007”) a table has been established to make evident that the curriculum is oriented towards the required teacher competence profiles on the national and the European levels (see attachment “Teacher competences comparison table”).</p> <p>(EURYBASE Summary sheet 2005) Would-be pre-primary and primary school teachers undergo three years of initial teacher training at the University of Luxembourg (Faculty of Languages, Human Sciences, Arts and Educational Sciences), for the award of a teaching certificate (CEP) corresponding to pre-primary or primary education. Those intending to teach in general secondary education have to complete a four-year university course (abroad) and then theoretical and practical training (the teacher placement) in Luxembourg (at the teacher training department of the University of Luxembourg).</p>

The main discussions concerning the education policy still revolve around the transition from primary school to post-primary level, the integration of foreign children into the Luxembourg education system, the criteria for the advancement of pupils in general secondary education, the assessment of the quality of the national school system and, finally, an alternative approach to the management of the education system through the introduction of partial autonomy (see general remark above).

The Faculty of Language and Literature, Humanities, Arts and Education (LSHASE) offers a four-year Bachelor degree programme in Educational Sciences. This programme provides qualifications for teaching in preschool, primary school, in preparatory classes of the technical secondary school and in institutions for children with special needs. The programme started in 2005. It meets the requirements of the Bologna agreement (1999) and is recognised on the national and European level. (Bachelor of Educational Sciences Programme).

The Bachelor of Educational Sciences grants 240 ECTS credits after eight semesters of full-time study. The programme is taught in three languages, i.e. German, French, and English. The Luxembourgish language is requested for working in local schools during the internship. The programme meets the requirements of the Bologna agreement.

Before the foundation of the University of Luxembourg post-primary (secondary) teachers have traditionally studied abroad.

(EURYBASE 2001-02 = old information)

INDUCTION

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IN-SERVICE EDUCATION

(EURYBASE 2001-2002) A ministerial directive of 20 February 1992, renewed in 1993, sets out a general framework for continuing teacher training on the basis of the reform acts of 1983 (primary education) and 1989/1990 (secondary and technical secondary education).

It lays down four key aims of continuing training:

- responding to teachers' aspirations to upgrade their teaching and specialist skills;
- facilitating teacher involvement in pedagogical and didactic research in the various teaching disciplines;
- keeping those teachers who are involved in pedagogical innovation and the implementation of educational reforms abreast of developments;
- familiarising teachers with new methods and the use of new teaching aids.

The act of 7 October 1993 establishing the co-ordination service for pedagogical and technological research and innovation (loi du 7 octobre 1993 portant création du SCRIPT (Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques, Co-ordination Service for Pedagogical and Technological Research and Innovation) describes the service's remit as "organising continuing training for teachers and teacher trainers with regard to innovations in teaching methods".

Teachers have access to in-service training co-ordinated by SCRIPT. (Also nowadays?)

Skills and competences

(NW) **Content of teacher education:** A reform group has been created, suggesting a new profile of teacher competences in 2003. (See the teacher competence comparison table.)

The programme of the Bachelor's degree in Educational Sciences has determined in the University of Luxemburg.

A. Guiding principles

The Bachelor's degree in Educational Sciences is built along four core objectives:

Learning how to learn instead of "teaching how to teach" .

Students construct their knowledge within contextualised activities on the basis of their actual needs and questions. The programme strongly encourages the appropriation of theoretical concepts, which will be recurrently used for analysing one's own and others' learning.

Developing in a community of learners instead of "studying as an isolated actor"

Students learn while interacting in social contexts and specifically nurtured learning communities drawing upon all kinds of available resources, i.e. material, technological, conceptual and social. Furthermore, the programme strives to develop a research and learning community among all actors involved.

Being a responsible actor and author instead of "being a passive agent" .

Students are accountable for their personal development. The learner's "voice" is encouraged in a broad variety of contexts and through authentic individual and collective productions. The programme emphasises the diversity of individual pathways and encourages pluralistic cultural contribution.

Growing and developing instead of "imitating"

Learners engage in a developmental process where they are allowed to work on their individual concerns and projects. Academic staff supports this development by encouraging processes such as creating, documenting, reflecting and evaluating personal initiatives. Moreover, students get

supported via tutorials and peer-tutoring. The main concern of the BPSE programme is to develop an actor's critical stance towards his own practice.

B. Main principles: A research-oriented programme structure

The BA programme puts strong emphasis on research activities conducted by the students during internship. Research methodologies are taught in order to develop a basic reflective stance and the ability to observe and analyse learning processes in context. Students start conducting own collaborative and individual inquiries in various educational settings from their first semester onward. These explorations provide data resources for further training activities. The foci of the fieldwork develop like a spiral starting by understanding the learning context and ending up by planning long term learning in context.

Professional Competencies (Source: The programme of BPSE): The BPSE training continuum of “transdisciplinary training – research orientation – reflective innovation” aims to support the development of the following professional competencies:

- engage in a professional development
- ensure a role of social actor
- develop a professional ethics
- take into account the diversity of the pupils
- promote the development of multilingual identities
- plan and manage pedagogical activities within a class
- design meaningful learning activities mediated by ICT
- conceive and conduct learning activities
- assess the progressive development of children's competences

Description of the Transdisciplinary Curriculum Lines

The programme is structured by eight transdisciplinary curriculum lines:

TCL 1: Becoming a teacher in a learning community

Analysing and coaching the personal and professional development.

TCL 2: Researching Learning and Context

Analysing ongoing learning processes and professional practice at school

Semester 7 & 8: Research-based planning and realisation of professional activities at school.

TCL 3: Learning as practice

Pedagogical, didactical, psychological and gender perspectives on learning processes.

TCL 4: Educating the generations of tomorrow

Pedagogical, psychological, political, sociological and gender perspectives on educational processes.

TCL 5: Schooling in a multicultural society

Sociological, political, pedagogical and gender perspectives on school and society at large.

TCL 6: Signs and signifying practices

Pedagogical and didactical perspectives on an interdisciplinary field of learning.

TCL 7: Inquiring minds

Pedagogical and didactical perspectives on an interdisciplinary field of learning.

TCL 8: Developing interest

Approaches to develop and deepen areas of personal interest.

MALTA

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW)</p> <p>The core content for a curriculum plan for the B.Ed.(Hons.) primary students refers to pedagogy units related to each of the 8 core subjects the teachers are expected to teach in primary schools (Religion, English, Maltese, Math, Science, Physical Education, Social Studies, Expressive Arts).</p> <p>The core professional units refer to issues of a general nature & include study units such as Assessment; Psycho-social issues and their impact on educational attainment; Supporting effective teaching with technology; An introduction to environmental education; Managing the primary classroom & school development plans; Literacy difficulties & young learners; Health issues & health education in the primary school; Disability issues & inclusive strategies in primary schools; Educational Issues & Pedagogical Implications in Primary Education: An E-Learning Approach.</p> <p>For 20 ECTS units, students chose to specialise either in the early years (5 to 7 year olds) or upper primary (8 to 11 year -olds). This is referred to as the primary cycle.</p> <p>Field placement refers to the teaching practice component students undertake. In primary, the students have a 6 week teaching practice placement in the 2nd, 3rd and 4th year of their programme. They are supervised by staff from university but are fully responsible for the class assigned by the Head of school (i.e. they are not supporting the class teacher but are in class on their own). In the first year of the programme, students are in schools on Wednesday every week for observations. These are complimented with tutorials at university. Students are in small groups for the tutorials (4 to 6 students with a tutor). In the last 5 Wednesdays students take over the class & prepare lessons to deliver. This is then followed by a two-week block teaching practice session during which time they are on their own & get visits from their tutor.</p> <p>Education studies refers to Psychology, Sociology & Philosophy of Education study units.</p> <p>Some notes of secondary B.Ed. degree. It's also a 4 year programme but in the first two years, students take their content study units with the Faculty of Arts, Science, ICT or Theology depending on their subjects of specialisation. Within the Faculty, we are responsible for pedagogy units. DALE refers to dept of arts & languages in education; DMSTE refers to the Dept of Math, Science & Technical Education. In the former, students are allowed to choose two subjects (e.g. French & History) whereas with DMSTE, with the exception of Geography, single subject specialisation is</p>

allowed. It is also worth noting that subjects such as Home Economics (more recently being referred to as Nutrition & Family Consumer studies); Physical Education & Technical design are 3 subjects for which the faculty of Education is entirely responsible.

The Faculty of Education confers a degree in education at bachelor's level, B.Educ. (Hons.). The faculty also organises a Post-Graduate Certificate in Education (PGCE) for those students from other faculties who want to take up teaching.

(EB, Summary sheet 2009) Primary, secondary and post-secondary education is the responsibility of teachers having a good academic and pedagogical grounding. Initial teacher training (for both generalist and specialist teachers) generally involves a four-year Bachelor of Education Honours degree course, or a Bachelor's degree in one or more subject areas followed by a one-year post-graduate certificate in education (PGCE). Both routes are offered by the University of Malta. On successful completion of the course teachers apply for employment either within the state or the non-state sector.

Within the state sector teachers are employed as civil servants while within the non-state sector they are employed by the school. Teachers may be asked to attend in-service training annually. Besides, teachers have to attend three after-school sessions devoted to school, staff and curriculum development.

A Council for the Teaching Profession has been set up for the first time in July 2008. It is composed of both elected members and appointed members from among the teaching professionals. This Council advise the Minister of Education on professional issues including the granting of professional warrants. It will regulate the practice of the teaching profession in Malta.

As from October 2007, newly appointed teachers have to follow a two-year mentoring period before being awarded the professional warrant as well as an induction course at the beginning of their professional career. (EB, Summary sheet 2009).

INDUCTION

In 2001 in agreement with the teachers' union, teachers have to attend an in-service course annually. (Eurydice Structures of Education)

IN-SERVICE EDUCATION

If teachers are not specifically called to attend an 'obligatory' course, they may apply for a course of their choice. Generally these courses lasting three days are organised at the national level, although more courses are being organized at school or College level and led by Education Officers and / or other educationists, including members of the Faculty of Education of the University of Malta or foreign specialists.

The responsibility for the organisation of the central annual in-service courses falls on the Curriculum Management Department.

In addition to the possibility of being called to attend one in-service course every year teachers are required to participate in three sessions of two hours each after school hours over the school year. These sessions are dedicated to professional, curriculum and school development issues in which all school teaching grades participate. Attendance at these sessions is remunerated at overtime rate.

Schools may also organize teachers in-service education and training dedicating one afternoon each term for school-development planning seminar.

Skills and Competences

The initial training of teachers for primary and secondary education takes place at the University of Malta which enjoys academic and administrative autonomy. Courses are governed by course regulations that must satisfy the general course regulations and must be approved by the University's Senate. Courses use the European Credit Transfer System (ECTS). The national training institute, the Faculty of Education is autonomous and responsibility of initial teacher training and choice of content of the courses. In-service training is the responsibility of the Education Division. This training influences teaching methods but teachers in classrooms have great freedom in choosing their own methods of teaching.(Structures of Education)

Popular courses include

1. educational administration and management
2. information and communication technology,
3. special educational needs, and inclusive education.
4. A number of teachers obtain additional qualifications by following courses through distance learning with foreign universities.

Educational software has been developed for the particular needs of the Maltese system or purchased off the shelf. Each teacher is given a laptop by the Education Division to facilitate the learning process through IT. All primary schools have Internet access; teachers use this resource to develop research skills and to enhance the learning of foreign languages.

During initial teacher training, significant emphasis is being placed on various aspects of inclusive education while teachers in service are offered training in various aspects of inclusive and special education

Field Placement 32 ECTS from the overall Total 240

Sixty-eight percent (68%) of the B.Ed. (Hons) course focuses on professional training while 28% of the course is devoted to the core content. The credits within the core content do not consist only of subject content but also include the pedagogical aspects of teaching these subjects. The percentage of professional training is therefore greater than 68%. Every year student teachers undergo six weeks of teaching practice in a school.

All initial teacher education and training courses have a very important practical training element in the form of teaching practice when student teachers try to put into practice the theory and methodology they have learnt during their course.

Increasing mobility (e.g. through Erasmus, but also ISEP with USA)

Teachers have the opportunity of advancement from one salary scale to another regardless whether or not they are promoted to other posts of responsibility as an incentive to retain the good teachers in the classroom. A newly qualified teacher who enters employment in the State education system starts at salary scale 9 and proceeds to scale 8 after 8 years of service and then to scale 7 after an additional 8 years of service as teacher.

Opportunities for promotion include the post of Assistant Head of School, School Counsellor and Subject Coordinator and, eventually, to Head of School or Education Officer and later Assistant Director of Education and Director of Education.

Curriculum reform in Malta

IMPACT general

Most impacts seem to be unrelated to Bologna-type changes.

NETHERLANDS

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW)</p> <p>In The Netherlands, teacher training is part of higher education. Higher Professional Education contains full-time, part-time and dual training systems for primary school teacher, secondary school teacher, grade-two and grade-one qualification, and special education teacher. University education includes full-time, part-time and dual training systems for secondary school teacher, grade-one qualification.</p> <p>In general, the system is as follows: Training for primary school teacher is offered by universities of applied sciences, leading to a Bachelor of Education which carries a study load of 240 ects. Primary schoolteachers are qualified to teach all primary education (pupils 4-12 years) subjects.</p> <p>Full-time or part-time training for secondary school teachers with grade-two qualification are also offered by universities of applied sciences. The Bachelor of Education curriculum (240 ects) leads to a qualification in one subject for secondary education. These teachers are qualified to teach in (generally) one subject (e.g. English language, German language, History, Biology) in the first three school years of pre-university and senior general secondary education, along with all school years of junior general secondary education, pre-vocational and secondary vocational education.</p> <p>Teacher training for secondary (=pre-higher) education, grade one, is given by universities of applied sciences namely the universities for teacher education and by research universities. The programme at universities for teacher education (in most cases) follows after a bachelor training grade-two for the same subject. Study load is 60-90 ects leading to a Master of Education. Grade-one teachers are qualified to teach (generally) one subject in all school years of secondary education. Teacher training in secondary education, grade one, is also given at university level. The study varies: after completing a university master programme (MA or MSC) in the same subject (60 ects of professional studies) or after a bachelor programme (BA or BSc) (120 ects in subject and professional studies).</p> <p>To become a teacher, there is also the possibility for professionals in other working sectors in the possession of at least a bachelor degree in higher education, to follow a (maximum two years) training organised by a teacher training institute and a school, after an assessment organised by the teacher training institute. Final responsibility for this training in partnership rests with the teacher training institute.</p>

INDUCTION

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IN-SERVICE EDUCATION

(EB 2008/09)

Schools for primary, secondary and special education and adult and vocational education institutions have their own budgets for in-service training for teachers. They decide on both the actual content of courses and the institution that provides the training. Schools are free to spend this money as they wish, as long as it is used for personnel-related expenditure.

There are no specific in-service training institutions governed by law. Courses can be provided by institutions within both the public and commercial domain. Many are provided by the teacher training institutions (HBO institutions and universities with teacher training departments). They are sometimes organised in cooperation with the school advisory services, one of the national educational advisory centres or experts from outside the education system.

As of 2008, teachers wishing to raise their professional level, deepen their specialist knowledge or specialise can apply to the Information Management Group for a 'teacher development grant'.

They can only apply for a grant once in their teaching career. It can be used to cover:

- fees up to a maximum of EUR 3,500 a year, for up to three years;
- the costs of study materials and travel;
- the cost to the employer of arranging a supply teacher during study leave, for a maximum of 20 days a year.

Skills and Competences

(EB 2008/09) The Education Professions Act, which entered into force on 1 August 2006, regulates standards of competence for both teachers and other people working in education-related jobs in:

- primary education;
- secondary and adult and vocational education;
- pre-higher education (years 4 and 5 of HAVO and years 4, 5 and 6 of VWO).

Anyone wanting to become a teacher will need a certificate from an institution of higher professional education or university to show that they meet the standards of competence laid down by order in council pursuant to the Act. Like the Act, the order entered into force on 1 August 2006. The Act also enables schools to devise policy on maintaining the skills of their staff (see 8.2.10.). The Inspectorate monitors compliance with its provisions.

There are no statutory regulations relating to the organisation of teacher training courses or the curriculum. The organisation of teaching is regulated in the teaching and examination regulations drawn up by the institution concerned. Only the principles, structure and procedures underlying the teaching and examination regulations are prescribed by law.

Under the Education Professions Act, which entered into force in August 2006, teachers can only be appointed after they have submitted a higher education certificate showing that they meet the standards of competence for the duties they will perform. For that reason, teacher training courses now issue certificates clearly specifying which of the standards of competence the holder meets as well as the subject or subject area he or she is qualified to teach. Holders of teaching certificates issued before August 2006 are deemed to meet the standards of competence and therefore continue to be eligible for appointment.

(NW) In The Netherlands teacher education institutions have a large amount of autonomy. The outcomes are defined through government legislation, but the design of the curriculum and didactical approach can be defined by the individual universities. The competence requirements are developed at the request of the Minister of Education by a large representation of the professional group of teachers. **There are competence requirements for primary, secondary and vocational and pre-higher education.**

(WEB) At the request of the Dutch Minister of Education, Culture and Science the competences with their requirements were developed by a large representation of the professional group of teachers. SBL, the Association for the Professional Quality of Teachers, as a representative of the Dutch teachers' unions and of the professional associations, supervised and gave advice to this professional group of teachers during the process.

The competence requirements for teachers are now decided on and **accepted by the government.** They will be operational from August **2006.** The competence requirements for assisting staff members and primary school managers will follow at a later stage.

There are three versions: (1) for teachers in **primary** education, (2) for teachers in **secondary and vocational** education and (3) for teachers in the last 2 classes of **higher general secondary education** (havo) and the last 3 classes of **pre-university education** (vwo). The differences between the three versions are only marginal. In fact, all Dutch teachers are required to have the same basic competences.

The TE institutes are responsible for the design of the curricula. Each teacher course is subject to accreditation (independent) each six years, to see whether the curricula prepare the students to the competence requirements. As a result no national curriculum documents or national tests are available.

To ensure that teachers have the adequate level of basis skills, first year students have to pass a language and mathematics test during their first year of study.

POLAND

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>Teachers must have a higher education qualification. The type of training required depends on the teaching level.</p> <p>Primary education level: the teacher is required to graduate from the first or second cycle studies (they last 3 or 5 years, teachers are awarded the titles of <i>licencjat</i> or <i>magister</i>) – ISCED 5A (B.A. or M.A.), or from teacher training colleges (they last 3 years and finish with a diploma) – ISCED 5B.</p> <p>Lower secondary education level: a degree of <i>licencjat</i> or <i>magister</i> is required (ISCED 5A B.A. or M.A)</p> <p>Upper secondary education level: a <i>magister</i> degree is required (ISCED 5A M.A. only. The completion of professional training is also required at all the levels of education. Both the concurrent model and consecutive model is also available.(National summary sheets)</p>
INDUCTION	<p>In Poland there is no final on-the-job qualifying phase. A teacher undertaking his/her first job is employed for a period of one year in order to undergo a "trainee" period required for promotion to the post of contract teacher, and then embarks on another <i>staż</i> of 2 years and 9 months leading to a promotion degree of appointed teacher. A trainee teacher in Poland is not considered to be upgrading his/her qualifications, but taking an initial position on the promotion scale. (OECD)</p>
IN-SERVICE EDUCATION	<p>In-service teacher training is not obligatory in the Polish education system, however, it is indispensable for the teachers' professional promotion.</p> <p>In-service training is provided within two paths: as complementary education and as staff development. The financing of complementary education and staff development is allocated from the state budget.(Eurydice)</p> <p>The teacher consultant prepares and runs in-service teacher training courses, including those related to education management, and also organises training seminars and conferences. (Special education web page)</p> <p>Teachers who have upgraded their level of education are automatically transferred to a higher category in the pay scales. Teachers who have obtained a professional specialisation grade receive a relevant allowance in addition to their salary. (Eurydice)</p>

Skills and Competences

The Minister of Education and Sports determines the qualifications required of teachers and the minimum number of hours assigned for pedagogical training. According to the regulations issued by the Minister, pedagogical training must comprise its' regulations. However, syllabuses and curricula in higher education institutions are determined by their autonomous authorities. The General Council of Higher Education does, however, define the minimum curriculum requirements for individual fields of study and the minimum number of contact hours (the minimum number of hours for three-year licencjat courses is 2200 and for five-year "Magister" courses is 3000). (Special education net-bages)

However, the requirements of the Minister of Education and Sports for the educating and training of teachers are general in scope, and there is a fairly large degree of autonomy sets its own list of these subjects, although there have been steps taken to make voice production courses compulsory as these can facilitate effective work by the teacher. The detailed curriculum for teacher training is drawn up by each academic centre according to local personnel resources and students' interests. Hence, there are significant differences between tertiary-level institutions in both course content and organization. (Przemyslaw & Rodzos)

a. Grouping teachers' knowledge, skills and competences mentioned in the curricula or other documents using the following clusters:

The new legislation provides the model of a graduate including his/her following competences:

Competences related to the chosen specialities

Competences related to psychology and pedagogy

Competences related to teaching of a given subject

Competences related to ICT

Foreign language skills – proficiency in at least one foreign language (at the B2 level)

Ability to cooperate with pupils and other teachers, pupils' families and the local community in the implementation of educational tasks

Ability to undertake educational tasks from beyond the scope of the given subject

Ability to create plans for their own activities and to undertake activities promoting models of good pedagogical practice

Ability to manage their own professional and personal development and to undertake in-service

Training.

Ability to apply the rules of law related to the education system and the teacher professional status.

Not only knowledge on the issue but also teachers' qualifications to perform teaching at the particular level of studies and some professional qualifications.

Minister's regulations: pedagogical preparation must comprise: a minimum of 510 hours in the 3-year cycle preparing to teach 2 subjects: 330 hours of theoretical preparation and 180 hours of practical placement in a school; a minimum of 480 hours in the 5-year cycle preparing to teach 1 subject (one major specialization): 330 hours of theoretical preparation and 150 hours of practical placement in a school a minimum of 600 hours in the 5-year cycle preparing to teach 2 subjects (major and minor specializations): 390 hours of theoretical preparation and 210 hours of practical placement in a school.(EURYDICE)

Competencies in foreign languages would enable graduates to perform jobs in other countries. Foreign credentials **may be** recognised (academic or professional). Recognition of professional qualifications for the regulated professions obtained in EU countries is **based on EU directives**. Mobility is very important (use of ECTS, Diploma Supplements) and increasingly comparability (also of doctoral studies). The citizens of the European Union Member States can be employed on the appointment basis even if they are not Polish citizens, but they fulfil the remaining requirements for appointment.

Professional promotion grades: trainee teacher, contract teacher, appointed teacher and chartered teacher. A possibility of granting an honorary title of education professor is also envisaged for chartered teachers with outstanding professional achievements. (Structures of Education)

PORTUGAL

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW) Bologna Process → the higher education system has been consolidated with autonomous institutions, facilitating the reform of the system and the governance of institutions. So, teacher education institutions are free to organize their courses, although having by reference the Portuguese national law (Decree-Law n° 43/2007 of 22nd February).</p> <p><i>Master's-level professional qualification.</i> Within the context of the Bologna Process, from 2007/2008 onward, a person will only be allowed to teach after acquiring a Master's professional qualification from the 2nd cycle of higher education; the higher education ECTS demanded vary between 240 and 300 (180 + 60 to 120), depending on the level and teaching area.</p> <p>Class teachers, the 1st cycle programme is already aimed at teacher education, as well as at qualifying the students for a broader range of professional tasks in the training, socio-cultural and communication sectors.</p> <p>Subject teachers, only the 2nd cycle course is specifically aimed at the teaching qualification; access to this cycle presupposes that candidates have already completed a minimum number of ECTS in respective subjects during the preceding 1st cycle of higher education.</p> <p>(EB Summary sheet 2009) Initial teacher training is carried out in higher education institutions – polytechnic and universities – with the Master's degree being the minimum academic qualification for the teaching profession, according to the changes introduced within the Bologna Process.</p> <p>Pre-primary teachers and teachers in the 1st and 2nd cycles of compulsory education are trained in Teacher Training Colleges (<i>Escolas Superiores de Educação</i>) which are integrated in polytechnics or universities; teachers in the 3rd cycle of compulsory education and upper secondary are trained at universities.</p> <p>(EB Summary sheet 2009) To enter the teacher profession it is necessary to possess a professional qualification conferred by a polytechnic or a university for the cycle or recruitment group one is applying to, and pass the knowledge and competencies test (designed to evaluate scientific readiness) as well as obtain, at least, the mark of Good in the performance assessment of the probationary period (to assess pedagogic and didactic competencies).</p> <p>Access to the teaching employment in the public sector is done via national application, based on academic qualification and professional experience. The profession is divided into two categories – teacher and senior skilled teacher. The second group coordinates and evaluates the</p>

work of the first one.

Teachers working in the public sector are civil servants.

INDUCTION

IN-SERVICE EDUCATION

(EB Summary sheet 2009) Continuous training is the same for all non-higher education teachers. It aims at improving the quality of teaching and learning.

(EB 2006/07) Final responsibility for assessing on-going teacher training lies with the training institute. On-going training courses are assessed by the trainee and the instructor or training institute, preferably in writing and using in addition, or as an alternative, reports, work done, tests, observations or written appraisals. Practical on-going training courses for teachers require the supervision of an instructor from the school or centre holding the course, responsible for performance evaluation of the teacher during the training course recorded in a report drawn up for the purpose. Teachers attending training courses should prepare an evaluation report of the course itself. The training institute should assess the participation of the teacher in the design, development and implementation of training measures in the project approach. The training institute should issue certificates for on-going training courses indicating the name of the course, the length and form of the training provided.

Credits are given for attending training courses for the purposes of career promotion. Since 1992, the number of credit units for on-going training was legally stipulated. Completion of such training is required for career promotion, and the number of credits should be the same as the number of years the teacher should remain on each scale.

Calculation of the number of credit units for each course depends on the number of hours the course lasts, and to this end the coefficients indicated in 1994 legislation are used, confirmed by legislation dating from 1996.

On-going training is a condition of career promotion, and is also important for the purposes of curricular appreciation. Should the teacher, because of lack of a position, not be admitted to on going training courses required for career promotion, the teacher should prove and justify this fact. The on-going training regime defines the number of credit units that have to be completed for the purposes of promotion.

Skills and Competences

(NW)

Learning outcome areas. The main learning outcome areas (**knowledge, competences and attitudes**) that characterise the teaching qualifications are identified as follows (**Decree-Law n° 43/2007** of 22nd February):

- **Specific subjects of each teaching areas:** learning outcomes in the areas of knowledge that learners have to acquire, according to the demands of the school curriculum;
- **Education:** learning outcomes relevant to all teachers' performance in the classroom, in the school, in the relationship with the community and in the participation in the development of education policy;
- **Specific didactics:** learning outcomes related to the learning process and the teaching of curriculum areas or subjects that individual teachers are responsible for, taking into account the suitability of this process; to the specific nature of the areas or subjects, to the objectives of the education level they are in and to the age of the learners;
- **Teaching practice:** learning outcomes related to the ability to use knowledge in concrete professional teaching situations and to the capacity to analyse and evaluate them so as to make them suitable to a specific context;
- **Cultural, social and ethical:** learning outcomes related to the major problems of the world today, cross-curricular areas and the ethical and civic aspects of teaching;
- **Methodologies of education research:** learning outcomes related to the principles and methods that allow teachers to adopt a research-based attitude to professional performance in specific contexts.

It is assumed that these learning areas **should not be worked separately but as components of a whole in the construction of professional knowledge**. The initial teacher education policy particularly **emphasises the above-mentioned principles of the Commission Communication:**

- The **learning outcomes** that characterise it;
- The **research-based** teaching practice;
- The **supervised teaching practice** in a school context.

Learning outcomes-based curriculum: those required by teaching performance

Level and area of learning outcomes. In terms of the Bologna Process, higher education courses are characterised and compared not only in terms of the **credits or hours that students need to complete** but also of the **kind of learning outcomes (level and area) that those hours are dedicated to**. The desired learning outcomes, or those that the courses guarantee, are **the organising principle of the teacher education curriculum and the fundamental criterion for its accreditation**. As reference has already been made in the previous point to the level of learning outcomes, on this point attention is given to the specific characteristics of the field of teaching qualification.

Learning outcomes required by teaching performance. In terms of the recent policy definition, teacher education courses should ensure the **acquisition of learning outcomes required by teaching performance and by career-long professional development**. The main sources for choosing these learning outcomes come from **the teaching performance profile**, which was designed at the beginning of this century (Decree-Law n° 240/2001 of 30th August), and the **curriculum to be taught**; other factors to be considered for choosing learning outcomes are emergent changes in society and schools and, as a consequence, in the role of the teacher; as well as scientific and technological developments and any relevant research in the area of

education. **The teaching performance profile is organised according to the role of teachers in the classroom, in the school, in the relationship between the school and the community and in their own professional development.**

Research-based qualification

The level of teacher qualification is characterised by a **closer relationship to research**. This is one of the distinguishing aspects of the teacher education reform in Portugal and one that creates the most **challenges for higher education institutions**. The construction of particular solutions for the diversity of teaching situations requires that **teachers make links, through reflective practice, between the knowledge acquired in their professional experience and research results and theoretical developments**. For this reason, **greater emphasis is given to methodologies and the results of educational research as a component of initial teacher education** in order to develop an investigative attitude in the professional performance in a specific context.

Qualification acquired in a teaching context

Learning within a work context. The emphasis placed upon teaching practice, and in particular that supervised by qualified teachers, is recognition of the importance of this unique and irreplaceable moment in acquiring teaching competence. **Thus, teaching practice increases gradually from the beginning of the teacher education course, not as an isolated component but as an opportunity to mobilise and integrate a broad range of knowledge, competences and attitudes in order to solve real issues in the classroom, in the school and in its relationship with the community.** This component, which includes observation and collaboration in teaching situations and supervised planning, as well as teaching and assessment inside and outside the classroom in a variety of contexts, involves between 50 to 70 ECTS in the case of class teachers and between 5 and 50 in the case of subject teachers.

Teaching practice assessment, an essential element in awarding a professional qualification. Success in the teaching practice component is essential to award a teaching qualification. For this, its final assessment takes into account **how well prepared the future teacher is to satisfy, in an integrated way, the teaching requirements.**

Law: School teaching general teaching profile, Decree-Law no. 240/2001 of 30th August: The school teacher general profile states their common functions and tasks, highlighting the requirements for teacher education programmes and for the recognition of professional teaching qualifications.

1. Professional, social and ethical dimension
2. Dimension of teaching and learning development
3. Dimension of school participation and relationship with the community
4. Dimension of lifelong professional development

ROMANIA

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>Two-cycle structure: The teacher qualification for teaching in compulsory schools / high schools requires a package of courses most of which are explicitly determined by the Ministry. A first cycle graduate can teach in primary school or in gymnasium if s/he took during the 3 years program a number of courses from this package representing 30 ECTS. A second cycle graduate may teach in a high school if s/he took during the 3+2 years of university education a number of courses from this package representing 60 ECTS. (EIHE2)</p> <p>'In the National Development Plan 2007-2013, a masters programme is intended to be introduced in universities for teacher students.</p> <ul style="list-style-type: none">- First cycle (license degree), for most studies 3 years study programme, with some exceptions for particular subjects; (between 180 and 240 credits)- Second cycle (masters) varying between 1 and 2 years (between 60 and 120 ECTS)- Third cycle (doctorate), not in ECTS, but according to the law should be three years with the possibility of extension for another 1 or 2 years.
INDUCTION	<p>For pre-university education, the initial training provided within formal education is completed with an insertion period of at least 2 years. During the insertion period debutant(e) teachers are employed based on labour contracts identical with the ones for the fully-flagged teachers, containing the same responsibilities, rights and obligations (including teaching norm, salary, etc.). The insertion period comprises an important supportive and supervising dimension as well as a final formal evaluation – the "on-the-job confirmation exam". Only after passing the "on-the-job confirmation exam" teachers entry their professional life as fully-flagged teachers. Persons that do not pass the exam in the conditions set by the law cannot work anymore as qualified teachers. (Eurydice)</p>
IN-SERVICE EDUCATION	<p>In-service training is a right of the teachers in pre-university education. Educational institutions have to ensure all the necessary conditions for the teachers to participate to in-service training programmes. At the same time, the Teaching Staff Statute (Law 128/1997) states that teachers in pre-university education participate to in-service training programmes at least once every 5 years or whenever so recommended by the administration council of the school or by the County School Inspectorate. (Eurydice)</p>

Skills and Competences

The teacher qualification for teaching in compulsory schools / high schools requires a package of courses most of which are explicitly determined by the Ministry which also coordinates in-service teacher training. (Eurydice). Romania does not have a qualifications framework similar to the European qualifications framework provided by the ENQA. The National Agency for University Qualifications and Partnership between universities and socio-economic environment (ACPART) was established in 2005 with the task of preparing a national qualifications framework together with the Ministry of Labour. **Probably the most important progresses registered in the recent years regarding initial teacher training were the establishment of a national curriculum for the professional training provided by the Teacher Training Departments in higher education and the introduction of the transferable credits system for this training programme.**

For each teaching position the Teaching Staff Statute (Law 128/1997) establishes the initial training requirements in the form of appointment conditions. These refer to the education level and the professional training that have to be completed and passed by the prospective teachers.

The teaching position "institutor" was re-introduced – as a teaching position in primary education, requiring graduation of short-term higher education; (Eurydice)

Pedagogical high schools are part of the pre-university education and consequently the specific legal framework is set by the Regulation for Organisation and Functioning of Pre-University Education Institutions (Ministerial Order 4925/2005). Specific Orders of the Minister of Education, Research and Youth establish the curricula, syllabi and textbooks, the evaluation and assessment system, the structure of the school year, etc..

Universities and other higher education institutions are autonomous and have the right to establish and implement their own development policies, within the general provisions of the in-force legislation.

Nationally: Developing multi-cultural educational environments (under the access to education for disadvantaged groups initiative);

Use of ICT in teaching various subjects (under the e-Learning initiative).

The frame curriculum by the Ministry of Education, Research and Youth: Compulsory subjects

- Psychology of education (one semester; 2-hour lecture, 2-hour seminar/week);
- Basics of pedagogy; Theory and methodology of curriculum (one semester;
- Theory and methodology of instruction; Theory and methodology of assessment (one semester; 2-hour lecture, 1-hour seminar/week);
- Didactics of the subject (one semester for one subject, two semesters for two subjects; 2-hour lecture, 1-hour seminar/week); **Optional:**
- Practical training (one semester; 4 hours/week).
- School guidance and career counselling;

- Educational management;
- Class management
- Education of gifted pupils;
- Education of pupils with special needs;
- Information and Communication Technologies in education;
- Cross-cultural education.

Development of the initial and in-service training system for teachers aligned to the commonly agreed priorities in this area at the European level (more specifically "Education & Training 2010" programme).

The Strategy proposes the following major objectives: Improving the professional dimension of the teaching career in Romania; Reconsideration of the ratio between the theoretical and the practical parts of the curriculum for teacher training through extension of the initial training route up to the "on-the-job-confirmation exam"; Development of an "educational market for in-service teacher training programmes" based on loyal competition, and enabling teaching staff to benefit of a more diverse offer from the in-service training providers; Correlation of the structure and moments in the teaching career with the educational standards and ensuring professional dynamism through using a system of transferable professional credits; Development of modern institutional structures in order to optimise the in-service teacher training activities: the National Centre for In-service Training of the Pre-university Education Staff (CNFP).

– the professionalization of the didactic career; Placing the education system in the European context of ongoing professional development / lifelong learning and education;

Promoting mobility and evolution in initial education as well as in ongoing education;

Developing partnership at the level of inter-school and trans-school relations (industry, commercial agents and suppliers of ongoing education).(Romita Iucu, Initial teacher education in teaching context in Romania). (application for mentoring and coaching student teachers in the context of initial teacher education)

General competencies:

- Adequately applying science-specific concepts (using them in identifying subjective phenomena in the professional environment as a whole);
- Explaining and interpreting the ideas, projects, processes and expressions of the professional life's dynamics;
- The critical, evaluative examination of professional ideas, projects and processes;
- Projecting, leading and assessing professional activities;
- Improving and innovating professional processes; integrating and using new information and communication technologies;
- Acknowledging and interpreting problems specific to the applied scientific field;
- Using new ways, techniques and tools, specific to the scientific domain;
- Realizing and using intra and interdisciplinary correlations, in order to optimize the professional practice;
- Showing a positive and responsible attitude towards the specific profession;

- Realizing connections between what has been gained through the academic study of a discipline and other domains of human knowledge and practice.(Prof.univ.dr. Romita Iucu, University of Bucharest, Institutional policies.

In order to get a permanent teaching position in the pre-university education and to teach in higher education institutions one should accumulate 60 ECTS credits of psycho-pedagogic training held by licensed teaching staff training departments (Opre, Adrian, 2007) the comprehensive list of skills and tasks for this activity will be presented as follows:

The competencies that the study of psychological and pedagogical disciplines – their component of pedagogical practice – seeks to train are:

- *Psycho-pedagogical skills*, through the development, management, and assessment of the instructional process, as well as through knowing, counselling and assisting the development of pupils' personalities;
- *Social skills*, through social interactions with pupils and school groups;
- *Leading skills*, through the organization and management of the class by pupils.

The general goals of studying pedagogical and psychological disciplines at the pedagogical specialization were structured in two categories: that of *abilities or skills* and that of *values and attitudes*. When defining the objectives, the following levels of complexity of the things gained by the future teacher through learning:

- Knowledge and understanding abilities – knowing and adequately using the notions specific to psychological and pedagogical disciplines;
- Explanatory and interpretative abilities – explaining and interpreting some educational ideas, projects or processes, as well as the theoretical and practical contents of the psychological and pedagogical disciplines;
- Abilities related to critical thinking – critically examine educational ideas, processes and processes;
- Abilities related to practice – *developing, running and assessing learning activities, using new methods, techniques and tools of self-knowledge and of psychological knowledge.*

The general competencies that can be developed by studying psycho-pedagogical disciplines in relation to the fulfilled educational roles are as follows:

- Adequately applying concepts specific to educational sciences and to psychological disciplines (using them to identify subjective phenomena in the professional environment as a whole);
- Explaining and interpreting educational ideas, projects or processes and the expressions of the psychological life's dynamics;
- The critical, evaluative examination of educational ideas, projects and processes;
- Projecting, leading and assessing learning activities;
- Improving and innovating the educational process; integrating and using new information and communication technologies;
- Becoming aware of the problems specific to school as organization, and interpreting them;
- Using new methods, techniques and tools of psychological (self-)knowledge;
- Developing and using intra and interdisciplinary correlations, in order to optimize the educational process;

- Expressing a positive and responsible attitude towards the didactic profession;
- Connecting the things gained through the study of psychological disciplines and other domains of human knowledge and practice.

General values and attitudes developed:

- Advancing a professional environment based on democratic values and relationships in class;
- Promoting a system of cultural, moral and civic values that are in agreement with the educational ideal;
- The optimal and creative use of one's own psycho-pedagogical potential in the endeavoured practical activities;
- Advancing a securing social-affective climate in class;
- Involvement in the institutional development and in the promotion of educational innovations;
- Engaging in social-professional partnerships with the family and with other institutions with educational responsibilities;
- Participating in one's own professional development and in defining a personal style of teaching;
- Confiding in the possibility of social recovery and integration of pupils with special needs;
- Responsibility towards the need to develop the creative potential of prodigious children.

Components specific to pedagogical practice activities:

1. Viewing school as a social organization, the specific character of preschool, primary, gymnasium and secondary school learning units, school papers, the organization and functioning structures;
2. Operating with discipline-specific information and integrating it in the analysis and interpretation of educational situations, according to the level of education at which one teaches;
3. Developing, running and assessing didactic activities performed in class;
4. Critical-constructive analysis and self-assessment relating to the quality of educational projects and of the educational activities performed;
5. Applying new and adequate methods, techniques or tools for knowing students and groups of students, in order to treat them differently;
6. Participation in the activities of institutional development and in the methodical-scientific activities run in school;
7. Collaborating with the members of the school community and with the pupils' families.

Activities related to pedagogical practice:

1. Generally knowing the school institution; participating in the activities of institutional development;
2. Observing the didactic activities run in school;
3. Observing the behaviour of pupils by using specific tools;
4. Developing, running and assessing didactic activities;
5. Developing evaluation exams;
6. Filling in school papers: the notebook, the roll and the registration catalogue.

Tasks in the pedagogical practice:

1. Realizing a portfolio of pedagogical practice that shall enclose the referential elements listed in the structure of the basic material:
 - the daily records of activities in the pedagogical practice;
 - projects concerning educational activities;
 - records of attendance to lessons;
 - records of psycho-pedagogical characterization;
 - filling in school papers;
 - the pedagogical practice report (a written document, composed by each student – approximately 5 pages);
 - the pedagogical practice description written by the coordinating teacher;
2. Studying the documents in the basic programme for pedagogical practice;
3. Filling in the daily records of the activities in the pedagogical practice;
4. Developing educational activities and putting together specific projects;
5. Assisting educational activities and filling in the assistance records;
6. Monitoring a student and putting together the records of psycho-pedagogical characterization;
7. Plan evaluation exams;
8. Filling in enclosed school papers;

Writing the final practice report. (Prof.univ.dr. Romita IUCU, University of Bucharest, INSTITUTIONAL POLICIES

9. RELATED TO STUDENTS PRACTICAL PLACEMENT, - a case study regarding the organization of the professional practice for students at the University of Bucharest) (lucu)

Professional training of the future teachers comprises theoretical training (classes/lectures on pedagogy, psychology and didactics) and practical training. Practical training represents at least 30% of the total time allocated to professional training. The tutor and the "mentor-teacher" assists students during that time. (Eurydice)

In addition, national programmes, financed by the state, address the need for greater academic mobility and provide grants for students to study abroad for relatively short periods of time (2 –10 months). Student mobility among Romanian universities is less common, and usually credits are not transferred. The National Center for Recognition of Diplomas (CNRED) affiliated with international networks is in charge of the recognition of diplomas. The basis for recognition is the ECTS.

The length of cycles is determined by a Government decision. Within this general legal framework, the law acknowledges academic freedom in the sense that universities can establish their own specific curricula. Autonomy increased due to new funding mechanisms (global funding).

Student mobility among Romanian universities is less common, and usually credits are not transferred. (EIHE2)

SLOVAKIA

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(EB 2008/09) All primary and secondary school teachers must have university higher education. The initial teacher training takes place in higher education institutions. All higher education institutions for initial teacher training are public. Both full-time and part-time study are free, the students pay for the study exceeding their standard length, admission interviews, accommodation, catering, transport and for some administrative services.</p> <p>The teacher training study (1st and 2nd level) is completed by the completing the State examination and the defence of a thesis in the respective study programme and field of study.</p> <p>(NW)</p> <p>Faculties providing teacher training courses had to apply for these competences to Slovak Accreditation Commission (AC), i.e. they had to submit an application with detailed description of the course, course curriculum (which has to reflect to minimum 60% so called national corpus curriculum to be approved by AC) and course guarantor's pedagogical and scientific activities. All teacher training courses have – besides subject training curricula – so called curriculum for common pedagogical and psychological basis of teacher training (which is then part of final state exam).</p> <p>So as to freedom any curriculum for a teacher training course must match at least 60 % of its content with the national curriculum and only 40 % can vary from university to university. But in fact there are not very big differences between universities.</p> <p>The national curriculum can be accessed at the web page of Accreditation Commission (www.akredkom.sk) (in Slovak).</p>
INDUCTION	<p>(EB 2008/09) One of the forms of further education of educational staff is the programme of induction of starting educational staff in practice that helps to the beginners to overcome difficulties at applying theoretical knowledge in practice.</p> <p>The induction training is organized by the school or school facility in cooperation with the appropriate workplace of the Methodical-educational centre or the National Institute for Education, eventually, with educational organizations established by central bodies. It is carried out by the pattern project issued by the Ministry of education in the first year upon employment of the graduate from higher education institution or secondary school as an educational worker by the school</p>

or school facility.

The inducting teacher as an experienced colleague has understanding for the young would-be teacher and can advise at problem-solution the young teacher meets at the beginning of his career. The inducting teachers invite those who are in need of induction for visits, and vice versa. They advise young teachers how to overcome difficulties and problems in organization of classes, their content, the teaching literature available, in assessment and market, and draw attention to their mistakes done at classes, running documentation, such as class books.

(EB 2008/09)

IN-SERVICE EDUCATION

The system of in-service teacher training aims at improvement and development of an optimum ability of teachers for performance of their profession and improvement of their qualifications in accordance with social needs and with regard to teachers' individual abilities, their social activities and personal qualities.

Special emphasis is put on updating of knowledge, development of teaching skills, knowledge, skills and habits, attitudes, qualities in a whole complex corresponding to the present and future requirements for the creative performance of teachers' educational work.

At present, the organisation, content, extent and forms of the in-service training of educational staff are laid down by the Decree of the Ministry of Education of the Slovak Republic No. 42/1996 of the Law Code on inservice training of educational staff, as amended and by the Higher Education Act No. 131/2002 of the Law

Code, as amended by subsequent provisions.

Methodical-pedagogical centre within the framework of professional training of educational employees provides for in-service teacher training. The in-service training of educational staff is oriented at:

- promotion of participation in EU educational programmes,
- development of legal consciousness of employees of schools and school facilities,
- systematic lifelong education of principal pedagogical employees in all areas of management, legislative innovations and development of their qualities,
- the field of labour and use of information-communication technologies in teacher's work,
- development of knowledge on the concept of joint Europe, operation of mechanisms of European institutions and law,

- improvement of language competencies of teacher communication in foreign languages, etc.

The forms of the in-service training of teachers are completed with the defence of a final thesis and with a final interview before the commission. Educational organisations issue a certificate of completion of study.

After passing the qualification examination an educational employee gets a certificate on improvement in professional and educational competence, and at the same time it has a direct impact on being placed in higher salary brackets, salary rise and career advancement.

Skills and Competences

(EB 2008/09) In accordance with the Ministry of Education of the Slovak Republic Decree No. 41/1996 of Law Code on professional and pedagogical competence of educational staff, supplemented by Decree No. 374/2005 of the Law Code the teacher's qualification consists of professional and pedagogical competence.

Professional competence – is a set of professional knowledge, skills and habits acquired by study at school.

Pedagogical competence – it is knowledge in pedagogy, psychology, didactics and skills necessary for performing educational activities.

The specification of these very general formulations is done by individual faculties by setting concrete aims, content, methods and means of preparation of future teachers and they are formulated in the graduate's profile.

Besides the above decree there is no other document that would set the requirements for the profile of future teachers. It is required so that the preparation of each teacher involves the problems of forming basic competences of teacher with emphasis on inter and intrapersonal qualities, problems of efficient use of information and communication technologies, the study of two foreign languages, modern management of education and methodology of research work.

The classical content of education and training of future teachers is constituted by a combination of three basic teaching blocks:

- core curriculum
- vocational subjects, their methodology,
- practice teaching.

Core curriculum consists of introductory lectures (e.g. introduction to study) and core subjects. The core subjects at faculties of education are usually the following: general education, history of education, general psychology, developmental psychology, special education, methodology, biology, philosophy, etc.

Vocational subjects are oriented at teaching qualification of the student. The teaching qualification consists mostly of two subjects, e.g. Slovak language - history. In exceptional cases there are also qualifications comprising three subjects, however, they appear to be suitable only in case of relative branches of study. There is also one branch study which is language oriented (curriculum implementation of one-branch study of foreign languages – English, German, French, Spanish, were prepared within the framework of PHARE programme in the 90s). More frequent are concentrations made up of one subject, e.g., English language only. Besides curriculum teaching, there is also subject methodology and didactics instructed. Sometimes the number of subjects and lessons of didactic nature is given as a separate content-based part of the initial teacher training.

The third content-based part is students' teaching practice. Most often the practice proceeds by stages in such a way that in the first years there are visits to schools, field trips and observations, to be later continued by teaching conducted by students at presence of their colleagues and the trainer or methodologist from the higher education institution. The requirements for practical performances of students are formulated as the appropriate professional competences:

- project competence (e.g., to master the preparation for teaching by using teaching activities and target-aimed orientation, to didactically include thematic unit into the given number of lessons, to be able to develop a detailed study preparation for a lesson, to competently determine the aim of teaching, to select efficient procedures and ways of organisation of teaching, to be able to create such assignments that will secure achievement of teaching objectives, to set out teaching strategies, to plan logic and dynamic procedure of a lesson, etc.).

- realization competences

- communicative competence, that means, to get a contact with the class and each of the pupils, to create a positive climate in classroom, to be able to react to signals of fatigue, concentration,

- organizational and managerial competences, that means, to involve all pupils into the activities, to keep continuous contact with pupils, to cooperation, to preserve discipline, to evaluate the results, to apply individual and differential forms of work, and the like,

- diagnostic and intervention competences, that means, to master realisation of educational diagnosis of class and individuals, to adjust the teaching demands – to work with both the backward and talented pupils, make use of positive form of evaluation, to promote self-evaluation;

- reflexive competences (to be able to systematically monitor classes, to take notices of the lessons and be able to assess the colleagues' performance, to carry out self-reflection after his own performance).

Organisationally, the content of initial teacher training is first drawn up from the point of view of educational theory and needs of practice, and is explicitly expressed in the graduate's profile. From these facts the study plan is derived which is specified in the syllabi of individual subjects with required and recommended literature needed for examinations, marked credit and credit indicated. At the end of study the student demonstrates in his/her thesis and in the State examination if he/she creatively mastered the required content and extent of knowledge, skills and capabilities necessary for performance in practice.

The responsibility for determination of the content of education is upon individual teacher training faculties. In some faculties there is the first level of higher education introduced for instructors of vocational training. The study courses of the 1st and 2nd levels are the most widespread forms and types of study. On completion of Bachelor's and Master's study the

graduate may obtain doctor's degree through "examina rigorosa". Furthermore, a university graduate of can obtain the scientific-academic degree of PhD (third level) through PhD study in the scientific field of pedagogy, psychology, in the subject to be instructed, or in another university field of study.

See **NW response** above and the **competences including in in-service education**.

See the article 'New Competences in Slovak Teacher Training Programmes', TEPE Conference 2008.

(CR2) Competence-based learning

There is no official national qualification framework in Slovakia The description of field of study contains the **graduate's specification, which also includes the most relevant knowledge, abilities and skills** which the graduate of the study programme must achieve in the given field of study.

SLOVENIA

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(EB 2008/09 + NW)</p> <p>With the Amendments of the Organisation and Financing of Education Act (2007), a Master qualification is required for all teachers (primary, lower secondary, upper secondary), except pre-school teachers (Bachelor or Master).</p> <p>After the Bologna reform, which is being implemented gradually from 2006 to 2009, study programmes in education will take five years (3+2 or 4+1), that is, 300 credit points.</p>
INDUCTION	<p>(EB 2008/09)</p> <p>Upon successful completion of a teacher education programme, graduates receive a diploma bearing the professional title of general teacher or specialist teacher of two subjects. In the new Bologna programmes, graduates will be awarded professional titles, such as magister profesor (+ teaching subject/s).</p> <p>Teachers in their initial post are offered informal assistance in order to help them integrate with other staff, to overcome eventual problems and to enable faster development of the teaching skills they have acquired during their initial and final on-the-job qualifying phase.</p> <p>Further into their career, teachers receive support if they are confronted with problems of a personal nature, interpersonal conflicts, problems related to teaching activities or linked to work with mixed groups of pupils. According to the law, pre-school institutions and schools must employ professionals and organise counselling and guidance services which also provide support to teachers in the event of personal problems and conflict situations. These persons are usually psychologists, sometimes social workers or educationists (pedagogues) or social pedagogues and pedagogues specialised to help children with special needs.</p> <p>Teachers confronted with teaching problems can appeal to the school head teacher or to the educational advisor from a regional unit of the Institute of Education.</p> <p>Teachers who are working with mixed classes of pupils (pupils with special needs or from different ethnic backgrounds or with learning difficulties or social problems) are offered formal support in the form of additional staff and in-service training courses. Specially</p>

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trained teachers assist pupils with special

educational needs to achieve the aims and minimum standards of knowledge specified by the curriculum.

The official requirements refer to a considerable reduction of the class size in those classes which contain pupils with special needs, pupils of Romany origin, and in socially disadvantaged areas.

(EB 2008/09)

The goal of in-service training is professional development and the personal growth of pre-school teachers and teachers, and thereby improvements in the quality and efficiency of the educational process.

Pre-school teachers and teachers are entitled to in-service training. A pre-school institution or school must provide study leave, with a minimum of five days per year or 15 days every three years, for in-service training and must also cover these expenses: salary compensation, any travel expenses, participation fee and accommodation costs.

Programmes are run partly during the week; when this occurs the school administration finds a supplementary teacher. The rest of the programme is organised at weekends or on work-free days.

Pre-school teachers and teachers choose, at their own discretion, the programmes and forms of in-service training. When training is required due to reforms or substantial changes in curricula, participation in the so called commissioned and priority programmes of in-service training is classed as compulsory or recommended.

In-service training is encouraged and rewarded. Points are awarded for participation in specific programmes of in-service training and the acquired points are taken into account when considering the promotion of teachers and pre-school teachers. In-service training is, in fact, one of the pre-conditions for promotion.

Skills and Competences

(NW) Universities are autonomous under the competence of Ministry for Higher Education, Science and Technology. The TE curricula has been planned on national level, at least its general lines, but within those lines there is a lot of different options.

(EB 2008/09) Tertiary institutions have full autonomy in the adoption of their study programmes. Programmes, including those aimed at future teachers, are developed and adopted in accordance with the regulations on accreditation of study programmes in higher education. These regulations are based on the legislation which regulates higher education.

The Measures (2008) prescribe the structure and scope of the topical and pedagogical training: two-level education (180 to 240 CP plus 60 to 120 CP) totalling 300 credit points and leading to

the award of a professional title magister professor (+ teaching subject/s) (equivalent to master's degree). In a pedagogical study programme, there must be a parallel, consecutive or integrated manner of linking the following:

- educational sciences,
- disciplines on which specific school subjects are based,
- subject-specific didactics and
- teaching practice.

Educational sciences take at least 60 credit points and must include: pedagogical and psychological content with elements of developmental and educational psychology, pedagogy, andragogics and general didactics.

Teaching practice in school requires at least 15 credit points. It is conducted on the principle of reflective practice and must enable students to integrate subject knowledge with pedagogical and teaching profession knowledge.

In accordance with the Measures, graduates from teacher education programmes must be able to connect and apply the acquired knowledge in complex, unforeseeable and diverse circumstances, all of which requires a close interaction between three components: cognitive component (knowledge and understanding), action (professional abilities) and emotional-motivational component (views and values).

Most of all, students must acquire the following general competencies:

a) Ability to cooperate:

- confidence, independence and responsibility in contacts with other people;
- ability to communicate,
- group work skills with regard for diversity, multiculturalism and ethnicity;
- ability to reflect on different value systems, and
- ability to efficiently resolve conflicts.

b) Efficient teaching:

- planning and time management;
- mastering teaching/learning strategies and different kinds of assessment and examination;
- taking account of developmental features and special qualities of children, students, adult learners (from hereon, learners) to promote successful learning experience;
- developing learners' abilities for life-long learning;
- using information technology and promoting information technology literacy in learners.

c) Cooperation with the work and social environment (with society and in society):

- with other workers in the school, in other schools and institutions, and educational experts;
- with parents and other persons responsible for learners;
- on the local, regional, national, European and wider global level.

d) Trained for permanent professional development (life-long learning):

- ability to critically reflect on and be able to evaluate one's work;
- improving the quality of one's work by developing one's study and research skills;
- communication skills, openness to advice and to current trends in one's professional environment, ability to develop and generate knowledge.

e) Organisational and managerial abilities (having a good command of one's profession and regulations relating to the school operation).

In In-service the most attention has been paid to computer literacy education of teachers (ICT for personal use), to supplementary training of teachers in the first years of elementary school, where younger children gradually enrol, and to foreign language teaching in the second cycle of elementary school. Recently, the attention is also paid to teacher education in new approaches in the area of examination and marking, "new culture" of assessment and in teamwork.

All universities are actively involved in the reform of the curriculum. New criteria were prepared following the guidelines of the Bologna process and the Lisbon strategy. The curriculum which is evaluated in ECTS credit points; criteria for the recognition of knowledge and skills obtained before enrolment; criteria for transfer between and within study programmes and information on the method of delivering the programme

The general qualification requirements for (elementary school) teachers are stipulated by the law. The responsibility for specifying the qualification requirements for each subject is divided between the Council of Experts and the Minister of education.

The Council of Experts is authorised to decide on the knowledge which teachers of specific subjects must possess. The Minister determines the educational disciplines and specifies which study programmes meet the requirements of the Council. His decision is based also on the opinion of the faculties concerning the type of study programmes to be implemented.

Academic validation of study programmes is the exclusive responsibility of the universities. Higher education programmes are drawn up and adopted by faculties in accordance with their academic standards and in agreement with the senate of the university of which they are members.

(Elementary) Students become acquainted with the research results concerning the general educational and psychological aspects of teaching and with the academic contents of the subject's areas of learning, which they integrate with subject-specific didactics and practical experience.

The professional component of their studies consists of general didactics and educational technologies, developmental and educational psychology, theories of education, methods and techniques of educational research, sociology of education and philosophy.

The subject-specific contents consist of Slovene (or national minority languages) and foreign languages, natural sciences and social studies, mathematics, sports, music and fine arts, as well as various contents important for extra-curricular and optional compulsory activities of pupils, and ICT.

Academic four-year study programmes for specialist teachers of two subjects are offered either by the faculties of education or jointly through co-operation between the Faculty of Education and other faculties. The study programmes in the faculties of education are based on the concurrent model of teacher training. Educational science, psychology and subject-specific didactics are offered throughout the study period, with emphasis in the second half of the studies.

Teaching qualifications can also be obtained through a supplementary postgraduate teacher-training course.

For elementary school teacher, the continuous practical course lasts 6 weeks. For special teacher the continuous practical course lasts just 14 aggregated days

Since the Bologna reform has not yet been fully implemented we can not yet talk about the influence on mobility. However in general HEIs have accepted the Bologna reform as an opportunity to renovate the curriculum and make it attractive to students (also from abroad) and employers. Already now Slovenia has a policies on promoting mobility (regional/multilateral):

Continuity of work in the area of education (seniority) is taken into account in promotion to titles.

SPAIN

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(NW)</p> <p>TE in Spain is organized in three different degrees- Infant Education Teacher, Primary Education Teacher (both first cycle studies with 240 ECT's) and Secondary Education Teacher (Master with 60 ECT's), according to the European Higher Education Area (EHEA).</p> <p>The TE curricula are developed by each University, but the Ministry of Education gives the general framework at national level, establishing the requirements that the curricula must satisfy. Therefore, there is not much freedom for the Universities, as much of the content and the list of competences to be achieved are compulsory and fixed (e.g. only 30 out of the 240 ECT's of the curriculum of Primary Education Teacher degree are established freely by the Universities).</p> <p>The curricula developed by each University are checked and must be approved by the "Universities Coordinating Council", and also by the ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación, National Agency for the Assessment of Quality and Accreditation) to guarantee that they satisfy the requirements set up by the Ministry of Education.</p> <p>(EB-Summary sheet, Feb. 2009) Pre-primary and primary education teachers are required to hold a <i>Maestro</i> teaching diploma, after completing their initial training that lasts three years (first cycle university studies). These teachers are considered generalists, as they are competent in all areas except for Music, Physical education and Foreign Languages, which are taught by specialist teachers.</p> <p>Teaching secondary education requires a university degree, <i>Licenciado, Arquitecto or Ingeniero</i> degree (first and second cycle university studies) plus the pedagogic and didactic training course of 600/750 hours provided by universities along at least one academic year (5). Secondary teachers only teach subjects of their field of specialisation or considered closely related to it.</p> <p>(EB 2008/09)</p> <p>One of the most important ongoing debates on initial teacher education focuses on the gradual adjustment of the Spanish university system to the new system of education qualifications, introduced within the framework of the Bologna Process. Thus, the need to modify initial teacher education in order to adapt it to the new situation due to be completed by 2010, has been highlighted. Until then, Spanish universities are allowed to offer currently existing programmes.</p> <p>In order to adapt university provision to the European Higher Education Area (EHEA) the new syllabuses were passed in December 2007. These</p>

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four-year (240-European-credit) syllabuses, which will be progressively implemented during the next academic years, include the competences required for the prospective maestros. In addition, they are organised in three different modules, each with a different teaching load (basic training; didactic and disciplinary training, which refers to the knowledge corresponding to the specific professional profile; and practical training, which includes an end-of-Bachelor's degree project).

In the academic year 2008/09 some universities have already drawn up and started to implement the new syllabuses leading to the Bachelor's degree in pre-primary education or Bachelor's degree in primary education, respectively. Holders of these degrees are qualified to work in public schools, centros concertados and private schools as pre-primary or primary education maestros. Both qualifications enable those who hold them to follow postgraduate studies (university masters and doctoral programmes).

(CR2) Currently, teacher training studies are comprised of seven different degrees of three years of duration each. The proposal within the Bologna process is the reduction of degrees to two first degrees in Pre-primary Education and in Primary Education of 240 ECTS (180+ 60 professionally oriented ECTS).

Impact: Not applicable, since curricular reform has not been officially implemented. Although pilot projects have been carried out, the potential impact of these projects has not been assessed from a national perspective.

(EB 2008/09) During their first year of teaching, candidates who have passed both phases of the selection process to access a teaching body must complete a final 'on-the-job' qualifying phase before they are appointed civil servants. During this phase, and as a support measure for newly appointed teachers, they are to be monitored by experienced teachers, so that responsibility for the trainee teacher's teaching plan is shared.

This induction phase, which comprises teacher training activities, may have a duration ranging from, at least, three months to a maximum of one school year. Education authorities are responsible for the regulation and organisation of the final 'on-the-job' qualifying phase. Likewise, they may consider all those candidates who have served as career civil servants for at least one academic year exempt from this final phase.

The trainee teacher's mentor is appointed by the appraising board, and must belong to the same teaching body and specialisation which the probationer intends to join. This mentor monitors and assesses the candidate's work during the probation period. Similarly, trainee teachers must submit a final report on the difficulties encountered and the support provided.

At the end of the probationary period, the candidate's teaching ability is assessed and he/she is declared eligible/not eligible. If a candidate is considered not eligible, education authorities may allow the candidate

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to retake this final phase. Those who do not take up their post or are declared not eligible for a second time lose their right to be appointed career civil servants.

(EB 2008/09) Continuing professional development is both a right and a duty of all teachers and the responsibility of the education authorities and educational institutions. Training activities, which are voluntary, consist of undertaking regular activities to update their scientific, educational or professional expertise. Education authorities are responsible for planning and organising in-service training within their management area, offering teachers the provision of a wide range of cost-free training activities.

Since in-service teacher training is a decentralised responsibility, the Autonomous Communities are free to establish their own priority guidelines for in-service teacher training, according to their own management characteristics, by regulating related issues such as public announcements, recognition, certification, as well as the terms of equivalence for research activities and university degrees, etc. Thus, both the content and the institutions in charge of this provision differ from one Autonomous Community to another.

Education authorities plan the training activities of public school teachers, provide a varied range of free training activities and take the necessary measures to foster teacher participation in these activities. They also facilitate teacher access to qualifications which allow mobility between the different teaching areas, including university education, through appropriate agreements with the universities.

In turn, the Ministry of Education, Social Policy and Sport may also provide State in-service training programmes for teachers working at any of the educational levels regulated by the *LOE* and establish the relevant agreements with other institutions. The Ministry of Education, in collaboration with the Autonomous Communities, will foster the international mobility of public school teachers, post-to-post teacher exchanges and visits to other countries.

Teacher training institutions are the main institutions responsible for providing teacher training activities. Each institution is responsible for a variable number of primary and secondary educational institutions to which they provide support in relation to professional development, resources or guidance to carry out innovation and improvement initiatives.

In addition, university departments, teacher training colleges or similar institutions may offer activities to foster in-service teacher training.

Finally, there are numerous private associations, groups or institutions (such as official professional associations, unions, pedagogical reform groups, foundations, etc.) whose aim is to foster in-service teacher training; education authorities may grant these institutions financial assistance to help them achieve such objective.

Undertaking in-service training activities has a direct impact on teachers' professional careers, as they are regarded as merits in competitive

examinations (merit for transfers, secondments, management of educational institutions) or as a necessary requirement to be eligible for a salary bonus. The amount and name of this bonus varies in the different Autonomous Communities, but it is granted once the teacher proves he/she has attended training activities for a certain number of hours.

Skills and Competences

(EB 2008/09) The academic qualifications required to teach are uniform throughout the entire country, although they do vary according to the different levels of the education system.

Legislation regulating the new official university degrees of **pre-primary and primary education maestro** establishes the competences and abilities to be acquired by students; among them, there is a series of competences relating to the knowledge of curricular objectives and contents; the drawing up of learning contexts set within a framework for diversity; the knowledge of the information and communication technologies; the organisation of schools; fostering coexistence both inside and outside the classroom; dealing with language learning situations within multicultural and multilingual contexts; social abilities related to family relationships; careful thinking of classroom activity to improve and innovate the teaching practice; and/or the knowledge of quality education improvement models.

The 2007 regulation establishing the new pedagogical and didactic training required to teach at **secondary level**, sets, among others, the following competences to be acquired by students taking the programme: knowledge of curricular contents, planning and assessment of the teaching-learning process, participation in curricular specification, developing didactic methodologies adapted to the individual characteristics of the student, fostering in-classroom communication and coexistence, developing guidance and academic supervision, participating in innovation and educational research activities, abilities for family guidance, and knowledge of the institutional organisation of the education system and of the models for quality improvement.

The programmes offered by teacher training colleges include a number of subjects related to the subjects taught in pre-primary education and primary education, and to psychopedagogical issues. **The common core of these nationwide-established programmes, without affecting university autonomy, includes the following subjects:**

- Psychopedagogical subjects Foundations of Special Education;
- General Education Theory;
- Organisation of Educational Institutions;
- Psychology of Education and Development at school age;
- Sociology of Education;
- Contemporary Education Theories and Institutions;
- Use of ICT in education;
- *Practicum* or induction phase, of at least 320 hours.

Apart from these common-core subjects, in all study programmes there are compulsory subjects to be included according to each specialisation, which are identical nationwide. In addition to these subjects, which are called **common-core compulsory subjects and common-core specialised subjects**, each university, in the exercise of its autonomy, is entitled to establish other compulsory as well as optional subjects.

SWEDEN

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>A major reform in teaching was launched in 2001 (EB Summary sheet 2008)</p> <p>To be permanently employed, a teacher must have completed a teacher education programme at a university or a university college.</p>
	<p>There is one integrated teaching degree, which means all teachers have a common basic competence combined with a specialisation for particular subjects/subject areas and/or age groups. The length of studies varies from three to five and a half years depending on the chosen subject area and age level. It is also possible to obtain a teaching degree through combining education and experience in subjects relevant to school with a special one and a half-year teacher-training course.</p> <p>(EB 2007/08)</p> <p>Mainly as a result of the Bologna process, legislation for a three-cycle structure of higher education was adopted in January 2007 and applied since 1 July 2007. The new structure has replaced the former system and is the only structure for all higher education institutions (HEIs). This will improve international comparability of Swedish education in accordance with the Bologna process. A new credit point system in line with ECTS has been introduced. The former degree system has been reformed and structured to fit the new three-cycle system.</p> <p>As a result of the new ordinance on degrees, the teaching qualification can be taken at first and second level, depending on orientation and specialisation. Teaching qualifications with orientations that require 3-3.5 years education are at the first level. These cover education in pre-school, the preschool class and leisure-time centres. At the first level there are also programmes for vocational education and mother tongue tuition. The qualification focusing on the earlier years of the compulsory school years can be taken at either the first or second level.</p> <p>Teaching qualifications requiring at least four years education and some additional specialisation are at the second level. These cover programmes that focus on the later years of the compulsory school, and the upper secondary school.</p> <p>The qualification focusing on the earlier years of the compulsory school can be taken at the second level if this includes specialisation. University colleges and universities can choose the level at which teacher training shall be offered; first level, second</p>

level or both.

The teachers' educational programmes are relatively standardised, in the sense that they are only offered at the University and consist of several years' studies (Westling Allodi, 2007). Compulsory school teachers are trained at 25 universities and university colleges. (Structure of education, vocational training and adult education systems in Europe Sweden (2006/07))

Since June 2001 there is one integrated teaching degree, which means all teachers have a common basic competence combined with a specialization for particular subjects/subject areas and/or age groups. (Structure of education, vocational training and adult education systems in Europe Sweden (2006/07))

The training can be concurrent or consecutive. There is also a short teacher education programme of one and a half year for those with a previous bachelor or master degree.

Mainly as a result of the Bologna process, legislation for a three-cycle structure of higher education was adopted in January 2007 and applies starting 1 July 2007. (Eurydice)

The length of full-time studies varies from three to five and a half years depending on the chosen subject area and age level. It is also possible to obtain a teaching degree through combining education and experience in subjects relevant to school with a special one and a half-year teacher training course. (Structure of education, vocational training and adult education systems in Europe Sweden (2006/07))

(NW) A Bachelor in Education/Master in Education shall be obtained after completion of course requirements of 180, 210, 240, 270, 300 or 330 ECTS. The programme shall comprise three integrated educational fields: a general field comprising 90 ECTS, covering key topics such as learning, special needs education, socialisation, fundamental values as well as interdisciplinary subject studies, another module a field with one or more areas of emphasis comprising at least 60 ECTS specific to a subject or subject area, covering the subject/subjects the future teacher intends to teach. A teaching degree may contain several modules of 60 ECTS, and a field with one area of specialisation comprising at least 30 ECTS complements previously acquired knowledge. In the general field, interdisciplinary subject studies shall comprise at least 45 ECTS.

(EB 2007/08)

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According to a central agreement, fully qualified teachers are employed on a 12-month probationary basis before they receive a permanent position. The purpose is to give newly qualified teachers a year of introduction under the guidance of an experienced teacher. An applicant without full qualifications may be employed on contracts lasting a maximum of 12 months at a time, unless there are special reasons for exception.

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The school head is responsible for ensuring that teachers receive the support they need. Details on the type of support are not centrally regulated. Support may be provided as extra resources (staff) to a class or to one or more pupils, smaller classes, individual support for the teacher etc. Support for teachers in the form of internal or external mentorship can be arranged.

(EB 2007/08)

In Sweden competence development for teachers was introduced at the end of the 19th century as part of the central regulation concerning contents and organisation of education. There was no real organised competence development for teachers until the middle of the 20th century. The introduction of new curricula for compulsory and upper secondary school in 1962 and 1968 respectively coincided with organised competence development, which became increasingly guided by the state during the 1960s.

In 1990 the Riksdag decided on a new division of responsibility between the state and the municipality. Today the guiding principle is that competence development is a local responsibility, whilst setting the goals for this training, in compulsory and upper secondary schools, is a state responsibility. It is also a state responsibility to follow-up and evaluate local activities.

Under the Education Act the organiser of education is obliged to ensure that competence development is available for teaching staff. Contract education for this purpose can be purchased from various providers. Universities, university colleges and the regional development centres are the primary organisers of competence development funded with public money. Other organisers are educational broadcasting, the teachers' trade unions, other state authorities and independent educational companies.

Qualifications obtained via competence development are taken into account when determining individual salaries.

Skills and Competences

Today, control of higher education is exercised by means of a Degree Ordinance, in which the Government specifies the requirements that must be satisfied for the award of degrees. As long as an institution is deemed by The National Agency for Higher Education to meet certain quality standards it is free to lay down additional specific goals and decide themselves the content of their courses as well as how to organise the education in order to reach the goals. If an institution does not meet the quality standards for a certain programme, it can withdraw its right to award degrees.

(EB 2007/08)

The Degree ordinance states which learning outcomes to be fulfilled to obtain a particular degree in addition to those laid down in the Higher Education Act. The universities and university

colleges may lay down additional specific goals and decide themselves the content of their courses as well as how to organise the education in order to reach the goals.

All teachers get a common basic competence, combined with specialisations in particular subjects/subject areas and/or age groups. The teacher education programme comprises a minimum of three years of full-time studies and a maximum of five and a half years of full-time studies depending on the chosen subject area and age level:

At least 3.5 years for teaching in preschools, pre-school classes, the lower level of the compulsory school as well as school age child care and mother tongue tuition.

At least 4 years for teaching at higher level of the compulsory school and at the upper secondary school, with exception for the upper secondary schools vocational subjects. One or two specialisations (of at least 1.5 years each) in a subject or subject area should be included.

At least 3 years for teaching in subjects specific to vocationally oriented programmes in upper secondary schools. Instead of emphasis and specialisation, extensive professional experience as well as higher education in relevant subjects (of at least 1.5 years) or other equivalent education is required.

The teacher education programme consists of three well-integrated education areas:

- The general education area, common for all students, covering key topics such as learning, special needs education, socialisation, fundamental values as well as interdisciplinary subject studies (at least 1.5 years)
- Subject/subjects that the prospective teacher intends to teach (at least 1 year)
- Specialisation complementing earlier acquired knowledge (at least one term)

In the general education area, practical supervised training in a school should account for at least half a term.

To receive a teaching qualification, students must also complete an independent project work corresponding to half a term's studies.

-Implement good and relevant knowledge in subjects or subject areas so that all pupils learn and develop. Great emphasis is placed on the necessary skills for meeting people with different backgrounds and preconditions and for handling different educational situations.

-inform and cooperate with parents and guardians

-Impart and establish the basic values of society and democracy

-aiming to prevent and counteract discrimination and other degrading treatment of children and pupils.

-Become familiar with, analyse and take a position on universal matters, ecological living conditions and changes in the world

- Realise the importance of gender differences in the teaching situation and in connection with presentation of subject matter

- Independently and together with others plan, implement, evaluate and develop teaching and other educational activities
- Utilise and systemise his/her experience and the experience of others as well as relevant research results as a basis for the development of the profession.
- Use information technology in educational development and be aware of the importance of the role of the media in this context
- the importance of acquiring reading and writing skills and about the importance of mathematics.
- the student shall have an in-depth knowledge of how to analyse and assess pupils' learning processes as well as good knowledge of grading.
- independent project (degree project) corresponding to half a term and had practical supervised training in a school corresponding to at least half a term.

They prepare and qualify teachers for the real demands of working life, which is why they are based on and closely associated with our research. Both study programmes and research are closely linked to the realities of the educational field. (Högskoleförordningen (1993:100))

Practical supervised training in a school should account for one sixth of the general common education area and one fourth of each orientation, In the general education area, practical supervised training in a school should account for at least half a term.

The requirement to qualify as a teacher is a complete Swedish teacher-training programme or the equivalent certification from another Member State of the European Union or an EFTA country. Teachers without appropriate qualifications may be employed for a maximum of 12 months if qualified staff is not available. This temporary contract may be renewed if qualified staff is still not available when the contract finishes.

To be permanently appointed as a teacher in the national school system, according to the Education Act, an applicant must have a university diploma in teaching, knowledge of the Swedish language as well as an appreciation of the regulations applicable to the school system, in particular the regulations concerning the goals of education. The applicant should also have undergone either a teacher education programme in Sweden, which content focuses on the type of teaching the position involves, or equivalent training from another Nordic country or a country that is a member of EFTA or the EU. If the applicant has undergone a course in higher education other than those, the National Agency for Higher Education shall determine whether it fulfils the necessary conditions.

The only career development for teacher has been becoming a headmaster.

In the school area there is no national regulation of teachers' career opportunities. Career prospects for teachers in the school area are relatively limited.

UNITED KINGDOM; England, Wales & Northern Ireland

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(CR2)</p> <p>In England, Scotland, Wales and Northern Ireland, there are differing cultural and educational traditions, examination systems and, in the case of Scotland, degree structures. UK TE is strictly regulated by agencies such as</p> <ul style="list-style-type: none">- the Teaching and Development Agency in England and- the Scottish Executive in Scotland. <p>For primary and secondary teaching, qualified teaching status is required in each of the four countries through the relevant General Teaching Council of the country concerned.</p> <p>Either a three- to four-year initial degree (usually the Bachelor of Education, traditionally four years, now often only three) integrating disciplinary specialisation with pedagogy, or a 3 + 1 consecutive arrangement in which a three- or four-year initial discipline-based award is then followed by a one year full-time Postgraduate Certificate in Education.</p> <p>Masters-level and Doctoral-level programmes are available in many UK universities including taught and professional doctoral programmes such as the Ed.D.</p> <p>(NW / England) The UK's membership of the European Union has prompted the move to a Master's level teaching profession. The European Bologna Declaration (1999) prompted a review by the Quality Assurance Agency (QAA) for Higher Education. This led, in 2005, to a statement by the QAA, The Universities Council for the Education of Teachers (UCET) and the Standing Conference of Principals (see http://www.qaa.ac.uk). It recommended a change to the Post Graduate Certificate in Education (PGCE) courses to ensure that the levels of achievement of our beginning teachers has comparability with our European partners and from September 2007 changes have been implemented in teacher education to work towards that.</p> <p>From September 2007 the Post Graduate Certificate in Education course at the Institute of Education, University of London has changed to become a teaching qualification assessed at Masters (M-level). This is in line with almost all other higher education institutions involved in initial TE in England and the changes are in response to a government decision about the academic level at which PGCEs are set. That decision was based on the European Bologna Declaration (1999).</p> <p>There are 33 National standards (see TDA's, Training and Development Agency for Schools, website) around which courses are organized.</p>

H (=BA) or M level credits awarded to most courses from Sept 2007. Reasonable degree of freedom as to what extent the legislation regulates the TE curricula.

(TDA, England & Wales)

Qualified teacher status (QTS) is the accreditation that enables a teacher to teach in state-maintained and special schools in England and Wales. Anyone who wants to teach in a state-maintained school in England or Wales needs to gain this qualified teacher status. To achieve this award, a teacher need to complete a period of initial teacher training (ITT), which will enable the teacher to meet the professional standards for QTS; a formal set of skills and qualities required to be an effective teacher. There is mutual recognition of QTS between Wales and England.

(EB Summary sheet 2009, England, Wales & Northern Ireland)

The main routes to Qualified Teacher Status (QTS) in England and Wales and 'eligible to teach' status in Northern Ireland are the concurrent and the consecutive routes. The concurrent route consists of a three- or four-year Bachelor of Education degree; the consecutive route of a bachelor's degree followed by a Professional or Postgraduate Certificate in Education (PGCE). In England and Wales, other training routes are also available, including part-time, flexible and employment-based training. Primary teachers are usually trained as generalists and secondary school teachers normally specialise in individual subjects.

Since 2001 (2002 in Wales), all new entrants to teaching in the further education sector have been required to complete a professional teaching qualification. In England, major reforms of initial teacher education for the further education sector have been introduced. Since September 2007, all new staff whose main role is teaching, training or tutoring have been required to work towards gaining Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS) status. In Northern Ireland, teachers in further education who do not have an initial teacher education qualification on appointment must hold an approved qualification, such as a university degree or a vocational qualification in the subject they wish to teach. They are contractually required to obtain the Postgraduate Certificate (Further and Higher Education) within three years of appointment.

(EB 2007/08) ENGLAND & WALES. Induction. The requirement for newly qualified teachers (NQTs) to serve an induction period. The statutory induction period designed to support all NQTs through their first year of teaching was introduced in England in 1999. Similar arrangements were introduced in Wales in 2003.

INDUCTION

The induction period must be satisfactorily completed to nationally set standards. The current standards, now known as the 'core standards' (as part of the framework of professional standards for teachers) have applied

to all newly qualified teachers (NQTs) starting induction from September 2007. The 'core standards' for NQTs are published by the Training and

Development Agency for Schools (TDA, 2007a) and set out the requirements in terms of professional attributes, knowledge and understanding, and skills which all NQTs are expected to reach by the end of their induction period.

(TDA) Induction begins once a newly qualified teacher (NQT) takes up their first post after qualified teacher status (QTS) has been awarded. In England, QTS is not awarded unless trainee teachers have successfully completed all aspects of initial teacher training, including passing the skills tests.

Induction is assessed across the equivalent of three full school terms, with assessment at the end of each term. It can be completed full or part-time. Towards the end of each term of the induction period, the NQT should meet her/his induction tutor or headteacher for a formal assessment. The main focus is the progress towards meeting the core professional standards. After each of the first two meetings, the headteacher should make a report to the local authority or the Independent Schools Council Teacher Induction Panel (ISCTip), recording the NQT's progress towards meeting the core professional standards. Following the assessment at the end of the third term, the headteacher will make a recommendation to the local authority or ISCTip about whether the NQT has met these core professional standards. The local authority or ISCTip will decide whether she/he has met the requirements for successfully completing the induction period, and will write to the headteacher and the [General Teaching Council \(GTC\)](#) to relay this decision. The GTC will then confirm whether or not the NQT has successfully completed induction.

(EB 2009, England, Wales, Northern Ireland)

IN-SERVICE EDUCATION

Responsibility for continuing professional development (CPD) in England, Wales and Northern Ireland is shared across a range of organizations. CPD may be provided within a school, at a local authority (LA) (in England and Wales) or Education and Library Board (ELB) (in NI) teachers' centre, at a higher education institution (HEI) or a further education institution or at an independent training or conference centre in England, Wales, Northern Ireland or overseas. Trainers include a wide range of agencies and individuals: HEIs, school staff, LA/ELB advisory teachers, advisers and inspectors and independent consultants.

National priorities for CPD have been identified for the academic years 2007–2010. These are:

- Pedagogy. This covers behaviour management, subject knowledge, and supporting curriculum change;
- Personalisation. This covers equality and diversity, special educational needs (SEN) and disability; and
- People. This covers working with other professionals and school leadership.

The TDA states that 'Continuing Professional Development (CPD)

consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice'. The CPD strategy, guidance to schools and a wide range of supporting documents can be accessed via the TDA website: <http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment.aspx>.

Wales:

In Wales, the National Assembly for Wales strategy document 'The Learning Country' (2001) sets out a commitment to the continuing professional development of teachers. This has recently been followed by the

development of a professional development framework for teachers in Wales, including the Chartered Teacher Programme.

Two routes to Chartered Teacher Status are available: a taught route and an accreditation route. The programme route is intended to be relevant to teachers' daily work and practice, with a strong emphasis on analysis, reflection and improving practice. A combination of delivery mechanisms is offered, including: taught programmes; self-study; face-to-face

training; workshop sessions; classroom observation; a residential experience; distance and web-based learning. It will enable teachers to undertake a small number of modules if they so choose. It is envisaged that there will be a sliding scale of recognition, up to a master's degree, depending on how many modules of the programme are completed. Two-year pilots of the Chartered Teacher Programme began in September 2007.

Northern Ireland:

In Northern Ireland, early professional development has been an integral part of teacher training since 1998/99. All newly qualified teachers are provided with a career entry profile of competences to aid their further development during the period of induction and early professional development.

The new professional competences for teachers published in 2007 by the General Teaching Council Northern Ireland apply across all phases of teacher education including early professional development and continuing professional development, collaborative practice and school improvement (GTCNI, 2007).

Only those trainee teachers who have met all of the standards will be awarded QTS. These standards are relevant to anyone involved in initial teacher training (ITT) - trainee teachers,

teacher training providers, qualified teachers and those who employ and support newly qualified teachers. They will apply to most trainee teachers. For exceptions see the transitional arrangements page. The standards will help teachers to review their professional practice, inform their career decisions and identify their professional development needs. Where teachers wish to progress to the next career stage, the next level of the framework provides a reference point for all teachers when considering future development. The standards should be used as a backdrop to performance management discussions. Teachers' performance should be viewed in relation to their current career stage and the career stage they are approaching. The relevant standards should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development.

(EB 2009)

The revision of professional standards for teachers from initial teacher training onwards has been a major factor in the move towards establishing 'a new professionalism' amongst teachers.

- Revised standards for Qualified Teacher Status (QTS) in England have recently been published by the Training and Development Agency for Schools (TDA) as part of the first coherent framework of professional standards for teachers at each stage of their careers.
- In Wales, where there has recently been a review of initial teacher training, revised QTS standards and requirements for the provision of courses of initial teacher training were introduced in October 2006 and a national programme of structured professional development is being introduced.
- Similarly, in Northern Ireland, where a review has been underway in recent years, revised professional competencies for teachers have also been developed.

Professional Standards for Teachers

England

In September 2007, following a review, the Training and Development Agency for Schools (TDA) introduced revised standards for classroom teachers in England which together form the first clear and progressive framework of standards. The framework sets out the expected characteristics of teachers at each stage of their career as their professional attributes, knowledge and understanding and skills develop and they demonstrate increasing effectiveness in their roles.

Specific standards are set for:

- Qualified Teacher Status achieved at the end of initial teacher training Teachers on the main pay scale – 'core' standards for main scale teachers who have successfully completed their induction period. Following the induction period teachers are expected to continue to meet the core standards, whilst continuing to develop professionally at that level.
- Teachers on the upper pay scale – 'post-threshold' standards for those teachers that reach the upper pay scale.

- Excellent Teachers (ETs) – the recently introduced post designed to reward a minority of high achieving classroom teachers who meet the required standards and who secure an Excellent Teacher post on a salary level beyond the upper pay scale. ETs use and share their skills in classroom teaching for the benefit of professional development of other teachers within their school.
- Advanced Skills Teachers (ASTs) – an alternative career path to management/leadership enabling outstanding teachers to continue teaching and use their skills to enhance the performance of others both in their own schools and, unlike Excellent Teachers (ETs), with teachers in other schools.

Wales

A professional framework for teachers is currently being developed in Wales. In late 2003, the Welsh Assembly Government invited the General Teaching Council for Wales (GTCW) to take the lead in developing a Professional Development Framework for teachers in Wales. In its July 2005 advice to the Assembly, the GTCW revealed there were no national professional development arrangements for the vast majority of teachers who were not in their early years of teaching or who did not aspire to headship or senior leadership posts in their careers. The Council recommended that this should be rectified by introducing a national programme of structured professional development – the Chartered Teacher Programme. Further details of such a programme, to provide a framework for the accreditation of CPD provision in Wales and for the professional recognition of teachers' professional development was provided in 2006.

The Minister for Education and Lifelong Learning accepted, in principle, the majority of the Council's recommendations and has invited it to proceed, notably by piloting the Chartered Teacher Programme. The Council recommended that those teachers who successfully complete the Programme should receive professional recognition for their achievements, in order that their standing be recognised both within and outside the teaching profession. The national programme of Chartered Teacher will be underpinned by professional standards. An underlying principle of the scheme is that the status has no connection to pay and should be open to all teachers (post-induction stage) who aspire to it. Two-year pilots of the Chartered Teacher Programme began in September 2007.

Northern Ireland

In Northern Ireland, the General Teaching Council has developed new professional competences for teachers which apply across all four phases of teacher education:

- initial teacher education;
- induction;
- early professional development; and
- continuing professional development, collaborative practice and school improvement.

England/ **TDA**. The standards for Qualified Teacher Status (QTS) **are a rigorous set of statements formally setting out what a trainee teacher is expected to know, understand and be able do in order to be awarded qualified teacher status and succeed as an effective teacher.**

(TDA) Teachers should meet the core standards (C) at the end of the induction period and continue to meet them throughout their teaching career. Core standards underpin all the

standards and are valid at all points of a teacher’s career. The framework of standards below is arranged in three interrelated sections covering:

- a. professional attributes
- b. professional knowledge and understanding
- c. professional skills.

(See the publication of core standards).

Standards are organised under three inter-related categories:

Professional values and practice	Outline the attitudes and commitment expected of anyone qualifying to be a teacher – eg treating pupils and students consistently; communicating sensitively and effectively with parents and careers.
Knowledge and understanding	Require newly qualified teachers to be confident and authoritative in the subjects they teach, and to have a clear understanding of how all pupils should progress and what teachers should expect them to achieve.
Teaching	Relate to the skills involved in actually delivering lessons - eg planning, monitoring, assessment and class management. They are underpinned by the values and knowledge covered in the first two sections.

QTS standards in Wales. The Welsh Assembly Government has introduced QTS standards which are similar to the QTS standards in England where appropriate, but vary to cover issues specific to Wales. You can access the QTS standards for Wales on the [Welsh Assembly Government website](#).

QTS skills tests. To achieve the QTS standards you will also need to pass skills tests in numeracy, literacy and information and communications technology (ICT). [Learn more about QTS skills tests](#). The skills tests are not a requirement for achieving QTS in Wales. Neither are you required to take the skills tests if you gain QTS in Wales and later wish to teach in England.

The qualified teacher status (QTS) standards and initial teacher training (ITT) requirements that apply to all programmes commencing 1 September 2007 have been finalised. These requirements are imposed by the Secretary of State under the Education (School Teachers' Qualifications) (England) Regulations 2003, made under sections 132, 145 and 210 of the Education Act 2002. They have the same legal standing as, and replace Qualifying to Teach. They set out:

- the Secretary of State's standards, which must be met by trainee teachers before they can be awarded qualified teacher status (QTS), and
- the requirements for training providers and those who make recommendations for the award of QTS.

PROFESSIONAL STANDARDS FOR TEACHERS IN ENGLAND FROM SEPTEMBER 2007¹

Introduction

Bringing coherence to the professional and occupational standards for the whole school workforce

1. The framework of professional standards for teachers will form part of a wider framework of standards for the whole school workforce. This includes the Training and Development Agency for Schools' (TDA) review of the occupational standards for teaching/classroom assistants and the professional standards for higher level teaching assistants in consultation with social partners and other key stakeholders and a review of leadership standards informed by the independent review of the roles and responsibilities of head teachers and the leadership group.

What these standards cover

2. The framework of professional standards for teachers set out below defines the characteristics of teachers at each career stage. Specifically it provides professional standards for:
 - the award of Qualified Teacher Status (QTS) (**Q**)
 - teachers on the main scale (Core) (**C**)
 - teachers on the upper pay scale (Post Threshold Teachers) (**P**)
 - Excellent Teachers (**E**)
 - Advanced Skills Teachers (ASTs) (**A**)
3. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The standards are not to be confused with and do not replace the professional duties contained in the School Teachers' Pay and Conditions Document, which set out the roles and responsibilities of teachers.
4. The framework of standards below is arranged in three interrelated sections covering:
 - a. professional attributes
 - b. professional knowledge and understanding
 - c. professional skills

¹ The framework as a whole, as set out here, applies in England only. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards (as set out in the School Teachers' Pay and Conditions Document) and apply in England and Wales.

How the standards will be used

5. The standards provide the framework for a teacher's career and clarify what progression looks like. As now, to access each career stage a teacher will need to demonstrate that he/she has met the relevant standards. The process for this varies depending on the standard concerned. Teachers seeking Excellent Teacher or AST status need to apply and be assessed through an external assessment process. Teachers seeking to cross the threshold are assessed by their head teacher. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards and teachers who are assessed as meeting them also access the relevant pay scale.
6. The standards clarify the professional characteristics that a teacher should be expected to maintain and to build on at their current career stage. After the induction year, therefore, teachers would be expected to continue to meet the core standards and to broaden and deepen their professional attributes, knowledge, understanding and skills within that context. This principle applies at all subsequent career stages. So, for example, teachers who have gone through the threshold would be expected to meet the core and post-threshold standards and to broaden and deepen their professional attributes, knowledge, understanding and skills in that context. There are no new criteria for pay progression for teachers paid on the upper pay scale in the 2006 School Teachers' Pay and Conditions Document.
7. The standards will support teachers in identifying their professional development needs. Where teachers wish to progress to the next career stage, the next level of the framework provides a reference point for all teachers when considering future development. Whilst not all teachers will necessarily want to move to the next career stage, the standards will also support teachers in identifying ways to broaden and deepen their expertise within their current career stages.
8. All teachers should have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and all teachers should have a contractual entitlement to effective, sustained and relevant professional development throughout their careers. There should be a continuum of expectations about the level of engagement in professional development that provides clarity and appropriate differentiation for each career stage. The expectations about the contribution teachers make to the development of others should take account of their levels of skills, expertise and experience, their role within the school, and reflect their use of up-to-date subject knowledge and pedagogy.²
9. In all these cases, performance management is the key process. Performance management provides the context for regular discussions about teachers' career aspirations and their future development, within or beyond their current career stage. The framework of professional standards will provide a backdrop to discussions about how a teacher's performance should be viewed in relation to their current career stage and the career stage they are approaching. The relevant standards should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development. For example, a teacher who aspires to become an AST will need to reflect on and discuss how they might plan their future development so they can work towards becoming an AST, and performance management would provide evidence for the teacher's future application.

10. All qualified teachers in maintained schools and non-maintained special schools are required to be registered with the GTCE. To maintain registration they must uphold the GTCE's Code of Conduct and Practice for Registered Teachers.
- 2 Extract from the Rewards and Incentives Group (RIG) evidence (Section 9 'The New Teacher Professionalism') to the STRB on 25 May 2005.
- The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the standard. It refers to all children and young people including those with particular needs, for example, those with special educational needs, looked after children, those for whom English is an additional language, those who are not reaching their potential or those who are gifted and talented.
 - The term 'colleagues' is used for all those professionals with whom a teacher might work. It encompasses teaching colleagues, the wider workforce within an educational establishment, and also those from outside with whom teachers may be expected to have professional working relationships, for example early years and health professionals and colleagues working in children's services.
 - The term 'classroom' is used to encompass all the settings within and beyond the workplace where teaching and learning take place.
 - The term 'workplace' refers to the range of educational establishments, contexts and settings (both in and outside the classroom) where teaching takes place.
 - The term 'subjects/curriculum areas' is used to cover all forms of organised learning experienced across the curriculum. For example, areas of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase.
 - The terms 'lessons' or 'sequences of lessons' are used to cover teaching and learning activities wherever they take place, whatever their nature and length, and however they might be organised, and are applicable to all educational phases and contexts.
 - Where the phrase 'parents and carers' is used, it is understood that the term 'parents' includes both mothers and fathers.
 - The term 'well-being' refers to the rights of children and young people (as set out, and consulted upon in the Every Child Matters Green Paper and subsequently set out in the Children Act 2004), in relation to:
 - o physical and mental health and emotional well-being
 - o protection from harm and neglect
 - o education, training and recreation
 - o the contribution made by them to society
 - o social and economic well-being
 - The term 'personalised learning' means maintaining a focus on individual progress, in order to maximise all learners' capacity to learn, achieve and participate. This means

supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalising learning' is not about individual lesson plans or individualisation (where learners are taught separately or largely through a one-to-one approach).

UNITED KINGDOM; Scotland

	Description
INITIAL TEACHER EDUCATION / Bologna Process	<p>(CR2)</p> <p>In England, Scotland, Wales and Northern Ireland, there are differing cultural and educational traditions, examination systems and, in the case of Scotland, degree structures. UK TE is strictly regulated by agencies such as</p> <ul style="list-style-type: none">- the Teaching and Development Agency in England and- the Scottish Executive in Scotland. <p>For primary and secondary teaching, qualified teaching status is required in each of the four countries through the relevant General Teaching Council of the country concerned.</p> <p>Either a three- to four-year initial degree (usually the Bachelor of Education, traditionally four years, now often only three) integrating disciplinary specialisation with pedagogy, or a 3 + 1 consecutive arrangement in which a three- or four-year initial discipline-based award is then followed by a one year full-time Postgraduate Certificate in Education. Masters-level and Doctoral-level programmes are available in many UK universities including taught and professional doctoral programmes such as the Ed.D.</p> <p>(EB Summary sheet 2009, Scotland)</p> <p>All who wish to teach in publicly funded primary and secondary schools in Scotland are required to have undergone initial training and to hold a Teaching Qualification (TQ) in order to be registered as teachers with the General Teaching Council for Scotland (GTCS). Teachers who have achieved a Teaching Qualification (TQ) are provisionally registered with the GTCS. Through the Teacher Induction Scheme, all newly-qualified teachers in Scotland can gain access to a teaching post for one year immediately following qualification. Full registration then follows a period of probation and assessment (which generally lasts for one year). To become fully GTCS registered, probationers have to meet the standards set out in the Standard for Full Registration (SFR).</p> <p>(EB 2007/08)</p> <p>A Teaching Qualification may be gained by one of three routes:</p> <ul style="list-style-type: none">- To become a primary teacher or a secondary teacher of technology, physical education or music it is possible to take a 4-year course leading to a Bachelor of Education (B.Ed) degree at one of seven teacher education institutions.- To become a secondary teacher in certain subjects it is possible in some higher education institutions to take a combined degree which includes subject study, study of education and school experience.

- Those who already hold a university degree and wish to teach in either a primary or a secondary school can take a one-year university course for a Professional Graduate Diploma in Education

(PGDE), leading either to a Teaching Qualification (Primary) or a Teaching Qualification (Secondary).

Thus, teachers for primary schools and pre-primary education centres enter the profession through either a 4-year course leading to a B.Ed qualification or through a one-year PGDE (Primary) course. Graduates undertaking the PGDE (Primary) route are required to satisfy the entry requirements to courses of Initial Teacher Education in Scotland. All degree qualifications are acceptable for entry to the PGDE (Primary) course.

Teacher education is offered in the Faculty of Education in eight Scottish universities: Aberdeen, Dundee, Edinburgh, Glasgow, West of Scotland, Strathclyde, Stirling and the Open University. Most secondary teachers' training courses lead to a Professional Graduate Diploma in Education (PGDE). The Universities of Edinburgh, Glasgow and Strathclyde offer specialist Bachelor of Education (B.Ed) courses for secondary teachers in technology. The Universities of Aberdeen, Glasgow and Strathclyde, in association with the Royal Scottish Academy of Music and Drama, offer B.Ed courses in music. The University of Edinburgh offers a B.Ed course in physical education. In addition, some universities, including the University of Stirling, offer combined degrees which include subject study, study of education and school experience. The Open University in Scotland offers a PGDE course in mathematics

Upon completion of your ITE programme the teacher student will be required to register with GTC Scotland and become 'Provisionally Registered' until she/he has completed a period of Probation. After this, and upon showing that the NQT has met the The Standard for Full Registration, she/he will be granted Full Registration status.

(EB 2007/08)

INDUCTION

Full registration is granted to teachers who have satisfactorily demonstrated that they have achieved the Standard for Full Registration (SFR) during a period of probationary service. Since August 2002, all newly qualified

teachers who have trained at a Scottish university and are considered to be "home students" have access to a probationary training post for one school year immediately following qualification. This is called the Teacher Induction Scheme. Each probationer has a nominated induction tutor to provide advice, support and guidance. At the end of the probationary period, the GTCS can:

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- grant the teacher full registration; or
- extend the period of probation; or
- cancel the provisional registration.

An application and any consequent registration are confined to the subject or subjects which have been taught by the applicant during the period of provisional registration. Registration with the GTCS is not mandatory for lecturers in colleges but is open to them on completion of a course leading to the award of the Teaching Qualification (Further Education) and if they meet certain conditions. Many college lecturers have taken courses of professional training and are registered with the GTCS.

(EB 2007/08)

The term Continuing Professional Development (CPD) is now used in Scotland to cover the range of in-service provision. There is a considerable amount of such provision, delivered in many forms and covering most subjects and many aspects of school life.

A customised programme of Continuing Professional Development is in the joint interests of local authorities and teachers. CPD supports teachers' learning from Initial Teacher Education right through to headship, to enhance their professional competence and maximise their potential.

Since the 2001 agreement with the teaching profession on salaries and conditions of service, teachers have to participate in Continuing Professional Development. Modular courses have also been developed to enable teachers to become chartered teachers and to achieve the Scottish Qualification for Headship.

Teachers can expect to receive advice and be encouraged to undertake approved courses of study. They can identify their own in-service training needs at any time. A Teaching Profession for the 21st Century entitles all teachers to a contractual minimum of 35 hours of Continuing Professional

Development (CPD) per annum. They should draw up a CPD plan for the forthcoming year after discussion with their line manager in a formal process of professional review and development. This plan should be based on individual professional need and on school, local and national priorities.

Teachers are expected to maintain a portfolio of their CPD. This provision of CPD time is additional to the 5 days each year that teachers spend in school without pupils. These "closure days" are usually devoted to CPD activities organised or agreed by the head teacher or the local authority.

The Scottish Government Schools Directorate distributed to all local authorities and teachers in 2002 guidance entitled Professional Review and Development. This provides a CPD framework relevant to different stages of teachers' careers. It is based on the three Standards:

- **Standard for Full Registration (normally achieved at the end of the probationary year in teaching)**
- **Standard for Chartered Teacher (intended to encourage teachers to focus on enhancement of teaching and learning; there is an academic study route and an accreditation of prior learning route to achieving Chartered Teacher status)**
- **Standard for Headship (from 1 August 2005 teachers being appointed to their first head teacher post have to demonstrate that they meet this Standard; there are a number of ways to do this: by undertaking the Scottish Qualification for Headship (SQH), through local authorities appointment procedures and through the Scottish Government's pilot project "Flexible Routes to Headship").**

The content of CPD courses can vary considerably according to the intended market. There is therefore no set curriculum or duration for them. However, for major courses which lead to the award of a certificate, diploma or degree offered by the universities there are general rules about the number of hours of teaching and study at the different levels and the number of modules which must be completed.

Government initiatives in curriculum and quality assurance influence much current CPD. For example, school self-evaluation and improvement planning, the process of professional review and development, the classroom use of assessment for learning, the implementation of the Curriculum for Excellence and training of head teachers through the Scottish Qualification for Headship are current areas of CPD activity.

These Standards are all competence-based.

Skills and Competences

(EB 2007/08)

The document, Guidelines for Initial Teacher Education Courses, published in 1998 by the Scottish Office Education and Industry Department (now Scottish Government Schools Directorate), sets out general and specific conditions for all courses which involve the training of school teachers. It deals with safeguards for academic standards, **acceptability to the General Teaching Council for Scotland**, the professional orientation of the course, the importance of experience in schools, the need for joint planning of such experience with school staff and the time to be spent on school experience in each type of course. It sets out the general competences prerequisite for entry to the teaching profession:

- subject knowledge;
 - competence in communication, in classroom methodology, in classroom management and in assessment;
 - knowledge about schools; and
 - professional awareness.
- Also included is a list of desirable attitudes in a teacher which the course should encourage.

The Guidelines encourage teacher education institutions to ensure that their courses use practical experience in schools as a context for consideration of the theoretical aspects of education. They are expected to design courses that develop the specified competencies, encourage students to study independently and enable them to reflect on their classroom work. This implies an active role for the student in learning and variety in the teaching approaches.

ANNEX 3b. Summary of document data analyses /

Initial TE: Structure, length

EU COUNTRIES	INITIAL TEACHER EDUCATION Structure, length
Austria	BA (p+ls), 3 y, MA / Diploma (s), 4,5 + 1 y
Belgium Flamish	Non-univ BA (pr + p + s), 3 y, specific teacher for secondary at Univ.
Belgium French	Non-univ (Hautes Ecole) 120 ECTS MA
Bulgaria	Non-univ. 3 – 4 y or univ. 4 – 5 y BA (p), MA (s) 4 - 5 y
Cyprus	BA, 4 y, 240ECTS, MA 1 y
Czech republic	BA (pp) 3 y, MA (p+s) 2 y
Denmark	BA 4 y (p + ls) (240 ECTS), _____ (s)
Estonia	BA (pp + p), 3 y, MA (s), y, division not logical
Finland	BA 3 y, MA 2 y (p + s), 300 ECTS
France	BA 3 y, licence + IUFM 1 y, + IUFM 1 y
Germany	BA / MA vary between Länder. Most Länder apply BP.
Greece	BA (pp + p), 4 y, MA (s), 1 - 2 y
Hungary	Non-univ. colleges (pp) 3 y, (p + ls) 1 y; Univ. (s) 5 y
Ireland	BA (p) 3 y + Higher Diploma in Ed. (s), 1 y (not BP)
Italy	Univ. (p) 4 y Laurea, MA (s) 4 + 2 y

Latvia	BA 3 – 4 y + teacher qualification, 1-2 y, different ways, MA 1,5 – 2 y, system very complex
Lithuania	College BA (pp, p, ls) 4 – 5 y, MA 1 – 2 y
Luxembourg	BA (pp+p) 4 y, _____ (s)
Malta	Univ. B.Ed. 4 y, MA 4 y
Netherlands	BA in Polyt. (p), 240 ECTS, MA in Polyt. & U (s), + 60 - 90 ECTS
Poland	College BA, (p, ls) 3 y, MA (s) 2 y
Portugal	Polyt. (p), Univ. MA (s), 240-300 ETCS
Romania	Univ.(gym + p) 3 y, MA (s + high school), 2 y
Slovakia	BA 3 y + MA 2 y (p + s) or 4 + 1 y
Slovenia	MA (p + s) 5 y, 300 ECTS
Spain	BA (p), 240 ECTS + MA (s), 60 ECTS
Sweden	Univ. or Univ. College, 3 – 5 y BA, MA
UK, E, W & NI	BA 3 – 4 y + PGCE (=MA) 1 y (p + s), also concurrent models
UK, Scotland	BA 4 y or PGDE 1 y (p), (s) different routes

ANNEX 3c. Summary of document data analyses:

Newly qualified teachers; Probation / Induction

EU COUNTRIES	NEWLY QUALIFIED TEACHER	
	PROBATION	INDUCTION
Austria	1 year	
Belgium Flamish		2006 > mentors
Belgium French		2004 > monitoring
Bulgaria		
Cyprus	Probation for the first 2 years	Mandatory, mentor
Czech republic		
Denmark		Mentoring
Estonia		Obligatory, 1 year
Finland		
France		In the future: NQTs mentoring by experienced teachers
Germany		Preparatory service for 2 years
Greece	2 years	
Hungary		
Ireland	1 year	Primary teachers assisted by the inspectorate.

Italy	Apprenticeship year with tutor, evaluation	
Latvia		
Lithuania		1 year optional internship
Luxembourg		
Malta		Mentoring period of two years + an induction course
Netherlands		
Poland	9 months for NQTs + 1 year and 9 months for the contractual teacher + evaluation	Mentoring, regulated by law
Portugal		
Romania		NW: No; Eurydice 2 years (?)
Slovakia		Organised, 1 year
Slovenia		Mentoring
Spain	1 year, mentoring, evaluation	
Sweden	1 year	
UK, E, W & NI	1 year for NQTs	
UK, Scotland	1 year for NQTs	

**ANNEX 3d. Summary of document data analyses /
In-service TE**

EU COUNTRIES	IN-SERVICE TE
Austria	Obligatory
Belgium Flamish	No systematic organisation
Belgium French	Obligatory
Bulgaria	Diverse, not obligatory
Cyprus	Obligatory
Czech republic	Obligatory
Denmark	No legislation
Estonia	Obligatory, 160 hours every 5 year
Finland	Obligatory, 3 days per year
France	INTE weak, not obligatory
Germany	Obligatory
Greece	Obligatory
Hungary	Obligatory, 120 lessons per 7 years
Ireland	Diverse, not obligatory

Italy	Obligatory
Latvia	Obligatory at least 36 h every 3 year
Lithuania	Obligatory
Luxembourg	Diverse, not obligatory
Malta	Obligatory + mandatory courses
Netherlands	Diverse, not obligatory
Poland	Obligatory for career promotion
Portugal	Obligatory for career promotion
Romania	Obligatory every 5 year
Slovakia	Obligatory for career promotion
Slovenia	Obligatory for career promotion
Spain	Obligatory
Sweden	Organised, determine individual salaries
UK, E, W & NI	Teachers encouraged for INTE but not obligatory
UK, Scotland	Obligatory

Annex 4. Questionnaire data analyses / Initial TE

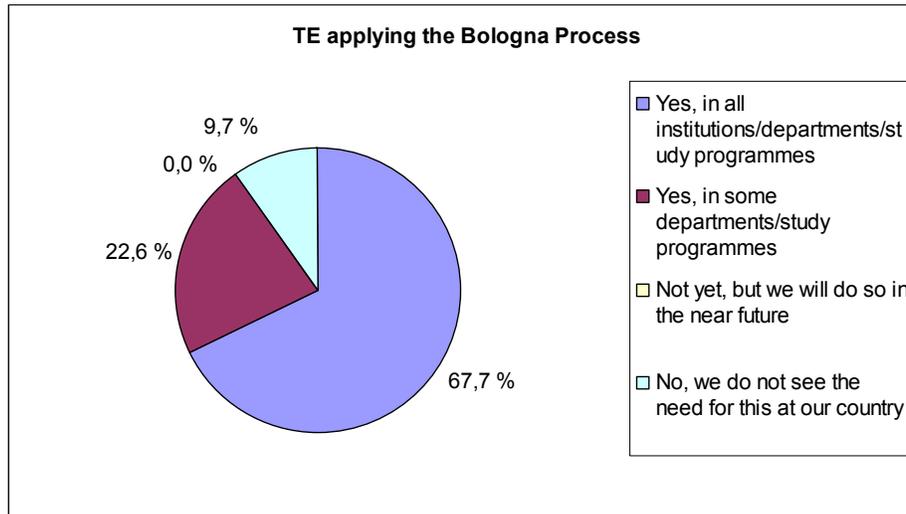


Figure 1. Teacher education applying the Bologna Process

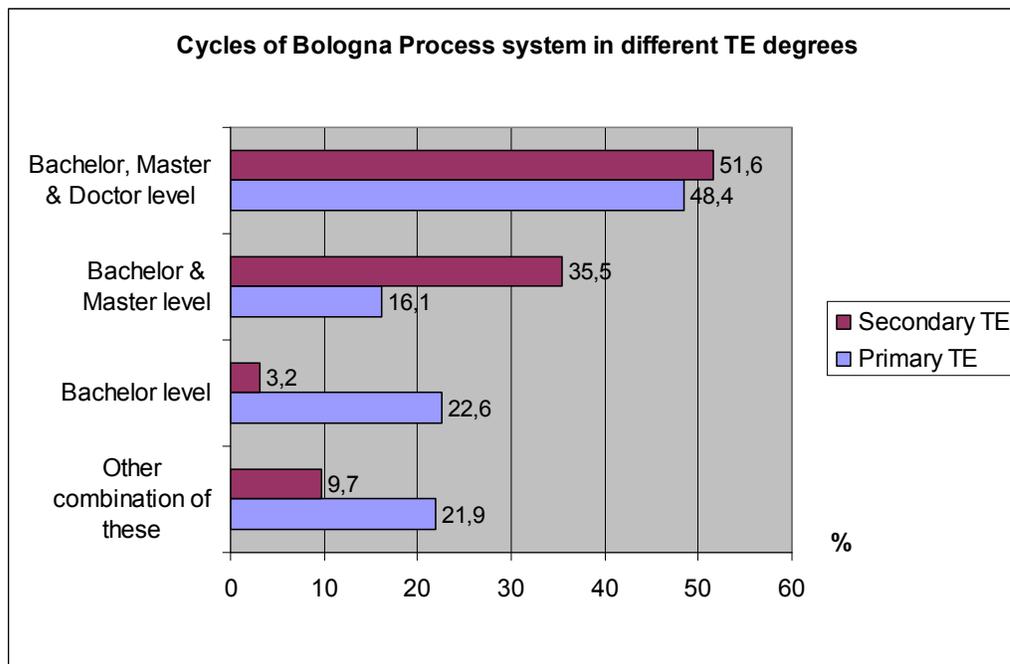


Figure 2. Cycles of Bologna Process system in different TE degrees

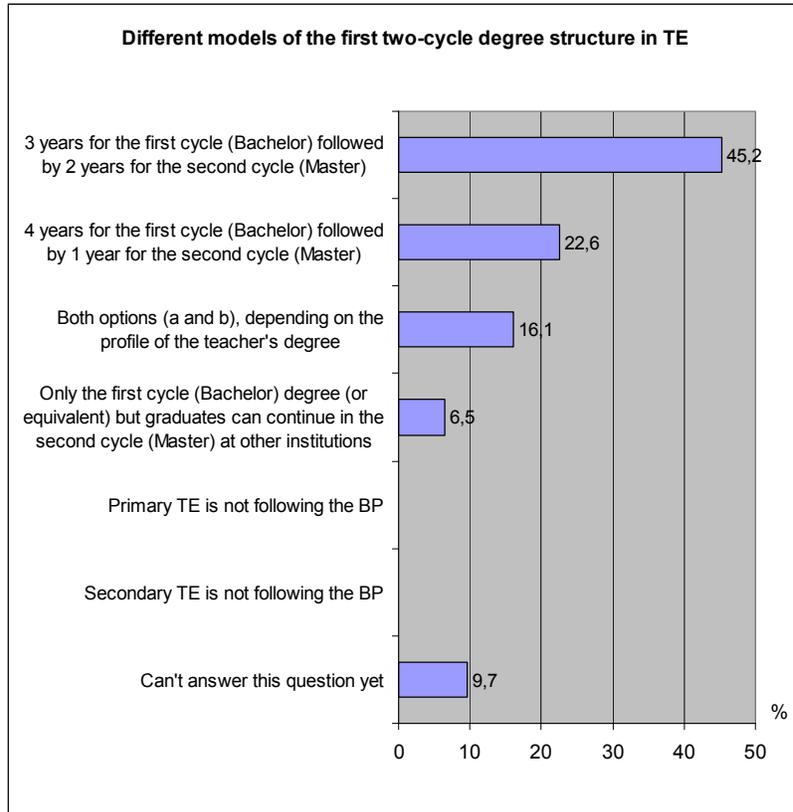


Figure 3. Different models of the first two-cycle degree structure in TE

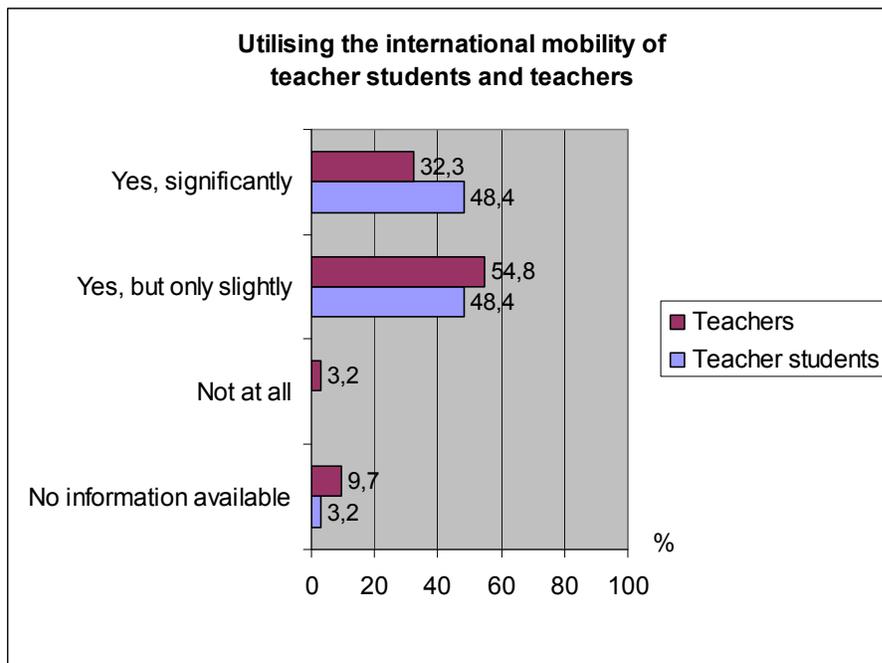


Figure 4. Utilising the international mobility of teacher students and teachers

Table 1. The importance of skills and competence clusters in primary and secondary school teacher education (t-test)³

(1 = Not at all, 2 = Not very, 3 = Quite, 4 = Highly)

COMPETENCES	PRIMARY TE			SECONDARY TE			t-value	Significance (p)
	\bar{x}	s	n	\bar{x}	s	n		
1. Subject competences	3,4	,78	29	3,7	,80	29	-2,1	< .05 (*)
2. Pedagogic competences	3,9	,58	29	3,4	,90	29	3,5	< .001 (***)
3. Integrating theory and practice	3,5	,79	29	3,1	,98	29	2,5	< .05 (*)
4. Co-operation and collaboration	3,0	,73	29	2,8	,89	29	2,3	< .05 (*)
5. Quality assurance	2,9	,75	29	2,7	,84	29	2,3	< .05 (*)
6. Mobility	2,5	,99	29	2,5	,87	29	-,25	n.s.

³ The meaning of the asterisks:

- *** Result statistically highly significant ($p \leq 0.001$),
- ** Result statistically significant ($0.01 < p \leq 0.01$),
- * Result statistically almost significant ($0.01 < p \leq 0.05$)
- n.s. Intergroup differences statistically insignificant

7. Leadership	2,3	,85	29	2,3	,90	29	-,27	n.s.
8. Continuing and lifelong learning	3,0	,80	29	2,76	,91	29	1,76	n.s.

Annex 5. Questionnaire data analyses / Induction

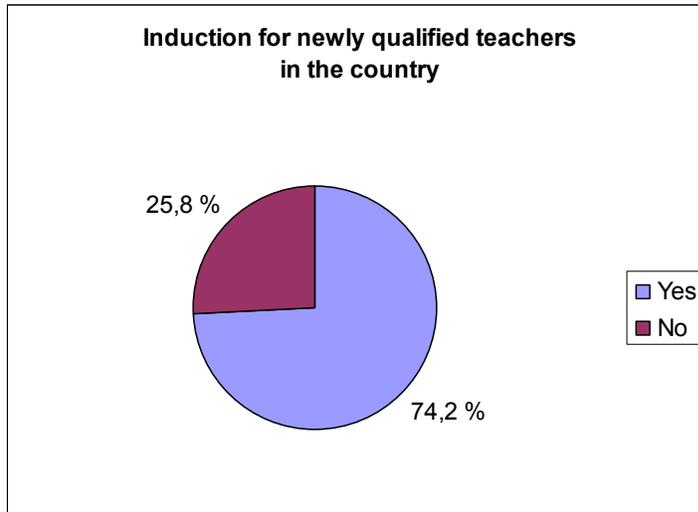


Figure 1. Induction for newly qualified teachers in the country

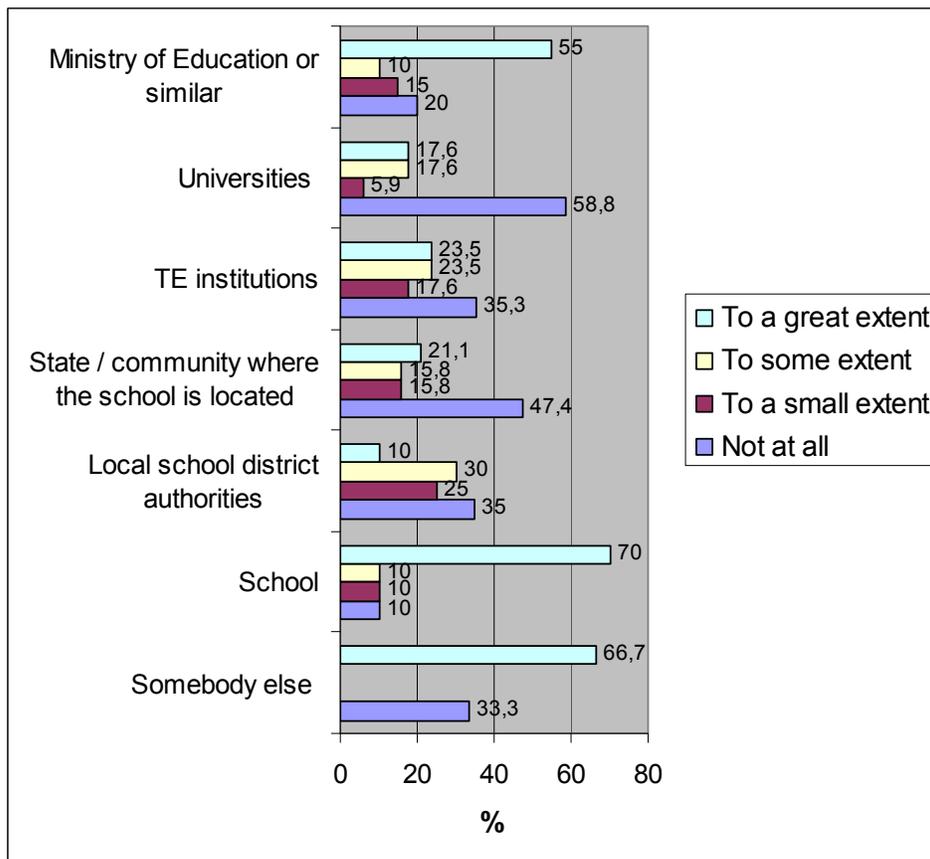


Figure 2. Institutions responsible for organising the induction phase for NQTs

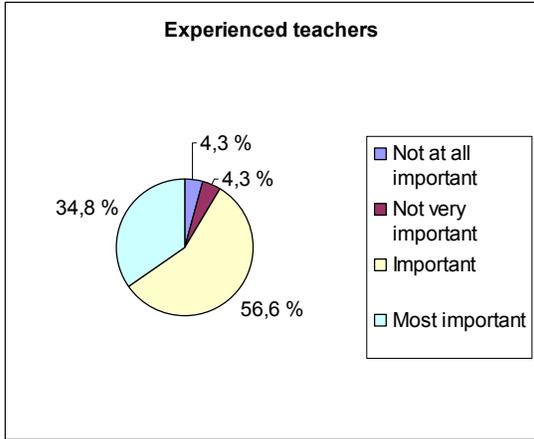


Figure 3 a. Importance of the role of experienced teachers in supporting and counselling the NQTs at schools

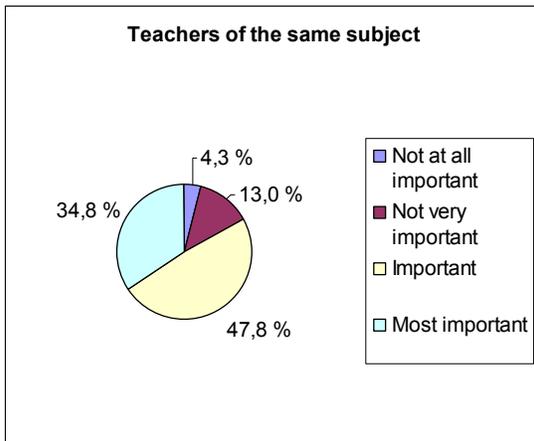


Figure 3 b. Importance of the role of teachers of the same subject in supporting and counselling the NQTs at schools

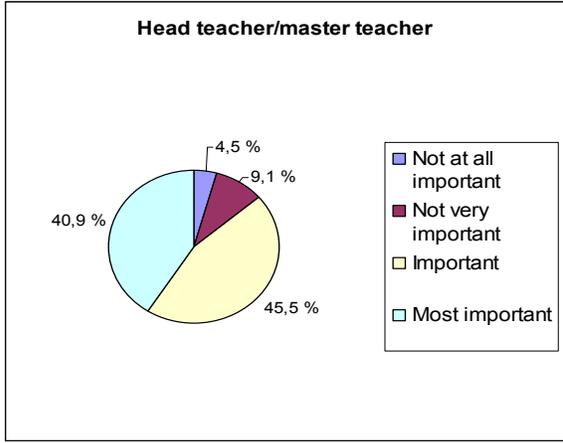


Figure 3 c. Importance of the role of head teacher/master teacher in supporting and counselling the NQTs at schools

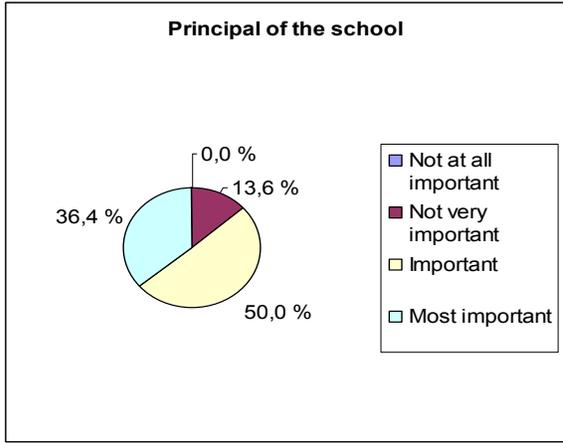


Figure 3 d. Importance of the role of the principal of the school in supporting and counselling the NQTs at schools

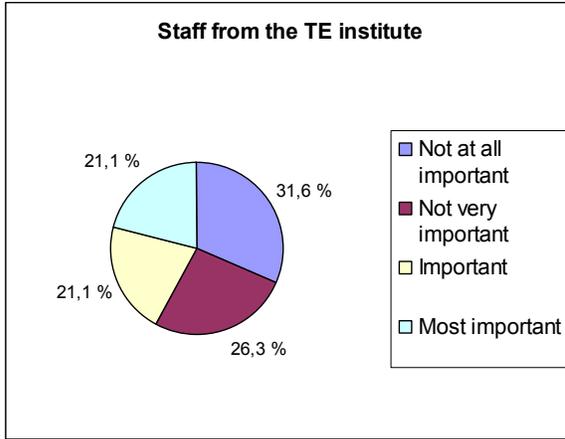


Figure 3 e. Importance of the role of the staff from the TE institution in supporting and counselling the NQTs at schools

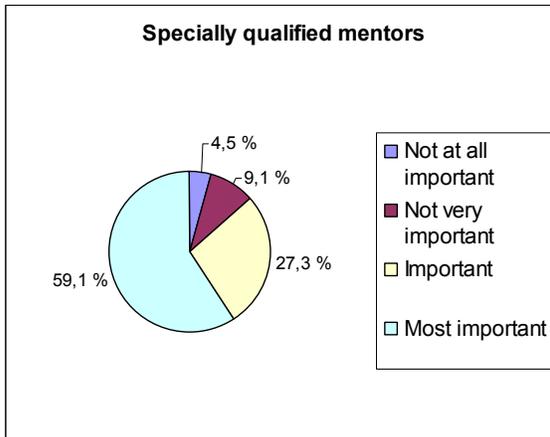


Figure 3 f. Importance of the role of specially qualified mentors in supporting and counselling the NQTs at schools

Figures 3a – 3f. Importance of the role of different people in supporting and counselling the NQTs at schools

Annex 6. Organising and evaluating the induction – open answers

- 1. Please describe in few sentences how the induction phase for NQTs is organised in your country. Include the following points in your description: Is there any evaluation involved, who does the possible evaluation, what is the role of mentors, and do the mentees (NQT) have less teaching hours, do the NQTs get full salary?**

No official evaluation, but the judgement of the mentors may have importance for the final appointment of the mentee in the school. Role of mentors restricted to guidance and to reporting to the head master. Mentees have no less teaching hour than and they get a full salary. Mentoring should be considered as a support to the mentees, rather than a strict evaluation process. (BELGIUM)

All graduates of TE programmes are allocated a 1-year induction place where they have full salary but a reduced (0.7) teaching commitment. Each NGT is supported within their school by a designated and trained mentor teacher. (SCOTLAND)

A mentor delegated by a principal of the school introduces a beginning teacher, monitors, evaluates and controls his/her work in classrooms. A mentor helps to a beginning teacher to fulfil his/her educational aims, to apply adequate teaching methods. (CZECH)

Induction phase continues two first years (4 weeks of training sessions 1st year and 2 weeks of training sessions the second year). Evaluation doesn't exist. Mentees do not have less hours and get full salary. They receive some financial support for the settling in. In some academies the mentors guide the NQT using different forms (internet, teacher centres, etc.) (FRANCE)

NQTs get full salary and have full responsibilities and regular working load. The mentors get special training and school leader is responsible for regulating mentee-mentor cooperation. The mentor is a support person who visits NQTs lessons and supports self-reflection. At the end of the first year school leader write evaluation based on NQTs self-evaluation. (ESTONIA)

The induction phase is part of collective agreement between employers and teacher unions. However, the way in which induction is organized, structured and evaluated is up to schools. Schools vary strongly in the amount of support for beginning teachers, the integration in other HRM-policies (like schoolbased TE), reduction in workload, the quality of mentors. TE institution are hardly involved. (NETHERLANDS)

It is variable according to the conception of the schools, most often it is based on observation and interview followed by common reflection and evaluation concentrated to the support of strong points. (CZECH)

After completing appropriate initial education NQT most frequently begins his/her career as a trainee. The trainee enters into employment relationship, whereby this relationship is concluded for a definite period of time. Traineeship period includes support and supervision from a mentor, some forms of compulsory training and formal evaluation of their teaching skills. NQT has no teaching hours of his/her own. NQT gets 80 % of full salary. (SLOVENIA)

Evaluation is involved – done by mentors and head teachers by the end of the probation (1st) year of NQT teaching at school. – The role of mentors – giving guidance, observing and monitoring, giving advice and counselling, assessing.. – The mentees (NQT) do not have less teaching hours, the NQTs get full salary. (SLOVAKIA)

Beginning teachers at schools receive supporting and counseling mainly only in the school level. We have not formal system to provide mentors for less teaching hours or get full salary. Individual counseling teachers can receive from academic staff in the higher education institutions, subjects teacher's professional associations, Ministry of Education and Science of the Republic of Latvia and Education content and examination centre of state etc. (LATVIA)

There is an evaluation. The principal of the school evaluates. The mentors have the role to sustain. The mentees do not have less teaching hours. They get the full salary. (BELGIUM)

There is evaluation done by the University of Cyprus. (CYPRUS)

In Ireland the responsibility is fully that of the Inspectorate of the Department of Education and Science. There have been a number of pilot projects involving Universities and Colleges of Education but these remain exploratory (kokeellinen). (IRELAND)

Two years, evaluation periodically at classrooms. Two inspections. There is not official mentors. Teaching full time: 18 h / week, full salary. (ROMANIA)

Evaluation: the induction phase for NQTs is connected with evaluation. Evaluation is done by teacher him/herself, headmaster, principal and mentor. The role of mentors: The mentees (NQT) and their teaching hours: they have less teaching hours. (POLAND)

Yes, the evaluation is compulsory during the first year of NQT. The evaluation is done by the inspection and the direction team of the school. Support, guidance and evaluation of the NQT. The same teaching hours. They have full salary, as the other teachers. (SPAIN)

The organization of the induction depends on the Autonomous Communities (regional authorities). The state (Parliament) defines the law (LOE). This is a frame – type law and in relation to induction only marks the duration (1 year) and the role of experienced

teachers as mentors. A more concrete development of the law is currently under development by the different autonomous authorities. (SPAIN)

Reduced teaching time for preparation. Mentor. Targets asset and monitored. Full salary. (ENGLAND)

2. What kind of education or courses do mentors or other persons providing support and counselling for beginning teachers have?

Mentors are staff people connected to a school (community). They are required to follow a supplementary course in mentoring, but it is not specified where and when they have to follow it. (BELGIUM)

Training supplied by local education authorities and, sometimes, by universities (SCOTLAND)

Training sessions, personal consultancies, team work, virtual consultancies (FRANCE)

Mentors pass courses (160 hours) offered by universities. The main topics: mentoring skills, teachers' professional development and mentorship, mentors' self-reflection. (ESTONIA)

Some schools have a strong co-operation with teacher education. In such schools teachers are trained to be involved in mentoring teacher students. Those 'schoolbased teacher educators' have followed training courses in mentoring (student) teachers. In other schools, mentors are mainly selected on their expertise and experience. (NETHERLANDS)

The education of these persons is voluntary, not systematical. (CZECH)

Some in-service courses about planning and implementation of the educational programme, cooperation and teamwork among teachers and development of professional growth of teacher are recommended and offered to mentors and headmasters. (SLOVENIA)

Occasional courses and seminars, self study, sharing ideas and examples of good practice with more experienced teachers, etc. (SLOVAKIA)

In further teacher education courses or in special courses in some education project and programme. (LATVIA)

Teacher education, educationalist, subject teacher. (BELGIUM)

Pedagogy and Teaching of specific subjects. (CYPRUS)

Assistance at classroom by principals, exchanges of experiences, observations. Common activities with teachers with experience, counselling. (ROMANIA)

Usually mentors do have Master's degree in education. (POLAND)

In most Länder newly developed courses in co-operation with CPD institutions, schools and HEI are being offered. (GERMANY)

Not yet, but next year will start a specific training for mentors. (SPAIN)

The different autonomous authorities are now developing the general law and we do not know how they will consider induction and consequently the figure of the mentors (role and training). (SPAIN)

3. Please describe briefly what kind of contents the induction phase in your country involves?

It may involve all aspects of teaching (pedagogic and content). (BELGIUM)

Teaching observed by mentor and by other senior colleagues. Self-assessment/evaluation by NQT. Each aspect is subject to discussion and results in written reports. Educational authorities organise in-service meetings/courses for their NQTs. Induction year is designed to facilitate achievement of a national standard for full registration. (SCOTLAND)

Subject studies, practice analysis, pedagogical studies. (FRANCE)

In the model, two approaches are combined: Learning and development in the school setting and the meetings of novice teachers in university centres. 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, where mentor training takes place, seminars of the support programme for novice teachers are held and there is constant monitoring and development of the process. (ESTONIA)

There is no national framework. Induction practices in schools vary greatly. (NETHERLANDS)

It depends on the school context. (CZECH)

The mentor draws up a traineeship programme in co-operation with the headmaster and the trainee. The programme is based on activities which initially enable the trainee to get acquainted with planning, co-ordination and implementation of the educational programme under the guidance of the mentor and headmaster so that he/she gradually takes over certain independent tasks, is directly included in educational activities and collaborates in planned projects, while the last phase encompasses independent preparation of methodological and didactic components of teaching, its direct performance, testing and assessing the knowledge as well as conducting other educational activities: co-operation with parents, the teacher's assembly, counselling service, library, preparation and organisation of expert excursions, competitions, meeting, exhibitions, presentations, providing mentorship for pupils and students in research and project work. (SLOVENIA)

It varies a lot. (SLOVAKIA)

Beginning teachers need psychological support, knowledge to made individual programme, to plan individual tasks for students with special needs. (LATVIA)

Work organisation, conflict management, classroom management, technical didactics. (BELGIUM)

Didactics of subjects, methods of efficient teaching, management of classroom, observation and evaluation of students, counselling, psychology of curriculum, nonformal activities, theories of instruction, ITC, educational research, psychopedagogy of adolescents and youth. (ROMANIA)

School organisation, school goals and the rules for the school acting. Educational law and rules, educational law as far as provision of safety and hygienic conditions of learning is provided. Documents of the schools. Observations of this school's lessons which are conducted by the mentors or other teachers (at least one hour observation per a month). Taking a part in in-service teacher education, which is organised by school. (POLAND)

Professional development of NQT. (SPAIN)

Annex 7. Questionnaire data analyses / In-service TE

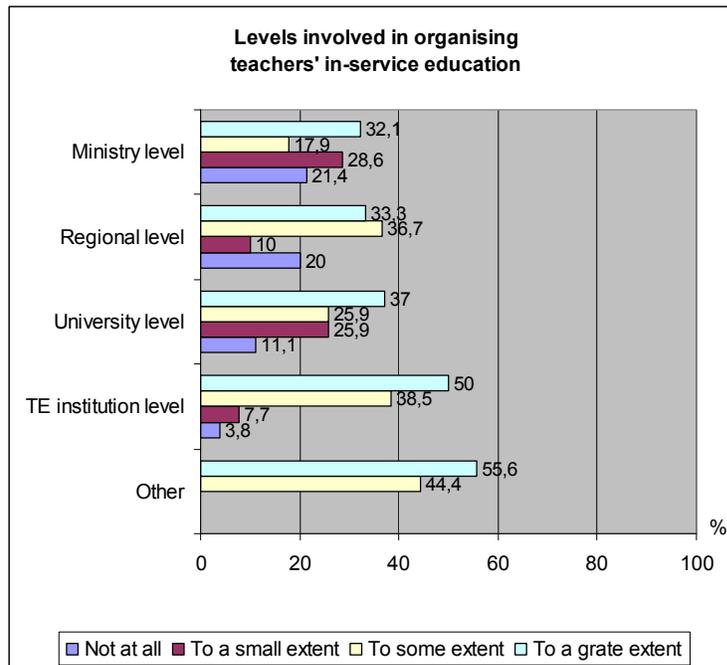


Figure 1. Levels organising teachers' in-service education

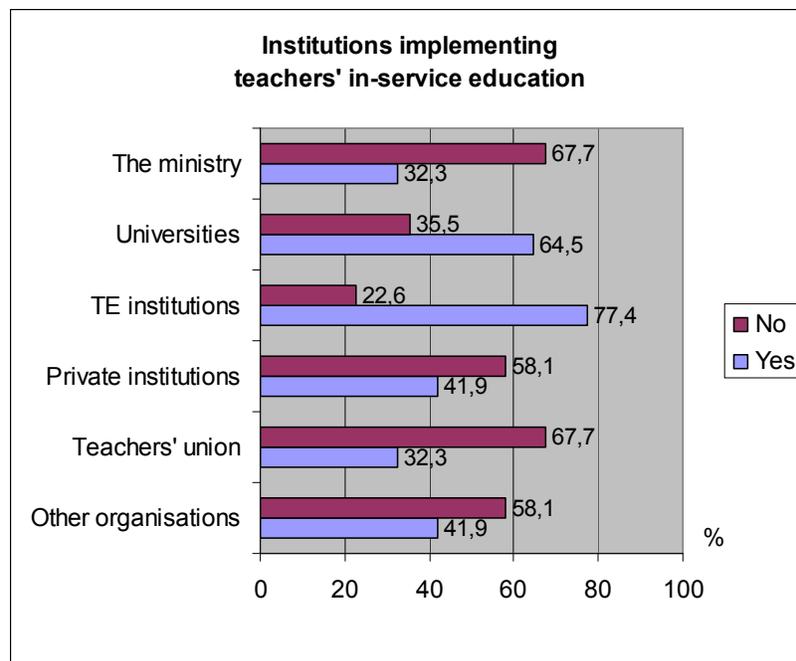


Figure 2. Levels implementing teachers' in-service education

ANNEX 8. DESCRIPTIONS OF THE CASE STUDIES

A. CATALONIA

Authorities involved in the development of teacher education in Catalonia

The State of Spain is one of the most decentralised countries in Europe. Administratively the Spanish state comprises of 17 autonomous regions and two autonomous cities. Each region has its own parliament, government, public administration, budget and resources. The regions have the responsibility for, among other things, health and the educational system. There are, however, some differences between regions: some regions, as historical regions, are more autonomous than others. The Autonomous state of Catalonia is one of the most autonomous regions in Spain.

In regard to education the Ministry of Education of the Spanish government in Madrid determines the structure of the educational system, as well as designing general guidelines. The general framework prepared by the Ministry of the Spanish state contains information concerning the length of studies, basic competences, names of subjects and some guidelines about study contents. The Autonomous state of Catalonia has full responsibility for education. Issues related to education are regulated at present in two Catalonian ministries: the Ministry of Education and the Ministry of Innovations, Universities and Enterprises.

The basic regulation of teacher education curricula is the responsibility of the Spanish Ministry of Education. The concrete implementation of the plans depends on the universities. The Catalonian Ministry of Education designs TE curricula for infant, primary and secondary teacher education according to its own needs. The recommendations of the European Union and the guidelines of the central government in Spain are taken into consideration in the process of preparing the curricula. The Ministry of Education in Catalonia pays teachers' salaries, organises exams for becoming a civil servant in public schools, takes care of school buildings with the aid of city councils, and chooses inspectors that evaluate schools. Moreover, the Ministry is responsible for in-service teacher education and to some extent for initial teacher education for secondary schools. According to the agreement with the universities, the teaching practice period for students of pre-primary, primary and secondary teacher studies takes place in the schools and under the guidance of inspectors provided by the Ministry of Education.

The universities in Catalonia are quite autonomous in designing the curricula for teacher education, but all universities must take into account the legal regulation of teacher education curricula determined in Madrid. Universities, public as well as private, have a general framework for teacher education, but they can develop the curricula according to their priorities. They have a list of subjects, but they can freely decide on the content. Universities are fully responsible for the four-year programme for primary teachers. After December 2009 the education of teachers for secondary schools will take place in cooperation with the Catalanian Ministry of Education. Some universities in Spain are putting more effort into designing their own curricula independently than others. Particularly, small universities tend to strictly follow the recommendations from Madrid. This is not the case in Catalanian, Galician and Basque universities. These autonomous states have the capacity, money and infrastructure to create their own curricula. However, curricula have to be checked by the 'Agencia Nacional de Evaluación de la Calidad y Acreditación', ANECA, of the Spanish Ministry of Education.

Teacher Education curriculum in Catalonia

Universities have quite a lot of autonomy in designing teacher education plans. The universities are aware of the fact that the plans developed should fit in with school reality. This is, however, a challenging task. The main reason for this are the rapid changes happening in the Catalanian region and in Catalanian schools, such as, for example, the increase in immigration to Catalonia. Moreover, universities are trying to find a balance between the needs of their own teachers and the real needs of schools. In order to attain such equilibrium, an agreement has been made between universities and the Ministry of Education in Catalonia.

At the moment universities in Catalonia are changing teacher education programmes. In the near future new plans will be implemented in accordance with the Bologna Process. In general, there is not that much stability in teacher education in Catalonia.

Often, changes in the state governments are usually followed by modifications in education laws and regulations, which have implications for school curricula and TE programs.

The structure of teacher education studies varies depending on the level of school. Prospective pre-primary and primary teacher students are required to take different programmes than those who want to teach in secondary schools. Till now, students have been able to gain pre-primary and primary teacher qualifications in three years. From next year studies for pre-primary and primary teachers will last four years. The programme includes studies in pedagogy, psychology and didactics, as well as some subject studies in the Faculty of

Education at the university. The pre-primary and primary teachers are supposed to be less specialised in the subject than previously. Instead, they should be more knowledgeable about the process of learning and teaching. In the third and fourth year of study students can go deeper into some areas, like foreign language, music, physical education, visual education, artistic education, experimental sciences, mathematics, and so on. Students can choose 30 credits of voluntary subject studies courses. Altogether pre-primary and primary teacher students are required to have 240 credits. There is also a possibility to obtain a master's qualification. This is, however, not compulsory for pre-primary and primary teachers.

Till now, secondary teacher students have been required to complete a five-year programme in subject studies. Additionally, students were required to obtain a "diploma" in psycho-pedagogy and subject didactics called Certification of Pedagogical Attitudes (CAP). From next year the teacher education curricula for secondary teachers will also change. The official structure of the studies will be four years of subject studies (240 credits) plus one year of pedagogical and subject teaching and didactics studies at the Faculty of Education / Faculty of Teacher Training / Subject departments (60 credits). The new master's programme contains theory and practice. University teachers will develop a curriculum for theoretical subjects and the contents of induction. The induction period is prepared in cooperation with the Catalonian Ministry of Education. Teaching practice takes place in schools and under the guidance of tutors chosen by the Ministry. There are some complaints against this study structure for secondary school teachers. Some professors are afraid that teachers will not have good enough subject and pedagogical knowledge. Additionally, such a structure (four plus one), which differs from other European countries, makes mobility of students more complicated.

In spite of many protests against the Bologna Process, all Catalonian universities are open to the forthcoming changes. A good example is the University of Ramon Llull, a private one. In this university, adjustment to the Bologna Process was not difficult: in fact, some ideas had already been implemented earlier. For example, the university has been emphasising the practice period and contact with schools in teacher education. However, the practice periods and relations with schools have been increasing for some years in all public universities.

Taking European Commission recommendations into consideration in designing TE curriculum

The European Commission documents related to teacher education are known at the Ministry of Education, universities and schools in Catalonia. The skills and competence groups recommended by the European Commission are taken into consideration in this autonomous region of Spain. Many persons involved in planning teacher education have noticed that the European Commission

framework with competences is a very general one. Therefore, to them it is logical that the development of these competences is the task of the Ministries of Education in the state and different autonomies. The eight capacities presented by the European Commission are very broad and for this reason they are commonly acceptable and easily included in the curriculum. The competences suggested by the European Union authorities are recognised in Catalonia according to the needs of their own educational system and classes. In general researchers and state officials support such an approach. In their opinion, Catalonia has some special needs and a good pedagogical tradition, which should not be overlooked. Under the regulations of the Ministry of Education in Madrid, the Catalanian Ministry of Education designs its own teacher education curriculum and takes into account language, culture, pluralism, plurilingualism, and multiculturalism. In practice, however, university professors include all these competences in the curriculum in their own way.

Each university can take a slightly different approach to designing teacher education plans. In the University of Barcelona special working groups determine what kind of competences has to be taken into account in the study programmes. The teams select general competences related to the training of university graduates and specific ones required in teacher training. The guidelines prepared by the Autonomous University are also based on the competences and documents according to the law. The university includes those recommendations, but it also has some freedom in designing its own curriculum. The university emphasises its own priorities in designing study plans. The situation is similar at the Ramon Llull University. The university adapts the skill and competence clusters to its own conditions, while also creating some other competences and sub-competences. Instead of competences, this private higher education institution talks about abilities. Teacher students are expected to possess the following capabilities: the ability to understand social-educational complexity and political, economic and cultural reality; the ability to accept responsibility and show engagement to educate people; the ability to evolve personally and professionally; the ability for leadership and team work; the ability to design plan, develop and assess different educational situations; the ability to manage information and transform it into knowledge; the ability to communicate through different languages; and the ability to analyse and construct epistemological knowledge of the field related to education of the child or the child's education. The professionals at Ramon Llull University consider particularly creative and critical skills to be important. In spite of considerable freedom in designing study plans, the universities are to some extent controlled, as they are obliged to send all programmes to Madrid. Officials check that subjects taught to teacher students contain the required competences.

There is an ongoing change in thinking and mentality concerning teacher education in Catalonia. Even five or six years ago there was talk about objectives and goals. Now, the new study plans are based on competences. Sometimes it is difficult to say what a competence is and what an objective is. The researchers and officials are convinced that it is important that teachers have competences

recommended by the European Commission and central government. Only teachers who possess those capacities can teach students to have such skills and competences. This allows the maintenance of some kind of continuum.

Subject and pedagogic competencies

There is discussion in Catalonia on which is more important: subject or pedagogic competences. Traditionally, subject competences were more emphasised. Up until now, secondary teachers needed five years of subject studies plus a certificate for three months of pedagogical studies. Primary school teachers also specialised more in certain subjects in the past. Nowadays, pedagogical competences seem to be more important. Primary school teachers are trained to be more generalists. Secondary school teachers are required to obtain a one-year master's degree in psycho-pedagogical subject didactics studies. Some students studying to be secondary school teachers are not happy that they have to study one year in order to gain a teacher qualification. On the other hand, they are noticing that the complexity of school and classroom life requires them to be better prepared.

The professionals interviewed are convinced of the importance of pedagogic competences. "Teaching and learning" are the terms that count in teacher education and the teaching profession. It is not that significant what is taught, but how it is taught. Teachers should be able to help students to learn, to study and to understand things. Pedagogical competences need to be integrated in the classroom. Some think, however, that subject competence cannot be left out completely. Pedagogic competences are not enough to teach a subject. Teachers should increase their subject knowledge at the same time as they improve their teaching methods. The universities in Catalonia are applying the latter model by developing teacher education curricula.

Integrating theory and practice

Integrating theory and practice is another important aspect in designing teacher education. The Ministry of Education in Barcelona is carrying out extensive action research and looking at reflections on practice. The relation between theory and practice is approached differently depending on the school level. There is no induction phase foreseen for primary teachers in Catalonia. After four years of studies students are fully qualified to teach in the primary schools. There is, however, practice in schools during this period of time. Universities have full responsibility for organising this type of teacher education.

The situation looks different concerning the preparation of secondary school teachers. The universities collaborate with the Catalanian Ministry of Education in this matter. The master's level studies for secondary school teachers consist of theoretical and practical issues. The Ministry is in charge of conducting school teaching practices. The Ministry of Education selects the practice schools and tutors, who are secondary school teachers.

Integrating theory and practice is considered essential in public as well as in private universities. The practice period is a strong focus in the private University of Ramon Llull. Students start the practice already in the first year and carry out 500 hours of practice during three years. Additionally, the practice periods are quite well planned and coordinated. Seminars are organised for small groups of students and these are supervised by tutors from the university. The same tutors follow students teaching in schools. Educators from this university maintain regular contact with schools. In public universities practice periods are also well planned and coordinated.

Students at all universities have to use theoretical concepts and reflect on practice in the process of writing their thesis.

Co-operation and collaboration

Co-operation and collaboration takes place at different levels in the Catalanian education system. The Ministry of Education in Madrid, the Ministry of Education in Catalonia and the universities collaborate in designing plans. The Ministry in Madrid provides some general frameworks, which are later adjusted to the needs of the region and universities.

The induction period for secondary school teachers can be seen as an example of co-operation between the Ministry of Education in Catalonia, universities and schools. There is an agreement between the Ministry and universities concerning this issue. The universities are responsible for the content of the theoretical and practical parts of the one-year master programme. On the other hand, the Ministry provides the schools in which the practice takes place and the tutors. The Catalan government is not responsible of practice programs but for providing schools and teachers. Further, the Ministry of Education in Barcelona co-operates with universities in doing research. The Ministry very often asks the universities to carry out research studies in order to obtain more knowledge about the results of the system and in order to find solutions to some current problems. The universities often undertake research which is far from the needs of the real school. The Ministry encourages universities to maintain strong links with school life.

The universities work together with pre-primary and primary schools in organising practice periods. These schools are in close contact with the Faculties of Education. There are many advantages of such cooperation. The goal is that the schools have free access to courses, training sessions, conferences, symposia and the research done at university level, but this is not the case yet. The schools are encouraged to take part in research. Teachers at these institutions are often co-authors of academic publications.

At university level cooperation between students can be noticed. The universities have rather little contact with parents. There is only a small tradition of collaboration between professors. They like working alone. But over the course of years collaborative work has increased a lot and it is reflected in innovation and research projects. The Institute of Science of Education at Barcelona University and other universities work together with university professors and school teachers, regional government and other institutions and communities. The Institute has some partners such as museums or municipalities.

There is also seen a need for collaboration in solving some societal problems. For example, various authorities in Catalonia, like the Ministry of Education, schools, municipalities and local authorities, are trying to enhance the integration of immigrants. The Ministry of Education in Catalonia supports all sorts of programmes for education in the special zones. Various institutions, e.g., social care, medical care, the police, are also involved in these measures. Such general projects are developed by the special unit of the Catalanian Ministry of Education.

The Catalanian College of Doctors and Graduates in Philosophy and Humanities and Science (*Collegi Oficial de Doctors i Llicenciats en Filosofia i Lletres i en Ciències de Catalunya*) cooperates with schools. The association organises presentations and conferences on a range of social, educational and political topics. Some of the events have an international character. The *Col·legi* is involved in cooperation at the European level. The institution is a member of the ATEE (Association for Teacher Education in Europe). Furthermore, the *Col·legi* takes part in European Community Programs. There are also other similar organisations which together organise various activities.

Quality assurance

Evaluation has never been a tradition in Spain, but recently there have been substantial changes in this regard. Some interviewees think that nowadays the educational system and their work are evaluated on an almost daily basis.

The National Agency for Quality “ANECA” plays a central role in quality assurance. The main task of this organisation is improvement of the educational system through assessment, certification, accreditation of university

programmes, and evaluation of curricula and curricula schedules. There are numerous commissions inside ANECA, which take care of different subjects at university level. Universities are obliged to send ANECA all programmes and course structures. Basically, all university studies need to be evaluated in order to receive validation. There are different levels of agencies. In addition to the national agency ANECA, each university sets up its own evaluation agency. For example, the University of Barcelona has such an agency, which pays attention to quality assurance, and more exactly to the quality of services, of education, of teaching, and of the courses taught. The results of the evaluation at university level are then reported to the Catalanian agency.

There is also a strong system of inspectors in Catalonia. They work for the Ministry of Education in Barcelona and are responsible for organising exams, recruiting teachers and evaluation of students' results. There are special inspectors for primary, secondary and vocational schools, who examine contents. There is no such inspection system at university level. Nowadays university professors teach according to the content teaching plans designed and validated inside the corresponding university department and checked by the Faculty. Of course, all kind of adaptations can be made in the classrooms by professors. There is also an external evaluation of the university teachers. Every few years they are required to make an extensive report on different matters related to their way of teaching and the results obtained, including the opinion stated in the yearly questionnaires filled out by the students. The opinion of the head of department and the dean of the Faculty are also requested.

Catalonians pay attention to the quality of teacher education. Not every school can function as a practice school. The Ministry of Education in Barcelona selects practice schools for secondary teachers. These practice centres, as well as tutors, are chosen according to the system of competences defined by the association of teachers with the help of ANECA. The practice schools are assessed from the point of view of the university, the schools (teachers, principal and tutors) as well as inspectors.

The assessment of primary schools is solely the task of the faculties of education. The student teachers in primary schools are evaluated by the teachers who host them in the schools and by the tutor from the university. School teachers write a report on the performance of each student, after which both tutors from the school and from the university have to reach agreement on evaluation.

The private institutions of higher education also focus on evaluation and selection of practice schools. The opinion of tutors, teachers and students about the school are the bases of such an assessment. In the case of negative feedback some schools are removed from the list.

There is also a system of civil servants in Spain. In order to become a civil servant teachers have to prove their competence through an exam and some

years of practice. The exams are organised by the Catalan Ministry of Education.

The association of teachers (*Col·legi Oficial de Doctors i Llicenciats en Filosofia i Lletres i en Ciències de Catalunya*) also plays an important role in assuring the quality of teacher education. The association is, for example, responsible for controlling the teaching profession. It takes care of the ethical principles of the profession, and of its values and truths. The association pays attention to whether all competences are integrated in different courses.

Mobility

Mobility competence seems to be a central issue in teacher education in Catalonia. Professionals see a need for learning modern languages. Teaching the mother tongue and foreign languages is considered a priority in multicultural classes. In addition to Catalan and Spanish, the importance of English is recognised. Other foreign languages taught in Catalan schools are, for example, French. Also a little Chinese and Mandarin are taught. The real problem is in learning their own languages. There is a special unit in the Ministry which is responsible for integrating all aspects of four own languages and building bridges between different cultures and languages. It is believed that this aim can be reached by bridging minds.

It is a challenge for the Catalan Ministry of Education to design a curriculum for teacher education and schools. It is rather difficult to take into consideration and reach a balance between elements such as language, pluralism, plurilingualism and multiculturalism. Furthermore, a multicultural society not only needs knowledge of language, but also appropriate attitudes and skills to know languages and to have respect for all of these languages. The same curriculum for teaching languages as in the rest of Spain is in force in Catalonia. A specified percentage determines how much Catalan can be taught.

Nowadays, a knowledge of Catalan and Spanish is compulsory for civil servants. Teachers are required to have a perfect knowledge of Catalan, whereas other civil servants, e.g., in health services or justice, need only to prove that they know Catalan. The issue of languages is, however, a controversial one.

In recent years an increase in immigration to Catalonia has been observed. The change can be noticed in all Catalan cities and villages. There are people from all over the world living in this region of Spain. In such a situation mobility skills are needed. The Catalan government has recognised these new challenges and supports the development of mobility competence. The Ministry of Education is responsible for teachers' mobility, organizing, for example, a programme allowing teachers to travel to other countries and learn foreign languages. Moreover, teachers have an opportunity to learn English. They can go to Great Britain or the

USA for one or two months in the summer. However, teachers' inadequate knowledge of foreign languages is still one of the obstacles to mobility. Catalan schools participate in joint projects with other European countries. There is a long tradition in this matter in Catalonia. The most common exchange programmes for students are Erasmus and Comenius, the national agency for which is in Madrid. Catalonia decides on its own which projects will be accepted, but the agreement is made through Madrid.

Mobility also takes place at university level. In the past mobility used to be carried out through the good will of the students. Nowadays it is something common and accepted. It can, however, be difficult for some students to go abroad for the first time. Some of them need encouragement from teachers. The universities have become more flexible in the matter of recognizing credits gained abroad. Some professors are a little sceptical about mobility. They are not sure that students are learning abroad what they are supposed to learn. Some interviewees are convinced that it is quite certain that they will learn something else, but this actually does not matter. The most important thing is that they gain experience.

Universities support not only students', but also academic teachers', mobility. It is believed that there are many advantages to teachers' mobility. They gain insights into the nature of teaching. They can use these new ideas when there is a need to change their courses. Moreover, they will have more positive attitudes towards changes. It is easier for them to understand that their own model is not necessarily the best one. Furthermore, teachers who have been abroad can encourage their students to go abroad as well.

Public as well as private universities are open to mobility. The University of Barcelona, the Autonomous University and the Ramon Llull University all accept exchange students and support mobility of their own students. The most popular exchange countries are the other Romance countries, e.g., Portugal or Italy, as well as South American countries. The universities prepare some special programmes for international students.

The Autonomous University offers a study abroad programme for international students. Exchange students can learn some Catalan, something about culture and education in Catalonia, intercultural communication in education, and diversity in education. There is also a special course on education in an international context. During this course teachers from other countries are hosted and they take part in the mobility programmes. There are also more practice orientated courses, such as preparing their own Comenius project. Foreign students can gain some teaching practice experience in Catalan schools. Additionally, in this way teachers of English can practice their language skills. In everyday life they have rather limited opportunities to speak English.

The University of Barcelona also has a strong international dimension. The institution has a special programme of international contacts for students and professors, including the European programme Erasmus and Comenius. Student and teaching staff mobility is part of an educational project. All students, also those in teacher education, are prepared for an international, multicultural and scientific professional environment.

The Ramon Llull University also has a special programme for exchange students. The main aim of the programme is that students become acquainted with how the university and things in Catalonia work. The Ramon Llull University also pays special attention to knowledge of English. In their second year students are obliged to do a 6-credit course on the B2 level. Teachers are also offered an English course on the same level, during which they learn how to teach their own subject. The university also encourages teachers' mobility through, for example, a university teachers' exchange programme called "Valistin".

Generally speaking, it is easy for Catalans to go abroad. To do so they need only a knowledge of English. A much bigger challenge is the management of multicultural classrooms. Nowadays, there are 200 languages spoken in schools in Barcelona. 16% of pupils in classes are of immigrant background. The education of the immigrant population and its integration into the education system is seen as an important task in Catalonia. There are special welcoming classes with very well trained teachers for immigrant children. Here pupils can learn to respect their own languages and cultures. At the same time they are taught Catalan and Spanish language, culture and traditions. If at all possible, students are sent to normal classes. It is believed that they will integrate best when they are with others. In spite of all these measures, immigrants have difficulties in integrating into the educational system and succeeding in the classroom. Lack of knowledge of the language is seen as the main reason for this state of affairs. Moreover, the great amount of migrants from non-European countries makes the education of the immigrant population more difficult. It is foreseen that in the near future there will be a need for more teachers capable of working with immigrant children.

Continuing and life-long learning

The Ministry of Education in Catalonia provides all in-service teacher education for teachers. There is a special unit in the Ministry responsible for in-service teacher training. The Ministry provides funding as well as directly inspecting in-service education. There are a lot of summer schools related to education. The Ministry supplies money to run courses in schools, Institutes of Science of Education (Institut de Ciències de l'Educació – ICE's); regional areas, summer schools e.g. in *Col·legi Oficial de Doctors i Llicenciats en Filosofia i Lletres i en Ciències de Catalunya* and other institutions like Rosa Sensat. Sometimes there is a small charge for teachers taking part in continuing education.

Basically, courses are organised through different institutions and universities. Some of the training sessions are prepared directly in schools with teachers from the ministry. These courses are usually about matters related to the transformation of curriculum, the work priorities of the ministry or some other political priorities. Some courses are also provided by the Ministry of Education in Madrid. Such courses are meant for the whole of Spain, and not for separate regions. The in-service teacher education offered by the Catalan Ministry is intended for teachers from public as well as private schools. Private schools can additionally run their own courses. Schools themselves pay for such training.

There are a number of ways of recognising the teachers' needs. On the one hand, resource centres, which are paid for by the ministry, can ask schools what their needs in their geographical zone are. On the other hand, schools can themselves ask ministry authorities at the local level for courses in some special field. In this case, teachers are trained in their schools, in local courses, seminars and workshops.

In-service teacher education is semi-compulsory in Spain. Generally, teachers are not obliged to take part in any continuing education courses. Nonetheless, they need to show that they have participated in some courses in order to be promoted in their career. Some interviewees believe that the increase in salary is not the most important factor. Teachers usually decide to take some courses because of their own interests. Teachers pursue further education courses in their spare time: in the evenings, at weekends, during winter or summer holidays.

For example, the Catalan College of Doctors and Graduates in Philosophy and Humanities and Science (*Col·legi Oficial de Doctors i Llicenciats en Filosofia i i Lletres i en Ciències de Catalunya*). The institution belongs to a larger organisation, the *Consejo General de los ilustres Colegios Oficiales de Doctores y Licenciados en Filosofía y Letras y Ciencias*, which is the association of all colleges of this type in Spain. The Catalan College is very active in the field of teachers' continuing education. The history of the institution goes back to 1899. The *Col·legi* was founded as a professional association for the teaching community. Until today teachers have been the biggest group of associates. The institution protects the interests of its associates and develops other activities in the fields of pedagogy and culture. The *Col·legi* is a private institution with a public role. The organisation has ten delegations with its central office in Barcelona. The origin of the institution is in secondary education. It provides, however, courses for both primary and secondary school teachers. These are offered during the summer vacation period as well as during the school year, in the winter period. All courses are officially recognised and can be used, for example, for the purpose of teaching promotions. The association also arranges some preparation courses for the civil service exam. They do not have their own teachers. There is rather a large network of teachers, mainly from the university. Some are also from primary and secondary schools. The institution has the freedom to choose teacher trainers, teacher curricula, subjects and their contents. The association also has an agreement with the Ministry of Education

on providing courses related to the priorities of the Ministry. The curriculum and the courses are prepared on the basis of training needs analyses. The college finds out what teachers would like to pursue in order to be better in their jobs. The funds for the courses come from three different sources: the association (the members' fee), the autonomous government of Catalonia (*Generalitat*), and course participants. Teachers who are not members of the association are also allowed to take part in the courses, but their fees are higher.

There are also other institutions similar to the Col.legi in Catalonia, for example, Rosa Sensat, a teacher association which is involved in organising in-service education for primary teachers. Thanks to such institutions as the Col.legi or Rosa Sensat, teachers themselves have the chance to organise their own teaching.

Teachers' continuing and life-long learning skills are also the concern of the universities. At the University of Barcelona, the Institute of Science of Education as well as other departments take care of in-service education. They offer some postgraduate programmes, master's programmes, seminars and conferences. The programme of training is prepared according to current teachers' needs. A special Commission defines what the requirements in some specific areas are. The University of Ramon Llull also has a long tradition of arranging conferences for schools and teachers, including an annual conference, which is a kind of dialogue between schools and the university. The university provides a six-week summer school, in addition to offering master's and postgraduate courses for teachers.

In the opinion of professionals there is considerable room for improvement in the field of teachers' continuing and life-long learning skills. The evaluation of continuing education requires further development. It is sometimes difficult to say what effect the in-service courses have. Therefore, there is a need for deeper research on the outcome of in-service training. There is no monitoring of what kind of courses teachers take. Some of them attend courses and collect points. They often take the same courses at different levels.

Schools can admittedly apply for money and courses according to their needs. Nonetheless, only some of them take advantage of this. Other schools are not interested in such kind of activities. The situation looks better regarding primary schools. Primary school teachers have been trained for the teacher profession and they realise the importance of life-long learning. Hence, they are more frequent participants in a greater variety of courses than secondary school teachers.

Conclusions

A change in the mentality concerning teacher education in Catalonia can be noticed. In designing teacher education there is a visible transition from aims and objectives towards competences. All study programmes and plans are

competency based. Some institutions additionally create some other competences and sub-competences.

Catalonians are taking into consideration the recommendation from the European Commission and central government. They are trying to adjust the education to European demands. At the same time, they recognise the special needs of their own educational system and classes, their current societal problems and their own priorities. They are also trying to retain their own good practices and pedagogical traditions. Professionals are convinced that the plans developed should fit in with the school reality in a specific country.

The other change in mentality is related to evaluation and quality assurance. Spain does not have a long tradition of evaluation, although the situation looks different nowadays. There are many ways of assuring quality in education. For example, the National Agency of Quality *ANECA* takes care of assessment, certification, accreditation of university programmes, and evaluation of curricula and curricula schedules.

Catalonia has also adjusted to the needs connected to the increase of immigration. The authorities recognise the importance of mobility skills, with the Ministry of Education as well as universities supporting teacher and student exchanges. Teachers and students are encouraged to learn foreign languages. The universities offer a range of study programmes for international students. The region also pays a lot of attention to the learning and teaching of its own languages. A special unit with the Ministry of Education is responsible for integrating Catalonia's own aspects of language and creating bridges between different cultures and languages.

Catalonia can also be seen as a good example of collaboration between different authorities. The Ministry of Education cooperates with universities in organising the induction period for secondary school teachers and in doing research. The universities' Faculties of Education / Faculty of Teacher Training work closely with pre-primary and primary schools. Students of the Faculty of Education / Faculty of Teacher Training can gain teaching practice experience in those schools. On the other hand, schools have free access to the courses, training sessions, conferences, symposia and the research done at university level. Different authorities are involved in solving some social problems. The Ministry of Education as well as social care services, medical care services and the police are working together to improve education in the special zones.

It is also worth mentioning the special character of the the Catalanian College of Doctors and Graduates in Philosophy and Humanities and Science (*Col·legi Oficial de Doctors i Llicenciats en Filosofia i Lletres i en Ciències de Catalunya*). The association has 12,000 teacher members and has various tasks. The association has a central office in Barcelona and some delegations in other cities. The association plays an essential role in quality assurance in teacher education as well as in developing in-service education for teachers. The

association takes care of the ethical principles and values of the teaching profession. Additionally, the organisation makes sure that all competences are integrated into different courses. The institution cooperates with schools by organising presentations and conferences on different social, educational and political topics. The association has its own college, which organises in-service courses for teachers. It provides courses for primary as well as for secondary school teachers. The institution has a free hand to choose teacher trainers, curriculum, courses and their contents. The needs of teachers are taken into consideration in preparing the curriculum. The college also arranges courses which correspond to the priorities of the Ministry. The continuing education in this institution is financed by the Ministry of Education, the association and course participants. Both members and non-members of the association can take part in the courses.

B. ESTONIA

Estonia is a small country with 1.4 million people situated in Eastern Europe. It has been a member of the EU since 2004. It was selected to be one of the seven case countries for various reasons. First, Estonia has developed the TE system very intensively especially in the 2000's (Niinistö et al. (eds.) 2002). Secondly, in 2004 Estonia began with a pilot project to support newly qualified teachers during the induction phase (Eisenschmidt 2006). Thirdly, in the latest PISA study Estonia also received quite good student achievement results and was among the seven best countries (OECD 2007). Finally, according to the Ministry of Education as well as representatives of TE institutions, Estonia has also taken into consideration the EU documents when planning its TE strategy and standards. In the following section the TE situation and also good practices for improving certain skills and competences in TE are described through the interviews carried out in Estonia.

TE System, TE curricula and TE standards

Teachers in Estonia are trained at higher education level and the main task of the Ministry of Education is to develop teacher training policies. The universities are quite independent, something which is regulated by the National Framework Guidelines for TE. One of the main regulations is for universities to develop curricula and arrangements for training. The Ministry cooperates very closely with TE institutions, when developing TE, both at the induction phase and during in-service education.

According to the representative of the Ministry of Education and Research from the Higher Education Department, the main problem in Estonia is that TE institutes have very many branches. There is TE in every faculty and every department. Therefore, the main task of the Ministry is to try to find out whether people are able to think about TE using a common language and concepts.

The Ministry is responsible for TE, and it works very closely with universities, with the TE departments in universities as well as with education faculties of universities. The Ministry is in agreement with the universities on the main policy points.

The Estonian Higher Education Strategy for 2006-2015 indicates study program developments as following:

- 1) Transition to competence based study programs
- 2) Taking the professional standards developed at the higher education level into account in study programme development (including in-service training),

Estonia has also had the opportunity to take part in the developing programme of the European Social Fund, carrying out educational research in universities and teacher training. This programme, called EDUKO⁴, is for the years 2008-2013. The overall objective of the programme is to strengthen educational research in Estonia and to foster the creation of a new generation of academics engaged in education-related research and teachers engaged in teacher training, thereby forming a flexible and coherent system of teacher education, which contributes to the sustainable development of the society. Partners are Estonian institutions of higher education that provide state commissioned education in the field of education, and these will be involved in carrying out the activities of the programme. The primary target group of the programme comprises the teachers who provide teacher training, post-graduate students and research staff, as well as active school teachers who are involved in the training of students studying to become teachers. The target group also includes students, teaching and research staff, and school teachers involved in conducting education-related research and analyses.

On the legislation level the first task has already been completed: Estonia upgraded the Standard of Higher Education in 2008. The learning outcomes for all educational levels are described in its Annex. Higher education institutions shall bring their curricula into conformity with the legislation not later than 1 September 2009.

In general, respect for the teaching profession is not at a high level. To change the situation, Estonia has begun to develop professional standards. Some measures were undertaken in Estonia in order to make teacher education more attractive to young people. Students who decide to continue into the teaching profession after bachelor studies have been supported in Estonia by means of 100 scholarships in 2008-2009. The main focus groups are teacher students of maths and natural sciences. Beginning teachers are also supported if they work in rural areas with allowances of 200,000 Estonian crowns for three-year beginning teachers – actually all beginning teachers could get this scholarship. This system started in 2008.

In Estonia, the salaries of teachers are lower than average. The attractiveness of the teaching profession, however, does not depend only on salaries. An important factor is also to increase the prestige of teachers and school staff in

⁴ In Estonian “edu” = success, “koostöö” (ko) = cooperation

society. One factor in this has been Estonia's transformation period. Since perestroika started in the former Soviet Union, major changes have also taken place in Estonia. Earlier Estonian society was quite closed and the structure of professions had to be adapted to suit society. When the borders were opened, especially younger people began looking for new, quite different jobs. It meant that people who were capable of speaking English could move to new positions, where they earned much more money than teachers, or they could work in more conventional jobs. They worked, for example, for foreign companies. Numerous English philologists left the teaching profession and decided to work in other sectors. The same applied to many other professions. Many people left the country, e.g., physicians, doctors, etc., but now people seem to be returning. In this sense Estonia is undergoing wider distribution of different professions and will become increasingly stable. A certain balance is appearing. In these conditions, then, it is maybe easier to take measures to increase the prestige of the teaching profession because people are no longer seeking work abroad to the same extent. Additionally, since the beginning of the 1990s teachers' salaries have significantly increased. At the beginning of the 90s, there was a huge gap between conventional salaries and salaries of people working for foreign companies and very often the brightest people went abroad. The situation is regarded as good now and likely to improve further in the future.

According to one interviewee, it would also be desirable to have more co-operation with neighbouring countries, such as Latvia and Lithuania, because nowadays there is only little collaboration with these countries. More joint meetings should have been arranged in which it would be possible to exchange experiences and good practices concerning TE. Estonia's main co-operation partner in the region is Finland, which has had a major impact on the case country in terms of developing TE.

Initial TE

Estonian initial TE lasts mainly five years. Subject teachers follow a two-phase or consecutive model, 3 year subject studies at BA level and 2-year at MA level. Subject teachers obtain degree model according to the Bologna Process. Another model is an integrated single phase, using a concurrent 3+2 model which is for class teachers teaching from grade one to six. These teacher students study pedagogical subject concurrently with other subjects from the very beginning of their university studies. For kindergarten and vocational school teachers, there is a three-year Bachelor of Education degree.

In Estonia, TE is organized nationally in such a way that the initial TE and in-service TE curricula and induction programs of beginning teachers comply with the Framework Requirements for Teacher Training (2000). These guidelines regulate teachers in pre-school, primary, secondary, and vocational education but also university teachers and special educators. The universities and other

institutions of higher education providing TE programs, however, have a relatively high degree of freedom in choosing the contents and methods of instruction in their curricula.

The initial TE programs should also comply with the Estonian Standard of Higher Education⁵ in order to be accredited by the Estonian Higher Education Quality Assessment Council because, since 2004, TE is provided only at the tertiary education level. The qualification requirements for Estonian school teachers are established by the Teacher Professional Standard V (2006) and by the Qualification Guidelines of School Personnel.

Induction

Since 2004 Estonia has implemented an induction year for beginning teachers. The system of induction in Estonia concerns beginning teachers who have graduated from university. Teachers do not receive their teacher certification after graduating from university TE programs, but they have to work one year as junior teachers. If this induction year is successful, they are certificated as teachers after being evaluated. The evaluation is based on the mentors' reports and principal's decision. Finally, the Certification Board makes the decision about the teaching certificate. This certification system is voluntary for teachers. The reason for having the certificate is mainly for mobility inside the European Union and this certification system is comparable with the European Qualification Frame.

Induction started as a pilot in 2002. After analysing the results of the pilot project, professionals started to work out the programme and develop ideas for implementing induction generally in Estonia.. The induction, now used generally in Estonia, is considered to be a very important phase in teacher education because it can somehow help to integrate theory and practice. This is seen as the main concern usually connected with initial training, but there are also teachers who qualified as a teacher while working as a teacher.

Estonia also received valuable feedback on the induction phase from various actors. One idea is to have a formal survey or assessment every year, but the other idea is to discuss some of the issues behind certain figures and statistics, something which usually tends to become an emotional topic. Such debates make it possible to describe what is really behind certain activities. There are several opinions on the induction period. One is that induction is very valuable and needed, but another view focuses on how it is actually implemented because there is a lack of competences and methods, and sometimes a lack of interest

⁵ http://www.ekak.archimedes.ee/Korgharidusstandard_inglise_keeles.htm.

among school leaders. Because this is slightly different approach to teacher education than Estonia used to have, it needs a lot of self-development.

In-service TE

As to teachers' in-service education, there is a lot of discussion nowadays in Estonia about whether in-service training for teachers should be compulsory or not. At present Estonia has regulations that in-service TE is compulsory for teachers for 160 hours over five years.

In-service TE, especially that offered by Haapsalu College, which is part of Tallinn University, consists of different kinds of courses, such as two- or three-day meetings or training sessions. Then there is a break for independent work and reflection to read, to practice and to observe, so the teachers think about what they are doing and they themselves reflect. After this, the teachers come together again to discuss and to reflect as a group. This kind of in-service education is the main way for teachers to have in-service training. This is one option. The other type is that there are numerous project-based programmes about certain topics, for example, developmental media in the classroom or safety and health issues in the classroom.

Typically, teachers do not have personal development plans, but this is more often the case with beginning teachers or newly qualified teachers because they have already received this kind of preparation during the initial training. Nevertheless, it is not so common in the school context. A lot depends on management or leadership because schools are autonomous and leaders have considerable freedom and power to make decisions. Estonia started to implement a school self-evaluation system in 2006 and one part of this is to work with teacher professional development and staff management. According to the criteria of this self-evaluation, one very important aspect is the teacher's professional plan. Such a policy somehow helps the schools to develop this area. It is also the case that if schools have their development plans, teachers will also have one of their own. This, then, is like the other side of the coin: if there are plans for teachers, there are also usually school development plans.

There are some very good schools which have these plans, but there is a considerable number without. According to one short survey on this issue among schools in the Haapsalu region, maybe one-third of schools have these plans and two-thirds do not. There are regulations on this, but it is rather strange that actually the regulation - the framework for teacher education in Estonia, already mentioned - says that every teacher has to undergo in-service training for at least 160 hours over five years. In addition, there is state funding for this because every school receives three percent of their salary budget for in-service training for teachers. So, the Estonian teacher education strategy highlighted pays quite

a lot of attention to this point, which means that actually Estonia has an information system for schools and teachers.

Skills and key competences concerned

The Standard of Higher Education describes the overall study results at all higher education stages. The TE Strategy has been upgraded from the first TE strategy, developed in 2003, to the second one in 2008. According to the TE strategy and Higher Education Standard, the outline requirements for TE will be renewed and a professional standard for teachers will be taken into account in teacher education study programs.

According to the representative of the Ministry, the Ministry is well aware of the EU recommendations and has taken them into consideration when planning TE standards in Estonia. This is due to the fact that the pro-rector of Tallinn University, who was in charge of TE strategy, worked in group B in Brussels, in the 2010 educational training programme. The present representative of the Ministry works in Brussels in the teacher cluster. So, Estonian teacher trainers are quite familiar with the EU documents. In developing the teacher training strategy, the importance of the European Commission papers was underlined and the skills and competences mentioned in the EU documents are presented in Estonia's guidelines, although they are stated in quite general terms, as are all guidelines. Estonia has the competence model of teacher education with the skills and competences mentioned above, and universities adhere to it to some extent, but it is not a policy so universities can apply it as they want to.

The interpretation of the competences seems to be a very difficult issue and there are numerous debates around this topic. Skills and key competences are well accepted on a general level, but when they are specified there are huge differences of opinion, especially regarding Teacher Profession Standards: some teacher trainers are very proud of them and they manage to introduce them, but other teacher educators are quite critical of them.

In Haapsalu College, co-operation, collaboration and quality assurance are not emphasised very much. Continuing and life-long learning have also been seen as slightly complicated. Less attention has also been paid to leadership, although some problems have been recognised with leadership competences. Maybe good school principals sometimes do not understand what consequences it would have. In terms of promoting the learning environment there is no doubt that teachers are supposed to deal with these issues, yet collaboration with various institutions and communities, and regional collaboration are only starting to develop. It is believed that leadership competence for teachers will be more important in the TE curriculum in the future because such abilities are needed for cooperation.

In Estonia the importance of co-operation and collaboration between teachers and colleagues, and between parents has been recognized because so far this area has not been developed very well. Even TE students complain that they have problems when working with parents. On the other hand, however, there is discussion on whether TE students are ready to receive this preparation. Sometimes these issues are quite unfamiliar, and the cognitive load would be very heavy. It should take place step by step, but of course this is a very justified competence if one wants to be collaborative. The students are too challenged and they are not capable of following everything. Maybe this question will be taken up in the induction year. Nevertheless, the students have to take a full teaching load: they have to prepare several lessons, which is very hard, and they just do not have time for everything. They are overloaded, which is a very difficult issue to solve. Cooperation is very important also in learning communities amongst teachers.

In the TE curricula at Haapsalu College communication skills are a very important topic, to which a special course is devoted, a course also included in TE programs at Tartu University. It is considered important because of schools and communities: how to work with parents and how to work in the local community are key concerns. Furthermore, during the induction programme, they also found that in this period teachers actually really realise what it means to cooperate, both in the local community with parents and other colleagues, and also during the meetings at the university with novice teachers and school leaders. This kind of mentoring is quite a good example of supporting cooperation or of collaboration skills.

As to collaborative learning methods, this area will improve because it usually starts from initial TE. If initial TE uses collaborative methods, teachers will also use this method at schools. This is considered to be a quite essential part in the TE curriculum. One additional quite important approach to TE is considered to be the method whereby during the first practice period student teachers go to school together, in groups of two, to have the opportunity to cooperate at the lesson level and to give feedback to each other. This is also seen to be a very good example of how to learn these cooperative methods. Estonia is involved in the European Social Foundation project and also other cooperation projects, which are conducted by the Examination and Qualification Centre situated in Tallinn.

Integrating theory and practice is one element of a research-based approach and it has been seriously taken into consideration, but developments in this direction have been progressing slowly. Greater attention will be paid to this in the future by emphasising a research-based approach. In Estonia, school practice is organised in a block because it is administratively easy. The administrators' main concern is that everything runs well formally. On the other hand, the main concern of lecturers in certain subjects is to improve school practice, with the so-

called 'sandwich approach' – one week students learn theory, the next week they practice in schools.

This evidence-based learning is considered to be important in TE so that teachers at school will be equipped with some of the essentials for carrying out action research. In this sense, a scientific method is being used in a very practical way to solve some pedagogical problems in the classroom. In Haapsalu College there is a team project in which they observe student teachers' lessons, for example during their practice period, and then they are always asked what is the theory behind their lesson, or their planning, or their decisions in the classroom. This will be one of the main concerns in the future. The other matter is how to develop mentoring as a collaborative learning method in the school context. This involves how to develop mentor training so that teachers who have completed this training are really supportive and do not try to teach beginning teachers. Instead, they should mainly support their reflection process so that they can reach a deeper understanding of what is behind the teacher's everyday action.

In many cases organising practice seems to be problematic in Estonia. In particular it might be more expensive to use 'separate' or 'field' schools than to have the practice in 'normal schools' or 'practice schools'. The practice of subject teacher students takes place in one block. It is also very complicated to organise the practice in many phases if there are numerous partner schools. In this sense having a practice school or normal school as in Finland (called 'norssit' in Finnish, meaning normal schools, practice schools working under TE institutions) seems to be a good solution. From the point of view of Estonian TE institutions, they would make much more sense and be less expensive. The principals of these schools have considerable autonomy and they represent quality practice. They are dedicated to these issues and at least do their best. However, some of the TE experts in Estonia are sceptical and pessimistic about arranging the practice in special practice schools. Although the model is seen to be quite sensible, it cannot be introduced immediately, only gradually, if at all.

In Estonia mobility competences are also seen to be quite problematic. Mobility is a rather weak area in Estonia and must be increasingly developed in the future. It is difficult, especially for older teachers, because they do not have sufficient language skills for mobility, particularly English. Teachers have been encouraged to pursue mobility for their personal career development. Nowadays Estonia has excellent opportunities for it because of the European Life Long Learning Programme framework, "Comenius", and teacher training practice, etc. At present there are only about 300 foreign students at Tartu University, with none at all in the Department of Education.

There are numerous teachers in Estonia, especially mathematics, physics, and language teachers, who have stayed in the teaching profession, but some work in other areas. Opportunities to bring these teachers back to teaching may be

limited. Teachers have a good education and the skills to do other work. Mobility may help them to come back to work as a teacher.

Continuing and life-long learning is also considered to be important. In Estonia the teaching profession has been seen as a continuum. Nowadays it is thought that TE starts with initial training, continues with the induction period, and that in-service training is part of the life of teachers.

In Estonia, self-evaluation criteria for teachers have also been developed and this has been attempted on the basis of professional standards. The main task for the future is to develop the in-service training programmes so that they are based on professional standards and at the same time develop the self-evaluation skills of teachers.

According to one interviewee, Estonia has taken the skills and competences mentioned in the EU documents into consideration while planning and implementing teacher education. In 2004, there was a major discussion about teacher education strategy, and a strategy plan for the development of teacher education was produced. The strategy considered the competence topics and some of them are quite well known, such as subject competence, pedagogic competence, cooperation and leadership, which are seen to derive from academic literature as well, not only from the European Union documents. Mobility, however, was seen more as a European topic, because among European countries teachers are expected to move and to work in other countries.

Assessment system

In Estonia, the assessment system that checks how TE standards have been realised in teacher training is not very official, but there are some recommendations concerning this. The only assessment system focuses on the induction phase: The mentors, novice teacher, and school leader together assess what kind of progress has taken place. The school leader can state whether a novice teacher is prepared for the teaching profession or not.

In in-service training, Estonia plans to follow the standards, but in fact some TE training institutions follow the standards and others not. In some European Social Found foundation programmes Estonia plans to adopt quality criteria for in-service training but this has not been implemented yet.

Challenges for the future

The Ministry of Education in Estonia seems to think positively about the future: the status of the teaching profession will increase and young people will decide

more often to work as a teacher and choose teacher training curricula in universities. The Ministry also hopes that working conditions for teachers in schools will get better because, for example, one teacher in one school is quite insufficient. She/he cannot get very much support from the school leader or other teachers. Co-operation and collaboration between teachers is very important.

In Estonia, even since the economic crisis, the authorities and teacher trainers have been paying attention to teacher education and other issues in education. Nevertheless, some kind of balance should be found between common sense/understanding and what is theoretically possible. These issues are currently being debated and the Ministry hopes these debates will also have some impact on practical issues. In the future, it is also important to understand what kinds of factors play the main role in improving study achievements.

Some main issues emerged from the interview at Haapsalu College. One was that teacher education and the teaching profession are not very attractive in Estonia at the moment and there is a lack of teachers. Young people do not want to study to become a teacher. This was considered to be a very problematic issue because most probably Estonian society cannot complain so much about salaries. Working conditions are also quite difficult nowadays, the school context is quite stressful, teachers are overloaded, and so on. In addition, numerous social problems arise in the school context, meaning that the support system should work better than now. To help the situation, in the future, teachers would need more specialists at schools to help them to solve certain problems which teachers are not ready to deal with. This area would need more input.

One quite serious problem in Estonian society is, for example, that Estonia has separate schools for native speakers and Russian speakers. According to the interviewee, in the immediate future they have to increase integration between these two parts of society, and in some towns they are already trying to do so because parents anyway want to send their children to Estonian schools. This will be realised in the immediate future because there will also be more foreigners of different nationalities in Estonia. At the moment in TE programs there are only very short courses to introduce the topic of multicultural classrooms. Estonia is, however, aware that it will have to develop this area.

Another problem to be solved in the future concerns students' mobility, because teacher students do not take full advantage of the opportunities that they have. For example, in 2008 the Estonian EU Comenius Agency support introduced student teachers to the various mobility opportunities. Exchange programmes, however, are not very popular. There are various reasons for this: first, students are afraid of wasting time, so they think that when they go abroad, they are losing time for studying. The other thing may be that many student teachers have already worked during their studies. In the future, teacher trainers will try to develop their curricula so that every student teacher can spend some practice period abroad.

Conclusions

Teacher education in Estonia has developed considerably in the last decade. Currently, the country is involved in many European Social Fund programmes related to the development of TE. It can be said that TE in this country has been thought through carefully. It has been recognised what are the weak points of Estonian TE and how they can be improved. To a large extent, the country has taken into consideration European Commission documents in further developing TE. Nowadays TE in Estonia has a competence-based character. Teacher trainers and other teacher education professionals are acquainted with the European documents and the teacher key competences are mentioned in documents devoted to TE. Professionals agree that the skills and competence clusters proposed by the European Commission are good on the general level. They are also presented in this way in all kinds of guidelines. The problem starts when somebody tries to specify them because then they do not suit certain situations.

It is worth underlining a few trends in the development of TE in Estonia. Some of them can serve as an inspiration to the improvement of TE in other countries. Induction is seen in Estonia as an important phase in TE. This period allows student teachers to better integrate theory and practice. The professionals believe that somebody can become a teacher only while working as a teacher. Junior teachers are evaluated by mentors and principals. They have the possibility to apply to the teacher's certification board, which decides whether to award the teacher certification according to the EU qualification frame.

Teacher education in Estonia does not end with initial teacher education. On the contrary, it is seen as a continuum. It starts with initial teacher training, and then goes through the induction phase and in-service education. Estonian teachers are obliged to do at least 160 hours of in-service training over five years. For example, at Haapsalu College the courses are organised in such a way that teachers have some time for individual and group reflection. After a 2- to 3-day long meeting participants have some time for reading, thinking and self-reflection. Later, during the next meeting they have an opportunity for group reflection. In-service training can also take the form of project-based programmes on certain topics. Each school in Estonia gets money for in-service education from the state. However, not that much is done with regard to evaluation of teachers' continuing education.

Further developments of teacher education are planned in Estonia. It has been noticed that too little attention is paid to some competence clusters, such as mobility or leadership. Estonian professionals point out that those two abilities will be more important in the future. Furthermore, changes related to organising practice periods are considered to be necessary. According to some professionals, there is also a need for a more official evaluation system of TE in

Estonia. Nowadays, evaluation concentrates solely on the induction phase. Lastly, it has been recognised that teacher education is more challenging than before, thus necessitating a greater diversity of specialists and support staff in Estonian schools.

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C. FINLAND

Finland is a small country in Northern Europe with about 5.3 million people and has been a member of the EU since 1995. Finland was selected to be one of the case countries, firstly because the study has been carried out in Finland and secondly because of the huge interest that it has generated amongst other European countries as well as internationally, especially for its educational system and in particular its TE.

History

Finnish TE has been developed very effectively during the last 30 years and is an example of research-based TE. The responsibility for providing education for prospective teachers at primary and secondary schools rests with 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 pedagogic studies.⁶

After the transfer of TE into the universities, there were also problems to be faced. Evaluations of teacher education revealed that programmes for class teacher education were not coherent. They consisted of many tiny courses and their academic quality was not high. Theory and practice were not integrated and the academic Master's Thesis remained separate from teachers' professional needs and development. Academic subject faculties either did not see the value of pedagogic studies, or teaching practice and other pedagogic studies were not integrated with academic disciplines. One problem was also that each teacher group (class teachers, secondary school teachers, adult and vocational education teachers) had to have their own specific pedagogic studies required by a degree for qualification as a teacher .

⁶ Niemi, H. & Jakku-Sihvonen, R. (2006) Research-based Teacher Education. In R. Jakku-Sihvonen & H. Niemi (eds.) (2006) Research-based Teacher Education in Finland – Reflections by Finnish Teacher Educators. Suomen kasvatustieteellinen seura. Kasvatusalan tutkimuksia 25. Turku: PAINOSALAMA, 31-50.

These problems were the focus for improvement when teacher education was reformed in the 1980s and 1995. Since 1995 TE programmes have consisted of a clear structure of major and minors in academic disciplines, also including education as an option for a major or minor degree. Pedagogical studies were standardized for all teacher groups. These studies (approx. one year's studies as a minor within the MA degree) provided a common teacher's pedagogical qualification. The function of Master's theses was reassessed and these studies were integrated with teachers' professional development. Subject specific didactics, known as pedagogical content knowledge, also started to become an increasingly important part of secondary school teacher education.

In the economic crisis in the mid 1990s there arose very strong pressure to reduce both the volume of TE and its quality so that teachers would only need a Bachelor's level university degree. In those days, there was considerable discussion in HE policy about whether Finland should have academic TE or not. The recession also raised discussions about whether TE should be in universities or not and if its level should be lower. After several debates the political decision was made that Finland needed high quality teachers for its social and economic future and the Master's degree remained as the basic qualification for teachers.

In the late 1990s new trends emerged in the educational policy of some universities. The Universities of Helsinki and Jyväskylä defined TE as one of their strategic areas and it became a focus of development. Until then TE, and especially subject TE, had had a marginal status and it was even an outcast in the educational field.

In the beginning of the 2000s, many universities included TE in the strategies of faculties where TE is taught. This significantly changed the status of TE. When at the same time the good PISA results showed that Finland was succeeding in education, most of the politicians accepted the fact that Finland should have academic TE and it is no longer questioned. The Finnish PISA success and teacher education policy have noticeably increased international interest in Finnish TE.

TE curricula in the Finnish TE system

The role of the Ministry of Education concerning TE is based on legislation. HE legislation, both university legislation and legislation concerning polytechnics, affects TE in the country. The regulations concerning degrees also have an impact on TE degrees. Indirect effects also result from the legislation which regulates schools because it determines which subjects are to be taught in schools. The other important role of the Ministry is that it foresees the future need for teachers and, according to cohorts, sets the quantitative targets. In Finland the universities are autonomous as to the contents of TE, thus there are no national curricula for TE. However, the Ministry lays down recommendations for

the curricula of the institutions, the frames. It follows, for example, that the political programmes of the government are taken into consideration in the institutions' decision-making. The Ministry also carries out research and evaluation projects concerning the development of TE in the country. The Ministry of Education also has a considerable number of international communication and cooperation projects in the area of teacher education.

Universities have a high degree of autonomy in designing their curricula. Therefore, no detailed "curriculum of teacher education" covering all universities in Finland can be presented. However, there are certain principles and general outlines followed by all institutions of teacher education. These are partly due to recommendations by the Ministry of Education and partly to an agreement of the Deans of the Faculties of Education and the Directors of the Departments of Teacher Education, who have regular contact with each other and with the Ministry. The Ministry of Education has full confidence in the departments and faculties involved in teacher education.⁷

In Finland, *class teachers' (primary school teachers')* educational studies include pedagogic 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. The curricula of class teachers lead to a Master's degree in the science of education and will open opportunities for doctoral studies in this field. The Master's degree programme of *subject teachers (secondary and upper secondary school teachers)* includes one major subject (at least 120 ECTS) plus a Master's thesis in an academic discipline. In addition, students must complete two minor subjects comprising at least 60 ECTS each. Subject teachers receive instruction in methodology and research in their subjects as a part of their subject studies. Subject teachers' pedagogical studies include 60 ECTS.⁸

⁷ Meisalo, V. (2007) Subject Teacher Education in Finland: a Research-based Approach – The Role of Subject Didactics and Networking in Teacher Education. In R. Jakku-Sihvonen & H. Niemi (eds.) Education as a Societal Contributor. Frankfurt am Main: Peter Lang, 161-180.

⁸ Jakku-Sihvonen, R. & Niemi, H. (Eds.) (2006) Research-based Teacher Education in Finland - Reflections by Finnish Teacher Educators. Research in Educational Sciences 25, Helsinki: Finnish Educational Research Association, 37-41.

There are often questions about the reasons for Finland's good PISA results⁹. According to Finnish interviewees, there is no single reason, but there are some special characteristics in Finnish TE. First, TE in Finland is research-based¹⁰. In essence, this means that the teacher also receives a readiness for producing and evaluating analytic knowledge. Thus, the student is no longer someone who follows orders given by others but she/he is assumed to be an independent 'freethinker' and, especially, an independent professional thinker, a professional who can think pedagogically - and this is a big difference. Finnish teachers are relatively independent and have broad decision-making power compared to their colleagues in other countries¹¹. According to one interviewee, the teacher can be seen as a representative of a 'public intellectual', a person who has the right and the duty to commit herself/himself on matters concerning education. In many countries, the teacher's status is not so high, they do not have such responsibility, power and independence as in Finland, and teachers have not risen to such a high position in society. The Finnish TE system is premised on the fact that the teacher should have a high level of thinking competence and teaching ability, which are not controlled by an inspection system. Rather, there is confidence that initial TE provides opportunities to maintain quality also at the

⁹ Välijärvi, V., Linnakylä, P., Kupari, P., Reinikainen, P. & Arffman, I. (2002) *The Finnish Success in PISA – and Some Reasons Behind It*. Jyväskylä: Kirjapaino Oma.

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Niemi, H. (2009). Why Finland on the top? Reflections on the reasons for the Pisa success. Paper presented at the 3rd Redesigning Pedagogy International Conference. June 2009. Singapore.

¹⁰ Niemi, H. (2009). Why Finland on the top? Reflections on the reasons for the Pisa success. Paper presented at the 3rd Redesigning Pedagogy International Conference. June 2009. Singapore.

Jakku-Sihvonen, R. & Niemi, H. (Eds.) (2006) Research-based Teacher Education in Finland - Reflections by Finnish Teacher Educators. *Research in Educational Sciences* 25, 37-41. Helsinki: Finnish Educational Research Association.

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¹¹ Jakku-Sihvonen, R. & Niemi, H. (Eds.) (2006) Research-based Teacher Education in Finland - Reflections by Finnish Teacher Educators. *Research in Educational Sciences* 25, 37-41. Helsinki: Finnish Educational Research Association, 13

school level ¹². This may be the significant difference between Finnish TE and most other countries.

TE and teachers are obviously a very important reason for the good results in PISA ¹³. They are one part of the totality, but not a separate one. Teachers have very strong subject competences combined with pedagogic competences, internationally known as pedagogical content knowledge. Thus, they receive a good subject knowledge but also the knowledge of how the subject is taught and learned. Subject didactics has been very strongly emphasised in subject TE. In addition, there is the fact that even in primary school, which precedes secondary school, teaching is based on a conception of knowledge whereby knowledge is not delivered in a completed form but has to be constructed individually. Furthermore, teachers have received an education which strengthens such thinking abilities.

Skills and key competences in TE curricula

As far as skills and key competences in the TE curricula are concerned, the TE institutions formulate their own curricula according to the decrees on TE and teachers' qualifications. They provide only general frames, not details of TE programmes, and universities are independently responsible for outcomes in terms of skills and competences. The autonomy of the universities where TE institutions are situated, determines the fact that each unit has its own opportunities to implement the curricula as it wants. This will affect the extent to which the skills and competences are included in the curricula and this varies in different TE institutions.

In line with the Bologna Process, however, Finland has undertaken a so called VOKKE project ¹⁴ which has produced recommendations. The skills and key competences have very carefully been taken into consideration when discussing different curricula in primary and secondary TE as well as TE for special education. One result has been the common definition of policy guidelines.

¹² Niemi, H. (2009). Why Finland on the top? Reflections on the reasons for the Pisa success. Paper presented at the 3rd Redesigning Pedagogy International Conference. June 2009. Singapore

¹³ Niemi (2009)

¹⁴ National-Level Coordination Project of Degree Programme Development in Teacher Training and the Sciences of Education (VOKKE)

The background of the VOKKE project

Teacher education in Finland moved to a European two-tier Bologna degree system on 1 August 2005. The combination of a three-year Bachelor's degree and a two-year Master's degree in appropriate subjects qualifies teachers to teach in primary and secondary schools. Since moving to the Bologna Process degrees, all teachers must complete a Master's degree (180 BA+120 MA = 300 ECTS; 1 ECTS is about 27 hours work). Competition for teacher education is stiff. Teacher education and teaching work is a desirable option for many young high school graduates. Only around 15% of talented and motivated applicants are accepted¹⁵. In recent years we have seen that a career as a teacher in Finland is one of the most popular choices amongst those leaving upper secondary education.

The Faculty of Behavioural Sciences at the University of Helsinki was responsible for the national-level coordination of degree programme development in education and teacher training. This process was called The VOKKE Project. The VOKKE Project was launched in March 2003 and the project lasted until the end of 2006. The co-operative work helped educational faculties to implement a two-tier system and ECTS-system based on the Bologna Process¹⁶. New degree programmes were developed for all academic teacher training given at Finnish universities: for kindergarten, class and subject teachers, as well as for early childhood education, education and adult education. All Finnish universities co-operated in this project and had representatives in the National Steering Group. Experiences were shared in symposiums, workshops and in teams. The project was financed by the Ministry of Education.

The VOKKE project was born when the Ministry of Education tried to organise activities where different experts from different subjects discussed together to be able to utilize each others' expertise. Thus, the team in the Ministry working on degree reform decided to begin a common project with some small initial financing. The aim of the project was to get all TE institutions involved in it. All deans and professors from every TE faculty in Finland were called for a meeting. The first meeting was attended by all deans and some professors, altogether by about 200 persons. The main issue in this meeting was to discuss what kind of

¹⁵ Kansanen, P. (2003) Teacher Education in Finland: Current Models and New Developments. In N. Moon, L. Vlăsceanu & C. Barrows (Eds.) Institutional Approaches to Teacher Education within Higher Education in Europe: Current Models and New Developments. Bucharest: Unesco-Cepes, 86-87.

¹⁶ More information on the Bologna Process in Finland is available in English on the webpages of the Ministry of Education (<http://www.minedu.fi/minedu/education/bolognaprocess.html>). Some relevant links to some international webpages are also available on these [English webpages](#) on the Vokke Project.

new qualifications teachers would need in the future. The main 'new' issues were mostly multicultural matters, teachers' communication skills, co-operation skills in networks and internationalization. These themes had arisen earlier in administrative quality assurance work.

This project was a good example of fruitful work because all deans from all TE units committed themselves to the project and the group was coordinated by one institution, the University of Helsinki. The work of the National Steering Group was divided into smaller groups, each of which had its own working task. The chairpersons of these groups took part in the National Steering Group and presented issues to be taken into consideration when planning the new curricula for TE. The Group also included other members, one from the Association of Finnish Local and Regional Authorities¹⁷, a representative from the Finnish National Board of Education, from the Ministry of Education, from the Teachers' Union and the Teacher Student Union of Finland (SOOL). The work was quite harmonious and all the decisions were made consensually, except issues concerning post-graduate courses, for which some of the members wanted to see more pedagogic matters in the curricula than others. Except in the Steering Group, discussions were carried out over the Internet. As for subject studies, the Committee was also in contact with subject units in the universities (mathematical sciences and humanities).

According to the interviewee, the main ideology in TE curricula is the same in all TE institutions because the Steering Group made some essential and important recommendations concerning the contents of TE curricula in all TE institutions. One notable decision was that the TE curricula in different TE institutions would be constructed following the same main principles, so that wherever in Finland the student teacher is in training, the credits for pedagogical subjects would be valid in every TE institution and would not need to be improved. Otherwise, universities are independent and plan their TE curricula autonomously.

The other decision was that for every teacher student in initial TE there would be various pedagogical fields, such as educational philosophy, educational history, educational psychology, educational sociology and didactics. Thus, these contents would all appear in the initial TE of all teacher education institutions.

¹⁷ The membership of the Association of Finnish Local and Regional Authorities consists of the towns and municipalities in Finland. The Association also provides services to hospital districts, regional councils and joint authorities. The Association provides services in Finland's two national languages – Finnish and Swedish.

The third issue agreed on was the proportion of practice and pedagogy research methods. Although there is some variation in different sciences, all universities agreed about the minimum amounts of practice and research methods in pedagogy. One of the main consequences of the VOKKE cooperation with other disciplines was also that in the academic subject sciences there are more

Integrating theory and practice is taken into consideration very well in primary TE as well as at secondary level. It was agreed that this was also to be included and emphasized in subject teacher education. It is important that practice is spread out over the whole of initial TE, partly during the first cycle, partly at Master's level. In Finnish initial TE, however, teacher students are very well acquainted with all kinds of co-operation and collaboration. Working effectively with the local community, work-based training providers and stakeholders is very important, especially in primary TE.

Weaknesses of teachers' skills and competences in TE

Mobility was one issue which was also recommended by the VOKKE project because the implementation of the Bologna Process has made it possible to be mobile more than earlier. In fact secondary teacher students are eager to go abroad, but primary teacher students less so, although students are encouraged to travel. One reason for this is that in Finland the primary TE study programme is very compact, heavy and long because of its Master's degree level.

Leadership as an area of teaching skills and competence is not very prominent. This is seen more as a skill for principals and headteachers, not for teachers. In initial TE curricula leadership skills are minimal; these themes are included more in in-service TE.

The theme of lifelong learning is taken into consideration in the TE curriculum. As to the continuum, the problem in Finland is teachers' inequality when comparing teachers working in different kinds of municipalities and the organising of teachers' in-service education in schools. The capacity and willingness of the municipalities vary, which influences teachers' opportunities to have in-service TE. In addition, long distances in some rural areas hinder teachers' participation.

Because implementing the Bologna Process in TE practice and taking the two-cycle model into consideration was a significant and also quite laborious task, this kind of VOKKE work was extremely important in reaching some common decisions concerning in particular the essential contents of TE. Doctoral degrees were also reformed in the same process. This model of consensus work thus showed that the universities can commit themselves to joint guidelines. There was also a very open and frank discussion climate in these meetings, and, although some of the delegates wanted to stick to their opinions as to the contents of TE at their university, after discussing they were able to agree on

some issues in TE. Although the decisions were only recommendations, each TE unit wanted to adhere to them because they had discussed and decided on them together. This is also an issue of student equality, i.e., to have a certain amount of the same contents in every TE unit, if needed. Given that Finland is a small country, the main aim, then, was that skills and key competences are at the same or approximately the same level. This also applies to the legal protection of the students and is also important for children in schools.

After the VOKKE project, however, the pedagogical units and the TE institutions from each university have annually organized a meeting concerning the essential themes in TE, the so-called Post-VOKKE project. The delegates gather to discuss what kind of needs for change have arisen in each unit.

TE units, however, differ as to their financial resources, which affects which elements are taken into curricula, but in principle all the essential skills and competences mentioned in the EC recommendations are included in the TE curricula of Finnish TE units. European mobility is perhaps the issue which has not been taken into consideration very seriously. The difficulty with mobility is also a result of the differing TE systems in different countries, especially in those countries where TE is not at Master's level.

The Department of Educational Sciences and TE at the University of Oulu (OU) as an example of innovative TE in Finland

The Department of Educational Sciences and TE in OU has been selected to be an example of Finnish TE, which has developed very intensively in many TE sectors over a long period, and has been very innovative in the last two decades. For example, it has accentuated aspects of TE which others do not have or which they have begun much later than TE in OU did. However, research-based teaching and learning has also been a very important teaching method in all these innovations as well as in general.

One of the indicators concerning the effectiveness of the activities in the Department of Educational Sciences and TE is that students who have graduated from the faculty have placed themselves very well in the job market and also in international tasks. In addition, according to a two-phase international peer evaluation, the Finnish Higher Education Evaluation Council (FINHEEC)¹⁸ has nominated the faculty as one of the Centres of Excellence in University Education for 2010-2012.

¹⁸ See the Internet: <http://www.kka.fi/index.phtml?l=en&s=153>

'New' degrees

One example is the fact that as early as the mid 1990, the faculty, at Oulu University started with an international Master's education programme (Master of Education, International Programme), which mainly concerns multicultural and ethical issues. At that time, these themes were not very popular in other universities in Finland. This programme is mainly carried out in English and there is an annual quota for five foreign students to be able to begin this programme, although it is not filled every year because the students who apply for it do not fulfil the requirements.

There are also educational technology studies, from as early as 1993, which are very strongly based on research. The question is not only about ITC as a subject and its contents but also about pedagogy, about how to teach it effectively. For this reason it has been very important for us to have our own research in our university in all these 'new' fields, although all international and recent national research is the basis for everything, but that we also carry out our own research in these fields and that TE is research-based, the students are involved in the research as well.

In terms of a future information society, the department is doing its job at the core of learning. Actually, this department was the first in the country to offer a 25-credit course in ICT in 1993. Currently, the Educational Technology Research Unit (EdTech) offers courses in ICT which are based on topical research on learning, and the latest knowledge of technology and international collaboration. A two-year Master's programme 'EduTool' was organised in 2005 – 2007 and it is now aiming to be given permanent status as a Master's programme. EdTech offers multidisciplinary collaboration in research and training for the pedagogical use of technology, and is contributing to the development of a virtual university in the university and in the country. In addition, also from the 1996, there has been a technologically based class teacher (primary school teacher) training. This was launched from workshop training, which has been developed to be more science based. Thus, technical work and manual skills training have combined with science to demystify science for children in primary school.

The TE unit at Oulu University also has Broadly Based Primary Teacher Education. The programme provides students with skills needed in educational professions to respond especially to the needs of schools and to educational challenges such as different pupils and multi-professional collaboration. Broadly based primary teacher education combines the practical and scientific aspects of teaching in a many-sided way. In addition to teaching posts, the graduates from this programme may find employment in a variety of expert tasks in the field of education and teaching. This Broadly Based TE programme has been very popular and it has been very difficult to get into the programme, only 3 per cent of the applicants have been accepted annually in

the last two years. Students take the degree of Bachelor of Education (180 ECTS credits) followed by the degree of Master of Education (120 ECTS credits), as in all programmes.

Arts and crafts are furthermore seen as an important area of human growth, thinking and experience. In the TE department there is also the Arts and Craft Oriented Primary Teacher Education programme, launched in 2007. The studies focus on the practice, theory and research of art education, both in general terms and specifically in primary education. The students selected for the programme share an interest in different types of arts and crafts. The programme supports the development of a pedagogical insight built on the students' own relationship to art and their own artistic and practical skills. Linking philosophical theoretical discussion and personal dramatic experiences, projects in art pedagogy help to develop an understanding of how the human being learns to perceive the world. The students and teachers participating in the programme form a community of learning in which different areas of arts and crafts interact with each other. In this context, learning is explored from the social, emotional and ethical points of view. Practice periods and various projects are arranged in interaction with various fields of education, art and culture.

All these 'new' TE programmes have been developed over a long period and their contents have been thought over very carefully. This development work has also been based on research in this field. One of the main aims with these 'new' programmes is that teachers will be ready to maintain a balance between all subjects taught in schools and to understand that school is not only for cognitive development but that art is very helpful in that, too. This, as well as other special TE programmes, has also been very popular, with approximately 10 per cent of the applicants annually getting into the programme.

Student selection methods

Because admission to TE in Oulu University has been rather difficult, the university has also developed different kinds of selection methods to choose the most motivated and talented students. Generally, the TE selection process consists of two phases. First, there is an exam based on written material, which is common to all institutions, and, according to the result of this exam, the applicants transfer to the second phase where the selection methods vary in different TE institutions.

For example, in art subjects, after the first phase, the integrated selection phase, students are interviewed, and they have to prepare their own portfolios with different kinds of demonstration of skills, etc., to be able to examine their background and suitability for the study field. In international educational

studies there is an interview in English, even if Finnish is the mother tongue of the applicants. With this kind of selection method, the faculty has received talented students who graduate in an optimal time and with good or outstanding marks. Students selected with this method also together form a very intensive student community in which peer support and guidance work very well, for example, when the students prepare their Master's thesis, but also with other studies. The theses prepared by working within these groups have also proved to be of good quality.

TE curricula

TE at Oulu University has adapted the Bologna Process very carefully, not only by changing the credit system but also by developing the curricula, contents of the courses, including skills and competences. In this process, a strategically central element has been so-called 'pedagogic seminars'. These seminars are tightly connected with TE practice, in which students are involved from the very beginning to the last phase of TE, doing those things which have been discussed in the pedagogic seminars, and observing them and collecting the observations into portfolios. Most of the practice in TE will be carried out in the school which is administrated by the faculty (the so-called 'Normal school'), but the place for one practice period can be freely chosen. For example, students are able to freely choose their 'field school', where they do their practice, and even now, they can choose some other place, for example, an institution connected with social issues, social services. etc., because nowadays it is very important that students regard their teaching as multi-professional work. The Normal School can also be seen as a 'research school', where teacher students are able to carry out experiments and undertake development work, which will also be discussed in pedagogical seminars through scientific literature. Furthermore, the teacher students are able to collect data for their Master's or doctoral thesis.

Nevertheless, developing the TE curricula collaboratively is a tradition in the TE department at Oulu University. It has been a cyclical process of action research, involving testing, evaluating, and reformulating. The entire staff took part in the Bologna Process, including members of the administration. The process began with a core analysis of the curriculum. Feedback and experiences related by students played a major role in this phase. The content of the curriculum was reformed thoroughly in all the degree programmes instead of merely converting the old credit units into ECTS credits. Our process involved monthly meetings with all stakeholders and all degree programmes. In these meetings, the work of small groups – which were formed according to expertise and research interests – was commented on critically. External experts were also invited to come and offer their views on challenges in the educational sector. The curriculum is partly competence-based and connects the components of research, theory and practice. When planning teaching practices, a particular focus was the

requirement for the successive and cumulative nature of studies between theory and practice. The outcomes of the curriculum reform are subjected to constant re-evaluation. A concrete example of the students' initiative concerning curriculum development is that, quite recently, one of our student unions made an initiative for the evaluation of the curriculum during the academic year 2008-2009.

Teachers' skills and competences

Skills and key competences in TE at Oulu University have been discussed very carefully in the development work on TE curricula. A very broad working group has been established, not only with TE experts but also experts from other sciences, from humanities faculties and various sciences, as well as a representative from the Education Department of the city of Oulu. In this group there are also representatives from the in-service unit and the Development Department of the university. The aim is to develop the education provided in all educational programmes, from early childhood education to university educators' pedagogical studies. The main concern is nowadays the issue of how initial TE will be structured and what should be its contents. The skills and key competences which would be required of future teachers have also been discussed in these meetings. Using these kinds of methods all teachers from kindergarten to secondary school get a common pedagogical understanding in order to work in teams. This concerns working together not only between primary and secondary school teachers, but also between kindergarten teachers and primary school teachers. Pre-service teachers are also offered courses which give extended competences, e.g., a primary school teacher to work at secondary level and secondary school teachers to work at primary level.

The result is that all the skills and competences mentioned in the EC recommendations have been taken into consideration throughout the TE curriculum in the TE unit of Oulu University. The problem is that it is impossible to include all the competences teachers would need in the future in initial TE (300 credit points). Therefore, some of the skills and competences can be included in in-service TE, which has also been developed in recent years. It is worth noting that the teacher student must include certain study contents in their initial TE studies, but in addition each student has a personal study plan based on their own interests (e.g., minor subjects). This personal study plan can include studies later after graduation in in-service training. There is also a strong need for induction during the very first years of the teaching career.

Quality assurance

Developing the quality assurance system of TE in Oulu University is a very important tool in improving the quality of TE. This quality assurance system works through so-called Working Groups for Developing Teaching (OKTRs), where teacher trainers, researchers and student teachers work together. The main idea is that the students should be very actively involved in this system when working in the team; in fact, students have been like partners in this co-operative process. Students have also been encouraged and motivated to participate in this quality assurance process by being given credits for active participation. The students collect feedback together with the Student Association. This feedback is analysed and after that there is a 'feedback day'. On the basis of the results of this day a development proposal for the consideration of the Council of the Department is drawn up. This system functions as a cyclical process, in the same way as action research: The groups follow up the decisions and collect feedback. These working groups have worked for several years and their work covers all areas of TE studies in all study modules.

According to this quality assurance system, the TE department has received the Quality Award of the University of Oulu, and, as stated at the beginning, last year the department was also selected to be one of the national Centres of Excellence in University Education for 2010-2012 (see annex). This has also occurred earlier, in 1997.

This system will, however, be developed further by considering the feedback process as a whole. For example, the way the feedback is given, directly to the teachers or collectively, has been discussed. The purpose of the feedback is to provide means to develop teachers' teaching and other activities. The feedback should be critical but at the same time sensitive. Thus, a very important aspect is how the collected feedback will be utilized as effectively as possible.

Challenges for future Finnish TE

Most problematic in Finnish TE is the induction phase, as well as teachers' in-service education. When there is a long initial TE, the need for extensive in-service education has not been very strong compared with those countries where initial TE is short and the competences to act independently in schools are weaker (Niemi, 2008). However, nowadays when society is changing very quickly, the skills and competences teachers need also change, which also affects the need for in-service TE. This has become a very critical issue in Finnish TE policy, resulting in decisions to oblige the organizations which maintain schools to arrange in-service TE for more than the three days which is currently obligatory. This tendency has been seen as a positive step towards improvement. Another critical issue is the fact that teachers' in-service education

is unsystematic, fragmented and disintegrated, and that it is not allocated to all teachers. There should also be more planning of personal long-lasting development as well as career planning, where the career should be seen as a continuum, from initial TE through the induction phase for newly qualified teachers, to career-long in-service TE until retirement¹⁹

In Finland the new University act will become law on 1.2.2010. Universities become legal persons under public law and there will be a transition stage, 1.8-31.12.2009. The reform brings financial autonomy and responsibility to the universities, which have so far been state offices. One consequence of the new Finnish university legislation is that a significant portion of university finances will come from outside the universities, for example, from the private sector. This may happen because TE is a field of study which does not perform as well in international scientific comparisons as other scientific fields, and will therefore easily lag behind. The structure of financing should also guarantee TE's main resources to be able to organize and plan long-lasting TE and guarantee the good quality of TE even in the future. The universities will be more independent and the decision-making power will increasingly be the universities' own responsibility, allowing them to direct their activities internally. The main criticism of the new university legislation focuses on the fear of the impact of those coming from outside the university, from business enterprises, etc., and their possible influence on decision making in faculties and the consequences even for the curricula. On the other hand, the reform is also an opportunity for teacher education. TE provides an important cooperation platform with many stakeholders in society, and external members on governing boards may promote the role of teacher education in universities.

In recent decades teacher education has been assessed systematically several times, both nationally and internationally. Evaluation policy will also be important

¹⁹ Mikkola, A. & Lähde, K. (2006) Opettajankoulutus – tietoa, taitoa, tulevaisuutta. Opettajankoulutuksen kehittämisohjelman 2001–2005 loppuraportti. Opetusministeriön työryhmämuistioita ja selvityksiä 32. Helsinki: Opetusministeriö. (English Abstract).

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in the future, as will the need for teacher education to have a solid research base for improvements. This concerns models and practices in teacher education as well as contents of TE curricula.

There should also be an increase in the amount of different kinds of research concerning TE. Similarly, systematic evaluation of TE should be carried out, e.g., evaluation projects concerning the effectiveness of TE. This could be done by asking both qualified teachers and the organizations behind the schools how the skills and competences received from TE correspond to the competences which teachers, students and society as a whole need. Because this would also be very important in the European context, it would be highly recommended to carry out some research project on the correspondence between skills and qualifications recommended by the EU and teaching practice.

Conclusions

The Finnish TE system is considered to be one of the reasons for students' good results in the PISA^{20 21} study. Therefore, certain special features of Finnish TE should be stressed. There is no national curriculum for TE in Finland and universities are quite independent in developing their own programmes. There is strong agreement that teachers need an academic education and that matters connected to TE should be a part of HE policy²². TE in Finland concentrates on the Master's level and has a research-based character. A high-quality initial TE provides a very solid basis for the teaching profession. The initial training prepares students for independent, analytic, professional thinking and contributes to the development of a high level of teaching ability. For the

²⁰ Niemi, H. (2009). Why Finland on the top? Reflections on the reasons for the Pisa success. Paper presented at the 3rd Redesigning Pedagogy International Conference. June 2009. Singapore.

²¹ Välijärvi, V., Linnakylä, P., Kupari, P., Reinikainen, P. & Arffman, I. (2002) *The Finnish Success in PISA – and Some Reasons Behind It*. Jyväskylä: Kirjapaino Oma.

Välijärvi, V., Linnakylä, P., Kupari, P., Reinikainen, P. & Arffman, I. (2007) *The Finnish Success in PISA – and Some Reasons Behind It 2*. Jyväskylä: Kirjapaino Oma. Internet: http://ktl.jyu.fi/ktl/julkaisut/luettelo/vuosi_2007/d084

²² Niemi, H. (2008a). The Bologna process and the teacher education curriculum. Portuguese Presidency of the Council of the European Union Conference 'Teacher professional development for the quality and equity of lifelong learning' Lisboa, 27-28 September 2007 Lisbon : Ministry of Education of Portugal, Directorate-General for Human Resources in Education, 50-67.

duration of the training students are encouraged to build their knowledge on their own. Subject didactics is an essential part of teacher training. Teachers enjoy considerable trust in Finland. They work and make most decisions independently. Nobody checks to see if they do their job well or not.

The universities decide on their own to what extent they will take European Commission recommendations concerning TE into consideration. According to Finnish professionals, it is impossible to introduce all of these competences in initial teacher education programmes. Some of them are initially included in in-service courses. Thanks to the VOKKE project, higher education institutions have acquitted themselves quite well with regard to the Bologna declaration. The VOKKE project is a good example of cooperation between different professionals and institutions. Joint meetings organised within the project gave experts from the field of TE an opportunity to gather together, exchange experiences and discuss matters related to TE in the renewal of TE degrees in the Bologna Process. The project was also a way of making representatives of different TE institutions aware of the Bologna Process and its connections to higher education policy. Specialists agreed that all TE institutions should follow common guidelines in TE programmes. Additionally, all programmes should have some minimum amount of practice and research methods. It was also pointed out that more multicultural issues are needed in TE. Although all of these decisions are only a set of suggestions, TE institutions are willing to follow them because they are the result of joint discussions and agreement.

Many innovations introduced in Oulu University can be seen as an example or model for other universities in Finland and Europe. The university has introduced several very innovative teacher education programmes, such as the International Master Education Programme, Technologically Based Class Teacher Training, Broadly Based Primary Education, and Arts and Craft Orientated Primary Teacher Education. Research-based teaching and learning has been a method commonly used in these courses. The institutions pay a lot of attention to selecting talented and well-motivated students. Student teachers are able to do their practice in places other than schools. In this way the multi-professional character of a teacher's work is emphasised. The quality assurance system of TE in Oulu can be considered an important way of improving TE. In addition to teacher trainers and researchers, students are also involved in the evaluation system.

The most recent programme, 'Teacher education 2020'²³, assessed the future needs for TE in Finland and presented needs for changes in the sizing and the

²³ See <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/tr44.pdf?lang=fi> (in Finnish)

structures of TE. As to the quantitative goals, regional changes in population, especially the fact that the population in Southern Finland will increase, should be taken into consideration when assessing the future need for teachers. Another essential factor bringing about changes is multiculturalism. Concrete proposals concern, for example, the TE volume transfer from Northern and Eastern Finland to the Helsinki region, more multicultural issues in initial and in-service TE, more education for teachers with an immigrant background and more immigrant education in TE, developing the continuum in TE and strengthening research-based TE. Thus, the Ministry of Education wants to strengthen especially TE's research base and multiculturalism.

Finnish TE has been assessed systematically several times nationally and internationally. On the one hand, Finland has a good TE system; on the other hand, there is still potential to improve Finnish teacher education²⁴. For example, in-service education needs to be reformed. At the moment, the in-service education offered to teachers is very fragmented and disintegrated. Finnish experts recognise that teacher competences have to be constantly rethought and adjusted to societal changes. For this reason, there is a need for a good system of in-service education. The other problematic area in Finnish teacher education is an induction phase. In spite of very good initial teacher education, universities seldom produce ready teachers. Therefore, novice teachers should be supported in their first working year.

²⁴ Niemi, H. (2008). Research-based teacher Education for teacher's lifelong learning. In *Lifelong Learning in Europe* 1/2008, 61-69.

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ANNEX TO THE FINNISH CASE STUDY

The University of Oulu: Statement of the reasons given by FINHEEC:

1. Mission of the unit

The department has a very clear mission statement. It appears to be a very active unit which engages in several educational programmes and has solid pedagogical knowledge. The department has a very important role in the educational sciences and teacher education, supplying the northern regions of Finland in particular with highly qualified graduates.

There are strong links between research and teaching, and the training programmes are strongly related to the department's mission. The department is very active as a coordinator and partner in national and international graduate schools and networks, and has a high level of external funding.

2. Programme and course design

The department shows a very positive attitude towards teaching, e.g. by taking the Bologna Process as an opportunity to reform its educational programme and not merely converting old units into ECTS credits. The department also brought in external expertise in carrying out this work. The way the unit has been able to combine research on learning and teaching with curriculum development is excellent, and its international programmes make it attractive to international exchange and degree students.

The unit cooperates very closely with schools and local authorities in developing its programmes and other activities as well as research. The curriculum links education, research and practice and is constantly re-evaluated, which is a very good practice. The department also has a clear lifelong learning strategy and offers training for people in the labour market.

3. Delivery of education

The department uses a variety of teaching and assessment methods, and these are interlinked in a very good way. The department has what may be termed a clear “learner-centred approach”, in which students are actively engaged. Student feedback is actively and quite promptly acted upon, e.g. in questions relating to assessment. In listening to students and acting in a very productive way on their feedback, the department comes across as being a very flexible, adaptive and student-oriented unit able to produce very good outputs in terms of highly qualified and attractive graduates.

4. Outputs

The unit’s quantitative outputs are very impressive. This is undoubtedly related to the good combination between the very active and good learning environment on the one hand, and high-calibre students on the other.

The fact that the unit has developed a teaching and learning environment that promotes student activity and good learning results has been confirmed by several sources, e.g. by feedback from working life. The department has produced over twenty doctorates over the past three years and has concrete plans to improve its post-graduate education. The way the department acts as one in its thinking about teaching and education, as well as its active engagement in teaching and the welfare and quality of its students, is very impressive.

5. Continual development

The quality of work at the department is excellent. It has a very clear vision of its development needs and plays a very active role as a leader and partner in national and international cooperation. It has a good quality assurance system that collects and manages feedback relating to its educational programme. The unit also interacts closely with external stakeholders.

D. FRANCE

France was selected to be one of the case countries for several reasons. France is one of the founding members of the EU. It is also one of the largest countries in the EU with over 64 million people. Both education and TE in France have deep educational traditions, which have also interested the political authorities. French TE has been undergoing a partial reform during the last decade. TE reform, however, is again part of an as yet unfinished process. Previous and ongoing TE reform processes will be described in the following through the descriptions of the interviewees.

TE in France and the creation of IUFMs

TE in France is in transition. The TE system in France is based on training in University Institutes of Teacher Training (IUFMs). According to one interviewee, in 1989 France started to design a huge reform of TE, introducing the IUFMs into each of 40 different regions (academy). Now, in 2009, France has again introduced a new TE reform, and the process will continue further.

One of the French professionals in the field of TE has noticed that the change in French TE can be considered to have started twenty years ago before the creation of IUFMs. Before that, France had totally separate systems for primary teachers and for secondary teachers: Primary teachers were trained in a so-called “Ecole Normale”, a normal school as in many other countries. This system had nothing to do with the university, because it was managed by the educational system, not by the higher educational system. It was a three-year training, immediately after secondary school. This “Ecole Normale” system was a very traditional one, having been created one hundred years ago and during this period they developed many values, for example the value of social promotion. This was a way into the primary teaching profession, which was not very highly respected in French society. Traditionally, these kinds of values have been very strong in France.

At the same time secondary teachers were trained at university, but only in their subject. There were teachers in secondary schools trained in universities without competences in pedagogy or the teaching profession. After they were recruited, they had one year which included a special session on pedagogical issues, some pedagogical lectures, but nothing else. It should be noted that in France teachers are recruited by the state, not by the schools. The state will tell the teacher: “Your post is in this city, in this school”. It could be far from the teacher’s home, too far from family, so, after one year, the teacher could ask permission to move closer to home or family.

When these IUFMs were created in 1990 there were some main aims. The first one was to provide a professional preparation for all teachers, especially for secondary teachers who had previously not received it. The second point was to give primary teachers and secondary teachers not an identical training, but the same level of training and the same status. At that time primary teachers were given one more year for their education and from 1990 professional primary or secondary teachers were paid the same salaries. The idea was to give the same dignity to the professions. Another idea was to balance the subject content and professional pedagogical content for all subject teachers. The aim was also to have strong practical activities linked to theory. Although the education is mainly theoretical, it could be called 'reflexive practice'. Finally, the question at that time was about the creation of TE departments in universities. At that point, however, it was clear that universities were neither so interested in TE nor so ready to take charge of TE. The decision was made, but it was not an easy decision to create IUFMs as independent institutions. IUFMs were like small universities devoted to TE, but independent, with universities unwilling to include TE in their activities.

The present TE system and further reforms

According to one of the French interviewees, initial TE in France corresponds to a consecutive model: First, future teachers acquire academic knowledge in one or more disciplines at the university. They have a three-year university education and then they are prepared at the IUFMs for the national competitions ("concours") (the first year at the IUFM) and for professional practice (the second year at the IUFM), using the formula 3+2. This scheme will be modified in 2009/10.

Till recently, the IUFMs have functioned as autonomous institutions depending on regional educational authorities (= academies). In 2005, the French government passed a new law²⁵ stressing the importance of the university level of TE. Therefore, it was decided to integrate the IUFMs into the universities and to adapt the teacher education system to meet the challenges of the Bologna Process. Initial TE will be constructed according to the two-cycle model and all future teachers will be employed only if they have a Master's degree. At present, French institutions continue their progressive development²⁶.

²⁵ Loi d'orientation et de programme pour l'avenir de l'école du 23 avril 2005 (JO n° 96 du 24 avril 2005)

²⁶ In October 2008 the main actors of TE, universities and IUFMs, had to propose their "Maquette", programmes, for a Master's degree in TE, prepared as carefully as possible.

Integrating IUFMs in universities

According to one interviewee, universities must choose one IUFM to be hosted by one of the universities from a certain region. If there are several universities in the area, only one of them can host an IUFM. For example, in the academy of Grenoble there were five universities, and the IUFM is now a part of one university, which means that the other four do not have TE. According to one interviewee, in some areas problems will most probably give rise to decisions about which of these universities will get the only IUFM unit in the area, or in which university TE will be arranged, and in which not. This kind of situation also exists near Lille, in the Nord-Pas-De-Calais region. It is also possible that the other universities want to provide TE and develop a Master's programme for teachers and are prepared to recruit competitively so it may happen in the future that other universities also offer TE. The kind of TE monopoly, which was the case with IUFMs, may then disappear. The problem is that it is not only a question of designing new Master's degrees or new preparations, but also of having staff able to do it. The result is that the university in each academy - the university with the integrated IUFM - becomes rich because it has more students, more staff, more buildings, etc.

Nowadays TE applicants number about 50 000 per year and the amount of teachers recruited through the national competition is about 16 000. Every year the Ministry determines the number of recruited teachers. It does not mean that two thirds are rejected because there are not 50 000 new applicants every year. Those who miss a given year are counted in the next year.

Induction

An induction period for newly qualified teachers (NQTs) has recently been introduced. It offers new teachers an opportunity to follow some training and to benefit from the professional support of experienced teachers during the first two years of their independent teaching. The Ministry of Education suggests the organisation of young teacher support activities during the two years of independent practice. These activities include two training sessions: four weeks for the first year and two weeks for the second year. In addition, academies are invited to develop other forms of teacher support, such as nomination of teacher tutors, individual and group consultancies (including in virtual form), short seminars, etc. The success of this initiative depends heavily on the desire and professional competences of the heads of the schools to organise this work in their teams. On the other hand, these activities can influence the professional development of teacher teams or individual teachers.

In-service TE

During the last twenty years, teachers' in-service training has hugely decreased. One of the interviewees describes the situation in the following way:

“...In the year 1983 we had a very rich and huge system for in-service training. There were many offers for in-service training and then, from 1990 to now, it has decreased because, when the government wants to save money, it's easier to take the money from in-service training because nobody notices that. So we have a very low level of in-service training, this is very bad and what we all demand is to have special in-service training for beginners, an induction system, but I would not say we have these ...I don't see any sign in the policy and budget of the ministry to reactivate in-service training”.

Actually, there was a very good system in France, called 'Action research centres'. They were places where teachers could be involved in pedagogical research in different activities. There were numerous training sessions, mainly devoted to ICT – Information and Communication Technologies. There is an abundance of websites for in-service training. So, the ministry designs lots of resources, but then it is the job of teachers to access or not to access these resources.

According to another interviewee, in-service teacher training in France was introduced in 1972 for primary school teachers and only in 1982 for secondary school teachers. Teachers' in-service education is not obligatory. The ministry lays out a national framework for in-service training and defines the policy priorities. The forms and content of in-service training are decided at regional level (Académie) and presented in annual training plans called PAFs (Plan Académique de Formation). This is why in-service training policy depends on the decisions of educational authorities (academy inspectors), even if the IUFMs have an official mandate for it. The majority of modules offered have a “disciplinary” nature and they are executed by experienced teachers chosen by inspectors, by IUFM teacher trainers and by a very small number of external partners. According to the interviewee, this complex and highly bureaucratic system of teacher education and training does not permit the personal and professional needs of teachers and school teams to be taken into account.

Teachers' skills and key competences in the TE curricula

According to one of the interviewees, in France the framework for TE curricula is decided at national level. The latest national specifications have introduced the notion of teacher competences “*un socle commun de connaissances et de compétences*” in teacher education training. Therefore, the curriculum and programmes developed at local/institutional level must take them into consideration.

The ten key competences for future teachers are²⁷:

- To act as a civil servant, be responsible and to respect ethical principles;
- To have a good command of the French language for teaching and communication;
- To have a good knowledge of the subject(s) of teaching and to have a good general culture;
- To plan and organise his/her teaching;
- To organise class work;
- To take pupils' diversity into account;
- To evaluate the pupils;
- To use new information and communication technologies;
- To work together with his/her teacher team, parents and school partners;
- To innovate and to be responsible for his/her own training.

This brief description of French competences and their comparison with the EU's competences shows that some of them are the same: subject, pedagogical, integration theory and practice, co-operation. Less attention is given to the following competences: collaboration, quality assurance, mobility and leadership.

The characteristics of the French TE system (historical and socio-institutional evolution) heavily influence the realities: national teacher “concours”, the status of “civil servant” of French teachers, the place of the education sciences in teacher education (very few university teachers participate in TE and in-service TT), etc.

Co-operation and collaboration

²⁷ Source : Programme de formation Professorat des écoles 2008-2009 (2008).

During the interviews issues concerning the competence of 'co-operation and collaboration' were also discussed. These discussions mentioned that, traditionally, one of the special characteristics of French teachers is that they are seen as individuals, which may have influenced the fact that they have not been very much interested in collectivism, co-operation or collaboration, etc.

Subject and pedagogic competences

According to one interviewee, there are also some key debates about the balance between subject and pedagogic content, and the balance between theory and practice. The main question, which has not been solved in TE even at the European level, is that in most countries there is considerable argument about this balance and there is no single common view on it. So, not all the groups of teachers' skills and competences are implemented in the French system: some of them are and some not. Some are announced as being implemented but there is still considerable work to be done before implementation. Subject competence, of course, is something that nobody discusses.

There is an ongoing debate concerning pedagogic competences. Professionals discuss if it is necessary to teach pedagogic competences or if it is just a natural talent. The IUFMs say that pedagogy is something very open, each teacher has to build his or her own pedagogical competences. The IUFM staff is convinced that teachers must know about different approaches, and learn the different pedagogical approaches. After that, however, it is the role of the teacher to adapt. This, then, is a very important debate about pedagogy. Providing pedagogical content is not so easy and people ask whether it is possible to give a course about pedagogy or whether it is something acquired through practice. This debate has not been resolved in France.

Integrating theory and practice

In the opinion of one of French experts, 'integrating theory and practice' is of course the key point. In the new French system, they are again relatively too separated, because the Minister believes that future teachers will be taught theory at university, by the best university professors, and then they will go into schools and will meet very good teachers who will show the young teachers what to do. In France this is called "compagnonnage", which is not at all appropriate for all teachers. The view derives from the highly vocational professions, where you have to look at experts to see how they do things, according to the saying: "If you want to be a good cook, you must go to a good cook and see how he cooks and you think". But this is not the case with teachers, so integrating theory and practice is important, but it is very difficult, and in France there are pro-levels of teacher trainer competence related to integrating theory and practice.

Collaboration and co-operation

The French system is very individual: individual competence, individual achievement. It is a very achievement-oriented system, which makes ample use of examinations, of evaluation, etc. According to one interviewee, “of course everybody would agree with the competences mentioned in the EU documents, but in practice it does not happen like this. We have a very individual view of teaching as a profession and of the behaviour of the student or pupil and so on. For example, of course we try to establish more collaboration and more cooperation, but there is still a lot to do in that field. Primary schools are better prepared for that, and they have developed a lot of collaborative activities.”

The problem is that this is linked to the curricula in France. The French school curriculum is a huge book and it does not leave much freedom for teachers. It is so precise and dense and, for example, it does not really develop a project approach to learning. In France this happens in primary schools, but very seldom in secondary schools. It is more oriented towards a traditional curriculum and does not permit cooperation to take place. According to an interviewee, the French system should have more collaborative learning, but this is not a tendency in French schools. Perhaps one field where collaborative learning appears is ICT, where there is considerable development of collaboration and cooperation, because people are invited more to participate in child forums, etc. It is through ICT that cooperation and collaboration develop these competences most. In France, teachers are actually very lonely and work in a very lonely profession: the teacher is alone in the classroom with the pupils, then alone at home preparing lessons for the next day, alone at home reading and marking homework. Teachers do not have an office in schools, so they teach 18 hours per week and are in the school 18 hours per week. When they are not teaching, they do not stay at school, they go back home. Cooperation with colleagues is not encouraged. It happens, but it happens through the good will of the teachers. Institutionally nothing pushes them to collaborate.

Multicultural issues and integration

France has a large immigrant population with the result that many multicultural problems have arisen. French educational policy has tried to handle these problems by means of different systems with special courses and special preparation for some teachers. For instance, French as a foreign language is a subject in itself. This case country has also tried to develop special classes for immigrants in order to enable the students to become acquainted with French culture. According to a recent new law, if an immigrant wants to become a French citizen, he/she has to learn the French language. An increasingly common opinion is that the best way to integrate foreigners or immigrants is to put them in normal classes with normal pupils, paying special attention to them there, but not giving them particular or separate training. In this context, integration is more a social than an educational issue.

Mobility

France has never been good at mobility, but it has increased, particularly in recent years. On the one hand, it is question of language: French people are traditionally very bad at languages, so they are afraid. Most students learn the language of the country where they might go. On the other hand, one main reason is the problem with the IUFMs, namely that if students go away for six months or one year, it is not possible to check what they are doing there, so the inspectors have been really against this. IUFMs are scared of mobility, perhaps because it undermines confidence in courses. Since teachers who work in foreign countries are fully paid, (normally European programmes for mobility are intended for students who are not paid), the question is if they get paid as an employee. The inspector must be able to check what they do everyday and if they are working at the University of Prague or elsewhere, they don't know what the students are doing. This sounds like a ridiculous situation, but nowadays there has been considerable progress and now mobility is more accepted.

According to one interviewee, there are only a few teachers who go to foreign countries to teach, perhaps a few dozen or hundred every year, but it is a very small number. IUFMs have tried to remedy the situation so that student teachers would go to foreign countries for six months, but this is not obligatory. Nevertheless, it is a possibility and more and more students use this possibility.

Mobility inside the educational professions may also be impossible in France. For instance, if you are a primary teacher, you are not a secondary teacher and it is very difficult to move from one level to the other. You have to successfully participate in a "concours" again. Notice that there are some other additional educational professions, for example a trainer for adults. So the first step would be to have mobility inside the educational professions, then with the other professions. Of course, all the ministers said "We must have as teachers not only students who become teachers...but we must have people coming from other professions. When you are 40 years old, you have the right to become a teacher and you have a kind of competence"... and so on ...and so on. But it doesn't work for salary reasons and for cultural reasons."

Leadership

In France leadership competences in TE are a key point in learning, but the question is what leadership means. Somebody looking at the official curriculum for teacher education will see that teachers are supposed to learn about the educational system. In the opinion of one of the French professionals, the words from an article written by his friend describe the present situation very well: "It's ridiculous, as if you would like to recruit a gardener for the garden, whose main competence is to know how the Ministry of Agriculture functions (????)." The same applies to teachers if they are asked to learn

about the educational system. This is not what they need, and if they do, they need it in a different way. The problem is that the word 'leadership' does not exist in French TE.

Leadership related to becoming a school head or school director also seems to be a problem in France. There are not enough applicants to become directors in schools for a variety of reasons: it is not highly respected, there is inadequate preparation, and it is not well paid. In some countries a person is appointed director for a certain term and then returns to teaching, an arrangement that does not exist at all in France.

For some years now there has been a special training for school heads but interest is very low, which is a problem. Management is not at a high level in schools. In France the power of principals is not so high because they do not choose the teachers and they do not deal with money. Furthermore, the state decides about the local authorities, so principals of course have to ask the mayor whether they can you repaint the building or build a new one. When the principal or director has no possibility to recruit school staff and or to make financial decisions, his or her power is very limited.

The situation would be much better in France if we had more responsible and powerful principals who can really implement policy. Of course, there are good principals who can manage projects, develop them, attract them, and make their teams work together and so on. But there are also bad principals, and nothing happens.

Continuing education and life long learning

Concern with issues of continuing education and lifelong learning in TE in France has decreased. There should be an increase again, but there are two different approaches. One is the question of whether teachers really need in-service training. In the view of one of the interviewees, the teachers will need at least more team activities, team research, and such like, and hopefully these competences will develop more. In France, in-service TE is considered to be expensive and, because of the bad financial situation in the whole society, the government is cutting funds for teachers' in-service education. Parents do not like teachers' in-service training either because when they are told that tomorrow the teacher will be absent because he is getting some training, they are furious. The result is that it is not very popular. On the other hand, France is now entering a society of lifelong learning.

Lifelong learning is an important component of society, and it means that France must also prepare pupils for lifelong learning. Professionals understand that the time has passed when it was possible to learn everything you have to know for your whole life at school. So, the spirit of lifelong learning has to be taken into account inside the school and this must also carry over into lifelong learning for teachers. The interviewee often says to the students that they should not enter the spirit of lifelong teaching, but they should remain lifelong learners, that they *are* lifelong learners. The interviewee continues further: "I think this is the main point. We can discuss the need for in-service

training for teachers. This is an issue, but I think we have to think in terms of lifelong learning for everybody and that is the role of school: to prepare lifelong learners.”

Integrating theory and practice

In general, In France, skills and competences related to integrating theory and practice are typically not in the curriculum for TE. Some of them, however, appear in the official curriculum. Furthermore, many aspects of subject competence and pedagogy are increasingly considered as practical matters, something you acquire through practice. There is, then, a real problem with teaching about pedagogy. A French expert comments on this situation in the following way: “And then if you ask somebody, what is the professional competence of the teacher, they would say: “It’s knowing about the educational system, it’s knowing about the psychology of children” and this is not developed enough.” According to the interviewee, students are also noticing that there is a gap between theory and practice. The students are taught certain issues, but all these things look quite different in practice. It happens that educators at the university and teachers in schools say completely opposite things to students. Integrating theory and practice seems to be a huge problem in French TE. The key point of the future reform is to make these two groups of people, theorists and practitioners, meet and work together.

Attractiveness

According to one interviewee, the teaching profession is respected in French society and one of the reasons for this is the positive results of the IUFMs. The dignity of the teaching profession has increased, but earlier, in 1990, the situation was different. The expert describes the situation in the following way: “If I wanted to be a doctor, I knew that I must go to a medicine faculty; if I wanted to be an engineer, I must go to an engineering school; if I wanted to be a teacher, it was not clear, it was not very well identified”. Many students became teachers just because they participated in these studies and nothing else happened, so they became teachers. This we wanted to change and I think we changed this because of the IUFMs. Thus, the dignity of the profession has increased but not because of salaries. In France, teachers’ salaries are lower compared to a few other countries in Europe, especially the salaries of beginning teachers are very low, but then the career is quite long and after forty years the French salaries are at the top. The government is trying to improve the salaries of beginners, which is good because beginners know the figures precisely.

Some people have been afraid that the attractiveness of the teaching profession will decrease when MA level degrees arrive. The interviewee has, however, another opinion on this and states the following: “I don’t believe this at all. When we increased the level of recruiting for primary teachers 15 years ago, many people said “This is very

dangerous, we will have a lack of primary teachers”. It was the opposite; we have more applicants with the new system.”

In the opinion of one TE professional, the dignity of the profession will be the same, because the former reform increased the attractiveness. The interviewee is also not afraid of a shortage of applicants. France has always had some problems in mathematics and physics, where there are not enough students, as in many other countries, but this has nothing to do with the teacher education system. The interviewee believes that being more demanding is always a good thing, even if some may not entirely understand why somebody needs five years of studies to tell five-year-old children fairy tales.

After the teachers have received their diploma, *movement into other professions*, for example into the private sector, is very small. This is first of all because they are not well prepared to do anything else, and secondly because when young people have been recruited as teachers, they are civil servants for the rest of their lives, thus guaranteeing them a life-long salary. So people do not want to take a risk: to give up their teaching career they must be really sure of being successful in another way. In a time of crisis like now, however, civil servant positions are more and more attractive.

TE as a political topic

In France, education has always been a very political topic. According to one interviewee, France has been very good at debates between the political right and the left and education has always been involved in this debate. For all this time TE has been a very political issue. For example, the IUFMs were instituted by the left wing government with the intention of producing left wing teachers. So the debate about IUFMs was also incorporated into this kind of political issue. When the right wing government came into power, they said that they must do something about TE and they made two decisions. Firstly, that the IUFMs were to be put inside the universities. 17 IUFMs have already been transferred into universities, but 14 are still outside. This was, however, more an ideological than pedagogical issue. The second decision of the government was to have a Master’s degree for all teachers, which is just the application of the Lisbon strategy and Bologna Process.

If somebody wants to become a teacher, they have to pass the “concoirs” (competition) in order to be recruited. The competition requires five years of studies at university or IUFM. But this competition is not a diploma and, if somebody receives it, they can be recruited. Basically, French teachers were trained for five years, but their university diploma was only a three-year diploma, and this was seen by some people as a mistake. Now this issue will be resolved, because the IUFMs will be located in universities and a Master’s degree will be required in order to become a teacher. The competition, however, still exists, so an intending teacher has to do both: to obtain a Master’s degree and to pass a competition to be recruited. This is the main point of the current reform.

Many people complain about this model. There are two trends: some people say that universities will not be able to give a real professional preparation and they are afraid that France will move back to a system in which only the subject will be taken into account in TE. This is a pessimistic approach, but there is also a more optimistic approach saying that is good that there is a Master's degree.

However, French professionals have to develop a new Master's degrees and this is what universities have to do now. Each university was invited to prepare some projects for a Master's for future teachers and to submit them to the government, to the Ministry, in February 2009. There are some recommendations from the Ministry and it is possible to see what universities are preparing, but what it will really be in practice is unsure. It depends enormously on what these Masters will be, because the competition for recruiting teachers will not change so much, thus making the contents of the Master's a key point. The other point is that practice will be really considered as a part of the training but nobody knows about this exactly. Many people think that through this reform the Ministry is trying to reduce the numbers, the money and the posts involved in teacher education.

Practice in schools

According to one interviewee, IUFMs who prepare teachers have university staff members, who are not teachers but professors, and who do not know that much about schools. Then there are secondary or primary school teachers who are employed in IUFMs as trainers. The question is whether this is a distinct profession, whether somebody wants to become a teacher trainer for the rest of their life or whether they remain in contact with schools. France tries to have trainers who still do teaching in school for part of their time or who are trainers only for a given time. They could be a trainer for three years, for five years, but then they would have to return to teaching in a school. There are no special, practice schools in France linked with teacher education. The intention is that teachers will carry out their practice in any school.

The Future

The TE reform in France will be officially completed in 2010, but according to the interviewee, 'I must say that I'm a little bit sceptical about it. The main issue is to design new Master's degrees for future teachers, but there is no real agreement what this Master's degree should be ... It's a problem because it will enormously increase the number of students in Master's degrees. So what is a Master's degree? Officially one part of a Master's has been a preparation for research and we cannot prepare 50 000 students per year for research. This is ridiculous and some are afraid that it will be some kind of low-level Master's degree, especially for teachers. So, when universities were asked to provide projects for Master's degrees before February 15th, most of them had already said "No, we are not able, we won't do it", so I don't know what will happen."

As was mentioned previously, the two main decisions taken were to put IUFMs inside universities and to require a Master's degree for all teachers. The question, however, was how it would happen, and what kind of consequences it would have on articulating theory and practice, professional competences, and the pedagogical abilities of teachers.

It might be that teachers who have received their teacher education earlier in the former system will be willing to increase their competences to Master's degree level, hoping to increase their salary, but this is not sure. When IUFMs were created, the length of studies for primary teachers increased, as did the salaries for former primary teachers. They asked to be given a new title in order to be paid more. The same phenomenon will probably happen in the future when MA degrees are introduced.

According to one interviewee, "French TE has undergone some positive evolutions in recent years; for example, more cooperation between IUFMs and universities, more teaching practice in the second year of IUFM training, pre-professionalisation modules at the university, etc. But the French system is difficult to reform, as seen, for example, by the fact that in most European countries the simultaneous model of TE was adopted but not in France. "In France TE is seldom thought about as a continuous and integrated process. Furthermore, today's reform, called "*Masterisation*", is contested by the actors (universities and IUFMs) as the Ministry wants to proceed quickly and has not negotiated the key points of the reforms with partners. Another problem is the financial cuts in future TE.

Another interviewee is concerned that teachers in France do not become the employees of the school, but they are appointed by the state to educate the young generations, so that they can keep the autonomy of the profession. In some way the legal aspects are in fact that their collective existence does not only depend on a school, and that they are linked with society by mandates based on trust in their ability to educate, which is the main thing that these reforms tend to trivialize. The other concern of the interviewee is the growing privatisation of education and universities, the lack of confidence and the lack of instruments and financial objectives given to the public sector of education, as well as to any public sector. This is why the interviewee thinks there is an extremely rigid attitude to what is going to be done to teachers. In this way, then, France is going the same way as many European countries went in this last decade. In a time of changes it is good to be critical and think about where France is going and why it is going there, and for whom all these reforms are being carried out.

Current discussions on TE reform in France

According to the Finnish academic newspaper 'Akatiimi' (Kaleva 2009), there has been a lot of discussion on TE reform in France because of certain issues:

- The requirement in the new regulations that TE students, who want to pass the exam, the 'concours', in which the students are selected for TE proper, would be required to have a Master's degree, which is 5 years of university studies instead of 3 years, the number required in the former system.
- Teaching practice in the study programme would be shortened and students' own practice classes would be completely removed.
- TE for future students would transfer to universities.
- The 'carrot' for the teachers in the new system would be increased salary and respect for the profession.

These issues provoked demonstrations, which have led to negotiations. After these negotiations the Government made the following decisions concerning TE:

- Future teachers will be required to have a Master's degree, as are their European colleagues, but the new TE system will be gradually introduced by 2011.
- The interest groups (unions) also got through their wish for a longer practice period and an individual practice class.
- The TE will be totally transferred to universities, but each university can, in accordance with the new self-government law, independently choose if it wants to incorporate an existing IUFM and its teachers and other staff into the university or not.

Conclusions

Many positive developments can be observed in teacher education in France. Previously only secondary school teachers had a university preparation, even if it only concerned the subject taught. Since 1990 teachers, both primary and secondary, have been trained in the University Institutes of Teacher Training (IUFMs). Most recently, the majority of the IUFMs became part of the universities. Nowadays, primary as well as secondary teachers have the same level of training and in consequence also the same salaries. In this way the dignity of primary school teachers has risen. Thanks to the creation of IUFMs, there is more balance in teacher education between subject and pedagogic content, as well as between theory and practice. Currently universities are working on developing new Master's degrees in Educational Science.

Recently a two-year period of induction for newly qualified teachers has been introduced. During this time, French students have an opportunity to gain some practical experience under the supervision of a more experienced colleague and participate in some training sessions. Academies, which are local authorities responsible for education, are also offering other kinds of support for teachers, such as nomination of teacher tutors, individual and group consultancies, and short seminars.

In spite of the fact that the French system can sometimes be difficult to change, it was possible to introduce and implement a few significant reforms. At present, there is more collaboration between universities and IUFMs, and more teaching practice during the teacher training in IUFMs.

French professionals have recognised some areas in TE that need further development. For example, there are many defects regarding in-service education. TE in France is not necessarily seen as a continuum. In-service education is not compulsory and recently lifelong learning issues have even decreased in TE. The other questionable matter is connected with collaboration and co-operation. Traditionally teaching is seen as a very individual profession and there is not that much collaborative activity. It has been noticed, however, that this field needs to be improved. There is also ongoing discussion concerning the balance between subject and pedagogic competences, and the integration of theory and practice. Teaching pedagogy seems to be a problematic aspect in TE. Pedagogy is considered very often as something that can be learnt through practice.

The French TE system has evolved in many ways differently than in other European countries. TE in France has a consecutive character. The first three years of studies concentrate on subject knowledge. Then students are prepared for the teaching profession during two-year studies in the IUFMs. The other speciality of the French system is the recruitment of teachers. This task is the responsibility of the state.

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E. ITALY

Italy is one of the founding members of the EU with a population of over 57 million. Italy was selected to be one of the case countries as an example where TE reforms have been conducted over the last decade. The reforms are still going on, and for this reason it has been rather difficult to describe even the present TE situation because the changes are expected to take place over a rather long period but have yet to be implemented. This concerns especially lower and upper secondary TE. Even in advance of these reforms, however, it was interesting to know what kind of issues are the most problematic and how Italy intends to handle them.

The description includes the present TE situation in Italy and in addition, as an example, a description of the TE model at the University of Bicocca, in Milan²⁸. The interviewees, representing various universities (Bologna²⁹, Genoa, Milan, Pisa³⁰ and Trento³¹) are all professors, but most of them have also been involved somehow in TE at the national level and its development.

The TE system in Italy

Initial TE in Italy takes place in universities and many Italian universities have a department for TE. In general, university degrees in Italy apply the Bologna Process system with the '3+2' model where the first cycle, the Bachelor's degree, takes three years and the second cycle, the Master's degree, two years. Italy was one of the first countries to start with the Bologna Process structure in universities. However, TE does not apply this model yet, although the change towards the BP system has been discussed for a long time and is continuing at present.

²⁸ The description concerning the University of Bicocca and its TE is based on interviews carried out in the Faculty of Education and partly on information obtained from the website <http://www.international.unimib.it/en/discover/discover.html>

²⁹ The University of Bologna has 23 faculties. Its Faculty of Education Sciences was created in 1996. In this faculty there are professionalised 1st level degree TE courses aimed at future teachers. These courses contain a qualifying degree plan for primary education and consist of a four-year degree course, giving qualification for teaching in nursery school (early infancy: 0-3 years, boys and girls), for a professional family tutor, for kindergarten (secondary infancy: 3-6 years, boys and girls) and for teaching in primary school (third infancy: 6-11 years, boys and girls). See: <http://www.eng.unibo.it/PortaleEn/default.htm>

³⁰ See Internet: <http://www.unipi.it/english/index.htm>

³¹ See Internet: <http://portale.unitn.it/ateneo/homepage.do?activeLanguage=en>

Primary school teachers have completed a university degree of four years, called the 'Laurea'. It includes a written thesis and the national exam, called the 'Concorso'. After passing the national exam, the newly qualified teacher is admitted to a list of qualified teachers from which the state selects teachers for posts in national schools. These national schools follow the centralised national system co-ordinated from Rome by the Ministry of Education. Teachers in these schools are civil servants and receive their salaries from the state. Schools themselves are not able to choose the teachers. The teachers are selected from the list by the local school administration. Private schools are independent and may choose their teachers freely.

For secondary school teachers there was not any specific teacher education until 1999. Since then, lower and higher secondary school teachers must have graduated from a two-year specialization school for secondary school teachers, called an 'SSIS', 'Scuola di Specializzazione per l'Insegnamento Secondario'. This follows a Master's degree in a discipline which takes five years. According to one interviewee, the academic world was against this structure, because it was a system which was separated from the faculties themselves. So if someone wanted to become a secondary school teacher, s/he first needed to graduate from the university and get a Master's level degree and afterwards to apply and take an entrance exam for this special school for secondary school teachers. This TE system for secondary school teachers has also been criticised because of its length, a total of at least seven years. This TE system for secondary school teachers is at present undergoing reform and has been doing so for several years. At the time of writing, in spring 2009, this system no longer applies and the institutions are waiting for new instructions from the Ministry.

When the Bologna Process started in Italy, one of the interviewees was in the group³² that was planning the transfer of university studies to the BP system. Because teacher training is just a very small part of the organisational obligations of the university, the group had very little, and continues to have very little, to say about teacher training. In those days, however, the idea was that teacher training for primary schools should have been applying BP and that the degree should have been completed after three years of university studies. There should have been the 'Laurea' – the first cycle - and after that either a further 'Laurea magister' or 'specialistica', or the teacher training school. However, the government that came into power after this proposal did not like the Bologna Process and were opposed to the idea of the three-year 'Laurea'.

According to one interviewee, it seems in general that the idea of the Bologna Process in Italy is not popular at all, especially in universities. Yet, according to him, if BP were to be discussed more deeply, the politicians would understand that there is much good in it. As things stand, the teacher training for secondary school teachers is a very long

³² "Consiglio Nazionale Universitario", the institution for the Ministry, has 58 members, some of them are students, three are elected by university professors from 14 disciplinary areas.

process. There are schools that take 14 years and after high school the students are 19 years old. Then there is the 'Laurea', and after that two years of 'Laurea specialistica'. In addition to that, students who want to be secondary school teachers are supposed to obtain two years of teacher training, which makes seven years altogether. Different factors occur to create the situation described above.

According to one interviewee, the problem is that in Italy the Ministry's plans concerning TE change quite often and they lack orderliness. The latest plans are not even in line with European Union principles. Governments change so often that any reforms cannot be concluded according to prevailing development plans. In addition, the government and the minister of education are not particularly interested in TE. The minister's focus is more, for example, on e-learning, but this method is not well suited to TE. E-learning can be applied in some situations, but not in TE. Yet applied in laboratories, in tutoring, in working situations or in research-based learning, this would be a very important method for use in TE. There should also be connections between universities and schools, and this co-operation cannot use only ITC.

In-service training is seen to be fragmentary. Firstly, this is due to the situation that the state does not finance teachers' in-service education. Schools have the responsibility for organising in-service TE, if they have money. Secondly, in-service TE is not obligatory for teachers. Because of these reasons affecting teachers' in-service education, there is a big gap between the different regions of Italy.

For ten years the Ministry has been less occupied with continuing education because it thinks that in-service teacher training should be carried out autonomously in schools. The schools, however, are not able to do this. The system should learn about the situation, but it learns very slowly and the funds for teacher training have decreased dramatically.

According to one of the Italian professionals from the field of TE, there is a gap between teachers' initial education and in-service education. In recent years this gap has been a very problematic issue. The arrangements for teachers' in-service education have been at an even worse level than those for initial TE. There is no understanding at national level of how important the continuous professional development of teachers is and what it really can be. Basically, there is no in-service training for teachers. There are teachers who individually do this in some way, but there is no official system. If there is no organised teachers' in-service training system, it is impossible to require teachers to take obligatory in-service courses. This is one reason why there should be a system of opportunities and incentives. The interviewee underlines that becoming a teacher is a process that lasts the whole life long. It means years of continuing reflection on how you work as well as discussions with colleagues.

As to the continuing development of the teaching profession, there should be development plans for school and individual teachers, but money is also needed and at the moment schools do not have the budgetary resources for it.

According to one interviewee, because in-service TE is not compulsory, especially associations of teachers in Italy complain about the situation very much. Perhaps only one third of teachers voluntarily follow seminars and other kinds of in-service training activities, although all teachers would need to take part in the training. There should at least be short programmes, which would provide teachers with courses of interest to them; for example, on ICT, on recent results in all disciplinary fields or on working with students with problems and so on. Nowadays, however, this depends on the good will of teachers.

Attractiveness of the teaching profession in Italy

From some perspectives the teaching profession in Italy is attractive. This depends partly on the discipline and partly on the geographical area. In the north of Italy the markets are more alive and active than in the South. "If you have a 'Laurea' in some scientific subject, in physics for example, and you are in the north of Italy, you will never go into teaching because you will find something which is more immediate, not necessarily more interesting, but anyway you can get work. Therefore, it can be difficult to find a physics teacher in the north. If you are in the south and you have a degree in Italian literature then you will try to become a teacher, very strongly. So, the attractiveness depends, and it is not easy to find people with good qualifications and motivation in the north, especially for secondary schools. But certainly there are still people who like to teach.

Furthermore, probably in many other countries, too, teaching has become more and more a profession for women and there are maybe many reasons for that. In Italy, one reason is that sometimes female teachers think that teaching is a part-time job. These women like to have a free day, to stay home and they complain very much when schools ask them to stay at school to organise something or to discuss after school hours. But among young teachers the atmosphere is changing and luckily there are motivated and enthusiastic teachers who like to develop their job and co-operate with other colleagues.

The permanent jobs are usually full-time. A full-time teaching post includes 18 teaching hours per week in secondary schools and 24 to 27 in primary schools. There are also many organisational and administrative duties for teachers that take a lot of time. Some experts think that it would be important to reduce the number of teaching hours and give teachers more time to think, to study and to discuss. Nowadays this is almost impossible and there are only a few cases when you can do that. These administrative tasks can usually be done by the dean of the school, but the deans are seldom interested in the development of the teachers by giving them more time. The deans mostly take care of how the school works, so this possibility of reducing teachers' workload is used very rarely. The teachers' work is planned by the dean so that teachers will be able to help him. That's why there are not many possibilities for a

teacher to develop, to grow, to become a scientist. Deans think that a teacher is a teacher, a scientist is something else.”

TE in transition

According to one interviewee, the following statement mentioned in the European Commission’s paper “Improving the quality of TE” describes the situation in Italy exactly: ” In many Member States there is little systematic coordination between different elements of teacher education, leading to a lack of coherence and continuity, especially between a teacher’s initial professional education and subsequent induction, in-service training and professional development; nor are these processes often linked to school development and improvement, or to educational research. Incentives for teachers to carry on updating their skills throughout their professional lives are weak.” The interviewee adds: “There is not a specific form or modality of teacher education in this country.”

Thus, TE in Italy is in continuous change. Some changes regarding teaching children are also expected in Italy. One of them may be that there will be only one teacher in the classroom instead of two or even five depending on different areas. In the future this one teacher will teach everything. The problem of co-operation with colleagues will be eliminated and there will be less team working. The situation will be rather complex and confused because just now professionals are waiting for some guidelines from the new Commission di Esperti nominated by the Government. The TE system in Italy is changing and at the moment nobody knows exactly what kind of TE system it will be and when it will arrive. Italy has been waiting for a change for a few years. Until the new system is introduced, the universities will keep on working with the old TE system. One of the TE specialists thinks that the old TE system is able to continue with primary and pre-school TE, but not with secondary school teachers, for which the minister closed the programme. This programme will change completely. At the moment, nobody knows what will succeed it. To sum up, it is somewhat difficult to describe the teacher training system in Italy because the system is changing all the time.

In the interviews it was mentioned that TE in Italy seems to have several problems. As described in Government statements, there is probably some waste of money and resources in schools, in certain cases. There are small schools, and more school hours than needed. The amount of hours could be reduced and the money saved could be spent on making school work better. Nowadays the money used for education is not spent in the best way. Also TE in Italy needs to be improved. Many years ago the government said that education has to be changed. The former Ministry (with Prime Minister Prodi) proposed a law related to improvement of TE, but the government changed and no reforms were carried out.

According to one interviewee, secondary school TE should be in the BP system, with a three-year first cycle in the university and after that a two-year second specialist cycle in university leading to the “Laurea magistrale”. Then there should be a selection process, after which there would be one year of training in a school to qualify as a secondary school teacher. The total time would thus be six years, instead of seven, which would be better than now. The interviewee believes that the two-year second cycle will be able to give students some specific, epistemological orientation to the teaching profession.

Italian professionals in the field of TE have known for a long time that secondary school teacher training will stop if these changes are not made. Yet nobody has tried to do anything. Experts hope that next year or the year after that a new system will be introduced. So at least there will be some system and they can try to make it work. The situation has been uncertain for five years, so professionals anticipate that, thanks to the new system, at least they will know what to do. Today it is basically not possible to become a secondary school teacher. Students who ask what they should do to become a secondary school teacher cannot get a straight answer. The secondary school system is in a worse position than the primary because there is always friction among three or four communities. The difficult point is that the Italian state does not intend to hire new secondary school teachers in the coming years. So some people are asking themselves why Italy should train new teachers if there are no jobs for them. As stated, primary TE is maybe slightly better. They have a four-year ‘Laurea’.

TE and school curricula

At the school level there is a kind of national curriculum for schools with very general frames. The problem is that the schools should plan and implement their curricula at their level. Even small schools should make their own plan and decide how to implement the curriculum. Of course, there are statements for certain levels of schools, such as secondary and lower secondary school, and upper secondary school. Yet at the moment the most important element in planning the curriculum is simply keeping to tradition. The first time you teach you go to an older colleague and ask what should be done, what the textbooks are, and so on. The school curriculum is very much determined in this way. Thus, although the government writes new general curricula, it is not very effective. At the moment there is a new curriculum for lower secondary school, not just in mathematics but in everything.

As for the TE curriculum, the Ministry of Education determines it, but as one of the interviewees said “every year is a revolution and everything is changing: The curricula, the name of the exam, the credits of the programmes and courses, etc.” Universities can choose the methodology, the main ideas, the main authors, but the objectives and final form are from the Minister of Education and these change a lot.

The TE curriculum for secondary school teachers is usually proposed by the board of the graduate school, SISS, and then the academic senate sets the rules, so actually it is the graduate school which defines the exact programme.

At the moment there is a law from 1999 on the autonomy of schools, which determines that teacher training is what schools should do, so-called “autonomia didattica”. It means autonomy in the method of teaching. There are general goals laid down by the Ministry, but within these general goals single institutions, for instance lower secondary schools, should have autonomy, in the way they teach, didactics, in research and in teacher development. It is reasonable that these things are together and that there is autonomy for schools, but normally the schools cannot even think about the problem: it is beyond their capacity, too big for their scale. In principle there should be some state or local institution that could help schools to stay together and try to organise things, but nowadays this does not work.

According to one interviewee, university curricula and school curricula are rather well defined. The curricula for initial teacher education are based on the analysis of general knowledge, but there is not much about contemporary knowledge, for example, about managing educational relationships, motivation, orientation, involvement of students in their own learning processes and the relationship with the educational structure and social realities. The main idea is that if you make plans, a programme, if you write down what you do, you can do better and you can reflect about your process.

In the opinion of another interviewee in Italy, there are some general guidelines which tell the universities how much pedagogical and subject contents as well as practice, the TE programmes should contain. This, then, is all from the general guidelines, and the rest is up to the university. The curriculum is constructed in collaboration with the teacher students. So the TE units can be autonomous, which is the other side of the coin. The interviewee hopes that the Ministry has realised that the TE system in Italy differs too much in different universities and that they need to have stricter guidelines to produce more similar competences in different parts of the country, in the south and north, from Palermo to Bolzano, in the west and east, in cities and small villages. So, the Ministry wants to have the same courses in each TE unit but even if they were the same, their contents may differ anyway.

Teachers’ skills and competences

The competences mentioned in the EU documents are so general that there is no problem in easily agreeing with them at the general level.

Subject competences

In Bologna the faculty started a graduate course for pre-primary and primary teachers in 1999. Bologna also has a qualifying post-graduate school for secondary teachers (SSIS). Subject competences are certainly included in all of these programmes and in TE at all levels.

Pedagogic competence

In the opinion of one of the interviewees, these kinds of things can be discussed in general, but they are most effective when they are in context, for instance supporting students' autonomous learning is one of the key matters, because students learn themselves. This is very important, but there are some general principles, but then the difficult thing is how to do it in a specific context. It seems to be that supporting students' autonomous learning in general can be achieved in half an hour, but supporting students' autonomous learning in mathematics or physics takes a lot of time, even just from the point of view of theory. According to the interviewee, pedagogic competences are sometimes too abstract in terms of what teachers actually need.

Integrating theory and practice

Each university is supposed to integrate theory and practice. There are different ways and levels of integration and some universities give a course on practice where you can talk about practice, you can experience practice and reflect on practice. So in a way the Italian system has been shaped in order to integrate both of these. Competences related to theory and practice are very important, for example in Bologna's TE, which consists of constructive and reflecting methods. One of the interviewees in Bologna is an authority on the "sistema formativo integrato", integrative education, which can be interpreted as 'integrating theory and practice'. Traditionally, in Italy, TE has not used this method very much, but nowadays it has tried to focus more on this direction. This is because schools don't speak "the same language". If they spoke with each other and could exchange knowledge, they could have a best practice: an integrated system of education. This is, however, not the situation in the whole of Italy. The Faculty in Bologna is the only one to focus on this integration. In the University of Bologna there are several authors occupied with this theory from the 70's. Also theoretical research and "Problematical Pedagogics" have been important issues in Bologna. The center of attention in Bologna TE is action research, because it is a process. It is believed that the teacher is a researcher because a teacher must improve his/her knowledge and learn to learn. These are key words. This field of research requires the co-existence of a theoretical as well as a practical approach.

According to one interviewee, teacher training in Italy has a problem in one way with integrating theory and practice. It has been like this for many years and it will be the situation in future years, which is a huge challenge. There are different ideas and there are also stresses and frictions between different groups and communities. One community is the community of university professors, mathematicians, for instance, who never go into schools. Of course, they talk about school because they have been to school, they have a child or children in school and so on, but they have no idea about the development of school. Then there are people who are specialists in the didactics of mathematics, and then people called pedagogues or experts in general didactics, and finally there are the teachers in schools. These four communities do not really interact and work together to solve the complex problems of teaching, so there are frictions

amongst them. This complex of psychological relations makes everything very difficult. The interviewee has spent years trying to change the situation and interaction between the groups, but it does not seem possible in cooperation with the present government.

There is something distinctive about the Italian system, namely the integration between subject methodology and pedagogical and didactical methods in the pre-school and the primary school. According to one of interviewed persons, the system is unique, because in Italy within the same faculty, which is not exactly the department, there are teachers who teach maths, history, didactics, pedagogy, etc. This is something specific to the Italian system in primary and pre-school TE, but not to the high school, where there has been a huge contrast between teachers of subject methods and the others. In this respect, the primary TE system in Italy resembles the initial TE system in Finland for primary school teachers where teacher students study together in the same university department.

Co-operation and collaboration

According to one interviewee, competences for cooperation and collaboration vary from university to university and the guidelines given by the ministry related to these matters are rather weak. There are some universities which have emphasized these kinds of skills, not only practically in the classroom but also more generally. They consider particularly connections between external life and schools as very attractive, but these skills usually vary across TE institutions.

Co-operation skills are vital for the teaching profession. Schools organise teams for teachers so that they can cooperate, but then they return to their classroom and they do things in the same way as before. Providing a frame of behaviour is important, but this frame is not enough. The frame has to be filled with contents and these contents are strictly theoretical. The head of the school can organise one hundred meetings for the school team but if teachers are not culturally prepared to discuss and to modify their behaviour, something like this is impossible and useless.

Quality assurance

Quality assessment takes place by means of tests in order to verify reproductive and interpretative knowledge, as well as interviews, written tests and workshops to verify constructive knowledge. In schools, however, there seem to be some problems with evaluating the pupils' school achievement results because Italy does not have a clear system for assessing competences although they have a different kind of evaluation system for other purposes.

Continuing and life-long learning as well as leadership competences

As regards lifelong learning, Italy seems to lag behind others and this means that school and university knowledge do not take into consideration the necessary transition to adulthood or old age. In Italy there is no maintenance of school and university knowledge for adults. Because people should improve their knowledge, skills and competences and learn how to learn, they should take courses, but in Italy there are only a few opportunities to do this. In other words, if you do not maintain your knowledge, the knowledge becomes impoverished or disappears.

Leadership competences can be gained through in-service education. The training for principles is followed by an exam and interview. Not that many teachers, especially from primary schools, are motivated to acquire additional qualifications, mainly for financial reasons.

TE at the University of Bicocca, Milan

The University of Bicocca in Milan is a new, innovative university, founded in 1998. It has seven faculties and several programmes in different sciences. Since its founding, the University has attracted lecturers, researchers and students interested in teaching, doing research and studying in a new way, as if participating in a laboratory of ideas.

The Faculty of Educational Science at the University of Bicocca in Milan offers many courses and curricula. One of these prepares primary and pre-primary school teachers and the other prepares educators for other educational professions. The teacher training for primary and pre-primary school in Bicocca started in 1998, when the Minister of Education decided to have TE in universities. Before that there was no contact between universities and TE, because teachers for primary and pre-school children were trained in high school, with students receiving the high school diploma when they graduated. Nowadays, the Bachelor's degrees for infant teachers take three years. The Master's degrees for teachers consist of a four-year degree course, which offers professional training for pre-school and primary school teachers.

The special TE courses in Bicocca are so-called 'laboratories', which consist of experimental learning courses. These classes do not have the same meaning as usual. At Bicocca University it is not a question of field work or practice, but particularly of experimental learning.

Laboratories mean a model of teaching with small classes and groups where experiential learning is provided through simulations, microteaching and students' work with different kinds of materials to promote learning in the classrooms. For example, the teacher students learn how to observe students or communicate with parents or with other colleagues in order to enhance such kinds of competences.

The teacher students use different kinds of experience models and compare them by discussing them with other colleagues. The other difference is that normal theoretical

courses have large enrolments of students, in Bicocca from one hundred to four hundred students, but in the laboratories the courses are for small groups, using face-to-face methods.

The courses consist of theoretical themes and models and the students are encouraged to discuss them in laboratories. The main aim of this kind of teaching method is that the teacher students are able to test the methods when working in the field. There are different areas, including the psychological area, pedagogy, educational psychology, which is called psycho-pedagogic or educational psychology, didactics or methodology of teaching and whatever methods related to the different disciplines, and the methods of the various subjects that the students will teach in school: maths, biology, literature, etc. There are also some classes about classroom management as well as the area of educational special teaching methods, which is connected to students' special needs.

According to one interviewee, "the labs are made to foster the communicative competencies and relational competences of the teacher, because it's difficult to talk about tradition. It is much better to experience something about this, about communication or about the way you can really teach children and also to think about what can happen in school, practically." The fieldwork is often done in such a way that future teachers go into classes and observe and maybe sometimes they have to help teachers make copies or prepare materials.

The Bicocca model is very challenging because the student teachers will be encouraged to think about teaching, about being teachers as well as learning methods, and to discuss and communicate a lot with each other during their training. First, the students prepare their presentations, which will be tried out and tested in practice. This method is not very easy for the students but the ideology of the method is that to become a good teacher the students will be 'forced' to think and to improve their thinking and teaching and to face their pupils in different kinds of situations. In the opinion of the interviewee, many of students come to Bicocca because their parents were teachers, or because they love or adore children and they like to be with children, but they do not really know what it means to be a teacher. So teacher trainers start making them think about what they really have in their mind. The students know that if they come to Bicocca for TE, they will be pushed to think about teaching. For this reason, other universities have also recognised Bicocca's reputation. It has not always been like this, but now Bicocca University has a good status, even among the other universities.

In Italy there have traditionally been different models of fieldwork. Even if the same laws and regulations are in use, the curricula have applied the law in a different way in the various universities. As to fieldwork, normally there have been a lot of students at the same time, not only one. So, in one classroom there have been a sizeable number of students in the same class and for a few hours.

Tutoring in labs

Each student has one teacher tutoring them within the school in the particular class. There are different words in use in Italy: tutor, mentor and supervisor, but the supervisor is the teacher following the small group which think about their experience. Then the students are guided by the teacher (tutor) within the class. So, there are different persons, but they work together and together try to make a programme for a student. According to the interviewee, Bicocca is only one institution in Italy doing something like this. The students have to document everything they see and experience. They observe, listen and then they have to make a diary, a kind of observation protocol. They have to gather documentation materials all the time. For two years the students have this kind of programme simultaneously in the classroom and in the university. In their third and the fourth year, the last one of the curricula, the students have to write a thesis jointly organised by the university teachers, the tutor and the supervisor.

The thesis is usually on the field programme but with a specific focus. The students have to choose a specific focus, such as physical education or ways of using materials in school or how to teach history, or how to use active learning. Then these three persons together guide the students, so they are very well mentored. This is exhausting and very complex for the staff, and it requires a lot of energy and human resources, but it has good results.

TE in Italy is under construction and professionals are waiting for new laws and recommendations from the government. However, Bicocca University wants to keep its model, which emphasises integration of theory and practice, collaboration with teachers and school, and utilization of fieldwork in doing research and in learning how to do and ask for consultancy. Professionals are convinced that this model works well. One of the reasons for this is the system of collaboration developed between university and schools. It happens that schools invite university teachers and students to come to school and help them to learn. The university, on the other hand, asks school staff to give advice on how to teach students because teachers know the school reality better than teacher trainers.

Skills and competences in the TE curricula of the University of Bicocca

Pedagogic competences

Professionals from the University of Bicocca are aware of the importance of and challenges related to the pedagogic competences of future teachers. These issues are best expressed in the following opinion : “I think that what is difficult is how to train TE students not to know what is right, what is most difficult; rather, we should teach them how to act and behave with children. It’s easier to teach how to teach subjects...anyway...even if there is another problem, because it’s not true that if you know the subject, you know how to teach the subject, but if you don’t know the subject, it is certain that you will not able to teach, but it’s much more difficult to teach pedagogic

competences, I think, because it's not something that you can say in theory and it's not easy to make them experience that, because we cannot take children here and say: "Ok, try to behave". You have to do it in class and it's very delicate."

Integrating theory and practice

Integrating theory and practice is considered to be a very important competence for TE students in Bicocca. It is the condition that the student needs for building other competences. The models can vary across different universities, but basically the Italian model presumes or implies integration between theory and practice. The same applies to TE in Bicocca. TE programmes at this university contain courses, laboratories and fieldwork.

Bicocca is also involved in high school TE. In Italy, high school TE takes place in different faculties, departments and universities, which collaborate to arrange their high school teacher training. In Milan there is only one high school teacher programme in which Bicocca participates, at the University of Pavia. Bicocca teaches methodology of teaching and pedagogy. Other faculties of the university teach the school subjects: maths, history, etc. There is, then, no integration between theory and practice at the level of high school TE and in a way there are many conflicts. The representative of Bicocca University summarizes this issue as follows: "We go into the class, we talk to students and they say: "Oh don't listen to them, it's not important to know how to teach, what is important to know is the subject matter...and what they tell you is not important and probably it's wrong." To sum up, there is a huge gap between theory and practice in the high school TE programmes. There are three or four programmes, for example in Milan, Bologna and Padua, in which integration between theory and practice can be found.

Co-operation and quality assurance

Teaching in Bicocca is based on co-operation between the student teacher, tutors and the supervisor as well as other colleagues, principals, etc. Cooperation with the future teachers is seen as especially important for students and children in schools. They observe, they write a diary, they make a video or audio recording and these materials are analysed together with students in order to produce material for a thesis. So this is an area where university collaborates with schools. Each year the university also offers different courses, specific in-service training, and professional development courses for tutors and for supervisors, who host student teachers.

The university also has different kinds of research projects in cooperation with selected partner schools, for instance, concerning children's evaluation. One of the major changes that the minister has suggested is connected to the evaluation system. This system, however, does not concern TE. Quality assurance is not included in the TE programme. Teacher trainers collaborate with schools in order to experiment with

different methods of evaluation or of research on the methodology of teaching, the way of teaching, teaching learning, teaching reading, writing, etc. Tutors are not evaluated by the university, but they are a part of the group. This is one way of demonstrating that TE at the university is interested in what is happening in schools. Usually, though, the situation in other places is not like this. Normally, in other cities or in other situations, schools are sceptical about the ideas of a university researcher being used in schools, but in the case of TE in Bicocca they do not feel like this. They ask the university to carry out research with them and this is a major result. They see that the researchers are trying to develop the professional competences of the teachers at the same time as they carry out scientific studies. Also the university staff wants to improve their professional competences because they learn how to teach students. The interviewee underlines that the courses he gives are the result of what he saw in schools, and are not the product of what he thought at home. He continues by saying that, of course, he has had some thoughts of his own. The interviewee develops and produces materials but each year, for instance, six or seven teachers are invited to talk in class to future teachers. The invited teachers start from their experience and they are like witnesses. The interviewee concludes his reply in the following way: "We work and we build the theory...So, on my own I learned, I gained professional competences from teachers. Both learn from each other". In short, the TE model in Bicocca adheres quite well to the model of research-based TE.

International mobility

There is a rather high number of students taking part in exchange programmes, e.g. Erasmus. Many of those who later become teachers went through this kind of mobility while they were students, but afterwards, when they are already in the teaching profession, international mobility is very weak. There are some special programmes, particularly for student teachers who learn French, some internship programmes as part of the practical work in French schools, but these are exceptions. A small number of teachers go to teach around the world, because there are Italian schools for Italian-speaking people living in Paris, Berlin and Frankfurt. These teachers are the staff of the Italian system but this is not exactly mobility. Mobility is not that popular among students from a lower social background. One obstacle to mobility is also language, because in Italy there is not a strong tradition of teaching a second foreign language.

One interviewee said that there is mobility inside the country, but this is just because very often when teachers take up their first appointment in a town which they do not like, they ask to find a place in another town which they prefer. They move if they manage to get a new job in some other place.

Multicultural issues and socio-cultural problems

Student diversity and multicultural issues are seen as a problem in Italian schools. For example, there are a lot of cultural differences. Sometimes in a classroom there are forty different nationalities represented among students. The language problems experienced by students are also obvious in many schools. Although students may be talented and have very good school competences, they are unable to demonstrate these because of language problems. For instance, Chinese students are very good at maths but they do not know how to say things, how to explain, so they are placed one level lower than their age group. For this reason it is important that TE students recognise the problem.

There are also socio-cultural problems: the cohesion of families has changed, as have the relations of family members as well as the relationship between parents and school teachers. There are also social-cultural problems among Italian children. Some of them have inferior language skills or they are not used to thinking in the same way as children from educated families. Consequently, there are a lot of differences in classes. Moreover, the classes also have more children than before, from 20 to 40 persons. However, the two most recent ministers from the right have said that little by little the number of students in the class should be reduced, so now there can be a maximum of 30 students in the class. But there are fewer resources, fewer teachers and there is no longer a facilitator for students with special needs or for further training for teachers.

Leadership

Leadership competences do not figure prominently in the TE curricula at Bicocca University. According to the interviewee, there is not very much room for these kinds of competences. Mostly, they have been integrated into teachers' in-service education. The promotion from teacher to principal happens via in-service training. After completing training there is an exam and an interview. Nevertheless, the fact is that students studying to become primary and pre-school teachers are mainly women, 99 percent of them, who come from a socially low level, which means that they do not have much money to continue their studies, although they are encouraged to do so.

Continuing and lifelong learning

Continuing and lifelong learning are very important in the TE curricula at Bicocca because initial TE training is connected with teachers' in-service training. There are, however, some problems connected to this area. Earlier there was compulsory in-service teacher training, at least from 20-40 hours a year. Now it is no longer compulsory and the schools do not have funds to organise teachers' in-service training anyway. Therefore, it is hard to explain to students that they should be very good teachers and learn through their whole life. Teacher trainers from the University of Bicocca do not know if their students will be allowed to do what they were taught. This is

a very serious contradiction and university professors do not feel very comfortable with it. They do not know if their TE students can follow the methods they have learned while pursuing Bicocca's TE training – “not at least in state schools; in private schools there is more freedom and more money.” The students sometimes complain that trainers tell them very wonderful things, but they are not able to apply these when they are teaching.

The University of Bicocca offers some in-service courses for teachers. The interviewee has noticed that very often teachers who are close to retirement attend these training sessions. They are sometimes more motivated than young teachers. This is very peculiar and difficult to understand for university professors. The elderly teachers usually use a metaphor in order to explain why they participate in such courses. They say that “otherwise they cannot breathe in the school because there isn't enough oxygen.”

The future

The experts from the University of Bicocca have thought about the future of their TE programme. Their views on future perspectives have been expressed, for example, in the following words:

“Now we are waiting, it's many years that we have been waiting; we stay here where we are, because we are waiting for new guidelines from the ministry. Let's say that if we are able to choose, we will stick with what we have been doing, with little change, but only a little, because we think it is a good TE model.”

In the opinion of the expert, in the future the TE programme at Bicocca should have Italian as a second language for foreign students because nowadays there is no such programme at Bicocca. Moreover, more attention should also be paid to teaching English as a second language. At present there are too few teachers with the competence to teach English.

In addition, competences concerning evaluation should be added to the Bicocca TE curricula because there are too few such issues in the curricula. In addition, more attention should be paid to physical issues. The interviewee is convinced that teachers should have an opportunity to enhance this kind of competence because pupils in pre-school and primary schools need a lot of movement and other activities, etc.

Conclusions

TE in Italy is currently being rethought. Some areas have been identified that need improvement, such as in-service education. At the moment, the state does not finance continuing education and in-service courses are not compulsory. Italian experts are aware of the importance of in-service education in the teaching profession. They understand that the process of becoming a teacher lasts the whole life long. They are convinced that teachers and schools should have development plans.

Italian professionals also think that teacher preparation for secondary school teachers should be shortened. On the other hand, the system of primary education is considered to be working quite well. The speciality of the pre-primary and primary system is integration of subject, pedagogical and didactical methods. Within the same faculty there are people teaching different subjects, including pedagogy and didactics. In this sense they can cooperate closely and share experiences.

Although the Italian TE system is undergoing far-reaching reform and several interviewees expressed serious criticisms of it, there were also positive comments, such as:

“The Italian school system is a good system, even if we don’t have very good results in PISA reports; in mathematics, in numeracy and literacy our students have some problems. But the public, the national school system is a very good system.”

Furthermore, the Bicocca TE model can be seen as a good practice for others. The TE model where universities and schools have been connected by means of supervisors³³ who work with student teachers during the school practice period, has proved to be very successful in bringing the schools and universities closer. In Milan Bicocca TE has adopted this model and the co-operation has succeeded in serving the universities, the student teachers as well as the schools. The university uses innovative methods in TE. Preparation of future teachers takes place in so-called laboratories - the experimental learning courses that are provided for small groups. Thanks to such an approach, students are encouraged to think about teaching and learning as well as to communicate with others. Different persons collaborate in preparing students for the teaching professions. At the university students are guided by the supervisors and in

³³ Supervisors for School Practice are for Laurea and for Graduate School. They are teachers who are still in service; their teaching duties are halved, in order to give them time to participate in University activities. They are appointed through public selection, both the University and the School Administration being part of the selection Committee. The appointment is for 2 years and may be renewed for 2 more years (almost always used), after 4 years it cannot be renewed without a 4-year interruption. The part-time nature of the appointment has been established in order to have persons who still teach in classrooms. The maximum of 4 years is meant to give more teachers a chance to have this opportunity, avoiding the risk of creating a closed group of superteachers, isolated from their colleagues. (Luzzatto 2002.)

schools they can get support from the tutors. Additionally, the process of learning and gathering of practical experience is accompanied by observation and reflection.

References

Luzzatto, G. (2002) Cooperation between Universities and Schools in Teacher Education in Italy. A presentation in ENTEP Meeting in Amsterdam, 3rd Oct. 2002.

F. ROMANIA

Romania is one of the latest EU member states, having joined in 2007. It represents Eastern Europe and has a population of 21.5 million. Romania was selected to be one of the case countries especially for its teachers' in-service education system, which has been planned to also serve teachers in the rural areas of the country. This system was also built to guarantee by means of an accreditation system that the various skills and competences required of teachers can be included in teachers' in-service education as completely as possible. The description is based on interviews made at the National Centre for Staff Training in Pre-university Education (CNFP) in Bucharest. Some of the background information has been taken from the institute's web site³⁴. First of all, initial TE in Romania is briefly described with some critical comments on it. In addition, the University of Bucharest, where the rest of the interviews were made, is presented. The analysis is based partly on the interviews and partly on the website of the university³⁵.

Initial TE in Romania

The highest administrative bodies in the Romanian educational system are Parliament and the Government who make the laws and give regulations. The Minister of Education, Research and Youth implements and applies the laws and regulations. In each county (42) there are special institutions – inspectorates, whose mission is to organise and monitor the education in schools which are managed by the local administration. The inspectorate's main responsibilities are to assure the initial and continuing TE in each county. In addition, in every county there is a House for Teachers (CCD), centres for teacher training. There are also practice schools where the students of the University Department for Teacher Trainers carry out their practice under the guidance of special teachers, tutors.

In Romania, implementation of the BP started around 2004 by law and at present all universities implement the Bologna Process. Also teacher education in Romania applies the Bologna Process model of three levels of university degree. After studying for two years in the TE faculty and Department for Teacher's Education (DPPD) the teacher students obtain the Pedagogical Certificate and are able to pass the examination and to obtain the title of "Definitive", a finalised degree. So, in the first teacher students are beginners, after that they have the examination and a more stable position. For pre-

³⁴ See http://www.cnfp.ro/Home/index_EN.html

³⁵ See http://www.unibuc.ro/en/main_desprenoi_en

school and primary school initial TE the minimum requirement is a three-years Bachelor degree called Pedagogy for pre-school and primary school education for teachers. This is a minimum requirement for normal professionalization. In Romanian, pre-school teacher education is called “educatoare”, primary school education is called “invatator” and traditionally this status has been awarded after pedagogical high school, a non-university preparation. According to the law, the official status for preschool and primary school teachers is professor (“professor pentru invatamantul primar si prescolar”).

For senior high school (gymnasium) teachers it is compulsory to have a degree in the specific domain, the specific field plus a DPPD certificate and for teachers of high school it is compulsory to have a specific Bologna degree in a specific field plus a DPPD certificate, plus a Master’s degree obtained in the field of education. After this is the third cycle, a Doctoral degree. It usually takes ten years to get all of these three degrees.

However, it is important to note that many teachers who have qualified in the formal system, express their intention to become Bologna graduated and became more qualified than in earlier times. After the beginning of the 2000’s, the TE strategy changed the position, and the role and status of these teachers changed and the college for teacher education of pre-school and primary school education was introduced.

In Romania, implementing the Bologna Process has been – as in many countries – a rather ‘complicated’ process. According to one interview, the Bologna Process without a connection to the European Qualification Framework means ‘nothing’. So, this idea should first be explained to the students and also to the whole social community, which in general should accept this new ideology or philosophy of the HE system. The Bologna Process for Romanians means not only a reduction in the length of study, but also a connection with the European Qualification Framework. The academics and educators tried to explain that studies at the level of the Romanian curricula in universities could not be implemented without a connection to Bologna degrees and qualifications. It was probably a simpler task to explain these issues to students than to the labour market, and to the stakeholders around the universities. It should make clear to all the actors that everything should be prepared for every cycle, for every degree and for every discipline according to Bologna Process. After the discussions, the Romanian parliament implemented the new law, but it was only a project, a discussion regarding the nation’s qualifications framework. There are higher education qualifications in Romania, but only as a regulation at the Ministry level.

The institution is responsible for defining and projecting qualification competences and learning outcomes in every specialization in higher education. In this case it has created a very normal and rational differentiation between competences at the level of licentiate, competences at the level of Master’s degrees, and at doctoral level. The first cycle of studies aims at developing more general knowledge and various competences, with the MA level studies then focussing more on those issues. Doctoral studies are the most specific.

The second phase of the implementation of the Bologna Process was not only at the level of universities but also at the level of society, of the social community. This means that there is a very good understanding, not merely of the restructuring at the level of studies, but also at the level of the labour market, which must recognise new qualifications, new competences and new learning outcomes.

According to the law every university can decide the manner in which they regulate student admissions. In Romania, before the revolution, a very difficult university entrance examination was used, but since then both the level of this examination and the level of knowledge tested have been reduced. Last year there were even programmes not requiring a selection examination at all because the number of applicants was smaller than the number of university places financed by the Government. There is, however, an examination for some special programmes which have been very attractive and popular.

At the moment in Romania the teaching profession is not very attractive, with sciences like medicine or engineering the most popular choices along with lawyer or even actor. The teaching profession comes after these, and this is why the entry level for TE is low. One reason for this is salaries, which are not competitive in comparison with other professions, for example in engineering or in the private sector. It may be that for Romanians it would be important to introduce a very good salary for novice teachers or in the induction period to provide incentives and motivate.

Selecting teacher students for TE departments involves an interview but it is not very strict. This is one reason why all teachers in Romania are not qualified as subject teachers, for example in rural areas and special areas in the mountains or delta. In Romania there are problems especially in some disciplines. For example, in the area of informatics, ITC, there is a lack of good teachers, because they more often move into the private sector where they are better paid. The same applies to foreign languages because now the aim seems to be to have competences to speak English or German, and there are not so many language teachers, although Romania has good university faculties teaching English and German. Many young people who have language competences go to work in private corporations, as do teachers qualified in music or physical education.

A new government came into power in 2009 and its most important task connected with TE is to prepare national standards for teacher education. Romania has a lot of TE development projects as well as strategies. The TE strategy has been very much appreciated at the level of the European Commission. The strategy defines TE standards and the structure of initial TE. Traditionally, continuing TE does not exist and therefore earlier there has not been any structure for continuing education in Romania, but nowadays there is, because five years ago teachers were obliged to go to universities and receive some information about didactics. Romania has been changing its philosophy with the result that every five years teachers have to receive 90 credits worth of teachers' in-service education.

In Romania it is not possible to discuss initial teacher education without reference to continuing professional development. CNFP, the National Centre for Staff Training in Pre-University Education, was launched in 2001. In initial TE in Romania there are no qualifications for teachers, only qualifications for experts, for example, Bachelor in Physics, Chemistry, Mathematics, or foreign languages, and it is compulsory to attend CNFP courses in order to obtain the certificate demonstrating pedagogical skill.

All the recommendations given by the Commission have been welcomed at the level of Romanian strategies and documents. The Commission's 'The Common European Principles for Teacher Competences' has been an important cornerstone of improving the TE system in Romania.

The weak point in the Romanian TE system is probably the lack of an induction process. Romanians have planned induction but only on paper. Romania has also had intentions to create the connection between initial education and continuing education, such as the introduction of initial TE, CPD (continuing professional development) and teaching career. CPD is a process organised in Romania at five-year intervals (see below). Within the space of five years teachers are obliged by law to obtain a certain amount of professional credit points, but this CPD system seems to be inadequate.

Furthermore, the development inside the teaching career is complex. The promotion of teaching as a career should be introduced, because traditionally in Romania there is a national exam, a national task which has been called "definitivat", a definitive degree. At present there is no connection between initial and continuing education. Logically the connection depends partly on the credit system because Romania uses the ECTS system (European Credit Transfer System). This is normal and well connected, but it is not enough for CDP. Romania should also have career promotion and for this to take place it would be absolutely compulsory to build a connection by means of an induction stage. The problem, however, is who can become a mentor: what kind of competences do they have to have in order to attain this position. The mentoring programme has become a very important and challenging task.

The University of Bucharest

The University of Bucharest was founded 144 years ago and is generally considered to be the country's leading higher educational and research institution. Its various schools are well known for their activities in all important scientific and academic domains. All the programmes are accredited or authorised by the Romanian Ministry of Education, Research and Youth. The Faculty of Psychology and Science of Education has four departments: Department of Psychology, Department of Science of Education, Department of Teacher Training, and Department for Teacher Training for the Pre-school and the Primary School.

Degrees awarded by the University of Bucharest are recognised in most countries. The University also organises study programmes in co-operation with leading foreign universities. Graduates of these programmes receive degrees both from the University of Bucharest and from the partner university.

The University of Bucharest is integrated in a strong network of international collaboration, including over 100 bilateral agreements with universities in over 40 countries, and participation in European academic and research programmes, for example, Erasmus, Lingua, Naric, Leonardo da Vinci, UNICA, AMOS, and TEMPRA. Every year, over a thousand students of the University of Bucharest benefit from programmes of training or specialised study in universities in, among others, Western Europe, the United States, Canada, and Japan.

The University of Bucharest has been and continues to be the initiator of a set of major measures for the reform and development of the higher education system, which have been successfully adopted by other universities in the country, and in some cases have led to the formulation of new laws and national regulations. In 2000, the University of Bucharest received the Diploma of Excellence awarded by the Ministry of Education.

University Department for Teacher Training at the University of Bucharest

The Department for Teacher Training of the University of Bucharest continues a long tradition in the field of teacher training in Romania, the tradition of the Pedagogical Seminary, and is a promoter of basic and applied research. At this moment initial teacher education takes place at university level and is regulated by law through the Bologna Process. The specific competences in teacher education for the Bachelor's degree, for the first cycle, are supplemented by extra courses in education. The main focus is on the Master's level, the second cycle, and the third one, the doctorate. Step by step and day by day, the University of Bucharest is becoming more strongly involved in offering students the prospect of developing their career and becoming ever more prepared at the level of the second cycle and the third cycle.

As an institution, the department ensures the psycho-pedagogical and methodological preparation of students of the University of Bucharest. Graduates in various disciplines who have not already taken the department's module may obtain a similar training by means of flexible postgraduate courses (a form of distance education). The department also offers psycho-pedagogical and methodical assistance on request to school inspectorates, and various educational and other institutions. The department can offer a large range of courses, being a supplier and an organiser of very varied training activities, drawing on the expertise of outside specialists where necessary. The department's activities are flexible and adapted to its students' needs. Its functions are:

- initial and continuing training of teaching staff;
- professional retraining;

- consultancy for institutions interested in training;
- research in the field of teacher training

The department has the following objectives:

- To ensure the best psycho-pedagogical and methodological preparation for the university's students;
- To develop flexible courses and seminars, based on modern methods and adapted to students' needs;
- To develop postgraduate recovery modules;
- To develop a permanent system of collaboration with partner institutions in order to ensure an efficient information circuit for the department's students;
- To constantly adapt to the demands of society with regard to selection of candidates on the basis of professional standards, the preparation of mentor teachers, offering of long distance education;
- To ensure a balance between theoretical and practical activities.

Research

- the creation, development and promotion of new models of initial and continuous teacher training, which should be efficient and adapted to changing needs;
- the development of a system of occupational standards for the teaching career;
- the identification of new training and professional development needs in the community; the department is thus a partner in governmental and non-governmental projects

Teachers' in-service education in Romania

As mentioned above, Romania has developed an innovative system for enhancing teachers' continuous professional development by systematically providing teachers' in-service education. For this purpose, in 2001, under the Ministry of Education, Research and Youth, an institute was established, the National Centre for Staff Training in Pre-University Education (CNFP), situated primarily in Bucharest. The purpose of this institution is to ensure the quality of training programmes for teaching and management staff in pre-university education.

In 2004, 16 Regional Centres, were set up for the Training of Pre-university Teaching Staff in order to evaluate, monitor and advise in-service training activities at regional level. Teachers participate in accredited teachers' in-service education programmes

with the aim of accumulating 90 credits every 5 years. Different programmes are provided for teachers, school managers and inspectors. The CNFP is in charge of the accreditation and development of the programmes and is the only Romanian institution for accrediting staff training programmes in pre-university education.

The role of the CNFP is to ensure the quality of Staff Training programmes in Pre-University Education based on national standards and training policies. The CNFP's mission is to ensure the quality and diversity of the in-service training offered to pre-university teaching staff through accreditation, monitorization and evaluation of training programs. For teachers' in-service training programs, the Specialized Committee for Accreditation has established transferable professional credits based on the category, type and duration of the programme.

The main standards for in-service training are:

- Didactic functions: teacher in secondary schools, in primary schools and in kindergartens
- Managerial functions: general scholar inspector, assistant scholar general inspector, manager, and assistant.
- Control functions: scholar-specialised inspector, school inspector.

The tasks of the CNFP are:

- Establishing professional standards for the teaching staff, auxiliary staff and management staff in pre-university education, as well as guidance and control in pre-university academic institutions;
- Coordinating the establishment of criteria and procedures for accreditation of in-service training programs;
- Accreditation, by a Specialised Committee, of in-service training programs, designed by training program deliverers in accordance with standards and methodologies approved by the Ministry of Education, Research and Youth;
- Initiation and developing of research on the content, design, implementation and evaluation of pre-university teaching staff training;
- Initiation and developing of training needs analysis and methodology analysis for in-service training of pre-university teaching staff;
- Guidance and coordination of in-service training programme deliverers in accordance with standards, criteria and methodologies approved by the Ministry of Education, Research and Youth;
- Initiation and developing of training activities and professional development activities in various educational areas, funded by national and international programs;
- Dissemination and continuous updating of the existing range of in-service training programs available.

Certifying training programmes

Attending in-service training programmes usually results in:

- *Certificate of professional competency of the teaching staff for in-service training programmes with 90 transferable professional credits, or*
- *Certificate of in-service training of the teaching staff for in-service courses/stages with 60 transferable professional credits.*

The CNFP as a model of an innovative good practice in Romania

As mentioned, the National Standard for Staff Training in pre-university Education was established in 2001 as a new institution of the Romanian educational system. So far, the Romanian educational system has been very conservative and this is one of the newest institutions to be introduced in the Romanian system. The CNFP is in charge of the continuous education of teachers in pre-university education, in kindergartens, in primary school and in high school (upper secondary school), but it is not meant for university professors.

Romanian law established that it is compulsory for teachers to upgrade and to renew their knowledge every five years and to develop their competences by obtaining 90 professional transferable credits, for example, in the subject and its didactics, in various kinds of management, class management, communication management, computer literacy, or a psycho-pedagogical discipline such as adult educational psychology. There are also courses on new methods of assessment or on getting to know one's students better, on career counselling and guidance for the students, etc.

These credits are awarded after attendance at some special courses and the CNFP is in charge of the quality of these courses. In order to guarantee the quality of the courses, the CNFP has a special Commission established to accredit the programmes provided by NGOs (non-governmental organisations), the universities or other types of providers. The programmes must fulfil Romanian regulations, TE quality standards.

Nobody can develop an in-service course for teachers without the accreditation given by the CNFP. The accreditation of the programme is valid for four years. During these four years the providers are obliged to announce to the CNFP whenever they have a new period of classes, and the CNFP is obliged to participate in all of the evaluations. One of the representatives of the CNFP is involved in the final evaluation but only to observe, to monitor the quality of the evaluation, and does not evaluate as such. The CNFP is an administrative institution which does not provide courses.

Accreditation is one of the CNFP's objectives but the institution is also in charge of research, of elaborating and implementing national standards for in-service TE, of school management staff training, establishing criteria and the methodology of accreditation of in-service teacher and school manager training programmes, and of accrediting for specialised Commissions. Proposals for courses are accredited through

the Commission. The providers have a 'free market', thus proposals for courses can be provided by anyone capable of constructing them. The providers can be private NGOs. The only requirement is that the objectives of activities should mention that they provide courses for teachers. Otherwise there are no restrictions: the provider can also be the university itself. In the universities there are special departments for this provision. It is, however, not compulsory to provide a course through these institutions or departments; the provider can also be some special institution of the Ministry, namely the House of Teachers. In every region of Romania there is a House of Teachers and this House is able to run its own courses after passing the accreditation of the CNFP. All activities of the Commission are evaluated.

The accreditation procedure of the centre thus applies to programmes, not to the providers. The specialised committee gives accreditation for one programme, and if the particular provider has more programmes, he must present each of them to the CNFP.

The accreditation process follows certain steps. First, the provider submits a proposal to the Committee, which is usually an extensive, detailed dossier that must fulfil certain legal criteria; for example, the status of the organisation, the curricular criteria, and last but not least the human and material resources involved in the programme. The specialised accreditation Committee assesses the proposal with its own instruments to clarify to what extent the programme fulfils the requirements stated for teachers' in-service programmes. If 95% of these criteria are met, the programme will be accredited.

For example, for anyone developing a continuing teacher education programme for the accreditation process, the programme must meet the following criteria and conditions: administrative, juridical and curricular issues. The provider must be able to argue why the programme is important for teachers, what kind of competences this programme gives, how the programme can improve the quality of teaching, what kind of competences this programme has, what the number of course hours and credits is, etc. So, the provider must present an analytical view of all the themes in the programme, evaluate the competences of the final programme, and carry out the final assessment of these competences in respect of the number of hours. The CNFP has almost 30 percent of the total hours for the training courses and 60 percent for application or working groups, where the teachers are able to apply this knowledge in practice. It is important that teachers have the opportunity to practice, to try out the new competences, not only to learn theoretically.

If the programme proposed for accreditation meets all the criteria stated, the inspector of the CNFP analyses them and hands it over to the Specialised Committee to assess the programme. If the programme is in accordance with all the challenges and criteria stated, the Committee is able to accept the programme. After acceptance, accreditation is valid for three or four years.

In present-day Romania there is a market for continuous training programmes and also for different kinds of providers, universities and private institutions, etc. The CNFP is in charge of elaborating the criteria of the accreditation procedures, the methodology for accreditation of the continuous training programmes and also the continuous training

standards for this programme. The CNFP cannot give accreditation if the programme does not have standards at the minimal level, for example. The fact is that the standards of the CNFP are not at the minimal level; rather, they are at a higher level, or somewhere between a higher and very high level.

Curricula and competences in teachers' in-service education

Most of the skills and competences mentioned in the EU documents can be found in the curricula of the National Centre for Staff Training. The providers are obliged to mention what competences will be included in the programmes. The CNFP needs to develop teachers' competences according to the competences recommended by the EC and the construction of curricula is guided by this objective. The Committee assesses what kind of courses there are, and whether they fulfil the demands and deliver the competences. The Commission has the right to observe and to see the correspondence between input and output, between the curriculum and its implementation.

The training providers carry out a Training Needs Analysis (TNA) and then propose certain disciplines to the teachers, who then choose from them. For example, the training providers can go into school carrying out TNA at county level and from the TNA they can get information about teachers' needs with regard to certain specific topics/disciplines, e.g., how teachers manage their didactical career.

There are also some special programmes developed by the Ministry. Two of these are for teachers who work with children with special disabilities and special educational requirements. There are also programmes for very talented children, which have been accepted by the Ministry. They also have special needs. Others in this group are those who are unable to pass courses in a normal school and are learning in separate institutions. In summary, then, some of the courses are dedicated to special education and some are for teachers, managers and inspectors.

In 2007 after the results of the PISA study and European Evaluation System activities, it was observed that the Romanian results were not very good. This is one reason why the last Minister very quickly accepted the idea of designing a special course for developing the evaluation of teachers' competences. The evaluation system changed after TIMSS 2003, because it was believed that the low results of the school children influenced achievements of youngsters in high school. Until that moment the level of evaluation was poor and modification began in January 2008, when Romania developed a national course for evaluation which all teachers were involved in and which they were obliged to pass.

At present, the number of providers and the number of programmes accredited are sufficient, in relation to the number of teachers. During the next two or three years the main activity will not be to accredit new programmes but to monitor the present, active programmes, from various points of view. In May 2009 an important international symposium for professionalization of didactical careers was supposed to be organised,

which would hopefully be followed by new activities the next year. The CNFP is also a member of a working group for adult education in the European context and is endeavouring to be more connected with the European system for teachers' continuous education.

As to horizontal transferability, for example for school directors, the names of the modules are: educational management, curriculum and communication and ITC. A compulsory discipline in the first module is educational management and resources management in educational institutions. Another is project management. There are also certain areas that are the same as for teachers, such as educational policies, management of the school organisation, quality management, classroom management, marketing, and decision-making in education, counselling and career guidance, legislation in education, and management of talented students.

Methods for assessing impact, quality assurance method

There is a need to modify the operating model of the CNFP. The former model was considered to be quite good, but the context has changed. One of these changes is to bring the professional credits into line with the European Credit Systems (ECTS). ECTSs are necessary for teachers to get comparable credits according to the Bologna Process. The CNFP is attempting to cover the same number of hours as in other countries to harmonise the credit system. It is also necessary to decentralise the activities because the final evaluation, involving visits to all areas, is very difficult as Romania is a large country. Sometimes transport connections are difficult and there are considerable distances involved. As a result, new local centres will be established in those areas.

At the moment there are 60 regional sections and eight local centres. These centres are fully equipped with computers and projection facilities, and eight of them have personnel from the CNFP. The CNFP wants to develop local networks with its own experts in order to reduce the costs of evaluation. Nowadays there are altogether 28 persons working in these centres, but the total number could be 35, i.e., seven vacancies are unfilled. The reason for the lack of personnel is travelling distance because the weekly trips take a lot of time and are seen as very unattractive. Another reason for the situation is the low level of salaries.

The CNFP, then, has country-wide activities in the teacher houses in rural areas where it provides assistance and expertise. The new methodology is now at the design phase. The CNFP has carried out a base line study in all the rural high schools which were involved in this programme in 2005 and 2006 in order to establish the competence level of the teachers and managers when starting the programme and after completing the programme. The institute wants to measure whether the programmes have improved the teachers' competences or not.

According to one interviewee, it is a little too soon just now to discuss impact analysis, but for the first time in Romania this impact analysis will be carried out in a scientific way, using all scientific resources, including sociology, psychology, pedagogy, and all those concepts which provide the opportunity to prepare and design a good impact analysis. An impact analysis is expected to give the CNFP feedback for new curricula and training programmes because the programmes and their curricula are to be changed and improved every five years.

There is a need, for example, to change the proportion of compulsory disciplines and optional disciplines because in the first curricula there were only a few optional disciplines. It is believed that a greater number of optional disciplines would offer teachers more possibilities to choose what they really need. Thanks to the PHARE project, there are very good books and guides for preparing, implementing and interpreting data from the training needs analysis at school level. Such guides exist in each school in rural areas, elaborated by the PHARE 2004 project. In these schools, where technical assistants and experts were working with teachers, there will be also found individual professional development plans with special guidelines for teachers.

The CNFP has accredited a large variety of programmes, and they are offered by different kinds of providers: universities, NGOs, teacher houses, which are the organisations responsible for teacher training at county level. Nowadays teachers know how to improve their career, gain promotion and how they can achieve 90 credits related to their needs. Teachers also know about the policy of the Ministry of Education in the area, and needs at the organisational level. There is ongoing discussion concerning training levels, training needs at ministerial level, training needs at organisational levels, and teacher's individual training.

The CNFP tries to help teachers and managers to make their personal development plans, but it is too early to discuss individual personal development plans. The PHARE project, financed by the World Bank and European Structural Funds, whose target group is teachers and managers from rural areas, will be a very good experience for the institution. This project will solve the organisational problems and also some national problems because in the first phase of the project, from 2001 to 2005, the CNFP focused on improving the accreditation procedures. So far, however, there is no quality assurance system for continuous teacher programmes except monitoring the accreditation system and making an impact analysis.

About the PHARE project³⁶

Social and economic dynamics at national level have led to significant changes in the Romanian educational system. As a result, schools and communities, especially in rural areas, face a series of challenges that create real needs among educational provision beneficiaries. To help overcome those challenges, school and communities can benefit from specialized support under some projects/programmes. One of them is the PHARE project, which is the first project in Romania that focuses exclusively on teacher continuing training. The project was developed and is being implemented by the CNFP.

The project for training of pre-university staff provides teachers and managers in rural high-schools with an opportunity to develop the skills that they require to deal with challenges met in their work. Furthermore, students are prepared to contribute to the development of the local and national economic environment. The project has a strong focus on the capacity building of the CNFP, which will ensure the sustainability of changes introduced by the project. With this end in view, the Technical Assistance project works in partnership with the CNFP, as a specialized institution, to reach EC and international standards.

Another objective taken into account was collaboration with rural high schools and continuous training programmes, supported by a national network of local implementation agents. The project aims to match the training needs of teaching staff from rural areas with what training providers offer, including opportunities that might take the form of providing training packs that deal with the latest active and interactive learning methods.

Other important elements of the project include:

- *a grant scheme* component which will allow all teachers from Romanian rural high schools to acquire 90 *transferrable professional credits* by attending accredited continuous training programmes;
- *a comprehensive set of publications* to be used in high-schools to carry out continuous training activities. These will include Training Needs Analysis (TNA), active learning methodology, career counselling, school management and local needs analysis, and a teacher guide on School Based Curriculum to better match education and training with local employment opportunities.

³⁶ The Implementation Unit of the Project "Development of In-Service Training of the Pre-university Teaching Staff" PHARE RO2004/016-772.04.01., within the multi-annual PHARE program "Economic and Social Cohesion" 2004-2006, was established according to OMEdC nr. 4139/2005.

In Romania the focus has been transferred from the institutional perspective to the personal one. The idea is that the teachers become aware that their needs have been changed, not artificially, but in connection with the educational needs of the students and the social needs of society. Simultaneously they should become more and more aware that their role depends on pupils and students, and not so much on the society. This institutional approach is probably not so relevant and it has become even less appropriate at this moment.

Through the PHARE project and the technical assistance which was provided by international experts and national experts, for example by the University of Bucharest, the CNFP improved the accreditation procedures in line with the European Union member states. Nowadays the CNFP wants to build a monitoring system and to focus it on the quality of continuous training programmes. Through the project's technical assistance the CNFP will build a methodology for developing impact analysis starting with the continuous training programmes which are implemented by their grant scheme.

The CNFP has also been in contact with experts from other countries in Europe making a comparative analysis of various professional development curricula and how, generally speaking, professional development takes place, for example, in Germany, Finland, the Netherlands, Scotland and Hungary, and how teachers' in-service training in each of these countries has been organised. These guidelines have proved to be valuable. They present who can be the training providers in each of these countries, how the programmes are organised, etc. Furthermore, through this programme, the CNFP is carrying out comparative analysis of competences required by teachers from rural areas in Romania, compared with teachers from rural areas in other countries, for example in Finnish Lapland.

The personnel in these regional centres of the CNFP give guidance, evaluate the programmes, monitor them, and, with the help of the CNFP centre, Romania has a quality assurance and monitoring system of continuous training.

The CNFP is attempting to reduce the gap between teachers' pre-service and in-service training. The professional transferable credit system seems to be the link between the two systems. Therefore the CNFP wants to apply transferable credits to all teaching careers. These transferable credits will measure the progress of each teacher's didactical career: What is the number of credits each teacher should obtain in each year; how will they be financed by the Ministry of Education? For these kinds of activities and projects the CNFP wants to improve the continuous training standards

The future of the teachers' continuous training system in Romania

Romania appreciates receiving a number of development projects from various EU funds. Especially the European Structural Fund has been seen as very valuable in providing solutions to some of the main challenges related to the development and modernization of the Romanian educational system. Such projects may also make it

possible to solve some broad issues concerning the quality assurance of teachers' continuous training, which the CNFP is in charge of.

The CNFP also wants to enlarge the markets of continuous teacher training and providers of continuous TE as well as to improve the transparency of the whole system. As to this, the Centre is designing an online catalogue with all the relevant information linked to it, for example, a list of all accredited training programmes. Teachers are able to view all the information they need to build their career, because this online catalogue displays everything they need to make a choice: who the providers from their region are, what kind of modules they provide, how many credits they give, for how many years the programmes are accredited, who the trainers are. The electronic system also helps teachers to see how many credits each teacher from each region has obtained and from what kind of programmes. The CNFP will also encourage teachers to go on mobility programmes to see how teachers are working in other countries. After coming back to Romania they could utilise the best practices.

The CNFP will offer teachers and managers opportunities to acquaint themselves with the kind of policies the Ministry of Education has concerning teachers' continuous training. All the information connected to the work of accreditation and to the specialised accreditation committee are matters being focused on at the moment. With these activities the CNFP wants to help teachers to plan their careers further.

Conclusions

To sum up, Romania has a quite innovative and functional system to guarantee the quality of teachers' and managers' in-service education. At the moment the Romanian system for teachers' in-service education can be seen as an example of good practice. According to one interviewee, although it is perhaps not the only good system in European countries, it is worth mentioning because it works.

The concept of the need for updating information was first introduced after 1989. The main point of the whole idea is the existence of the centres in the regional areas, the so-called Teacher Houses and the activities, for example the guiding system as well as the assurance system which are used there. This system can be described as an example of a good practice for teachers' and managers' in-service education which also covers the rural areas and at the same time guarantees the quality of in-service education. Teachers as well as managers are obliged to accumulate over a five-year period 90 professional credit points. The National Centre for Staff Training in Pre-university Education (CNFP) is responsible for accreditation of all kinds of in-service education programmes envisaged for teachers in kindergartens, primary schools, and high schools. Providers of in-service education, like NGOs, some private institutions, universities and Teacher Houses have to mention what kind of competences teachers can improve through a certain programme. So basically, competences and skills

recommended by the European Commission can be found in Romanian documents related to TE.

Teachers' continuing education is being developed further in Romania. Some PHARE projects are devoted to these aspects of teacher education, especially in rural areas. There are also suggestions that in the future teachers and managers should take more optional courses.

Romanian TE faces many future challenges as well. One challenge is, for instance, creating of standards for the teaching profession. It means that minimum requirements needed for obtaining qualifications for all teachers should be described, at the level of the European and of the Romanian educational system.

Secondly, the tasks of the teacher unions should be rethought. The role of teacher unions is very significant. There are four unions in Romania: one for higher education, and three for pre-university education. All of them are very actively concerned with teacher education and workload structure. At the moment, however, the unions are not involved enough in teachers' careers.

Thirdly, it has been recognised that induction programmes are necessary for teacher motivation. At present teachers have direct entrance into classrooms and they have insufficient training in classroom management. The ability to work with pupils with special needs, pupils in multicultural environments, and pupils of Roma background is an important qualification. The teacher profession is becoming more demanding and a minimal university preparation is not enough to cope with all problems that can appear in the classroom.

G. SCOTLAND

Scotland is a part of the United Kingdom and has 5.2 million people. It has been selected to be one of the case countries because it represents a nation where the predominant language is Anglo-Saxon in origin. Scotland has moved towards a more independent status, with its own Scottish Parliament, which has legislative powers. Until 1707 the country was an autonomous kingdom. In spite of becoming a part of the United Kingdom of Great Britain, Scotland remained distinct from other parts of the United Kingdom. As far as TE is concerned, Scotland is known to be quite independent and differs in many ways from the other countries in the United Kingdom.

The UK vs. the Scottish education system

Interviewees also underlined the particular and autonomous character of education in Scotland. Education matters devolved to the Scottish parliament. The Secretary of Education and Life Long Learning is the cabinet minister who is responsible for the Education Department within Scottish government. The Cabinet Secretary is in charge of all levels of education in Scotland. The Scottish government finances institutions involved in the development of teacher education, such as Learning and Teaching in Scotland (LTS) and Her Majesty's Inspectorate of Education (HMIE). Instead, the General Teaching Council Scotland (GTCS) is financed by the teaching profession, not by the Government. GTCS is officially a Non Departmental Public Body and is funded by an annual subscription which all registered teachers in Scotland have to pay. This means that while the GTCS does have a role in implementing Government policy, it also has a measure of independence from Government through not being financially dependent on it.

There is not a strong relationship at all between England or Wales and Scotland in issues connected to education. The Scottish education system is different from all the systems within the UK. For example, the National Curriculum does not apply in Scotland. Scotland has its own Curriculum for Excellence. There are also differences concerning the financing of education. When English students go to school, the resources move automatically with them to an appropriate institution. This is not the case in Scotland – schools do not receive such easily identifiable funding. The local authorities receive money and therefore similarly the schools. England offers initial teacher education programmes which lead to a Master's degree. This is certainly not true of all institutions or providers in England. In Scotland this type of programme has been developed only in Glasgow. Generally, Scottish universities have much more freedom and flexibility in developing teacher education.

There are also differences in qualifications. Scotland does not have A-levels, and standard grades will be replaced in the future with "Highers". Standard grades are of a lower level than "Highers", and therefore will not replace them. They will be abolished and replaced with an entirely new qualification. "Highers" have existed for a long time in Scotland and are the level of exam required for entry to university. Scottish pupils aiming at university take up to five "Highers" so they provide a broader education than the English A levels where pupils normally take three A levels. It is actually the Standard Grade qualification which is being replaced within the current Curriculum for Excellence development. "Highers" will be maintained within the new system.

Both countries have a General Teaching Council, but the Scottish one was established long before the English one. In comparison with England, Scotland is more like mainstream Europe. The English education system has been evolving differently.

Scotland cooperates a lot with other countries in improving teacher education and has become an active player in European developments.

Many things from the Scottish system are used as a model for England as well as for other countries. For example, one of the first General Teaching Councils in the world was founded in Scotland. The Scottish Teacher Induction Scheme can also serve as a good example for others.

Teacher education and the General Teaching Council for Scotland

The General Teaching Council for Scotland (GTCS)³⁷, which was established in 1965, plays an important role in the development of teacher education. GTCS was the first registration body for teachers in the UK. The GTCS is the independent regulatory body for the teaching profession. The GTCS is separate from government, but one of its tasks is to implement government policy in areas relating to teacher standards and recruitment. All teachers must be members of the body and they are obliged to pay a membership fee.

One of the main aims of the GTCS is to maintain and to enhance professional teaching standards. The Council does not assess the standards, but makes sure that they are implemented. There are a number of types of standards in use in Scottish education, such as the Standard for Initial Teacher Education in Scotland (SITE), the Standard for Full Registration (SFR), the Standard for Chartered Teacher, and the Standard for Headship. The professional standards define the capabilities and competences that teachers should have at different stages of their career. SITE is the first of the standards and gives exact specifications on what is required from the student at the end of initial teacher education. After fulfilling these requirements the student can receive provisional registration with the GTCS. The Standard for Full Registration defines the professional qualities the new teacher should have after the probation period in order to be fully registered with the GTCS. The Standard for Chartered Teacher is a set of capabilities foreseen for teachers who have completed requirements for full registration and who have established themselves in the profession. After completing a special preparatory programme (180 credit points) teachers can apply for the Professional Award of Chartered Teacher with the GTCS. The Chartered Teacher programme in the universities gives a Master's degree.

The last of the standards – the Standard for Headship - specifies capabilities of the head teachers and at the same time formulates a framework for the training programme

³⁷ See the Internet: <http://www.gtcs.org.uk/>

for headship. Nowadays, the standard can be met by gaining a Scottish Qualification for Headship.

The GTCS promotes the teaching profession in Scotland. The GTCS is responsible for keeping a register of teachers who are qualified to teach in public schools, making decisions on refusal or withdrawal of Registration, accrediting initial teacher education programmes, Chartered Teacher Programmes, and programmes leading to the Standard for Headship. In order to be approved, all programmes have to meet certain standards and criteria. The institution also makes sure that people who apply for teacher education have a satisfactory academic background. The organisation is regularly informed about the education and professional preparation of teachers. The Council body is in charge of the period of probation. For example, the General Teaching Council oversees if institutions and separate courses are succeeding in implementing the Teacher Induction Scheme. Moreover, the GTCS also functions as an advice body to ministers. It makes recommendations to ministers concerning Continuing Professional Development, staff development and supply of teachers.

New trends in the development of Initial Teacher Education in Scotland

The Scottish Teacher Education System has undergone considerable development in recent decades. Scotland cooperates with other countries and looks for good practices concerning teacher education.

In the past teachers were educated in separate colleges. Those colleges are nowadays Faculties of universities. Initial teacher education is provided by seven Scottish universities. Normally higher education institutions can decide independently how many students they will take in. The situation looks different concerning TE. The number of students recruited for TE programmes is determined by the Scottish government on the basis of the demographic data on births and retiring teachers. The government also makes a decision on how this number will be divided between various universities. In planning this division, the government needs to take many important matters into consideration. For example, each university has to have a sufficient number of students so that the programme is economically viable. The authorities have sometimes tried to reduce the shortage of teachers in the northern areas of the country by giving more student places to some universities. The hope was that some students would stay in those areas after finishing their studies. This might not have worked as well as was hoped but it did work as many students stay on as teachers in the remoter areas. The number of student teachers has grown in recent years. The reason for this is the retirement of large numbers of teachers who were born in the 50s. Additionally, the government wants to reduce class sizes in this way.

There are basically two pathways leading to the teaching profession in Scotland. Primary teacher qualifications can be obtained from the four-year Bachelor of Education (BEd) degree programme in Primary Education. The other programme suitable for teachers of this level is the one-year Professional Graduate Diploma in Education

(PGDE) course³⁸. There are also several ways that allow young people to gain secondary school teacher qualifications. The quickest and the most popular way to become a teacher in secondary school is to complete a one-year PGDE teaching course. The programme is intended for people who already have a degree in the subject and want to teach. Some universities also offer part time or distance learning PGDE (Secondary) courses. Prospective secondary teachers who do not have subject studies can do a four-year undergraduate BEd course or combined degree course.

Some higher education institutions are developing so-called concurrent programmes. This means that the candidates for the teaching profession learn a subject and alongside this they do teacher education studies. For instance, the BEd programme offered at the University Edinburgh is an integrative one. The University of Glasgow has gone even further in their developments. Their concurrent programme allows students to collect points towards a master's degree. Some interviewees foresee that the concurrent programmes will become more popular in the future. It is predicted that there will be a move from bachelor level towards master level teachers. Not all professionals, however, are convinced that such a shift would be the right way to go in teacher education development. Some think that having master level teachers is not necessary to improve the education system. Another interviewee has a slightly different opinion on this topic. The courses at master's level support the work in the classroom. This programme trains teachers who are more autonomous, and responsible for their own professional development. They tend to be engaged more in research, in practitioner based enquiries, and understand the impact of research on their own work.

Another trend is also observable in the development of initial teacher education programmes. Some universities offer the same programmes for primary and secondary school teachers. It is believed that such an approach makes it possible to eliminate the negative effects on learning during the transition from primary to secondary schools. Thanks to such common courses, teachers – primary as well as secondary - will know more about both age groups. But it should be noted that, while many of the elements of the university programme will be the same, the school experience placements are still in the relevant sector, i.e. in primary or in secondary schools.

The universities can develop their TE on their own and take the lead in developing their own initial teacher education programmes but there is an expectation that they will work in partnership with schools and local authorities to ensure that the programmes remain acceptable to local authorities and reflect the latest developments in schools. Thus, many of them design their curricula in partnership with schools, head teachers, teachers, students, people from local authorities, and other external agencies. The idea

³⁸ The PGDE is a non-degree qualification. It is considered to be a vocational course. Only in the University of Glasgow has the programme been raised to master's level. The PGDE was previously known as the Postgraduate Certificate in Education (PGCE). The course was renamed in Scotland.

is to create a teacher education programme which allows students to work better in different sectors and with various partners.

Professionals working on developing teacher education see the importance of adjusting teacher education courses to the changing society. The process of developing teacher education should be accompanied by ongoing reflexivity and self-evaluation. Teacher education curricula are changing and becoming more inclusive and probably more attractive for creative people. Since the late 90s there has been a noticeable change in the approach to teacher education. It is recommended that there should be less emphasis on discrete subjects and expository methodology. Instead, more activity is needed in teacher education. These new trends reflect changes concerning TE that have happened in other European countries.

There is also a tendency nowadays to look at teacher education as a continuum. It is believed that initial teacher education should prepare students to be responsible for their own learning, thinking, practitioner enquiry and professional development for the duration of their teaching career. Graduates of teacher courses should be able to continuously reflect on themselves and on their work.

The new Curriculum for Excellence³⁹ for schools has had an impact on teacher education. More attention is paid to children's needs and how teaching takes place in schools. Nowadays, the teacher's professional knowledge is applied more to what curriculum is offered to children. According to the new curriculum for schools, students should be taught in a more integrative way. It is believed that this allows them to better connect the issues that they learn. Some teacher education programmes (for example, at the University of Edinburgh) are designed in such a way that student teachers can experience an integrative type of learning.

The universities have to agree with the General Teaching Council on the framework of the teacher education programmes. The higher education institutions receive a set of competences from the government that each teacher education course has to achieve. The Government publishes a set of Guidelines for Initial Teacher Education Courses in Scotland⁴⁰. The Guidelines do not set competences but they do give requirements in terms of course length, minimum amount of school experience etc. The 'competences' are in the Standards.

³⁹<http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>

⁴⁰http://www.gtcs.org.uk/Publications/StandardsandRegulations/Guidelines_ITE_Courses_in_Scotland.aspx

The courses designed have to meet these key competences and meet standards for initial teacher education in order to be approved. It means that the universities resemble each other because they are working towards the same competences. In this sense, for the last two or three years, it has been possible to talk about a common model of teacher education in Scotland. It may happen that the higher education institutions do things in a slightly different way or offer somewhat different programmes, but all of the courses lead to the same qualification. Generally, universities put emphasis on inducting students into learning and how the learning happens.

These particularities and new trends in the development of Scottish system are well illustrated by the model of ITE in Glasgow and Edinburgh.

ITE at Glasgow University

The Faculty of Education at Glasgow University came into being after the independent Saint Andrew College was merged within the university. Currently, the Faculty offers two types of teacher education programmes: undergraduate and postgraduate⁴¹.

The undergraduate programmes include a BEd programme in primary education and the Master of Arts in Education. The BEd programme consists of courses devoted to educational values, to learning processes, religious education, curriculum development, educational change, as well some courses in disciplines of the students' own choice. Students are supposed to spend 32 weeks of the four-year programme working in schools.

Another fairly new programme is provided by the Dumfries Campus. The MA Primary Education was approved by the GTCS in August 2008. It is a kind of concurrent degree programme. Participants in this programme take classes with other degree students. At the same time it is possible to gain qualifications needed for teaching in primary schools. Students are required to increase their knowledge and skills in areas such as primary school curriculum, effective learning, teaching, assessment and reporting in classroom, national policy and curricular developments. At least 30 weeks are foreseen for gaining school experience.

The Postgraduate Diploma in Education (PGDE) offered at the University of Glasgow leads to a Master's-level teacher qualification. The university is aware of the challenges connected with the transition from primary to secondary schools. Therefore, primary and secondary school teachers are in the same programme for two-thirds of the time. They are, however, supposed to follow slightly different pathways. A balance is kept between theory and practice. Students spend 18 weeks of the time in the Faculty of Education, and the other 18 weeks in the partner schools.

⁴¹ See internet: <http://www.gla.ac.uk/faculties/education/>

The university is currently reforming its TE. The bases for these transformations are European and international benchmarks and best practices. The institution is interested in, for example, Australian, Estonian and American models. One of the aims is to make all teacher education programmes Bologna Process compatible.

To conclude, there are a few special facets of TE in Glasgow. Firstly, it is the first University in Scotland which gives secondary and postgraduate primary teachers the possibility to gain a diploma which leads to the Master's level. Students can gain teacher qualifications after the first year of their Master's. Already at that point they can receive their diploma and teach. Secondly, the institution trains teachers to meet the needs of schools in the Roman Catholic Church sector, both primary and secondary.

ITE at Edinburgh University

The School of Education at Edinburgh University used to be an independent college. The Moray House College merged within the university ten years ago. Nowadays, there are three colleges within Edinburgh University. The School of Education functions under the College of Humanities and Social Sciences.

The university offers three four-year Bachelor of Education degrees - honours degrees⁴². Students can study in the programmes leading to the Bachelor of Education in Primary Education, Bachelor of Education in Physical Education, and Bachelor of Education in Design and Technology. The last two degrees are envisaged for secondary school teachers. Additionally, the university offers two one-year PGDE programmes – one for primary, and the other one for secondary school teachers. Similarly to the University of Glasgow, the PGDE programmes at the University of Edinburgh consist of theoretical and practical parts. The PGDE for primary education focuses in the first semester on early years and in the second on later years. The studies are divided into theory and practice of teaching, collaborative projects, subjects from curricular areas, and school practice. Students spend half of their programmes working in schools. The PGDE for secondary education concentrates on two core topics, such as learning and teaching, and policy and change.

Many transformations concerning teacher education have taken place at the university. Most of the changes are the effect of the merge of the College into the university. There is, for example, a demographic change in the staff. Traditionally, people working at the university had long teaching careers. Nowadays, new personnel have some teaching experience, but they also have completed PhDs and started to write and publish. In comparison to the past, there is less time spent with students than a few years ago. In

⁴² See internet: <http://www.education.ed.ac.uk/>

the past students were subject to “spoon feeding”. They did not have enough time and space to work independently. In the present system they are encouraged to do more things on their own.

One of the specialities of Edinburgh University is that the organisation has a research culture. The institution tries to find a match between the research that is done at the university and the student programmes. Students will write a dissertation as part of their studies. The work should involve some action research or some small-scale research. There should be a link between the small-scale research that students carry out and what is researched at the university. In the opinion of some professionals from Edinburgh University, teachers should be a kind of researcher. They should be interested in the research that has been done.

The university is known also for applying many innovative methods in teacher education. Teaching in schools is supposed to take place in a more integrative way. As a consequence, more integrative courses for student teachers have been designed. Students do not take courses in separate curricular areas, but they participate in so-called curriculum pedagogy courses, which are a combination of different subjects. Thanks to such an approach, student teachers should get first-hand experience of learning in an integrative manner.

Some professionals use a storyline technique in their teaching. The method allows students to work in a more integrative way. Active learning and reflection are the central concepts in the storyline strategy. Another integrative approach to teaching is, for example, the novel methodology. The students work on an already existing story. The story can be turned into chapters. The class has to work together in order to solve some problem. Critical thinking is seen as an essential element of this approach. Edinburgh University, like Glasgow University applies problem-based learning. There are some key lectures which are accompanied by a set of problems that students are supposed to solve in small teams. Thanks to this method, students can work across a number of the programmes. The technique allows them to develop their collaborative, research and presentation skills.

Teacher Induction Scheme

After finishing their studies, student teachers can be awarded provisional registration with the General Teaching Council. The Scottish universities, though, do not produce fully qualified teachers. In order to gain a full teacher qualification future teachers have to go through a probation period. The novice teachers are eligible to take part in a programme known as the Teacher Induction Scheme. New teachers are guaranteed that they will get a one-year teaching post with local authorities. During this period of probation teachers have time for practicing teaching, for consolidating all they have learnt at the university as well as for professional development. Each beginning teacher is mentored by a more experienced teacher. They also get support from the head teacher and senior management at the school and from local authorities. At the end of probation novice

teachers gain the Standard for Full Registration and they can be fully registered with the GTCS. From this moment on, they are fully qualified teachers. The Standard for Full Registration can also be achieved through the so-called Alternative Route. This option enables the teachers to do a probation period on a part-time basis, also in the independent sector or outside of Scotland.

European Commission recommendations and TE in Scotland

The recommendations of the European Commission are taken into consideration in efforts to improve teacher education. There is, however, no direct mention of competence in teacher education in Scotland. Instead, a comprehensive set of standards is applied through the whole of the teachers' career. The same persons were basically involved in the development of the EU papers and Scottish standards for teacher education. As a consequence, the standards created by the GTCS match the competencies included in European Commission documents as well as documents from other countries.

The Standard for Initial Teacher Training and the Standard for Full Registration describe exactly the same groups of abilities: professional knowledge and understanding, professional skills and abilities, professional values and personal commitment. The Standard for Chartered Teacher also contains similar components: professional values and personal commitments, professional knowledge and understanding; professional and personal attributes; professional action. Through these sets of standards the GTCS wants to ensure that students in the future will be good classroom practitioners, that they have a set of values for what it means to be a teacher, and that they do their job with personal commitment.

All teacher education programmes have to meet these standards and other authorities' benchmarks, in order to be accepted. The universities are obliged to educate teachers who can each standards designed by the GTCS.

In the opinion of one of the Scottish professionals, there are no more or less important competences. The abilities gathered in clusters by the European authorities cannot be put into any hierarchy. There is some kind of interrelation between them. One of the interviewees from Glasgow University is convinced that secondary as well as primary school teachers should be equipped with the same set of generic competences.

Professionals believe that they should be flexible in improving teacher education. For instance, they should take into account changes that are happening in the world and they need to be aware of government policy. They should constantly ask themselves the question, whether the competencies they are suggesting are the same as in other countries.

Subject and pedagogic competences

Subject knowledge as well as pedagogic competences are needed in order to be a teacher. This fact has also been taken into consideration by establishing standards. One of the components of the Standard for Initial Teacher Education (SITE) and of the Standard for Full Registration (SFR) refers to professional knowledge and understanding. The other module is linked to professional skills. Section 4.1 of the SITE says that particular attention should be paid to the processes of learning and teaching. The teacher education programmes in Scottish universities are designed so that future teacher can be competent in both of these areas.

The relation between subject and pedagogic capabilities is well summarized in the opinion of one of the professionals. The interviewee from Glasgow University underlines that the key thing in their teacher education courses is a focus on understanding learning and learning processes. Students should understand themselves as learners. At the same time, they should be aware how children learn. On the other hand, it is important to have knowledge of the subject and how this relates to enriching learning processes. The biggest focus is, however, on understanding learning processes.

Later the same interviewee continues that students who are coming into teacher education programmes already have some expectations of what it means to be a teacher. The aim of the educators should be to tell them what the teacher does and why s/he does so. In this fashion students can start to understand that there is some rationale behind the teacher's actions. Teacher education courses are prepared in such a way that student teachers can recognise the cognitive processes that are taking place in the teacher's mind.

The new generation of teachers also has to be competent in using a variety of methods. Only teachers who have had experience of such innovative methods will be capable of using them in their teaching. Therefore, teacher education universities apply a range of modern approaches to learning and teaching. For instance, the University of Edinburgh is known for its use of problem based learning, storyline, novel technique, and an integrated way of teaching. Glasgow University also uses problem based learning and does so more extensively than Edinburgh does. The University of Edinburgh also prepares its students for applying a mixture of techniques during their lessons. Most of these methods require more activity from students than traditional ones. The young teacher should also be capable of recognising and taking pupils' needs into account.

In the opinion of one of the professionals, nowadays institutions of higher education are helping students more in terms of "learning about learning". As a consequence, the universities are getting a lot of positive feedback from the schools. It is believed that students are now better prepared for teaching than before.

Integrating theory and practice

A lot of attention is paid to the integration of theory and practice in the teacher education system in Scotland. All teacher programmes contain theoretical and practical parts. The Government in its Guidelines for Initial Teacher Education Courses determines the amount of practice included in certain programmes. The GTCS accredits them to ensure that they comply with the requirements of the Guidelines. So, the Council makes sure that students in teacher education programmes can connect theory to practice through school experience. Point 4.2 of the Standard for Initial Teacher Education says that *“learning through working with practising teachers and other professional staff is a central feature of Initial Teacher Education”*. The students of four-year BEds courses are supposed to spend about 40 weeks in schools. Similarly, half of the PGDE programmes (18 weeks) take place in schools.

It is believed that students should go into schools as soon as possible. During the school experience periods, students try to understand child learning in a different context. They have discussions with students, teachers, and other school personnel on learning and teaching. They can also see whether what they have learnt works in practice. Furthermore, after coming back to the university, they can better understand what is said. In this way students can move towards an evidence-based profession. Some professionals underline that practice is deeply embodied in the courses. There is always a focus on theoretical aspects and practical issues during the courses. It can be said that there is kind of ongoing dialogue between theory and practice.

Recently, the importance of school experience has been emphasised even more. Induction became an integral part of teacher education seven years ago. Previously student teachers had a very fragmented experience of teaching after finishing their studies. The probation period allows them to consolidate all they have learnt. They can also take advantage of the guidance of more experienced teachers. Thanks to the system of mentoring, newly-qualified teachers can develop many useful professional skills.

In the interviewees' replies some trends in teacher education concerning the integration of theory and practice can be discerned. In the opinion of some professionals, students should work more independently and they should do more things on their own. Besides, there is a vision of the teacher as a researcher, as a person involved in professional enquiry. Teachers should be interested to a greater extent in reading books on research. The good teacher also needs to be some kind of *“reflective practitioner”*. It means that s/he should be able to analyse and evaluate their own actions, the result being that s/he can become better in the teaching profession.

Co-operation and collaboration

There are many authorities involved in development of TE in Scotland. The main role in this area is played by the Scottish Government, the General Teaching Council for

Scotland, universities, schools, local authorities, and Her Majesty's Inspectorate for Education.

The Standard for Initial Teacher Education underlines that universities should work together with other agencies. It is recommended that higher education institutions develop a plan for improving the partnership with local authorities and independent schools.

Many examples of cooperation and collaboration can be found in Scottish teacher education. The universities are working with schools to give students the opportunity to gain some school experience. There is collaboration between various institutions by implementing induction. Students are applying for the Scottish Induction Scheme run by the GTCS. After admission to the programme they are guaranteed a one-year teaching post with local authorities.

Universities realise that it is important to involve various partners in the process of developing TE. One of the interviewees from Glasgow University thinks that TE should be developed with school partners and other external agencies. It is believed that involvement of different agents in planning TE will enable the creation of a programme which allows students to work better in different sectors. The university has put the idea into practice. Two members of Glasgow City Council are taking part in developing a PGDE programme. The BEd courses are also prepared in partnership with headteachers, teachers, people from local authorities, and also with students. Glasgow University considers it essential that students themselves have a voice in designing the curriculum. The MA in Primary Education has been designed by local authority partners and school leaders, and is delivered in partnership with them. Additionally, the institution cooperates with curriculum agencies in other countries.

The university also has links with social work authorities. The institution wants to make students more aware of the fact that their future work will be interdisciplinary in nature. They will often be working with practitioners from other professions. The professionals are, however, aware of the fact that cooperation between different agents can be difficult to implement. There is still a lot to do so that the collaboration functions properly.

The University of Edinburgh also pays attention to cooperation and collaboration. Most of the lecturers were previously teachers with the result that they consider the contact with the schools as an essential in TE. In this way universities can stay up-to-date with what is happening in schools and remember the context in which teaching takes place. The university personnel support the development of student teachers' collaborative and team working skills. A range of methods, such as problem-based learning, is used, which should contribute to the development of these capabilities.

The General Teaching Council for Scotland works with different authorities by reviewing what is happening in schools. The institution cooperates in this process with the Quality Assurance Agency for Higher Education, with the government, civil servants, inspectorate, universities, and trade unions.

Quality assurance

From the previous analysis it can be noticed that the General Teaching Council for Scotland plays an important role in quality assurance in TE. The Council is responsible for accreditation of the TE programmes. The GTCS checks that the standards are maintained in the programmes. The body is interested if particular programmes and institutions prepare students for the probation period. The organisation also determines how much time students will spend in practice schools. The Council makes sure that students who come into TE programmes have an appropriate academic background. The GTCS also pays attention to student assessment. Section 4.3 of the Standard for Initial Teacher Education says that *“the assessment of student teachers will be undertaken using an appropriate range of methods of gathering evidence about their success and progress. It will include the use of data from universities, as well as from schools and other places in which the student teacher is undertaking her/his professional education.”*

There is a system of external examiners in Scotland. This means that, if one university is running ITE programmes, somebody from another higher education institution checks if the course needs any improvement. The GTCS has access to the evaluation of the external examiners.

Another important institution in the Scottish quality assurance system is the Quality Assurance Agency for Higher Education (QAA)⁴³. The Agency looks at the university as a whole and at the processes that take place in the higher education institution. Also in this case the GTCS takes into consideration the opinion of the QAA about a particular university in accrediting the programmes.

It is also necessary to mention two other institutions: Learning and Teaching Scotland (LTS) and Her Majesty’s Inspectorate of Education (HMIE)⁴⁴. LTS is an executive non-departmental public body, which contributes to reviewing, assessing and supporting education and learning in Scotland⁴⁵. The organisation carries on, for example, the implementation of the Curriculum for Excellence, which underlines the role of professional development of teachers. HMIE is a kind of statutory body set up by the Scottish government. The inspections and reviews done by HIME are significant bases for quality improvement in Scottish Education. The body is responsible for inspecting schools, teacher education, community learning and development, further education and local authorities. HIME evaluates schools from the perspective of a set of criteria, such as teaching, learning environment, relationship with parents, other communities

⁴³ See internet: <http://www.qaa.ac.uk/>

⁴⁴ See internet: <http://www.hmie.gov.uk/>

⁴⁵ See internet: <http://www.ltscotland.org.uk/>

and professionals. Besides, HIME publishes on aspects of the enhancement of Scottish education.

The Scottish inspectors used to have quite an important role in creating policy. Later they were taken out of policy making. It was agreed that their job should be to inspect the implementation of policy in schools, rather than to design it. While they do not create policy any longer, they do still advise the Government on education.

Continuing and lifelong learning

Teacher education in Scotland is considered as a sort of continuum. Section 2.3 of the Standard for Full Registration underlines that the commitment to lifelong learning, personal development, and enquiry is an essential part of the teaching profession and it is a responsibility for all teachers. According to the SFR, Continuing Professional Development should be seen *“as a continuum which extends from ITE, through induction (probation) and throughout the whole of a teacher’s career.”*

A number of interviewees also underline the continuing character of the teaching profession. Some of them are convinced that future teachers should be able to take responsibility for their own learning, should be prepared for continuous practitioner enquiry and reflection on their own actions. The moment of signing up for teacher education signals the start of the route of teacher development that continues throughout the whole career. At first students have to complete the Standard for Initial Teacher Education, then the Standard for Full Registration, and then they also have an opportunity to gain the Standard for Chartered Teacher. The students have the possibility to revise things connected to learning and understanding curriculum in the induction phase and then throughout their whole career as a teacher. In the opinion of some Scottish professionals a teacher is never ready and fully qualified.

The ongoing process of teachers’ development throughout their whole career is called Continuing Professional Development (CPD). There is a kind of portfolio of CPD in Scotland. Teachers are supposed to undertake 35 hours of CPD per year and they usually have some kind of development plans. It is believed that teacher professional development is essential for implementing curricular reform in Scottish schools⁴⁶. CPD aims at developing essential skills for Teachers for Excellence. Such a teacher should have a positive attitude to pupil learning, good content knowledge and understanding, a knowledge and understanding of connections across curricular areas, an expertise in teaching practices and learning new skills as well being able to communicate values to pupils. Universities offer a number of structured courses which allow teachers to rise in their career, such as Chartered Teacher or the Standard for Headship. The GTCS

⁴⁶ See internet: <http://www.ltscotland.org.uk/cpdscotland/what/lead/tfe/skillsfortfe.asp>

accredits those courses offered by the universities for Chartered Teacher and Headship programmes.

The Chartered Teacher Programme is meant for experienced teachers. There are basically two ways to become a chartered teacher: the professional and academic route. Teachers can get a professional qualification through the GTCS (professional route) or through obtaining a MEd in Professional Development and Enquiry at the university (academic route). The aim of the Chartered Teacher is to encourage those who do not want to be managers to remain in the teaching profession. The idea behind it is that they should then share their developed knowledge with the rest of the school. Awarding of the Standard for Chartered Teacher leads to a salary increase. Nowadays there are 833 fully qualified Chartered Teachers in Scotland with a further 3000 currently working towards becoming Chartered Teachers, which are quite considerable numbers in a small country.

However, there are some obstacles to taking the courses. Firstly, the programmes are quite expensive. Only some local authorities cover part of the costs of the course, but, in principle, teachers have to pay for it themselves. However, for every two modules they successfully complete they receive a pay increment, so their salaries go up. Secondly, teachers do not have time to do it. Courses usually take place at weekends and in the evenings. However, some of them are available as summer schools, or during other holiday periods, others are available online. And thirdly, the idea of sharing knowledge with the rest of the community does not always really work. However, there is some quite good evidence of the effectiveness of knowledge sharing processes within learning communities or communities of practice.

Leadership and mobility

Teachers also have an opportunity to develop their career towards a leadership position. In order to become a head teacher a person has to hold the Scottish Qualification for Headship (SQH). The programme for SQH is prepared in cooperation between local authorities and approved Higher Education Institutions. The management and leadership capabilities of headteachers are defined in the Standard for Headship. The headteacher should be competent in managing learning and teaching, leading and developing people, leading change and improvement, effectively using resources and building community.

The institution called Learning and Teaching Scotland (LTS) also contributes in a way to the development of leadership competences among teachers. The staff members of LTS are mainly practicing teachers. The educators work across various authorities at the local and national level and improve their leadership skills. Later the same persons can use their expertise in a leadership area in the school context

One of the interviewees stressed that leadership competence is not the most important. The same state of affairs seems to exist in the case of mobility. One professional

pointed out, however, that the universities are facing some problems in this matter. It is easy for students from other European countries to come to study in Scotland. It is much more difficult for Scottish students to study abroad. The main reason for this is lack of knowledge of foreign languages. There is seen to be a need for improving the learning and teaching of languages other than English. Scottish professionals are convinced that students should start to study languages much earlier. At the moment they begin language studies at age of 10.

Conclusions

Scotland has developed its teacher education system in many aspects differently to the one present in other parts of the UK. In comparison with England, the Scottish system is more European. There are many trends in the Scottish system comparable to those present in other countries. There are some attempts to make teacher education programmes more Bologna Process comparable. Furthermore, Scotland has to a large extent taken the European Commission recommendations concerning teacher education into consideration. Scotland does not use precisely the skills and competence clusters designed by the European Union. Instead, the country has developed its own system of standards. All teacher education programmes should help students to reach relevant standards.

Some institutions involved in teacher education in Scotland, as well as some approaches to teacher education, can serve as a model to other countries. For example, the General Teaching Council for Scotland was one of the first teaching councils in the world. It is an important regulatory body, whose main task is implementation of government policy. Its main task is to maintain a register of teachers who are qualified to work in schools. From that stem various other roles such as being the 'gate keeper' of those who become a teacher and also the profession's legal body, removing from the Register of Teachers people who are dishonest, behave inappropriately or are incompetent. This implies that it will have a say in setting and governing the standards for entry, etc. The GTCS is responsible, among things, for preparing the standards for teacher education, accreditation of teacher education programmes, registration of teachers qualified for the teaching profession, and implementation of induction. The accomplishment of standards proposed by the GTCS is the focal factor leading to approval of teacher education courses.

The Scottish Teacher Induction Scheme and mentoring system can also be considered as good practices. The OECD commented in December 2007 that 'Scotland's approach to teacher induction is world class.'⁴⁷ All students who graduate from teacher education

⁴⁷ OECD Reviews of National Policies for Education: Quality and Equity of Schooling in Scotland. (2007).

programmes and register with the GTCS are entitled to a one-year probation period in a public school. Induction gives the novice teachers a chance of practicing their future profession under the supervision of an experienced teacher.

It is also worth mentioning that teacher education in Scotland is seen as a sort of continuum. The country has succeeded in putting this idea into practice. This continuum starts with enrolment in a teacher education course, has its extension in the induction phase and then lasts through the whole of a teacher's professional life. During their career, teachers are supposed to complete relevant standards and take part in the ongoing process of Continuing Professional Development.

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Annex 10. List of Acronyms

ATEE	Association for Teacher Education in Europe
BP	Bologna process
CPD	Continuing Professional Development
EC	European Commission
ELGPN	European Lifelong Guidance Policy Network
ENTEP	European Network of Teacher Education Policies
EU	European Union
EURYBASE	Eurydice Database on Education Systems in Europe
EURYDICE	Information network on education in Europe
FIER	Finnish Institute for Educational Research
HE	Higher Education
IEA	International Association for the Evaluation of Educational Achievement
INCA	International Review of Curriculum and Assessment Frameworks Internet Archive
ITE	Initial Teacher Education
JYV, JYU	University of Jyväskylä
OECD	Organisation of Economic Co-operation and Development
PISA	Programme for International Student Assessment
TIMMS	Trends in International Mathematics and Science Study
TE	Teacher Education
TEPE	Teacher Education Policy in Europe Network
VET	Vocational Education and Training

