

Pan- European initiatives and their implications for teacher educators' professional learning

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Teacher Education as a Policy Lever

Convergence - most Member States are taking actions to improve the quality and status of teaching and teacher education

Convergence in positioning of ITE as a policy lever for change and quality enhancement but **divergence** in how this is to be achieved

Convergence and divergence in strategies to reform ITE

- higher levels of qualifications for ITE including moves to Masters level (Hungary, Portugal, Norway, Ireland)
'a known trend across (*most of*) Europe towards requiring higher levels of qualifications (MA/BA) for Initial Teacher Education' (EC, 2015, *words in brackets are my addition*)
- alternative routes (e.g. Teach for Estonia, Bulgaria, etc schemes and Employment Based Initial Teacher Training in England)
- alternative providers (e.g. Hibernia on-line courses in Ireland; schools in England)
- no ITE required at all

The Practice Turn and the University Turn in European Teacher Education

Convergence - a trend towards increasing the amount of practical training but divergence around what this means in terms of teacher knowledge

‘There is a trend towards remodelling Initial Teacher Education for student teachers to learn in school settings *so that they can get into real classrooms early in the programme, spend more time there and receive stronger support in the process.*’

EC (2015) (*my italics*)

Higher levels of qualifications for ITE including moves to Masters level: implications – **more time in the university**, more emphasis on **research**, more emphasis on **educational ‘theory’**

Teaching and learning for all teacher educators

Consensus and convergence around the importance of those who teach teachers and their professional development

European Commission report (2013) - inclusive definitions of teacher educators

Divergence in terms of how this is being implemented

The **professional learning** potential in teaching intending and experienced teachers –new roles, new forms of professional recognition, research engagement

Convergence – the potential for schools and the teaching profession in developing new ways of ‘teaching teachers’ to improve ITE and CPD

Moving beyond mentoring for school-based teacher educators?

Pan-European Implications

Europe 2020 – visions of pan-European prosperity – economic outcomes linked to educational outcomes

Varied strategies for reforming and improving teacher education but often *without* accompanying valuing of all **teacher educators' work** and improvement of **learning provision** in Higher Education Institutions and schools?

Against backgrounds of on-going instability in the EU, financial austerity and increasing social inequality