



REPUBLIC OF CROATIA
Ministry of Science
and Education



Croatian Presidency of the
Council of the European Union

Council conclusions on European teachers and trainers for the future

- Webinar -

Internationalising Teacher Education in Europe
Is virtual collaboration the “new way to go”?
Part I: Policy & Programmes, 9 June 2020

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Council conclusions on European teachers and trainers for the future

Adopted by the Council by written procedure on 25 May 2020.

Full text of the conclusions:

http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2020.193.01.0011.01.ENG



Council conclusions on European teachers and trainers for the future – the rationale behind the proposal and the key elements

HR PRES focal point: **teachers and trainers**

- as an indispensable driving force of education and training
- facing increasing demands, responsibilities and expectations
- facing different challenges
- professional development, including mobility possibilities
- wellbeing and the attractiveness of the profession



Some of the challenges, to different extent in various Member States and depending on the level and type of education and training, relate to:

- balancing different aspects of the **workload**; finding time **for professional development**
- working in environments transformed by **technology, digitalization, AI**
- teaching with often **limited resources**
- working with **learners** coming from **linguistically, culturally and socio-economically diverse backgrounds** and with learners with **special needs**
- building positive and mutually supportive **relationships**; classroom behavior management
- other **specific challenges** related to different levels and types of E&T etc.

These challenges have a significant impact on the **wellbeing** of teachers and trainers and the **attractiveness** of their profession.



Council conclusions, inter alia, stress the need for / importance of:

- developing **national policies** that would support the work of teachers and trainers in a **targeted and comprehensive** manner, taking into account their needs, as identified by themselves
- **complementary and comprehensive approach** at all levels and in all parts of teacher and trainer education and training
- opportunities related to **different career choices** within the teaching profession
- fostering their **personal and professional wellbeing**, motivation and feeling of value
- **contribution** of teachers and trainers to **policy-making**
- building and promoting **collaborative** learning communities & collaborative team culture
- sufficient, effective and sustainable **investment** in teachers and trainers etc.



Council conclusions invite the Member States, for example, to:

- continue and make further efforts to **involve** teachers and trainers in creation of education and training policies at all levels of **policy design (ownership)**
- promote and support greater participation of teachers and trainers in **continuous professional development**
- encourage education and training institutions to provide impactful and **research-based** continuous professional development opportunities for teachers and trainers, based on **collaboration, peer-observation and peer-learning, guidance, mentoring and networking**
- explore possibilities for **diversifying careers** of teachers and trainers and developing national career frameworks
- **invest** in measures related to improving their initial education and continuous professional development, working conditions and career prospects, as well as measures to further enhance their resilience and wellbeing etc.



Council conclusions invite the Commission, for example, to:

(in line with its competences and with due regard for subsidiarity)

- in order to complement existing national efforts, explore the possibility to prepare a proposal for a relevant **European competence framework**
- encourage voluntary cooperation and networking of national education and training institutions at Union level, in the form of **European teacher training academies**
- explore the possibility of developing **European guidelines** as support to be used, on a voluntary basis, in the **creation of career frameworks** at national level
- investigate the feasibility and added value of introducing an **annual European reward for exceptional teachers or trainers** in order to promote the importance of the profession etc.

What do the Council conclusions say about mobility?

Point 21

- *Cross-border mobility, either as short-term or longer-term, physical, virtual or blended, is a **powerful learning experience** and a valuable opportunity in developing participants' social, intercultural, multilingual and interpersonal competences, both for students in initial teacher education and practising teachers and trainers in their continuous professional development.*
- *However, there are **obstacles** impeding the mobility of both students and practising teachers, such as a lack of **language competences**, or **finding replacements** for practising teachers.*
- *Moreover, initial education programmes for teachers often display a **weak international dimension and low levels of study and traineeship mobility**, in comparison to study programmes in other subject fields, and there are challenges related to recognition of mobility periods abroad and learning outcomes.*



What do the Council conclusions say about mobility and Member States' role?

Point 35

- *Motivate education and training institutions to **embed teachers' and trainers' mobility** – physical, virtual or blended – in their learning, development and **internationalisation strategies**, including using the potential of European tools such as e-Twinning and EPAL as an integral part of the learning provision. **Validate**, whenever possible and in line with national regulations and according to national circumstances, **the skills and competences acquired through European tools and mobility** as part of continuous professional development of teachers and trainers.*

What do the Council conclusions say about mobility and Member States' role?

Point 36

- *Make further efforts to **promote mobility** among both students and practising teachers and trainers and **remove persisting obstacles** with a view to **increasing participation rates**. In this respect, encourage higher education institutions in charge of initial teacher education to fully harness the potential of mobility as part of their learning offer, which may include, as appropriate, **mobility windows in study programmes**. Moreover, facilitate participation in various forms of mobility in the **professional development** of practising teachers and trainers, including by making **efforts to find sustainable solutions for replacement needs**.*

What do Council conclusions say about mobility and the Commission's role?

(in line with its competences and with due regard for subsidiarity)

Point 39

- *In order to facilitate mobility of students and practising teachers and trainers, in cooperation with Member States, **foster a dialogue and examine obstacles**, including structural aspects, recognition of outcomes of learning periods abroad and academic qualifications, and **provide guidance** to education and training institutions **to improve mobility and to broaden the international perspective** of student teachers and trainers.*

Point 41

- *Support **closer cooperation between education and training institutions in the Union**, in order to strengthen research-based teacher education, **support cross-border mobility and joint learning opportunities** within a continuum of teachers' professional development, for example by means of encouraging voluntary cooperation and networking of national education and training institutions at Union level, in the form of **European teacher training academies**.*



What do Council conclusions say about mobility and the Commission's role?

(in line with its competences and with due regard for subsidiarity)

Point 43

- *In cooperation with Member States, promote the use and consider further development of existing **online platforms**, such as e-Twinning, School Education Gateway and EPALE, and examine possible ways of extending their use in **facilitating the mobility** of both students and practising teachers and trainers, such as finding partners for mobility projects and by providing a platform for the preparation and follow-up of mobility.*

Point 45

- *Continue **supporting** the development of **education and training opportunities** for prospective and practicing teachers and trainers, as well as their **mobility**, in particular via the Erasmus+ programme and the European Structural and Investment Funds, in particular the European Social Fund, and their successors*



Instead of a conclusion...

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*THE VIRTUAL PRESIDENCY CONFERENCE TEACHERS AND TRAINERS
FOR THE FUTURE: Towards the 'New Normal'*

29 June 2020

Croatia's Presidency of the Council of the European Union

<https://hrpresedu.eu>

THANK YOU!

Supporting one teacher means supporting the future of all their students!

