



EUCIM - TE * European Core Curriculum for Mainstreamed Second Language Teacher Education

Guidelines for the creation of Teacher Education Partnerships (TEPs)



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1. Preliminary considerations about TEPs

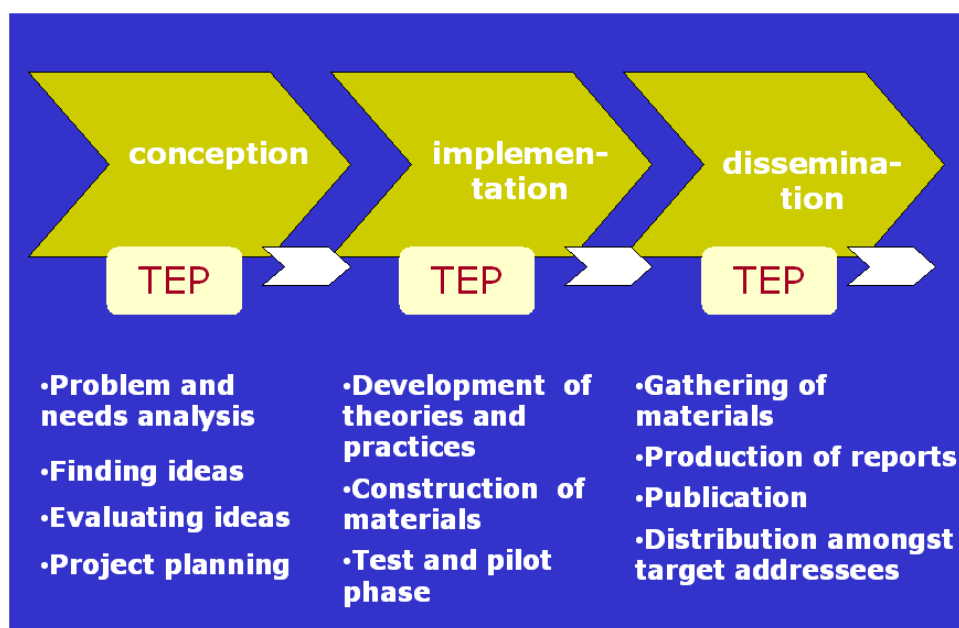
Teacher Education Partnerships (TEPs) are established work groups, mainly responsible for curricular development, operating at a national or regional¹ level and including higher education institutions, pre- and in-service teacher trainers, public authorities, educational institutions and other organizations working closely with immigrant issues. Their main aim is to develop the European Core Curriculum for Second Language Learning (ECC-SLL), the accompanying manual, as well as its national adaptations and special features.

In a first phase of the work, the TEPs will engage in group discussions, surveys and document analyses. In a second phase, TEPs are important partners for the development of the ECC-SLL. In a final step, TEPs are actively involved in the dissemination and exploitation of project results and products at a national level, contributing to the implementation of the curricula in teacher education, helping to change statutory standards for teacher training and bringing the concepts to the schools.

The present booklet contains general guidelines for the formation and maintenance of such TEPs among the EUCIM-TE project partners.

2. Aims of the TEPs

Generally speaking, there are three main phases in innovative projects: conception, implementation and dissemination. Within the EUCIM-TE project, the TEPs are essential units in each of these phases, as illustrated in the chart below:

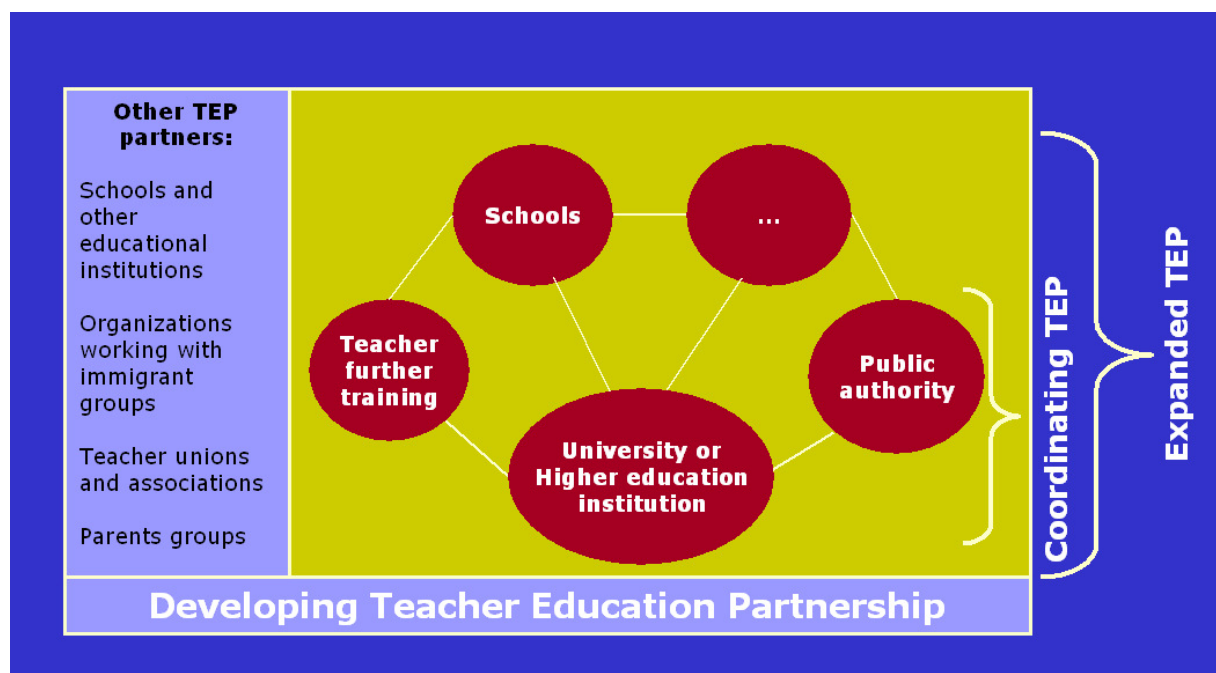


¹ The only case of regional TEP action will be in Germany and concerning state North Rhine-Westphalia, which will take part in the project. To simplify the reading of this document, the expression "national" will henceforth be used also to include this case of regional TEP activities.

The general aim of the partnerships is drafting the European curriculum for second language teacher education at a national level and assure its application to institutions as well as multiplying actors in the field of public education. For this purpose, TEPs must expand already available expert's assessment, spread and announce the respective work plan and continuously develop quality. Thus, the involved institutions and their strategical partners form a developing partnership which should growingly be expanded.

3. Structure of the TEPs

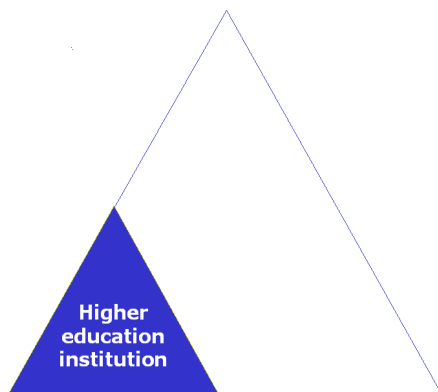
TEPs should consist of a coordinating institution as well as other cooperating institutions or local networks. Each TEP is made of a coordinating-TEP, which manages the activities of the involved institutions and is composed as a network of actors from a university or higher education institution responsible for teacher's training, an organisation responsible for further teacher training and a public authority directly linked to teacher education policy. In addition, there is an expanded-TEP, which will be more directly responsible for the implementation of the ECC-SLL in a further period of EUCIM-TE, and is composed of school and other educational institutions, organizations working with immigrant groups, parent initiatives, local networks, etc. – depending on local and regional conditions. The expansion of the TEP's relationships to other institutions, as well as other strategical partners on local and regional level thus belongs to the tasks of each TEP. The chart below illustrates the structure of the TEP, while establishing it as a developing partnership, for example:



The concrete forms of coordination, the allocation of functions and the number of institutions involved in a TEP must be decided and negotiated individually by each TEP depending on regional or local conditions and needs.

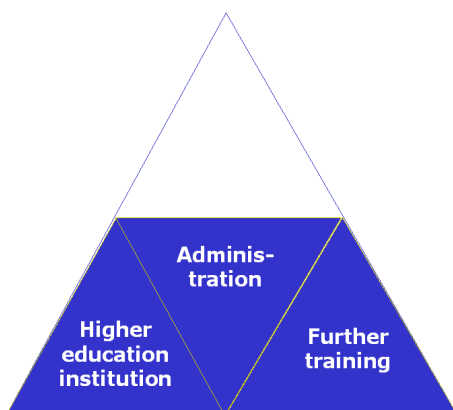
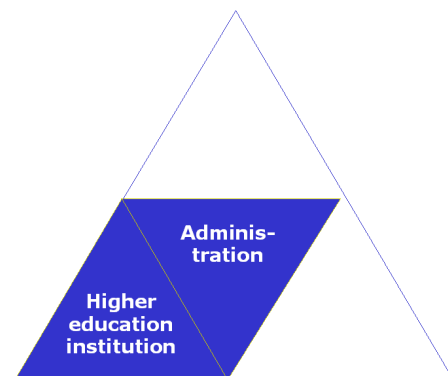
3.1 Role of the involved institutions

The higher education institution is responsible for teacher education measures as well as research on this area. Hence, it can directly conduct experiments around the developing European core curriculum amongst pre-service teacher trainees at a university level, thus

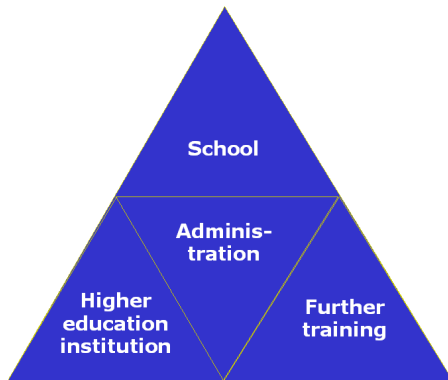


helping to shape and improve the curriculum. It may also, as is the case of North-Rhine Westphalia in Germany, have a central managerial role in setting together the other partners for the TEP and coordinating its activities. It must ensure that the TEP fulfils its aims, guarantee high quality standards, disseminate results and continue expanding to new partners. In addition, it is responsible for managing funding, meetings, workshops and work materials.

The public administrative authority is responsible for implementing the decisions of the TEP concerning the European core curriculum at an official level. It must seek to support the partner institutions in implementing changes, by spreading information and officially providing the necessary directives to enable the adoption of the curriculum at a wide-spread level.

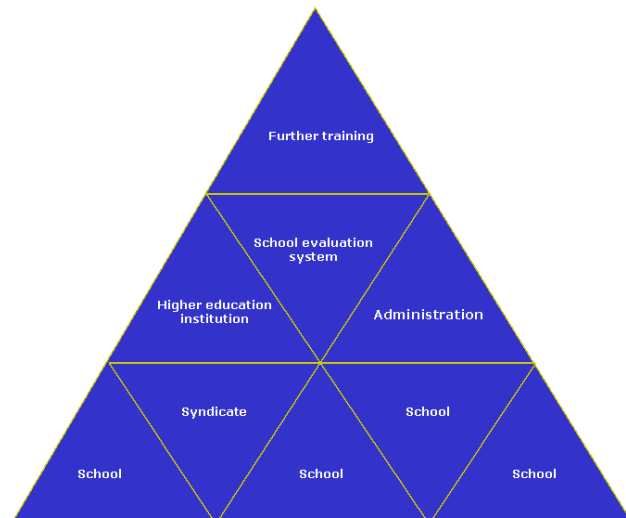


The institution responsible for in-service further teacher training is responsible for divulging and implementing the European core curriculum in the national teacher training curriculum. It is thus the direct link to teachers already exerting their profession. Strategies for the wide-spread application of the curriculum may include further training units, sending of information material to educational institutions and unions where a high number of teachers can be reached, newsletters, publications in journals of the area, etc.



After the conclusion of the curriculum, the TEP partners should use these and other possible strategies to reach teachers directly in the schools and thus implement the ECC-SLL. In order to assure it's application and reach a larger number of teachers, the coordinating-TEP might appoint a curriculum-counsellor to visit interested educational institutions and provide information sessions and/or support during implementation planning.

The result of this expansion is a growingly broader TEP, reaching the majority of teachers at a national level and involving more and more other institutions related to teacher pre- and in-service training.



4. Tasks of the TEPs

From the partners involved in each TEP, a national coordinating group will be chosen to run the national project team. Every TEP performs contributions to the transfer of experiences and contributes to the development of national consultation and support. In the course of the programme, developing partnerships also assure the transfer of qualitative and quantitative purposes after the term of the programme, locally or on the regional level.

Construction and maintenance of national or regional internet websites belong to the other standard tasks of the national TEPs. They perform the transfer of experiences and results taking into account specific local needs.



The TEPs should additionally, on the one side, maintain regular contact with the EUCIM-TE coordinating institution and, on the other, with the acquired national partners. They receive support from these instances in the following activities:

- ▶ Consultation and support in the application of the European curriculum.
- ▶ Support with internal and more externally process-accompanying and result-oriented evaluation.
- ▶ Assistance with the subject areas and other materials.
- ▶ Mediation of external expert's assessments and international contacts.
- ▶ Support in the processing of own data and establishment of a regional internet website.
- ▶ Interlinking with other TEPs (e.g., across countries).

The TEPs should continuously report about the development and realization of their respective programme (see attachment).

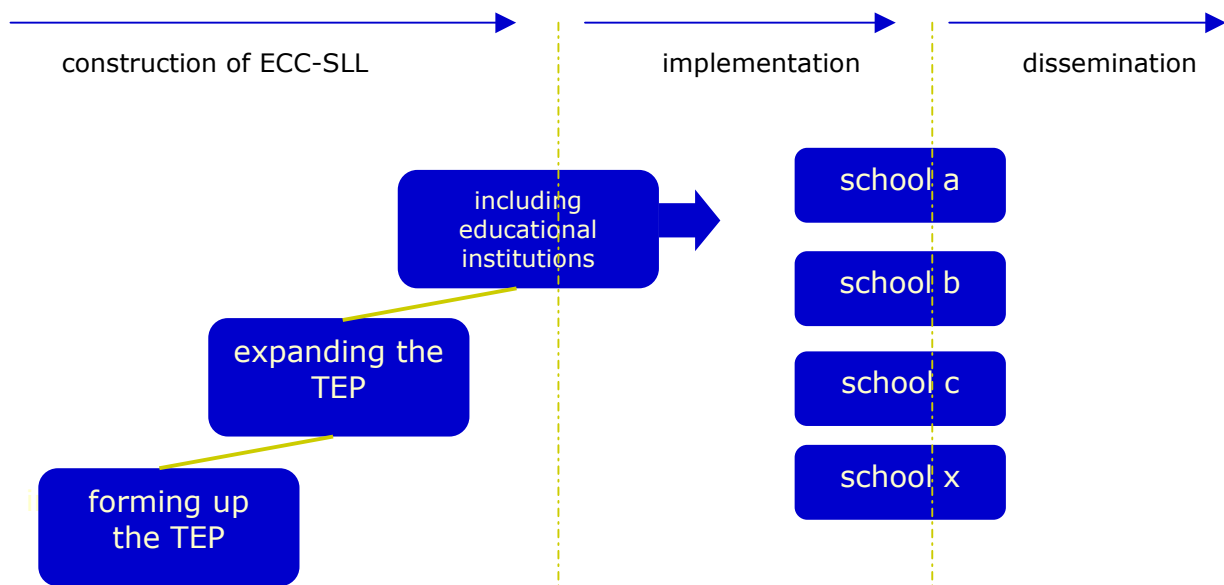
5. Implementation of the TEPs

In order to successfully form a national TEP, the following steps can be followed:

- (1)** In a first step, the national higher education institution should undertake a survey of all administrative institutions which work with teacher training, while simultaneously making a description of the structure of teacher training and finding key-partners.
- (2)** At the same time, a survey of all other possible organizations and institutions related both to teacher training and to immigrant issues should be attempted. Although with different national or regional differences, this can be done in a cooperation between the higher education institution, the administrative organization and the teacher training unit and should lead to a list of contacts of possible partners for the coordinating-TEP.
- (3)** These possible partners should then be contacted and given previous information about the development, implementation and aims of the project (see attachment).
- (4)** After the possible partners have been established, a general meeting should be organized in order to specify the coordinating-group, attribute functions, set aims and decide on further meetings.
- (5)** The result of this meeting should be communicated to the coordinating institution in the form of a report on the constitution of the national TEP.

6. Progress of TEP activities: from TEP to STEP

As mentioned earlier, TEPs are developing partnerships and should ensure their own expansion, in order to reach a growing number of teachers. Therefore, after setting up a TEP, it is necessary to keep looking for other possible partners, thus ensuring the application of the national curriculum to a wider circle of persons. Particularly the schools are the target of a European second language core curriculum and must be progressively reached by the TEP. The chart below illustrates the progress of a TEP until it reaches the schools:



7. Management of the TEPs

Each TEP must have a coordinating institution, which is responsible for both communication with other TEPs and general management of TEPs' activities. This has the obligation to:

- ▶ Deal with administrative and financial issues emerging from the TEP's work
- ▶ Arrange regular meetings between the partners
- ▶ Evaluate the work of the TEP (see attachment) and give regular feedback to the involved partners
- ▶ Expand the number of partners
- ▶ Generate minutes from meetings and reports



Attachments

- ▶ Information leaflet about the programme
- ▶ Template for reporting and evaluating TEPs' activities