

Teachers in Europe - Main Trends, Issues and Challenges¹

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Abstract

The paper presents recent data on teacher issues and trends which reveal the points of convergence among European countries and also indicate the gap between general policy formulations and their translation into national practices. The first issue addressed is the selection of future teachers and the retention of the best qualified by securing the sustainability of quality education. In the attempts to achieve high teacher quality the greatest convergence among countries occurred in the area of teacher initial education involving "the universitation" of study programmes for all teacher profiles. Another convergence point has been the formulation of the common principles underlying teacher profiles and competences. The fourth common issue refers to the need for improvement of the induction procedure and/or supervision support to beginning teachers. One of the most emphasised topics of discussion and action has been the further professionalization of teaching including implementation of the mechanisms of external and internal evaluation of teaching.

Key words: *induction to teaching profession; professionalization of teaching; teacher competence profiles; teacher continuous professional development; teacher initial education.*

"The trouble with the future is that it usually arrives before we're ready for it."

Arnold Glasgow

Introduction

Since the early 1990-ies European countries devoted significant efforts toward improving and reforming their educational systems in order to face more readily

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the future challenges for national economies and living standards of the citizens, recognizing it as a best long-term investment. The grounds for the educational reforms have been laid down by the *Lisbon strategy* (European commission, EC, 2000) which offered the overarching guidelines for the coordination of economic, employment and social policies in Europe. In the recent study - *The Lisbon strategy 2000 -2010 – an analysis and evaluation of methods used and results achieved* (EuParl, 2010) the main driver for the formulation of the Lisbon strategy was described as follows: “Europe’s deficit in terms of technological capacity and innovation became the symbol of the ground needing to be made up to assure EU competitiveness; this was at the heart of the emphasis laid on advancing towards a “knowledge society”, which became the strategy’s best-known slogan“ (EuParl, 2010, p. 11). The periodic reviews aimed at checking the progress achieved in implementing the strategy (e.g. the Communication ‘*Working together for growth and jobs – a new start for the Lisbon Strategy*’ EC, 2005b) emphasised as a recurrent theme the importance of “investing more and more effectively in human capital, through such means as building, maintaining and updating workforce skills; raising educational levels; making lifelong learning accessible to all; and increased business investments in training“ in order to fulfil the goals set up in 2000 (EuParl, 2010, p. 38). Prior to the use of the concept of EU as “a knowledge society” the issue of teachers and teacher quality was mainly looked upon as a specific national theme which was not much discussed at the European level (Zgaga, 2011).

The translation of the Lisbon strategy into the area of education was based on five main strands of action: supporting the transferability of educational qualifications by means of the European qualification framework (EC, 2008); introducing the concepts of key competences which should be attained at all educational levels (EC, 2007); establishing the overarching programme for educational cooperation “Lifelong learning programme” (http://ec.europa.eu/education/lifelong-learning-programme/index_en.htm); harmonizing the European area of higher education (e.g. European Higher Education Area (EHEA) <http://www.ehea.info/>); enhancing teacher quality at all educational levels (EC, 2007)². The goal of this paper is to explore the issues and challenges in teacher education and the professional development area with the focus on the initiatives aimed at the enhancement of the quality of teachers and teaching in European primary and secondary schools.

Teacher Role in Quality Education

In Europe the last decade has been marked by the increased attention of policy makers and other key stakeholders in the education sector to the accumulated research evidence indicating that “the teacher quality is significantly and positively related to the student’s attainment and that it is the most important within-school aspect

² Although those initiatives originated as EU policies, the intention had been that they should be spread across the whole Europe which enabled the countries outside EU to join most of the actions and programmes.

explaining student performance“ (EC, 2007). Some of the key studies supporting this assertion, which made the greatest impact on policy makers and educational experts, have been John Hattie’s meta-analysis of research taking into account around 500,000 studies on teacher quality (Hattie, 2008), the international comparisons such as “*Teachers matter – attracting, developing and retaining effective teachers*” (OECD, 2005) or the so called McKinsey report “*How the world’s best performing school systems come out on top*” (Barber, Mourshed, 2007) followed by their recent report “*How the world’s most improved school systems keep getting better*” (Mourshed, Chijiokoe, Barber, 2010). These studies have triggered the major shift in the perception of the role of school and teachers in achieving high quality education outcomes. Research conducted before 1990, focusing mainly on structural issues (curricula, school equipment, class size), supported the view that student achievements were predominantly influenced by their socio-cultural and personal background, leaving narrow space for the major effects of educational interventions. Recent research looking for the major sources of variance in students’ achievements, using diverse and complex methodologies of data collection and analysis, has offered new perspective on the interplay between student and school variables accounting for the school achievement. It should also be noted that the understanding of school achievement has been readdressed by shifting focus from the narrow summative testing using multiple choice format to the formative approaches of evaluation of students’ deeper levels of understanding and performing complex cognitive tasks. The major findings of the first in a row and the most comprehensive study conducted by John Hattie point out that besides student personal variables as the largest factor contributing 50% to academic achievement, the second factor with the largest size effect are teachers, who account for 30% of variance, with other factors (home, peers, school) contributing between 5 to 10% each (Hattie, 2003, 2008). He summarizes his findings in the following way: “Interventions at the structural, home, policy or school level is like searching for your wallet which you lost in the bushes under the lamppost because that is where the light is. The answer lies elsewhere – it lies in the person who gently closes the classroom door and performs the teaching act - the person who puts into place the end effects of so many policies, who interprets those policies and who is alone with students during their 15,000 hours of schooling. I therefore suggest that we should focus on the greatest source of variance that can make a difference – the teacher” (Hattie, 2003, p. 2). His words have later been reinforced by conclusions from the other authors who supported his views stating that: “The quality of educational system cannot exceed the quality of its teachers” (Barber, & Morushed, 2007).

Key Stakeholders and Sources for Teacher Education Policy in Europe

The most recent edition of *Key data on education in Europe - 2012* (Eurydice, 2012) gives insight to the extent the EU efforts and actions in raising and sustaining teacher quality across Europe have been implemented at national levels.

The European Commission substantially contributed to the educational cooperation in the area of teacher development in three ways. The first one is through communicating policy recommendations across nation states (for instance: Common European Principles for Teacher Competences and Qualifications (2005a), EC Communication - Improving the Quality of Teacher Education (2007). The second one is through initiating expert working groups which study main trends and monitor the implementation of policy initiatives. An example of such an expert action was the Thematic Network on Teacher Education in Europe (TNTEE), which evaluated teacher education in European Union countries. The cooperation of 28 subnetworks in TNTEE resulted in the first collaborative study *Green paper on teacher education in Europe* (Buchberger, 2000), which has been recognised as a milestone in creating the European teacher education area. The other important project *TUNING Educational structures in Europe* was launched in the year 2000 as a Tempus project in which 107 European universities took part with the aim “to offer a concrete approach to implement the Bologna process at the level of higher education institutions and subject areas“ (Tuning, 2008). The main contribution of the Tuning project has been in proposing common ground for the development of a competence-based curriculum in ten academic disciplines including teacher education (Tuning, 2009). The third one is by launching programmes aimed at developing new practices such as lifelong learning programmes supporting cooperation in four main fields covering major educational areas: higher education (Socrates, Erasmus), vocational education (Leonardo da Vinci), teacher and school cooperation (Comenius) and adult education (Grundtvig) (see: http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm).

The field of teacher development and education is also shaped by the actions of several networks of educational experts established in the field of teacher education policies and professional development of teachers. The oldest one, established in 1975, is The Association for Teacher Education in Europe (ATEE) with the aim of enhancing the quality of Teacher Education in Europe and supporting the professional development of teachers and teacher educators at all levels (http://www.atee1.org/the_association). The main contribution of the ATEE to teacher education is realised through regular yearly conferences and the publishing of *European Journal on Teacher Education*.

The other two important networks focused on developing and advising teachers' education policies are: the European network on teacher education policy (ENTEPE) and Teacher Education Policy in Europe (TEPE).

The European network on teacher education policy (ENTEPE) (<http://entep.unibuc.eu/>) was initiated at the ministerial level in 2000 and consists of the representatives of the Ministers of Education of the European Union Member States and a representative of the European Commission. The network acts as a consultancy body to the EC and is oriented to the development of opportunities for mutual learning between countries by analysing and comparing policies and issues, as well as by sharing good practices and discussing policy initiatives taken at the national and European level. It is

committed to issues such as: raising teacher education quality; developing a European dimension of education; improving the public image of the teaching profession; improving mutual trust in the teaching qualifications awarded by Member States and promoting teacher mobility in the European Union. The network discusses various policy topics regularly at yearly conferences based on discussion papers such as: “*What is a ‘European teacher’?*” (2005). The network also releases stocktaking documents such as: *The Bologna process and teacher education structures in Europe: Creating a European Teacher Education Area* (2008) as well as comprehensive publications covering complex educational themes such as: *The first ten years after Bologna* (2010).

The Teacher Education Policy in Europe network (TEPE) (<http://tepe.wordpress.com/about/>) was established in 2006 as an academic network aimed at advancing research in and on teacher education; increasing mobility and extending the European Dimension in Teacher Education as well as enhancing quality through the renewal of evaluation cultures in Teacher Education. The network promotes and realizes its goals through an exchange of ideas at annual conferences, followed by monographs reflecting the main standpoints on the conference topics (e.g. *Teacher Education Policy in Europe: a Voice of Higher Education Institutions* (2008); *Advancing Quality Cultures for Teacher Education in Europe: Tensions and Opportunities* (2010).

Another important contributor to the teacher education policy area is the European Trade Union Committee for Education (ETUCE) (http://etuce.homestead.com/ETUCE_en.html) established in 1977 with its aims partly corresponding to the goals of other stakeholders and partly adding some new dimension to the field, such as: promoting and implementing the aims of the Education International (EI) in the European Region and advising its bodies on policies and activities to be undertaken by EI in the European Region, including the development of responses to proposals and policies which emanate from other international bodies such as OECD or UNESCO; promoting the development of strong independent and democratic education unions throughout the European Region; acting as the social partner for education workers in the EU Social Dialogue process. ETUCE is engaged in various issues of the teaching profession by conducting projects covering gender equality, work-related stress, ICT in education and minority education. The results of their projects are usually published as reports which attract a wide attention of teachers around Europe and serve as a reference for policy makers (e. g. ETUCE - *Teacher Education in Europe*, 2008).

The understanding of synergies and variations in the European educational space, including teacher issues, is supported by the information network on education in Europe – Eurydice, established in 1980 (http://eacea.ec.europa.eu/education/eurydice/index_en.php) and covering EU member states, EFTA countries and Croatia, Serbia and Turkey. This network functions at two levels. At the level of European unit comparative data and comprehensive overviews are offered. The other level consists of 38 national units providing data on education in specific countries (*Eurypedia* - The European Encyclopaedia on National Education Systems, <http://eacea.ec.europa.eu/>

education/eurydice/eurypedia_en.php). Eurydice realises periodical analyses on trends in European education known as *Key data on education in Europe* (the most recent one is *Key data on education in Europe*, 2012). Besides that, Eurydice has published several important comparative studies devoted exclusively to teacher issues, such as: *The teaching profession in Europe: profiles, trends and concerns* (2002, 2003, 2004); *Quality assurance in teacher education in Europe*, 2006; *Levels of autonomy and responsibilities of teachers in Europe*, 2008). Other important information for the understanding of trends and issues in European and global education is being provided by major global organizations in the educational area: OECD, UNESCO, World Bank.

Main Issues and Challenges for the European Teacher Area

The review of relevant sources and literature on teacher issues has revealed that the topics are usually organized in five main domains, which will also be covered in this paper (e.g. EC, 2012):

- teacher selection and retention;
- teacher competences and profiles;
- teacher initial education;
- induction and continuous professional development;
- teacher quality assurance.

Selection and Retention

Although the selection and retention of effective teachers are largely influenced by broader socio-economic and demographic trends in specific national contexts, some common trends could be observed at the European level. The teacher proportion in the EU active population is around 2.5 % with over 6 million active teachers (e. g. *Key data on education*, 2005). The characteristics of this huge task force are such that they represent the sources of concern and challenges for educational policy makers in most European countries.

The most prominent characteristic is overrepresentation of women teachers at the primary and secondary level of schooling. It has been argued that the feminisation of a profession is often related to its general lower socio-economic status in terms of average earnings. Another important characteristic is the uneven distribution of teachers in different age groups, with a high percentage of primary school teachers in the age group 40 to 49 years, while the highest percentages of secondary school teachers are in the age group above 50 years (*Key data on education*, 2012). In other words, a large proportion of teachers in many European countries, especially in secondary education, are approaching retirement age. Moreover, it has also been noted that school teachers in most European countries retire from their profession as soon as possible, i.e. as soon as they reach the minimum age for full pension entitlement. Such a situation can contribute to the shortage of qualified teachers, especially in some core subjects

as math and science. In some countries such as Germany, the Netherlands and Turkey, the shortages are high in all subjects (Key data on education, 2012).

European countries have been trying to alleviate the effects of these trends by implementing different measures for attracting highly capable and retaining highly effective individuals in the profession. In order to ensure the entrance of the most capable individuals into initial teacher education, the majority of higher education institutions responsible for teacher education apply some kind of entrance criteria, but procedures vary among countries (e.g. Valenčič-Zuljan, & Vogrinc, 2011). However, it has been noted that these measures cannot be successful if the social conditions do not contribute to the attractiveness of the teaching profession. The selection of candidates at the entrance point produces desired outcomes only in the countries where the teaching profession is perceived as highly prestigious and is adequately rewarded, as for instance is the case of Finland (e. g. Sahlberg, 2011). It has also been pointed out that current teachers are key mediators for attracting prospective candidates because their enthusiasm and moral have an important influence on their students, who potentially make the pool for the next generation of teachers (OECD, 2005, ETUCE, 2008). The age drain of teachers could be also seen as a challenge and opportunity for the teacher education system, which should focus on strengthening the capacities of the new generation of young teachers for the implementation of innovative practices to teaching and learning into schools (OECD, 2005). The global economic situation in most European countries also affects the attractiveness of the teaching profession. Due to the economic crisis, cuts in expenditures for teachers could be observed in one third of the EU countries, especially in 2010/2011. These economic measures vary mainly from the reduction in benefits and increased workload to the cuts for continuous professional development, with the basic salaries still remaining intact (Key data on education, 2012). This observation leads to the issue of retaining the most effective teachers in profession.

A number of studies have shown that the most important factors affecting teacher job satisfaction and the decision to stay in the profession are not only tangible rewards and good working conditions, but even more important are psycho-social factors such as the sense of collegiality with peers and school leaders, the feeling of autonomy, the opportunity for taking initiatives, possibilities for creativity and innovation, the sense of mutual trust and fairness, a low level of work–privacy conflict, personal support in distress and opportunities for professional development. On the other hand, the factors contributing to job dissatisfaction and burnout are as follows: emotional and time pressure, the lack of feeling of control, administration pressure, poor student behaviour, the lack of parental support, a high level of work–privacy conflict, work overload and insecurity as well as poor working conditions (e. g. Day et al., 2007; ETUCE, 2011; MacBeath, 2012).

The most important policy implications for raising the attractiveness of the teaching career presented in the OECD study *Teachers matter* (2005) are up to today relevant in the EU context: improving the status and image of teaching in society; improving

teacher salary competitiveness; improving work conditions and expanding the supply pool of potential teachers. The OECD policy implications (2005) considering the retention of effective teachers in schools also remain applicable for the present EU context: evaluating and rewarding effective teaching while responding to ineffective teaching, providing more opportunity for variety in career tracks, providing adequate and flexible working conditions and sustaining a supportive school climate.

Competences and Profiles

Accelerated social, economic and technological changes which brought about the need for a flexible and educable working force have led to the redefinition of educational approaches and competences that students should acquire at certain levels of their education in order to become competent citizens and relevant contributors to their countries' development (EC, 2006). The new understanding of key competences for students in a lifelong perspective has brought about new expectations concerning teachers' role, widening the spectrum of teacher competences and increasing their complexity. The major change in teacher role is related to the shift from managing subject content to the management of the learning process in the classroom and to responding effectively to the learning needs of individual learners. Broadened teachers' role also encompassed some new skills related to classroom learning such as: skills necessary for teaching in multicultural contexts, skills needed for a successful integration of students with special needs, skills necessary for students' educational and career guidance. Another set of new competences is related to the school organizational level, comprising skills necessary for team work and cooperation with colleagues as well as skills needed for participating in management and school leadership. Teachers are also expected to have adequate social skills to build relationships with parents and community partnership for learning. An important set of competences is related to the commitment to continuous personal professional development, reflection skills on own practice as well as competences necessary for active involvement in the creation of educational policy and implementation of new practices (OECD, 2005; ETUCE, 2008).

In order to enhance the development of common understanding of teachers' role needed to support learners in the 21st century the European Commission has developed a general framework defining EC - *Common European Principles for Teacher Competences and Qualifications* (2005a).

The common European principles describe teachers as a well-qualified profession; a profession placed within the context of lifelong learning; a mobile profession and a profession based on partnerships. Teachers' competences are defined in three broader categories: the competence to work with others; the competence to work with knowledge, technology and information and the competence to work with and in society which broadly encompasses the above mentioned sets of specific skills.

This common framework has been widely discussed across Europe, encouraging a number of countries to develop new or refine existing teacher qualification frameworks

or profiles. National qualification frameworks usually specify learning outcomes, profession-specific standards, entry standards to the profession and elements of profession-related progression (Donaldson, 2011). They can serve multiple purposes as a basis for curricula development, licensing procedures, teacher advancement, development of quality assurance procedures for teacher education and training providers, but could also be used as tools for the enhancement of teacher international mobility supported by EU lifelong programmes.

One of the challenges regarding a framework of teacher competences is the striking balance between national standards of teacher competences, which are partly based on educational culture and social needs for certain types of education, and the need for the development of a European teacher profile which will enable teachers to prepare students for European citizenship and will also support teacher mobility across Europe. The discussion regarding the European teacher profile has been opened at the ENTEP conference in 2004 where Michael Shratz presented the concept of teacher “Europeaness”, defining it by the following dimensions: European identity, European knowledge, European multiculturalism, European language competence, European professionalism, European citizenship, European quality measures. This discussion is still open, with emphasis on how these dimensions would be introduced in teacher education curriculum and at what level. Another issue regarding the potential limiting effect of teacher standards on teacher performance has been raised, pointing out that overreliance on narrowly and rigidly formulated teacher standards might endanger teacher autonomy, professional responsibility and innovativeness in daily practice.

Initial Teacher Education

In the last decade, the greatest convergence among European countries has occurred in the area of initial teacher education (ITE), which was significantly supported by the implementation of the Bologna process in higher education. The ENTEP study *The first ten years after Bologna* gives a comprehensive overview of developments in teacher education, discussing major convergence points as well as new diversities (ENTEPE, 2009). Across Europe, “the universitation” of teacher initial education has occurred on a large scale. MA qualifications have predominantly become the requirement for entrance to the profession at the elementary and secondary school level, opening also venues toward the third cycle –doctoral degrees for teachers. The universitation process also contributed to the research orientation of study programmes, promoting concepts of research in and on teacher education. This trend helps teachers to develop as reflective practitioners using an evidence-based approach for planning improvements in their practice and also expands the potential pool of educational researchers.

One of the challenges in this area, which has already been recognised in the Green paper on teacher education (Buchberger, 2000), is a dualism between initial teacher education for primary and secondary teachers. The prevalent model for ITE for

primary school teachers is concurrent, sometimes resulting in integrated 5-year studies, while for secondary school teachers it is consecutive. The difference in these models is further reflected in differences in teacher perception of their professional role and identity as well as in their different dominant approaches to teaching and learning at school. The continuous discussion about the right combination between subject content, educational sciences and school-based practice could be traced in quite a number of relevant sources. Serious concern has been expressed about the potential decrease in time spent on professional training in schools. Thus the ETUCE study (2008) pointed out the necessity for better partnership between universities and schools working together on a more structured curriculum for school practice as well as on the development of mentoring systems both at ITE institutions and schools. In some countries which did not have a history of competence-based curriculum (i. e. in Eastern and South European countries) the challenge has been how to use the concept of learning outcomes in defining teaching goals and to implement the model of constructive alignment (Biggs, 1999) to link meaningfully curriculum components.

The study programmes have changed orientation from focus on discipline content toward focus on competence profiles and learning outcomes. These changes are accompanied by changes of study components introducing new topics and approaches, such as: education for diversity, classroom/school management and teacher leaderships, citizenship education, methods of experiential and collaborative learning, the enhancement of self-regulation in learning.

The implementation of competence-based curricula combined with the need for change of traditional approaches to teaching and learning have raised another challenge for both initial teacher education and teacher continuous professional development sectors regarding the role and profile of teacher educators at all levels. Concern has been expressed on several occasions at the EU level (e.g. ETUCE, 2008; EC, 2010a) about the capacity of teacher educators to use a student-centred approach in teaching at university level, about their capacity for supervision of school practice in partnership with school-based mentors as well as about the capacity of school-based teachers as mentors to offer high-quality mentoring.

Induction and Professional Development

With regard to the issue of teacher quality it has often been pointed out that initial teacher education cannot provide teachers with competences necessary for a lifetime of teaching. The upgrading of teacher competences can be performed effectively only if the teachers themselves perceive professional development as a lifelong process and if educational authorities provide coherent framework and resources to support it. Basically, both sides should recognize that teacher continuous professional development (CPD) is at the same time the teacher's right and duty and act accordingly (e.g. Holdsworth, 2010). Some authors express concern that the increase in the complexity of teachers' role might lead into "role intensification"

or “role overload”. Such role pressure might, in the long run, have adverse effects upon the quality of teaching, leaving teachers without space for reflection and self-improvement. They recognize teacher professional development as a main “buffer” to the threat of intensification (Ballet, Kelchtermans, Loughran, 2006). In line with these assumptions are the findings from the sophisticated OECD’s *Teaching and Learning International Survey* (TALIS) which provide insights into teachers’ practices, beliefs and professional development in 23 countries out of which 18 are European. TALIS revealed that, according to teachers, the main cause for their unfulfilled demand for CPD is the conflict with their work schedule.

In order to maximize the effect of teacher education on teacher quality the concept of “a coherent continuum of teacher professional development” was used, emphasising the assumption that “the provision for teachers’ initial education, early career support and further professional development should be coordinated, coherent and adequately resourced and quality assured” (Holdsworth, 2010, p 47).

The need to enhance professional socializations and raise in a short time the competence level of beginning teachers has led in most countries to increased attention toward induction procedures and/or supervision support to beginning teachers with focus on partnership between academia and schools and on the development of mentors’ capacities.

In order to encourage the establishment of formal induction systems, the EU has recently released the study report *Developing Coherent and System-wide Induction Programmes for Beginning Teachers - a handbook for policymakers* (2010). While in 2002/3 only 14 countries offered formal assistance under central regulations or recommendations (Eurydice, 2005) in 2010/11 twenty-one countries reported that the central guidance on support measures for new teachers existed (Eurydice, 2012). The EU study on induction systems emphasised that the successful professional socialisation of beginning teachers depends upon four components of support system: mentoring quality, the availability of educational experts, the quality of school as a learning community and teachers’ capacity of self-reflection. The special challenges in this area are related to an adequate financial support of induction activities, role clarity of all key actors, the cooperation of in-school and out-of-school actors based on common vision and trust, an educational policy advocating for school quality culture as well as elaborated mechanisms for monitoring and evaluating the effects of induction programmes. If these conditions are met, the risks of early job leaving are considerably reduced and positive effects can occur at four levels: the growth of professional competences, raised intrinsic motivation and commitment to teaching, positive emotional reactions to the job and a reduced risk of burnout as well as a better clarity of career goals and a feeling of self-confidence in achieving that (Clutterbuck, & Lane, 2004).

According to most recent data, continuous professional development is recognised as professional duty in 24 countries across Europe (Eurydice, 2012). Moreover, in

some European countries (e. g. in Poland, Portugal, Slovakia) it is clearly linked to career advancement. In most countries it is delivered by a variety of providers (e.g. national agencies, universities, NGOs). Such a situation opens a set of questions related to the ways of accreditation of programmes or providers and the possibilities to link such programmes to the European credit transfer system, enabling participants to accumulate credits and use them flexibly for attaining degrees in postgraduate programmes. The data also indicate that various approaches to teachers' professional development are encouraged through formal, informal and non-formal learning, both school-based or provided in various instructional settings including exchanges and placements abroad.

Some studies (e. g. ETUCE, 2008; Valenčič-Zuljan, Vogrinc, 2011), looking more closely into teacher commitment to professional development, express concern about teachers' perception of being marginalized in creating educational policies in CPD since they feel their demands for certain topics and approaches are being overheard. For instance, it seems that their repeatedly expressed need for getting more experientially and problem-oriented approach in topics of teaching students with special needs or teaching in heterogeneous classrooms and managing classroom behaviour are not being met (OECD, 2009). Special concern is also expressed about the way the CPD programmes are structured and delivered, usually in the form of short and fragmented events, which do not offer opportunity for follow-up of implemented interventions, for exchange of experience among peers or for reflective practice.

The TALIS findings (OECD, 2009) indicate that teachers perceive as the most effective types of professional development those which are most intensive and extensive, such as programmes leading to qualifications, and to some degree, research activities, in which paradoxically they have the least opportunity to participate.

Promoting the practice of individual professional development is seen as a powerful tool for teacher ownership of their professional growth. By sharing the individual growth needs and goals with peers and school leaders, professional development becomes a collaborative endeavour of schools as learning communities. Moreover, the role of individual development plans as a means to ensure clarity of learning goals and a means of their attainment, combined with the evidence of the progress presented in a personal portfolio, can also be the basis for vertical and horizontal mobility within the educational system. Finally, another challenge for establishing quality CPD should be pointed out and that is the need for closer co-operation between experts in higher education institutions and school practitioners in creating meaningful and coherent programmes for professional development which would be meeting places for mutual learning.

Quality Assurance and Professionalization

At the policy level, the key document addressing the importance of teacher quality is the Council of Europe notice of November 2007, which gives an extensive overview

of policy measures for ensuring and increasing teacher quality across Europe. As the recommendation for university qualifications for school teachers has been put first on the list, it has led to the question whether higher education institutions deliver expected high-quality study programmes. Quality assurance in higher education has been an integral part of the Bologna process since its start in 1999. But it was the Bergen ministerial conference in 2005 where the explicit statement was made, urging leaders of higher education institutions to apply a systematic approach to internal quality assurance mechanisms and connect them more clearly to external quality assurance (EC, 2005c). Today the quality assurance mechanisms and procedures applied widely across the European area of higher education have considerably converged due to the widely accepted *European standards and guidelines for quality assurance* translated into national legislation and procedure. This process has been advised and monitored by the European Network for Quality Assurance in Higher Education (ENQA) (<http://www.enqa.eu/>). The challenges and concerns about the possible limitations of standardized external evaluation procedures outweighing their benefits have been regularly discussed at yearly conventions of the European Quality Assurance Forum (EQUAF) (<http://www.eua.be/eua-work-and-policy-area/quality-assurance/qa-forum.aspx>) organized by the European University Association. Looking more closely into the regulations for evaluating teacher education, it could be observed that only few countries apply specific regulations for the evaluation of teacher initial education (Germany, France, the UK, Ireland, Portugal and Poland), while in the other European countries only general regulations for QA are extended to teacher education. Most results of the evaluation process are primarily used internally to improve institutions' own quality, but in quite a few countries the results of the evaluation process are also taken into account for (re)accreditation and funding (Eurydice, 2006).

While the general (but not ITE specific) measures for quality assurance have been applied in higher education, the quality assurance mechanisms in CPD system show much more diversity, and sometimes they are altogether missing. The report *Quality assurance in teacher education in Europe* (Eurydice 2006) reveals that, at that time, one half of the countries did not have strict regulations, and one third of the reviewed countries did not apply quality assurance procedures for CPD programmes. Among those countries that applied regularly quality assurance procedures for accrediting and evaluating CPD providers and programmes, several combined procedures were often used such as a site visit or the analysis of a written plan, a self-evaluation report of the institution or other background documents. An internal evaluation might have also been part of the accreditation and evaluation process.

The discussions carried on a general higher education level have also been raised in the context of school evaluation and teacher appraisal. One of the most emphasised topics of discussion was whether standardized and highly formalized evaluation procedures checking institution and programmes accountability endanger teacher

professional autonomy and responsibility. Here again, the important messages came from the TALIS report (OECD, 2009) indicating that in the schools which conducted periodical self-evaluations even in the absence of strict regulatory requirements, the school principals and teachers consider evaluation a valuable tool for internal development. Moreover, “such schools appear to be leading the development of this aspect of evaluation of school education and provide an opportunity to learn from their example“ (OECD, 2009, p.144). Due to such findings, policy makers now face a great challenge of finding the right way of enhancing the development of school quality cultures and building school capacities for self-evaluation and self-improvement.

Conclusions

In spite of much variety across Europe within the presented teacher themes and issues, some tentative generalizations might be put forward. Although teacher issues have achieved high visibility at European policy level, one of the major concerns remains how to bridge the gap between general policy formulations and their slow and poor translation into national practices. It should be noted that a synergy of actions might prove helpful as the key trends are similar across the continent, leaving policy makers with the challenges of how to cope effectively with the ageing teaching staff and early retirement of teachers in most countries, with teacher shortages in most countries, with the lack of resources leading to a reduced social status and to the lack of attractiveness of the teaching profession.

Comparing different aspects of the teaching profession the greatest convergence appears to be in the area of initial teacher education, with the well advanced process of “universitation” of education. The challenges in this area are also similar across most of the countries regarding issues such as reforming curricula in order to implement new components which would more effectively enhance the development of teacher competences needed for teaching 21st-century students. Closely linked to that issue is the challenge of “educating the educators” and the need for forming closer alliances between academic teaching/learning and school-based practice.

Another, even more substantial set of issues and challenges, appears within the area of continuous professional development where most sources emphasise the general need for a strategy for the implementation of a coherent continuum of teachers’ professional development. The studies conducted in this area lead to conclusions that the efforts should be better put to use with a redirection from a top-down, often mechanic approach, to structuring and delivering CPD in a more organic, bottom-up interactive way where teachers would enter into relevant discussion with other actors taking responsibility for their own professionalism and create partnership for lifelong learning (e.g. Caena, 2011).

The final reflection concerns the methodologies used in developing common policy grounds for the teacher profession in Europe. In the long run, the complex method of

open coordination, relying on a variety of networking and learning approaches, seems to give better results in developing common understanding and the commitment to initiating actions in national or local contexts through peer learning activities and expert networking, than the traditional top-down communication of policy initiatives.

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Učitelji u Europi – glavni trendovi, pitanja i izazovi³

Sažetak

U radu se prikazuju aktualna pitanja i trendovi u razvoju sustava obrazovanja učitelja⁴ koji otkrivaju podudaranja među europskim zemljama u tome području, kao i jaz između općih obrazovnih strategija i njihova prevođenja u nacionalne prakse. Najprije se analizira pitanje selekcije budućih učitelja i zadržavanje najbolje osposobljenih pojedinaca u zanimanju, zatim pitanje održivosti kvalitetnog sustava njihova obrazovanja. Najveća usuglašenost među državama u pokušajima da se postigne kvaliteta učitelja pojavila se u inicijalnom obrazovanju učitelja provođenjem "univerzitacije" inicijalnog obrazovanja za sve profile učitelja. Još jedno mjesto podudaranja je oblikovanje zajedničkih načela na kojima počivaju kompetencijski profili učitelja. Četvrto zajedničko pitanje odnosi se na potrebu za poboljšanjem sustava uvođenja u posao i za pružanje supervizijske podrške učiteljima početnicima. Jedno od najistaknutijih pitanja u javnoj raspravi i djelovanju je profesionalizacija poučavanja, uključujući i primjenu mehanizama vanjskog i unutarnjeg vrednovanja učitelja i njihova poučavanja.

Ključne riječi: inicijalno obrazovanje učitelja; profili učiteljskih kompetencija; profesionalizacija poučavanja; trajni profesionalni razvoj učitelja; uvođenje u učiteljsko zanimanje

"The trouble with the future is that it usually arrives before we're ready for it."
Arnold Glasgow

Uvod

Od početka 1990-ih europske su zemlje ulagale značajne napore u poboljšanje i reforme svojih obrazovnih sustava kako bi, prepoznajući to kao najbolje dugoročno

³ Rad se temelji na pozvanom predavanju koje je prva autorica održala na konferenciji UNESCO-a „International Task Force on Teachers for EFA Division for Teachers and Higher Education” održanoj u Windhoeku, Namibiji, u studenom 2012.

⁴ U tekstu se za sve osobe odgovorne za poučavanje i učenje do završetka srednjega obrazovanja koristi zajednički termin učitelj (prema Preporuci o statusu učitelja - Recommendation Concerning the Status of Teachers, UNESCO, Pariz, 1966.)

ulaganje, spremnije dočekale buduće izazove za nacionalne ekonomije i životni standard građana. Temelji za obrazovne reforme utvrđeni su dokumentom *Lisbon strategy* (European commission, EC, 2000) koji je dao sveobuhvatne smjernice za koordinaciju ekonomskih i socijalnih politika, kao i politika zapošljavanja u Europi. U novijoj studiji *The Lisbon strategy 2000 -2010 – an analysis and evaluation of methods used and results achieved* (EuParl, 2010) glavni je pokretač za oblikovanje Lisabonske strategije opisan na sljedeći način: “Europski deficit u smislu tehničkog kapaciteta i inovacija postao je simbolom temelja koje je potrebno položiti kako bi se osigurala EU kompetitivnost; to je bila osnova naglaska stavljenog na kretanje prema “društvu znanja”, što je postao najpoznatiji slogan strategije” (EuParl, 2010 str. 11). Periodične prosudbe kojima je cilj provjera napretka postignutog u implementaciji strategije (primjerice Dokument ‘*Working together for growth and jobs – a new start for the Lisbon Strategy*’ EC, 2005b) naglasile su u više navrata važnost “sve efikasnijeg investiranja u ljudski kapital izgradnjom, održavanjem i osuvremenjivanjem vještina radne snage; podizanjem razina obrazovanja; cjeloživotnim obrazovanjem koje je dostupno svima; povećanim ulaganjem privrede u usavršavanje” kako bi se ostvarili ciljevi postavljeni 2000. godine (EuParl, 2010, str. 38). Prije uvođenja koncepcije EU kao “društva znanja” na pitanje kvalitete učitelja gledalo se kao na specifično nacionalnu temu, o kojoj se nije mnogo raspravljalo na europskoj razini (Zgaga, 2011).

Uvođenje Lisabonske strategije u područje obrazovanja temelji se na pet glavnih smjerova djelovanja: podržavanju prenosivosti obrazovnih kvalifikacija uz pomoć Europskoga kvalifikacijskog okvira (EC, 2008); uvođenju koncepta ključnih kompetencija koje treba postići na svim razinama obrazovanja (EC, 2007); uspostavljanju sveobuhvatnog programa za obrazovnu suradnju “*Lifelong learning program*” (http://ec.europa.eu/education/lifelong-learning-programme/index_en.htm); harmonizaciji europskog prostora visokog obrazovanja (vidi: *European Higher Education Area (EHEA)* <http://www.ehea.info/>); povećanju kvalitete učitelja na svim razinama obrazovanja (EC, 2007).⁵ Cilj je ovog rada istražiti pitanja i izazove unutar područja obrazovanja učitelja i njihova profesionalnog razvoja s težištem na inicijativama koje imaju za cilj povećanje kvalitete učitelja i poučavanja u europskim osnovnim i srednjim školama.

Uloga učitelja u kvalitetnom obrazovanju

Posljednje je desetljeće u Europi obilježila povećana pozornost koju kreatori obrazovnih strategija i drugi ključni nositelji interesa u sektoru obrazovanja pridaju nalazima istraživanja koji upućuju na to da je “kvaliteta učitelja značajno i pozitivno povezana s učeničkim postignućima te da predstavlja najznačajniji školski činitelj kojim se objašnjava uspješnost učenika” (EC, 2007). Neke od ključnih studija o tom

⁵ Iako su te inicijative započele kao politike EU, namjera je bila da se one prošire u cijeloj Europi, što je omogućilo zemljama izvan EU da se uključe u većinu aktivnosti i programa.

području koje su imale snažan utjecaj na kreatora strategija razvoja obrazovnih sustava i obrazovne stručnjake jesu meta-analiza Johna Hattiea koja je obuhvatila 500 000 istraživanja o kvaliteti učitelja (Hattie, 2008), međunarodne usporedbe kao, na primjer, "Teachers matter – attracting, developing and retaining effective teachers" (OECD, 2005) ili McKinseyevo izvješće *How the world's best performing school systems come out on top* (Barber i Mourshed, 2007), kao i najrecentnije izvješće "How the world's most improved school systems keep getting better" (Mourshed, Chijiokee, Barber, 2010). Te studije pokrenule su značajne promjene u percepciji uloge škola i učitelja u postizanju visoko kvalitetnih obrazovnih ishoda. Istraživanja prije 1990-ih, koja su se uglavnom bavila strukturnim pitanjima (kurikulima, školskom opremom, veličinom razreda), podržavala su gledište da na učenička postignuća pretežno utječu sociokulturni i osobni činitelji, ostavljajući na taj način malo prostora za veće učinke odgojno-obrazovnih intervencija. Novija istraživanja u kojima se koriste raznolike i složene metodologije u prikupljanju i analizi podataka u traženju glavnih izvora varijance u učeničkim postignućima, nude novu perspektivu objašnjavajući varijacije u školskom postignuću međusobnim odnosom učenikovih i školskih varijabli. Također valja spomenuti da se u objašnjenju školskih postignuća težište pomiče s uskog sumativnog pristupa provjeri znanja s pomoću zadataka višestrukog izbora na formativne pristupe kojima se provjeravaju dublje razine razumijevanja ili izvođenje složenih kognitivnih zadataka. Glavni rezultati prve u nizu i najsveobuhvatnije studije koju je proveo John Hattie upućuju na to da je, osim osobnih varijabli učenika kao najznačajnijeg činitelja, koji s 50% pridonosi akademskim postignućima, drugi po redu činitelj s najvećim učinkom učitelj na kojega otpada 30% varijance, dok ostali činitelji (dom, vršnjaci, škola), pridonose svaki s 5 do 10% (Hattie, 2003, 2008). Hattie sažima svoje rezultate ovako: „Intervencije koje se provode na razini obrazovne strukture, doma i škole, obrazovne politike, jesu poput traženja novčanika koji ste izgubili u grmlju, pod uličnom svjetiljkom, samo zato što je tamo svjetlo. Odgovor je negdje drugdje: u osobi koja lagano zatvara vrata učionice i poučava, osobi koja pretače razne strateške smjernice u praksu, koja ih tumači i koja je sama s učenicima tijekom 15 000 sati koje provode obrazujući se. Stoga predlažem da se usredotočimo na najveći činitelj varijance koji donosi promjenu – učitelja“ (Hattie, 2003: 2). Njegove su riječi kasnije potvrdili i podržali drugi autori koji tvrde da „kvaliteta obrazovnog sustava ne može nadmašiti kvalitetu njegovih učitelja“ (Barber i Mourshed, 2007).

Ključni nositelji interesa i izvori za strategije obrazovanja učitelja u Europi

Najnovije izdanje dokumenta *Key data on education in Europe - 2012* (Eurydice, 2012) daje uvid u to u kojoj su mjeri napori i djelovanje EU u podizanju i održavanju kvalitete učitelja u Europi implementirani na nacionalnim razinama.

Europska komisija na tri je načina pridonijela obrazovnoj suradnji u području usavršavanja učitelja. Prvi je prenošenje strateških preporuka zemljama (primjerice:

Common European Principles for Teacher Competences and Qualifications (2005a), *EC Communication - Improving the Quality of Teacher Education* (2007). Drugi je način pokretanje stručnih radnih skupina koje proučavaju glavne trendove i prate implementaciju inicijativa obrazovnih politika. Primjer takvog stručnog djelovanja je Tematska mreža o obrazovanju učitelja u Europi (*Thematic Network on Teacher Education in Europe - TNTEE*), koja je provodila vrednovanje obrazovanja učitelja u zemljama EU. Suradnja 28 podmreža u TNTEE-u rezultirala je kolaborativnom studijom *Green paper on teacher education in Europe* (Buchberger, 2000), koja je prepoznata kao prekretnica u stvaranju europskog prostora za obrazovanje učitelja. Drugi važan projekt, *TUNING Educational structures in Europe*, pokrenut je 2000. godine kao Tempus projekt u kojemu je sudjelovalo 107 europskih sveučilišta s ciljem "da se ponudi konkretan pristup implementaciji Bolonjskog procesa na razini visokoškolskih institucija i predmetnih područja" (Tuning, 2008). Glavni doprinos tog projekta je prijedlog zajedničke osnove za razvoj kurikula utemeljenog na kompetencijama u deset akademskih disciplina uključujući obrazovanje učitelja (Tuning, 2009). Treći je način pokretanje krovnih programa kojima je cilj razvijanje novih obrazovnih praksi, kao što je Program cjeloživotnog učenja kojim se ostvaruje suradnja u četiri glavna polja koja pokrivaju glavna područja obrazovanja: visoko obrazovanje (Socrates, Erasmus), strukovno obrazovanje (Leonardo da Vinci), suradnja učitelja i škola (Comenius) i obrazovanje odraslih (Grundtvig) (vidi: http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm).

Područje obrazovanja i usavršavanja učitelja također se oblikuje pod utjecajem djelovanja nekoliko mreža obrazovnih stručnjaka koje su osnovane u području strategija obrazovanja učitelja i njihova stručnog usavršavanja. Najstarija među njima je udruga *The Association for Teacher Education in Europe (ATEE)* osnovana 1975, koja ima za cilj povećanje kvalitete obrazovanja učitelja u Europi i pružanje podrške profesionalnom razvoju učitelja na svim razinama (http://www.atee1.org/the_association). Glavni doprinos ATEE-a obrazovanju učitelja ostvaruje se redovnim godišnjim konferencijama i izdavanjem časopisa *European Journal on Teacher Education*. Druge dvije mreže koje su usredotočene na razvoj i savjetovanje u politikama obrazovanja učitelja su: *European network on teacher education policy (ENTEP)* i *Teacher Education Policy in Europe (TEPE)*.

Mreža *European network on teacher education policy (ENTEP)* (<http://entep.unibuc.eu/>) pokrenuta je na ministarskoj razini 2000. godine i uključuje predstavnike ministara obrazovanja članica Europske unije i jednog predstavnika Europske komisije. Mreža djeluje kao konzultantsko tijelo Europskoj komisiji i orijentirana je na razvijanje prilika za međusobno učenje zemalja analizom i usporedbom obrazovnih politika i pitanja, kao i razmjenom dobre prakse i raspravama o strateškim inicijativama koje se poduzimaju na nacionalnoj i europskoj razini. Posvećena je pitanjima kao što su: povećanje kvalitete obrazovanja učitelja, razvoj europske dimenzije obrazovanja, poboljšanje javne slike učiteljske profesije; povećanje međusobnog povjerenja u

učiteljske kvalifikacije koje izdaju zemlje članice i poticanje mobilnosti učitelja u Europskoj uniji. Unutar mreže redovito se raspravlja o raznim strateškim temama na godišnjim konferencijama koje se temelje na raspravljačkim člancima kao što je "What is a 'European teacher'?" (2005). Mreža također objavljuje pregledne studije kao što je *The Bologna process and teacher education structures in Europe: Creating a European Teacher Education Area* (2008), kao i sveobuhvatne publikacije koje se bave složenim obrazovnim temama poput *The first ten years after Bologna* (2010).

Mreža *Teacher Education Policy in Europe network (TEPE)* (<http://tepe.wordpress.com/about/>) osnovana je 2006. godine kao akademska mreža kojoj je cilj unapređivanje istraživanja o obrazovanju učitelja, povećanje mobilnosti i proširivanje europske dimenzije u obrazovanju učitelja, kao i unapređenje kvalitete učitelja poticanjem kulture evaluiranja njihova inicijalnog i cjeloživotnog obrazovanja. Mreža promiče i realizira svoje ciljeve razmjenom ideja na godišnjim konferencijama s popratnim monografijama koje odražavaju glavna stajališta u vezi s konferencijskim temama (primjerice *Teacher education policy in Europe: a Voice of Higher Education Institutions* (2008); *Advancing quality cultures advancing quality cultures for teacher education in Europe: Tensions and Opportunities*, (2010).

Još jedan važan činitelj obrazovne politike u području obrazovanja i položaja učitelja u društvu je sindikalna organizacija *European trade union committee for education (ETUCE)* (http://etuce.homestead.com/ETUCE_en.html), osnovana 1977. godine s ciljevima koji se dijelom podudaraju s ciljevima drugih nositelja interesa, dodajući djelomice i nove dimenzije području kao što su: poticanje implementacije ciljeva Obrazovne internacionale (*Education International, EI*) u Europi; savjetovanje svojih tijela o strategijama i aktivnostima koje EI treba poduzeti u Europi, uključujući pripremu odgovora na prijedloge i strategije koje dolaze iz drugih međunarodnih tijela kao što su OECD ili UNESCO; poticanje i razvoj snažnih i demokratskih obrazovnih sindikata u cijeloj europskoj regiji; djelovanje na način socijalnog partnera za zaposlenike u obrazovanju u procesu socijalnog dijaloga EU. Vođenjem projekata koji se bave jednakošću spolova, stresom uvjetovanim poslom, primjenom informacijskih tehnologija u obrazovanju te obrazovanjem manjina, ETUCE se uključuje u razna pitanja učiteljskog zanimanja. Rezultati njihovih projekata objavljuju se redovito kao izvješća koja privlače široku pozornost učitelja diljem Europe i služe kao referenca za kreatore obrazovnih politika (npr. ETUCE - *Teacher education in Europe*, 2008).

Razumijevanju sinergije i varijacija u europskom obrazovnom prostoru, uključujući učiteljsko pitanje, značajno doprinosi informacijska mreža o obrazovanju u Europi – *Eurydice*, osnovana 1980. (http://eacea.ec.europa.eu/education/eurydice/index_en.php), koja pokriva zemlje članice EU, zemlje EFTA-e, Hrvatsku, Srbiju i Tursku. Ta mreža djeluje na dvije razine. Na globalnoj europskoj razini nude se komparativni podaci i sveobuhvatni prikazi. Druga je razina nacionalna i sadrži podatke o obrazovanju u 38 zemalja (*Eurypedia - The European Encyclopaedia on*

National Education Systems, http://eacea.ec.europa.eu/education/eurydice/eurypedia_en.php). Eurydice provodi periodične analize o trendovima u europskom obrazovanju poznate kao *Key data on education in Europe* (najrecentnija je *Key data on education in Europe*, 2012). Osim toga, Eurydice je izdala nekoliko značajnih komparativnih studija posvećenih isključivo učiteljskim pitanjima, kao što su: *The teaching profession in Europe: profiles, trends and concerns* (2002, 2003, 2004); *Quality assurance in teacher education in Europe*, 2006; *Levels of autonomy and responsibilities of teachers in Europe*, 2008). Druge značajne informacije za razumijevanje trendova i pitanja u europskom i globalnom obrazovanju osiguravaju glavne globalne organizacije u području obrazovanja: OECD, UNESCO, Svjetska banka.

Glavna pitanja i izazovi za europski prostor obrazovanja učitelja

Pregled relevantnih izvora i literature o učiteljskim pitanjima otkriva da su te teme obično organizirane u pet domena koje će bliže biti prikazane i u ovome radu (npr. EC, 2012):

- odabir i zadržavanje učitelja u zanimanju
- učiteljske kompetencije i profili
- inicijalno obrazovanje učitelja
- uvođenje u zanimanju i trajni profesionalni razvoj
- osiguravanje kvalitete učitelja.

Odabir i zadržavanje učitelja u zanimanju

Iako na odabir i zadržavanje uspješnih učitelja značajno utječu socio-ekonomski i demografski uvjeti u specifičnim nacionalnim kontekstima, neki su zajednički trendovi uočljivi i na europskoj razini. Udio učitelja u aktivnom stanovništvu EU iznosi oko 2,5% s više od 6 milijuna aktivnih učitelja (npr. *Key data on education*, 2005). Obilježja te goleme skupine na tržištu rada u javnom sektoru predstavljaju izvor zabrinutosti i izazove za kreatore obrazovnih politika u većini europskih zemalja.

Najvidljivije obilježje te skupine je nadzastupljenost žena (učiteljica) u primarnoj i sekundarnoj razini obrazovanja. Poznato je da je feminizacija zanimanja često povezana s općenito nižim socioekonomskim statusom, posebno s obzirom na prosječnu zaradu. Druga važna osobina je neravnomjerna distribucija učitelja u različitim dobnim skupinama s visokim postotkom učitelja primarnog obrazovanja u dobnj skupini od 40 do 49 godina, dok je najveći postotak učitelja srednjih škola u dobnj skupini iznad 50 godina (*Key data on education*, 2012). Drugim riječima, visok udio učitelja u velikom broju europskih država približava se dobi umirovljenja. Osim toga, primijećeno je da se učitelji u većini europskih zemalja umirovljuju čim je to moguće, odnosno čim dosegnu minimalnu dob za pravo na punu mirovinu. Takva situacija može pridonijeti nedostatku kvalificiranih učitelja, posebno u nekim temeljnim predmetima kao što su matematika i prirodoslovni predmeti. U nekim

zemljama, primjerice u Njemačkoj, Nizozemskoj i Turskoj, zamijećen je visok nedostatak učitelja u svim predmetima (*Key data on education*, 2012).

Europske zemlje pokušavaju ublažiti posljedice tih trendova uvođenjem različitih mjera kako bi privukle visoko sposobne i u zanimanju zadržale visoko učinkovite pojedince. S ciljem osiguravanja ulaska najsposobnijih pojedinaca u inicijalno obrazovanje učitelja, većina visokoškolskih institucija odgovornih za obrazovanje učitelja primjenjuje neku vrstu selekcijskih kriterija, koji se mogu dosta razlikovati od zemlje do zemlje (npr. Valencic-Zuljan i Vogrinc, 2011). Međutim, uočilo se da te mjere ne mogu biti uspješne ako društveni uvjeti ne pridonose atraktivnosti učiteljskog zanimanja. Selekcija kandidata prije početka studiranja daje željene rezultate samo u zemljama u kojima se učiteljsko zanimanje percipira kao visoko prestižno i prikladno je plaćeno, kao što je to primjerice slučaj u Finskoj (npr. Sahlberg, 2011). Također je istaknuto da aktualni učitelji predstavljaju ključne medijatore za privlačenje budućih učitelja jer svojim entuzijazmom i moralom mogu značajno utjecati na svoje učenike koji su potencijalni kandidati za sljedeću generaciju učitelja (OECD, 2005, ETUCE, 2008). Na odljev mladih učitelja (engl. *age drain*) također bi se moglo gledati kao na izazov ili priliku za sustav obrazovanja učitelja koji bi se trebao usredotočiti na jačanje sposobnosti nove generacije mladih učitelja za uvođenje inovativne prakse u poučavanju i učenju u škole (OECD, 2005). Globalna ekonomska situacija utječe na privlačnost učiteljskog zanimanja u većini europskih zemalja. Zbog ekonomske krize smanjenje troškova za učitelje zamijećeno je u jednoj trećini zemalja EU, pogotovo u 2010./2011. Te ekonomske mjere variraju i kreću se od smanjenja beneficija i povećanja norme do rezova u trajnom profesionalnom usavršavanju, dok osnovne plaće za sada ostaju netaknute (*Key data on education*, 2012). Taj podatak vodi nas do pitanja kako u zanimanju zadržati najbolje učitelje.

Nekoliko je studija pokazalo da najznačajniji čimbenici koji utječu na zadovoljstvo poslom i na odluku da se ostane u zanimanju nisu samo opipljive nagrade i dobri uvjeti rada nego da su čak važniji psihosocijalni činitelji kao što su osjećaj kolegijalnosti s kolegama i vodstvom škole, osjećaj autonomije, prilika za preuzimanje inicijative, mogućnosti za kreativnost i inovacije, osjećaj međusobnog povjerenja i pravednosti, niska razina konflikta između rada i privatnog života, osobna podrška u poteškoćama i prilike za profesionalni razvoj. S druge strane, činitelji koji pridonose nezadovoljstvu poslom i sindromu profesionalnog sagorijevanja su: emocionalni i vremenski pritisak, nedostatak osjećaja kontrole, administrativni pritisci, loše ponašanje učenika, nedovoljna podrška roditelja, visoka razina konflikta između rada i privatnog života, preveliko opterećenje poslom i nesigurnost, kao i loši uvjeti rada (npr. Day et al., 2007; ETUCE, 2011, MacBeath, 2012).

Najznačajnije strateške implikacije za povećanje privlačnosti učiteljske karijere koje su prikazane u OECD studiji *Teachers matter* (2005) i danas su relevantne u kontekstu EU, a to su: poboljšanje statusa i imidža učitelja u društvu; povećanje kompetitivnosti učiteljske plaće, poboljšanje uvjeta rada i povećanje broja potencijalnih učitelja. Strateške preporuke OECD-a (2005) za retenciju uspješnih učitelja u školama i danas

su primjenjive u kontekstu EU: vrednovanje i nagrađivanje uspješnog poučavanja i reagiranje na neuspješno poučavanje, osiguravanje više prilika za raznolika usmjeravanja u karijeri, osiguravanje prikladnih i fleksibilnih radnih uvjeta te održavanje podržavajućeg školskog ozračja.

Kompetencije i profili

Ubrzane društvene, ekonomske i tehničke promjene koje su stvorile potrebu za fleksibilnom i obrazovnom radnom snagom dovele su do promjena odgojno-obrazovnih pristupa, kao i redefinicije kompetencija koje učenici trebaju usvojiti na određenim obrazovnim razinama kako bi postali kompetentni građani i značajno pridonijeli razvoju svojih zemalja (EC, 2006). Novo shvaćanje ključnih kompetencija u cjeloživotnoj perspektivi rezultiralo je novim očekivanjima vezanih uz ulogu učitelja proširivanjem spektra učiteljskih kompetencija i povećanjem njihove složenosti. Značajna promjena uloge učitelja sastoji se u pomaku od bavljenja sadržajem predmeta na upravljanje procesom učenja u učionici i uspješno reagiranje na potrebe učenja svakog pojedinog učenika. Proširena uloga učitelja također obuhvaća neke nove vještine povezane s razrednim okruženjem kao što su: vještine potrebne za poučavanje u multikulturnom okruženju, vještine potrebne za uspješnu integraciju učenika s posebnim potrebama i vještine potrebne za profesionalnu orijentaciju i savjetovanje učenika za njihovo buduće zanimanje. Druga skupina kompetencija povezana je s organizacijskom razinom škole i uključuje vještine potrebne za timski rad i suradnju s kolegama, kao i vještine potrebne za sudjelovanje u upravljanju i vođenju škole. Od učitelja se također očekuje da imaju odgovarajuće socijalne vještine kako bi razvili odnose s roditeljima i partnerstvo za učenje u zajednici. Važna skupina kompetencija uključuje preuzimanje obveze trajnog profesionalnog razvoja, vještinu refleksije o svojoj praksi, kao i kompetencije koje su potrebne za aktivno uključivanje u kreiranje obrazovne politike i implementaciju novih praksa (OECD, 2005; ETUCE, 2008).

Kako bi povećala razinu općeg razumijevanja uloge učitelja koja je potrebna za poučavanje učenika u 21. stoljeću Europska je komisija razvila opći okvir koji definira učiteljske kompetencije: *Zajednička europska načela učiteljskih kompetencija i kvalifikacija* (*Common European principles for Teacher Competences and Qualifications* (EC 2005a).

Taj dokument opisuje učitelje kao dobro kvalificirano zanimanje, kao zanimanje smješteno u kontekst cjeloživotnog učenja i kao mobilno zanimanje utemeljeno na partnerstvu. Kompetencije učitelja definiraju se u tri široke kategorije: kompetencije za rad s ljudima; kompetencije za rad s informacijama, tehnologijom i znanjem, kompetencije za rad u zajednici, i za zajednicu koja uglavnom obuhvaća spomenute skupine specifičnih vještina.

O tom se zajedničkom okviru naširoko raspravljalo u Europi, što je potaklo veći broj zemalja da razviju ili poboljšaju postojeće kvalifikacijske okvire ili profile za učitelje. Nacionalni kvalifikacijski okviri obično određuju ishode učenja, standarde specifične

za profesiju, standarde ulaska u zanimanje i elemente napredovanja uvjetovanog zanimanje (Donaldson, 2011). Oni mogu služiti različitim svrhama kao osnova za razvoj kurikula, za postupke licenciranja, napredovanje učitelja, razvoj postupaka za osiguranje kvalitete pružatelja usluga obrazovanja i usavršavanja učitelja, ali se također mogu koristiti kao alati za povećanje međunarodne mobilnosti učitelja koje podržavaju cjeloživotni programi EU.

Jedan od izazova koji se odnosi na okvire učiteljskih kompetencija je uspostavljanje ravnoteže između nacionalnih standarda učiteljskih kompetencija, koji se dijelom temelje na odgojno-obrazovnoj kulturi i društvenim potrebama za određenim tipovima obrazovanja, i potrebe za razvojem europskog učiteljskog profila koji će učiteljima omogućiti da pripreme učenike za europsko građanstvo te podržati mobilnost učitelja širom Europe. Rasprave o europskom učiteljskom profilu otvorene su na konferenciji ENTEP 2004. godine na kojoj je Michael Shratz predstavio koncept "europskog" učitelja i definirao ga ovim dimenzijama: europski identitet, europsko znanje, europska multikulturalnost, europska jezična kompetencija, europska profesionalnost, europsko građanstvo, europske mjere kvalitete. Rasprava još traje, s naglaskom na tome kako i na kojoj razini bi se te dimenzije uvodile u kurikulum za obrazovanje učitelja. Još jedno pitanje koje se tiče potencijalnog ograničavajućeg učinka učiteljskih standarda na rad učitelja pokrenuto je isticanjem da bi preveliko oslanjanje na usko i kruto formulirane učiteljske standarde moglo ugroziti autonomiju učitelja, njihovu profesionalnu odgovornost i inovativnost u svakodnevnoj praksi.

Inicijalno obrazovanje učitelja

U posljednjem desetljeću najveća se podudarnost među europskim zemljama dogodila u području inicijalnog obrazovanja učitelja, što je značajno potpomogla i implementacija Bolonjskog procesa u visokom obrazovanju. Studija ENTEP-a *The first ten years after Bologna* raspravom o glavnim podudaranjima, kao i o novim raznolikostima, nudi sveobuhvatan prikaz događanja u obrazovanju učitelja (ENTEP, 2009). U cijeloj se Europi uvelike dogodila "univerzitacija" inicijalnog obrazovanja učitelja. MA kvalifikacije postale su pretežno preduvjetom za ulaz u učiteljsko zanimanje u osnovnoj i srednjoj školi i tako otvorile put trećem ciklusu – doktorskim studijima za učitelje. Proces univerzitacije također je pridonio istraživačkoj orijentaciji studijskih programa promoviranjem koncepata istraživanja o obrazovanju učitelja. Taj trend pomaže učiteljima da se razvijaju kao reflektivni praktičari koji se u planiranju poboljšanja u svojoj praksi koriste pristupom utemeljenim na dokazima i proširuje potencijalni rasadnik istraživača u obrazovanju.

Jedan od izazova u tom području, koji je već prepoznat u *Green paper on teacher education* (Buchberger, 2000), je dualnost između inicijalnog obrazovanja učitelja za osnovnu školu i učitelja za srednju školu. Prevladavajući model inicijalnog obrazovanja za učitelje u osnovnoj školi je simultani model, koji ponekad rezultira petogodišnjim integriranim studijem, dok se u obrazovanju srednjoškolskih učitelja uglavnom

koristi sukcesivni model. Razlika između tih modela dalje se odražava na različitu percepciju učitelja o svojoj profesionalnoj ulozi i identitetu, kao i na razlike u njihovim prevladavajućim pristupima učenju i poučavanju u školi. U različitim relevantnim izvorima provlači se rasprava o pravom omjeru između teorijskog znanja o predmetima koji se poučavaju u školama, obrazovnih znanosti i školske prakse (razvoja praktičnih vještina). Izražena je ozbiljna zabrinutost za potencijalno smanjenje vremena provedenog na praksi u školama. Tako je ETUCE studija (2008) istaknula nužnost jačanja partnerstva između sveučilišta i škola na izradi strukturiranijeg kurikula za školsku praksu, kao i na razvoju mentorskog sustava na institucijama inicijalnog obrazovanja učitelja i u školama. U nekim zemljama koje nemaju iskustvo kurikula utemeljenog na kompetencijama (primjerice zemljama istočne i jugoistočne Europe) izazov se sastoji u tome kako upotrijebiti koncepciju ishoda učenja u definiranju ciljeva poučavanja i kako implementirati model konstruktivnog poravnanja (Biggs, 1999) da bi se smisleno povezale sastavnice kurikula.

Programi studija promijenili su orijentaciju pomicanjem težišta sa sadržaja disciplina na kompetencijske profile i ishode učenja. Te su promjene popraćene promjenama u komponentama studija i uvođenjem novih tema i pristupa kao što su: odgoj za različitost, upravljanje razredom/školom i učiteljsko liderstvo, građanski odgoj, metode iskustvenog i suradničkog učenja, povećanje samoregulacije u učenju.

Uvođenje kurikula usmjerenih na kompetencije u kombinaciji s potrebom za promjenom tradicionalnih pristupa poučavanju i učenju predstavlja još jedan izazov za područje inicijalnog obrazovanja učitelja, kao i za područje trajnog profesionalnog razvoja u vezi s ulogom i profilom edukatora učitelja na svim razinama. U nekoliko je prigoda izražena zabrinutost na razini EU (npr. ETUCE, 2008; EC, 2010a) za sposobnost edukatora učitelja da koriste pristup usmjeren na studente u poučavanju na sveučilišnoj razini, za njihovu sposobnost supervizije školske prakse u partnerstvu sa školskim mentorima i sposobnost učitelja zaposlenih u školama da osiguraju mentorstvo visoke kvalitete.

Uvođenje u zanimanje i profesionalni razvoj

U vezi s pitanjem kvalitete učitelja često se ističe da inicijalno obrazovanje učiteljima ne može osigurati kompetencije potrebne za poučavanje tijekom cijelog života. Nadograđivanje učiteljskih kompetencija može se uspješno izvesti samo ako učitelji profesionalni razvoj i sami shvate kao cjeloživotni proces i ako obrazovne vlasti osiguraju koherentan okvir i resurse kao podršku. Obje strane trebale bi prepoznati da je trajni profesionalni razvoj (TPR) istovremeno i pravo i obveza učitelja i prema tome postupati (npr. Holdsworth, 2010). Neki autori izražavaju zabrinutost da bi povećana složenost uloge učitelja mogla dovesti do "doživljaja preopterećenja ili zasićenja ulogom". Takav pritisak mogao bi se dugoročno negativno odraziti na kvalitetu poučavanja, ostavljajući učitelje bez prostora za refleksiju i vlastito poboljšanje. Stoga se profesionalni razvoj učitelja prepoznaje kao glavno sredstvo za ublažavanje

prijetnje preopterećenosti i zasićenja (Ballet, Kelchtermans, Loughran, 2006). U skladu s tim pretpostavkama su nalazi sofisticirane ankete OECD-e *Teaching and Learning International Survey* (TALIS) koja daje uvid u učiteljske prakse, njihova vjerovanja i profesionalni razvoj u 23 zemlje od kojih je 18 europskih. TALIS otkriva da je, prema mišljenju učitelja, glavni uzrok koji onemogućuje zadovoljenje njihove potrebe za trajnim profesionalnim razvojem konflikt s radnim rasporedom.

Kako bi se maksimalno povećao učinak obrazovanja učitelja na kvalitetu njihove osposobljenosti, primjenjuje se koncept "koherentnog kontinuuma profesionalnog razvoja učitelja" koji naglašava pretpostavku da bi "organizacija inicijalnog obrazovanja, podrške na početku karijere i daljeg profesionalnog razvoja učitelja trebala biti koordinirana, koherentna i popraćena odgovarajućim resursima i provjerom kvalitete" (Holdsworth, 2010, str. 47).

Potreba za učinkovitijom profesionalnom socijalizacijom i povećanjem razine kompetencija učitelja početnika u kratkom roku u mnogim je zemljama rezultirala povećanim interesom za postupke uvođenja u zanimanje i/ili supervizijske podrške učiteljima početnicima s težištem na partnerstvu između sveučilišta i škola, kao i na razvoju kompetentnih mentora.

Kako bi potakla uspostavu formalnog sustava uvođenja u posao, EU je nedavno objavila studijsko izvješće *Developing Coherent and System-wide Induction Programmes for Beginning Teachers - a handbook for policymakers* (2010). Dok je 2002/3. samo 14 zemalja nudilo formalnu pomoć u obliku središnjih odredbi i preporuka (Eurydice, 2005), 2010/11. 21 zemlja izvijestila je o postojanju središnjih smjernica o mjerama podrške za nove učitelje (Eurydice, 2012). Studija EU o sustavima uvođenja učitelja naglasila je da uspješna profesionalna socijalizacija učitelja početnika ovisi o četiri sastavnice sustava podrške: o kvaliteti mentorstva, dostupnosti obrazovnih stručnjaka, kvaliteti škole kao zajednice u kojoj se uči i sposobnosti samorefleksije učitelja. Posebne izazove u tom području predstavljaju odgovarajuća financijska podrška za aktivnosti uvođenja, jasne uloge svih ključnih sudionika, suradnja između školskih i izvanškolskih sudionika utemeljena na zajedničkoj viziji i povjerenju, obrazovna politika koja se zalaže za kulturu kvalitetne škole, kao i razrađeni mehanizmi praćenja i vrednovanja rezultata programa indukcije. Ako se ti uvjeti zadovolje, rizici ranog napuštanja zanimanja značajno se smanjuju i pozitivni učinci pojavljuju se na četiri razine: u razvoju profesionalnih kompetencija, povećanoj intrinzičnoj motivaciji i predanosti poučavanju, pozitivnim emocionalnim reakcijama na posao i smanjenome riziku od profesionalnog sagorijevanja, kao i većoj jasnoći profesionalnih ciljeva i osjećaju samopouzdanja u njihovu postizanju (Clutterbuck and Lane, 2004).

Prema najnovijim podacima, trajni profesionalni razvoj prepoznat je kao profesionalna obveza u 24 zemlje u Europi (Eurydice, 2012). Štoviše, u nekim je europskim zemljama (npr. Poljskoj, Portugalu, Slovačkoj) jasno povezan s napredovanjem u karijeri. U većini zemalja izvode ga razni davatelji usluga (npr. nacionalne agencije, sveučilišta, nevladine organizacije). Takva situacija otvara niz pitanja koja se odnose na načine akreditacije programa ili nositelja programa i

mogućnosti povezivanja takvih programa s europskim sustavom prijenosa bodova te omogućavanja sudionicima da prikupe bodove i koriste ih fleksibilno za stjecanje kvalifikacija u poslijediplomskim programima. Podaci također ukazuju na to da se različiti pristupi profesionalnom razvoju učitelja potiču formalnim, informalnim i neformalnim učenjem u školi i u raznim obrazovnim sredinama, uključujući razmjene i boravke u inozemstvu.

Neke studije (npr. ETUCE, 2008; Valencic-Zuljan i Vogrinc, 2011), izvodeći detaljnu analizu preuzimanja obveze učitelja za profesionalni razvoj, izražavaju zabrinutost zbog percepcije učitelja/nas da su marginalizirani u kreiranju obrazovnih strategija za trajni profesionalni razvoj jer osjećaju da njihovi zahtjevi za nekim temama i pristupima nisu uzeti u obzir. Primjerice, čini se da njihova opetovano izražavana potreba da se temama kao što su poučavanje učenika s posebnim potrebama, poučavanje u heterogenim razredima i upravljanje razrednim ponašanjem pristupi iskustveno i problemski orijentirano, nije zadovoljena (OECD, 2009). Posebna zabrinutost iskazana je u vezi s načinom na koji se programi trajnog profesionalnog razvoja strukturiraju i izvode, najčešće u obliku kratkih i fragmentiranih epizoda, koji ne nude priliku za praćenje primjene intervencija, razmjenu iskustava s kolegama i reflektivnu praksu.

Nalazi TALIS-a (OECD, 2009) ukazuju na to da učitelji najučinkovitijim vrstama profesionalnog razvoja smatraju one koji su najintenzivniji i najekstenzivniji, a takvi su programi oni koji vode do kvalifikacija, kao i uključivanje u istraživačke aktivnosti u kojima, paradoksalno, oni imaju najmanje prilike za sudjelovanje.

Poticanje prakse individualnog profesionalnog razvoja smatra se snažnim oruđem za uspostavu doživljaja vlasništva učitelja nad profesionalnim rastom. Razmjenom iskustava individualnog rasta i ciljeva s kolegama i rukovodstvom škole profesionalni razvoj postaje suradnički poduhvat škola kao zajednica koje uče. Osim toga, uloga planova individualnog razvoja kao sredstava osiguravanja jasnoće ciljeva učenja i sredstava njihova postizanja, u kombinaciji s podacima o napretku prikazanom u osobnom portfoliju, također može poslužiti kao osnova za vertikalnu i horizontalnu mobilnost unutar obrazovnog sustava. Na kraju, treba istaknuti još jedan izazov uspostavljanju kvalitetnog trajnog profesionalnog razvoja, a to je potreba za tješnjom suradnjom između stručnjaka u visokoškolskim institucijama i školskih praktičara u oblikovanju smislenih i koherentnih programa stručnog usavršavanja koji bi bili prilika za međusobno učenje.

Osiguranje kvalitete i profesionalizacija

Ključni dokument koji se na strateškoj razini bavi važnošću kvalitete učitelja je izvješće Vijeća Europe iz studenog 2007., koje sadrži detaljan prikaz strateških mjera za osiguranje i povećanje kvalitete učitelja širom Europe. Budući da je preporuka sveučilišne kvalifikacije za školske učitelje stavljena na vrh popisa, postavlja se pitanje isporučuju li visokoškolske institucije očekivane visokokvalitetne studijske programe. Osiguravanje kvalitete u visokom obrazovanju sastavni je dio Bolonjskog procesa

od njegova početka 1999. godine. Ali tek je na ministarskoj konferenciji u Bergenu 2005. oblikovana eksplicitna izjava koja upozorava voditelje visokoškolskih institucija da primijene sustavni pristup u uspostavi mehanizama unutarnjeg osiguravanja kvalitete i da ih jasnije povežu sa sustavom vanjskog osiguravanja kvalitete (EC, 2005c). Danas su mehanizmi i procedure osiguravanja kvalitete u europskom prostoru visokog obrazovanja prilično usuglašeni zahvaljujući široko prihvaćenim Europskim standardima i smjernicama za osiguravanje kvalitete u visokom obrazovanju (*European standards and guidelines for quality assurance*) koji su ugrađeni u nacionalne legislative i procedure. Taj proces savjetuje i nadgleda Europska mreža za osiguravanje kvalitete u visokom obrazovanju (*European Network for Quality Assurance in Higher Education - ENQA*) (<http://www.enqa.eu/>). O izazovima i zabrinutosti zbog mogućih ograničenja standardiziranih procedura vanjskog vrednovanja koja bi mogla prevagnuti u odnosu na njihovu korist redovito se raspravlja na godišnjim konvencijama Europskog foruma za osiguranje kvalitete (*European Quality Assurance Forum, EQAF*) (<http://www.eua.be/eua-work-and-policy-area/quality-assurance/qa-forum.aspx>), u organizaciji Udruženja europskih sveučilišta (*European University Association*). Detaljnija analiza odredbi za vrednovanje obrazovanja učitelja pokazala je da malen broj zemalja primjenjuje specifične propise za vrednovanje inicijalnog obrazovanja učitelja (Njemačka, Francuska, Ujedinjeno Kraljevstvo, Irska, Portugal i Poljska), dok se u drugim europskim zemljama opći propisi za osiguranje kvalitete primjenjuju i na obrazovanje učitelja. Većina rezultata procesa vrednovanja ponajprije se koriste interno, s ciljem poboljšanja kvalitete institucija, ali u nemalom broju zemalja rezultati procesa vrednovanja također se uzimaju u obzir pri akreditaciji i financiranju institucija i programa (Eurydice, 2006).

Dok se opće mjere osiguravanja kvalitete (ali ne i specifične za inicijalno obrazovanje učitelja) primjenjuju u visokom obrazovanju, mehanizmi osiguravanja kvalitete u sustavu trajnog profesionalnog razvoja puno su šarolikiji, a ponekad u potpunosti izostaju. Izvješće Osiguravanje kvalitete u obrazovanju učitelja u Europi (*Quality assurance in teacher education in Europe*) (Euridyce 2006) otkriva nam da u vrijeme analize pola zemalja nije imalo striktno propise, a jedna trećina analiziranih zemalja nije primjenjivala procedure osiguravanja kvalitete za programe trajnoga profesionalnog razvoja. U onim zemljama koje su primjenjivale redovite procedure za akreditaciju i vrednovanje davatelja usluga i programa, često se koristila kombinacija nekoliko procedura kao što su posjet događaju, analiza pisanog plana, izvješće o samovrednovanju institucije ili drugi osnovni dokumenti. Unutarnje vrednovanje također je bilo dijelom procesa akreditacije i vanjskog vrednovanja.

Rasprave koje se vode na razini visokoga obrazovanja također se pojavljuju i u kontekstu vrednovanja škola i procjene učitelja. Jedna od najzaglašenijih tema rasprave bila je ugrožavaju li standardizirani i visoko formalizirani postupci vrednovanja kojima se provjerava odgovornost institucija i programa profesionalnu autonomiju i odgovornost učitelja. I u vezi s tim je važna poruka stigla iz izvješća TALIS (OECD, 2009) u kojemu se navodi da u školama u kojima su se provodila

periodična samovrednovanja ravnatelji i učitelji vrednovanje smatraju dragocjenim alatom za unutarnji razvoj. Štoviše, „čini se da takve škole razvijaju taj vid vrednovanja školskog obrazovanja i pružaju priliku za učenje iz njihova primjera“ (OECD, 2009, p.144). Takvi rezultati predstavljaju velik izazov za kreatore strategija u traženju pravog puta za unapređivanje razvoja kulture kvalitete škole i razvoja školskih kapaciteta za samovrednovanje i vlastito poboljšanje.

Zaključci

Usprkos velikoj raznolikosti prikazanih učiteljskih tema i pitanja diljem Europe, možemo istaknuti nekoliko opreznih generalizacija. Iako su učiteljska pitanja postigla visoku vidljivost na razini europske obrazovne politike, jedan od glavnih problema ostaje kako premostiti jaz između općenitih strateških formulacija i njihove spore i loše primjene u nacionalnim praksama. Treba naglasiti da bi se sinergijsko djelovanje moglo pokazati korisnim jer su ključni trendovi slični na cijelom kontinentu, a pred kreatorima politika ostaje izazov kako se uspješno nositi s učiteljskim osobljem koje stari i s ranim umirovljenjem učitelja, kao i s nedovoljnim brojem učitelja u većini zemalja, te s nedostatkom resursa koji vodi k nižem društvenom statusu i neatraktivnosti učiteljskog zanimanja.

Usporedimo li različite aspekte učiteljskog zanimanja, čini se da najviše sličnosti ima u području inicijalnog obrazovanja učitelja, s već dobro uznapredovalim procesom „univerzitacije“. Izazovi su u tome području također slični u većini zemalja, a tiču se problema reforme kurikula kako bi se implementirale nove komponente koje bi učinkovitije unaprijedile razvoj učiteljskih kompetencija potrebnih za poučavanje učenika 21. stoljeća. S tim je problemom blisko povezano pitanje „obrazovanja obrazovatelja“ i potreba stvaranja užih veza između akademskog poučavanja/učenja i školske prakse.

Još jedan niz pitanja i izazova pojavljuje se u području trajnoga profesionalnog razvoja jer većina izvora naglašava opću potrebu za strategijom implementacije koherentnog kontinuuma profesionalnog razvoja učitelja. Istraživanja provedena u tom području navode na zaključak da bi nastojanja trebala naći bolju primjenu u preusmjeravanju od često mehaničkog pristupa *odozgo*, na organski, interaktivni pristup *odozdo* u strukturiranju i izvođenju programa trajnoga profesionalnog razvoja, u kojemu bi učitelji ušli u relevantnu raspravu s drugim sudionicima i preuzeli odgovornost za vlastitu profesionalnost i stvarali partnerstva za cjeloživotno učenje (npr. Caena, 2011).

Završna misao tiče se metodologija koje se koriste u razvoju zajedničkih strateških osnova za učiteljsko zanimanje u Europi. Čini se da složena metoda otvorene koordinacije koja se oslanja na raznolike pristupe umrežavanja i učenja dugoročno daje bolje rezultate u razvijanju zajedničkog razumijevanja i preuzimanju obveze da se pokrenu aktivnosti u nacionalnom ili lokalnom kontekstu sustručnjačkim učenjem i stručnim umrežavanjem nego tradicionalno priopćavanje strateških inicijativa *odozgo*.