Teacher Education Policy in Europe Network (TEPE) 2014 Conference:

"Overcoming Fragmentation in Teacher Education Policy and Practice"

Abstracts

1. Ferenc Arató: Competences or/and Structures? Competence Based Development within Cooperative Structures - Reflections of a Teacher Training Pilot Program

Abstract: Between 2011 and 2013 Institute of Educational Sciences at University of Pécs (Hungary) conducted a program supported by the European Human Resource Development Program for development of a competence and portfolio based model of teacher students' practice in collaboration with three partner schools from the public education system. The criteria of selection were the efforts what schools have done in the last decade in the field of creating a more inclusive environment from their institutions. This paper describes the elements of this convincing model: the context of school development for inclusion (ISE and NENI models), the context of competence based teacher training in Hungarian higher education (9 elements and subject specific teacher competence model), and the process how the collaboration of a university institution and public schools could create and provide a wider range of opportunities for relevant competence development for future and present teachers. This model offers answers to the questions how to overcome fragmentation of the accordance between educational sciences and subject methodologies, between university faculties and schools-based teacher educators. From a competence based and post-structural aspect this reflection suggests also ideas how to bridge the gap between initial teacher education, induction and professional development. Referring on the European context of teacher education some ideas are described how to create an inter-cultural and plurilingual context for future teachers based on mobility of students and university teachers, on cooperative structures, and on collaboration with schools within the framework of the competence and portfolio based teacher education model.

2. Jasna Arrigoni and Petra Pejić Papak: An Overview of Teacher Education to Work with Gifted Pupils in Croatia and Worldwide

Abstract: In the light of rapid changes and the general globalization of society neither school nor a teacher can remain the same. Europeanization, setting common social and human values causes a wave of changes both in education as well as in the organization of teacher education system and their future professional development. Contemporary school places increasing requirements on teachers so teachers' competences have become increasingly complex. The educational systems in the world that recognize the importance of ensuring social, especially educational support for gifted and talented individuals, have developed a variety of formal and informal forms of teacher higher-education. This paper is focused on review of models of teacher education for work with gifted and talented individuals in the world (Austria, USA, Australia, Israel, and other countries) and in Croatia with the aim order to improve the current system of teacher education in Croatia. This encourages the opening of frequently asked (but never resolved) question on the social and political attitude of Croatian society towards the education of the most capable members of society.

3. Bjorn Astrand: Ideas for a Better Future: Coming Full Circle, a Century of Shifting Approaches Towards an Improved Teacher Education in Sweden (1865 - 2013)

Abstract: This review paper takes an historical approach in analyzing how divergent strategies have been set forth to advance the preparation of teachers in Sweden in modern times. The analysis of improvement strategies addresses issues of cohesion, fragmentation and formation of teacher students. Teacher Education has historically been described as primarily a training problem, a learning problem and as a policy problem (Cochran-Smith & Fries 2005) and accordingly the ideas on what constitute a high quality teachers education has shifted as well – and with that also strategies countering fragmentation. Over a period of 100 years several national as well as local strategies has been proposed in Sweden as unifying backbones of teacher education to overcome fragmentation. Tentatively they can be distinguished into classes according to orientation towards:

a) Focus on content, for example subject matter preparation as well as particular dimensions (for example the European dimension), preparation in foundations of education, scientific training and teaching practice.

b) Focus on form of organization and mode of execution such as systemic models for teaching practice, formal models for collaborating schools and teachers, organization of general studies and the organization of institutions for teacher education.

c) Type of understanding of teachers as practitioner, as professionals, as civil servants as well as one or several professions.

Reforms for advancement of teacher education have also targeted countering of fragmentation and over the years the emphasized ideas relates has complex roots in those classes of means. This paper draws upon historical records and contemporary records as on research and aims to reveal how different levels of fragmentation not only has survived but also increased during various attempts to counter fragmentation.

4. Yvonne Bain and Jayne Bruce: Connecting Learners for Distance Learning Initial Teacher Education (DLITE)

Abstract: "The Scottish Government will continue to encourage universities to widen access to teacher education, including through effective part-time and distance learning." (Scottish Government, 2011). This was one of the key actions identified by the Scottish Government in 2011 in response to "Teaching Scotland's Future" (Donaldson, 2010). In a subsequent response to that report "Teaching Scotland's Future – National Partnership Group Report to Cabinet Secretary for Education and Lifelong learning" (2012), the University of Aberdeen's partnership activities were described as providing the opportunity "to maximise the combined expertise of all partners and promote a collaborative culture whereby university tutors and supporter teachers regard each other as colleagues and are able to co-construct knowledge and learn from each other." Since then, issues with teacher shortages have been reported in press stories highlighting the large number of unfilled vacancies and shortage of supply teachers with stories of children being sent home or areas of the curriculum not being taught as a result of shortages in Highland Council for example (BBC news and STV news, November 2013). The added impetus of the need to address teacher shortage in the local education

authorities within our Northern Partnership has been a catalyst for the University of Aberdeen to reconceptualise the provision of part-time distance learning to provide a local solution to teacher shortages. Embedded in the design of the new distance learning ITE programme DLITE PGDE is reduction of fragmentation between the University and school-based partners in supporting student teachers, and the reduction of the gap between the ITE experience and the Induction year through the development of sustainable models of partnership. This project will highlight the importance of providing the DLITE PGDE programme and the emerging implications for the partnership between the University and the Northern Partners to reduce the fragmentation of learning experience for students, university tutors, and the local authority staff.

5. Kathleen Beaudoin, Darko Lončarić and Sanja Skočić Mihić: Are Teachers Adequately Prepared to Manage Difficult Behavior in Croatian Classrooms? Teacher Preparation, Strategy Use and Needed Supports

Abstract: In this study, 706 teachers across elementary schools in the Republic of Croatia were surveyed on: (1) prior pre-service and in-service education in classroom management; (2) strategies used to deal with difficult classroom behavior; and (3) the level of additional support needed to deal with these difficult behaviors. Overall, teachers reported low levels of educational preparation in classroom management. Whereas 50 % reported participating in some form of in-service training since entering the profession, only 25 % reported having had any education in classroom management during their teacher preparation program. For both boys and girls, teachers responded to dealing with difficult behavior with the use of more strategies for supporting positive behavior than for decreasing negative behavior. However, although teachers reported using more strategies to address the behaviors of boys than girls, they also reported using a greater number of negative strategies with boys. Teachers also reported greater need for support to deal with behaviors of hyperactivity and disobedience than for aggression and delinquency. The support needed for addressing misbehaviors of boys was generally greater than for girls, with significantly greater need for addressing hyperactivity among boys. Interestingly, prior training in classroom management was not related to the strategies teachers used when dealing with difficult behavior nor the level of support needed. These results provide a starting point for understanding that current levels of pre-service and in-service education in classroom management do not adequately meet the needs for preparing teachers to address the level of difficult behaviors encountered in Croatian classrooms.

6. Dragana Bjekić, Svetlana Obradović and Milevica Bojović: Standards of Teacher Professional Activities and Standards of Teacher Education – Connection and Function

Abstract: Standards of teachers' professional activities as component of sustainability of the quality of teaching and education are nationally conventional framework. There are differences between some Balkan countries considering development and status of

these standards. The analysis of the standard status in the region (countries with similar educational history) is presented. Emphasising the best practice and transferring suggestions to local educational policy are the paper central goals. Teacher education (pre-service, induction and in-service education) should provide the realization of teachers' activities in the future. Teacher education standards at all levels are developed in the educational systems of some analysed countries, but they are more focused on teachers' in-service education. The standards for teacher pre-service education are developed only as a part of the general standards of university curricula accreditation and quality assurance. There is a gap between standards of teachers' professional activities and standards of teachers' university initial education in most educational systems of Balkan countries. However, there are connections between standards of teachers' professional activities and standards of teacher in-service education. The contents of both standards presented as a system of competences, are analysed. The status of foreign language competence for professional purpose is presented as a professional competence within the standards of teachers' activities and standards of teachers' education. Another example of standards is standard for teacher work in inclusive education. In some countries (e.g., Greece), there aren't explicitly developed standards of teachers' professional activities; however, The Evaluation Department of the Pedagogical Institute prepares criteria-indices intended for the evaluation of teachers and educational work at primary and secondary educational level. In some countries (e.g., Serbia), the standards of teachers professional activities is an autonomous document intended to give teachers direction for teaching/education. The possibilities to overcome two groups of standards are presented.

7. Danijela Blanuša Trošelj and Željka Ivković: Preschool Teachers' Education on Their Way to Professional Ethics

Abstract: Professional ethics as part of the requirements for the existence of the profession, is an area in which teachers are not feeling confident enough. But at the same time, it is necessary to develop the status of the teacher profession in society, which cannot be done without strengthening the professional ethics. It is a way to protect all stakeholders in the educational process, but only when it is visible and understandable to them. Formal education about professional ethics does not exist, but its fragments can be interpreted in terms of learning outcomes and competences courses of teacher education faculties in Croatia. There are also some cases in which the professional ethics is minor part of the course. But, the question is - is it enough or do we need a change in order to raise the quality of studies? In this paper, graduate students of Early and preschool education at Faculty of Teacher Education in Rijeka, which are in most cases already teachers in practice, give us their views on the immediate professional environment, the most common ethical dilemmas and problems in kindergarten. The paper gives an insight into their ideas on the professional ethics of teachers, their need for a clearer knowledge of professional ethics and concrete procedures in ethically questionable situations that occur in their daily work.

8. Olga Bombardelli: A Networked European Teacher Training for Quality and Cooperation

Abstract: This Paper aims to investigate the best conditions for embedding high quality and the European dimension within teacher training; the proposal is to achieve this improvement by networking the teacher training in Europe over the national contexts. I address the Theme 4.

To increase the Quality of professionalism and the European dimension (1) of teachers and teacher educators, some actions and measures are helpful at the Universities (2) and in the School Institutions (3).

(1) The European Commission has strengthened its political cooperation through ET2020. This reinforces the need for teacher education to support more inclusive practice.

Mobility and European networking are valuable for student teachers, and for teachers/ school leaders/ teacher educators to have first-hand experience of other European cultures, and of other school systems; it enhances quality and shape a new professional identity, bringing an international perspective to teaching.

(2) The initial teacher education takes place mostly at the University, which work according to the Bologna Process, anyway the teacher training is still strong National oriented. Initiatives such as the expansion of study abroad programs, conference attendance abroad, visiting scholars on campus, increasing numbers of foreign students, foreign language requirements, regular certification courses in an out-of-the country location, well prepared international immersion trips could become very rich pedagogical practice.

(3) Policy makers, Ministers of Education should commit themselves and undertake actions to a far-reaching agenda for cooperation on Teacher Education. Centers of formation of professions related to teaching should establish infrastructure as a basis around which to orient international networking. All teacher educators should be given the opportunity either to undertake training abroad, or/and to work at home exchanging best practices in professional net-works (ex. eTwinning). Erasmus Plus (http://ec.europa.eu/erasmus-plus) is an important instrument that Member States can use to support education of teachers, mentors supervisors.

9. Dejana Bouillet and Jasna Kudek-Mirošević: Students with Disabilities as a Source of Fragmentation of Educational Practice

Abstract: It is well known that all educational policies promote inclusion as a major idea of every contemporary education system. Inclusive education allows children with and without disabilities to attend same age-appropriate classes at their local school, with additional, individually tailored support if needed. However, large equity gaps in education access and outcomes still exist between groups of children, because some marginalized groups of children experience shockingly low rates of access and learning (UNICEF, 2013). Children with disabilities still are faced by lot of challenges in realizing their right to education and they are one of the most marginalized and excluded groups in education (The State of the World's Children 2013: Children with disabilities). It is clearly pointed out in Croatian laws that disabled children have the right to inclusive

education and that schools have to provide all circumstances which lead to successful education of all children. However, 25% of all institutionalized children with disabilities are institutionalized because of their educational needs (Bouillet, in press). Some results of a research which was conducted in the frame of project "Evidence based early educational interventions" will be presented in this presentation. The main goal of the research was to analyse differences and challenges in the educational process of students with disabilities in five Croatian regular schools. The research was conducted on the sample of 64 students with disabilities and their 64 standard developed peers. Students and their teachers fulfilled a Questionnaire about students' behavior which is developed for the purpose of the project. The data suggested that students with disabilities do not reach expected level of socialization, which indicates that inclusive policy is not still well implemented in the educational practice. Different reasons for such results and possible overcoming of this situation will be discussed.

10. Pete Bradshaw, Mahruf Shohel, Lore Gallastegi, Dalia El Hawary, Hala Ahmed, Roula Ojeimi and Nisrine Sawli: Internationalisation of Teacher Education: Exploring the current trends in Egypt, England, Lebanon and Scotland

Abstract: This paper explores teacher education in the four countries- Egypt, England, Lebanon and Scotland by providing an over view of the education systems and then an account of teacher education in these countries. Teacher educators are educating teachers for the future in the context of globalisation. Therefore, they are designing and implementing pre-service and in-service professional development programmes. Bring a global perspective to teacher education in order to prepare globally minded professionals who can effectively teach any child from, or living in, any part of the world. This paper will concentrate on three key areas of teacher education: practicum, continuous professional development and action research components of teacher education. Effective teacher recruitment, employment, deployment and retention should begin with effective practicum during the universities years, followed by strong mentorship and professional development programmes during the induction beginning years and continued lifelong learning through research during mature years of teaching. This paper will throw some lights on sustainable capacity building of higher educational institutions across the Middle East and North African (MENA) region.

11. Olinka Breka and Ana Petravić: Foreign Language Teachers and the Intercultural Dimension in Primary School

Abstract: Today the objective of foreign language (FL) learning is defined in terms of the acquisition of intercultural communicative competence rather than communicative competence only. This approach to FL learning has been developed in the European context with the aim of educating students for the 21st century world. To fulfil the requirements, FL teachers need to be willing to integrate intercultural competence (IC) teaching in FL education as well as acquire the adequate sociocultural knowledge and a range of skills and attitudes that will enable them to successfully work towards the desired goal. The paper reports on a study into the possibility of developing IC in

Croatian primary school (grades 1-8), which aimed to investigate into teachers' beliefs pertaining to IC acquisition in primary school and their self-concepts relating to the envisaged profile of the FL&IC teacher. The study involved 105 Croatian primary school teachers of English. It elicited teachers' beliefs about the objectives of FL education and culture teaching. Data was collected for teachers' perceptions of their own skills, knowledge as well as their pre- and in-service training and experiences, all with regard to their ability to promote the acquisition of IC in FL classroom. IC was identified as the second important objective of FL learning and teaching, communicative competence being the most important. Teachers' positive views of their own competences were evident as well as their willingness to incorporate IC into their teaching, although this willingness appeared to be conflicting with teachers' teaching practices. Certain deficiencies regarding their pre- and in-service training were pointed out by teachers. The study might prove to be useful to teacher educators designing teacher education and training programmes.

12. Jayne Bruce and Yvonne Bain: Connected Learning – A Collaborative Partnership Approach

Abstract: Changes in the political and policy based landscape of Scottish Education have placed an increasing emphasis on the establishing and strengthening of effective partnerships between Universities, Local Authorities and schools. A recent government report "Teaching Scotland's Future" (Donaldson, 2010) has called for a strengthened model of professional learning through an approach which plans for "initial teacher education and induction as one, overall experience. This will require strengthened partnership to underpin joint delivery." In a subsequent response to that report "Teaching Scotland's Future, National Partnership Group Report to Cabinet Secretary for Education and Lifelong learning" (2012), the University of Aberdeen's partnership activities were described as providing the opportunity "to maximise the combined expertise of all partners and promote a collaborative culture whereby university tutors and supporter teachers regard each other as colleagues and are able to co-construct knowledge and learn from each other." Accordingly, when government offered development funding to implement the aspects of these two reports which would lead to enhanced partnership, the University of Aberdeen and its local authority partners in the north of Scotland (The Northern Partnership) were funded to deliver a number of initiatives. The common feature in these initiatives is to address "the issue of fragmentation within teacher education policy and practice." This paper will provide an insight into those initiatives at the University of Aberdeen which are designed to reduce fragmentation between initial teacher education, induction, and continuous professional development. The project specifications were developed through partnership discussions, with a view to reducing fragmentation of the continuum of early career professional learning experiences of teachers. A key factor in designing the initiatives was to strengthen professional learning of teachers by strengthening the partnership between the University and the local education authority to support early career development of teachers. In particular, the paper highlights the development of the "enquiring teacher" and "learning networks" and the implications for partnership within these initiatives.

13. Ivana Cindrić, Marija Andraka and Milka Bilić-Štefan: Raising Students' Awareness of Teaching Competences by Means of the European Portfolio for Student Teachers of Languages

Abstract: The authors will give a short overview of the ELT methodology courses dealing with different aspects of teaching English in primary school which play an important role almost throughout the five-year syllabus in the Integrated Undergraduate and Graduate University Programme of Study of Primary Education and the English Language at the Faculty of Teacher Education in Zagreb. The paper will present the results of an investigation into the use of the European Portfolio for Student Teachers of Languages (EPOSTL) as part of the ELT methodology courses. The EPOSTL is a self-assessment and reflection tool designed by the Council of Europe for students undergoing initial teacher education and thus includes teaching competences relevant for language teachers in the whole European area of education. By filling in the EPOSTL, students think about knowledge and skills which are necessary for teaching a foreign language; they assess their pedagogical competences and monitor their progress by noting their teaching experiences. Its use should contribute to raising awareness of both generic and specific teaching competences and of the necessity to link initial teacher education and continuous professional development. The EPOSTL has been applied in the Programme within the framework of ELT methodology courses since the 2009/10 academic year. The authors will also present the findings of the analysis of students' feedback on the use of the EPOSTL. The feedback was obtained both from students who have not yet completed the Teaching Practice Course and from those who had completed the Course, i.e. students who had the opportunity to teach in primary school. Based on the results improvements for future work will be suggested.

14. Aleksandra Čižmešija and Željka Milin Šipuš: Mathematics Teacher Education at the Department of Mathematics, University of Zagreb

Abstract: The fifth generation of mathematics education students studying according to the Bologna curriculum graduates at the Department of Mathematics, University of Zagreb this year. In order to get a deeper insight into their beliefs on mathematical and pedagogical knowledge gained through their study and relevant to teaching mathematics in middle and secondary school, we have conducted a survey based on the instrument of the international comparison study TEDS-M. The survey was carried out on the population of the fifth year mathematics education students at the Department of Mathematics, University of Zagreb. We have addressed the following two main topics: beliefs about mathematics and mathematics teaching, and opportunities to learn during the teacher education program. Namely, the questionnaire contained questions about the nature of mathematics, learning mathematics, mathematics achievement, preparedness for teaching mathematics, and about program effectiveness, as well as on opportunities to learn school and university-level mathematics, mathematics didactics, general education and pedagogy, how to teach for diversity and reflect on practice, on opportunities to gain school experience and the field practice, and on coherence of the teacher education program. In this communication, we present our view on the actual

mathematics teacher education program at the Department, some findings of the survey and their comparison to the results of the TEDS-M participating countries.

15. Sanja Fulgosi and Natalija Curkovic: Teachers' Capability to Assess Item Difficulty – Quantitative and Qualitative Analyses

Abstract: Difficulty of the item is usually considered as the ability level of the learner. It is often one of the key dimensions comprising the test specifications with each item assigned to measure a particular difficulty level in knowledge test. However, the requirement of pretested items with known item difficulties is not easily met in many practical testing situations. To estimate the difficulty level of test items, a measure called the difficulty index is used. This measure demands item writers to estimate the proportion of students who answered the test items correctly. There are many concerns in current literature about capability of teachers as item writers to estimate accurately item difficulty levels. The aim of this paper is to investigate quantitative and qualitative relationships between estimated and real difficulty of the items. Research hypothesis argues that agreement rates between test makers' judgments of item difficulty and real data were low to moderate. This research is based on test specification data and performance test data from State Matura test of Croatian as the first language. Tests were consisted of eighty multiple choice items and writing task. The multiple choice items only were subjects of this study. Three groups of Croatian language teachers made their common judgments on the item difficulty indices. Performance data were calculated using IRT Three-parameter logistic model. Agreement rates between judgments and performance data were calculated and turned out to be low. Relationships between judgments and performance data were qualitatively analysed in terms of item contents and test domains.

16. Gabrijela Grujic and Maja Ignjacevic: Music Education Syllabi within Preschool Teacher Training Programs in Serbia

Abstract: During the past decades, numerous research papers indicated the importance of systematic development of children's abilities during their early years. They influenced increase of the significance of the preschool teacher profession and indicated a need for improving their education. Throughout more than one century, programs for preschool teachers in Serbia have been evolving, changing its institutional placement and developing different modules, as a result of various social and pedagogical influences. At the moment, there are several institutions in Serbia where students can attend preschool teacher training programs. Some of them correspond with the non-academic, vocational three-year programs abroad, as it was the case with all the preschool teacher training programs in Serbia earlier. Still, ten years ago, Faculty for Teacher Training in Belgrade merged with College of Professional studies in Education of Preschool Teachers, providing four-year academic studies. Other universities have begun to follow this initiative, accordingly. Aim of this paper is to create a critical review and mutual comparison of the syllabi for all the courses regarding music education in the aforementioned institutions, in order to get an insight to the scope and quality of

musical activities the students are being prepared for. The methodology consists of subject content, teaching methods, assessment techniques and program structure analysis. Also, the similarities and differences of the gathered information will be selected, categorized and analyzed. Finally, we will point out the recommendations for potential directions of the future development, in accordance with European policy documents in this field. That way, we will attempt to diminish fragmentation in this field on national level and also to embed it with the European dimension.

17. Boris Jokić and Andrea Soldo: The Multiplicity of Roles of Teachers in Private Tutoring in Eurasia - A Source of or the Solution to the Phenomenon?

Abstract: This paper presents the results of the comparative qualitative project exploring educational stakeholders' perspectives on the roles of teachers in the private tutoring (PT) phenomenon in five countries: Estonia, Croatia, Bosnia & Herzegovina, Georgia and Azerbaijan. 105 individual semi–structured interviews and 18 focus groups were conducted with selected educational stakeholders from governmental, political, professional, parental, educational, media and academic spheres. PT, identified as a 'world megatrend' (Baker & LaTendre, 2005), is defined as fee-based instruction in academic school subjects that is complementary to instruction mainstream schools provide free of charge (Bray, 2003). It has been hypothesised that the use of PT is related to the quality of teachers and teaching provision in the mainstream education. The analyses indicated several elements related to the teacher training and the decision concerning the PT use. First, the lower prestige of the teaching profession characterised by lower admission and selection criteria for entering into the teacher training programmes was characteristic present in all contexts. Secondly, in all countries except Estonia and Croatia, pre-service teacher training programmes are characterised by inadequate quality of internship and school exposure. Finally, the data analyses indicated that teacher training of subject specialists often places greater emphasis on discipline knowledge focusing on the mastery of the subject discipline rather than on the mastery of teaching practices and methods. Together these characteristics of teacher training in all contexts are contributing to the use of PT services. Empirical evidence has indicated that teachers employed in the formal education systems are the most common providers of PT services (Silova, Budiene and Bray, 2006). The results indicate the reasons behind their motivation to provide these services are mostly financial but findings also point towards greater professional satisfaction from the provision of PT services than what teachers' experience in their everyday work.

18. Tinde Kovacs Cerović, Jelena Radišić and Dejan Stanković: Bridging the Gap between Teachers' Initial Education and Induction: Case Study of Serbia

Abstract: Practical studies of student teachers have increasingly become an important part of initial teacher education (ITE) thus bridging the gap between ITE and subsequent induction and continuous professional development. Practical studies of student teachers as part of ITE are from recently also required in Serbia, however, this development is facing many challenges. We examine results from a survey on ITE from

44 faculty departments which educate future subject and class teachers. Information about the ways how student teachers' practical studies are organized from University of Belgrade, Novi Sad, Niš and Kragujevac were analysed. The results show that student teachers school practice hours varies from only 4 to around 200 across different faculties and goals, outcomes and content of these courses are not aligned with up to date demands of the teacher profession. Differences are found between departments educating class teachers and those educating subject teachers, but in both of these groups intra-group differences are big, indicating an overall fragmentation of ITE in this respect. At all the surveyed departments respondents report about insufficient human resources in running the courses of practical studies, lack of essential cooperation between the faculty departments and the schools where practical placement takes place and insufficient amount of time student teachers are involved in the teaching process. As a response to the state of affairs in ITE in Serbia, we discuss a "practice school" model, aiming to overcome the gap between the academic part of ITE and school-based teacher practice, as well as the initial challenges of introducing the "practice school" model.

19. Vesna Kovač and Iva Buchberger: Teachers' Role in School Leadership: Trends and Challenges

Abstract: The focus of proposed conference paper is (overcoming the) fragmentation of various professional teachers' roles and responsibilities in school practice, more precisely those fragmentation that can appear in performing their primary roles concerning their teaching and secondary roles concerning their expected participation in school leadership and administration. In this paper the theory and practice of distributive school leadership will be discussed with the special emphasize given on the teachers' participation in the school level decision making process. The trends and challenges of advocating distributive school leadership practice will be analysed, particularly from the school teachers' point of view. Most researchers stressed the need for establishing a new (distributed) practice of school leadership as a result of increasing demands that are placed on schools by the external environment. Schools have become far too complex organizations to be guided and ruled by a single person or a small group of people. Researchers assumed that distributive decision-making (of teachers) in schools improves and enhances organizational capacity of schools through improving the quality of decisions, strengthening teacher motivation in work and the contribution to the working quality of life of the school. It is believed that teachers are more dedicated to the execution of decisions in which they took part. Furthermore, researchers also tested and proved (positive) effects of collaborative leadership on school improvement and student achievement, based on the assumption that leadership focused on strengthening the academic capacity of the schools can have an effect on enhancing student achievement. Participation of teachers in decision making also raises questions of the constrains of/to participation, for example, due to the primary focus and interest of teachers in the teaching and learning activities, additional responsibilities and workload, stress caused by participation in the governing bodies, etc.

20. Evija Latkovska and Lūcija Rutka: Self-Assessment of Student Teachers' Pedagogical Activity. School Mentors' Standpoint in the Context of Latvia

Abstract: Self-assessment of pedagogical activity is one of the most important components of teachers' professional competence. Student teachers (STs) are encouraged to carry out systematic self-assessment of pedagogical activity already at the beginning of studies nevertheless the process of self-assessment of STs' pedagogical activity remains complicated and problematic. Even though teacher education programmes envisage that in carrying out self-assessment of pedagogical activity STs receive support from university educators and school mentors, in reality not always this process is successful. Therefore the aim of the article is to study theoretical concept of self-assessment of student teachers' pedagogical activity and reveal school mentors' standpoint on how particularly they can help student teachers in carrying out self-assessment of pedagogical activity. The study is a part of a more comprehensive research that is conducted as action research. According to the aim of the particular study data gathering methods are analysis of the scientific literature and a structured interview with school mentors. To work on the content of the structured interviews qualitative content analysis and interpretation were applied. Programme AQUAD 7 was used to process data of the structured interviews. The study sample is a non-probability convenience sample – 13 school mentors. Results reveal that mentors their help to STs in self-assessing their pedagogical activity see as cooperation in which besides carrying out a structured diagnosis of achievements of STs' pedagogical activity they help STs to reflect on what STs have done and by being interested in STs' pedagogical activity they participate in shaping STs' attitude towards their pedagogical activity and its self-assessment. That could be an evidence for a necessity to put into practice guided self-assessment of student teachers' pedagogical activity in teacher education programmes as apart from STs' self-initiated, deliberate, purposeful and structured reflection on their pedagogical activity it encompasses structured and systematic support from experienced and interested in self-assessment of STs' pedagogical activity professionals.

21. Joanna Madalińska-Michalak: Developing Teachers' Socio-Emotional Competencies and Integrated Professional Learning Cultures

Abstract: The purpose of this paper is to examine the interplay between teachers' social and emotional competences drawing on insights from the international educational project: EL4VET: Teachers First - Using Emotional Literacy to Improve VET Teaching in the 21st Century. In particular, the special attention is paid on teacher education at system and school levels and its role in creating and sustaining integrated professional learning cultures to support teacher education at initial and induction phases of the continuum in the context of creating the conditions for developing teachers' socio-emotional competencies. Findings are presented under the following headings: the meaning and value of teachers' socio-emotional competencies, new expectations for teacher education in Poland in the context of bologna process, socio-emotional teacher education, debate about the role of schools in teacher education and fostering

conversation between novices and accomplished teachers in the context of developing teachers' socio-emotional competences.

22. Sandra Mardesic: Reflection as a Model of Linking Initial Teacher Education to Continuous Professional Development

Abstract: Even though at European level there have been many initiatives in reforming teacher education in terms of linking the initial subject matter knowledge and the pedagogical content knowledge to the induction period and later professional development, the practical side of implementation of this important problem is still not resolved in a sufficiently effective way. Previous research conducted at Croatian universities showed that graduate students often feel not prepared enough for the "real" classroom teaching situation. In order to investigate ways of linking the university-based pedagogical content- subject knowledge to practicum in schools, a new reflective model of foreign language teacher education was experimented with students – future teachers of Italian language at the Faculty of Humanities and Social Sciences of Zagreb. Two reflective, self-evaluation tools were implemented: the European Portfolio for Student Teachers of Languages (ECML, 2007) and reflective essays. During their teaching practice in schools, students were asked to self-evaluate their competence in seven categories of foreign teacher's knowledge described through 100 descriptors in the Portfolio. Also, on two occasions they were asked to write semi-structured reflective essays in which they had to examine their own experience of language learner experience and set objectives for their future development in the teacher education programme. The analysis of the gathered data indicate that this procedure helps students to acquire major awareness of the real outcomes of their initial teacher education and enables them to set clear objectives regarding the categories of foreign language teacher competences that they will have to develop in the induction period and further professional development and finally, that it creates a habit of reflection on one's own work in the classroom. Also, in this way, valuable information is gathered for the teacher trainers who will guide them during their induction period.

23. Snežana Marinković, Teodora Marinković and Lidija Zlatić: School and Teachers between Socialization Potentials Offered by Convention of the Rights of the Child and Folk Pedagogy

Abstract: The influences of macrosystem are present in the context of school and during each lesson through values and beliefs of the participants themselves. Those influences vary from the unofficial, personal pedagogical and educational theories of the participants in the process of education to the official legal solutions. Teacher's education is also value-colored and under the influence of personal and explicit theories of child's development and learning. Socialization, upbringing and education are based on intuitive theories of child's nature and childhood. Those theories are partly personal attitudes and partly a result of archetypal, engrained cultural code. Folk pedagogies are the consequence of the view of a child and childhood. This work is about an image of childhood and child viewed through Serbian folk pedagogy and image of child and

childhood from the perspective of Convention of the Rights of the Child. The Convention contains one model of the child (explicitly and implicitly). Here, we shall expose that model comparing it to the traditional child model found in Serbian culture- we shall compare socialization patterns that a modern society offers through a cultural product such as Convention of the Rights of the Child to the patterns of seeing a child and childhood found in folk tradition and proverbs. Convention of the Rights of the Child as well as folk tradition and proverbs are one of the instruments for socialization and upbringing of children. This work points out the values of both models their dissimilarity and also a possibility of implementing values contained in the Convention of the Rights of the Child into the school context and initial teacher's education in Serbia.

24. Iris Marušić, Ivana Jugović and Darko Lončarić: Approaches to Learning of First-Year and Fifth-Year Student Teachers – Are there any Changes?

Abstract: The issue of motivation for the teaching profession has become a fast-growing research area in recent years, as many developed countries are facing the problems of teacher attrition or insufficient recruitment of qualified teachers (Cooper & Alvarado, 2006). The focus of the increasing number of studies is particularly the motivation of students during their initial teacher education, a key factor in professional role development of future teachers, which is the topic of our research project. The overall purpose of the project is to assess the potential effects of teacher studies on various aspects of motivation and self-concept, approaches to learning, teaching efficacy as well as generic and specific teacher competences developed in the course of teacher studies. The underlying premise of this approach is that the development of students' own learning competences during teacher studies serves as a basis for the development of integrated teacher professional identity. The aim of this research is to assess the differences in motivations, personality, learning strategies and perceived autonomy support from university teachers between first-year and fifth-year teacher students. The participants were 290 teacher students from three Croatian universities, out of which 192 were first-year, and 98 fifth-year students. Two groups were compared on a set of selected variables, relative importance of these measures for group discrimination was established and underlying dimension for group separation was identified and interpreted. The results indicate that first-year and final-year teacher students differ on a number of variables relevant for their academic performance during teacher studies. The nature of these differences points to the more adaptive and proactive approach to learning displayed by final-year student teachers, who displayed more conscientiousness and self-efficacy and less avoidant goal orientations, extrinsic motivation and surface learning compared to first-year student teachers. The observed differences could be a result of maturation processes and/or the effects of teacher studies that support the development of more adaptive patterns of learning and self-beliefs.

25. Teresa Moran, Neil Taylor and Derek Robertson: Establishing Sustainable Approaches to Early Phase Partnership

Abstract: The University of Dundee is in a distinctive position in relation to partnerships with Local Authorities as statistics from the Scottish Teacher Workforce Planning Working Group indicate that unusually, 98% of the initial teacher education students attending the University of Dundee will undertake their placements in one of four immediate neighbouring Local Authorities, and almost 90% of students graduating from the University of Dundee find employment in theses partner Local Authorities. Following discussion of, and in response to, the recommendations of 'Teaching: Scotland's Future' (Donaldson, 2010) it was decided that a 'University of Dundee Local Authority Partnership Committee' needed to reflect the new range of national imperatives. In considering the approach that the new partnership might take to ensure the partnership is both effective and sustainable, the partners were greatly influenced by Donaldson (2010, p11) regarding the potential of technology to impact on professional learning as stated in Teaching: Scotland's Future: "A new concept of partnership among universities, local authorities, schools, national agencies and other services which...sets practical experience in a much more reflective and inquiring culture and which makes optimum use of ICT for professional learning." This study will explore models of effective partnership working to inform, develop and enhance the partnership between Local Authority and University colleagues in the support of the development of teachers in the early phase of their careers. This will be supported through a model which places the development, commitment to and thoughtful application of a range of collaborative tools to develop an active community of professional learning. These digital tools can allow a learning community such as the Early Phase Partnership to share, discuss, see, comment, and be inspired to contribute and to learn. Situating such a learning community within a digital context, one that has purpose, audience and fundamentally a need, will give us the traction to help make this digital learning community work and sustain itself. This study will also look to enrich this learning community and enhance Early Phase teachers' professional development by using the expertise within the partnership to support practitioner research in the induction year as required in the new General Teaching Council for Scotland (GTCS) Standard for Full Registration and the Standard for Career Long Professional Learning (GTCS, 2013). It is hoped that the findings from this study can be used to inform and enhance future partnerships thus bridging the gap between initial teacher education, induction and continuous professional development.

26. Bardhyl Musai: More than 15-Years of Hard Work for Filling the Gap between Initial Teacher Education and Professional Development – The Case of Albania

Abstract: This paper describes the work done in Albania for more than 15 years for transforming teacher education into an attracted study program for future teachers and linking this with in service teacher training: various activities for continuing professional development. The focus of the work has been in modernizing the curriculum in the areas: (1) educational sciences, (2) methodology of teaching and learning and, (3) school experience. The two first areas were changed by bringing into

Albanian language the most advanced publication in the related fields and train university teachers in faculty development sessions. School experience was restructured based on mentoring system and aimed to establish a partnership between faculties of education and schools. Centers for excellence in teaching and learning at each faculty of education serve as resource and for training of both participants: students in initial teacher education and in service teachers, for continuous professional development. The experience found many gaps in the curriculum taught and in teacher knowledge and skills needed for teaching and learning based on competencies of a knowledge society. The process is still continuing and the paper sets out some recommendations for addressing this crucial issue to policy makers and university staff.

27. Hannele Niemi, Kari Smith, Ruben Vanderlinde, Frances Rust, Gerry Czerniawski, Mandi Berry and Michal Golan: Fragmentation of Teacher Educators' Professional Development - How does it Look Like from National Perspectives?

Abstract: The Political context. European commission (2012) has stressed that teacher educators are crucial for maintaining and improving the high quality of the teaching workforce. However, based on evidence from many countries the professional role, qualification requirements, identification, and career-long training are either missing or very diffuse. The aim of the presentation is identify factors at national, institutional and personal levels that make teacher educators' growth difficult and fragmented and to find new practices that would promote their development into a professional role. The theoretical framework is based on theories that has analyzed a growth into expertise (e.g. Dreyfus & Dreyfus; Bereiter; Darling-Hammond; Schön) and also on recent theories of experts' learning in ecosystems (Siemens) in which collaboration and networking are essential elements of learning processes. Methods: Evidence is based on analysis of documents and experts' descriptions from seven countries (Finland, Netherlands, Norway, Belgium, UK England, Israel, USA, PA).
Findings:
A need of a shared vision. National, institutional and personal levels are reinforcing each other. If there are many providers and actors in teacher education but there are no shared vision on aims, structures and methods it is difficult to support teacher educators' professional development. In some countries there can be a political vision of a national teacher education but this view is not really accepted or shared by institutions (universities or schools). In many countries institutions have their own visions and these vary from institution to institution. If there are national common and shared criteria or standards for teacher educators' work (e.g. the teacher as a supervisor of learning and development processes, as a supporter and supervisor of personal, social and interactive processes, as an innovator and researcher, and as an involved and critical social participant, etc.) it provides a frame for competencies teacher educators need to possess in order to function effectively.
Communication and relations. In many institutions, either Universities or schools, do not appear to have a co-ordinated, coherent or systematic approach to developing a shared curriculum, knowledge base, set of practices, and values for teacher education. Students in TE criticize programmes for fragmentation - limited or absent links between different subjects and with the practicum. The more coherence would demand an approach that

shows connectivity. It requires quality improvement systems with communication, interaction and networking. Teacher educators are links between many partners and need preparation how to work in new learning ecosystems which means working for joint aims in teams and collaboration crossing also institutional borders. Identity. In most countries there is no structured role preparation to adhere to or to guide position holder's personal progress. In most cases the socialization process is left to individuals or institutional initiatives. New teacher educators need to shift their identity perspective and to reframe their knowing from a new perspective. Such work can only be done in collaboration, over time and with a clear view of what ends we are seeking to achieve.

Boundary crossing. Prior communities tend to be preserved and maintain fragmentation within the teacher education context because there is very little that is done to help teacher educators reframe their thinking to developing a shared sense of purpose, e.g. science teachers become science teacher educators, the research specialists become teachers of research, etc.. Boundary crossing would demand new culture and structures in teacher education institutions.

Critical stance and leadership. Teacher educators have a sense of a lack of the value, power and position particularly compared with their academic colleagues in other faculties or other roles within a faculty. Professional development also is presented as fragmentary - one day per year at a conference, or through information disseminated about the curriculum, or national standards etc. No focus on collective, sustained, needs based professional learning. Some countries have established doctoral or leadership programs for teacher educators for learning new approaches to their work. Conclusion: We need to define who the teacher educators are and what do they need to know to be able to educate a new generation of teachers.

28. Svetlana Obradović, Dragana Bjekic and Snežana Marinković: Between Teacher Education and Educational Inclusion

Abstract: Modern systems all over the world, in both political and social contexts, are in favour of inclusive education. This new approach definitely changes the process of teachers' education as well as the view of education in general. Nowadays, teacher education for inclusive teaching has to be a continuing process and a constitutive part of professional development in all three stages of teacher's professional development (pre-service education, induction stage and in-service education). In this paper we consider how much we are effective and what are the results of these changes in educational systems, aiming at an adequate and continuous preparation of teachers for inclusion and comparing the status of teachers' continuous education for inclusive teaching in two Balkan countries – one from the European Union and the other from outside the European Union. We have analysed programmes for teacher pre-service education, induction and in-service education according three criteria: how much they contribute to the development of competencies for inclusive education; how much they are integrated in the obligatory teacher education; and how/how much they are mutually connected (project OI 179026). There are similarities in teacher education for inclusive education in two countries: inclusive education is the part of teacher university education, though, it is much more in Greece system; induction is the period of

empowering teachers' general competences, not competences for inclusive education in both countries; the programmes of in-service education for inclusive education are not obligatory in either country. The positive practice in both educational systems are emphasized, analysed in the regional context, and used to develop an integrated model of teacher lifelong learning for inclusion and special education.

29. Natasa Pantic: Education of Teachers as Agents of Change for Social Justice

Abstract: Calls for teachers to act as 'agents of change' have become common in policies worldwide, often linked to social justice agendas. This paper explores the meaning of teacher agency for social justice applying social theories of human agency to the work of teachers. It then maps out the territory for the design of teacher education as agents of change arguing that such education requires: 1) a cultivation of moral purpose; 2) an understanding of the implications of teaching practice in contemporary contexts of education; 3) an awareness of the limitations and opportunities afforded by teachers' individual and collective autonomy; and 4) a systematic professional reflection on their practices and environments. The implications for teacher education design are discussed situating teacher agency for social justice within the broader re-conceptualisation of teaching professionalism, and within the recent revisions of teacher education programmes in Scotland, following the government's endorsement of teachers as prime agents of educational change. One of the major challenges is designing teacher education and continuous professional development that can help teachers realise their individual and collective transformative potential within the school and broader social and policy contexts in which they work. The paper presents and discusses the issues involved in the efforts to build the necessary formative links between university and school-based teacher education and suggests some innovative ways of overcoming the view of practice as applied theory, and building teachers' capacity to research and theorise their own context-embedded practices.

30. Mojca Peček, Sunčica Macura-Milovanović and Ivan Čuk: Regular Teacher Education Vs. Special Teacher Education

Abstract: The structure of pupils in schools today is changing, due to migrations and increased awareness that all pupils, including children with special needs, should receive the best possible education in regular classes. These changes affect, among other things, regular teacher education which increasingly includes instruction on how to teach in diverse classes, as well as special teacher education which is increasingly becoming more specific in response to children's special needs. As a result, teachers are no longer trained to teach children with special needs in general but can address individual groups of children with special needs and specialise as teachers for small ethnic groups, such as Roma children. However, even though such specialised teacher profiles are undoubtedly needed, they generate differences in the status of different profiles and the various methods of teaching. The consequence of such fragmentation is often teaching that is in conflict with the idea of inclusion to which schools and teachers are committed not only by various documents on the national and international level but

also by ethical reasons, first and foremost by the right of children to receive high quality education in regular schools. The purpose of this paper is to highlight the consequences that this fragmentation has on teachers' work in classes, on the status of individual groups of pupils and teachers' profiles, and to present a few proposals to mitigate the consequences of fragmentation in teacher education.

31. Hannu Salmi: Inspiring Science: Large Scale Experimentation Scenarios to Mainstream eLearning in Science, Mathematics and Technology for Teachers' Professional Development

Abstract: The Inspiring Science Education project aims at contributing to the implementation of the "Digital Agenda for Europe" and in particular to Action 68 "Mainstream eLearning in national policies for the modernisation of education and training, including in curricula, assessment of learning outcomes and the professional development of teachers and trainers", and to do so in line with the recommendations of the Rocard Report "A new Pedagogy for the Future of Europe", that sets the basics for the introduction of the Inquiry Based approach in the science curricula of the Member States. The Inspiring Science Education project has been designing, planning and implementing large-scale pilots to stimulate and evaluate innovative use of existing eLearning tools and resources (e.g. interactive simulations, educational games, VR and AR applications, modelling and data analysis tools, eScience applications, as well as, digital resources from research centres, science centres and museums) for scientific disciplines and technology, enhancing science learning in 5,000 primary and secondary schools in 15 European Counties. The Inspiring Science Education innovation building methodology includes evaluation metrics and benchmarking activities, on the design and deployment of innovative Science learning practice and school organization change. The project is using the proposed eLearning tools and resources, coupled with an evaluation framework, evaluating progress on learning achievements, based on the PISA 2012 Framework for the assessment of the problem solving competence of the students, teacher professional development and school organization change. This approach offers the basis for the validation of the introduction of technology-supported educational innovation in European schools, so that piloting and field testing results can be collated and analyzed systematically and then disseminated widely, thus ensuring real impact and widespread uptake. First results related to professional development are introduced in this presentation.

32. Blerim Saqipi: The Experience of Abolishing Fragmentation and Raising Professionalism Bar: Teacher Education in Kosovo

Abstract: Teacher education in the Republic of Kosovo, as a new country, has undergone major reforms in last decade driven by different agendas in one hand and aimed at more than one purpose on the other. The quality of subject teacher education was evaluated by national higher education quality assurance process as being insufficient to lead to the goal of enacting classroom changes that education system has been aspiring. In line with the desire to transform teaching and learning in schools, as projected by the new

national curriculum endorsed in 2011, and in view of following European trends in professionalizing teaching profession, the national authorities in Kosovo established a consultation process for teacher education reform in 2012 though debates had started earlier. The process resulted with a decision on adopting a consecutive model of teacher education which will consist of academic training of 180 ECTS – the remit of academic departments, followed by 120 ECTS pedagogical training – the remit of Faculty of Education. A number of challenges have been identified on the way and these include (i) the difficulty of ensuring coherence between single subject academic training and the need for integrated approach to subject teaching, (ii) the difficulty of determining a clear cut between content and pedagogical content knowledge, (iii) causing unmanageable capacity development needs to suit the new realities, and (iv) the risk of leaving the substantial elements of teacher education reform in the shadow of the structuring and organizational arrangements. This raises the need for careful consideration for the motivation behind the reform and contextual dimensions in which teacher education and teacher work realities are embedded.

33. Marco Snoek: Fighting Fragmentation in Universities and Schools Relations. From Transfer of Learning to Boundary Crossing in Post-Initial Master's Programs

Abstract: The ambition of many CPD programs for teachers is not only to support teachers to develop new competences, but also to contribute to changing teaching and learning practices in schools. For in-service CPD programs, like post-initial Master's programs, this implies that they can be considered both as a professional development process at teacher level and as an intervention process at school level. However, the impact of post-initial CPD programs is often limited. This lack of impact is addressed by using the metaphor of 'transfer'. In studies on 'transfer of learning', attention is given to factors supporting successful transfer of learning, like design of programs, the motivation and competences of participants in the programs, and favorable conditions at the workplace (Blume, Ford, Baldwin & Huang, 2010). However, the metaphor of transfer actually strengthens the fragmentation of the university and the workplace, defining them as a context for learning and a context for application. When the ambition for post-initial Master's programs is to have impact on processes of teaching and learning in schools, a different metaphor is needed, focusing on the interaction between schools and universities. A Master's program can be understood as a boundary zone where university and school aims meet, and where boundary activities support boundary crossers from both contexts who interact and inspire each other (Tsui & Law 2007). This asks for a new design based on partnership and shared ownership instead of fragmented roles of universities and schools in designing and running the program. In this paper I will report on two studies on the impact of post-initial Master's programs for teachers and on design principles derived from those studies.

34. Ognen Spasovski: Inclusive education: When preparation to be a teacher doesn't match the demands to be a teacher

Abstract: Inclusive education is understood as developmental approach taking into account the needs for learning in all children. It provides equal opportunities to all to reach the maximum of their potential, regardless of their origin or capabilities, and physical, social emotional, linguistic or other differences. This empirical study aims to explore whether teachers education is adequate to demands and challenges of inclusive educational practice.
Methods
Quantitative and qualitative methods were used in 17 elementary schools with various ethnic, socio-economic, regional and rural/urban background. Focus group discussions were realized with teachers and with pupils with special educational needs. Semi-structured interviews were realized with the school principals, psychologists, pedagogues or special educators. The sample in the quantitative survey consists of 438 teachers. In the qualitative part participated 120 teachers, 98 pupils with various educational needs, and 19 representatives of the expert staff.
Results
Study reveals that educational staff came from university without unison understanding of inclusive education. Frequently, to have children just enrolled in the schools is considered as satisfactory.
The majority of teachers declare that they have a pupil(s) with educational difficulties in their classes, where more than a half of them consider themselves as not being competent to work effectively with these children. Teachers, have stereotypic low expectations and prejudices toward the potential of these children, creating a hidden exclusion.
Teachers are not trained for individualized teaching approach. They usually lower the assessment criteria, having detrimental long-term effects on the quality of education. Teachers experience the work with these children as difficult, being pessimistic in regard to the improvement of their education. Consequently, they "transfer" the pupils with educational difficulties to the expert staff and special educators. Contradictory, in the same time teachers consider them as unskilled to teach the matter of their subjects.

35. Mihaela Stîngu, Eve Eisenschmidt and Romiță Iucu: Different Approaches to Mentor Education Improving Teacher Induction

Abstract: Thus mentors represent an essential component of teachers' induction programs, being, as mentioned by Jones (2010), a key strategy in the implementation of these programs, the specialized literature rarely approaches the theme of training induction mentors' for the role they play and identify the competences they need. At European level, there is no synthesis of the policies concerning the training of induction mentors, the mentions in this respect being sporadic and referring only to their funding and to the institutions responsible for their training (European Commission, 2010), without mentioning the type of training, the route of certification or professionalization or the regulation level. In Romania, the concept of induction and induction mentor is relatively new and has gained recognition only since 2011 when the new National Law

of Education (1/2011) has been approved. Taking this in consideration, there are a lot of grey areas regarding the implementation of induction at national level specific mentor preparation has not been regulated. The aim of this paper is to analyze models of mentor education in two European countries, Estonia and Romania. For achieving this purpose we will provide an overview of the mentor training system in Estonia and we will discuss alternative policy scenarios fitted and proposed for the Romanian system. We will also analyze documents that regulate the status and training of induction mentors at national level. The first results suggest the need to articulate both mentor individual needs, as well as the institutional ones in the training programs and thus, to the focus on the connection between schools and mentor education institutions. Another point of interest should be to approach mentor education from a professionalized perspective and offer flexibility in choosing alternative educational paths for teachers that want to become induction mentors.

36. Kristina Telek, Anita Tóth Vásárhelyi and Tatjana Varju Potrebić: Teacher as Expert in the Net of Educational System

Abstract: Educators in Serbia who compulsively try to comply with accelerated economical, technological and social changes are not satisfied workers at all. Considering measures, neither those who studied in Bologna-system nor those studied in classical system can find their feet in practice in a complicated educational system, mainly based on bureaucratic principles. The constantly reformed higher educational systems and contents have varied effects on practice. What is independent from the system is the individual, who will do his best in teaching. The success of teaching is not an exclusive function of university training or compulsory vocational training. Positive characteristics such as contrivance, openness, flexibility, high tolerance threshold enable the educator to love his job and learn actively when work. Notable extent of sample outsource based on opinions of educators from different schools, pupils of different age and their parents will be presented in order to emphasize the importance of selection of students in university education and the necessity of continuous educator training, and improving human characteristics such as openness, resoluteness and high tolerance threshold. University education should not exclusively be about mastering a wide - range knowledge. Raising the quality of human characteristics and values, continuous vocational training are essential facts of educational and welfare work which is one of the links of appropriate teacher-student and teacher-parent relations. A system providing a wide-range knowledge and realizing human characteristics would provide appropriate professionals for our children.

37. Lidija Terek, Kristina Telek, Irena Terzić, Anka Ivanović and Nevena Šćepanović: Professional Development Programs as a Support for Teachers at the Beginning of Their Careers

Abstract: In Serbia, teachers who are at the beginning of their careers are not in an enviable position. Laws and bylaws in the field of education determine obligations of institutions in terms of student safety, non-discrimination, ban of violence, abuse and

neglect, ensuring the rights of children, assessment and student progress/advancement, inclusive education and educational work and thus set certain requirements for teachers and school management who need to implement these in practice. Laws also define the responsibilities of teachers, so teachers are, among other things, required to work on differentiated teaching, to adjust classroom conditions and teaching/instruction to the students' needs, to monitor innovations, trends in teaching and to apply them in practice, to motivate students, recognize talented and identify students who have learning difficulties etc. These are all legitimate requests, but they become barriers to teachers who are at the beginning of their careers because these contents were not met during the initial teacher education, and institutions that employ beginning teachers often lack the capacity to provide enough support for them, while the existing accredited professional development programs do not cover the needed content. One of the ways to bridge the gap between initial teacher education and existing offer of professional development programs is to precisely identify the types of support needed by beginning teachers and to create professional development programs primarily for them. Driven by this assumption, the Regional Centers for Professional Development in Serbia conducted a research among teachers who have less than 5 years of work experience in order to create a program that fully meets their needs. The results of the research will be presented in this paper.

38. Asja Vanaga and Lūcija Rutka: The Initiative of Preschool Children in the Process Self-Directed Learning

Abstract: Preschool age children have the natural initiative which urges to engage in activities without waiting for external incentives. Self-directed learning in preschool is educator and family collaboration-led process of choosing teaching methods that encourage children's initiative and to raise self-esteem. Regardless of the individual's age, the initiative is the first step towards self-directed learning, followed by understanding the necessity of the learning process and setting the desired aim. Using appropriate resources and methods leads to achieving the goal of self-directed learning. The article aims to explore the theory the role of preschool children's initiative in the process of self-directed learning. Empirical research aims to reveal the types and expressions of the initiative, which promotes children's self-directed learning. The empirical research carried out in one of the educational institutions of Latvia, a specifically designed model of self-directed learning to study the initiative of preschool children. The empirical study also describes the results of educators' cooperation with parents revealing its impact on preschool children's initiative in self-directed learning. Results of the survey indicate differences between the behavior of girls and boys, and it is reflected by the display of the initiative. For example, the girls showed initiative as soon as they had understood the rules of the game, while the boy's initiative was dependent also on the expression of interest of other peers and attitude of group leaders. Self-directed learning is closely linked with the development of self-regulation and the results of this study indicate that in-depth studies of gender differences in behavioral and self-regulatory initiatives, in the context of promoting self-directed learning in preschool are required.

39. Zeqir Veselaj and Ethem Ceku: Challenges in Transforming Teacher Education Programs from Concurrent to Consecutive System- Case of Kosovo

Abstract: Since 2002, entire teacher education system in Kosovo is implemented in the university level, after a long tradition of higher pedagogical schools. Teacher education programs are being delivered in two public universities. University of Prishtina as oldest one provided educational programs in four academic units: Faculty of Education, Faculty of Mathematics and Natural Sciences, Faculty of Philology and the Faculty of Philosophy and University of Prizren in the Faculty of Education. In total there are 28 bachelor degree programs and seven masters programs that prepare future teaching staff for the pre-university. According to the current legislation, no private higher education institution is accredited to offer teacher education programs. Two newly established public universities delivers teacher education programs from this academic year. From this year the reform of teacher education officially started. Teacher education has been implemented in five different study systems, which illustrates significant variations in study patterns even within the same faculty programs. In general programs offered concurrent model of education while from now will be transferred in pure consecutive model.

Many issues will come up with this transformation. Program content in master level is under development and linking academic knowledge of students from bachelor level with pedagogical skill in master is main challenge of the new system. Academic staff with adequate teaching experience in master programs is another challenge of implementing new system. Teaching practice is another important focus of new programs. Until now, teaching practice has been implemented in various forms in pre-school institutions, primary and secondary schools depending of the academic units. In the new system teaching practice will be implemented only in master level, which raises the issue of mentoring by the teacher-mentors in schools. This paper intends to address some of these issues.

40. Jelena Vranjesevic and Natasa Vujisic Zivkovic: Development of Teachers' Research Competences: Toward Active Participation in Shaping Education Policies

Abstract: This paper discusses the implications of fragmentation of teacher education system in Serbia for the teachers' professional development and the opportunities which development of teacher research competences provide in overcoming fragmentation and fostering teachers' active participation in shaping education policies. Fragmentation of teacher education system in Serbia is present on several levels: a) fragmentation in the education of teachers for different education levels (in terms of diversity in teacher training curriculum regarding the representation of psychological-pedagogical subjects, teaching methodologies and practice), b) dominant conception of teacher education and professional development that focuses on teachers' academic competences and c) one-way exchange of knowledge and experience, from the University to the school/practice. This fragmentation is further enhanced by mostly centralized education systems that diminishes visibility of teachers and expect them to be merely the implementers of the reform requirements created by education policies designers and other experts in

education. Such expectations affect the way the teachers perceive their role and their profession (self-fulfilling prophecies effect). One possible way of overcoming fragmentation in teacher education system is through strengthening the identity of a teacher as researcher. Developing teacher research competences may help in a) bridging the gap between teacher initial education, induction period and continuous professional development, b) promotion of teacher professional development system, based on the autonomy and participation of teachers in the process of research and designing their own practice and c) connecting all relevant actors in the educational process in order to create holistic education system in which teachers have active role in the process of shaping education policies.

41. Tina Vrsnik Perse, Katja Košir and Tomaž Bratina: Practical Teaching Training of Undergraduate Students – Future Primary Education Teachers

Abstract: Context of the research: Practical teaching training has gained even greater importance in undergraduate teacher education programs since reforming the curricula based on Bologna reforms even though practical training has been historically strongly incorporated in these programs in Slovenia but it was very much fragmented. To get the insight about the quality and integrity of practical teaching training from the students' perspective we performed the research on students' perception about practice teaching training. This paper will present the research results about the satisfaction of students with the practical training and the competences students believe they have gained during the practical teaching training including the analysis of the possible changes required. The paper will also present the differences between certain practice forms preformed in the process of practical teaching training.
Theoretical framework:
Many authors confirm (Korthagen, 2001; Kalin & Šteh, 2006) that in contemporary teacher education programs the practice training has essential role and indicates a link between theoretical issues and practical implications. Our interest was to analyse the students' perspective on such linking. The practice training in teacher education should be focused on reflective practice (Cvetek, 2002) since only through reflective analyses the integration of theoretical and practical knowledge is possible (Korthagen et.al, 2001). Also integrated practical teaching training is the necessity for developing the professional competencies of future teachers (Hargreaves & Fullan, 2000) and our interest was how integrated the competencies are when acquired during students' practice teacher training.
Research aim:
Based on the analyses of the acquired data we will outline the segments that are prospective for integrating the faculty and school mentors' efforts for improvement of practice process and for integrating the "subject" and "pedagogy" knowledge into all forms of practical teaching training.

42. Milica Vucetic: State of Research on "Bridging the Gap" between Initial Teacher Education and Induction - A Literature Review of Studies Published in the Last Decade

Abstract: This paper examined relevant studies in the field of initial teacher education and induction during 2004–2013 period. These studies were selected from Science Direct and SAGE journals database. Searching the terms "preservice teacher" and "in-service teacher" and the terms that represent the induction period such as "novice teacher", "beginning teacher", "teacher induction" in titles and keywords of articles published from January 2004 to January 2014, 437 matching articles were found (368 articles in Science Direct and 69 in SAGE database). Content analysis was conducted focusing on main topics and issues and methodology applied in these studies. Several main research topics relevant for our inquiry emerged: 1. Teachers' professional identity issues; 2: Pre-service and in-service teacher preparation issues(development of skills in implementing collaborative learning; effect of video-based training and assessment; effectiveness of a training program in classroom management; mentoring experience - effects and perceptions); 3. Induction issues (Motivation for teaching and job satisfaction; Attitudes toward pedagogical changes; Coping strategies; Teacher attrition/retention; Working with diversity). Even though the issue of "bridging the gap" between initial teacher education and induction was not as salient as previous major research topics, some topic-grouping tendencies were identified: A development of collaboration mechanism between pre-service and in-service teachers in a professional community; Mentoring as major support system for beginning teachers; Existence of a gap between personal expectations and professional reality and growing awareness among researchers that construction of adequate professional identity is important factor of teachers' professional success and personal wellbeing. There is a need for more holistic approach and more large-scale empirical research so that findings could converge into sustainable and practical pedagogical and educational policy recommendations. Implications of these findings were discussed.

43. Lidija Vujičić, Renata Čepić and Sanja Tatalović Vorkapić: Lifelong Learning and Changes in Preschool Teacher Education – Croatian Experiences

Abstract: As regards the initiation and implementation of the Differential Programme of Lifelong Learning of Preschool Teachers, it was necessary to carry out its objective evaluation. This implied the investigation and analysis of the first generation of students, i.e. their satisfaction with the quality of the Programme which was operationalized and measured by 6 basic components: Communication with students, Professor preparedness, Information availability, Work organization, Complexity of courses and Method of evaluation. A total of 326 assessments were indicated on a 5-point Likert scale. All the components were evaluated during the lectures and referred to each of the 6 courses in the Differential Programme: Sustainable Development in the Context of Lifelong Learning, Introduction to Sociology of Education, Fundamentals of Psychology of Learning and Teaching, Curriculum and Institutional Context, Selected Chapters of Pedagogy of Early Childhood and Theoretical-Methodological Fundamentals of Research in Education. A number of 70 respondents participated in the research with the average

age M=30.82 (SD=8.32) and age range 22-50. In general, student assessments of all the components, regardless of individual courses, are fairly positive. The most significant predictor for all the other components and satisfaction with the Programme was found to be the component Communication with students. Namely, it was determined that a communicative relation with a professor was given precedence over all the other quality dimensions of teaching. This result considerably differs from results obtained by several researches on quality of teaching within full-time academic education. Therefore, the emphasis is very much on students of higher education programmes and their important role in creation of teaching, implying that their assessments are to be seen as important predictors for programme improvement at the level of every single course as well as the programme as a whole.

44. Sina Westa: Teacher Education between 'Lehr- und Lernfreiheit'

Abstract: Teaching is next to research one of the main tasks of universities since the Middle Ages (Zonta, 2002) but today it is less promoted and valued compared to research (Altbach, 2002; Kerr, 1995). This trend is also visible in connection with the two key academic values, 'academic freedom' – the right of the individual scholar to follow truth without fear of punishment (Berdahl, 2010) – and 'university autonomy' – the freedom of the individual university to run its own affairs without interference from the outside (Anderson & Johnson, 1998). On the first sight, both seem to be well elaborated and significant concepts in the field of Higher Education but the aspect of academic freedom in university teaching is largely neglected in literature and research. 'Academic freedom' as the right to make own decisions without interference from the outside about teaching and learning has a long tradition and is perceived as the real heritage of the Humboldtian University (Blasi, 2002). But even if nobody would claim that 'Lehr- und Lernfreiheit' is an old-fashioned and outdated concept today its role and status in contemporary European universities is unclear. Not at least due to structural and organisational changes after the Bologna Process teaching in higher education has massively changed but the influence of these changes on 'Lehr- und Lernfreiheit' in universities is still no major concern. Therefore, this paper will evaluate the status and role of 'Lehr- und Lernfreiheit' in teacher education. As 'Teacher Education' is the discipline in universities concerned with teaching itself it should be the first place to promote the significance of teaching as a main task of universities. It is also an appropriate place to reinforce the discussion about 'Lehr- und Lernfreiheit' in contemporary universities.

45. Sarah Younie and Marilyn Leask: Knowledge Mobilisation to Overcome the Fragmentation between Research and Practice: MESH (Mapping Education Specialist Knowhow)

Abstract: This paper addresses the conference theme of: overcoming fragmentation by bridging the gap between initial teacher education, induction and continuous professional development. This can be achieved through the 'Mapping Education

Specialist knowhow' (MESH) initiative, which links research to practice and links teacher educators and practitioners together in a knowledge mobilisation strategy.

'Mapping Education Specialist knowHow' (MESH) uses digital technologies to support the building of research-based knowledge about effective teaching. MESH Guides provide access to research on efficacy of practice for trainee teachers, newly qualified teachers and serving teachers. With MESH Guides, pedagogical evidenced-based advice is available at the touch of a button via mobile devices (see www.meshguides.org.uk).

In short, research knowledge and the management of it within the education sector are lacking systemic organisation and coherence. Drawing attention to the research and evidence base available to support teachers in improving the quality of their professional knowledge is urgently required, which MESH addresses in this knowledge mobilisation strategy. MESH Guides can facilitate teachers' access to a research informed professional knowledge base via smartphones/tablets.

This paper addresses the problem of how the quality of teaching can be improved through improving the research and evidence base underpinning educational practice (Cochrane-Smith & Zeichner, 2005; Davies, Nutley & Smith, 2000; Hammersley, 2002). MESH supports the translation of research knowledge into practical advice.

In the twenty-first century, through the use of digital technologies, the research and evidence base underpinning educational practice can be developed and disseminated to all teachers, trainees and provide continuing professional development through MESH (Leask, Rafferty and Younie, 2013; Younie & Leask 2013).

46. Lidija Zlatić, Milevica Bojović and Milica Vučetić: Teacher Communication Competence: From Initial Education towards Continuous Professional Development

Abstract: The paper presents the results of the research on the long-term studying and monitoring the approaches and programs of developing teacher communication competence. Crucial communication skills which prospective teachers should develop during their initial education are presented in the paper. It is also discussed how these skills are implemented and developed during induction. Complex and various teachers' roles during their continuous professional development require highly developed communication skills. The purpose of the research was to analyze the distribution of communicology courses and communicology contents in other courses within university curricula for teacher education in Serbia. The research variables include: communication education contents in various courses/programs, types of teacher education (initial and in-service). The method of content analysis is applied in the study. Findings: Analyzing the number, structure and distribution of programs for improving teacher communication competence in initial university education in Serbia in the last decade it can be concluded that the number of communication courses is obviously increased. The important segment is also the increased number of in-service education courses directed towards specialized teaching communication competence during professional development. The paper emphasizes the practical problems which arise in realization of in-service education and pedagogical implications which suggest stronger connections between teachers' initial education, induction and continuous professional development considering the development of communication competence. It is also

stressed that, beside psychology and communication courses, the development of communicative language ability and integration of communication skills particularly in foreign language for professional purposes of prospective teachers at university level can contribute to teacher communication competence.

47. Nataša Zrim Martinjak: Influence of a Habitus and Practical Education on the Pedagogic Praxis of a Teacher

Abstract: In direct research of the teachers' praxis a modern phenomenon of teachers defining their own lack of knowledge considering the pedagogical work (this is pedagogical content knowledge or knowledge not connected with the subject and contest), has been noticed. This fact is pointing to the evident problem of differences between gained teachers' knowledge on the subject field and, on the other hand, lack of knowledge on pedagogical field: responses of the child in the context of his behavioral, social and emotional manifestations. A large amount of problems for teachers emerges from that, also confrontation with their own lack of knowledge. The two fields should not be separated. Let us ask ourselves the following questions: who is a modern teacher, what is her or his task, what kind of knowledge does the teacher need and possesses? How does education contribute to the maintenance of the conception that theory is one thing and practice another, forgetting the fact that teachers are studying for the practical work? What is supporting the differences in subject knowledge and pedagogical knowledge of the teachers? What is a good teaching practice in the context of the questions above and the evident problem? The main question of the research combines two fields of research: what is the significance of the individual's habitus and what is the meaning of practical education for a good teaching practice? The first thesis is: in practical work an important confronting of teachers' personal habitus and children takes place. Personal experiences and points of view of the teachers play the main role in forming their own professional pedagogical practice and contribute to the discrepancy between theory and the practice. The second thesis is: with a practical education based on the questions mentioned above we can contribute in reducing the discrepancy between subject and pedagogical knowledge. In other words: practical education should be derived from findings, conformations and deficiencies connected with teachers' lack of knowledge. Bourdieu's theory of habitus opens a new field of possibilities, necessities and ways of exceeding individual's habitus in the role of a teacher. Beside that we cannot overlook the importance of the modern educational policy's responses to the discussed problem in teachers' practice. The answers will be basis to the proposals for re-forming the teachers' educational programs. The teachers, in their modified role, loose the absolute subject contest in sense of permanent, unchanged source because of the progress. And the pedagogical part stays (behind).