

Highlights

Supporting Teacher's Competence Development
for better learning outcomes

European Commission – Education and Training, 2013

Full Report can be read at:

http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/teachercomp_en.pdf

European Nations have realized that making sure that all their teachers have the essential competences to be effective in the classroom is one of the keys for raising levels of pupil attainment

Also encouraging teachers to continue developing and extending their competences in a fast-changing world.

European Nations have agreed upon some points to bring reforms in education system about what it takes to be a high quality teacher

- improve the whole continuum of teacher education
- the need to define clearly what teaching staff are expected to know, and be able to do
- Ensure that those recruited to teaching and school leadership posts are of the highest caliber and well-suited to the tasks they have to fulfil
- Have agreed that, as a minimum, teachers should have a specialist knowledge of the subject(s) they teach, plus the necessary pedagogical skills to teach them, including teaching to heterogeneous classes, making effective use of ICT, and helping pupils to acquire transversal competences
- Have noted the need to promote certain key professional values and attitudes amongst teachers: reflective practice, autonomous learning, engagement in research and innovation, collaboration with colleagues and parents, and an involvement in the development of the whole school

Development of teacher competence frameworks

Several European countries consider a range of factors to develop teacher competence frameworks

- The conceptual basis - a social consensus about what education, school, and indeed, teachers are for; thereby providing teachers with a sense of security in their roles. Be aware of the national and international educational context.
- Ownership - The stronger and deeper the involvement of a significant proportion of teachers at all stages of the process of developing the framework, the more likely it is that they will feel ownership and accept the outcome. Involvement implies more than merely informing or consulting teachers.
- Purpose of any framework
- The process leading to a framework of teacher competences
- The framework features
- Putting complex teacher competences into words

key system components to encourage teachers to further develop their competencies

- Stimulate teacher's active engagement in career-long learning and competence development in effective ways.
- Assess the development of teacher's competences, with tools that are aligned with the purpose and design of the teacher competence model being used in each system
- Provide coherent, career-long appropriate and relevant learning opportunities, through which every teacher can acquire and develop the competences they need.

Read the full report at the official website,

http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/teachercomp_en.pdf