



'Quality in Education' Priority Areas:

Quality Assurance and Teacher Education:
Best Practice Manual – EdGATE Interim Report

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Foreword

'The regions of the enlarged Europe are confronted with similar economic and social challenges, in particular the rapidly evolving technological changes, the need for sustainable development, the progress of the information society and its consequences, trade globalisation, safety of supplies, unemployment, and the continuing need to promote equality of opportunities.'

Jean-Pierre Berg, Head of the ECOS Unit, Innovative Actions, European Regional Development Fund (2002)

Education definitely plays an important role to meet these challenges. The function of education in this regional development process is manifold. It could act as an ice-breaker to overcome barriers and prejudices; it could also function as a supporter and promoter of regional development; but it could also be a door-opener for new perspectives.

Having this in mind educational experts from ten regions across Europe decided to set up a network within the framework of the EU Programme INTERREG IIIC in order to share experience, develop ideas and to initiate projects for the benefit of their regions - in other words they decided to open a gate - the 'EdGATE'.

To fulfil the tasks they set themselves means a lot of work and commitment of the partners involved. The results achieved so far are very promising and the impact on regional development is more than could have been expected or dreamt of.

At this interim stage of the project let me take this opportunity of thanking all those who have contributed to the project.

In particular I would like to thank the EdGATE Teams in the partner regions and the continuous support of the Joint Technical Secretariat (JTS) of INTERREG IIIC East.

My special thanks go to the coordination team in Vienna guided by its highly committed Project Coordinator - Stuart Simpson.

Franz Schimek, Head of Project

Impressum

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Introduction: EdGATE, the 'EdGATE Vision' and European Networking

What is EdGATE?

EdGATE (Education Gate) is a network to foster professional educational exchange between institutions and their representatives from all over Europe with the aim of strengthening economic and social cohesion. 12 partners from ten regions are involved in the project.

EdGATE is part-financed by the EU in the context of INTERREG IIIC, a programme that helps Europe's regions form partnerships to work together on common projects; by sharing knowledge and experience. These partnerships enable the development of solutions to common economic, social and environmental challenges. There are currently 270 INTERREG IIIC projects running involving 2700 local and regional actors from 50 countries.

EdGATE is:

Management and Coordination

Organisation of the project.

Regional Implementation

Regional decision-makers are cooperating to find ways and means how specific project outputs can help strengthen their regions.

Mobility and Exchange

Regional experts are meeting to exchange best practice models and to develop new educational concepts for their regions.

Pilot project: European Regional College (ERC)

Regional experts are developing a concept for a new type of European school for the 6-18 year-olds (the European Regional College (ERC) – the 'EdGATE vision').

Dissemination

Information and publicity measures are informing an interested public about the progress and outcomes of the project.

The EdGATE Vision – MOBILITY for Europe – a MOBILE Europe - The European Regional College (ERC)

A modern united Europe needs **MOBILITY**. Why?

The European labour market is in a process of transition. Citizens, if necessary, might have to move to other European regions. An important consideration for parents contemplating such a move is the type of schooling for their children. If families have to move to another region, they will want to find a school that, in terms of its basic concept, is similar to the one attended at home.

In this context, one of the main aims of EdGATE is to develop a new educational concept for a European Regional College (ERC) that will enable European students aged 6–18 to become mobile in a united Europe of tomorrow.

MOBILITY of Communication – ERC students will be perfect European ambassadors with outstanding competence in their mother tongue plus English plus another European language. They will learn to listen to others and communicate without difficulty.

MOBILITY of Thinking – ERC students will learn to be mobile in thinking, studying according to a European Curriculum and focusing on European themes in a new study field called 'European Studies'. They will learn to understand European issues and positively contribute to the region and the wider society they are living in.

MOBILITY of Interaction – ERC students will learn to work and cooperate with other European students either at their own ERC or in other European regions. They will learn to face challenges, solve problems and look for common solutions with colleagues from all over Europe.

European Networking – EdGATE Component 3: Mobility and Exchange

An important aim of EdGATE is to bring together regional educational institutions, their experts and decision-makers in a lasting Europe-wide network.

Shared knowledge and experience is being used in a networking process to identify best practice and develop joint concepts to improve regional educational policies, which in turn are helping to strengthen economic and social cohesion within the European Union.

Component 3: Mobility and Exchange is dedicated to networking *between* the regions. It is also the component in which the majority of content work is being carried out. The aim is, in joint exchange between the regions, to understand and describe the connection between educational measures and a positive regional economical development.

Goals:

- Building durable networks between the project partners, regional representatives and regional experts, which are supporting and fostering a dynamic exchange of knowledge and experience between the various regions and varying actors, and as a result documenting the connection between education and regional development
- Fostering and supporting exchange between regional experts through workshops and study visits
- Fostering and supporting partner mobility
- Exchanging and comparing *Best Practice*
- Producing *Best Practice Manuals*, containing examples of best practice in various educational areas – in the EdGATE context they are called *Priority Areas*. Based on this *Priority Areas New Models Catalogues* are being developed
- Supporting the development of a concept for a European Regional College.

In the context of this component, workshops and study visits are being carried out focusing on the eight listed Priority Areas. These Priority Areas represent the central content axis of the EdGATE operation and can be divided into the following four emphases areas:

Equality in Education 1) Social inclusion 2) Gender mainstreaming	Europe in Education 5) European dimension in education 6) Modern language tuition
Quality in Education 3) Quality assurance 4) Teacher education	Vocation in Education 7) Vocational education 8) ICT (e-inclusion)

Results are being implemented at regional level and will contribute to the development of the concept for a new type of regional school for students aged 6-18 (the European Regional College - ERC) for the benefit of the ordinary European citizen – the 'EdGATE Vision'.

Priority Areas Workshop 2 'Quality in Education' focussing on Priority Areas 3) Quality Assurance and 4) Teacher Education

On 2-3 May 2005 Regional Experts from the EdGATE partner regions met in Schwerin, Mecklenburg-West Pomerania (DE) to exchange Best Practice models from their regions in the Priority Areas: 3) Quality Assurance and 4) Teacher Education.

The following publication will give insight into the varying models and challenges throughout Europe in the area of 'Quality in Education' – Quality Assurance and Teacher Education - based on spoken and written statements made by these experts as well as drawing conclusions and making suggestions for the way ahead.

For updates on the Priority Areas 3) Quality Assurance and 4) Teacher Education visit 'Project Results' at www.edgate.eu.com

Introductory Statement

The European Commission stated in its Report on Quality Indicators of Lifelong Learning, June 2002 that in a knowledge society education and training rank among the highest political priorities. The Lisbon European Council (March, 2000) set the strategic goal for Europe, of becoming, by 2010:

... 'the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion...'

The Heads of State in their conclusions in Lisbon emphasised the central role of education and training in responding to the challenges of such an objective and invited the Ministers of Education to agree upon concrete objectives for education and training systems.

On the basis of a proposal from the Commission, the Ministers of Education adopted a Report on the concrete future objectives of education and training systems in February 2001 and a detailed work programme for its implementation in February 2002.

Three overall strategic objectives, defined in these documents, will influence the development of education and training systems in Europe over the course of the next decade:

1. Improving the quality and effectiveness of education and training systems in the EU
2. Facilitating the access of all to education and training systems
3. Opening-up education and training systems to the wider world.

Quality in Education

Among the many definitions and approaches to the concept of quality, three main points of view can be defined:

1. Providing new norms and standards of quality
2. Supporting existing agreements on quality assurance
3. Meeting the needs of the customer.

The discussions at the EdGATE Priority Areas Workshops in Schwerin and further exchanges of opinion have basically outlined the profile of the customer.

As Mr Seselj, Regional Expert from Zagreb, states:

'The founding of a European Regional College (ERC) is justified by the need for education for the «European on the move»; a future citizen of the EU who has her/his home anywhere on EU territory, who moves from region to region, and in the future will be a part of the European job market.'

EdGATE Priority Area 3) Quality Assurance

Finding commonly accepted indicators of quality assurance led the EdGATE partners to a comparison of the indicators in different countries. The comparison was carried out based on the documents: 'Reference criteria for school evaluation' adopted by Order of Ministry of Education and Science of Ukraine # 99 of 14.02.2005 and 'Criteria for School Quality and Their Indicators', Department of Academic Grammar Schools of the Vienna Board of Education.

This led to a dynamic discussion on the selection of best evaluation criteria for school performance.

EdGATE Priority Area 4) Teacher Education

Teacher training to raise teacher motivation in Kiev.

In the past, Kiev has had to deal with the challenge of the shortage of teachers. Today, the problem has been basically solved. The City engaged in active measures to support teachers and develop their professional skills.

However, the further development of teacher ability to respond to the challenges of constructing integrated European educational models will require more profound work in the area of research and its correlation to teacher training.

Georgiy Kostylyov, EdGATE Regional Expert, Kiev

(abridged version of a longer report)

Quality in Education – Quality Assurance

A journey through the EdGATE landscape with examples of Best Practice

Explanation: *In many cases, regional educational policy is identical with national educational policy.*

For this reason the following statements taken from written and spoken statements from the EdGATE Regional Experts before and during the Priority Areas Workshop 2 'Quality in Education' focussing on the Priority Area 3) Quality Assurance (2-3 May 2005 in Schwerin, Mecklenburg-West Pomerania (DE)) quote the country.

In some cases, the region is mentioned where it refers to local and regional educational measures.

In all regions there are varying models of best practice which contribute to better quality assurance. However, in most of the regions the curriculum as such does not really provide for quality assurance.

As a result, quality assurance should be part of a teacher's workload and must consequently be included in the job description.

In *Austria* the curriculum as such does not really provide for quality assurance. The curriculum names specific subjects targets for respective types of schools – these targets, however, are national and aim at uniformity throughout Austria.

Mr Blüml, Regional Expert from Vienna, says:

'Teachers must be aware of the fact that families move within Austria and it must be possible for every child to attend the same type of school in every part of Austria – so teachers are obliged to aim at roughly the same level of performance.'

The Austrian Ministry of Education has issued a comprehensive programme called 'Quality in Schools' for the evaluation of schools. This programme includes a theoretical framework and a considerable number of evaluation tools.

However, the programme has so far not been used very extensively – maybe because it is too comprehensive, and maybe because of the fact that schools have no obligation to engage in evaluating their work. They are not obliged to evaluate quality mainly because the state does not provide any material resources.

In contrast, *Scottish* authorities emphasise and prioritise quality evaluation.

Ms Sangster, Regional Expert from Edinburgh, confirms this fact:

'There is more than one agency involved in quality assurance and there is therefore a series of checks and balances.'

Examples of such agencies are: Her Majesty's Inspectorate of Education (HMIE), Local Authorities, and Integrated Support Teams, which include police, social workers, health professionals, and teachers.

There is also a national examination system administered by the Scottish Qualifications Authority (SQA) and a national moderation of schools' internal assessments. Schools are required to write 'Whole School Development Plans' using the criteria that the HMIE use to inspect schools (contained in the document 'How Good is our School?' <http://www.hmie.gov.uk/documents/publication/hgios.html>).

These plans now extend beyond the formal curriculum to include aspects of inclusion.

In the *Ukraine* subject curricula define subject teaching content in detail.

For Mr Kostylyov, Regional Expert from Kiev, the subject curricula definition is not enough:

'There is much more in the complex matter of quality assurance than defining principles and naming topics. Thus curriculum is just one of the components of quality assurance.'

Quality assurance in education is still an issue to be theoretically and practically developed in the Ukraine. One of the most important issues is to define what the quality product in education is. It is a very difficult process for educators and parents to change their vision of 'good education' (dating from the times of the Soviet school) defined as an accumulation of facts and perfect calculating skills to the challenges of the new information and competitive society, which requires the development of key competences to be effective and successful in the changing world.

To deal with the issue of quality assurance *Germany* introduced a so-called new generation of curricula in 2000. These curricula are competence-oriented.

Mr Frank, Partner Representative and acting Regional Expert from Schwerin/Greifswald, says that competence-oriented curricula have to fulfil the following:
'Teaching has to be more than conveying knowledge. Students should be taught how to learn independently and should be trained in improving their personal and social competences.'

In addition, checks and balances to evaluate quality have been introduced. In *Mecklenburg-West Pomerania* the Institute for School and Further Education (L.I.S.A.) is responsible for the design of the tasks, the organisation, and the evaluation of quality assurance.

In 2004 new curricular standards, which offer equality for all participants in the educational process, were introduced in *Bosnia Herzegovina*.

Instruments for quality evaluation for the whole of Bosnia Herzegovina are being developed by the 'Agency for Standards', located in Sarajevo.

Currently, many educational changes are taking place in *Romania*.

The National Institute for Evaluation has been established to assure quality and standards. At secondary level a national test – the National Evaluation Test – has been devised for three areas of the curriculum: English, Mathematics and Geography.

The *Polish* Core Curriculum does not overtly provide for quality assurance. However, there are intensive efforts being made in the context of a new Core Curriculum which should be released soon.

Mr Dydowicz, Regional Expert from Cracow, states:

'With the new Core Curriculum Polish educators will face new challenges connected with quality assurance issues. Additionally, with Poland's accession to the European Union the discourse of quality assurance became considerably more recognisable and many educational institutions imposed or plan to impose measures not only equalling but surpassing the standards expected by European Union legislation and recommendations.'

In *Croatia* the curriculum stimulates and supports interdisciplinary ways of teaching and project-oriented instruction to help students to learn and work independently. It also encourages teachers to use many different methods of teaching and to apply differentiated approaches within class. Aims, objectives and student achievement are evaluated permanently in many different ways. The evaluation of teachers' work is organised by the Ministry of Science, Education and Sport and it is carried out constantly by school inspectors and by head teachers through regular lesson visits and through the control of documents and teachers' lesson preparations.

Evaluation of teachers' work is also carried out through the monitoring of professional development. Unit plans, aims and objectives are observed and controlled at regular teacher meetings.



Quality in Education – Teacher Education

A journey through the EdGATE landscape with examples of Best Practice

Explanation: *In many cases, regional educational policy is identical with national educational policy.*

For this reason the following statements taken from written and spoken statements from the EdGATE Regional Experts before and during the Priority Areas Workshop 2 'Quality in Education' focussing on the Priority Area 4) Teacher Education (2-3 May 2005 in Schwerin, Mecklenburg-West Pomerania (DE)) quote the country.

In some cases, the region is mentioned where it refers to local and regional educational measures.

In most regions teacher training is carried out at University, though some regions have Teacher Training Colleges/Institutes.

It is often suggested that Teacher Training Colleges/Institutes are less academic or that professors at Universities have no experience in every day teaching at school.

To counteract this criticism it is suggested that in the future lecturers and professors should be employed who have had considerable experience of teaching in schools (giving them credibility with students), and who have higher degrees and who are engaged in educational research qualifying them to address the academic elements of courses.

In other words, teacher education needs a new kind of 'Super Teacher Trainer'.

All teacher education in *Scotland* takes place at University and all teachers have a degree or equivalent qualification. There are different ways of obtaining a qualification to teach: For Primary School teachers there are two routes – a one-year post-graduate degree for Primary School teaching (Post Graduate Diploma in Education (PGDE)) or a four-year degree (Bachelor of Education (BEd)).

For Secondary School teaching there is one route into teaching, a Post Graduate Diploma in Education (PGDE).

In *Austria* initial teacher education depends on the type of school teachers are planning to teach in. Primary and Lower Secondary School teachers are being trained at Teacher Training Colleges (usually 3–4 years). Grammar School teachers are trained at Universities.

Mr Blüml, Regional Expert from Vienna, identifies the main differences:

'The Teacher Training Colleges have a more practical approach than Universities, but are perhaps less academic. At these Colleges students begin to teach in the first months of their studies; at University a very short practical training in schools takes place only after several semesters of studies. Universities train their students mainly academically and subject-oriented.'

Teacher training in *Poland* is mainly organised at a tertiary educational level. The institutions responsible for teacher training are: Teacher Training Colleges, Modern Language Teacher Training Colleges, Teacher Training Institutes, Nursery and Pre-primary Educational Institutes, Entry-level Primary School Institutes, and Technical Teacher Training Institutes. The above mentioned institutions award certificates and diplomas qualifying teachers to teach in specified educational institutions e.g. a teacher graduating from a Modern Language Teacher Training College is most likely to find employment at a Primary or Secondary School unless they choose to continue their education at MA level for an additional 2-3 years, which normally results in better career perspectives at secondary level.

A MA also makes teachers eligible for pursuing their career further by embarking on doctoral studies and possible employment at Universities, Polytechnics or Colleges. There are also Universities (Pedagogical Academies) that specialise in teacher education.

Teachers in *Croatia* are educated at Zagreb University in several faculties. The Pedagogical Academy prepares future teachers for teaching in the first four grades of primary schooling (classroom teacher teaching all subjects). Subject teachers are educated at the Philosophical Faculty (Croatian language, modern languages, history, sociology, philosophy, psychology, history of art), the Natural Sciences and Mathematics Faculty (mathematics, sciences, geography, and technology), the Art Academy (visual arts and music) and some other faculties for special subjects in secondary schooling. Subject teachers for Primary School (Level II) and for Secondary School are educated in the same way.

In the *Ukraine* teacher training is carried out at professional higher educational establishments such as Colleges, Institutes and Universities. Pedagogical Colleges train teachers in certain special fields. They can function as independent educational establishments as well as being affiliates of Higher Pedagogical Universities and Institutes, and classical Universities. Classical Universities and other Higher Educational establishments of the fourth and highest level of accreditation can train teachers for Secondary Schools, Pre-schools, Extra-school establishments provided they meet state standards of pedagogical education.

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In *Bosnia Herzegovina* teachers are educated at University.

In *Mecklenburg-West Pomerania* teacher education consists of three phases. Phase I: University, Phase II: Institute for School and Education and Phase III: Institute for School and Education; in-service training seminars.

Successful graduation, however, is not enough. Teachers have to embark on lifelong teacher training, which is a precondition for well-trained students. All partners are aware of and support the importance of lifelong teacher training.

In the *Ukraine* every teacher has to go through in-service training to approve her/his qualification.

In *Austria* special institutions called 'Pedagogical Institutes' are responsible for the in-service training of teachers. At the moment they are the exclusive providers of continuing lifelong teacher training. In cooperation with Universities and other institutions (or private enterprises) they can offer virtually any kind of further education including the qualification of teachers for new subjects (e.g. ethics, computer training).

Ms Sangster, Regional Expert from Edinburgh, distinguishes between two types of teacher courses in Scotland:

'In my region there are courses which lead to academic qualifications and courses which are acceptable but which do not lead to qualifications. Teachers are required to keep a record of courses attended and hours spent on their continuing development.'

In *Croatia* regular training for teachers is offered by the Ministry of Science, Education and Sport and special courses are offered by some specialised institutions. Teachers are committed to continuing professional development.

In *Bosnia Herzegovina* teacher training is offered by the Pedagogical Institutes, Universities, Teacher Associations and Foreign Institutions.

In *Poland* higher education institutions organise courses aiming to update, develop or continue teachers' professional education and academic knowledge. Further training is offered by regional Teacher Centres for Career Development.

Similar to the Ukraine, Austria, Scotland, Croatia, Bosnia Herzegovina and Poland, teacher training is compulsory in *Germany*.

Currently in *Mecklenburg- West Pomerania* teacher training focuses on the following topics: implementation of teaching standards, school leaving examinations, and the establishment of a common learning phase up to the 6th Grade.

Summary and Outlook

Quality Assurance

- Many regions have some form of inspection to evaluate the work of schools and teachers. Some have government school inspectors that are working to national guidelines and the others have school inspectors who are not committed to national guidelines.
- Quality assurance is promoted by inspectors, local authorities, and school boards which include parents, teachers and many also include students and specific government-funded bodies to promote quality assurance.

It would be of crucial importance to devise a catalogue of quality criteria with Europe-wide validity. This would increase and enhance mobility. Students should be able to take qualifications with them as they move and teachers in the schools which receive them should be able to trust the qualifications they bring with them. National and international standards would make this possible.

Teacher Education

- Lifelong training is obligatory in most of the regions.
- There is a need for imaginative and inventive planning for new ways of delivering courses to make them as accessible to as many people as possible.
- Human and financial resources are the main elements to resource teacher education. On the one hand a central government budget is needed to adequately finance the university part of training and government budgets administered by regions and individual schools for further training after the teaching qualification has been attained. On the other hand private sponsors are needed to support continuing teacher education at school.
- Each region is trying to make improvements in the area of teacher education and visible steps are being taken.
 - Some universities were evaluated internally by their own quality assurance mechanisms and externally by stakeholders such as government funding councils, the Inspectorate and the professional teacher organisations.
- Teacher education has to become more professional both in the areas of subject-orientation and educational science.

It would be of crucial importance to devise a new model for teacher training. This model should aim at 'professionalizing' both teachers and teaching. Training has to be viewed as a positive support for teachers and not as an instrument to identify their weaknesses.



EdGATE Quality Assurance and Teacher Education Regional Experts

Karl BLÜML: Vienna, Vienna Board of Education

Jaroslav DYDOWICZ: Cracow; Cracow Pedagogical University

Norbert FRANK: Schwerin, Ministry of Education and Cultural Affairs,
Mecklenburg-West Pomerania

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The EdGATE Partners

There are 12 partners from ten European regions involved in the EdGATE operation. Five regions are in EU Member States and five regions are from so-called Third Countries. The European Office of the Vienna Board of Education is the Lead Partner (LP).

Partners:

European Office, Vienna Board of Education (AT) - (Lead Partner)

Moray House School of Education, University of Edinburgh (UK)

Cracow Pedagogical University (PL)

Federal Ministry of Education and Science, Bosnia Herzegovina (BiH)

Office for Education and Sport, City of Zagreb (HR)

Department of Education, City Assembly of Belgrade (SCG)

School Inspectorate of the County of Calarasi (RO)

Open & Distance Learning Centre, Calarasi (RO)

Main Education and Science Board, Kiev City State Administration (UA)

Ministry of Education, Science and Cultural Affairs, Mecklenburg-West Pomerania (DE)

Institute for School and Further Education, Mecklenburg- West Pomerania (DE)

State Institute for Schools, North-Rhine Westphalia (DE)

