



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

Workshop II

Learning to teach – challenges to teachers and trainers

In the context of constantly changing educational environment, teachers should become committed lifelong learners and, consequently, to support this, teacher training should be coherent from initial training through induction to continuous professional development.

The workshop will focus on innovative approaches in teachers' initial and in-service teacher training in terms of dealing with new content and new educational environment:

- to stimulate the participants to share their experience with other practitioners, experts and policy-makers;
- to raise awareness on the topic and strengthen mutual learning;
- to explore and discuss examples of good policies and practices identified during the study visits.

The outcomes of the seminar will provide a better understanding of the policy and practice in this area, will be included in a publication and used to prepare study visits in the future.

The discussion should be structured on the following key points:

1. Has the perception of teachers' role changed in recent years in your country? In what sense?
2. Is teaching an attractive career in your country? What is done to achieve this?
3. What has changed in teacher training in your countries to support the new role of teachers? How are individual training needs of teachers and/or schools determined and met in your countries?
4. Based on the discussions and on your own experience, which competences should most teachers acquire in order to develop key competences of students?

Summary of discussion

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This workshop focused on innovative approaches in teachers' initial and in-service training. It stimulated the participants to share their opinions and experience, raised their awareness on the topic and strengthened mutual learning. They explored and discussed examples of good policies and practices identified during the study visits.

1. A warming-up phase began with discussing “**A good teacher is ...**“, and “**Teachers are perceived as ...**” It became evident that *High expectations of teachers everywhere - but a bad public image in many countries*. Europe-wide common understanding of good teachers identified by the participants was as follows:
 - personal characteristics (e.g., loving children, realistic dreamer, empathy, respect, understanding);
 - knowledge of subject and its teaching (e.g., competent in subject, psychology, pedagogy);
 - skills/abilities (e.g., ability to transmit knowledge, being creative not afraid of breaking rules, being a leader, ability to motivate students to learn, etc);
 - professional growth (good learner (e.g. learning how to act), lifelong learner;
 - open to the world;
 - being reflective on his/her own everyday practice;
 - being enthusiastic to learn new skills);
 - appreciation (e.g. appreciate his/her social role);
 - commitment to the mission (e.g. dedicated and enthusiastic about his profession; passionate about learner, learning, and teaching);
 - beliefs or self confidence (e.g. believing that I could make a huge difference).

Everybody agreed that media is an important factor affecting teachers' image and status in public. Prevailing negative perceptions (e.g., lack of classroom management system, not working enough or lucky people because of long holidays and short hours, just do teaching if you cannot do anything else, not enough motivation, etc) rather than positive ones (e.g., hard working, key people, having difficult task to accomplish, etc.) ask for improving the teacher image and status in many European countries. One step for that is to involve media in various activities.

2. In the main phase of the workshop, several **examples of good practice** in teacher training were presented. The following ones appeared especially promising for the development of teacher training and should be – *mutadis mutandis* – tried out in as many member countries as possible (for more detailed descriptions of the initiatives please see the [workshop booklet](#)):

Initial teacher training

Intensifying student placements in schools. Director of teacher education, Tim Hope (the University of Agder, Kristiansand, Norway) informed about a programme of student teachers' placements into schools. In his university, groups of student teachers run a whole school for one week. They dive into work and get a realistic impression of the 9-to-5 workday of a

teacher with all its aspects. These placements are a win-win situation for student teachers, university, and the schools. For the teacher students and the university, this is an optimal way to intensify placements. The schools receive money, and the teachers have a week's time for conferences and in-service training.

Induction into teaching. Deputy Headteacher, Pauline Morgan (St. Teilo's High School, Cardiff, Wales, UK) told about an intensified induction phase for beginners of teaching in Wales. Like everywhere in the United Kingdom, beginning teachers are required to hold a master's degree and to have passed the Post Graduate Certificate of Education, which is regarded as pre-induction programme. In the induction programme, the trainee teachers for one year take one third of their working hours for theory input, and in the other two thirds, they try to put this theory into practice and to improve their teaching. After this, a post-induction programme of two "early professional development years" follows. All parts of the induction included, practical training to gain a "qualified teacher status" takes four years now in Wales.

In-service teacher training

Re-professionalisation – a second start into teaching. Professional Officer, Rosa Murray (the General Teaching Council of Scotland, UK) presented the Standards for Chartered Teacher (SCT) programme. In this programme, experienced teachers are motivated to go back to university to brush up their pedagogy, psychology, methodology, and media knowledge for teaching. If they participate successfully, they get a remarkable pay raise. Moreover, many participants regard this programme as personal and professional enrichment. They realise how they can improve and modernise their teaching. In Scotland, this programme has found broad acceptance among trade unions, politicians, schools, and teachers.

Evaluation and dialogue as means of improving quality of teaching and job satisfaction. Partner school developer Jan Nordin (the University of Dalarna, Sweden) informed about the use of self-evaluation and dialogue meetings for groups of trainee teachers, experienced teachers, and teacher trainers. Self-evaluation and dialogue meetings help the persons involved to improve their ability for self-reflection, so that they can become psychologically more aware and solve problems more effectively.

Examples of CLIL (Content and Language Integrated Learning) and school-based training to improve and widen the competences of teachers. Spanish colleagues from Asturias, Basque Country, Catalonia, and Andalusia have developed very impressive and obviously successful programmes to qualify content subject teachers to teach their subject in a foreign language, mostly in English. These programmes consist of several parts, including an initial phase in Spain, a placement in the United Kingdom, and a following-up phase in Spain to secure the sustainable effect on the teaching of the participants. Similar programmes exist in Poland.

Spanish colleagues put a special emphasis on school-based development measures. Their experience is that if they want to effectively improve teaching, large groups of the staff of a school ought to be involved and to engage actively. This attitude is shared by Anne Vikanes from Moster School (Mosterhamn, Norway) where ***team teaching*** was introduced to improve teaching and learning.

3. In group work on the second day of the meeting, participants were invited to develop training programmes to strengthen competences which most teachers should acquire in order to be able to develop the key competences of their students. The themes for the training programmes, on which the groups worked, were: *learning to learn; school as a learning community; change for long serving teachers; use of ICT to motivate and create enthusiasm in the classroom.*