



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

Study visit group report

Group No	157
Title of the visit	regional teacher training programmes to recruit and retain quality teachers
Topic	14 (Teachers' and Trainers initial training, recruitment and evaluation)
City, country	Holbaek, Denmark
Type of visit	G
Dates of visit	21.03. 2010 - 26.03.2010
Group reporter	Darina Výbohová

(studyvisits@cedefop.europa.eu) within ONE month after the visit.



I. Findings

- One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

title of the project/programme/initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/programme/initiative addresses	what features of the project/programme/initiative make it an example of good practice
Poduktionsskolen	Denmark	Produktionsskolen Tølløse	Anne Dorte Nielsen	Students with unclear career paths after finishing compulsory education	Try to reintegrate students in school life, work on their self confidence and career path.
Outdoor education	Denmark	Røsnæs Skole	Else Marie Jespersen and Frits Raae	Primary school students	Take the classroom into the outdoor environment of the school
Virtual lecturing hall	Denmark	University college Sealand	Kate Akelsen	Distance students	e- learning and distance learning in a rural area.
South Baltic Sea Project	Denmark	University college Sealand And others	Lonnie Butler	University colleges in the Baltic Region	Cooperation for rural strategies
European teacher education for primary school	Denmark	University college Sealand	Gert Fosgerau	Future primary school teachers	Development of an international teacher education programme for primary school teachers
bachelor in learning management	Australia	Central Queensland University	Dr. Bruce Knight	All teacher training institutes	New view on teacher education, innovative teacher education for the future.
Aller Anfang ist leicht	SK	Združenie na podporu celoživotného vzdelávania	Dr. Darina Výbohá	teachers / lecturers in LLL programmes	EU Cooperation in order to know the situation and practice for developing rural strategies

* You can describe as many good practices as you find necessary. You can add rows to the table.

2.

2.1.

In all participating countries we could see a need for an enlargement of the practical in classroom training for new teachers. The practice shock is made by the gap between the theory and practice and it is for a lot of young teachers still a big problem to go over. Although some countries already took some policy measurements (e.g. Be Fl) a lot more needs to be done.

Besides this common element, we noticed a lot of differences. After 10 years of the Bologna programme, it looks like it didn't affected teacher education in the member states a lot. Teacher education programmes vary by:

- Type of institution (university, university college, other national institute)
- Lengthy of the programme
- Proportion of practical training, if any
- Cooperation with other partners (school heads, classroom teachers, mentors, ..)
- Base of the education e.g. strong research based in Finland.
- ...

Towards the subject of this study visit, we could conclude that topics 'rural' and 'regional' have different meanings in all of Europe. The local context appeared to be a very big determinant in how to interpret these themes.

for example in Latvia the problem is that there is a large number of students who choose the teaching profession. However, a big number of young teachers leave the profession during the first year of employment as teacher.

Also the status, both socially and economically, of a teachers stays a major difference. This is not new, and we can only conclude that even after all this years, this issue has not been solved.

2.2.

Because of the different local situations, challenges may differ for the participating countries. In general however we can say that is a big challenge to describe what a qualified teacher means. To define a set of competences that is useful on a day-to-day basis, a professional profile.

Another big challenge is to keep teacher education high on the policy agenda of each country and that of the European Commission. In order to get pupils with high quality education, you should have high quality teachers. These teachers must be prepared for unknown circumstances, which will occur in the future times.

To get high quality teachers you should have high quality teacher training. Teacher training should be challenging and teaching an innovative and high level programme, to prepare youngsters for this important job.

example presented by Bulgaria:

The Programme for Education, Science and Youth Policies Development of R Bulgaria (2009 – 2013)

Conducting of analysis, review and evaluation of the qualification and teachers' training system in light of the new emerging requirements and realities;
Creating conditions for providing further training to teachers on how to use different forms and ways enabling them to put to practice the study content;
Establishing "a market" for training services;
Setting up a comprehensive system for pre-service, in-service and further training;
Establishing an up-to date comprehensive system for initial, maintaining and upgrading qualification training of the pedagogical staff
Developing an incentive system aimed at enhancing the motivation of the pedagogical staff to further improve their professional competences, initiative and willingness to involve themselves in devising innovative practices;

Due to the fact that the teaching profession is still regarded as not so attractive, there is a significant shortage in the number of qualified teaching staff *in some school subjects*, and in particular in such as *foreign languages and ICT*. This applies especially to schools located in remote and rural areas.

The policy in Latvia is:

Targeted scholarships to teachers for high quality job and extra duties ensuring consultative work or methodological work in the educational institution, including supervision of practice for the teacher – students;

Support to teachers who elaborate the modernized curricula for the development of teacher's competencies;

Target scholarships to those teachers who have become doctoral students;

Implementation of such teacher's easement system that support the development of the professional career

In Slovakia Since 2008 has been carrying out systematic change in the area of education.

Institutions of continual education offer teacher education programmes for the development of their professional competencies in accordance with school reforms and present needs of an information society. Providers of education may be:

Schools or school facilities, Universities, Organisations set up by the ministry for the provision or fulfilment of tasks within the area of continual education, Educational organisations reporting to other state institutions, Church or religious societies or other legal entities which have an educational role as part of their activities

It appears that in the geographically disadvantaged areas, where the status of the protected school is much needed in order to prevent pupils from dropping or leaving out, however, most of the employed school staff :

May not be teachers qualified to exercise the profession;

May not satisfy the needs for teachers for all school classes. In most cases, one single teacher has to deal and cope on his/her own with pupils who are at different stage or even level of education, getting them together in one class and teaching to them the different content;

2.3.

We think that engaging in partnerships for teaching education can be a possible solution to provide high quality and future oriented teacher education. Teacher education institutes may engage in partnerships with different stakeholders like for instance schools, e. g. Bachelor in learning management (Australian).

This programme stresses the importance of partnerships in teacher education and schools, who gain the exclusive status of training school. By organising a part of the teacher training in a school, the student will have much more hands on experience, which will diminish the practice shock. Besides this, it will also have positive effect on the information flow between the schools and the teacher education institutions. By sharing new developments in each own areas (in classroom research done by university researchers), classroom practice, ..) the teacher education programme can stay up to date with reality.

We have seen an Another example of a partnership at Røsnæs Skole, where the school has a partnership with the local community. For their outdoor education, they may use the village church, but also a land owned by Scouting Denmark.



These are just two examples of a wide variety of possibilities ranging from the evidence of having a partnership with a school, to the more exotic areas like business, industry and local authorities.

2.4.

A direct transfer of the different good examples is difficult, because of the difference in local environment, authorities, legislation and structures, like described in 2.1.

But we think that it is possible to adapt the good practice we have seen to our own situations. For example, the Produktionsskole can be organised for a different age group, or within another school. You just have to identify the pure goals of a project and adapt these to your local situation.

An exception to this might be training for **outdoor activities**. We think that both in initial teacher education and/or continuing professional development this can be implemented in all countries.

3.

SK Grundtvig in service training of teachers. "Aller Anfang ist leicht" www.pellionis.de/aller_anfang_ist_leicht.php, an example of a good cooperation in in-service teachers training and

RO: Project initiation in programming

It addresses those who want to learn computer-programming languages in one of C or Pascal since the age of 8 years.

Contains lessons and homework that are posted every two weeks. Maintenance team to correct the up-load-ed hw and send feedback.

A contest is held monthly on-line and at the end of the year is a face to face competition where are invited the best participants.

<http://excelenta.cn-eminescu.ro>

The project is in its second year of development and has about 300 registered in Romania

TO SUM UP:

4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

- pupil focussed teacher education
- school based teacher education - partnerships

- special centre for science teaching CPD and counselling to enhance cooperation between teachers of the same subject e.g. Greece for science teachers.

- politicians, educational policy makers broad field of education, school authorities, head masters, teachers dissemination is very important educational authorities, teacher education institutes

- continuum a lot of attention for teacher training very important for learning of students
- the Produktionsskole as a support for keeping the young people in education system

The content has matched expectations of all participants and matched pre information given in the catalogue. All visitors are involved in the in-service training of teachers in their own country or in the case of two participants who were from universities who train beginner teachers.

II. Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only **one** box () that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

		All agree	Most agree	Most disagree	All disagree	Not applicable
e.g.	The size of the group was good.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.	The programme of the visit followed the description in the catalogue.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.	There was a balance between theoretical and practical sessions.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
1.3.	Presentations and field visits were linked in a coherent and complementary manner.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.	The topic was presented from the perspectives of the following actors of the education and training system in the host country:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1.	- government and policy-makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
1.4.2.	- social partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
1.4.3.	- heads of institutions	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4.	- teachers and trainers	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.5.	- students/trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
1.4.6.	- users of services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
1.5.	There was enough time allocated to participants' presentations.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
1.6.	The background documentation on the theme provided before the visit helped to prepare for the visit.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.	Most of the group received a programme well in advance.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.	The information provided before the visit about transportation and accommodation was useful.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
1.9.	The organiser accompanied the group during the entire programme.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.	The size of the group was appropriate.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11.	The group comprised a good mixture of participants with diverse professional backgrounds.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12.	There were enough opportunities for interaction with representatives of the host organisations.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
1.13.	There was enough time allocated for discussion within the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
1.14.	The Cedefop study visits website provided information that helped to prepare for the visit.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If you have any comments on the items 1.1. – 1.14 above, please write them in the box below.

We thought that the programme was very full and didn't leave us enough time for discussion and writing of the group report.

We also would have liked to attend lessons in teacher education, or continuing professional development of teachers.

III. Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. **Indicate the number of participants for each category, e.g.**

Very satisfied	<input type="text"/>	Satisfied	<input type="text" value="11"/>	Somewhat satisfied	<input type="text" value="1"/>	Not satisfied	<input type="text"/>	Neither satisfied nor dissatisfied	<input type="text"/>

2. What elements and aspects of the study visits do you think could be changed or improved?

We thought the study visit was well organised, and gave us the opportunity to learn, but if it will be organised again in the future, we would like to give some ideas to consider:

- The programme was very full, it would have been nice to have a bit more open space, which can be filled during the week by the participants itself
- Although the programme foresaw time for group discussion, we almost never used it, because the discussion with the different presenters took more time than expected.
- The presentation of the work and background of the participants is a good thing to do, but maybe it should be more structured e.g. with a fixed amount of time or slides per person, with more detailed fixed subjects that the presentation should contain,

3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

Thank you!

Please submit the report to Cedefop (studyvisits@cedefop.europa.eu) **within one month** after the visit.