Future of Teacher Education in Europe:
the role of University-Schools

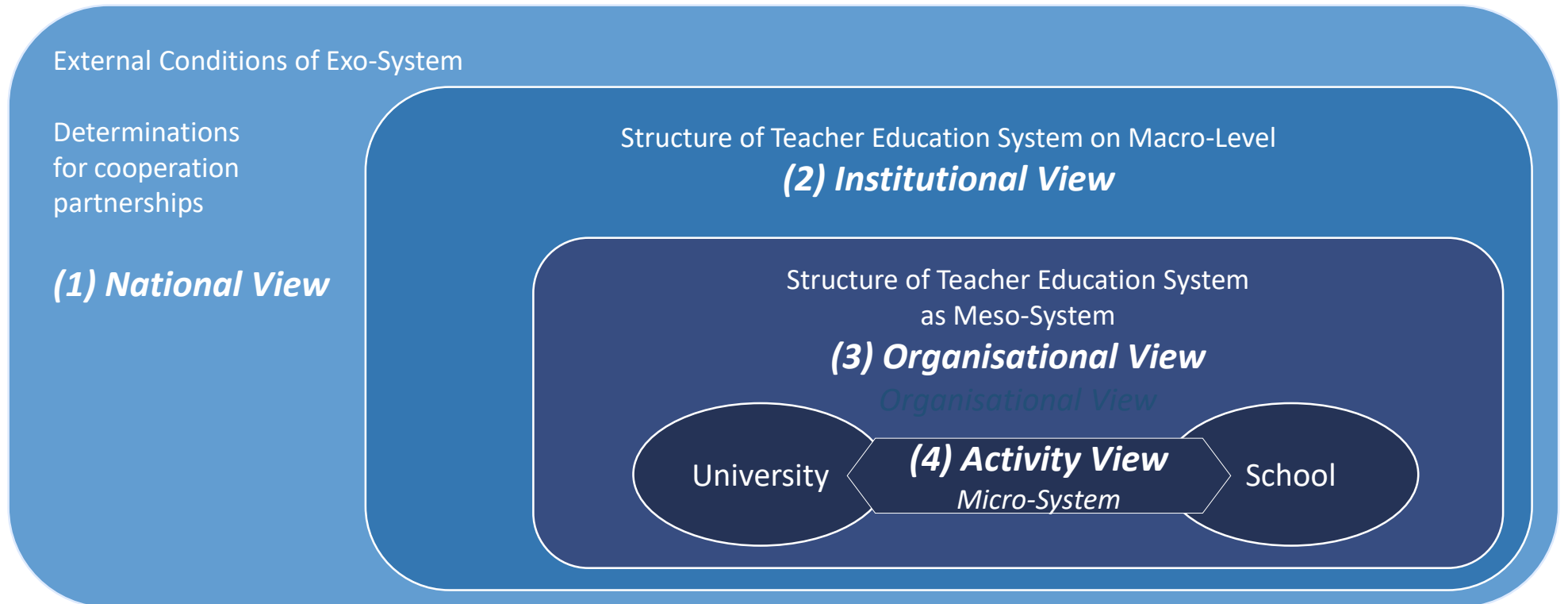*Key Results of EdUSchool*

Aims of IO 1

Institutional description of University Schools concepts

- Identify and describe organizational, communicational and cooperative patterns

- Reflect on main objectives and program regulations

- Describe connections between universities and University Schools

- Describe relevant stakeholders

Underlying conceptual assumptions

"Partnership can be viewed from the perspective of a system and how different parts of that system are interconnected." **(Niemi, 2016, 6)**

External Conditions of Exo-System

Determinations
for cooperation
partnerships

(1) National View

Structure of Teacher Education System on Macro-Level
(2) Institutional View

Structure of Teacher Education System
as Meso-System
(3) Organisational View

Organisational View

University

(4) Activity View
Micro-System

School

Methodology

Systematic analysis of documents

- Reflect systematically regarding the specific meanings of a document carries in the certain context of its genesis

- Summarize and structure information and to reveal communicational and organizational patterns

- Receive the respective stakeholders' intentions

- Reveal mechanisms of cooperation

Considered documents

- Information on University School Concepts at partners' universities

- Ministry or university regulations

- University curricula

- Module descriptions

- Scientific publications and working papers

- Presentations of stakeholders in the University School concept

Categories for Content Analysis

Perspectives in the analysis	Categories for the analysis	Examples
National view	Teacher Education system and philosophy	Phases of teacher education, policy regulations, responsibilities
Institutional view	Regulations	Financing, policy regulations, duration, responsibilities
	Objectives	Transfer, professionalization, school development
	Stakeholder	governmental organizations, civic authorities or groups like university-school teachers, lecturers
Organizational view	Clarification and specification	Aims, philosophy, conditions
	Cooperation and coordination	Workflows, structure
	Persons, roles and functions	University school coordinator
Activity view	Research- and development activities	Projects, programmes, scientific agenda
	Professionalization of teacher education students	curricular and extra-curricular activities, educational framework, modules
	Professionalization of University School teachers and lecturers	curricular and extra-curricular activities, educational framework, modules

Results

National View

- National teacher education systems differ in structure and time
- University School concepts are not in all countries implemented

Institutional View

- Czech Republic, Norway and Portugal describe national strategies of University School concepts, while Germany cannot report such regulations
- Different degrees of governmental regulation and (de-)centralization throughout the national contexts

Organisational View

- The coordinator of the University School Concepts are located at the university
- University and University Schools are working on par to each other

Activity View

- Broad availability of activities for teacher education students' professionalization
- Research and development activities in all concepts
- Only few concrete activities for the professionalization of university teachers and none for lecturers are anchored in the concepts

Key Points

- All University School concepts are deeply integrated and well aligned with the faculties research programs

- Research and development activities as well as course and school development are presented

- There is not the one concept, but rather different implementations that adapt to regional specifications

Institutional description of University School Concepts in Europe

Intellectual Output 1 in the EdUSchool Project

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