



EdUSchool

January 2020

Final Results of IO 1: Institutional description of University School Concepts



The intention of IO1 – the institutional description – is to identify and describe organizational as well as communicational and cooperative patterns within the different University School concepts in Europe. It was done with a document analysis, that was based on four views: a national view, institutional view, organisational view, and activity view.

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Enhancing European Teacher Education through University Schools

Go to the webpage of EdUSchool:



See results of the institutional description of University School concepts in Europe:



National view in the University School concepts			
Germany (University of Bamberg, University of Nuremberg)	Czech Republic (Masaryk University Brno)	Norway (NTNU Trondheim)	Portugal (University of Lisbon)
<ul style="list-style-type: none"> • Scientific education at universities • Practical training at study seminar • Further education and training by huge variety of providers, formal further education only by governmental providers 	<ul style="list-style-type: none"> • Conceptions of pre-gradual Teacher Education were put close to each other • Academic tradition of Teacher Education is being marginalized, tendency towards basic school Teacher Education tradition has prevailed 	<ul style="list-style-type: none"> • University provide pre-service teacher education • Informal teacher further education by huge variety of providers • Formal further education (with certificates) only by university 	Three stages (lifelong learning continuum): <ul style="list-style-type: none"> • Initial education • Induction training • Inservice training

On the *national view* it can be stated, that national teacher education systems differ in structure and time as shown in the table above. From an *institutional view*, both the objectives and obstacles of the respective University School concepts differ. While partners from Czech Republic, Norway, and Portugal report of national strategies for teacher education and University School concepts, German partners cannot describe similar policies for the very reason of Germany's federal structure. Concerning the influence of governmental regulations on the implementation of University School concepts, the described programmes in Czech Republic, Germany and Norway are only marginally affected by national or federal regulations. In contrast, the programme in Portugal has to deal with more national regulations. German concepts appear to not be limited in time, while Czech Republic and Norwegian programmes are negotiated in frameworks and contracts over a stipulated period. Broader similarities are found within the main objectives of the University School concepts in the alignment of theoretical and practical training of teacher education students, school development and conducting research at schools. With regard to the *organizational view*, there is a similarity between all University Schools concepts that the University is primary responsible for the University School concept. From the *activity view* the insights indicate a broad availability of activities for student's professionalization, including practical trainings and theoretical reflection at university and University Schools. The work paper for IO1 can be downloaded on our project website: <https://sccb4f16099398ad5.jimcontent.com/download/version/1571297043/module/8007587856/name/EdUSchool%20Newsletter%20October%202019.pdf>.



EdUSchool Project consortium

University of Bamberg



Institute of Education University of Lisbon



Masaryk University



University of Erlangen-Nuremberg

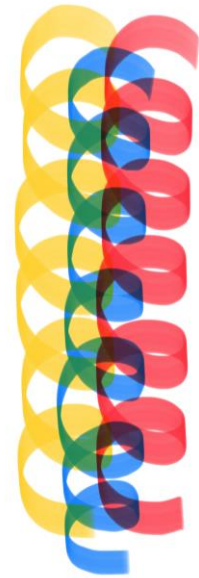


Norwegian University of Science and Technology



The EdUSchool Project Helix model

On the Nuremberg Meeting we had a discussion on the so called EdUSchool-Helices. This notion describes the fact that the analysis of the processes underlying the University Schools shows separate, but interwoven helical processes. The common understanding of the concept of the University is grounded on three basic assumptions. EdUSchool facilitates a research & development (R&D), which is a social process, participatory, collaborative, helical, practical and scientific. EdUSchool enables a professionalization for different target groups based on abstract concepts as well as concrete experiences in schools. EdUSchool enables the improvement of schools and universities.



The EdUSchool Project YouTube channel

The EdUSchool Project YouTube channel aims to give our viewers the perspectives of our partners about the work being developed in University Schools. In a collection of short interviews, we intend to continue to develop a common European understanding of University Schools and their concepts regarding to all stakeholders.

See our first interviews on the right-side links.



[EdUSchool YouTube Channel](#)





2nd Project meeting

On the 3rd and 4th of October, the second transnational project meeting took place at the Masaryk University in Brno (Czech Republic). Every partner from Germany, Norway, the Czech Republic and Portugal were represented. During the meeting, the Intellectual Output 1 'Institutional Analysis' of different University Schools concepts in Europe was finished. The working paper for this can be downloaded end of October. During the two working days also a visit of a University School and Faculty School respectively was organized. Also first results of Intellectual Output 2 'Best Practice Analysis' were discussed in the consortium.



Upcoming Events

Stay connected with our upcoming events

IO 2 Good practice collection	March 2020
4th partner meeting	May 26-27, 2020
IO 3 Educational Module	July 2020
IO 4 Handbook	September 2020
5th partner meeting	September 9-10, 2020
Multiplier Event	September 11 th , 2020

Interview with Vladimír Moškvan



EdUSchool Project Team: Hi. Can you please make a brief presentation of yourself and of your work?

Vladimír Moškvan: Hi, my name is Vladimír and I'm a headmaster in a Brno school. Brno is quite a big city, second biggest after Prague. I've been a director for almost thirty years which means that I can, along with my colleagues, influence the school for obtaining a broader horizon and the reason why I stress this is because of the contact and communication with the University of Brno. We have a very good contact and we profit especially from the Faculty of Arts and the Pedagogical Faculty. And what could be the motivation of a headmaster to be in contact with a University? First, I think it's partially because of the prestige and then, as a headmaster in Czech situation, you can choose your future colleagues. So, if a young teacher or a young student comes to my school and he thinks we are, let's say, nice persons and the ambient is ok, and we think the same of him, it can turn out to be a potential colleague. And because we know him and the situation from the start, very often these colleagues stay many years in our school. So, if one of the motivations is to hire good teachers, the other can be the contacts you have outside the school, in the academic world

which brings you more opportunities to attend conferences, and to invite people from the Faculty to give lectures or seminars to your school.

EPT: How do you characterize University Schools?

VM: Speaking generally, in Brno there are (I think) seventy elementary or private schools (we call it basic schools). In our situation it means that we cover the ages from 3-4 to 15 years old, which is different from the rest of the Europe. Not all the schools get the opportunity to be a partner of the University. The University selects these schools and I'm very happy that I'm in the team. I think that maybe 20 to 30 schools in Brno are members of that partnership. There are some obligations, some things that both parties have to stick to. For that cause, I think the University Schools have to be open to research, have to participate in some conferences, and have to give space to student teachers to come to the school and give their first steps in teaching and learning in a real school environment.

EPT: What do you see as the main advantages of the University Schools?

VM: Being a headmaster for so many years, I would say the chance to choose very good teachers, so the potential of this situation is that we can communicate with the teachers when they are still learning and the faculties can also recommend good teachers to us. Especially the ones who are good in languages, because we also try to promote an international environment in our school, even though we're not an international school, which helps us to have contacts abroad. In this way the teachers have the opportunity of going abroad which enriches their curriculum, their approaches, and their ways to teach.

EPT: What are the main challenges facing University Schools?

VM: I think that, presently, things go very smoothly, but before, as in ten years ago, we felt that the universities (and I'm talking about the Pedagogical Faculty) were a bit more academic and didn't visit the school so often, didn't prepare the students for their stay at schools. But now it's completely different, so we have very good professors at the University, they are former teachers themselves, they understand the situation and they prepare their students well. The problem is that, sometimes the students are not very well motivated which means that they start their teaching careers and then change to a different job. That is a normal situation, life has many solutions.

EPT: How can University Schools contribute to school development and innovation?

VM: What we see as the main contributions are research. For example, we did a very good research about how to identify and teach gifted students. We did a very broad research for many weeks and finally we had the University results, which was a great help on how to organize ourselves better and how to individualize the process. So, I think research conducted by the University is designed to attend very practical subjects. I have to say that such research can have an academic sphere but also to be useful for concrete teachers, to be very practical. And if I, as a headmaster, tell them that some research is going on and if it is very practical and useful, they would be motivated. Another benefit for the Czech situation, since we are in contact with local government, can be the prestige for the schools when they know what we are doing with the University, even if the school is basic or elementary. What I think we could benefit with international projects is that we can send our students and teachers for some stays abroad, sometimes co-financed by the University.