

The role of competences in teacher education programmes

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As the system of initial teacher education has undergone significant (structural and systematic) changes in the past decade, studying the impacts of these changes gains importance. According to the Regulation of the Ministry of Human Capacities on the Common Requirements of Teacher Preparation, initial teacher education programmes within the recently reintroduced undivided system are expected to be based on learning outcomes in a form of competences, and in addition to this, the role of practice is strengthened by increasing its length. Although the providers of teacher education had to respect the relevant regulations, they had autonomy in developing their programmes, therefore they had the chance to validate the traditions and local needs during the development process.

In the course of the Learning Teacher research project's first year, within the framework of the individual research titled "The evolution of teacher education programmes in different countries with a special focus on the role of practicum in developing teacher competences in teacher education programmes" an analysis of 8 teacher education programmes has been conducted in collaboration with other members of the research team. Although the data generated through the content analysis of 137 course descriptions included in the pedagogical-psychological modules of the provided programmes is indisputably a rich resource for further research, up to this point the role of competences has been emphasised. The results presented will detail the inner coherence of the course description, as well as the relationship of competences and goals, content, assessment, and learning management.

The next step further is to reveal the role of competences during the school-based practice. In order to do so, a questionnaire and interviews with student teachers are going to be used to gather the required data.

Teacher learning in the context of curriculum innovation

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The teacher holds one of the most crucial roles in education; the skilfulness of manipulating the learning process and the importance of the teacher-student relationship and feedback are just two of the core predicaments of educational success. While indeed there are other factors that matter, the ability of teachers to take on new pedagogies and technologies, experiment and collaborate with innovative solutions, learn from observations and adapt to novel practices has emerged as a topic that is overwhelmingly important in developing effective educational provisions. For this to happen, schools need to be places where knowledge is created and shared, and where ownership of success is perceived from both the leadership and the teachers.

The recent progress within the framework of the research of *Teacher learning in schools as innovative learning environments, in the context of curriculum reforms and educational development interventions* has provided insights into the Hungarian context both from the perspective of embeddedness of innovations within the education system and from the perspective of successful school development. While both these outlooks draw on the data collected through interviews with educational experts and school leaders, as well as from consulting secondary data of two important national studies (i.e. ImpAla and INNOVA), the latter also represents an attempt to conceptualise school success as a cross-section of elements such as teacher learning, school leadership, innovation and knowledge sharing. The conclusions open up various discussions including conceptual and contextual ones, as well as a demand for further research that encompass additional elements and perspectives. Thus, this presentation will showcase Hungarian education system in which opportunities thrive and in which innovations flourish, yet mostly under a combination of circumstances that involves an understanding of the element of continuous teacher development, shared and distributed leadership, a well-developed knowledge creating and sharing structure and a positivistic mind-set from the entire school community.

Teacher learning in the context of adult professional learning

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Over the past decades, a number of studies have demonstrated overwhelming evidence that a great amount of learning takes place within the working context (Marsick and Watkins, 1990; Graham and Cheetman, 2001; Eraut, 2004). Today, across various governmental, educational and corporate sectors, the workplace is widely recognized as one of the primary places where learning occurs (Graham and Cheetman, 2001; Eraut, 2004). This trend has been observed internationally (Boud and Garrick, 2001), as well as within the European Union (European Commission, 2013).

Research on workplace learning is crucial, as it supports policies and practices associated with social and economic growth in the context of global competition (Chisholm & Fennes, 2006; European Commission, 2013).

Within the educational sphere, workplace learning is a strong part of lifelong learning since up to 80% of adult learning takes place in the working environment (Cacciattolo, 2015) Also, in the interest of increasing levels of workers' performance and productivity, the corporate sphere has frequently sought to enhance the worker's effectiveness through the enhancement of workplace learning strategies.

Furthermore, in the interest of increasing levels of worker performance and productivity, the corporate sphere has frequently sought to enhance the worker's effectiveness through workplace learning. It is important to observe that, in this way, workplace learning can be conducted through both formal and informal means.

Workplace learning, as contextualized through the professional development of educators has been widely researched in recent years. However, available studies in the field primarily analyze the process of professional development within a very specialized school context. These studies largely ignore the professional learning of the individuals belonging to other professions and this study intends to fill that gap.

This presentation will cover the conceptions of professional learning and important aspects that might influence it with a special focus on the teacher profession. Also, the methodological tools to be used are going to be presented.

Ultimately, this study is expected to produce a clearer picture of the learning processes of teachers and other professionals. The expected benefits of using an inter-professional contrast as the primary approach to this research are two pronged. In addition to creating a more comprehensive understanding of teachers as an individual occupational group, using an interprofessional contrast approach will also enable the identification of common innovation points within different learning processes.

Europeanisation in teacher education: Europeanisation in Teacher Education: European policies and the case of Hungary

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Which are the major European trends in teacher education and how have they been developed? To what extent have European instruments and policies influenced national policies and initiatives related to teachers and teacher education? How do teachers and teacher educators perceive some of those influences within the context of their institutions? These questions guide the process of the specific research project which aims to understand how national policies related to teachers and teacher education translate and potentially modify European policies and other resources, considering macro, meso and micro level dynamics. Policy is understood broadly as both product and process, ongoing and dynamic, placed within continuous, interrelated and reciprocally-influenced contexts. Examining the connections and contradictions, as identified by the questions above, between European policy, national policy and actual practice on teacher education can help us to better understand the processes of Europeanisation in the specific field, meaning the interaction between the European policy debate and national education policies, without neglecting the role of those directly involved in the enactment of policies (i.e. teachers and teacher educators). To this end, a comparative case study of teacher education policies and practices in three EU member countries – Austria, Greece, and Hungary – is envisaged. Data are gathered through content analysis of policy documents, as well as interviews and focus groups with international and national policy experts, teacher educators and teachers.

This presentation will firstly go through the Europeanisation literature and describe a conceptual framework for analysing the specific process in (teacher) education. An analysis of EU teacher-related policies follows, focusing on three fundamental concepts for the European teacher policy discourse: (a) the continuum of teacher professional development (initial teacher education, induction, continuing professional development); (b) the definition and use of teacher competences; and (c) the support of teacher educators. To illustrate how Europeanisation influences the domestic policy making of member states, the case of teacher education in Hungary is explored. Initial findings of interviews with national policy experts and teacher educators will be briefly presented to give us an overview of how Europeanisation is manifested in the case of Hungary.