



Working Group on Schools policy:

Initial Teacher Education

**achievements and
way ahead**

Daphne de Wit
European Commission
DG Education and Culture

WG on Schools policy: teacher education

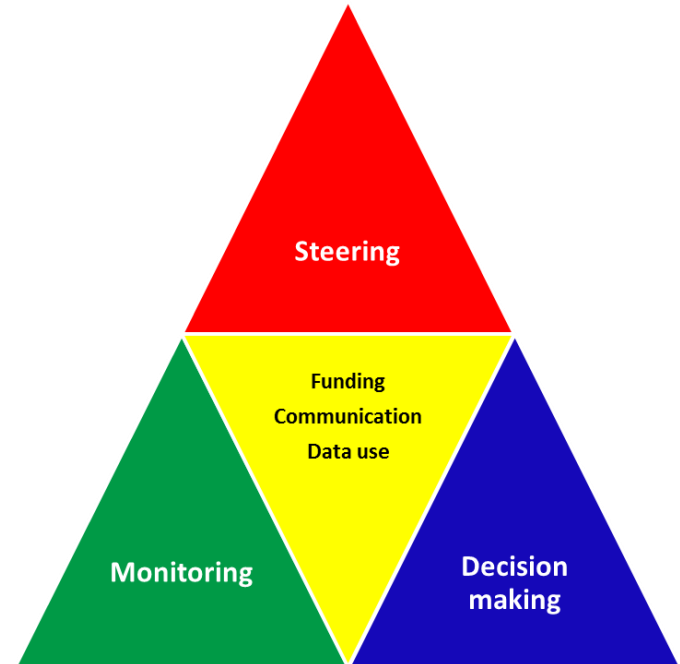
Key areas identified by the WG:

- The **Governance** of initial Teacher Education: how can governments steer, facilitate and monitor quality in initial Teacher Education?
- **Collaborative learning environments**: from ITE to professional school practice
- Linking Initial Teacher Education with early career support and continued professional development as part of a functioning **continuum of teacher education**

Governance of ITE

What have we learned so far:

- Literature review
- Questionnaire
- In-depth Country Focus Workshop
- Discussion WG meeting



*Striking the balance between
steering, monitoring and decision-
making*

Governance of ITE

Among the key choices linking policy ambitions to policy outcomes the WG identified the following:

- o **Steering mechanisms:** focus on incentives and penalties
BE-nl: funding by the government specifically targeting the quality of teacher education
- o Modes of **stakeholder involvement** focus on ways to engage and involve stakeholders
In Norway, National Council for Teacher Education and committees of stakeholders, to receive input for ITE reforms.
- o Modes of **decision-making:** top-down or bottom-up
DK: ITE programme regulations giving greater freedom and discretion to ITE providers in planning curricula and examinations
- o Mechanisms of **monitoring system adapted** to different contexts
Austria: establishment of a Quality Assurance Council

Collaborative Learning Environments

Preliminary conclusions:

What have we learned so far

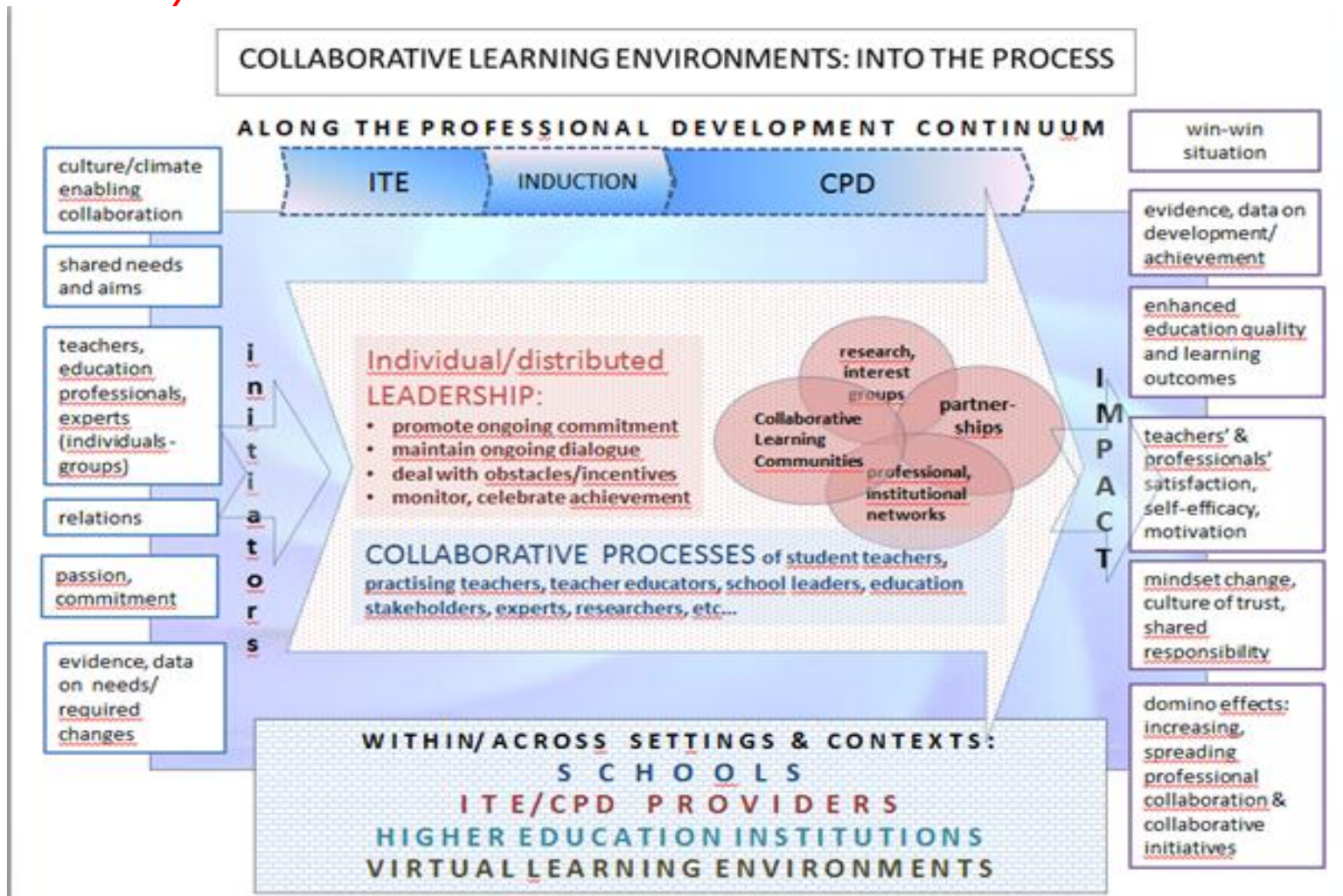
- Literature review*
- Questionnaire*
- In-depth Country Focus Workshop*

In many countries, the focus of recent reform shows shift:

- in teachers' professional development focus towards school-based CPD*
- towards development of collaborative learning communities*
- In promoting collaborative ITE-school partnerships and professional networks (teachers, ITE providers), for effective teacher and teacher educator learning*

Collaborative Learning Environments

Preliminary conclusions:



Way ahead

'Guide on Initial Teacher Education', providing policy guidance and practice examples incl. evidence from research and international surveys as well as the results of the series of In-depth Country Focus Workshops.

Next steps:

2 to 3 meetings (26-27 February, June,...)

3 in-depth country focus workshops:

- 'Initial Teacher Education in the Continuum of Teacher Education', March 2015, place tbc

Closing Conference (November 2015)

Questions for discussion at DG Schools:

**How to tailor the outputs best to facilitate use
on national level e.g.:**

- *Focus on any of the key aspects?*
- *How to present information on reforms?*

Further information:

General:

http://ec.europa.eu/education/policy/school/teacher-training_en.htm

SWD Supporting the teaching professions for better learning outcomes (2012)

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SWD:2012:0374:FIN:EN:PDF>

Executive Summary TALIS results (EC,2014)

http://ec.europa.eu/education/library/reports/2014/talis_en.pdf

Study on the attractiveness of the teaching profession (2014)

http://ec.europa.eu/education/news/2014/2010428-teaching-profession-attractive_en.htm