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# IGNATIUS INDUCTION AND GUIDANCE OF NEWLY APPOINTED TEACHERS IN EUROPEAN SCHOOLS

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## **Introduction.**

In this paper we will present the first results of the IGNATIUS Comenius Multilateral project<sup>25</sup>. In the introduction we will give a description of the project, the participating countries and partners. In the second part we will report on the first meeting and focus on the results of our study of the models of guidance and induction. We will compare the extent of the collaboration between the partners concerning teacher training. Finally we will try to describe which “intercultural” challenges we will be facing in the next two phases of our project.

IGNATIUS is the acronym for *induction and guidance of newly appointed teachers in European schools*. The aim of this project is to improve Induction and Guidance of Newly Appointed Teachers. That induction and guidance are in need of improvement is evident. Although a lot of young, newly appointed teachers in the Netherlands, for example, think that teaching is the best job in the world, 25% of them drop out from the teaching profession within the first five years of their careers as teachers. The dropout percentage in England, Germany and France is also relatively high. This is especially a problem in the Netherlands because the need for new teachers will be extremely great during the next ten years (AOB onderwijtsbond, 2008).

The IGNATIUS project is a so-called Comenius Multilateral project; the aim of Comenius action within the Life Long Learning Programme is to improve the quality of education in European schools. The overall aim of this project is to improve the continuous professional development of teaching staff, with a special focus on novice teachers. Target groups are (novice) teachers and those involved in their guidance and induction.

The following main activities were envisaged:

1. Development and try-out of a model of guidance and induction for every pair of institutions involved in the project.
2. Development and piloting of an in-service training course adapted to the needs of six different European educational and teacher training systems.

We expected a contribution to the improvement of induction and guidance of (newly appointed) teachers in European schools.

An innovative feature of this project is the consistent use of the tandem of teacher education institute and school. The six teacher education institutes work systematically with the six training schools in the development of an in-service training course for coaches in the schools in the guidance of teacher trainees and newly appointed teachers. The Graduate School of Teaching and Learning of the University of Amsterdam already had experience with such training courses for coaches and with tandems but in some other European countries this concept was not yet very well known.

The Dutch tandem consists of the Graduate School of Teaching and Learning of the University of Amsterdam (ILO) and the Regional Training School West-Friesland (ROWF). There are also tandems in Copenhagen, Bremen, Budapest, Faro and Turin. The Graduate School of Teaching and Learning of the University of Amsterdam has for years worked with Landesinstitut fuer Schule, the Eotvos Lorant University, the University of the Algarve and the University of Turin, in previous projects such as “European Curricula in New Technologies and Language Teaching”. The teacher education institute in Copenhagen is a new partner. In Appendix 1 a further description of the partners involved in this project can be found.

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<sup>25</sup> For further information about this project, please, contact the coordinator: a.g.m.koet@uva.nl.

The first phase of this two-year project ended in June 2008. The project is divided in four phases. The start was in December 2007, and it will end in November 2009. The first phase was devoted to developing flexible models of guidance and induction that were appropriate for the six participating countries. In the course of the development of these models interesting observations about the differences and similarities between the various teacher education systems could be made.

In this phase there was a first meeting with all the participants, a description of which can be found below. The second phase runs from July 2008 up to December 2008. In this phase we will have to develop a beta (definitive) model of induction and guidance. And following the outcome of the models we will have to make plans for an in-service training for coaches of newly appointed teachers. The second meeting was organised by the German partners and took place in Bremen in September.

The third phase will run from January 2009 to May 2009. In this phase we will have to implement and evaluate a final version of the in-service training. The third meeting will be held and organised in Copenhagen.

The last phase runs from June 2009 to December 2009. Here we must deliver the revised versions of the Model of guidance and induction and the definitive and externally evaluated in-service training course. The last meeting will be an international conference on the subject, and will be held and organised in Faro, Portugal, in September 2009.

### **Analysis of models of guidance and induction in pre- and IN-service teacher education.**

In the first phase of the Ignatius project the six tandems were asked to describe the models of pre- and in in-service teacher education in their countries. This part of the paper is an analysis of these descriptions.

#### PRE-SERVICE

##### *Structure and context*

The structure and context of the various teacher education courses are shown in Table 1.

	NL	DE	DK	PT	IT	HU
Duration of teaching education course	LSL: 240 ECTS USL: 60 ECTS	≈90 ECTS	LSL <sup>1</sup> : 240 ECTS USL <sup>2</sup> :72 ECTS	90-120 ECTS	120 ECTS	150 ECTS
Context of teaching education course	LSL:University College (B.Ed) USL:Postmaster	Postmaster	LSL:University College (B.Ed) USL:Postmaster	Master	Postmaster	Master
Time spent on educational and subject theory/teaching practice	LSL: USL:30 ECTS/30 ECTS	≈11 ECTS/ 25+ ECTS	LSL:≈205 ECTS/ 35 ECTS USL: 36/36	49/41 ECTS	≈85/35ECTS <sup>3</sup>	120 ECTS/ 30 ECTS
Model of teaching education course	LSL: Concurrent USL:Consecutive	Consecutive	LSL:Concurrent USL:Consecutive	Consecutive	Blended, but mostly consecutive (subject + Teaching Education course)	Concurrent

Table 1: Structure and context of teacher education courses leading to a secondary teacher certification in Germany, Denmark, Hungary, Italy, the Netherlands and Portugal.

<sup>1</sup> Lower secondary school

<sup>2</sup> Upper secondary school

<sup>3</sup> According to old model before the educational reform 2008.

In the Netherlands there are two types of teacher education courses. A trainee can follow a University College (Hogeschool) course that leads to a Bachelor of Education degree, which allows graduates to teach at the lower secondary level. This is a four-year concurrent course in which the amount of teaching practice is gradually built up from 10% in the first year to 50% in the final year. The concurrent postmaster course leads to a license to teach at the upper secondary level. The course has a duration of one year, of which about 50% is teaching practice. Both teacher education courses are based on the seven job profile competences formulated by the national Board of Professional Job profiles for Teachers (SBL) (SBL, 2004).

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In Germany future teachers are trained and employed by the teacher education institute (in this project LIS) after they have finished their University degree. In the preceding master course the future trainees are educated in two subjects and educational theory (like pedagogy and psychology) and there is some teaching practice. The duration of the teacher training is 18 months (for trainees starting from May 2008). It is a consecutive postmaster training course, in which trainees work at school for at least 12 hours a week. They receive about five hours of educational training a week at the LIS (about 11 ECTS). They also have to work on various assignments by the LIS and take part in all the other activities at school besides teaching. The training is done by the trainers from the institutes and coaches from the schools. The curriculum is competence-based, which is stipulated by the Kultusministerkonferenz (KMK), a committee of all the secretaries/ministers of the 16 German states.

In Denmark there are two types of teacher education courses: a four-year University College course that leads to a license to teach in lower secondary classes and in primary school and a postmaster course that leads to a license to teach two subjects in upper secondary classes. The University College course is concurrent with a shift of focus towards more teaching practice at the end. Both courses have competence-based curricula.

The Portuguese system is in a transition of models. The model described is for trainees who started their training in September 2007. Portugal has a concurrent master teacher education course which, depending on the subject, has a duration of 1 ½ to 2 years. Trainees can only enter this course after finishing a three-year bachelor course in Basic education and a 1 1/2 year Master of education course. During the Basic Education course they already get about 30 ECTS of educational practice and in the master course another 41 ECTS. During these courses they also have to study educational and subject theory. If they want to teach in Basic Education (3rd Cycle) or Secondary Schools they must have a university degree in a specific subject (History, Mathematics, etc.) and also a master's degree in Education. The curriculum is not competence-based but divided in six training components as prescribed by the Decree-Law no. 43/2007. The teacher's job profile is described in terms of skills with several aspects (social, ethical, involvement, etc.)

In Italy the teacher education course is a consecutive postmaster training. A trainee can enter this course after a three-year bachelor course and a two-year master course in the subject matter. The curriculum is partly based on the competences described for the teacher's job profile.

Hungarian teacher education will be a concurrent University master course, which has a value of 150 ECTS. Trainees can only enter this course after a compulsory three-year bachelor course in two subjects. The curriculum of the master course consists of two modules of 40 ECTS for each subject, an education theory module of 40 ECTS and a teaching practice module of 30 ECTS. The master course is competence-based.

In all the countries concerned the educational institutes are responsible for the teacher training courses.

According to D.W. Maandag et al. (2007, p. 152) learning at the workplace is an important development in teacher education. To organize learning in the workplace there must be collaboration between the teacher training institute and school. The learning environment is very important but also the way learning at the workplace is organized; especially in the way the responsibilities and tasks are divided between the institute and the school (Buitink & Wouda, 2001, p.153).

Another interesting aspect of this project is that an earlier study has shown that a close connection between theory on teaching and practice in the teacher-training course increases the chances of success in the first part of a teacher's career. (Houtveen, Versloot & Groenen, 2006, p. 14) This study also suggests that a slow(er) transition from teacher education to teaching job increases the chances of success. A close collaboration between the teacher training institute and the school is of the utmost importance.

Buitink and Wouda (2001) have described five models of collaboration between schools and institutes with reference to teacher education. The forms of collaboration described vary from school as workplace and work placement setting to actual training by the school. These models are presented in table 2.

A: school as a workplace (work placement model).
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B: school with a central supervisor. ( co-ordinator model).
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C: trainer in the school as a trainer of professional teachers (partner model).
D: trainer in the school as the leader of a training team in the school (network model). School is partly responsible for course curriculum. There is a team of trainers who have been trained in training methods.
E: training by the school (training school model).

Table 2. Models of cooperation; adapted from Buitink and Wouda (2001)

We classified the degree of collaboration between the tandem partners in the present project in accordance with these five models. The outcome of this classification is presented in table 3.

	NL	DE	DA	PO	IT	HU
Training Institute	UVA Graduate School of Teaching and Learning	LIS Landesinstitut für Schule in Bremen	KDAS Copenhagen Day and Evening Teacher Training College	U Algarve Departamento Educacao	U de Torino Department of Literature and Philology	Eötvös Loránd University Budapest
School	ROWF	Kippenberg Gymnasium State secondary school	Rosenlundskolen i.e. a comprehensive school covering both primary and lower secondary school	Faro Primary School number 1	UTS - Teacher Centre for education of the non-native speakers Torino	Madách Imre Secondary School
Classification	Model C, and model D in some aspects.	Model C aspects of D	Model B aspects of C	Model A aspects of B	Model A with aspects of B	Model B with aspects of C

Table 3. Classification of the tandems in accordance with the model of Buitink and Wouda.

There is not one tandem where students do not learn at the workplace. There is also a lot of difference between all the tandems but in all the countries there is development. The main part of the collaboration between the partners focuses on organizing the workplace for the students. The Dutch tandem is developing more and more into a partnership, and several parts of the institute curriculum are organized and delivered in the school by a team of institute and school trainers.

#### *Establishing the curriculum*

All countries have divided their curriculum between theory at the institute and practice at the schools. Especially the institutes seek an alignment between these two, but there are no countries where theory is structurally integrated and taught at schools. There are, however, some pilots, like in the Netherlands, where theory is delivered at the local schools where trainees work so as to provide for a more custom made education. In all countries the teacher training institutes have the final say about the division between theory and practice.

The Danish and Dutch concurrent teacher training courses have a shift of focus from theory to practice. As most students are fairly young when they enter these courses they start their teaching practice with observations and guided lessons. During the course trainees get more responsibility each year. The German, Hungarian, Portuguese and Danish consecutive courses have no shift of focus. Students have an equal distribution of theory and practice throughout the course. In Hungary the practice period is placed in the last year. In Italy there is some institute-based practice during the first year, the second year being more practice-oriented.

#### *Examination regulations*

The examination regulations for each participating country are shown in Table 4.

	NL	DE	DK	PT	IT	HU
Classroom assessment	Concurrent: Yes Consecutive: No	Yes	Yes	Yes	Yes	Yes

Theory assessment	Concurrent: Yes Consecutive: Depends on institute	Yes	Yes	Yes	Yes	Yes
Portfolio assessment	Yes	Yes	Concurrent: Yes Consecutive: No	No	No	Yes

Table 4. Classroom, theory and portfolio assessments in Germany, Denmark, Hungary, Italy, the Netherlands and Portugal

In the Dutch concurrent course there are three major classroom assessments. These assessments are done by two trained assessors, one from the institute and one from the field (but not from the school where the trainee works). Both assessors have the same degree of responsibility. All University Colleges have theoretical exams in subject methodology and general didactics and pedagogy and use portfolios to determine if the student has obtained the required level of competences. All postmaster courses of the several institutes are portfolio-based. There are several moments during the course where a teacher from the institute observes a lesson but these are not assessments. The several stop-or-go moments are all based on the entire portfolio, which includes the lesson observations by the institute tutor, the coach, video fragments, etc. Some postmaster courses have theoretical exams; others integrate theory in portfolio assignments.

In Germany there are two classroom assessments, one for every subject. The assessments are carried out by the teachers from the institute. The educational theory is tested in the university by means of a knowledge test but theory is also tested and integrated in the portfolio (application of theory). During the postmaster course there is no theoretical exam but theory is integrated in papers for classroom performance, the thesis and the oral exams.

The Danish students who take the concurrent course have a classroom assessment every year. This assessment is done by the Head Teacher of the practice school, who has full responsibility. The classroom assessment for the consecutive course is also done by the Head Teacher but the responsibility is shared with advisers from the school and the institute. Both courses have theoretical exams; only the students from the concurrent University College course are also assessed, to a certain extent, by means of a portfolio.

The classroom assessment of the Portuguese course is done by teachers of the institute, the coach and the school coordinator. The students are not assessed by means of a portfolio.

At the end of each year of the Italian teacher training course there is a classroom assessment. The students also have theoretical exams. There are no portfolio-based assessments.

In Hungary the student is assessed by his or her coach after the teaching practice period. The final responsibility for the assessment lies with the University. The final assessment is based on a portfolio, which includes the assessment by the coach. Theory is integrated in portfolio assignments and tested by means of a theory assessment.

#### *Location of training activities and coaching methods*

As mentioned above, the institute is the place where the theoretical part of the teacher training courses takes place; the teaching practice is done in school. All participating countries have a fairly strict division between these two. All institutes have about the same curriculum activities. In the school the training activities mainly consist of lesson observation with feedback by a coach and specific assignments set by the institute. At the institute there are workshops like intervision, supervision, tutored portfolio sessions (if applicable) and seminars about pedagogy, didactics and psychology. All countries claim that the philosophy behind the teacher training is based on the concept of reflective practitioner (Schön, 1987).

In each country students are guided by a coach in the school in which they do their practice period. As can be seen in table 5, the amount of training these coaches receive varies a lot. In Germany the training for coaches is mandatory and has a duration of 25 hours. In Denmark the training is optional so some of the Danish coaches are trained and some are simply appointed by the Head Teacher of the schools involved. The courses lead to a diploma in coaching. Local authorities have decided to increase the total number of trained coaches considerably before 2012. The Hungarian coaches do not receive a

specific training but they are selected by the school administration from teachers with at least five years of experience. In the Netherlands training for coaches is optional. Coaches who work alongside the trainees in Portugal and Italy are not required to have any training. In Portugal there is, however, a new legal framework that states a preference for “teachers who have specialized training...”. Portuguese universities offer subject based training for teachers/coaches. In Italy coaches are usually experienced teachers or researchers with good publications.

All the countries make use of experienced teachers but only in Germany and, to some extent, in Denmark have the competences that coaches should possess been described.

	NL	DE	DK	PT	IT	HU
Are coaches trained?	Yes, optional, ≈3 ECTS	Yes, mandatory, ≈1 ECTS	Yes, optional, 20-60 ECTS <sup>1</sup>	Yes, optional	No	No

Table 5. Training of coaches in Germany, Denmark, Hungary, Italy, the Netherlands and Portugal<sup>1</sup> as advocated by The National Association of Local Authorities