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Shaping Communities of Practice: History and Civics Teacher Professionalization and Regulation across Europe.
Some Illustrative Case Studies

Abstract

Teacher identity, performance and effectiveness are shaped by many factors, and across Europe national systems of teacher training and professional regulation seek to define the knowledge, skills and aptitudes required for success as an educator. Teaching, however, is complex and does not easily fit a one-size fits all taxonomy of measurable behaviours or checklists of aptitudes. In England, in 2000, teachers were asked the question: *What makes an effective teacher?* Experienced teachers found it hard to answer with any tight specifics. they knew what they did each day in general, but much had become intuitive to them rather than consciously pondered and analysed. Indeed, the average teaching day and teacher's workload leaves little time to ponder anything.

Management consultants worked with teachers, and the resulting Hay-McBer Report (2000) showed how difficult capable, reflective teachers find it to articulate what they do and why. Sometime after initial training teacher auto-pilot seems to take over, managing the complex web of interactions and tasks of the teaching day as a 'lived experience.' Despite this surprising inarticulacy governments continue to seek to define, and regulate, what it is to be a successful teacher.

This report provides case studies of different national responses to the quest to define competencies and regulate professional classroom behaviours. The contribution of initial teacher training to shaping communities of practice (Lave and Wenger 1991) and the role of higher education in influencing subject identity is raised. The influence of performance management is considered.

The case studies in Part I address the questions:
- 'What regulatory frameworks are there for Initial Teacher Training (ITE)?' and
- 'What are the routes to Qualified Teacher Status (QTS)?'
-
In Part II we ask:
- 'How do we support professional reflection and development?' and
How do we assess and monitor in initial teacher

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Introduction

Dean Smart
Conveynor, Professional Practice Working Group, CHE Project

This report, written by an international group of teacher educators within the CHE Project, examines current and recent work at a national level to secure and maintain the professional status of teachers. The report notes, and reflects on the growing trend across Europe and elsewhere: to closely define what is required to enter the teaching profession in terms of baseline qualifications, attitudes and aptitudes, knowledge and skills; and to more tightly regulate, and therefore monitor the teaching profession via competency statements. We suggest that the similarities we share represent, in part at least, the pervasive influence of supra-national policy, which has pushed for education which encourages the development of the capacity to learn, a willingness to acquire and become a lifelong learner, a process in which the Council of Europe has been highly influential.

The trend towards regulation has advantages and disadvantages. Despite our continuing differences as the Schmidts; the Smiths, or the Stefanovs features of our regulatory frameworks have much in common, and we should seek to learn from each other's successes and implementation difficulties. Our report seeks to further illuminate the similarities and differences evident in the main CHE Report and data, and to show how responding to the pressures of globalisation and growing competition means having a flexible, well trained workforce, but not an overregulated or stagnant group of educationalists obsessed with measurement rather than outcomes. We are reminded of the proverb: a pig does not get larger because it is measured. Process must not become dominant over product. 'Keeping up with the neighbours' is important in a world of ever changing skills, but sharing with them and learning from them can be more powerful and rewarding.

Our report takes a case study methodology, with the first part providing examples of national approaches to teacher competency standards, (Case studies 1-6) and the second part offering examples of different ways to reflect on the acquisition of skills, aptitudes and monitor trainee development (Case studies 7-9) Examples are provided of regulatory frameworks for teacher training in Albania, England, Flanders in Belgium, Kosova, Moldova and Romania. In the second part the use of monitoring frameworks in Malta exemplifies the value of a strong dialogue between trainee and school based supervisors /mentors. This is followed by two case studies considering how portfolios are used in Austria and in Finland to support a belief in the power of reflective and self-aware teacher-practitioners with a strong evidence base demonstrating growing competence and confidence.

Although our research shows the continuing trend by national governments to define what successful teachers 'do' there is some similarity, and much variance in how these competencies are phrased and enforced. For the most part the statements of requirements are very specific about qualifications, but less so about exact knowledge required. General skill statements are offered, but not in the detail required to distil teacher performance into plain language. For us, as a team of subject specialists, we were interested to see different competencies require strong subject knowledge: but we were never offered very exact descriptions or lists of what this means in practice. As the Albanian case study shows there is some movement in some states to define the very broad sorts of knowledge Humanities specialists ought to have, but this is not yet a major emphasis in the development of competencies in Europe or elsewhere. There has been some work by history teacher associations, regional or national governments to define or imply what History and Civics/ Social Studies teachers should know or be able to do, and particularly in some states of the USA, some States of and Territories of Australia and provinces of Canada. (see, for example in Australia, the national standards site and debate / HTA materials:
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evidence based debate at: http://www.newsroom.aitsl.edu.au/blog/evidence-base-and-research or:
http://historicalthinking.ca/ in Canada; or:
http://www.mels.gouv.qc.ca/sections/programmeformation/secondaire2/medias/en/7b_QEP_Histoire.
pdf in Québec).

In some cases there have been more comprehensive moves to define subject knowledge of pedagogic
competencies for History and Civics teachers, although for the most part standards are generalist, as
the CHE research shows for most of Europe.

This reflects the complexity of the challenge.Everyone agrees that teacher performance and
professionalism are key in a successful education system. It is *how* to ensure strong delivery of
education where differences of positioning occur, and this is highly contested (Fitzsimmons, B., and
Haynes, P. (1998). Innumerable interactions make up the school day, while the definers of
competencies seek simple, clear, transparent and measurable statements against which teachers can be
measured. This also explains aspects of the policy context in which education systems operate.
Competencies reflect the mood and political language of the moment: when a government changes the
competencies may be reworded and reformed, perhaps accounting for the lack of a universally agreed
single set of competencies which state governments will adopt

More than four decades ago Argyris and Schön (1974) argued strongly that encouraging
professionality, and ensuring responsiveness to change were key in education, and that the ability to
respond creatively and flexibly to *new* situations were vital in a changing world. The competencies
pick up this advice, and indicate that teachers must be flexible, good learners and good
communicators who can inspire as much as cajole, inform and 'tell'.

We find that regulation and performance measurement systems are sometimes less effective than they
ought to be, to everyone's frustration. There can be too much emphasis on the easily measurable at the
expense of probing the profoundly hard to define, the abstract and the complex elements of teacherly
skill, aptitude and performance. Medley (1977), warned that fixating on simple, measurable outcomes
or crudely measurable results can easily distract a system from improvement. Pupil results *are* a way
to measure effectiveness, but are mono-dimensional in illuminating the causal factors of effectiveness.

More recently Phillips (1998) criticised the growth of 'performativity cultures': a preoccupation with
responding to regulation *to appear to be good* rather than striving *to actually be good.* Our case
studies show that the rhetoric of teacher control is often a deficit model: systems are felt to be
underperforming or coasting, and therefore 'firm' intervention is promised. In such a climate
educational institutions respond to 'teaching to the test', but neglect creativity and non-measured
attributes. The range of simple high stakes accountability measures for teachers and education
systems across Europe suggests Phillips' concerns were justified: society continues to show a poor
awareness of mathematics and statistics, constantly demanding performance at above average, and
then questioning the veracity of figures which show improved performance.

We do however see much to commend: a highly developed partnership exists in some states between
the higher education sector providers of teacher training and the government, with subtle adjustments
to the training regime achieved through administrative and financial incentives and steerage of the
training sector largely uncontroversial. Notions or teacher quality are defined by training providers
working with government, and a path is negotiated to deliver teacher training with some flexibility.

Other case studies show how a different model has emerged, with central regulation and control of
provision increasing over time, for example in England and Wales, or in Albania and Kosova. Change
can be challenging, as several case studies show, and the case study from Romania reminds us that

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consensus making takes time and effort by all partners in teacher training and education policy. From Malta we see an example of recording sheets for recording and assessing trainees work in practical placements , while discussions of the benefits of portfolios in Austrian and Finnish teacher training also provide opportunities to consider the dialogue to be had with trainee teachers, and the ways that initial teacher education can find to innovate and secure professional development.

Together the case studies illuminate similarity and difference as well as continuity and change in our teacher training and regulation. Our partnerships between training providers and schools share a common aim: to create the best generation of new teachers we can, and to constantly strive to improve what we do because we work with Europe's most precious resource, its children.

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Part I

Shaping History, Social Studies and Civics Teacher Training Through Regulation, Accountability and Governance

History, social studies and civic education are school subjects that may have an impact on how citizens think about structures of power and authority and on how they themselves may relate to such structures. For this reason, it must be assumed that governments will be particularly eager to govern how these subjects are defined and taught. In fact, Green (1997) argues that ambitions of this kind are a main reason why many countries established compulsory education in the first place. In the aftermath of World War Two, many Western countries saw history and civic education as key tools to solidify democratic culture, whereas the Eastern communist and Socialist regimes also used school subjects as a means to legitimise their political systems. Since the 1990s much has changed across Europe and globally. , The six case studies that follow present differing national perspectives on the levels of regulation, accountability and governance imposed on initial teacher education, and on the curriculum

In this thematic section we will ask the question how and how far is initial teacher education regulated in Albania, Belgium (Flemish Community) Kosova, Moldova, Norway, Romania and England.

Case Study 1.
The Governance Perspective of Teacher Education
Kjetil Borhaug. Bergen University College, Norway

This account explores the notion of governance, and shows how a highly developed partnership exists in some states between the higher education sector providers of teacher training and the government, and how administrative and financial incentives are used by government as much as regulation to steer the sector according to current national policy. Quality is defined by government, but institutions negotiate a path to deliver teacher training with some flexibility within defined guidance or official requirements. This provides an insight into the variation in systems and their control illuminated by the CHE research questionnaire, and also provides an interesting comparator with the case studies on the system in England and Wales, where central government regulates the system more closely, and the case study examples of Albania, Kosova, and Moldova where governments are moving towards closer control of the system via direct administrative regulation.

What Regulatory Frameworks are there for Initial Teacher Training In Norway?
Governance may take various forms. Firstly, there are the binding legal regulations, which are the traditional means of governance (Christensen & Lægreid, 2011.) In our context this refers to laws and binding directives, including binding national curricula for teacher training. New Public Management (NPM), which has been introduced in many countries, although to varying extent, is an attempt to reduce the amount of directives and rules. Too many rules were seen as cumbersome and ineffective. Instead, under NPM, governance is sought by setting objectives, by allowing lower level agencies discretionary powers concerning how to reach objectives, by systematic reporting from lower level agencies, (such as teacher training institutions), and by follow-up measures if targets are not met. Thus, objectives and reporting systems become a second important component in governance of teacher training. Of particular importance is what is being reported on. What the government wants reported is also what it will survey and follow up. Thirdly, governance may take the form of economic incentives. Instead of ordering something to take place, the government makes it optional, but offers economic rewards for those who do it. For instance, in the Norwegian case, the government does not order teacher training institutions to keep student failure at exams low, but offers an economic

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punishment for high failure rates, and an economic reward if students pass. Fourthly, also in an attempt to avoid legally binding rules and directives, governments may govern by pedagogical means, that is, by offering counselling, training, advice, development projects, best practice manuals, financial incentives and supportive material. Without orders, this allows the government to indicate what it wants without explicitly forcing the training sector to follow transparent rules.

It should be kept in mind that these types of governance are seldom one-way affairs. Rather, they often involve shared responsibilities and room for negotiation and adjustments. If, for instance, directives and rules are not implemented, often this will lead to discussions between levels, because all levels have a responsibility; also the ministry which gave the directives can be blamed if the directives could not be implemented. Multi-level governance is thus a more appropriate term than top-down governance by various means.

In the following we will examine legally binding directives, reporting systems, economic incentives, and pedagogical governance which concern initial teacher training of history, civics, and social studies teachers. We will have a particular emphasis on the governance of teaching content, i.e. to what extent do governments, by the means mentioned, seek to influence the subject matter knowledge that teachers should possess and teach?

What are the Routes to Qualified Teacher Status in Norway?
In the case of Norway, there is a distinction between two groups of teacher training programmes. On the one hand, there is the General Teacher Training Programme (GTTP). This is a 4-year programme, and students may be accepted after graduating from upper secondary education. This programme has some compulsory elements, but most courses are optional. What the options are vary from one institution to another and so there are many different types of this programme:, for instance general teacher training with an emphasis on natural science, or music or other groups of subjects. In most variants of this programme social studies (including History, Geography and Social Science) is an option. Variants of GTTP are offered at some universities and at almost all university colleges.

On the other hand, there is the Educational Theory and Practice Programme (ETTP). This is a one year programme made up of studies of educational theory, didactical courses and practical training in schools. In most cases, this programme is undertaken after students have completed a BA or an MA. However, at some of the largest universities the one year ETTP is split up in smaller pieces and integrated with a BA or MA course. Both universities and university colleges offer ETTP for at least some school subjects.

Generally, the national government interferes much more in GTTP than in ETTP. Concerning the latter, there is a legally binding national curriculum.
(See http://www.regjeringen.no/nb/dep/kd/dok/rapporter_planer/planer/2006/rammeplaner-for-hoyere-utdanning.html?id=587302)

This curriculum defines the length of the ETTP, what courses are included, how many credits each course should have and how much school practice there should be. It regulates some very general requirements to applicants and insists that there should be provision for doing a part of the training abroad. This curriculum also has a list of learning objectives and competencies, in total twenty-one objectives. Most of these are concerned with educational and general didactical issues, for instance, students should be trained to be able to cooperate with private and public enterprises, and they should be trained to understand the conditions and contexts in which young people live. Concerning teaching content in school and subject matter didactics the curricular guidelines are very vague. It is stated that students should be able to give consideration to subject matter didactics, but these considerations are not very specific. It is only stated that ITT students should understand the role of school subjects in society, and in particular for environmental developments.

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The national curricular guidelines for GTTP cover many of the same issues, but in greater detail, and they also regulate in detail what subject matter teacher students should study in the various courses. (see http://www.regjeringen.no/nb/dep/kd/dok/rundskriv/2010/rundskriv-f-05-10-forskrifter-om-ny-grun.html?id=598615)

The GTTP was reformed in 2010 and GTTPs must now be directed at either grades 1-7 or 5-10 in compulsory schooling. The national guidelines for social studies for level 1-7 require that students should have knowledge about, for instance, important social institutions, children's legal rights, democratic principles, political and economic participation, Norwegian landscapes, the main economic activities in Norway, settlement structure and historical development from pre-historic time to 1800. Thus, subject matter content is not left to chance. On the other hand, it is also clear that ITT institutions feel free to interpret these guidelines according to their own priorities and competencies. Thus, the study plans that are developed at various institutions are quite different.

The annual national budget decides the funding of various activities at each higher education institution, including how much teacher training each institution should do for both types of teacher training, and it is a complex system which allows for negotiations between institutions and the government. The government may in these processes offer incentives or requirements concerning what courses should have priority in teacher training, for instance, in recent years, there has been a priority on natural science and foreign languages. Sometimes extra funding can be obtained for offering training in subjects that the government wishes to strengthen. In general, for all types of teacher training there is a broad variety of pedagogical effort to continue to raise the quality of outcomes, for instance, training institutions are encouraged to organise networks to exchange experiences. There are major research programmes aimed specifically at teacher training institutions, which fund research on issues the government currently see as important. Subject matter content is not a key issue here, but teaching methods are key.

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Case Study 2

Professional and skills development for teachers in training and practice with The Flemish Community of Belgium

Alexander Meert, Linda Van Looy and Werner Goegebeur
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This case study explores how supra-national policy is impacting on national and regional policy frameworks, arguing that international agendas for education strive to create young people who have the capacity to learn, the skills to learn and a willingness to transfer skills across different spheres of employment. In this process of policy laden education agendas the European Union has been influential in the professionalization process, and the imperative for a better educated teaching and general workforce.

The European and Global Context

The European Union has had a significant impact on teacher professionalization , and there is a clear international agenda for education that is focused on transferable skills development. In response to globalization and the growing importance of knowledge-based economies, educators must recognize lifelong learning as an integral part of professional development, and ask key questions with respect to professional development. Central to this questioning process is 'how can we guarantee and optimize the quality of a teacher's education and teaching practice within a process of professionalization?'

The idea to link quality to qualifications already existed in the Bologna Agreements: the Bologna Process introduced *quality assurance* as a main objective (see http//europa.eu/pressReleasesAction). The European Union recognizes and supports *increasing professional development* and has designed a framework for lifelong learning consisting of eight key competences.

Figure 1.
European framework of eight key competences:
1. Communication in the native language
2. Communication in foreign languages
3. Competence in mathematics and basic competence in exact sciences and technology
4. Digital competences
5. Learning competences
6. Social and civic competences
7. Taking initiative and nurturing an entrepreneurial spirit, and
8. Cultural awareness and expression

All key competences are considered equally important for a successful participation in today's knowledge-based society (For further reading: see *Official Journal of the European Union, 30.12.2006, L394/10 & L394/13*).

What Regulatory Frameworks are there for Initial Teacher Training In Flanders, Belgium?

In our case study of the development of skills as part of the professionalization process, we look at the situation in the Flemish Community, where well-defined competences for the teaching practice have been in use since the academic year of 2007-2008 *(See Professional Profiles for Teachers: Belgian Official Journal 29.11.2007)*.

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Figure 2.
Professional Competences in Flanders, Belgium
Teachers must master ten professional competences that fall under the following functional units, with the teacher required to act as:
1. Advisor on learning and development processes
2. Educator
3. Content Expert
4. Organizer
5. Innovator and Researcher
6. Partner of parents and carers
7. Member of a School Team
8. Partner of persons outside the school community
9. Member of the education community
10. Cultural Participant

Each functional unit consists of a number of well-defined core skills that are realised by putting into practice eight specific professional attitudes (see *'Framework of Visitation Specific Teacher Training 2009' on* www.vlir.be).

Figure 3.
Expected Core Skills/ Professional Dispositions
1. Decision-making capability
2. Relational disposition
3. Critical disposition
4. Eagerness to learn
5. Organizational skills
6. Collaborative spirit
7. Sense of responsibility, and
8. Flexibility.

In order to keep up with these core skills, Flemish teachers must participate in continued professional training. While permanent professional training is not mandatory in Flanders, participation in a number of initiatives, such as workshops, training sessions and seminars organised by the government, as well as by education and training institutes, is strongly recommended and encouraged.

At the level of training, professional competences are linked to a set of comparable basic competences, although the latter are situated at a lower level of mastery (on the basic competences of teachers: see *Belgian Official Journal 17.01.2008*). These basic competences are specified for pre-school, primary, and secondary education. For each functional unit, there are a number of accompanying core skills specific to the corresponding level of education.

Figure 4.
Examples of core skills per functional unit for secondary education

(1.1) the teacher can assess the initial situation of the pupils and the learning group;
(2.1) in consultation with others, the teacher can create a positive learning environment for the pupils in the classroom as well as in the larger school community;
(3.1) the teacher masters and continues to broaden and improve the domain-specific knowledge and skills;
(4.1) the teacher can handle skills and approaches towards sound class management;
(5.1) the teacher can introduce and implement innovative elements and findings of education development work;

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(6.1) the teacher can gather and discretely handle information about pupils;

(7.1) the teacher can consult and collaborate with the school team;

(8.1) in consultation with colleagues, the teacher can establish contacts, communicate, and collaborate with external bodies that offer educational initiatives;

(9.1) the teacher can participate in the societal debate of educational themes;

(10.1) the teacher can discern and critically consider current societal themes and developments

(For further detail see: 'basiscompetenties' and 'beroepsprofielen' on www.ond.vlaanderen.be)

The Driving Agenda:
Future (inter)national tendencies in, and requirements for, skills development
The overall goal of requiring these basic and professional competences is to generate high quality education. One of the functional units among these competences is devoted to reflective and research skills, which in turn guarantees an increased development of competences. Concretely, the skills of self-evaluation and formulating a personal development and professionalization plan have become central components of the professionalization trajectory of Flemish teachers. In addition, Flemish schools are expected to monitor and guard the quality of their education in a systematic way. This approach has inspired a Decree regarding the quality of our education (see '*Framework of Visitation Specific Teacher Training 2009*' on www.vlir.be). The Education Inspectorate of the Flemish Community is in charge of monitoring this development process at the school level.

Whether it be intentionally or not, education in Flanders is influenced by Flemish, European, and international developments. These influences are evident not only at the school level, but also in teacher training institutes. The Visitation Commissions of the Council of Flemish Universities and Institutes of Higher Education (VLUHR) rely on a framework that consists of four objectives:
1. increasing multiculturalism and language heterogeneousness,
2. fine-tuning of democratic and emancipatory values,
3. developing competences and offering quality education, and
4. technological development

(see '*Framework of Visitation Specific Teacher Training 2009*' on www.vlir.be).

Some Common Challenges…
Problems with respect to *multiculturalism* and *language heterogeneousness* are among the greatest challenges in education in Flanders today. These problems are the result of the increasing influx of (foreign-language) European and non-European immigrants. Teachers are expected to have the skills necessary to handle these new societal situations efficiently. Yet, resolving these issues is not self-evident on account of the great variety of problems.

…and Shared (Hoped-for) Solutions
Democratic and *emancipatory values* have also gained attention, in part because of national and international developments (for Decrees, Resolutions and Policy Documents: see www.inburgering.be). This focus can be seen as a result of the European Commission's recommendation with respect to the importance of a (European) sense of civic responsibility. In Flanders, education in civic responsibility is not only integrated in the subject-specific final goals (such as those for history), but also in so-called cross-discipline final goals that form a part of the expansion of the traditional curriculum. This objective has been pursued in the Flemish Community since 1997: the cross-discipline final goal 'Civic education' is a core objective that must be pursued in all subjects (see Brochure *International Civic and Citizenship Education Study (ICCS)*, *Flanders in ICCS* on www.ond.vlaanderen.be & CHE Questionnaire results).

Nevertheless, research has shown that an active experience of democratic and emancipatory values is not self-evident in Flemish pupils (see *Goegebeur et al. 1999; Elchardus et al. 2008; De Groof et al. 2010*).

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While the cross-discipline final goals were adjusted in the academic year 2010-2011, the global set-up has remained the same (for 'Final Goals and Developmental Goals': see www.ond.vlaanderen.be).

Another recent development in this respect is the growing focus on *remembrance education* and its relationship with historical education *(see Castryck, 2009; Goegebeur & Van Nieuwenhuyse 2010)*. We believe that remembrance education must go beyond passive transmission of knowledge and teach the ability to rely on domain-specific historical skills.

Following the Lisbon Agreement, Flanders has joined in working on *competence development* by reducing unqualified efflux. This effort manifests itself as a focus on providing an education that develops competences and is result-driven, and that appeals to pupils' talents. In order to meet these objectives, Flanders has instituted an education policy that makes teacher training programmes, schools, as well as teachers responsible for offering *high quality education*. Skills development is an essential component of the pursuit of quality. In response to *technological development*, the Flemish authorities have come to demand that teacher training programmes are attuned to, and incorporate, this evolution.

With this requirement in mind, teacher trainees and teachers are expected both to practice new ICT skills *(see Belgian-Flemish response to CHE Questionnaire results)* and to use these skills as an opportunity for interdisciplinary work and collaborative learning. As a result of the growing importance and development of knowledge-based economies, developing skills is an ever more essential component of professional development. Future pupils and students in higher education (including teacher training) must continuously adjust their knowledge base and be aware of the skills and attitudes necessary to use this evolving knowledge effectively.

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Case Study 3.

Initial teacher training in Romania: A Changing Field

Carol Capita, Bucharest University, Romania

In this account the situation for teacher training and teacher regulation in Romania is considered alongside the development of regulation of the sector and accompanying discussion and debate.
We see that achieving consensus takes time and effort, and that policy making can be highly influential in steering change, and in making an impact on practice.

Initial teacher education in Romania (ITE) has become, in terms of public awareness and media coverage, one of the focal points of educational debate. Curricula, both for school activities and ITE, have changed several times, thus making it difficult to evaluate the impact of individual measures taken. Although nationally there is a clear commitment towards assimilating European-level trends and decisions, so there has been some delay between the statements of principles and aims, and the actual implementation of policy.

What Regulatory Frameworks are there for Initial Teacher Training In Romania?
The law does not define what content ITE entrants need to know, but it does define general competencies. A brief summary of changes to legal frameworks in recent years highlights the policy actions towards greater professionalization in this sense:
(a) legislation:
- *the Law of Education* (1995, modified in 1997, 1999, 2001 and 2003) states the minimal legal requirements for teacher qualifications including academic training, degrees required and details of Qualified Teacher Status (QTS);
- *the Statute of the Teaching Staff* developed by the Ministry of Work, Family and Social Protection with the aid of the Trade Unions states the details of QTS, and the levels/degrees required within that status, as well as social and professional rights and obligations;
- *secondary legislation* has also been issued on QTS status, the means of obtaining it, the degrees and the ways of obtaining them, exams for obtaining QTS, continuous teacher training and so on; and
- Standards for QTS.

(b) Consideration of the range of institutions involved also shows the complexity of achieving change:
- The Ministry of Education, Research, Youth and Sports set the legal requirements, secondary legislation, and standards for the teaching profession;
- The Ministry of Work, Family and Social Protection set the contracts of teaching staff, professional rights and responsibilities, levels of degrees required for QTS, and provide a technical description of the teaching profession;
- Specialised institutions within the Ministry of Education run the National Qualifications Agency, and the National Higher Education Qualifications Registry which establishes standards for the teaching profession;
- The universities establish the curricula for teacher training: the faculties set the content-related curricula, and the Education Departments the pedagogical curriculum. The University of Bucharest has the only ITE Department with the autonomy of a Faculty while most of the other Romanian universities have small ITE units (mostly as professorial chairs). The universities themselves set their ITE curricula, but there is a certain informal co-ordination, fostered by personal relations and by the national requirements for QTS.

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Romania was amongst the first countries to include European competences as a tool for curriculum design and development, but speed of implementation has shown how a greater emphasis on trainer preparation and re-training for serving staff would have been useful. The state will move from a concurrent to a consecutive model of initial teacher training, although the fine detail of requirements is not yet laid out.

What are the Routes to Qualified Teacher Status in Romania?
The Setting of Competences and Skills
Definitions of general requirements to be a teacher are centrally set. *The occupational standards for the teaching profession* (Secondary School, Grades V to XII), covering training for future teachers of young people aged 10-19 years, are established by the Ministry of Education through the National Agency for Qualifications and published in the National Registry of Qualifications. The National Higher Education Qualifications Registry then uses this standard in order to define the requirements of initial teacher training.

The prospective teacher must have a solid knowledge of the *field* to be taught, and have knowledge beyond this baseline. Legally there is no set body or canon of subject knowledge defined for teachers to know, although the curriculum in schools does indicate what trainee teachers will need to know in History and Civics. The trainees must master interactive teaching techniques; show effective classroom management strategies; know and adequately use ICT; evaluate student progress with a range of assessment techniques. The requirements call for skills in-
fields of competences: communication skills; curriculum knowledge; commitment to continuing professional development; abilities in student training; skills in building and maintaining positive relations between the family, the school, and wider society;
units of competence for example for student training: co-ordinating extra-curricular activities; abilities to support the development of social behaviour; knowledge of the physical development of students; organising teaching activities; organising related practical activities for the transfer of knowledge; and finally *elements of the competences* and *criteria of attainment.*

The National Higher Education Qualifications Registry is working flexibly and basing expectations on classroom practice. The qualified teacher should be able to: develop lesson plans; develop optional curricula; develop trans-disciplinary topics; programme teaching activities; use educational materials; organise teaching activities; organise activities which support the physical development of students and develop the social behaviour of students; organise related practical activities for the transfer of knowledge; co-ordinate extracurricular and out-of-school activities; evaluate student knowledge; evaluate psycho-pedagogical traits of students; maintain the good relations between the school and young peoples' families. It is clear that the latter takes into account the practicalities of the teaching profession, and since it defines what teachers must do it is a significant document in shaping a teacher training curriculum, although how the universities who carry out ITE respond to these standards is their own choice.

ITE Curriculum Requirements
Although there is no common curriculum for ITE at the universities some comparisons can be made between the Universities of Bucharest, Cluj-Napoca and Iasi. All their ITE programmes include courses related to general pedagogy via a history of major concepts and schools of thought; curriculum design and contents; assessment and evaluation; child psychology; constructivist approaches to learning; the use of teaching materials; classroom management and educational communication; subject didactics; and ICT. In general the first two years up to the licence degree are focused on theoretical approaches, and the last year is for practical activities in schools. At the level of MA studies, there is the same composition (one year for theoretical approaches, and one year for both theoretical and practical activities) At this level, teaching seminars at university level are usual.

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Available ITE materials
Books are available on various aspects of the teaching profession, with a heavy accent on general pedagogy, psychology, classroom management, and educational communication. It is significant that there are only three books on the didactics of higher education; the situation is the same for general approaches to ITE, practical training, the development of teaching materials and textbooks. Further work to develop support resources would be highly valuable. The situation is somewhat better for subject didactics, but again further work would be valuable, and NGOs have been assisting in this area.

Requirements for Practical Training Experience
The law requires all ITE students to spend two semesters engaged in practical activity, consisting of a three week period with five hours per day, or one day per week for the entire semester, in which students assist experienced teachers in their classroom activities. The hosts have a recognised status as tutors, and the highest level of QTS. At the end of each semester the students have to teach at least one class, and have to produce a portfolio for assessment including charts for classroom work, psychological evaluations of students, self- and peer-evaluation of teaching activities, lesson plans, and teaching materials).

At the beginning of the academic year, the University ITE team signs an agreement with the local school inspectorate, and each faculty draws a list of the schools with which it wants to collaborate. After that, a staff member goes to the school with between seven and twenty students, and a teacher takes charge of the students. The member of the faculty is responsible for the students' experience being consistent, and to gain feedback from the teacher. At the end of the activity, both teacher and the member of the faculty decide on the grade to be received by each student. The new Law of Education states that universities have to make long-term contracts with schools, but the details of this are not yet set.

The Process of Policy Making
Romanian ITE is in a period of change: general and specific legislation is moving towards professionalization and standardisation in curriculum, professional requirements, financing schemes, and so forth. There is an increase in the number of regulations concerning the teaching profession.

In general, the Ministry of Education decides when and what will be modified, but there has also been media and public debate. Faculties of Educational Sciences or the Institute of Educational Sciences carry out thirty day online consultations when they make changes. The document is then approved by the Ministry or the government and published. After that, the institutions involved have to modify their own regulations, procedures and/or structures in order to cope with the change. In 2011, after the new Law of Education was passed, the Ministry asked professional organisations to contribute to the various documents that regulate school activity consisting of up to 200 such documents and more than 20 associations were involved in feedback.

Challenges in Programme Development: Teaching about the History of Minorities as an Example
A good example of the various elements involved in changing ITE (in defining its limits) is the subject of *the History of Minorities*. In 1999-2000, the Ministry of Education developed curricula for the subject of the *History and Traditions of the* (national ethnic) *Minorities.* Students in grades Six and Seven that were members of recognised national minorities studied the history of their minority in one class per week. The curricula were developed by representatives of the various minorities with the technical support of the Institute of Educational Sciences. There are nineteen minorities recognized by the Romanian state, the majority have developed such curricula. The training of teachers was done mostly in terms of in-service training. A few of the groups also produced textbooks: the Hungarian, German and some of the Slav communities for example.

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There was subsequently debate about how effective the approach was since the big issue of acceptance, or not, of the minorities as part of a common heritage and cultural, social, and political outlook of the country was not addressed by the approach. Although minorities were able to value and celebrate their own heritage, the majority was not learning about diversity, and minorities were not learning about other groups. The NGO *The Project on Ethnic Relations*, then attempted to address this, and developed a three-year activity aimed at producing a curriculum and a textbook dealing with the history of minorities in Romania. The theme had four topics: settlement and early history, contribution to the common culture, relations with the majority, and present-day culture of the minorities. A tentative curriculum was developed to act as a basis for the production of the textbook. The texts were developed by representatives, mostly teachers, but in some cases academics or writers from the minorities involved with the basic idea that they should focus on elements that they considered to be significant for the mutual understanding. After several reviews of the text, the curriculum was revised, and a teacher training unit was produced. The Ministry of Education accepted the materials and integrated the course in the list of optional courses for the secondary education at grade XI, for young people aged 17-18 years old.

However, the number of copies printed was limited due to costs: about 500 books were produced, so it was decided that it should act as training material for the use of teachers. Many teachers continue to want more updating and the resources to feel secure in new subject knowledge and perspectives; few teachers are interested in tackling a subject for which they feel unprepared. However, change requires time and resources, effort and commitment and it is true that Romanian teachers are willing to work hard and make a difference.

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Case Study 4.
The Movement towards State Accreditation of Teachers in Kosova

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Ministry of Education, Science and Technology, Kosova

In this case study the system of teacher education in Kosova, governmental efforts to establish a well regulated teaching profession and the teacher training sector are considered. Although teacher training is not heavily regulated in Kosova, currently teachers must demonstrate good subject and pedagogical practice to qualify and hold a licence as a teacher, and a series of regulations shape the sector.

What Regulatory Frameworks are there for Initial Teacher Training In Kosova?

The Government of Kosova has been working since 2004 to professionalise its teachers over time, and has issued a series of frameworks to structure teacher training and to build a series of workable competencies to regulate provision. The initial training of teachers in Kosovo is based on the administrative provisions of the *Framework for Professional Practice Standards for Teachers of Kosovo* (2004) (see references for this Case Study at end of text). This standards framework sets criteria for high quality of teaching, and lists the knowledge, skills and attributes considered as essential competencies for teacher training, teaching pupils at elementary schools and teachers constant professional upgrading. It also sets out the criteria for evaluation of programmes and the competence of the teachers.

Figure 5.
Recent Legal Frameworks Regulating Teachers and Teacher Training (Kosova)
Licensing of teachers and education administrators. (MASHT [I] 18/2004. 23.06.2004)
1. Framework for the standards of the professional practice for the teachers of Kosovo. (MASHT [I] 20/2004 18.06.2004)
2. Standards of the Programmes on the professional preparation of the teachers during studies. (MASHT 16/2005. 07.04.2005)
3. Licensing of the teachers, administrators and professional collaborations. (16/2008. 23.09.2008)
4. Implementation of European Credits Transfer System (ECTS) in the higher education in Kosovo. (14/2008. 02.07.2008)
5. Instruction for the normative on the professional framework of general education. (13/2011. 30.12.2011)
6. Administrative Instruction: Criteria and procedures for the accreditation of programmes of the professional development of teachers (NR: 4/2010 DT: 27.04.20104/2010. 27.04.2010)
7. Teacher licensing. (5/2010. 27. 04. 2010)

Within the framework a *Professional / competent teacher* is considered the one who is prepared academically and professionally. The 'academic' aspect requires subject knowledge, and the 'professional' aspect requires pedagogical knowledge related to teaching, teaching psychology, and the art of teaching. The criteria are general and can be applied to all educators, covering those who train teachers and all subjects. In Kosova there is no current document that defines subject specific competences for history, civic education, and so on, but further work is being done to define the competencies of teachers in general, and this is being influenced by lists of competences from elsewhere in Europe.

Teacher preparation institutions base their work in an administrative instruction *Standards of programmes for teacher preparation during their studies* (2005) which was introduced to ensure high standards of training and the Ministry's Standards of Professional Practice.

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Kosova has participated in the ECTS since 2008. Study programmes are designed so that one year of study has 60 credits (30 credits per semester). In the Bachelor's degree study cycle 180-240 credits must be accumulated. In postgraduate studies (Master's degree) 60-120 credits are accumulated, so that at the end of the second cycle the graduated student will have accumulated at least 300 credits. In the third or doctoral study cycle 180 credits must be accumulated

What are the Routes to Qualified Teacher Status in Kosova?
In initial teacher education there is no evaluation system or any particular defined standard. In teacher's training institutions (university faculties) the evaluation is done in different ways according to the design of that university, mostly using a non-standardized test, or multipart assessment, often like the example in figure 6: Typical Weighting of Assessment of Trainee Teachers
Figure 6.
Typical Weighting of Assessment of Trainee Teachers (Kosova)

Participation for lessons	5%
Involvement in learning groups	5%
Seminar work papers (in groups)	20%
Portfolio	10%
Final Assessment (exam)	60%

Programmes for the preparation of teachers of history and civic education in the university Faculty of Education include theoretical and practical study, and a trainee must pass a practical assessment as well as a test of theory, equally weighted. All teacher training must include practical learning during the study programme of at least 22 weeks during a four year programme of studies.

To work in schools teachers have needed to be licensed since 2004, with the requirement renewed in 2008 and 2010 under governmental administrative instructions. The goal is to create a coherent system of licensing and career development for teachers on the basis of qualifications, experience, professional development and performance. The state system is revising its system of temporary and regular teacher licenses from 2012-13. Temporary licenses last for a year will be issued to Elementary teachers and unqualified teachers. Four types of regular licenses will exist: Career Teachers; Advanced Teacher; Mentor Teachers, Meritorious teachers.

Kosova plans to continue its development of the professionalization of teachers, and is working to create the circumstances, legal infrastructure and pedagogical and didactic support that will give it a systems comparable with other European countries.

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Case Study 5.
Initial teacher training and teacher qualifications in Albania

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During recent years, the Ministry of Education and Science in Albania has developed a series of documents related to the regulation of the teaching profession and raising standards and making teaching a profession requiring master's degree level qualifications. This account outlines the increasing emphasis on subject and pedagogical/didactic knowledge in Albania.

What Regulatory Frameworks are there for Initial Teacher Training In Albania?
The Legislative Framework
Pre-tertiary education in Albania has been regulated by laws of 1995, 1998, 2002, and 2008, with a further law under discussion as this report is written which will require teachers on primary, lower and upper secondary education to have an MA, and to have passed a post-graduate practical training in schools and a final state exam. Additionally teachers would need to register at the Order of Teachers and have a teaching licence (draft law articles 67-68). In-service teachers would have three classifications of quality: 1) qualified teacher, 2) specialist teacher, and 3) master teacher ('*mësues i kualifikuar*', '*mësues specialist*', '*mësues mjeshtër*') (draft law article 72).

Albania has also adjusted the structure of studies for trainee teachers in line with the Bologna system, from a concurrent model of initial teacher training to a consecutive model. Initial Teacher Training requirements have been reviewed every year since 2009-2010, when students enrolled in masters level programmes in teaching had to study one year and complete 60 European Credit Transfer System points or ECTS. From 2010-2011, a third semester was added (90 ECTS overall), and since 2011-2012 the masters programmes in teaching lasts two years and offers 120 ECTS.

What are the Routes to Qualified Teacher Status in Albania?
Centrally Set Teacher Standards and Competences
There is an ongoing debate on the teacher status in Albania. The aim is to legally regulate the profession and to introduce a certification system for teachers, which is in accordance with recommendations of the European Commission on Common European principles for teacher Competences and Qualifications. The Institute for the Development of Education, a research institute of the Ministry of Education and Science, has prepared a document on basic general standards of teachers which identified twelve main standards for teachers

Figure 7.
Proposed Teacher Standards (Institute for the Development of Education, Albania)
1) **Relationship with pupils-** the stimulation from teachers to constantly include pupils in experiences that contribute to their intellectual, social and personal development
2) **Acquiring new knowledge**
3) **Communication, team work and collaboration-** the teacher cooperates with colleagues, parents, etc., in order to support the learning process and to help pupils develop communicative skills
4) **Personal Progress**- Continuous efforts for individual progression within the profession
5) **Curricula-** the teacher has extensive subject knowledge and the teaching methods
6) **Pupils achievements-** the teacher accepts and considers in their work the different learning ways of pupils and offers pupils specific conditions and opportunities for progress

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7) **Health and well-being-** the teacher informs the pupils on measures related to the protection of their life and health
8) **Planning-** the teacher plans the objectives for the development of pupils' skills for the whole school year and for each separate teaching hour, and offers pupils the necessary conditions for their development
9) **Teaching**- the teacher uses the appropriate strategies, developmental methods, technologies of learning and combines individual and group work
10) **Assessment, monitoring and results**
11) **Reflection on teaching and learning**
12) **Teaching environment-** in the classroom the teacher creates a safe, collaborative, stimulating, open and communicative environment for pupils

The document included a list of competences related to each standard and also a list of demonstrations of fulfilling the standard. Along with the national standards of teachers, the Institute for the Development of Education has prepared in the same year specific standards for history and geography teachers.

Figure 8.
Standards for History and Geography Teachers (Institute for the Development of Education, Albania)

1) Historical perspectives
2) Geographical perspectives
3) Up-to-date information
4) Time, continuity and change
5) World cultures
6) Use of technology and contemporary teaching methods

Competences and demonstration of successful examples for each standard were also included in the history and geography teacher standards.

Practical training
Trainee teachers have to undertake compulsory practical training at schools during their MA. studies. The practical training must match the age range for which the trainee is preparing: lower secondary or upper secondary, and student teachers cannot graduate without having successfully completed their practical training in schools. The new regulatory framework for the teaching profession has also introduced an induction phase after training before a new teacher is given full Qualified Teacher Status.

While the already mentioned new regulations apply only to new teachers, expectations of serving teachers, and the regulation of the profession has also been increasing. Law No 10171, (2009) added teaching to the professions that should be regulated by the state; the National Strategy for the development of pre-tertiary education (2009-2013) places a strong importance on serving teachers gaining the further qualifications, mirroring the new regulations for the professional development of trainee teachers (Ordinance No. 336 of the Ministry (2011)).

The state now regulates institutions responsible for the organisation of post-graduate practical training the Directory of Human Resources and Regional Coordination of the Ministry of Education and Science communicates with Regional Education Directorates and educational institutions involved in practical training (in schools), and elaborates the duties of each party. The role of universities involved in Initial Teacher Training in the professional practice consists of organising and conducting the practical training for trainee teachers during the last year of studies and the collaboration with the

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Institute for the Development of Education for preparing guidelines for post-graduate practical training basing on main teacher competences.

The ordinance also defines for the first time the criteria for school teachers to become mentors and their supervision and support role during the post-graduate practical training. The post-graduate practical training lasts nine months, with trainees required to match the working hours of the subject teacher, with a quarter of the teaching hours of the mentor, half of the hours acting as assistant teacher and the remainder being classroom observation.

The aspirant teacher during the post-graduate practical training has to prepare a portfolio to demonstrate achievement during their training.

Figure 9.
Required Elements of Trainee Teacher's Evidence Portfolio:
1) Yearly subject plan
2) Objectives for pupils achievements for each chapter
3) Daily plans of teaching hours (2-3 examples)
4) Assessment tests of separate teaching hours and of chapters (2-3 models)
5) Curricular projects (1-2 models)
6) Examples of teaching sources used in addition to textbook
7) Examples of methods used to develop the following skills for the pupils:
    a) Oral and written communication
    b) Critical thinking
    c) Creative thinking
    d) Team work
    e) Management from the pupils of teaching information from different sources
    f) Use of ICT in teaching
    g) Use of mathematics and Albanian language in teaching
    h) Work with pupils with learning difficulties
    i) Work with pupils with exceptional skills
8) Their personal report on their own reflections on personal experiences during professional practice, their achievements and main difficulties encountered.

The mentor makes an assessment of the trainee based on their observations, on interviews with the aspirant teacher and on the portfolio. The final assessment is made by a Commission for the Assessment of Aspirant Teachers, using the assessment from the mentor, portfolio and the interview with the aspirant teacher. A state exam on subject knowledge is the final step towards the final certification, which allows employment as a teacher.

Figure 10:
Recent Legal Frameworks Regulating Teachers and Teacher Training (Albania)
Decision No. 799 of the Council of Ministers, date 22.07.2009 'On the approval of National Strategy on pre-tertiary education 2009-2013', *Fletorja zyrtare* (2009), 133, pp. 6218-6222.
Decision No. 67, date 10.02.2010 of the Council of Ministers 'On the establishment of the Institute for the Development of Education.'
Law No.10171, date 22.10.2009 'On regulated professions in the Republic of Albania.'
Law No. 9741, date 21.05.2007 'Albanian Higher Education Act.'
Law No 7952, date 21.6.1995 'On pre-tertiary education system') changed with Law No 8337, date 30.7.1998; Law No 8872, date 29.3.2002; Law No 9903, date 17.4.2008; Law no 9985, date 11.9.2008.
Ordinance No. 336 of the Minister of Education and Science on the approval of the regulation for 'The organisation and carrying out of the professional practice for the profession of teacher' dated June 14, 2011.

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Project law 'On pre-tertiary education system in Albania.'

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Case Study 6.

Teacher Regulation and State Led Accountability Frameworks in England

**Dean Smart, EUROCLIO: European Association of History Educators, and
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Although the United Kingdom operates as a single sovereign state in international affairs, Scotland,
Wales and Northern Ireland operate their own parliamentary assemblies and have significant devolved
powers over education and schooling systems: there is no one UK education system and although
there are some similarities there are also significant differences across the UK in education policy and
delivery. What is shared within the UK are strong similarities in initial teacher education, and the
move towards greater regulation of ITE.

Policy for English education is made at the Westminster parliament, with The Secretary of State for
Education in the UK government holding considerable direct and indirect power over the curriculum,
teacher training and supply; and, since the Education Reform Act of 1988, the content and structure of
the National Curriculum for England (which currently only applies to certain groups of state school).
In recent years these powers have continued to increase, with a steady and significant movement
towards centralisation of power and accountability to the centre. This case study examines how this
trend continues, and how regulation of initial teacher education in England reflects wider political
agendas and aims.

The Locus of Power and Changing Paradigms
The Education Secretary in Westminster can use Orders in Council to change aspects of the education
system or instigate new regulations. Traditionally, as in Norway, much policy has been developed by
consensus or by subtly used governmental persuasion, for example by ensuring that funding
arrangements for state schools encourage locally elected governing bodies and senior management
teams to follow the policy paths desired by central government. Several tools of persuasion can be
applied to ensure government 'gets its way': the use of league tables publishing school performance in
examinations by comparison to others; the inspection framework as utilised by the Office for
Standards in Education (Ofsted).
Throughout the later twentieth century a broad consensus was shared by the major political parties:
education was seen as 'a good thing,' and the expansion of opportunities for the majority were a
desirable way to increase national wealth and productivity, to increase equality of opportunity and
social mobility and achieve social justice. From the late 1980s the rhetoric and paradigm around
education began to change: social justice was less prominent in policy, and 'value for money' more
pressing. In the early 1980s British governments began to suggest a lack of satisfaction with the
outcomes from education and questioned the performance of state schools, developing a 'discourse of
derision' about state education (Ball 1994). Control over content of the curriculum, teacher
accountability and initial teacher education has increased steadily.

Increasing Accountability
The introduction of the National Curriculum in 1988 was partly positioned around the language of
raising standards and ensuring consistency (See Philips, R. (2000)). The schools inspectorate was
expanded and a deficit model was increasingly apparent in ministerial and popular press commentary,
with the language used often focused not of the qualities of the system, but on the need to identify
underperformance and weak practice.

The National Curriculum launched had to be revised almost immediately due to massive content
overload and inbuilt problems with the model design and the resource demands they implied, for

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example anticipated regular national testing on a huge scale was scaled back to a core of subjects. Subsequent revisions of the curriculum in 1995, 2000, 2007 and currently (2012), each launched with the suggestion of the need to reduce over-prescription and the assessment burden. Elsewhere experiments in canonical history curricula have also found problems with selection and curriculum space/contested content (Symcox and Wilschut 2009). In the mid-1990s calls for greater practical experience in teacher training were made, and changes introduced in national requirements for training and qualified teacher status.

What Regulatory Frameworks are there for Initial Teacher Training In England?
A perceived gap between needs, aspirations and performance of schools and the state education system amongst some British politicians has led successive governments to seek to further regulate education and to install systems to manage schools and teacher performance (Mahony and Hextall (2000)). Rules for the supervision of new teachers in England and Wales were amended in the mid-1990s, introducing a set of general competencies and changing the probationary period served by new teachers (See *Education (Teachers) (Amendment) Regulations of 1992*, and *Education (Induction Arrangements for School Teachers) (England) Regulations 1999)* to more closely regulate induction as a period of assessment of quality before full Qualified Teacher Status (QTS) could be awarded. In 1994 the Teacher Training Agency (TTA) was formed as a quasi-autonomous government agency, and in 2003 used the powers of the Education (School Teachers' Qualifications, England) Regulations) to introduce a revised set of competencies for classroom teachers and to require these to be achieved during initial teacher training. The new *Standards for Qualified Teacher Status* were revised in 2007, and with changes from September 2012. No version has included subject specific knowledge requirements, neither in terms of History content nor for History pedagogy, although all have required strong subject knowledge. As Haydn (2011) suggests, politicians often underestimate the depth and breadth of knowledge informing teachers, but tend to assume craft skills rather than more sophisticated and better informed interactions.

Politicians seem particularly keen to regulate teaching as a profession. Even as early as 2001 Gleeson and Husbands noted how few other professions have been subject to so much direct state regulation, and by 2006 Thompson was able to note how this has had an impact on reduced teacher autonomy and had led to a degree of deskilling, with teachers becoming responsive to broad brush external accountability and losing some of their independence, echoing Robert Phillips'(1998) concern over the creeping culture of performativity and Bottery and Wright's (2000) belief that performance management has become a tool to measure rather than develop teachers in England, repeated by Dent and Whitehead (2002) and Ball (2004).

What are the Routes to Qualified Teacher Status in England?
In recent decades there are two major routes to qualified teacher status in England: the three year Bachelor of Education (B.Ed) undergraduate route, principally for trainee teachers of early years and primary aged school children (aged 4-11) and the one year Postgraduate Certificate in Education (PGCE) which follows the study of an undergraduate bachelors degree, usually in a subject discipline taught in schools. In recent years governments have created minority initial training routes, largely based on immersion and training in a single school for career changers or those perceived to be high flyers (see, for example. *TeachFirst*, via the Training Agency website). However, the majority of new teachers continue to be trained by university departments of education in partnership with schools, with trainee teachers spending extended periods in schools under the supervision of a school based mentor. In this route a PGCE trainee will spent 24 of their 36 training weeks on placement in two schools, usually teaching a half and then a three-quarters timetable load of a serving classroom teacher, and working with several teachers' classes. To qualify trainees must be deemed to have met all of the standards for teachers (see Figures –11-13), and will continue to work with schools during aspects of their university based training.

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The government agency for teacher supply and development, originally the TTA, then the Training Development Agency for Schools (TDA) and now the Training Agency (TA) has control over the allocation of numbers for training places to universities, and works to figures issued by the Department for Education to assess needs for teachers of different subjects and age ranges to ensure a steady supply of teachers. Allocating, or withholding, training numbers is one way of ensuring compliance by higher education with government policy. Allocations of numbers are also informed by the scrutiny of teacher training by Ofsted, whose framework for inspection is discussed with ministers and is regularly changed to pursue evidence in relation to national priority areas. Inspection reports over time show that university-school led ITE is a very effective and efficient route for ITE, with the provision very regularly inspected, leading to the current Minister of State's comment that current teachers are 'the best generation of teachers we've ever had working in our schools' (Gove 2011)

Contrasting Policy Aims in Teacher Competencies
Although British politicians have a strong notion of what makes and constitutes subject disciplines, and in particular History, (See Phillips R. (1998), Phillips I. (2008) and Cannadine (2011) they have not defined specific things that trainee teachers of History and Civics should 'know' nor set a requirement about assessing subject knowledge in different iterations of school teacher competencies. Past competencies, and Figures 11-13 *do* show the political will exists to require teachers to have strong subject knowledge, but this has never translated into specific requirements for single subjects. The broad nature of the National Curriculum since its first revision has made it difficult to set anything other than broad teacher competencies because although there is an extensive body of history covered, particularly British (English) history, there is little fine detail or emphasis specified (*See Department for Education website and National Curriculum (History) pages*). Unlike in many other European states the curriculum in the UK does not lay down a specific body of information to be taught and tested, although notions of 'essential knowledge' do periodically arise in sections of the press and in some political speeches.

The importance of subject knowledge may be about to become more prominent in teachers minds. In the competencies from 2007 (figure 11), which reflect a strong emphasis on teachers addressing structural challenges preventing or limiting pupil achievement, Standard Q14 makes the requirement for strong subject knowledge, one of thirty-three standards for classroom teachers. This makes an interesting contrast to the new Teacher Standards (2012, see Figure 12) which apply to all teachers, where Training Standard 3, one of only eight standards, requires good subject knowledge, arguably increasing the emphasis in a reduced number of standards. During training, and subsequently there is no test of subject knowledge as such, although training courses and their tutors will have ways of supporting trainees in their subject knowledge development.

Contrasting The Emphasis in Standards: Outgoing and Incoming Competencies in England Figure 11.
Professional Standards for Qualified Teacher Status for Trainee Teachers and Classroom Teachers (England and Wales) (Effective September 2007- Replaced 1st September 2012)

1.   Professional Attributes
Relationships with children and young people
Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
Frameworks

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Q3 a. Be aware of the professional duties of teachers and the statutory framework within which they work.	
b. Be aware of the policies & practices of the workplace/share in collective responsibility for their implementation	
Communicating and working with others	
Q4 Communicate effectively with children, young people, colleagues, parents and carers.	
Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.	
Q6 Have a commitment to collaboration and co-operative working.	
Personal professional development	
Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.	
(b) Identify priorities for their early professional development in the context of induction.	
Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.	
Q9 Act upon advice and feedback and be open to coaching and mentoring.	
2. Professional Knowledge and Understanding	
Teaching and learning	
Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.	
Assessment and monitoring	
Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.	
Q12 Know a range of approaches to assessment, including the importance of formative assessment.	
Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	
Subjects and Curriculum	
Q14 Have a secure knowledge and understanding of their subjects/ curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.	
Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.	

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Literacy, numeracy and ICT
Q16 Have passed the professional skills tests in numeracy, literacy and ICT.
Q17 Know how to use skills in literacy, numeracy & ICT to support their teaching & wider professional activities.
Achievement and diversity
Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
Health and well-being
Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
3. Professional Skills
Planning
Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
Q23 Design opportunities for learning to develop their literacy, numeracy and ICT skills.
Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.
Teaching
Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using

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explanations, questions, discussions and plenaries effectively;
(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
Assessing, Monitoring and Giving Feedback
Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.
(b) Assess the learning needs of those they teach in order to set challenging learning objectives.
Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
Reviewing teaching and learning
Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.
Learning environment
Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.
Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.
Team Working and Collaboration
Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Teachers were also required to register with the General Teachers Council (England), the Statutory Regulatory Body for the Teaching Profession and to conform to its code of conduct as well as uphold government policy in relation to education, including the broad *Every Child Matters* Agenda.

The Government elected in 2010 stated that a less bureaucratic regulatory system was desirable , noting that the Code of Conduct from the General Teacher's Council for England and QTS Standards made teachers subject to more than 100 clauses defining their competencies and regulating their professional behaviours. The language with which change was officially announced by the government was unusually forthright and strong. In a departmental press release published on government web pages, Education Secretary Michael Gove asserted that the (then current, Figure 11) 'standards aren't rigorous, clear or effective enough..., the current teachers' standards are ineffective, meaningless and muddy, fluffy concepts. There is also no clear evidence that they help to improve standards.' (Gove 2011) A review was ordered, and fast track timetable for change implemented.

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A small panel chosen by the Government devised the new *Teacher Standards* (Figure 12), formed of three parts: a preamble, eight statements of Teacher Standards and at statement of requirements for personal and professional standards. The new standards take a very different emphasis to their predecessors, and place accountability and the values of current government policy at the forefront.

Figure 12.
Teaching Standards *for England, valid from September, 2012.*

Preamble:
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part 1. Teaching
A teacher must:

TS1 Set high expectations which inspire, motivate and challenge pupils
TS2 Promote good progress and outcomes by pupils
TS3 Demonstrate good subject and curriculum knowledge
TS4 Plan and teach well structured lessons
TS5 Adapt teaching to respond to the strengths and needs of all pupils
TS6 Make accurate and productive use of assessment
TS7 Manage behaviour effectively to ensure a good and safe learning environment
TS8 Fulfil wider professional responsibilities

Part 2. Personal and Professional Conduct
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
• showing tolerance of and respect for the rights of others
• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs (taken from the definition of extremism as articulated in the *Prevent Strategy*.)
• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
<div style="text-align:right">Teacher Standards, Department for Education (2011)</div>

The language of the new standards is more directive rather than those they replace. Study of the *Teacher Standards* suggests that although there are fewer words in the new competencies, no duties

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have been removed and expectations *of* teachers are, if anything as or more demanding than in earlier versions of the standards required for QTS. The Minister is insistent that this is a simplification and tightening. With the eight official Teacher Standards comes exemplification of each, but also with the clear instruction that this is not to be seen as the creation of separate sub-standards in themselves. The exemplification shows the difficulty of framing competencies briefly; defining what a good teacher does is difficult, and impossible to do simply with any credibility and clarity.

Figure 13.
Teacher Standards (2012) (Part 1) with Exemplification for each standard shown

A teacher must:
TS1 Set high expectations which inspire, motivate and challenge pupils
• establish a safe and stimulating environment for pupils, rooted in mutual respect
• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

TS2 Promote good progress and outcomes by pupils
• be accountable for pupils' attainment, progress and outcomes
• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
• guide pupils to reflect on the progress they have made and their emerging needs
• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
• encourage pupils to take a responsible and conscientious attitude to their own work and study.

TS3 Demonstrate good subject and curriculum knowledge
• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

TS4 Plan and teach well structured lessons
• impart knowledge and develop understanding through effective use of lesson time
• promote a love of learning and children's intellectual curiosity
• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
• reflect systematically on the effectiveness of lessons and approaches to teaching
• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

TS5 Adapt teaching to respond to the strengths and needs of all pupils
• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

TS6 Make accurate and productive use of assessment

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- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

TS7 Manage behaviour effectively to ensure a good and safe learning environment
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for
- discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

TS8 Fulfil wider professional responsibilities
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Where are We Now?
Defining broad competencies does not guarantee that performance will rise, nor does monitoring performance against these broad brush strokes. Context also matters. Establishing taxonomies of professional competencies reflects a belief in the power of systems, and in regulation but is somewhat problematic. Practical reality intertwines with policy, and the everyday and the exceptional cause a variance between policy and practice. The Irish proverb: 'You don't make a pig any bigger by constantly measuring it' is apposite.

Enthusiasm for further regulation, however, seems to continue. The CHE research shows an increasing use of competencies, but across Europe teacher competencies mostly define not specific situational and subject responses to complex processes and interactions but generalised desirable features of teacherly behaviour in a vacuum. Teaching remains a human interaction rather than a factory process, and the description of the desirable does not always represent the actual, nor take into account the circumstances in which teaching and learning are intended to take place. There may be learning because of, or despite, teaching and many influences shape outcomes. What is taught is not always what is learnt. What is required is not always what transpires.

The rise of faith in standards is evident, but also so is the growth of performativity and compliance cultures. The underlying assumptions defining attributes and attitudes, skills and outline fields of knowledge will lead to their delivery is over simplistic. Professionals have to work to interpret the complex in context, to seek meaning from action and outcomes, to not fall into the trap of only valuing what is easily (and cheaply) measured, and to move to a dialogue focused on identifying strengths and challenges, and seeking solutions rather than the discourse of deficit. Clear expectations are useful, but over-regulation is claustrophobic and stifles innovation, while inspirational leadership and aspirational aims and objectives connect with teachers' sense of and mission and vocation. Harsh

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performance measures do not: carrots are always better than sticks. Feeding the pig is better than
merely measuring it.

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Part II
Assessing and Recording Competencies
How Do We Support Professional Reflection and Development?

In the Part I of this report there was a focus on the nature and structure of competencies: examples of how state governments have taken different routes to shape or influence teacher quality using incentives for training institutions, regulatory frameworks, state defined taxonomies of teacher competencies, and accountability mechanisms. In Norway and in the Flemish community of Belgium governments use steerage of the education system to achieve the outcomes they wants to prioritise; in Albania, Kosova and Romania governments are increasing state definition of 'good' teachers and therefore of good teaching, while in England and Wales state regulation reflects political positioning on quality and accountability and strong regulation of professional standards.

However regulation is only part of the narrative exposed by the CHE research and the working groups across Europe. Finding ways to encourage deep reflectivity and professional development of those in initial training and new teachers are very important. In this section case studies highlight ways of encouraging trainees and trainers to make high quality development central to the training experience. This section concentrates on approaches to recording skills development and exemplification of aptitudes and dispositions, and the assessment frameworks used by some teacher trainers in Austria, Finland and Malta. Yosanne Vella, from Malta writes about recording mechanisms and their impact on reflection and performance measurement. Hanna-Maria Suschnig explores the approach taken by Vienna University to working with a very substantial number of trainees in Austria, and finally Arja Virta writes about portfolios and working with trainees teachers in Finland.

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Case Study 7.

The Assessment of Teacher Trainees' Competences in Malta
Yosanne Vella, University of Malta

The University of Malta's Faculty of Education is responsible for training teachers for Malta's schools and offers under and post graduate routes to qualified teacher status as well as programmes of in-service education and higher degrees. In this case study approaches to recording and assessing trainees work in practical placements are considered, and example recording sheets are provided to illustrate the points made in the case study, and assist with broadening discussion around the national and international CHE questionnaire research results.

What are the Routes to Qualified Teacher Status in Malta?
At the Faculty of Education in the University of Malta to become a History teacher one can either choose to do a one year *Postgraduate Certificate in Education (PGCE)* course, after a three year Bachelor's degree, which involves two periods of practical teaching in schools (teaching practices) of three and six weeks consequently; or a four year degree level study *Bachelor of Education (B.Ed)* course which involves three teaching practice placements in all: a School Experience in the second year, a six week Teaching Practice in the third year and a final six week Teaching Practice in the fourth year.

Sharing Good Practice in Professional Reflection and Development:
Working with Evaluation and Recording Proformas in Malta
My faculty, as I imagine is the case for most teacher training institutes, has its standard evaluation sheets which are used as guide-lines on which progress and the assessment of student trainees is measured. The evaluation sheets give a clear indication on what student teacher trainees are assessed. (See Figure 14: School Experience Evaluation Sheet; Figure 15 : 3rd year B.Ed and PGCE 1st Teaching Practice; Figure 16: 4th year B.Ed. Teaching Practice and PGCE 2nd Teaching Practice). It is seen as a developmental process and tutors (lecturers who go in to observe trainees teaching) are aware of previous reports in the Teaching Practice evaluation sheets, which together form a final document.

Exploring Ways of Assessing and Recording in ITE:
Feedback and Evaluation Forms
Up to now assessment has only been on a pass or fail basis, which is decided by the tutor or tutors (the visiting university lecturers) at the end of each Teaching Practice after conducting 3 or 4 visits. The student teacher receives a Pass or Fail after this has been agreed upon by a Board of Examiners which normally also involve the Head of Department, however presently this is under review. The Faculty is about to embark on various innovations based on the notion that 'The assessment process needs to be based on the development of a learning community between the student teacher, the mentor teacher and the University supervisor.' (Chetcuti, 2012:6). At present one criticism which might be levelled at our mode of assessment of teaching practice sessions is that it might not be formative enough. It is very important that besides the University supervisor there is also a school mentor, at present this is not the case. Attempts at recruiting mentors from schools have been very unsuccessful in the past prompting the Faculty to abandon the idea of involving school mentors, however there are now fresh efforts to revive the idea of mentors.

Figure 14. School Experience Evaluation Sheet (University of Malta)

School Experience

Visit ① ② ③ ④

Student's Name		Year Group	
Subject		Class/Form		No. of Students	
School		Lesson Title/Topic	

Competencies

Mark Accordingly:	Pass ❶ Satisfactory Performance | ❷ Marginal Performance	Fail ❸ Unsatisfactory Performance

A. Lesson's objectives are clear. ① ② ③

B. Lesson's introduction stimulates students' attention. ① ② ③

C. Appropriate pacing of lesson. ① ② ③

D. The lesson's sequence of activities is appropriate and related to lesson's content. ① ② ③

E. Teaching and learning strategies match lesson's objective/s. ① ② ③

F. Makes effective use of questioning techniques. ① ② ③

G. Is able to deliver supportive feedback. ① ② ③

H. Makes efficient use of classroom space and facilities. ① ② ③

I. Organises effectively whole class / pair / group work. ① ② ③

J. Assigned homework adequately explained and related to students' abilities. ① ② ③

K. Lesson reaches an adequate closure. ① ② ③

L. Speaks clearly and audibly. ① ② ③

M. Resources are creative, challenging and related to students' abilities and lesson's objectives. ① ② ③

N. Is proficient in the language/s of instruction (Maltese / English / Foreign Language). ① ② ③

O. Demonstrates sound subject knowledge. ① ② ③

P. Communicates subject knowledge effectively. ① ② ③

Q. Dress and demeanour uphold the profession. ① ② ③

R. The Teaching Practice file is well organised and has all required sections. ① ② ③

The Teaching Practice File / The Lesson — Comments

Examiners may wish to comment on strengths, areas for further development, and offer specific suggestions to improve performance and preparation.

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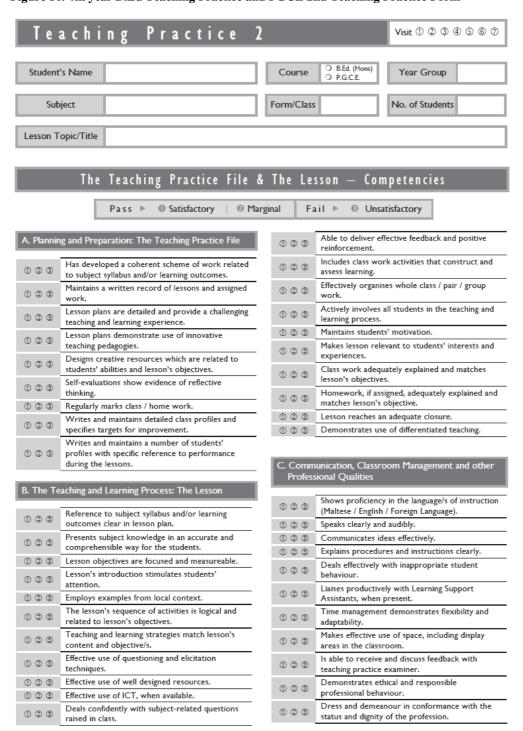**Figure 15. Extract from the First Teaching Practice Report**

As used by B.Ed (Third year undergraduate trainee teachers) and postgraduate PGCE (one year) trainees

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Figure 16. 4th year B.Ed Teaching Practice and PGCE 2nd Teaching Practice Form

Teaching Practice 2

Visit ① ② ③ ④ ⑤ ⑥ ⑦

Student's Name		Course	○ B.Ed. (Hons) ○ P.G.C.E.	Year Group	
Subject		Form/Class		No. of Students	
Lesson Topic/Title					

The Teaching Practice File & The Lesson — Competencies

Pass ▶ ❶ Satisfactory | ❷ Marginal Fail ▶ ❸ Unsatisfactory

A. Planning and Preparation: The Teaching Practice File

① ② ③	Has developed a coherent scheme of work related to subject syllabus and/or learning outcomes.
① ② ③	Maintains a written record of lessons and assigned work.
① ② ③	Lesson plans are detailed and provide a challenging teaching and learning experience.
① ② ③	Lesson plans demonstrate use of innovative teaching pedagogies.
① ② ③	Designs creative resources which are related to students' abilities and lesson's objectives.
① ② ③	Self-evaluations show evidence of reflective thinking.
① ② ③	Regularly marks class / home work.
① ② ③	Writes and maintains detailed class profiles and specifies targets for improvement.
① ② ③	Writes and maintains a number of students' profiles with specific reference to performance during the lessons.

B. The Teaching and Learning Process: The Lesson

① ② ③	Reference to subject syllabus and/or learning outcomes clear in lesson plan.
① ② ③	Presents subject knowledge in an accurate and comprehensible way for the students.
① ② ③	Lesson objectives are focused and measureable.
① ② ③	Lesson's introduction stimulates students' attention.
① ② ③	Employs examples from local context.
① ② ③	The lesson's sequence of activities is logical and related to lesson's objectives.
① ② ③	Teaching and learning strategies match lesson's content and objective/s.
① ② ③	Effective use of questioning and elicitation techniques.
① ② ③	Effective use of well designed resources.
① ② ③	Effective use of ICT, when available.
① ② ③	Deals confidently with subject-related questions raised in class.

① ② ③	Able to deliver effective feedback and positive reinforcement.
① ② ③	Includes class work activities that construct and assess learning.
① ② ③	Effectively organises whole class / pair / group work.
① ② ③	Actively involves all students in the teaching and learning process.
① ② ③	Maintains students' motivation.
① ② ③	Makes lesson relevant to students' interests and experiences.
① ② ③	Class work adequately explained and matches lesson's objectives.
① ② ③	Homework, if assigned, adequately explained and matches lesson's objective.
① ② ③	Lesson reaches an adequate closure.
① ② ③	Demonstrates use of differentiated teaching.

C. Communication, Classroom Management and other Professional Qualities

① ② ③	Shows proficiency in the language/s of instruction (Maltese / English / Foreign Language).
① ② ③	Speaks clearly and audibly.
① ② ③	Communicates ideas effectively.
① ② ③	Explains procedures and instructions clearly.
① ② ③	Deals effectively with inappropriate student behaviour.
① ② ③	Liaises productively with Learning Support Assistants, when present.
① ② ③	Time management demonstrates flexibility and adaptability.
① ② ③	Makes effective use of space, including display areas in the classroom.
① ② ③	Is able to receive and discuss feedback with teaching practice examiner.
① ② ③	Demonstrates ethical and responsible professional behaviour.
① ② ③	Dress and demeanour in conformance with the status and dignity of the profession.

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One gauge which I also find useful when it comes to trainees assessment is Furlong and Maynard's work (1995) as cited in (Phillips, 2002:7-9) suggesting six stages of trainee development:

Figure 17. The Six Stages of Trainee Teacher Development (Furlong and Maynard, 1995)
Stage 1: Idealism
Stage 2: Myth making
Stage 3: Reality
Stage 4: Coping mechanisms
Stage 5: Basic competence
Stage 6: Reflective practice

I find these developmental phases very helpful in my assessment of a student trainee's performance. The process of recognising the stage a student trainee is at is often straightforward and I then tailor my response and support to the student trainee by bench marking it to the stage in which his/her teaching is based. The intention is to strive towards reflective practice (stage 6) but not all trainees or practicing teachers ever reach this level. As university tutor my job is to help the majority of students to move from stage 4 (which is a very easy stage to be stuck in,) towards stage 6. In a way I would refer to this as part of the summative process of teacher training assessment. On the other hand formative assessment is undoubtedly also occurring. I make it a point during tutorial sessions to make trainees familiar with these phases since I believe that they greatly help them in gaining awareness and control over their processes during learning how to teach. It is true that the meta-cognition process often occurs sub-consciously but it is also correct that people who have developed meta-cognition skills are capable of monitoring, integrating and extending their own learning.

Assessment of history teaching skills
These are general teaching skills applicable to all subjects taught in schools and which are used across the board by all tutors of various subjects. Besides these standard evaluation sheets history tutors like myself then also focus on specific teaching history skills. As the History co-ordinator I have devised sample history schemes of work, lesson plans and specific history thinking skills and concepts on which the trainee can focus his/her teaching during assessed Teaching Practice (Vella, 2009 :19 -33). This sample and the arguments discussed are a clear indication of the basics that a trainee is assessed on during Teaching Practice.

Assessment of teacher trainees is foremost in my case based on how efficiently and how effectively the shift is made from the 'traditional teaching' paradigm to the 'source method' teaching paradigm for History teachers. Whether their teaching is mainly based on narrative and using a 'lecture' type approach even if using modern teaching resources such as a *Powerpoint* presentation or whether there is a genuine attempt at addressing history thinking skills.

History teaching can be very difficult for teacher trainees to master, and they need time to learn how to teach. I'm in complete agreement with Counsell (2004:18) when she says that teachers need to 'consider learning as highly structured and very risky – (children need all kinds of structures to think at high level – text one minute, picture the next, activity one minute –teachers need time to learn to teach)' and this cannot happen overnight. This is one reason that at times I personally see a huge difference between B.Ed. students who do a four year course and PGCE students who only do a one year course.

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Case Study 8.

Using Portfolios to Shape Professional Reflection
at Vienna University

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Initial teacher education (ITE) students are increasingly asked to carry out a plan - do - review cycle of reflective practice, and to demonstrate their achievement of certain key or core competencies across Europe. The CHE questionnaire and research data demonstrates that European teacher education systems vary in how far they explicitly require performance measurement against state set competencies. In Austria extensive work has been done to ensure a portfolio platform is used to aid trainee self assessment and noting of key incidents in their professional development. This case study shows how considerable variation in format across different subjects is possible, but also how commonality of concept is achieved: *all* subject courses must have a portfolio structure, but *each* subject defines the nature of its own structure. Interestingly this presents variety, but is not felt to generate confusion, repetition or omission, and presents a useful point for comparison with both the example from Malta, where securing school based mentors was stated to be difficult, and Austria and Finland where Mentors can be as important as Tutors in steering trainees development and reflection.

Sharing Good Practice in Professional Reflection and Development:
Portfolios as Evidence of Professional Competence in Austria
Portfolio work has enjoyed increasing popularity as a pedagogical model both in schools and in professional education, one reason being that the role of instruction has been diminished in favour of allowing students to take control of their learning. This paradigm shift has redirected didactics experts' attention from teaching to learning and has resulted in a boost for portfolio work not only in secondary school education but also in initial teacher training.

A Working Definition
A portfolio in the sense we mean here is a collection of documents assembled by teacher training students according to a well-defined set of criteria and for a given purpose; these documents illustrate the students' individual efforts, learning progress, performance, capabilities and capacity to reflect upon their own learning processes. (See http://www.didactics.eu/index.php?id=2312)

Portfolio concepts originate from practice, are influenced by various pedagogical reform models and are thus extremely multifaceted. The distinctive features of portfolio work do not necessarily rely on a specific didactic concept, especially if these define learning within the scope of constructivist didactics [See, for example, Reich 2008).

Exploring Ways of Assessing and Recording in ITE:
Portfolios in Vienna's Initial Teacher Training programmes
About 7 500 teacher trainees study at the University of Vienna; more than 1600 of them follow the curriculum of History, Social Studies and Civic Education to become history teachers in Austrian secondary schools. To be able to meet the growing demands for quality assurance in initial teacher training for such a large target group the University of Vienna has established a number of Subject Didactics Centres, which cooperate via a research platform and several joint venture activities and which are coordinated by the Subject Didactics Centre for History, Social Studies and Civic Education.

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The Subject Didactics Centre for History, Social Studies and Civic Education is also responsible for coordinating the didactic training within the ITT history curriculum. The training model in all these courses follows the theory of **process-oriented didactics of history (See** http://www.geschichtsdidaktik.eu/index.php?id=226), which spirals around a circle of *action-reflection-action*. In the context of this case study I will therefore focus on the use of portfolio in this training model as a tool for individual needs analysis, target setting, monitoring and evaluating progress, all of which ideally support students to take charge of their own learning and to become autonomous learners.

All students enrolled in any of the initial teacher training programmes at the University of Vienna (http://www.didactics.eu/index.php?id=2342) are required to compile portfolios documenting their study career, no matter which subjects they chose for their future teaching career. The role the portfolio plays for the accreditation programme for students of History, Social Studies and Civic Education for secondary school teachers is as follows:

> Students shall be instructed to compile portfolios throughout their course of study in all subjects of secondary school teacher accreditation programmes. Students shall be supported in maintaining their portfolios from the introductory courses onward. These portfolios will serve as documentation of the students' individual progress, and as a basis for reflection on the study programme. Drafted in a concise form [3-10 pages], each portfolio should contain a synopsis of the learner's studies, whereby individual in-depth and extended studies and practical training are to be documented by means of relevant bibliography and reports on the practical experience acquired. A collection of artefacts or parts thereof generated during the course of studies can be appended, optionally including any multi-media work.

> The portfolio is to be submitted to the examiner as basis for the preparation of the *Zweite Diplomprüfung* (second diploma examination, resulting in the award of the diploma degree); the second diploma examination shall focus specifically on this portfolio.
> Especially during the first stage of the degree programme, lecturers are supposed to support students in structuring and designing their portfolios.

> (University of Vienna§ 4.2.6 http://www.univie.ac.at/Geschichte/htdocs/upload/igh/File/s_313.pdf. Access 1 July 2011)

This definition is very general and short, thus it allows for very different interpretations of what students should do to compile their portfolios and where they can put special emphasis. In this sense portfolio work is not limited to the ITE-specific courses but should also be given room for in the academic courses and research assignments which foster the development of historical thinking or historical methods. This is of great importance because students are expected to adopt a constructivist approach towards their historical understanding, which only works well if students take an active role in developing and reflecting on their own historical thinking and methodology. They need to be aware of their individual learning needs to be able to make informed choices where to focus on rather than 'consuming' whatever they are offered in the courses in which they happen to enrol. Portfolio-based tasks help students to define targets for their learning, to design individual approaches and to reflect upon their progress.

To make such individualised ways of action possible teaching strategies need to be reconsidered to make way for reflection periods within lectures, to include incentives for discussion and reflection, to analyse what students actually do when they 'narrate history' or 'reconstruct history' and to compare in which ways the results of these efforts differ from each other.

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Each ITE subject didactics department sets the framework it will offer for its own students, how much support they give them and how much emphasis portfolio work gets in each course. This absence of close knit structures makes it possible that the framework students are given for their portfolio is modelled according to the special competencies of their subject and that it can be adapted to the emphasis the tutors on the subject didactic course define as most desirable. Consequently the emphasis that is put on portfolio in daily routine differs greatly from course to course. What is more, Austrian secondary school teachers mostly teach two or three subjects, therefore ITE students are confronted with several concepts of portfolio work in their respective subjects at university. Very often the guidelines students get range from a small set of suggestions as to how to go about to prefabricated forms to document every small step in a student's development of subject-didactically relevant competencies.

An example for such a rather narrow approach might be the European Portfolio for Student Teachers of Languages, (see: http://archive.ecml.at/mtp2/publications/C3_Epostl_D_internet.pdf)
 This imbalance of rules may be considered confusing at first, but it gives each individual student scope to shape their portfolio work according to their needs, strengths and interests. When portfolio work is determined by the usefulness for each individual student's personal development rather than for the department as a selection instrument, students will accept it much more readily.

Marks of quality
Although the concrete implementation of portfolio work differs from subject to subject and from course to course, there is a set of criteria that have been agreed upon by the staff of the history didactic courses and which were published by the Department for Subject Didactics of History, Social Studies and Civic Education.

Figure 18.
Criteria for Portfolios within the History Social Studies and Civic Education , University of Vienna
- A portfolio is a meaningful compilation of work samples which each student collects himself/herself. Along with selected original work samples, portfolios contain extra-curricular documents, self-reflective statements and feedback from teachers and fellow students.
- These documents illustrate the students' individual direction of learning, their state of skills and knowledge, their capability to perform in variable situations, and their capacity to reflect upon all this.
- In cooperation with their teachers, students develop targets and criteria that serve as guidelines during portfolio work.
- Portfolios consist of private and public parts. Private parts of a portfolio are used for self-assessment while public parts are shared with fellow students and coaches.
- During the course of portfolio work, learning and performance are discussed, teachers facilitate learning rather than giving lectures, fellow students become study buddies.
- From a large number of work samples students choose those elements of their work that are proof of the competences which are being discussed at that moment.
- By having to justify why a piece of work has been chosen, students create distance between themselves and their work, thus helping them to look at their working process and results from a meta-cognitive point of view.
- By reflecting on one's learning, discussing that of others and analysing these with a mentor or coach enables each of these participants to draw conclusions for their own future action.
- Students decide where to focus on next in their studies on the basis of conclusions they draw from self-reflection on their learning process and from the feedback their portfolios elicit. Thus, portfolio work is used as a driving force in the students' professional development.

Dimensions of portfolio work

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The initial history teacher training model at the University of Vienna is a concurrent one, with several courses specifically dedicated to subject didactics. In each of these reflecting on one's learning is an integral part of formative assessment, and keeping of a portfolio is compulsory.

In an orientation phase first semester students have to enrol in an introductory course which makes them familiar with curricula requirements, competencies they will have to acquire and research strategies they will have to use. The *Grundkurs Fachdidaktik* as well as the *Projektkurs Fachdidaktik* combine research with didactics and methodology. After having been involved in an in-depth study of a field of scientific interest students are supported in developing a didactic scenario for secondary schools, which they have to put to practice in secondary schools. A similar approach is applied in the course *New Media*, where special emphasis is given to media literacy with exemplary studies of media which allow very distinctive analyses of narrative techniques and discourse. A third set of courses concentrates on basic principles of civic education. In Austria History, Social Studies and Civic Education are taught as an interdisciplinary course, and the third course involves students in state-of-the-art didactic concepts of citizenship education. For each of these scenarios students are asked to reflect on the quality of their work samples, on the progress they have made and they draw conclusions for future assignments, and they are encouraged to add these documents to their portfolio.

Some strategies to facilitate portfolio work
For the process-oriented model of history didactics to work well reflective competencies are central. Teachers constantly have to analyse their students' learning needs and capacity, their attitudes and beliefs and the social dynamics in the classroom and good teaching means shaping the content of a history lesson by concluding what can be drawn from these observations. This is widely acknowledged by ITE students. What not all of them accept as readily is that they can only acquire reflective competencies for teaching by reflecting on their own learning at university. Some are hesitant when they are asked to self-assess their learning to structure their next course of action and expect instructors to do that in their place. So teachers in ITE-portfolio work need to clearly and openly distinguish between their role as an instructor – e.g. when defining the framework for portfolio work or supplying support tools for reflection – and their role as a coach who looks at a student's development as a critical friend and not as the person who assesses the product.

Students arrive at university with many different attitudes towards portfolios and towards the role of reflective thinking. Although portfolio work has been introduced in many secondary schools in Austria in the last decade, not all ITE-beginners are familiar with the portfolio as such. They may have collected experience with portfolios in one or two subjects, but in the school context various portfolio models exist side by side. A large number of pupils were never introduced to portfolios during their secondary school education. When they are confronted with portfolio tasks at university some consider reflection as a waste of time, as boring or exhausting, or they simply do not want to share their reflective thinking with someone else. These students need a lot of help to be able to see the strengths of portfolio work for a learning community.

At some teacher training institutions, for example *Pädagogische Hochschule Aarau* (http://web.fhnw.ch/ph/praxis/sekundarstufe-1/pdf-sek1/portfolio_seki), such portfolio work has been attributed with ECTS points, and students are to consult portfolio experts from the tutorial staff for support while they are compiling their portfolios. Mentors are especially important in providing guidance when a portfolio is developed over a period of nine semesters and the portfolio requirements change according to the optional courses chosen, such as at Vienna University. However it is possible that attributing credit points to a process-oriented model of learning such as the portfolio and installing a coaching system attach importance to the portfolio as a reflection tool and can underline that portfolio work is considered worthwhile by the institution.

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Students who take all this in consideration will be able to use their portfolios as a mirror to their qualifications when they apply for a teaching post. If they learn to develop a positive attitude towards portfolios while studying they will carry on their portfolio work in their teaching career as a corrective and an evaluation tool. They will understand that by approaching their professional development reflectively they own a very special device.

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Case Study 9.

Portfolios as instruments to support and document teacher trainees' professional learning

Arja Virta, University of Turku, Finland

In this case study Arja Virta considers the value of using e-portfolios to encourage new teachers to become highly reflective and reflexive. Her ongoing research with trainees and their mentors has been influential in shaping her thinking and reveals how deeper learning can be achieved if a focus is placed on *why* certain outcomes are achieved alongside the usual trainee teacher's pre-occupation with *how* intended outcomes can be planned for and achieved. The significance of *Assessment for Learning* rather than merely *of* learning is discussed, and the recommendation that trainees, mentors, and university based tutors share in the dialogue about high quality and achievement becomes clear.

Exploring Ways of Assessing and Recording in ITE:
Paradigm Changes in Assessment
During the recent two or three decades, notions of learning have changed, with the constructivist and socio-constructivist understanding of learning underlining the learners' active role in the process of learning, while the teacher's role is to provide scaffolding in this process. This development has led to a paradigm shift in student assessment, and to the progression of so called alternative assessments, performance assessments, or formative or educative assessments. (Virta 1999.) These trends are not limited to schools, but very clearly also extend to higher education, including teacher training. In school life as well as in higher education, including teacher training, assessment is not *art for art's sake* but instrumental in supporting other purposes. In teacher training, as well as in other fields, assessment has a double duty in teacher training: both *assessment of learning* and *assessment for learning* (feedout / feedback / feedforward). The focus nowadays is more and more on *assessment for learning purposes.* Assessments provide information about what the becoming teachers can be expected to achieve, and are also used to support their learning to teach.

Another fairly new current in assessment is called empowering assessment or sustainable assessment. David Boud (2000) leads the concept of sustainable assessment based on the needs of wider learning society. Meanwhile assessment has often been experienced as a threat: society today cannot afford a system in which people are only discouraged by assessment which focuses only on their weaknesses. Instead, school system endeavours to use assessments which create confidence in the learners' capacity to learn; which offer feedback about strengths rather than weaknesses. Assessment should promote learning and development instead of preventing it. Much emphasis is now laid on self-assessment and peer assessment and self-monitoring, in which assessing is not only or mainly a domain for external assessors. Effective self-assessment requires clear criteria and commonly understood standards, and a well developed capacity to assess and to think critically.

In teacher education, it has become common to speak about reflection, and assessment includes the dimension of reflection that is linked to self assessment. One of the best known instruments for steering reflection has been the portfolio method, which will be described in more detail below.

The Portfolio as a Concept
The Portfolio can be defined as a compilation of assignments, such as reflective essays, self-assessments, lesson plans and documents illustrating their learning to teach, collected by student teachers.

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Today, in many countries teacher education systems the portfolio is no longer innovative, it has been used since mid1990s. Elsewhere, as the CHE research demonstrates, it is a less familiar or a new concept, and the development of national competencies is being followed by ways of showing the delivery of these competencies. Of course Portfolios as such do not promote learning or prevent it, they are just a method of documenting achievement. What makes portfolios effective is how they are used, and what conclusions are drawn on basis of what they include.

The Purpose of Portfolio Assessment
In general, the purpose of portfolio assessment is to support the desirable objectives of instruction, such as ability to formulate goals, take responsibility, make accurate self-assessment, develop meta-cognitive knowledge and skills, show cooperation, and establish self-confidence.

The use of portfolios in assessing teachers' or teacher trainees' work and development can be related to the professionalization of teaching. Portfolios could be seen as part and parcel of the development of the system, as earlier case studies show: regulation often leads to assessment of compliance. The teacher's portfolio can include samples of each part of the work. Consequently, in teacher training, the portfolios can include several elements through which the supervisors or trainers can follow the candidates' path through studies and internship. Some elements can de designed to give insights into levels of reflection and theoretical thinking, others more on the development of practical skills. In order to support practical reflection and reflective practice, each practical sample should represent the trainees work and level of achievement.

Some Weaknesses of Portfolios
Portfolios are not a fool proof method of gaining reflection and securing high quality. If portfolios are used in summative evaluation there is a risk that the student teachers seek to demonstrate an idealised version of their development, and their self assessments becomes somewhat unreliable. In other cases the capacity to assess oneself may be restricted or absent. Some student teachers, and their mentors, may value the practical skills and techniques, and traditional knowledge of teaching above the ability to reflect on one's own quality as a teacher. (Krzywacki 2009; Hotti 2012.) Additionally it may be fairly simple to select attractive samples of work, but more difficult to give evidence of real professional development.

As to the teacher or supervisor, one immediate practical problem is the abundance of material that has to be assessed: deeper reflection and demonstration of competence takes time and effort. Furthermore, when students can choose what they submit for assessment, and can produce highly individual collections, it may be fairly tricky to use these as objects of summative assessment. It would be difficult to find balanced and fully equal criteria if the data is vary variable.

Sharing Good Practice in Professional Reflection and Development:
Exploring an Example History Trainee's Portfolio from the University of Turku
Subject teacher students collect portfolios during the academic year when they are doing their teacher education programme, with the portfolio mainly focused on their studies in subject didactics, and counted as an obligatory product of those studies. However, the trainees are encouraged to reflect on their own teaching experience they get during their internship in the training school. The preliminary instructions are given at the onset of the studies, and the trainees are expected to collect a working portfolio of the written assignments and practical implications they produce. In the middle of the programme, they get more detailed guidelines for constructing the portfolio. In the end of the programme, they make a structured selection of their work and submit a show-case portfolio. Also the practical elements should be followed by a reflective analysis.

Figure 19.
Assessment criteria for ITE subject portfolios at The Uniersity of Turku, Finland:

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Successful Portfolios reflect capacity in:
- Goal orientation
- Self assessment
- Personal reflection on education
- Co-operative skills
- Innovation
- Application of the theory of subject didactics to practice
- Reflection on one's own work in the light of theory.

In addition to this portfolio, student teachers can write reflections on their teaching practice, which are often collected in 'a reflection booklet,' which resembles a mini- portfolio. The assignments written during the first semester can be included in the portfolio. Their main purpose is to encourage the student teachers to reflect on their own beliefs of learning and also on their own experience from school years. The requirements of written work can, however, vary between school subjects in the Training School, and there are variations in the specific assignment topics each year, but a very typical set of assignments is described below.

Figure 20.
Typical Portfolio Tasks/Elements
First semester: Elements to be placed in the portfolio:
1. Beginning of the autumn
- Describe teachers you have met (good teacher, bad teacher, teacher who had an influence on you)
- What kind of teacher would you want to become?
2. Throughout the Autumn
Reflective Questions
- History and Me: How did you become interested in history?
- How did you study at school and in university?
- What have been important learning experiences for you?
- Describe your 'philosophy of teaching history' now (your goals as teacher)
Lesson Observations

- Describe and evaluate the 'anatomy of a history lesson'
- Observe a culturally diverse History/Social Science lesson

Second Semester: Constructing the portfolio
Winter and Spring
- Collecting, selecting and analysing assignments:
- An introduction or a letter to the supervisor
- Selections from previous essays and other work
- Early reflections revisited (e g 'philosophy of teaching')

New Themes
Theme 1: your development as a teacher: reflections on development and learning during teacher studies, critical incidents during the year
Theme 2: history and social studies teachers' competence: What is it? Where are you now? (Also provide practical examples: e.g. lesson plans, teaching materials and make an analysis of them.

Researching Portfolio Use and Effectiveness
At Turku I have been working with colleagues to evaluate and analyse the effectiveness and impact of portfolio use over time, using data produced by subject teacher students, and on basis of this have described their learning processes and the first steps in professional development (Virta et al. 1998

With the support of the Lifelong Learning Programme (KA1) of the European Union.

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and 2001; Virta 2002). In a more recent study I have probed student teachers' understanding about history teaching in culturally diverse classrooms (Virta 2009). In my article based on student teachers' essays 'I and history' (Virta 2011) I was able to establish that most of the prospective history teachers had become history enthusiasts in their early years, and that this interest in history had survived and often become more intense during school years. The respondents also reflected on the ways how they wanted to teach history, often seeking to make a difference in comparison to the models offered by their own school memories.

Supervision and assessment during internship
In Finland student teachers do not get any grades on the competence and teaching skills they show in teaching practice. Instead, the training schools have developed a system of describing the skills and areas of expertise the trainees can or need to specialize in during their internship. The trainees get an unofficial document of their internship, describing what they have learned or practiced in the training semesters.

The following text is a summary of the document used in the Training school in Turku, which is an affiliated institution of the Faculty of Education, University of Turku.

Figure 21.
Example Description of a teaching practice from a Teacher Training School in Turku

> The purpose of the training Teacher Training School in Turku is to support the trainee's growth as a teacher. During the training period, the student teacher has applied into practice the issues s/he has learned in other courses. Together with the supervisors s/he has attempted to develop her /his individual teacher identity, to enhance the professional skills and control the learning process.
>
> The length of teaching practice is equivalent to 20 ECTS credits. One credit is about 26 hours work. Practice has included lectures, supervision individually or in groups, observing lessons, and participation in feedback sessions, teaching in the classrooms under supervision, other forms of practice in school, multi-professional cooperation, and independent work and planning counselling.
>
> (Name of a student teacher) has participated in the teaching practicum that is part of the teacher's pedagogical studies in (university unit number) in Grades 7 – 9, basic education and in upper secondary school, in subjects history and social science.
> *The teaching practice has included among other things following parts:*
> (Name) has implemented his/her knowledge on subject didactics in practical situations in the classrooms and used student-centered teaching methods typical of history and social sciences. S/he has become acquainted with the methods of classroom management, supervising different students, and inclusive teaching.
>
> The student teacher has learnt to use various forms of student assessment, with the emphasis of methods aiming at supporting and encouraging students' learning processes. During the internship, (name) produced web-based teaching material and used it in his/her own lessons. S/he also participated in the planning and administering of a web-based course in history and social science.
>
> The student teacher has got experience of teaching history and social sciences in culturally diverse classrooms, in challenging situations. S/he understands the impact of

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diversity for teaching and learning these subjects. S/he has also experience of teaching
these subjects in foreign language within the MYP and Diploma Programme.
(Name) has specialized in the following fields of history and social science teaching:
- teaching in and cooperation with museums (a project with an emphasis on empathy and
drama)
- web-based courses, and producing teaching material
- teaching multicultural classes, supporting migrant students who have learning problems

The general description is common to all subjects and individual documents. The subject-specific
descriptions are based on an inventory of activities that are included in the internship of history and
social studies. This inventory is created by the supervising subject teachers in the training school, and
revised annually. The subject-specific part presented here is an example of what it could look like.

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