



PRCI : TEACHER EDUCATION AND GUIDANCE

Internal Working Paper: reflecting policies in practice

STARTING POINTS (WHY?)

- Why important? What is added value for ELGPN?
For MS?
 - Broader EU policy context
 - Support to the individual learner
 - Transversal importance of guidance
 - Building on what has already been achieved
 - New context of EASQ
 - Early school leaving
 - Whole school approach
 - Centrality of teacher



DRAFT-INTERNAL WORKING PAPER

- Based on material from 4-5 countries
- Provides a snapshot of the current situation in relation to how guidance is addressed in initial and continuing teacher education/training
- Enables us to make a number of statements which have a broader value and importance for future reflection
- Paper covers 4 areas:
 - Introduction on policy importance of the topic
 - Overview of the situation in the countries participating in the exercise
 - Analysis of material identifying relevant issues for future policymaking
 - Suggests pathways for future work



EMERGING RESULTS FROM THE EXERCISE

- Terminology question
- Greater coherence between policymaking and implementation levels
- Greater focus on whole school approaches
- More support to teachers during the continuum of their professional development
- More attention to the training needs of school heads and other senior management
- More communication and feedback between policymaking and initial teacher education and training
- More concrete cooperation between work on guidance and development of quality assurance approaches and dialogue with social partners
- More cooperation and linking between policymaking strands and initiatives in the context of ET2020



SUGGESTIONS FOR FUTURE WORK

- More linkages at policy level between work on guidance and quality assurance (internal and external), learning outcomes approaches, work-based learning, early school leaving and lifelong learning
- Development of networks at European and national level to increase collaboration between key actors and stakeholders in teacher education and lifelong guidance
- More engagement between those involved in lifelong guidance and social partners, teacher representative and subject associations, school heads organisations, representatives of VET providers and inspectorates (where they exist)



SUGGESTIONS FOR FUTURE WORK

- Use ERASMUS+ to develop projects on the ground which address the topic of guidance in teacher education
- More use of focused working groups and peer learning in order to facilitate exchange of experiences between key players



PRIORITIES

- Link guidance with other challenges facing the school
- Support the professionalism of the teacher
- How we support teachers in terms of curriculum development dealing with career guidance, work based learning, lifelong guidance
- Link to thematic working group on schools (ET2020)



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NEXT STEPS

- Feedback on draft text until 20 June
- Final draft presented by 28 June



CONTACT DETAILS

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Thank you!

