

International Conference

Education and Training for European Teachers: Competence Models, Curricular Objectives and Harmonising Theory and Practice

Organised by

Project nexus – Concepts and Good Practice in Higher Education

January 20th – 21st, 2014

Sanaa-Building

Zollverein World Heritage Site

Essen

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Federal Ministry
of Education
and Research

Conference Aims and Topics

The quality of teacher education and training is a key factor in the achievement of the Lisbon objectives of social cohesion, growth and economic competitiveness, as reconfirmed in the European Commission's strategic document on "Improving the Quality of Teacher Education" and other programmatic statements. Essential challenges in initial teacher education, preparatory and induction phases, and advanced professional education and training in Europe have long since been identified, i.e. the need to

- define the skills and competences that teachers and trainers should have and provide the conditions to support them adequately, including initial and continuing development;
- offer teacher education programmes that teach these skills and competences, based on a well-balanced combination of research-oriented education and extensive practical experience;
- ensure that the arrangements for initial teacher education and continuing teacher training are well coordinated within a coherent system with sufficient resources;
- ensure that suitable candidate apply to teacher education programmes and that those recruited for teaching assignments are well prepared for their respective tasks.

We will address these issues from German and international perspectives during the conference, e.g. within parallel workshops covering the following:

- How are we to deal with different competence models and concepts of professionalization corresponding to the demands of different protagonists and stakeholders in teacher education and training?
- How should research-oriented education and professional practice in different phases of teacher education and training be coordinated (as regards curricular objectives, organizational structures and institutions) and how are these phases to be tuned/adjusted?
- How can the professional development of teachers, academic teacher educators and professional trainers be supported?
- How can the attractiveness of the teaching profession be improved and promoted, and how can we ensure that candidates are well-prepared to teach and carry out professional assignments?

Other issues will be raised in expert talks. A concluding discussion involving experts and stakeholders will focus on challenges and opportunities in teacher education, similarities and structural differences among European teacher education systems and on what we can learn from each other.

The discussion will be complemented by a poster exhibition on different approaches to teacher education and training in general and to harmonising theory and practice in particular.

The conference addresses policy makers, members of university boards, administration and faculty management, degree programme designers, academic teacher educators, professional trainers and teaching staff, students and other stakeholders in teacher education and professional training.

The conference language will be English.

We are glad to host a meeting of the [European Network on Teacher Education Policies \(ENTEP\)](#) as part of our conference.

Programme

January 20th, 2014

10.00 Registration

11:00 Welcome and Introductions

Sylvia **Löhrmann**, President of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

Peter **Greisler**, Head of Directorate Institutions of Higher Education at the Federal Ministry of Education and Research

Professor Holger **Burckhart**, Vice-President of the German Rectors' Conference

Chair: Dr Thomas **Kathöfer**, Secretary-General HRK

11:45 The European Perspective: Current State of Initial Teacher Education and Professional Training in Europe

Professor Jaap **Scheerens**, University of Twente

Presentation followed by Q&As

Chair: Dr Thomas **Kathöfer**, Secretary-General HRK

12:30 Lunch Break / Poster Exhibition

13:45 The Austrian, German and Swiss Perspective: Current State of Initial Teacher Education and Professional Training

Stefan T. **Hopmann**, University of Vienna

Presentation followed by Q&As

Chair: Dr Thomas **Kathöfer**, Secretary-General HRK

14:30 Coffee Break / Poster Exhibition

15:00 Parallel Workshops

Workshop 1

What Makes a Good Teacher? Competence Models, Concepts of Professionalization, and Conflicts of Interest

Input 1: Christine **Blower**, President of ETUCE Committee and Secretary General of NUT UK

Input 2: Dr David **Stevens**, Durham University
Input 3: Sabine **Reich**, Grundsatzreferentin Lehrerbildung Erste Phase,
Senatsverwaltung für Bildung, Jugend und Wissenschaft, Berlin
Chair: Professor Sigrid **Blömeke**, Humboldt-University Berlin

Workshop 2

From Lecture Hall to Classroom? Linking Research-Based Education and Professional Practice in Initial Teacher Education

Input 1: Professor Sølvi **Lillejord**, Research Council of Norway
Input 2: Professor Georg **Lind**, University of Konstanz
Chair: Professor Manfred **Prenzel**, TU Munich

Workshop 3

Training the Educators and Trainers? Strengthening Competences and Supporting the Professional Development of Teachers and Teacher Educators

Input 1: Asst. Prof. Marco **Snoek**, Hogeschool van Amsterdam
Input 2: Professor Jón Torfi **Jónasson**, University of Iceland
Chair: Professor Jean **Murray**, University of East London

Workshop 4

How Can We Recruit the Best? Assessment and Coaching for Degree Programmes in Teacher Education, Induction Phases and Teaching Assignments

Input 1: James **Darley**, Teach First UK
Input 2: Professor Jim **O'Brien**, University of Glasgow
Chair: Professor Michael **Schratz**, University of Innsbruck

Workshop 5

No One Left Behind! Essential Teacher Competences for Inclusive Education and Diversity Teaching

Input 1: Dr Suvi **Lakkala**, University of Lapland
Input 2: Professor Lani **Florian**, University of Edinburgh
Chair: Professor Rolf **Werning**, Leibniz University Hannover

17:00 Coffee Break / Poster Exhibition

17:30 Continuous Professional Development of Teachers in Europe
Jan **Truszczyński**, Director-General for Education and Culture, European Commission

19:00 Dinner

January 21st, 2014

09:30 **Essential ICT Competences in Initial Teacher Education and Training**
Professor Ulf **Fredriksson**, Stockholm University

Presentations followed by Q&As

Chair: Dr Thomas **Kathöfer**, Secretary-General HRK

10:30 **Coffee Break / Poster Exhibition**

11:30 **Expert and Stakeholder Discussion (Audience Participation)**
Improving Teaching and Training for European Teachers – Shared and Separate Approaches, Challenges and Opportunities

- Professor Dieter **Lenzen**, Vice-President of the German Rectors' Conference (HRK)
- Dr Justina **Erculj**, Former President of the Association for Teacher Education in Europe / Masaryk University
- Anita **Lice**, Employers' Confederation of Latvia and Formerly European Student Union (ESU)
- Professor Manfred **Prenzel**, TUM School of Education
- Andreas **Schleicher**, Deputy Director for Education and Skills and Special Advisor on Education Policy to the OECD's Secretary-General
- Udo **Michallik**, Secretary General of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

Chair: Jan-Martin Wiarda

13:00 **Conclusions and Closing Remarks**
Professor Holger **Burckhart**, Vice-President of the German Rectors' Conference

13:30 **End of Conference and Lunchtime Snack**

15:00 **ENTEP-Meeting (Closed Session)**

Workshops

Workshop 1:

What Makes a Good Teacher? Competence Models, Concepts of Professionalization, and Conflicts of Interest

According to OECD strategic documents, teacher profiles need to encompass, among other things, strong subject matter knowledge, pedagogical skills and the competence to work effectively with a wide range of students and colleagues. However, to establish what constitutes valuable professional knowledge and competence for teachers is neither simple and straightforward, nor neutral and universal. The answer to this depends on historical and cultural traditions and is therefore subject to change and contestation. Taking this into account, we will address *inter alia* the following questions in this workshop:

- Can the different interests of various stakeholders be moulded into a unified competence model for teacher education?
- Which existing competence models have proven useful? And how have they been transformed into degree programmes?
- Can a competence model for teacher education be falsified by evidence?

Workshop 2:

From Lecture Hall to Classroom? Linking Research-Based Education and Professional Practice in Initial Teacher Education

The proverbial “transition shock” vividly shows that teachers, parents and politicians are often dissatisfied with traditional, strictly consecutive approaches to teacher education. To bridge the gap between theory and practice in teacher education, European states have started to integrate elements of “Training on the Job” into their degree programmes and to redesign teacher education entirely as a joint venture between universities, professional schools and other institutions. This development has raised some important issues that will be dealt with in this workshop:

- If experience is the best teacher, which kind of practical experience is “the best teacher” and how can we provide it within degree programmes?
- Who is responsible for linking theory and practice in teacher education? What can universities, professional schools and other institutions contribute?
- Which approaches to balancing/coordinating theory and practice within degree programmes are well proven?

Workshop 3:

Training the Educators and Trainers? Strengthening Competences and Supporting the Professional Development of Teachers and Teacher Educators and Trainers

Although many European states pursue policies in support of teachers or school leaders, they often lack specific policies or provision concerning teacher educators' recruitment and selection, their qualifications, or their continuing professional development. Furthermore, in many states there is currently little professional contact between teacher educators based in schools and those based at universities or elsewhere. Accordingly, we will *inter alia* discuss the following questions in this workshop:

- Who are our teacher educators?
- How do they achieve the education and qualifications they need to do their job?
- How do we assure the quality of their work?
- Who is responsible for making sure that this happens?

Workshop 4:

How to Recruit the Best? Assessment and Coaching for Degree Programmes in Teacher Education, Induction Phases and Teaching Assignments

Improving the efficiency of schooling depends, to a large degree, on ensuring that competent people want to work as teachers, that their teaching is of high quality, and that all students have access to high quality teaching, coaching and training. We will therefore address *inter alia* the following questions in this workshop:

- Is there a magic wand solution to improve the image of teacher education and the teaching profession itself?
- How can we improve candidate selection for teacher education programmes and entry conditions for new teachers?
- Which approaches to student coaching are suitable for teacher education degree programmes, pre-service teaching and induction phases?
- How can we integrate professional development throughout a person's career?

Workshop 5:

How to Leave No One Behind? Essential Teacher Competences for Inclusive Education and Diversity Teaching

The issue of inclusion is a crucial topic in education and there have been increasing demands in recent years for schools to provide equality of opportunity for all pupils. However, to provide inclusion in diverse settings such as schools is a complex issue, as indeed is the provision of education for inclusion. In this workshop we will talk about the latter as a necessary condition of the former, addressing *inter alia* the following questions:

- How can a common understanding of inclusion in teacher education and profession be achieved?
- What kind of teachers do we need for an inclusive society in a 21st century school?
- Which are the essential teacher competences for inclusive education and diversity teaching?
- Can a competence or standards model facilitate an inclusive approach to teacher education?

Registration

Participation is free of charge.

Please use the registration form at <http://www.hrk-nexus.de/education-and-training-for-european-teachers>. The deadline for registrations for this free conference is December 30th, 2013.

Participation is limited. Registrations will be accepted in the order of their arrival. Please do not organise your trip until you have received your confirmation.

Contact:

Programme:

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Venue:

Sanaa-Building
Zollverein World Heritage Site

Address:

SANAA-Building [A35]
Gelsenkirchener Straße 209
D-45309 Essen
URL: <http://www.zollverein.de/#/welterbe/architektur/sanaa-gebaeude>

Plan of site: <http://alturl.com/diqzh>

Google Maps: <http://alturl.com/ufizt>

Directions / How to get there: <http://tinyurl.com/ow4b6nk>

Recommendations for accommodation:

[Motel One Essen](#)

Kennedyplatz 3

45127 Essen

+49 (0)201/43 75 370

76,50 € per room / night

For reservation please use the [booking form](#) and send it to the hotel by e-mail or fax.
Allotment „nexus“

[Petul Apart Hotel](#)

Distelkamp 1

45141 Essen

+49 (0)201/72 94 70

66 € per room / night

[Mercure Hotel Plaza Essen](#)

Bismarckstraße 48-50

45128 Essen

+49 (0)201/87 85 80

91 € per room / night

[Welcome Hotel Essen](#)

Schützenbahn 58

45127 Essen

+49 (0)201/177 90

124 € per room / night