



EDUCATION AND TRAINING 2020
PEER LEARNING CLUSTER 'TEACHERS AND TRAINERS'
PEER LEARNING ACTIVITY
REYKJAVIK
21 – 24 JUNE 2010
'THE PROFESSION OF TEACHER EDUCATOR'
PROGRAMME

Sunday 20.06 Evening. 19:00		Get together. Social event – Jón Torfi Jónasson, Grímshagi 4 (see map)	
Monday 21.06. a.m. HT- 101		Arriving at common understandings of the theme and related issues.	
09.00	Plenary	Welcome	ISL
	Plenary	Introduction to work of Cluster, and to peer learning	Paul Holdsworth, European Commission
	Small groups:	Participants' expectations from the PLA reports back to plenary	
	Plenary	Keynote speaker ' <i>The profession of Teacher Educator</i> '	Anja Swennen
	Small groups:	Discussion and exchange based on the five homework questions. What variations between countries? What issues need further discussion?	
		LUNCH – Háma: University Canteen	
Monday 20.06 p.m. HT-101		Focus on the individual Teacher Educator – competences / standards	
	Plenary:	<i>'The Teacher Educator'</i> - issues of competence and professionalism / professionalism	Marco Snoek
	Plenary	Presentation or discussion with teacher educators from	Teacher

		<ul style="list-style-type: none"> • What standards or qualifications are expected from them? • Who holds them accountable for their professional quality? • What are the key competences they need as a teacher educator? 	Educators from Iceland
	Small groups	The Teacher Educator: competences and standards (based upon previous session)	
	Plenary:	Summing up discussion	
		Reflections of day rapporteur ... Feedback to organising group on content and process Homework for tomorrow	

Tuesday 22.06. a.m. HT-101		Focus on the individual Teacher Educator – identity, development, qualification, lifelong learning ‘Are you a Teacher Educator?’ How to strengthen the “teacher educator identity”? Is initial education, induction, and CPD possible for teacher educators?	
09.00	Plenary:	A policy example.	Sweden
	Plenary:	A policy example.	Hungary
	Small group discussions		
		LUNCH – Skróður: Hótel Saga	
Tuesday 22.06 p.m. HT-101		Systemic issues: coherence / leadership / responsibility / ownership.	
	Plenary:	Fragmentation vs. unity within in teacher education and relations with stakeholders.	Jón Torfi Jónasson, ISL
	Plenary	<ul style="list-style-type: none"> • What policies and measures strengthen the professional quality of teacher educators (Initial Education, induction and CPD of teacher educators)? • Role of school- based teacher educators/mentors. 	Icelandic stakeholders Elna K. Jónsdóttir
	Small group discussions	Define the main systemic issues	
	Plenary:	Reflections of day rapporteur. Feedback to organising group on content and process Homework for tomorrow	

Wednesday 23.06. a.m. H-101		Links between individual and systemic issues: steering and autonomy, ensuring quality	
09.00	Plenary:	Role of professional associations	HU and BE(nl)
	Small groups	Potential policy approaches. Implementation. Responsibilities. Mechanisms.	
		LUNCH – Perlan	
Wednesday 23.06 p.m. H-101		Approaching some conclusions. To what extent is there a need for 'policy' on Teacher Educators? What problems would it address? What could it cover? What might be its principal ingredients?	
	Small groups	Elements for a first set of policy conclusions	
	Plenary	Discussion	
	Plenary:	Reflections of day rapporteur. Feedback to organising group on content and process Homework for tomorrow	
Evening		Draft conclusions based upon this afternoon's discussions	Preparatory Group

Thursday 24.06. a.m.		Policy conclusions.	
09.00	Plenary:	Policy Conclusions	
	Small groups	What recommendations will we take back to our country?	
	Plenary:	Feedback to Icelandic hosts on their situation / system	
	Plenary:	Conclusion of PLA	