CLUSTER OF KNOWLEDGE ON TEACHER TRAINING

MEETING

Teacher Training State of Play

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Present situation and reasons for change

- Strategic development of education: Government priority
- Reforming higher education
- EU Integration and Bologna process
- Society demands for a better education
- Research in education as a process
- Teaching profession and status in a knowledge society

Teaching on a way to knowledge societies

- Teaching has changed and teachers have changed
- Teachers' work and teachers' competencies
- Quality teachers and quality teaching
- The 'European dimension' in teacher education (TEd)
- The Bologna challenge

Teaching has changed

- Not only pedagogy but also **culture** and the broad social context of teaching and learning have changed.
- Education today is even more important in the life of an individual: it is a true **necessity.**
- **Basic literacy and numeracy** remain the key competences – but their scope has expanded extremely.
- Success in schooling is today one of the highest individual wishes; it is also an **external pressure** on an individual.

CONCLUSION:

There is a lot of work for teachers and schools.

Teachers have changed

- Teaching is the largest single employer of ***graduate labour***. (2.6 % in OECD countries).
- The perception of teaching as ***a single profession*** is growing.
- Teaching today is not an 'isolated profession'; teacher is a *member of a team* and their work is performed in a ***partnership*** between a school and its environment.
- Teachers are predominantly a ***graduate profession*** today.

Programme structure

- Primary teachers (integrated programme) **300 ECTS**
- Secondary teachers **120 ECTS**
- Modular and integrated subject areas, based on knowledge construction and skills (NOT INOFORMATION)
- Syllabuses based on standards and competences
- Recognized profession from qualification (diploma) and licensed (from a state commission, national test)

Teaching is a licensed profession since 2010

The new model: Features and innovations

- **A minor discipline**
  - ✓ Better subject area competences of teachers
  - ✓ Adaptations according to specific conditions at school

- **Research**
  - ✓ Research based profession – recent findings
  - ✓ Research workshop, in support of master thesis writing

- **Communication and ICT**
  - ✓ The diverse types and means of communication
  - ✓ Presentation techniques
  - ✓ Teaching and learning technology

- **Institutionalization of school experience (practice)**
  - ✓ Institutional relationships with LEA
  - ✓ Set-up the experimental schools in the faculties of education
  - ✓ Building the network of mentor teachers

- **Graduation:**
  - ✓ A master thesis based on research
  - ✓ Portfolio composed by documents (lesson plans, observations, professional development, assessment, feedback from mentors, school principal, parents, etc.) of school experience

- **Set up centers of excellence in teaching and learning**
  - ✓ Possibilities for innovations in education
  - ✓ Professional development of academic personnel
  - ✓ Service possibilities for teacher training (pre and in-service)

What is needed?

- To increase **collaboration among academic personnel** and make a shift from separate subjects to integrated and modular disciplines

- To transform lectures and workshops from passive to interactive sessions in order **to promote discussion, creative, critical thinking and problem solving**.

- Student's **continuous assessment,** throughout the year

- Students are encouraged to **work in groups**

Teachers' competencies

The *first area* is the traditional 'core' of the teaching profession: teachers should have a high level of *knowledge and understanding* of their *subject matter*.

The *second area* reconfirm that the teaching profession is also based on *values of social inclusion* and *care for individual development* of learners.

The *third area* touches on a delicate range of issues inherent to the education process in general but which transcend the individual learner, classroom and even school: these issues *link the learner, teacher and school with society at large*.

Thank You