



## **New Teacher Education in Europe**

**A position paper in 9 statements**

**Thematic Field Group New Teacher  
Education**

**The Voice  
of the European  
Teachers**

## Teachers

1. Teachers need to be competent and passionate professionals

Teachers should have a sound grip of the content to be taught and are able to relate this to student learning (pedagogical content knowledge). But it is not only a matter of skills; they should be passionate about teaching and learning as well. They believe that learning with all students is possible and value different talents of students.

Hattie, J. (2009). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

2. Teachers should embrace cultural diversity

Teachers show intercultural understanding if people are to live together peacefully, accepting and appreciating differences amongst cultural and ethnic groups. They understand different worldviews and know that local knowledge and languages are repositories of diversity and key resources in understanding the environment and in using it to the best advantage. Teachers are proficient to translate these views into a sound curriculum and classroom practice.

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/cultural-diversity/>

[Retrieved 20 august, 2015]

3. Teachers' identity should encompass European citizenship

European citizenship signifies a personal identification with Europe. Amongst others teachers define themselves as Europeans as part of their identity and are willing and able to encourage European citizenship with their students. More extensively, this statement refers to citizenship beyond border.

<http://one-europe.info/europe-and-europeans-questions-of-identity>

[Retrieved 20 august, 2015]

4. Teachers need to demonstrate an attitude of inquiry

An attitude of inquiry enables teachers to become lifelong learners in and of their practice and helps to develop situated knowledge. Teachers who embrace *inquiry as stance* draw on multiple insights and data sources to tackle relevant issues encountered in course of their pedagogical practice.

Inquiry in the teaching profession is quite different from research in universities. The latter aims at generating scientific knowledge, whereas the former focuses on local education issues and knowledge from inside. It is more action driven than knowledge oriented.

Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.

5. Teachers need to be curriculum designers

Teachers actively make choices in aims, teaching approaches content and materials to establish a curriculum that serve their students' needs. Within the boundaries of national or other agencies teacher are curriculum designers. They are not the conductor from the work of curriculum developers outside the school, but they are actively engaged in arranging and reshaping curricula. Teacher ownership of the curriculum is pivotal for the challenges of 21th century education. They are 'the leaders of learning'.

SLO, Dutch Institute for Curriculum Development (2005). Curriculum development re-invented. *Proceedings of the invitational conference on the occasion of 30 years SLO 1975-2005*. The Netherlands, Leiden 7 - 9 December.

6. Teachers should be entrepreneurs

The idea of entrepreneurship is not likely to be associated with education or other public or private corporate institutions. Bureaucratic procedures, accountability and “playing safe” are obstacles to real entrepreneurship. Therefore the term corporate entrepreneurship seems a paradox. But in its association with ‘new business creation’, ‘internal innovation’, ‘proactive and innovative behaviour’ the term matches the aims of 21st century education and also with the concept of ‘teacher leader’. Teacher leaders are teachers who take initiative and responsibility for innovations in interaction with their organization environment: school board, management, external agencies and, last but not least, peers. This kind of corporate entrepreneurship is essential for further developing teacher professionalism and asked for a shared leadership in schools between management and teachers. A professional and not a bureaucratic culture should dominate 21st century education. In a professional culture risk-taking is welcomed and professional learning communities are fostered.

Glaser, L. (2013). *Managing the paradox of corporate entrepreneurship*. Amsterdam: Free University [Academic Dissertation].

### **New Teacher Education (NTE)**

7 NTE establishes a productive interaction between practice and theory

A tough problem in teacher education is the gap between theory and practice.

Solving this problem is key to excellent professionalism. This implies that teacher learning is rooted in practice that is informed by comprehensive theories and empirical evidence. Case-based learning is a promising approach to establish the link between practice and theory. It ‘fights’ against the twin demons of ‘lectures and textbook’ in teacher education and opens up an alternative venue to teacher learning. Multimedia cases provide for great opportunities to link the particularities of classroom to general concepts and theories.

Van den Berg, E. , Wallace, J., & Pedretti, E. (2008, 475-487). Multimedia cases, teacher education and teacher learning. In J. Voogt & G. Knezek (eds.) *International Handbook of Information and Communication Technologies in Primary and Secondary Educations*. New York: Springer.

8 NTE has a blended learning approach

Blended learning integrates the strengths of face-to-face and online learning. The convenience of online learning (i.e. time flexibility, 24/7 access) is combined with the interpersonal and direct interaction between students and teachers.

In European context where European teachers learn together a blended learning approach is conditional for effective and high quality teacher education and professional development. Also the physical learning environment has to be fit to purpose. The environment needs to support active and collaborative learning amongst teachers.

[http://blogs.edweek.org/edweek/DigitalEducation/2015/04/blended\\_learning\\_research\\_the.html](http://blogs.edweek.org/edweek/DigitalEducation/2015/04/blended_learning_research_the.html)

[Retrieved 26 august, 2015}

9 NTE is ICT-infused

New teacher education is ICT infused. ICT is used to facilitate teacher learning in a general sense (e-learning environment) and specifically to support practice-theory interaction by means of video cases (both other viewing and self viewing).

ICT is not only a *means* for teacher learning, but also *content* of teacher education.

Simulation & gaming, visible knowledge building, digital storytelling, smart boards, iPads in classrooms, etc. are all developments that have the potential to influence student learning profoundly. New teacher education should thoroughly prepare teachers to be ahead of these developments.

Davis, N. (2003) Technology in teacher education in the USA: what makes for sustainable good practice?, *Technology, Pedagogy and Education*, 12(1), 59-84



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